

SOCIAL STUDIES

Class - VI

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

There are twelve lessons in the textbook. These lessons are developed based on six themes i.e., Diversity on the earth, Production exchange and livelihood, Political systems and governance, social organisations and inequalities, religion and society, culture and communications. This book will help the students to study different aspects of our social life about diversity of land and people, how people get their livelihood, how people acquire for their common needs and manage them, why all people in our society are not equal, how people try to bring about equality, how people worship different Gods in different ways, and finally how they communicate with each other and build a culture which is shared by them.

We are grateful to Honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Dr. Amdimulapu Suresh, Honourable Minister of Education for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal Secretary, School Education, Sri. Vadrevu Chinaveerabhadrudu, IAS, Commissioner, School Education, Ms. Vetriselvi.K, IAS Special Officer for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to NCERT, SCERT of Kerala, Tamilnadu and Karnataka in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in further refinement of the textbook.

Dr. B. Pratap Reddy
Director
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Our National Anthem

- Rabindranath Tagore

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

Tava Subha name jage, tave subha asisa mage,

gahe tava jaya-gatha.

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, Jaya he, Jaya he,

jaya jaya jaya jaya he.

Pledge

- Pydimarri Venkata Subba Rao

India is my country. All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

Contents

S. No.	Content	Month	Pages
1.	Our Earth in the Solar System	June	1-14
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Teacher Corner



Student Corner



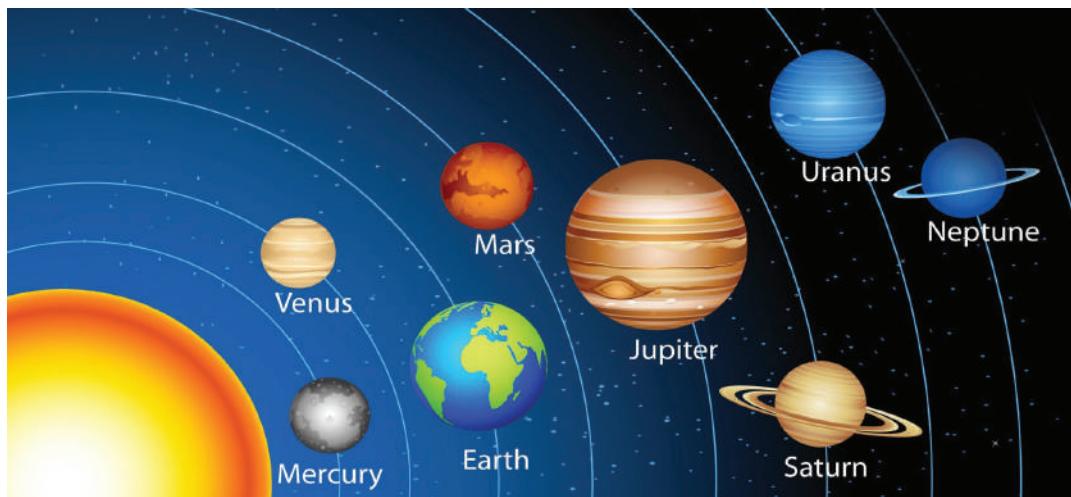
CHAPTER 1

Our Earth in the Solar system

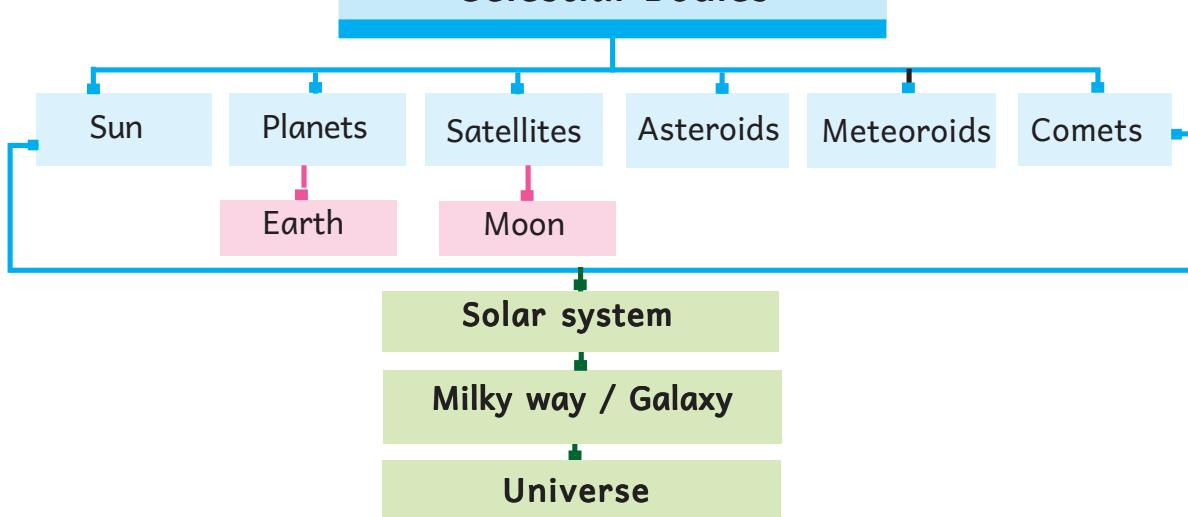
Learning Outcomes

The students will be able to

- understand the celestial bodies.
- understand different components of the Solar system.
- differentiate between Stars, Planets and Satellites.
- recognise that the Earth is a unique celestial body.



Celestial Bodies



In summer months we prefer to sleep on the terrace or in open air. At night time what do we observe in the sky? The whole sky is visible with many twinkling objects. Along with these bright objects, we also see the Moon on most of the days. Let us know more about these bodies.



Fig 1.1 Sky during Night

Do you wonder why we can't see the Moon and all the bright tiny objects during day time? It is because, the very bright light of the Sun does not allow us to see all these bright objects of the night sky. The Sun, the Moon and all those objects shining in the night sky and other bodies like Earth etc., are called the **celestial bodies**.

Some celestial bodies are very big and hot. They are made up of gases. They have their own heat and light which they emit in large amounts. These celestial bodies are called Stars. The Sun is a Star. Countless twinkling stars in the night sky are similar to the Sun. But we do not feel their heat or light, and they look so tiny because they are very far away from us.

Some celestial bodies do not have their own heat and light. They are lit by the light of the Stars. Those are Planets, Satellites, Asteroids, Meteoroids, Comets etc. The Earth on which we live is a Planet. It gets all its heat and light from the Sun, which is our nearest star. If we look at the Earth from a great distance, it will appear to be shining just as the Moon. The Moon that we see in the sky is a Satellite. It is the companion of our Earth and moves around it. Like our Earth, there are seven other Planets that get heat and light from the Sun. Some of them have their Moons too.



Let's Do

To know how day and nights occur

Let us observe celestial bodies:

Required material: Torch, sheet of plain paper, pencil and a needle.

Process...

1. Place the torch in the centre of the paper with its glass front touching the paper.
2. Now draw a circle around the torch.
3. Perforate the paper with the needle within the circled area.
4. Now place the perforated circle part of the paper on the glass front and wrap the paper around the torch with a rubber band.
5. In a dark room, stand at some distance facing a plain wall. Switch off all other lights. Now flash the torch light on the wall. You will see numerous dots of light on the wall, which look like stars at night.
6. Switch on all the lights in the room. All dots of light will be almost invisible.
7. You may now compare the situation with what happens to the bright objects of the night sky after the Sun rises in the morning.

Constellations

Have you ever noticed various patterns formed by different groups of stars in the sky? Those are called 'Constellations'. They were named after different animals, objects and creatures depending on the shape they look. Ursa Major or Big Bear is one such Constellations. One of the most easily recognisable constellation is Saptarishi. It is group of seven stars.



Do You Know

In ancient times people used to determine directions during the night with the help of Stars. In the Northern Hemisphere people determine the North direction with the help of the North Star. It indicates the north direction. It is also called the Pole Star. It always remains in the same position in the sky. We can locate the position of the Pole Star with the help of Saptarishi (Ursa Major) constellation.

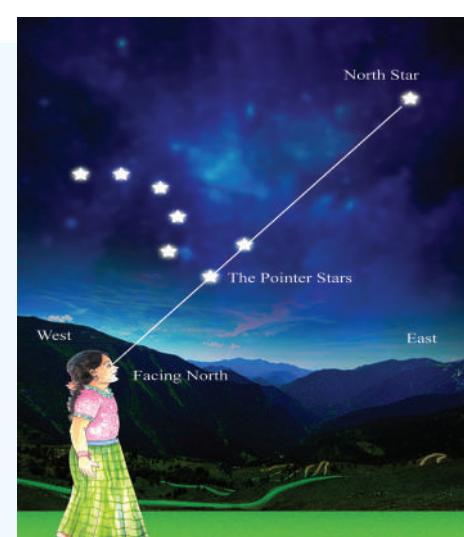


Fig 1.2 Saptarishi and the North Star

The Solar System

We came to know that the Earth doesn't have its own heat and light. Where does the Earth get light and heat from? It is the Sun that gives the Earth light and heat. The Sun is the closest Star to the Earth. So the Earth receives light and heat from the Sun. Not only the Earth but also seven other Planets are moving around the Sun. The Sun, eight Planets, Satellites and some other celestial bodies known as Asteroids and Meteoroids form the **Solar system**. We often call it a solar family with the Sun as its head.

The Sun

The Sun is in the centre of the Solar system. It is huge and made up of extremely hot gases. It provides the pulling force that binds the Solar system. Each member of the Solar system revolves around the Sun. The Sun is the ultimate source of heat and light for the Solar system. The surface temperature of the Sun is around 6000°C . But that tremendous heat is not felt so much by us because it is far away from us. The Sun is about 150 million kms away from the Earth.

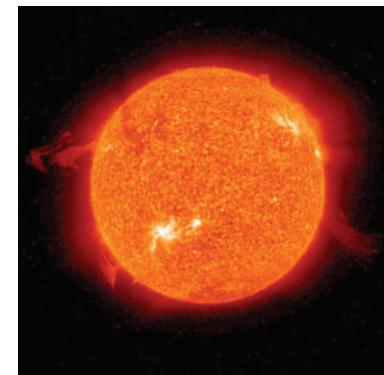


Fig 1.3 The Sun



Do You Know

- How big is the Sun? 13 lakhs Earths can fit inside the Sun.



Think & Respond

- From the ancient times people worship the Sun as God. Give reasons.



Planets

There are eight Planets in our Solar system. According to their distance from the Sun the order of Planets are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. All the eight Planets of the Solar system move around the Sun in fixed paths. These paths are elongated. They are called orbits. The four Planets nearer to the Sun are called **Inner Planets**. Those are Mercury, Venus, Earth and Mars. The inner Planets are comparatively smaller in size and are composed of rocks. The last four Planets are called as **Outer Planets**. Those are Jupiter, Saturn, Uranus and Neptune. They are large and made up of gases and liquids. Mercury is the nearest planet to the Sun. Venus is considered as Earth's twin because its size and shape are very much similar to that of the Earth. Jupiter is the biggest and Mercury is the smallest planet.

To remember the order of eight planets around the sun.

My Very Educated Mother Just Served Us Noodles

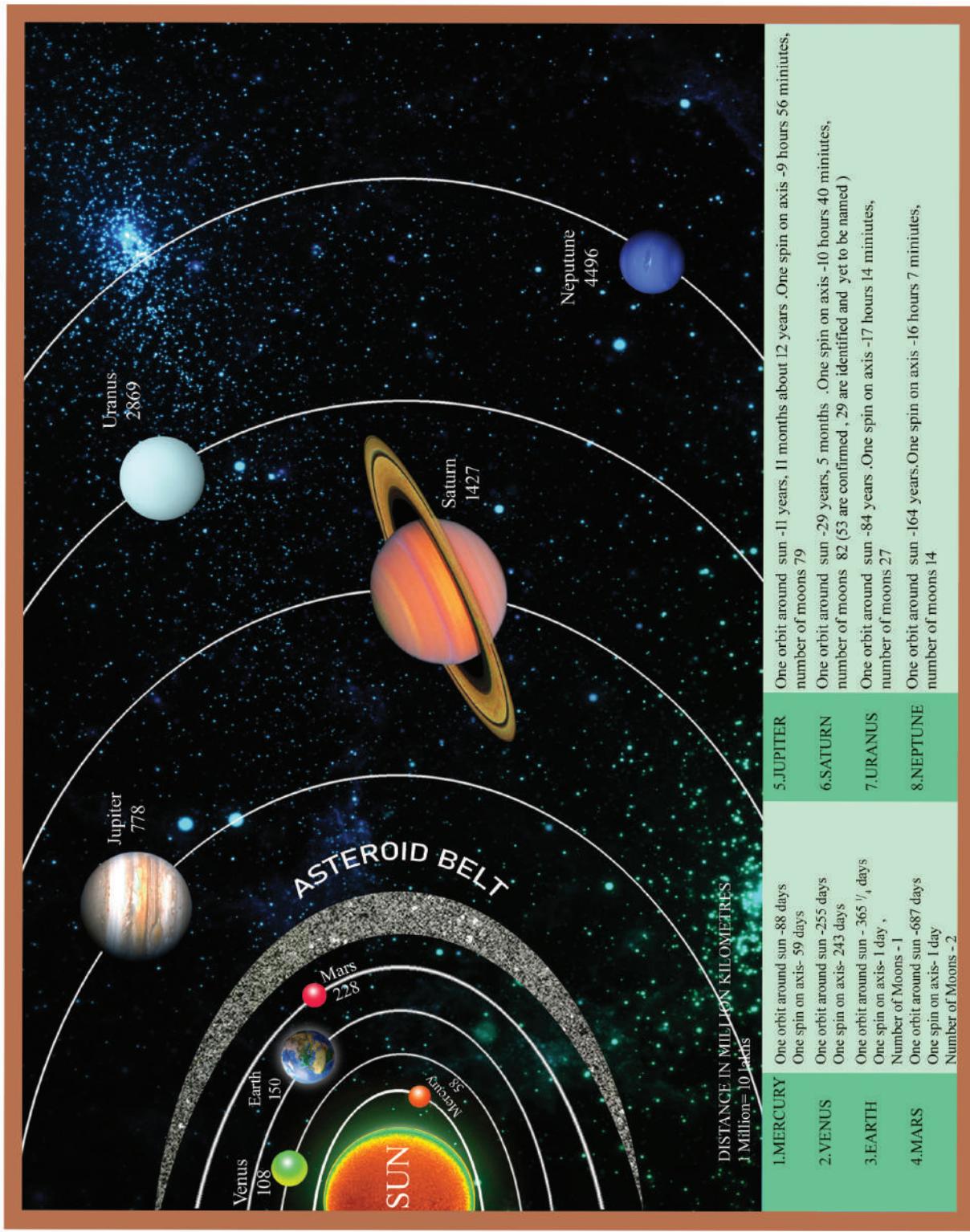


Fig 1.4 Solar System



Explore

- Browse the following website and know more about Solar system.
<https://spaceplace.nasa.gov/menu/solar-system/>



Explore

- Up to 2006 there were nine Planets in our Solar system, but now we have only eight Planets. What was the 9th planet? What happened to it? Find out the reasons with the help of your teacher.



Let's Do

- Observe the following picture and name the planets in the boxes given below.

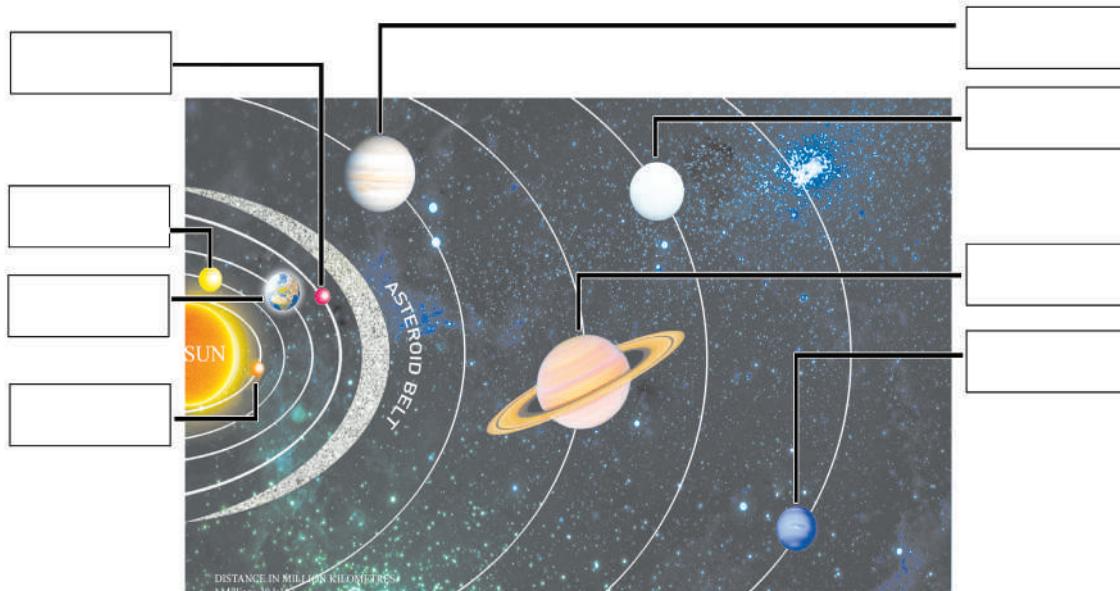


Fig 1.5 Planets

The Earth

Our home planet the Earth is the third nearest planet to the Sun. In size, it is the fifth largest planet. It is slightly flattened at the poles and bulges in the middle. That is why its shape is described as a Geoid. Geoid means an Earth-like shape. The only natural satellite of the Earth is the Moon. From the outer space, the Earth appears blue because its two-thirds surface is covered by water. It is, therefore, called a **Blue planet**.



Fig 1.6 Earth



Think & Respond

- What do animals and plants require in order to grow and survive?

The Earth is the most suitable planet to support life. It has four major components that we call as the realms of the Earth - Lithosphere, Hydrosphere, Atmosphere and Biosphere. The first three components along with suitable climate make life possible on the Earth. This is called the Biosphere. Now let us have a look at each of the spheres.

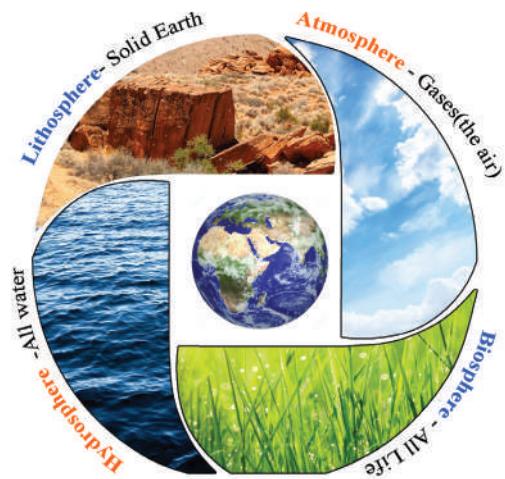


Fig 1.7 Spheres of the Earth



Do You Know

- Light travels at the speed of about 300,000 km per second. Yet even with this speed, the light of the Sun takes about eight minutes to reach the Earth.

Lithosphere

The lithosphere is the land on which we live. It is the solid outer layer of the Earth consisting of rocks and soils.

Hydrosphere

The hydrosphere consists of water bodies such as Oceans, Seas, Rivers, Lakes, Ice caps on mountains, Tanks etc.,

Atmosphere

Atmosphere is the layer of air that surrounds the Earth. Different types of gases make up the atmosphere. The major gases are Nitrogen (78%) and Oxygen (21%). The other gases like Carbon dioxide, Hydrogen, Helium, Argon, and Ozone are present in smaller amounts.

Biosphere

All living things existing on the land, in the water and in the air together called as biosphere. It consists of plants, animals, bacteria and other tiny organisms. We will learn more about these spheres in higher classes.



Think & Respond

- How can you say that our Earth is a unique Planet in the Solar system?

Satellites

A Satellite is a celestial body that moves around the Planets in the same way as the Planets move around the Sun. Mercury and Venus do not have any Satellites. All the other Planets have Satellites.

The Moon

Our Earth has only one natural satellite, that is the Moon. Its diameter is only one-quarter that of the Earth. It appears so big because it is nearer to our planet than other celestial bodies. It is about 3,84,400 km away from us.



Fig 1.8 Moon

Now you can compare the distance of the Earth from the Sun and that from the Moon. The Moon moves around the Earth in about 27 days. It takes exactly the same time to complete one spin. As a result, only one side of the Moon is visible to us on the Earth. The Moon does not have conditions favourable for life. It has mountains, plains and depressions on its surface. These cast shadows on the surface of the Moon.



Do You Know

Neil Armstrong, an American Astronaut, was the first man to step on the surface of the Moon on 21st July 1969.



Explore

- Who is the first Indian Astronaut to go into space?
- Have you heard about Chandrayaan-1 and Chandrayaan-2. Try to know about them and discuss in the class.

Man-made Satellite

It is an artificial body. It is designed by scientists to gather information about the universe and the Earth for communication. It is carried by a rocket and placed in the orbit around the Earth and other Solar bodies. Some of the Indian Satellites in space are INSAT, IRS, EDUSAT etc.



Do You Know

- Indian Space Research Organisation (ISRO) launches Satellites into space from its launching station at Sriharikota. It was named as “Satish Dhawan Space Centre (SDSC) Sriharikota High Altitude Range (SHAR)” in memory of Satish Dhawan, former Chairman of the ISRO.



Fig 1.9 Launching of Satellite into space



Think & Respond

- How are man-made Satellites useful to mankind? Discuss.



Do You Know

- On 24th September, 2014 Mangalyaan (Mars Orbiter Mission - MOM), launched by the Indian Space Research Organization (ISRO), reached the orbit of Mars to explore its atmosphere and topography. ISRO has now become the fourth space agency in the world to reach Mars after the Soviet Space programme, NASA and the European Space Agency.

Asteroids

Apart from the Planets and Satellites, there are number of small rocky objects which also move around the Sun. These bodies are called **Asteroids**. They are found between the orbits of Mars and Jupiter. Scientists are of the view that Asteroids are parts of a Planet which exploded many years back.



Fig 1.10 Asteroid

Meteoroids

The small pieces of rocky or metallic bodies which move around the Sun are called Meteoroids. Sometimes these Meteoroids come near the Earth and tend to drop upon it. During this process due to friction with the air they get heated up and burn. It causes a flash of light. Sometimes, a meteor without being completely burnt, falls on the Earth and creates a hollow.

Comets

A Comet is a celestial object made up of a head and a tail. The head of a comet consists of solid particles held together by ice and the tail is made of gases. Halley's Comet is the most famous comet which comes close to the Earth every 76 years. This comet appeared in 1986 and will appear next in 2061.



Fig 1.11 Comet

Galaxy

We can see a white glowing path across the sky on a clear starry night. It is a cluster of millions of Stars. A galaxy is a huge cluster of Stars. Our Solar system is a part of Milky Way or Galaxy. In ancient India it was imagined to be a river of light flowing in the sky. Thus, it was named Akash Ganga.



Fig 1.12 Galaxy

Universe

There are millions of galaxies that make the Universe. It is difficult to imagine how big the universe is. The scientists are still trying to find out more and more about it. We are not certain about its size but we know that all of us belong to this universe.



Think & Respond

Can you relate yourself with the Universe now? You are on the Earth and the Earth is a part of the Solar system. Our Solar system is a part of the Milky Way or Galaxy which is part of the Universe. Think of the fact that Universe contains millions of such galaxies. How do you fit in the picture? How tiny you are? Think a while.



Fig 1.13 Earth and Universe



Glossary

Galaxy (స్క్రూప్ వండలం)	: the cluster of Stars
Asteroids (గ్రహ శకలాలు)	: irregular shaped rocks between Mars and Jupiter
Meteoroids (ఉల్ములు)	: small rocky or metallic bodies in outer space
Satellites (ఉపగ్రహాలు)	: celestial bodies that move around the Planets
Orbit (క్రియా)	: the path in which the Planets move around the Sun
Geoid (భూమి వంటి ఆకారం)	: Earth like shape
Lithosphere (శిలావరణం)	: outer rocky layer on the Earth
Hydrosphere (జలావరణం)	: water layer on the Earth
Atmosphere (వాతావరణం)	: layer of gases above the Earth
Biosphere (జీవ వరణం)	: layer of life on the Earth
Constellation (పక్షులూల కూటమి లేదా రాశి)	: patterns of Stars



Improve Your Learning

1. How does a planet differ from a star?
2. What is meant by the ‘Solar system’?
3. Why is life not possible on all Planets?
4. Why do we always see only one side of the Moon?
5. What is the Universe?
6. Air and water are essential to live on the Earth. But now they are being polluted by humans. What happens to the life of humans on this Earth if pollution increases further?

7. Scientists are now trying to explore more about Moon and other Planets. Do you think their efforts benefit us?
8. Observe the figure 1.4 and fill the table

Sl.No	Name of the Planet	Distance from the Sun	No. of Moons



Project Work

1. Prepare a model of the Solar system.

Choose the correct answer

1. Though tremendous heat is emitted by the Sun, why do we receive only limited heat? []
- A) The sun is very far from the Earth
 - B) The sun is very small compared to the Earth
 - C) The sun is very close to the Earth
2. The planet known as the Earth's twin is ____ []
- A) Jupiter
 - B) Saturn
 - C) Venus
3. Which is the third nearest planet to the Sun ? []
- A) Venus
 - B) Earth
 - C) Mercury
4. All the Planets move around the Sun in a ____ []
- A) Circular path
 - B) Rectangular path
 - C) Elongated path
5. Asteroids are found in between the orbits of ____ []
- A) Saturn and Jupiter
 - B) Mars and Jupiter
 - C) Earth and Mars

Match the following

- | | | |
|---------------------------|----------|------------|
| 1. Blue Planet | [] | a. Mars |
| 2. Farthest Planet to Sun | [] | b. Neptune |
| 3. Fourth Planet from Sun | [] | c. Mercury |
| 4. Nearest Planet to Sun | [] | d. Earth |



Let's Do

Solve the puzzle with the terms defined in the following statements

CROSS

1. The cluster of millions of Stars
2. The natural satellite of the Earth
3. The ringed planet (see figure 1.4)
4. The sphere of water
5. The celestial object that is made up of head and tail

DOWN

1. The shape of the Earth
2. The closest Star to the Earth
3. The path of the Planets that move around the Sun
4. The sphere of gases that surrounds the Earth
5. The small pieces of celestial bodies, move around the Sun between Mars and Jupiter.

1									4					2
								5						
											2	3		
		5												
		3												



Let's Do

1. You might have heard that people make human chains and run for world peace etc. You can also make a Solar system and run for fun by using the following steps.
Step - 1: All children of your class can play this game. Assemble in a big hall or on a playground.
Step - 2: Now draw eight circles on the ground. Draw all circles in the same manner.
Step - 3: Prepare 10 placards. Name them as Sun., Moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.
Step - 4: Select 10 children in the following order and give each one of them a placard.

Order of placard distribution

- ✓ The Sun - tallest, The Moon - smallest; Mercury, Mars, Venus and Earth (almost equal heights); Neptune, Uranus, Saturn and Jupiter taller than the earlier four Planets but smaller than the Sun.
- ✓ Now ask the children holding placards to take their places with the Sun in the centre in their orbits. Ask the child holding the Moon placard to keep the hand of the child holding the Earth placard always.
- ✓ Now your Solar system is almost ready to go into action.
- ✓ Now make everybody move slowly in the anti-clockwise direction. Your class has turned into a small human replica of the Solar system.
- ✓ While moving on your orbit you can also turn around. For every celestial body the spin should be anti-clock wise except for Venus and Uranus who will make the spin in the clock-wise direction

Field Visit

1. Observe the video of Planetarium in the QR Code.

Describe your experiences.

2. Visit SHAR which is located in SPSR Nellore District.



F5R4T9



CHAPTER 2

Globe – Model of the Earth

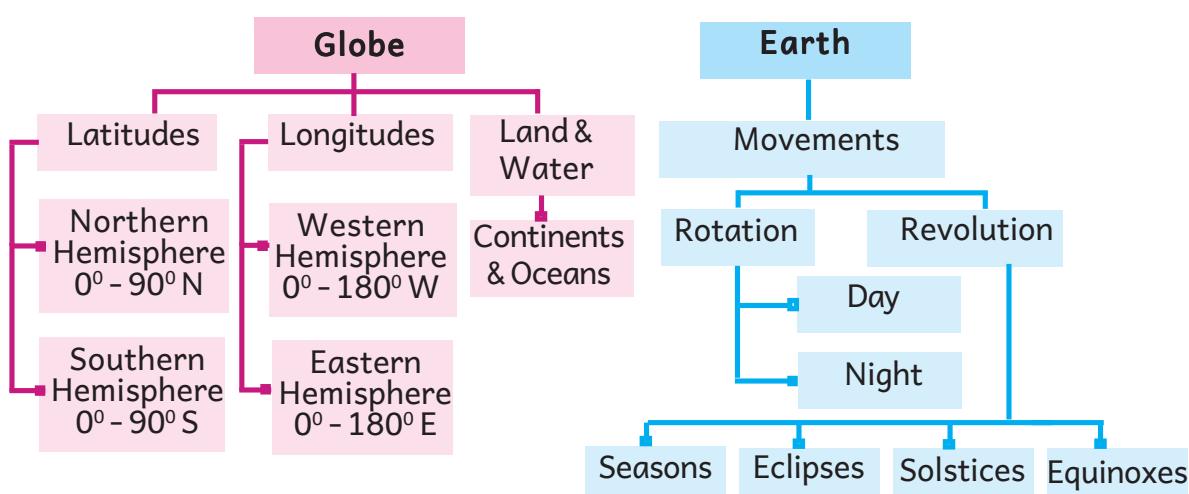
Learning Outcomes

The students will be able to

- understand the Globe as a true model of the earth.
- understand Latitudes and Longitudes, Poles and the Equator.
- understand the motions of the Earth and how day and night, seasons occur.



Globe – Model of the Earth



- Have you ever seen the world map?
- Name the Ocean located on the left side in the given world map?
- Name the Ocean located on the right side in the given world map?

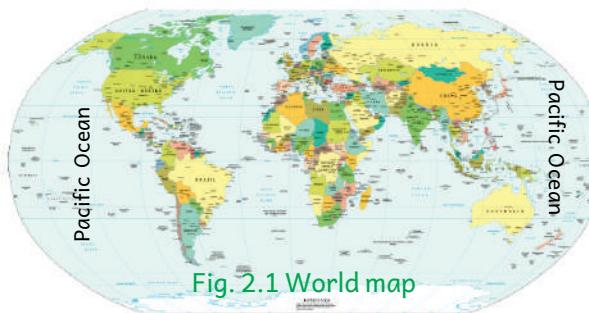


Fig. 2.1 World map

You will observe the same Ocean on both the sides of the map. It is the Pacific Ocean. When you fold the world map, the two parts come together to one place. Thus, we can say that the Earth is round in shape. It has been proved by the ancient navigators during the 15th century and it is very much clear by Satellite images. So, the Globe is a true model of the Earth.

In the previous chapter, you have read that our planet Earth is not a complete sphere. It is slightly flattened at the North and the South poles and bulges in the middle. Can you imagine how it looks like? You may look at a globe carefully in your class room to get an idea. The globe is not static. It rotates as a top toy or a potter's wheel. On a Globe, countries, continents and oceans are shown in proportionate size.

Axis of the Earth

You notice that a needle is fixed through the globe in a tilted manner, which is called its axis. Two points on the globe through which the needle passes are two poles – North Pole and South Pole. The Globe moves around this needle from West to East just as the Earth moves. But, remember there is a major difference. The real Earth has no such needle. Earth's rotational axis is an imaginary straight line which runs through the North and South Poles.

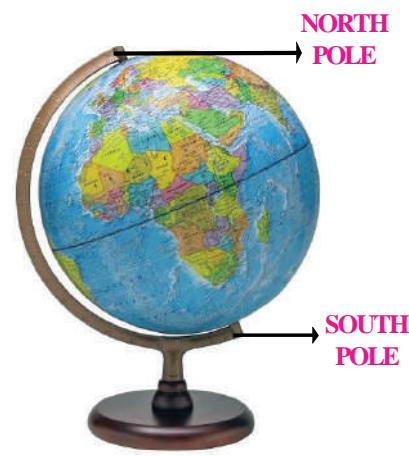


Fig. 2.2 Globe



Do You Know

- The oldest terrestrial globe was made in 1492 by Martin Behaim. Another "remarkably modern looking" terrestrial globe of the Earth was constructed by Taqi Al - Din at the Constantinople Observatory during the 1570s.
- The World's first seamless celestial globe was built by Mughal scientists under the patronage during Mughal empire.
- The word globe comes from the Latin word **globus**, meaning "sphere".



Think & Respond

- How does the earth rotate and revolve without any needle unlike the globe? Discuss with the teacher.
- All the celestial bodies are round in shape. Why ?



Let's Do

- Take a big round apple. Pierce a cycle spoke through it. The spoke resembles the axis shown in a globe. You can now move the apple around this axis from left to right.

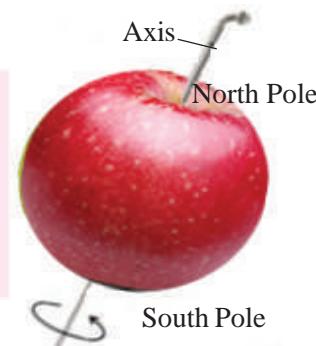


Fig 2.3 Model of globe

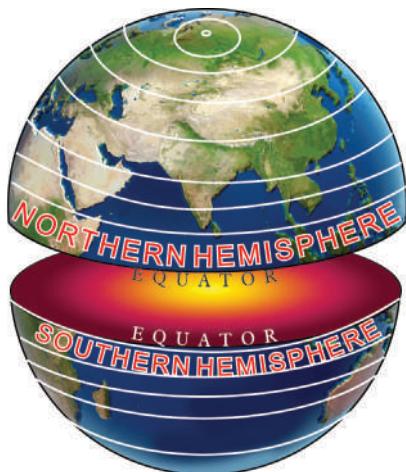


Fig 2.4 Earth Hemispheres

Northern and Southern Hemispheres

The imaginary line running horizontally on the middle of the Globe divides it into two equal halves. This line is known as the Equator (0° latitude). The half that lies north of the Equator is known as the Northern Hemisphere and the half that lies south of the Equator is known as the Southern Hemisphere.



Think & Respond

- In which Hemisphere is India located?
- Which hemisphere has the maximum number of Continents?
- In which Hemisphere is the Continent Antarctica located?

Complete the table with the help of World map, Globe or Atlas

Name the Continents in the Northern Hemisphere	Name the Continents in the Southern Hemisphere	Name the Continents that are spread over Southern and Northern Hemispheres
Name of the Oceans in the Northern Hemisphere	Name of the Oceans in the Southern Hemisphere	Name the Oceans that are spread over Southern and Northern Hemispheres

Latitudes

If you observe the globe closely you can see some lines drawn parallel to the **Equator**. These lines are Latitudes. They are parallel to each other and never meet. Latitudes range from 0° to 90° to the North and 0° to 90° to the South of the Equator. The 90° Latitude on the North is the North Pole and the 90° Latitude on the South is the South Pole. There are 90 Latitudes in North and 90 Latitudes in South. All the Latitudes are circles except Poles.

North Pole, the Arctic Circle and the Tropic of Cancer are the important Latitudes in the Northern Hemisphere. On the other hand, the South Pole, the Antarctic Circle and the Tropic of Capricorn are the important Latitudes in the Southern Hemisphere. The climatic division of the Earth can be studied with the help of Latitudes.

Fill the table with the help of a Globe / Map

Latitude	Degrees
North Pole	
Arctic Circle	
Tropic of Cancer	
Equator	0°
Tropic of Capricorn	
Antarctic Circle	
South Pole	

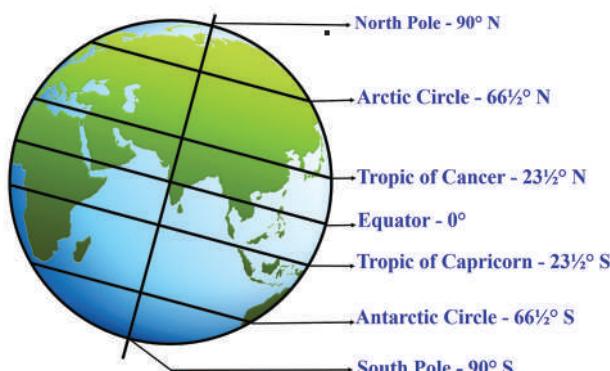
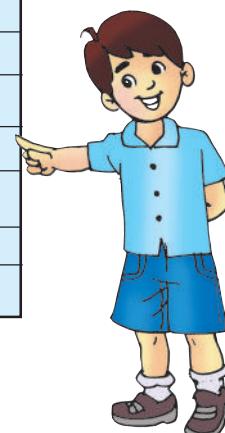


Fig. 2.5 Important Latitudes



Do You Know

- The imaginary circular lines parallel to the Equator are called latitudes. Latitude is related to the Latin word **latitudo**, meaning "breadth, width, extent, size."



Think & Respond

- Why do latitudes get smaller towards the poles? Which latitude is the biggest circle?

Longitudes

We see certain lines drawn perpendicular to the latitudes on the globe. These lines connect the North and South poles. They are called the Longitudes.

Longitudes are called Meridians. 0° Longitude is called **prime meridian/Greenwich**. The line seen opposite to it is called the **International Date Line** and found at 180° longitude. Based on these two lines the earth is divided into two Hemispheres; the one on the eastern side of the **Greenwich** is known as Eastern Hemisphere and the other as Western Hemisphere.



Do You Know

The imaginary semi circle lines that join the North and South Poles are called **Longitudes**. Longitude is related to the Latin word *longitudo*, meaning "length, long duration."

Longitudes from the Greenwich to the International Date Line in the Eastern (0° to 180° E) are known as eastern longitudes and those from the Greenwich to International Date Line in the Western (0° to 180° W) are known as western longitudes. Infact 180° E and 180° W longitudes are same as 180° which is called **International date line**.

There are 180 longitudes in east and 180 longitudes in west and in total there are 360 longitudes including Greenwich. Calculating the exact location, time and climate of that place can be done with the help of latitudes and longitudes. This can be studied in detail in your next classes.

Facts about Latitudes

- Latitudes are parallel to each other and never meet.
- Latitudes help to measure the distances located towards the North or the South from the Equator.
- Latitudes are invisible horizontal lines that run parallel to the equator.

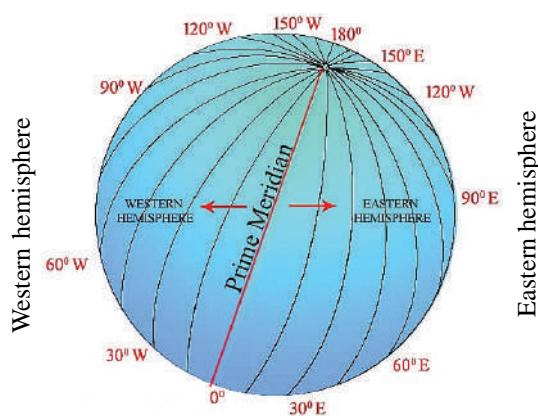


Fig. 2.6 Longitudes

Facts about Longitudes:

- Longitudes are known as **Meridians**.
- Longitudes measure the distance of east or west of the **prime meridian**.
- **Longitudes** are equal in length.
- Longitudes are farthest at the **Equator** and meet at the poles.
- Longitudes are invisible vertical lines that run North-South direction.

Identify and write down the Latitude and Longitude between the extents of the given Andhra Pradesh map. You can take the help of Atlas.



Movements of the Earth

There are many celestial bodies in the universe such as Stars, Planets, Satellites. The Earth is one of the planets among them. Planets rotate themselves while revolving round the Sun. The Earth basically has two movements. They are: Rotation and Revolution. Earth moves on its own axis from West to East at a speed of 1610 kilometers per hour. This movement is called "Rotation."

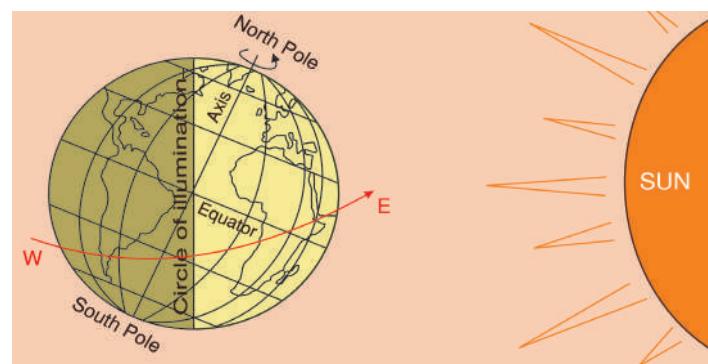


Fig. 2.7 Earth Rotation - Day and Night

Day and night are caused due to the Earth's rotation. During rotation i.e., while the Earth moves on its own axis, only half of the portion of it receives Sun's rays and therefore, it appears bright. The other half remains in darkness. It means that the half portion of the Earth hit by Sun's rays has 'day' while the remaining portion has 'night'. In the process of Earth rotation, the portion hit by Sun's rays gradually goes into light and the light portion gradually goes into dark. That is why day and night occur alternately. It takes 23 hours 56 minutes and 4.09 seconds (about 24 hours) i.e., one day to complete one rotation.

The Earth while moving on its own axis also moves around the Sun. This movement is called "Revolution." The fixed and regular path through which earth revolves around the Sun is called "Orbit." The orbit is elliptical in shape. The length of the Earth's orbit is 965 million kilometers. Earth takes one year to complete one revolution. It takes $365\frac{1}{4}$ days. Usually a year consists of 365 days only. The remaining one-fourth of the day is added once in four years and that year is known as "Leap Year." Hence a Leap Year consists of 366 days. In a Leap year, we have 29 days in the month of February. But in a normal year we have 28 days in February.

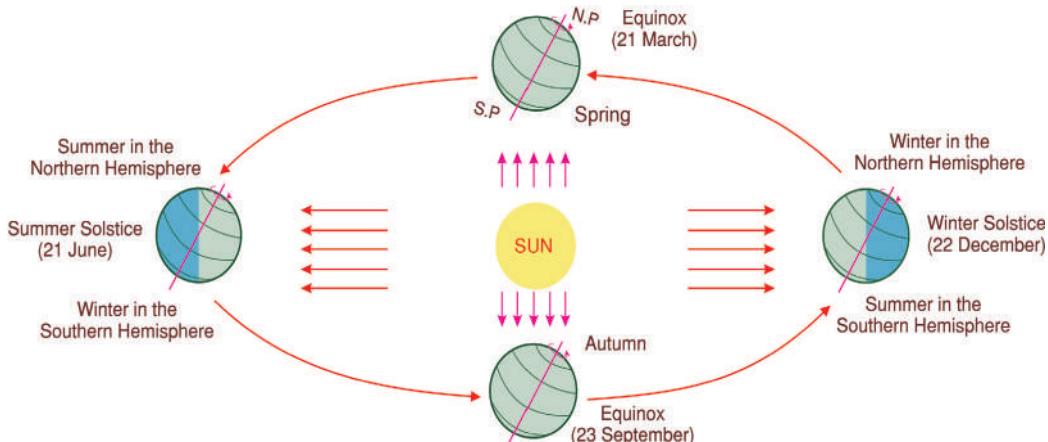


Fig. 2.8 Revolution of the Earth and Seasons

From the figure 2.8 it is clear that the Earth is moving around the sun in an elliptical orbit. Throughout its orbit, the earth is inclined in the same direction. A year is usually divided into summer, winter, spring and autumn seasons. Seasons change due to the change in the position of the Earth around the Sun.

Look at the Figure 2.8 You will see that on 21st June, the Northern Hemisphere is tilted towards the Sun. The rays of the Sun fall directly on the Tropic of Cancer. As a result, these areas receive more heat. The areas near the poles receive less heat as the rays of the Sun are slanting. The North Pole is inclined towards the Sun and the places beyond the Arctic Circle experience continuous day light for about six months. Since a large portion of the Northern Hemisphere receives light from the Sun, it is summer in the regions north of the Equator.

The longest day and the shortest night at these places occur on 21st June. In the Southern Hemisphere all these conditions are reversed. It is winter season there. The nights are longer than the days. This position of the earth is called the **Summer Solstice**.

On 22nd December, the Tropic of Capricorn receives direct rays of the Sun as the South Pole tilts towards it. As the Sun rays fall vertically at the Tropic of Capricorn, a larger portion of the Southern Hemisphere gets light. Therefore, it is summer in the Southern Hemisphere with longer days and shorter nights. The reverse happens in the Northern Hemisphere. This position of the earth is called the **Winter Solstice**.

Equinox

On 21st March and September 23rd, direct rays of the Sun fall on the Equator and the whole earth experiences equal day and nights. This is called an **Equinox**. On 23rd September, it is autumn season in the Northern Hemisphere and spring season in the Southern Hemisphere. The opposite is the case on 21st March, when it is spring in the Northern Hemisphere and autumn in the Southern Hemisphere. Thus, you find days and nights and changes in the seasons occur because of the rotation and revolution of the earth.

Eclipses

We have learnt that the Earth revolves round the Sun and the Moon revolves round the Earth. While they so revolve, at times it happens that they come in a straight line. Then either Solar Eclipse or Lunar Eclipse occurs. During the time of eclipses it appears that a shadow is cast either on the Sun or on the Moon. They are two types.

Solar Eclipse

A solar eclipse occurs when the Moon passes in a direct line between the Earth and the Sun. The Moon's shadow travels over the Earth's surface and blocks out the Sun's light as seen from Earth. Solar Eclipses occur only on new moon day, but not on all new Moon days.

Lunar Eclipse

At any given time, only half of the Earth faces the Sun. The other half will be in a shadow and is thus in darkness. A Lunar Eclipse occurs when the Moon passes directly behind Earth and into its shadow. This can occur only when the Sun, Earth, and Moon are exactly or very closely aligned with Earth between the other two. During a total Lunar Eclipse, Earth completely blocks direct sunlight from reaching the Moon. Lunar Eclipses occurs only on a full moon day. But lunar eclipse does not occur on all full moon days. You can have a detailed study of eclipses from your science textbook of class VI.



Do You Know

- Do you know that Christmas is celebrated in Australia in the Summer season?



Let's Do



Fig 2.9 Example of Day and Night

Harika and Sahasra are two children living at places located on almost opposite faces of the Earth. Harika lives in California in the USA and Sahasra lives in Guntur in India. You can see that these places are located on opposite faces of the Earth. While Harika is sleeping at night, Sahasra goes to school in the morning. While Harika goes to school in the morning, it will be night at Sahasra's place. When it is day on one face of the Earth, the opposite face experiences night. Thus day and night are experienced one after the other. Let us see how this happens through a simple experiment.



Fig 2.10 Day and Night observation

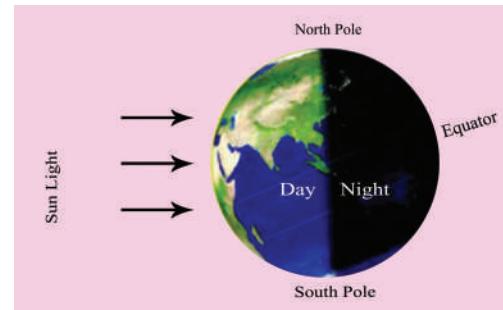


Fig 2.11 Day and Night occurrence

As shown in the picture, place a globe against any source of light. Now one face will be illuminated and the other will be in the dark. Turn the globe. You can see that the illuminated face gradually turns dark and the dark face gradually turns illuminated. Do you know that the most important source of light and heat for all life on Earth is the Sun? You have already learned that the shape of the Earth is spherical and that it spins on its own axis. The part of the Earth facing the Sun due to rotation gets illuminated and experiences day. As the opposite face does not get sun light, night is experienced there. Day and night are experienced one after the other due to the rotation of the Earth.



Glossary

Axis (ಅಕ್ಷಂ)	: an imaginary line about which a body rotates
Equator (ಭೂಮಧ್ಯರೇಖೆ)	: 0° latitude
Tropic of Cancer (ಕರ್ಕಿಟರೇಖೆ)	: $23\frac{1}{2}^{\circ}$ Northern latitude
Tropic of Capricorn (ಮಹಿಳೆ ರೇಖೆ)	: $23\frac{1}{2}^{\circ}$ Southern latitude
Arctic Circle (ಅರ್ಕಿಟಿಕ್ ವಲಯಂ)	: $66\frac{1}{2}^{\circ}$ Northern latitude
Antarctic Circle (ಅಂಟಾರ್ಕಿಟಿಕ್ ವಲಯಂ)	: $66\frac{1}{2}^{\circ}$ Southern latitude
North Pole (ಉತ್ತರದ್ವಾರ್ಪಣ)	: 90° Northern most part of the Earth
South Pole (ದಕ್ಷಿಣದ್ವಾರ್ಪಣ)	: 90° southernmost part of the Earth
Meridians (ಮಧ್ಯಾಹ್ನರೇಖೆಗಳು)	: longitudes connecting North and South Poles and shows mid-day
Greenwich / Prime meridian (ಜ್ರೆನ್ವಿಚ್ / ಪ್ರಾಮಾಣಿಕ ರೇಖಾಂಶಂ)	: 0° longitude
International Date Line (ಅಂತರ್ರಾತ್ಮಿಯ ದಿನರೇಖೆ)	: 180° degrees east and west
Latitudes (ಅಕ್ಷಾಂಶಗಳು)	: imaginary lines that runs parallel to the Equator
Longitudes (ರೇಖಾಂಶಗಳು)	: imaginary lines that runs between the North Pole and South Pole
Northern Hemisphere (ಉತ್ತರಾಧಿಕ ಗೋಳಂ)	: the half of the earth that lies north of the equator
Southern Hemisphere (ದಕ್ಷಿಣಾಧಿಕ ಗೋಳಂ)	: the half of the earth that lies south of the equator.
Eastern Hemisphere (ತೂರ್ಪ ಅರ್ಥಗೋಳಂ)	: half of the Earth that lies east of the Prime Meridian.
Western Hemisphere (ಪಶ್ಚಿಮ ಅರ್ಥಗೋಳಂ)	: half of the Earth that lies west of the Prime Meridian.
Seasons (ಬಯಾತವುಗಳು)	: seasons are divisions of the year, defined by changes in weather.
Solar Eclipse (ಸೂರ್ಯಗ್ರಹಣಂ)	: occurs when the Moon passes between the Sun and Earth on one line.
Lunar Eclipse (ಚಂದ್ರಗ್ರಹಣಂ)	: occurs when the Earth moves between Sun and Moon on one line.



Improve Your Learning

1. What is a Globe?
2. What are the movements of the Earth ?
3. Which movement of the Earth causes day and night ?
4. What happens when the Earth rotates?
5. Define the Earth Rotation and Revolution?
6. What is the true shape of the Earth ?
7. Which Latitude is known as the Tropic of Cancer?
8. Read the paragraph under the title 'Equinox' and comment on it ?
9. Create a table and list out the similarities and differences between Latitude and Longitudes?
10. If India has day, it is night in America. What is the reason for this difference ?
11. Take a ball and draw the latitudes and longitudes on the surface.
12. Prepare a note on the difference between Globe and an Atlas
13. Find out latest leap year and coming leap year.
14. What preparations should be taken to watch Solar Eclipse safely?
15. It is difficult to understand geographical location time and distance in the absence of the imaginary lines- Latitudes and Longitudes. Appreciate the design of the imaginary lines of Latitudes and Longitudes?
16. Venu met some children from different cities in a youth festival. They were: **Geethika, John, Nihal and Uma**. Venu collected some information about their cities. Venu has given us certain clues. Can you find out the cities with the help of an Atlas?

Geethika : A girl from a city with 19° Northern Latitude and 72° Eastern Longitude co-ordinates.

The city name :

John : A boy from a city with 12° Northern Latitude and 77° Eastern Longitude co-ordinates.

The city name :

Nihal : A boy from a city with 28° Northern Latitude and 77° Eastern Longitude co-ordinates.

The city name :

Uma : A girl from a city with 22° Northern Latitude and 88° Eastern Longitude co-ordinates.

The city name :

17. If an Astronaut from a space ship looks down to the Earth, can he/she see the rotation of the Earth?
18. Why can't we sense the rotation and revolution of the Earth.
19. Choose the correct answer
- The movement of the Earth around the Sun is known as []**
 - Rotation
 - Revolution
 - Inclination
 - Sun rays fall directly on the Equator on []**
 - 21st March
 - 21st June
 - 22nd December
 - Christmas is celebrated in summer in []**
 - Japan
 - Australia
 - India
 - The cycle of the seasons is caused due to []**
 - Rotation
 - Revolution
 - Gravitation

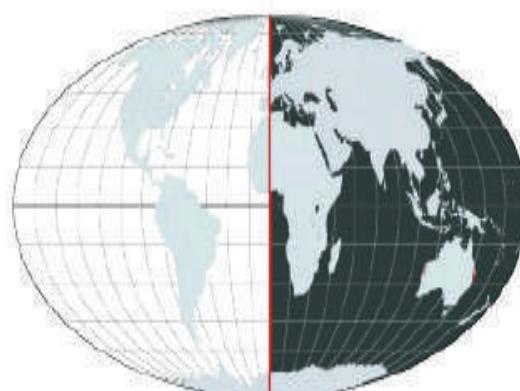
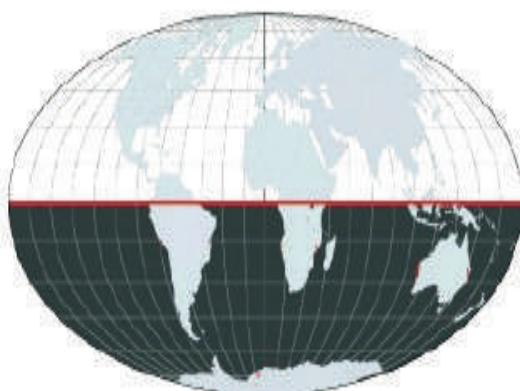
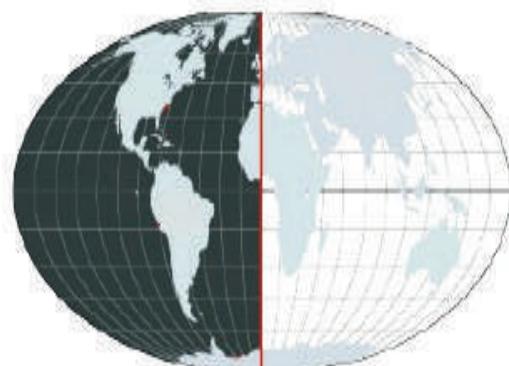
20. Find and fill the latitudes and longitudes in the given table with the help of Atlas and Globe.

S.No.	PLACE	LATITUDE	LONGITUDE
1	Vijayawada		
2	Kadapa		
3	Tirupati		
4	Visakhapatnam		
5	Your Village		

21. Find and fill the Latitudes and Longitudes extent of India and Andhra Pradesh in the given table with the help of Google map or Atlas.

PLACE	LATITUDE		LONGITUDE	
	From	To	From	To
India				
Andhra Pradesh				
Your district				
Your Mandal				

22. Observe the following pictures and fill the boxes with the name of the shaded hemispheres.



Project Work

Draw a diagram of the Globe showing the Earth's axis, the Equator, Tropic of cancer and capricorn, Arctic circle and Antarctic circle.





CHAPTER 3

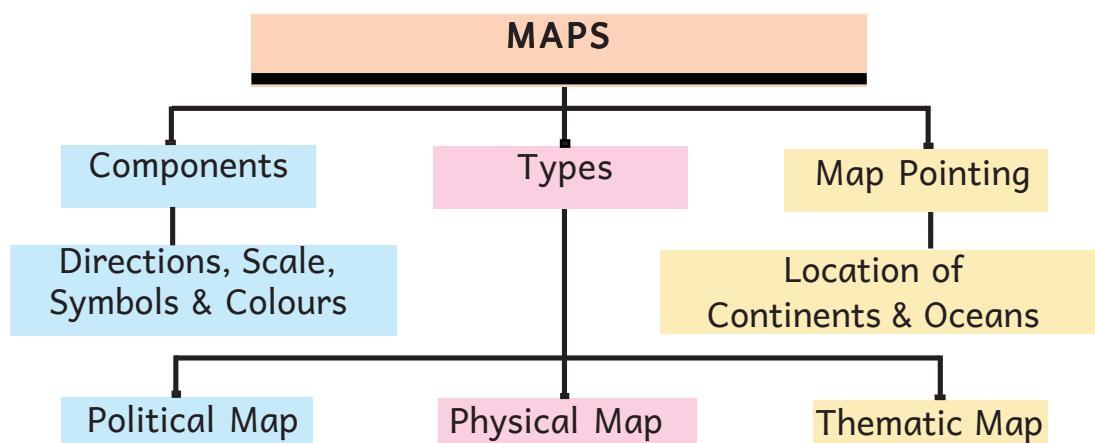
Maps



Learning Outcomes

The students will be able to

- understand the difference between a map and sketch.
- understand the main components of a map, classify different types of maps.
- locate Continents, Oceans in a World map.



In the previous chapter, we have learned how to use a globe as a model of the Earth however, the Globe has some limitations as well. A Globe can be useful when we want to study shape of the earth as a whole. But, when we want to study the Earth horizontally as a part, such as a country, state, district, town, village and world as a whole, it is of little help. In such a situation we use maps.

In this lesson you will learn about the sketch, map, components of a map and types of a map. You will also learn to locate Oceans and Continents in a World map.

Sathwika happened to meet Mrudula at a science fare in Tirupati. They became good friends. Sathwika lives in Tirupati while Mrudula lives in Nellore. Mrudula wanted to visit the house of Sathwika in summer vacation. She asked Sathwika "How could I reach your house at Tirupati"? Sathwika sent a sketch of her village showing her house. Mrudula could not reach Sathwika's house with the help of sketch.

Sketch:

A sketch is a drawing mainly based on memory and spot observation and not to scale. A rough drawing is drawn without scale and directions.

Map:

A map is a representation of the whole Earth or a part of it, on a flat surface according to its proportionate scale. A map must have certain components like direction, scale, symbols etc.

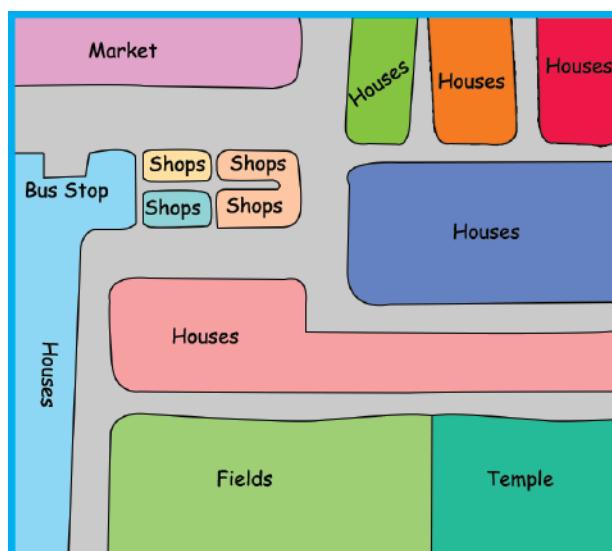


Fig 3.1 A model of a sketch

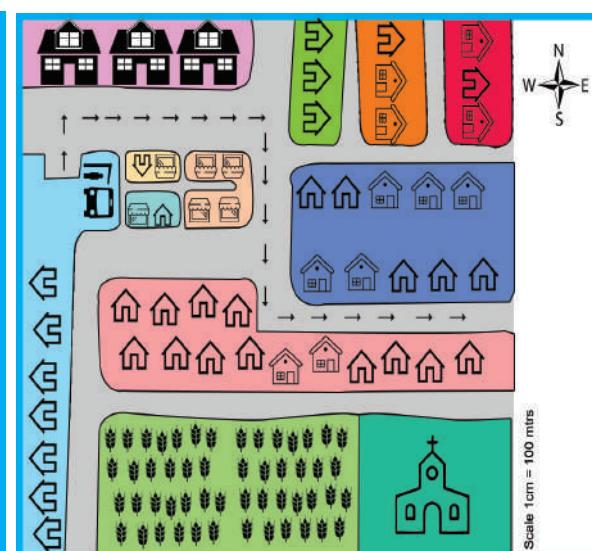


Fig 3.2 A model of a map with components



Let's Do

- Why was Mrudula not able to reach her destination with the help of above sketch?

Components of the map

The following are the main components of a map.

1.Directions



Fig 3.3 Compass

2. Scale



Fig 3.4 Scale

3. Symbols

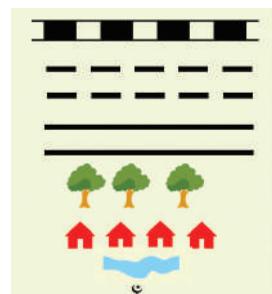


Fig 3.5 Symbols

4. Colours

Blue
Green
Yellow
Brown

Fig 3.6 Colors

Directions

If you stand just opposite to the Sunrise, that means you are seeing East direction, and at your back is West, to your left is North and to your right is South. Among these four directions North is treated as principal direction. That is why all the maps contain North arrow with the letter **N** at the top right-hand corner. When you know the North, you can find out other directions, for example east, west and south. We have four major directions, North, South, East and West, which are called **cardinal directions**. Other four **intermediate directions** are North-east (NE), South-east (SE), South-west (SW) and North-west (NW). We can locate any place more accurately with the help of these intermediate directions.

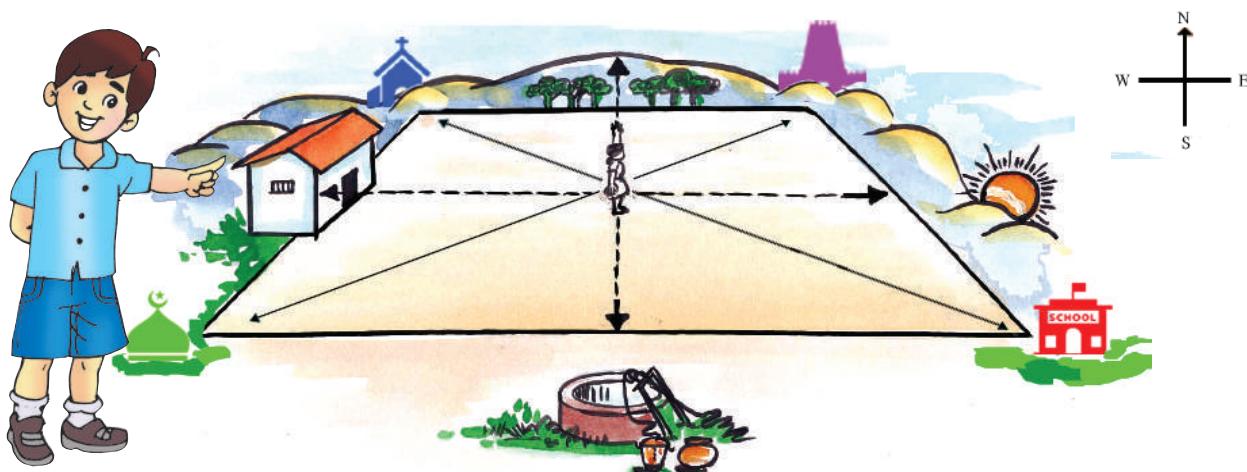


Fig 3.7 Directions - A model



Let's Do

■ Go through the above 3.7 figure and fill the following table.

Direction	Object
North	
North- East	
South	
South- West	
East	Sunrise
South – East	
West	
North- West	

Scale

It is another component of a map. The scale of a map is the ratio of a distance on a map to the corresponding distance on the actual ground. A scale can be used to figure out the distance between two locations on a map.

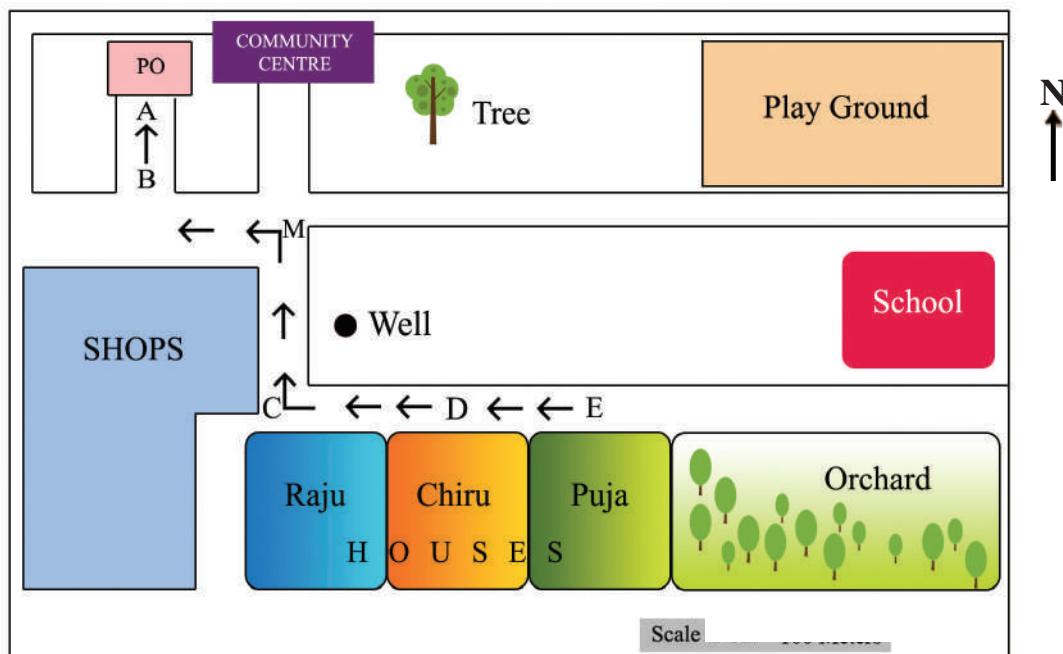


Fig 3.8 Map of a Village



Let's Do

- Observe the given Fig. 3.8 and calculate the actual distance between the following places using the scale.
 - i. The distance between PO and Raju's house.
 - ii. The distance between Raju's house and Puja's house.
 - iii. The distance between Chiru's house and the school.

Symbols

It is the third important component of a map. It is not possible to draw on a map the actual shape and size of different features such as buildings, roads, bridges, trees, railway lines or a well. So, they are shown by using certain letters, shades, colours, pictures and lines. These symbols give a lot of information in a limited space. With the use of these symbols, maps can be drawn easily and are simple to read. Even if you don't know the language of an area without asking someone for directions, you can come to know the information from maps with the help of symbols.

SYMBOLS	
	BROAD GUAGE RAILWAY
	KUTCHA ROAD
	PUCCA ROAD
	TREES
	HOUSE
	RIVER
	MASJID
	CHURCH
	TEMPLE
	SCHOOL
	POLICE STATION
	RAILWAY STATION
	POST OFFICE



Think & Respond

- How do symbols give us information?



Do You Know

- Map makers are called Cartographers.
- Book of maps is called an Atlas.

Fig 3.9 Map symbols

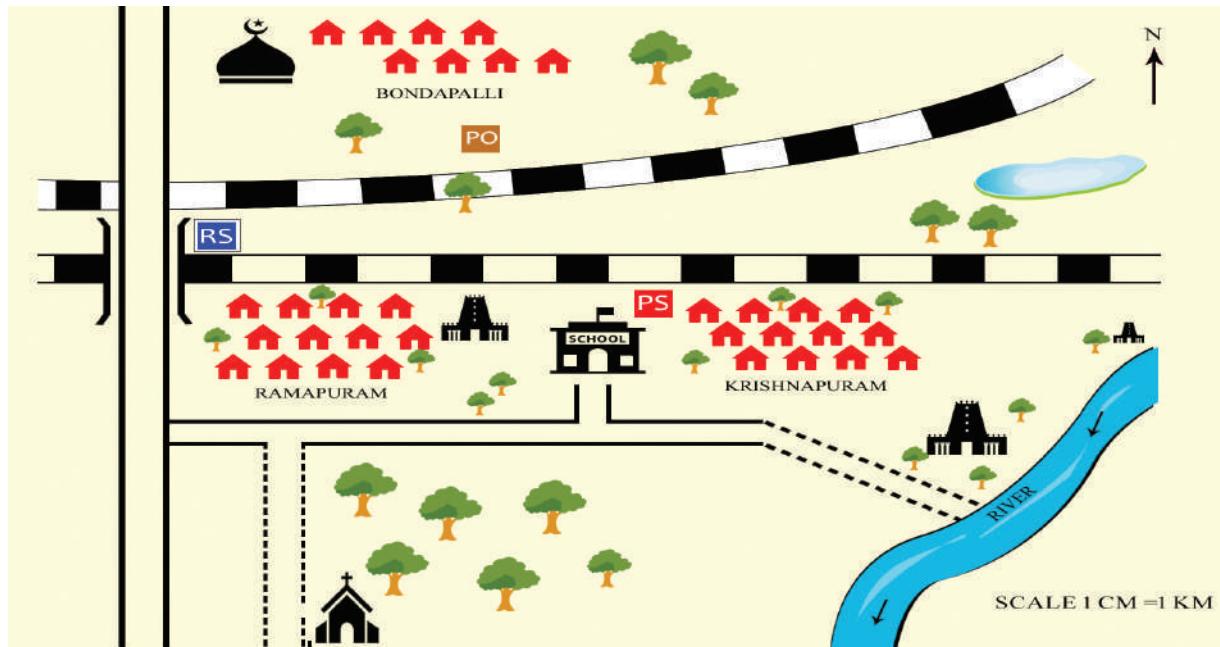


Fig 3.10 A village map with symbols

Colours or patterns

When you look at a physical map which shows the ups and downs on the Earth, you can see different colours. These colours represent different physical features. The colours are used in a physical map. Patterns and Colours are also used in thematic maps for different intensities.

Blue	Water Bodies (Rivers, Seas, Oceans etc.)
Green	Plains or Low-lands
Yellow	Plateaus
Brown	Mountains

Fig 3.11 Colours used in physical maps

	High intensity
	Moderate intensity
	Low intensity
	Very low intensity

Fig 3.12 Patterns used in thematic Maps

In some thematic maps, patterns are used instead of colours like shades and lines.

Types of Maps

Based on content or purpose, maps can be classified into three types. They are:

1. Political Map
2. Physical Map
3. Thematic Map

1. Political maps

Maps showing villages, cities, towns, districts, states and countries with their boundaries are called political maps. In figure 3.1 you can refer to the political map of India with State and UT boundaries.



Map 3.1 Political map of India

In figure 3.2 you can refer to the World political map with the boundaries of continents. You can see large sheets of landmass and large water bodies on the World map. The large landmasses are called Continents. And the large water bodies are called Oceans. Asia, Africa, North America, South America, Antarctica, Europe, and Australia are the continents, Pacific, Atlantic, Indian, Antarctic and Arctic are the Oceans.



Map 3.2 Continents and Oceans



Do You Know

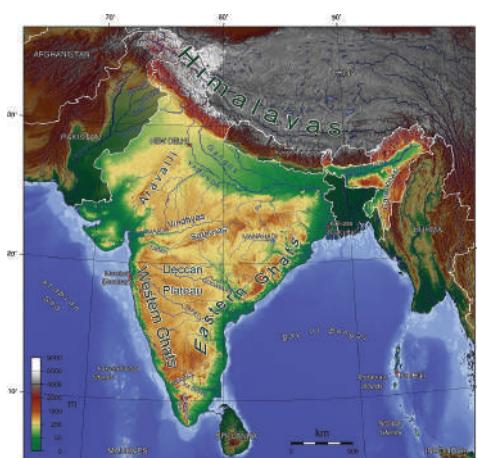
Asia is the largest continent in the world. India is a part of it. India shares its land boundary with neighbouring countries like Pakistan, Afghanistan, China, Nepal, Bangladesh, Bhutan and Myanmar.



Let's Do

- Make a table with the states, UTs and their capitals.

S.No	State/UT	Capital



Map 3.3 Physical map of India

2. Physical maps

These maps showing the physical features such as Mountains, Plateaus, Plains, Oceans and Rivers, Deserts etc.

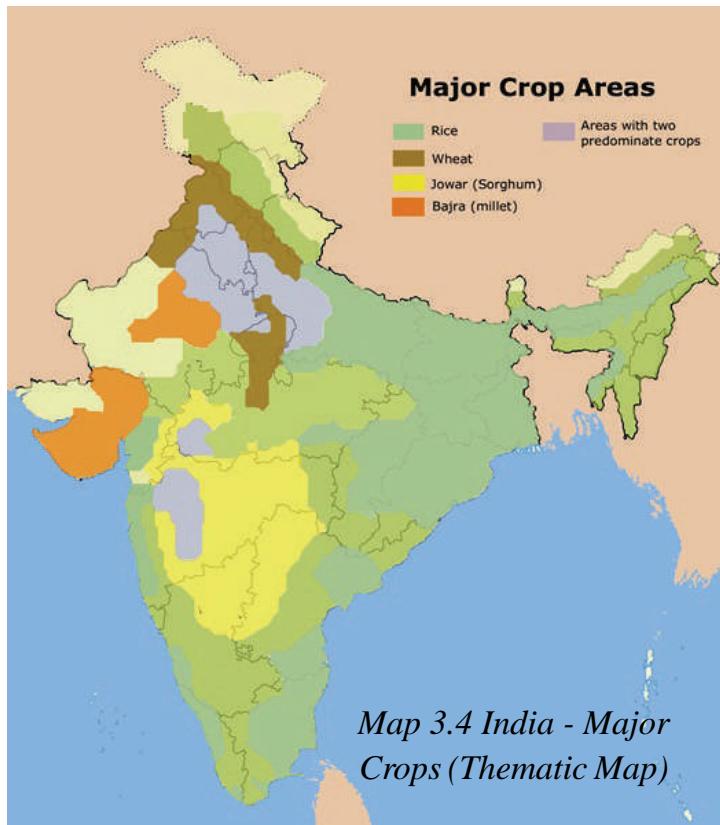


Let's Do

- Go through the above physical map and write some physical features of India.

3. Thematic maps

These maps are used to show the distribution of specific features such as land use, temperature, rainfall, population, soils, natural vegetation, crops, minerals, industries, railways, roads, waterways, etc.



Think & Respond

- What does the map indicate?
- Why it is called a thematic map?



Let's Do

- Collect different thematic maps and display in your class room. Discuss with your friends.

Maps based on scale

There are two types of maps based on scale.

a. Large-scale maps: These maps represent small areas. They can be divided into Cadastral maps and Topographical maps. Cadastral maps show individual property. Topographical maps show detailed surface features.

b. Small-scale maps: They represent large areas - World, Continents or Countries. They are of two types - Wall maps and Atlas maps.

Wall maps are larger in size than the Atlas. They are used as teaching aids in the class room and administrative purpose. They can show general and important features, such as political divisions, physical features etc.

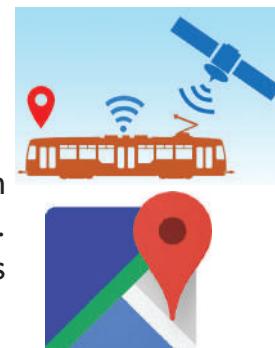
Uses of maps

- Maps help us to locate places like cities, districts, states and countries.
- They show the physical features such as mountains, plateaus, plains.
- They help us to know the major routes of transport such as roads, railways etc.
- They help us to understand the distribution of crops, minerals, soils etc.
- Maps help the Army at the time of war and for security reasons.
- Maps guide the tourists/travellers to their destination.



Do You Know

GPS stands for Global Positioning Systems and it is an important technology for locating objects on the Earth.



Web-based maps service provides detailed information about geographical regions and sites around the world. In addition to conventional road maps, that Maps offers aerial and satellite views of many places.



Glossary

Map (పటము, మానవిత్రం): Diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

Sketch (చిత్ర పటము): Drawing based on memory and spot observation and not to scale.

Plan (ప్రణాళిక): Drawing a small area on a large scale.

Scale (కొలబడ్చ): Ratio between the actual distance on the ground and the distance shown on the map with the help of scale.

Cardinal directions (దిక్కులు): Directions of north, east, south, and west, denoted by N, E, S, W.

Intermediate directions (మూలలు) : Direction between to cardinal directions (northeast, southeast, southwest, and northwest)

Compass(డిక్సాచి) : Drawing circles and arcs and measuring distances between points.

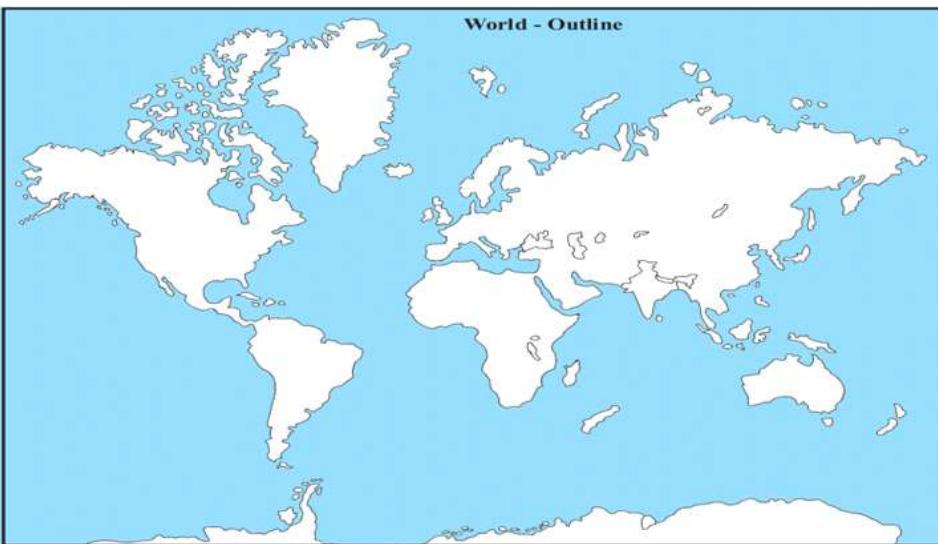


Improve Your Learning

- What are the components of a map?
- Why is the actual distance on the ground reduced on a map?
- Explain the need of symbols in preparing maps.
- Find out the scale used in your district map to show the distance between your mandal head quarter and district head quarter?
- How political maps are different from physical maps?
- What is the importance of thematic maps?

7. What are the uses of maps in our daily life?

8. Locate all continents and oceans on the given world map.



Choose the correct answer

- 1) Maps showing distribution of forests are ____ ()
A) Physical map B) Thematic Map C) Political map D) none of the above
- 2) The blue colour is used for showing____ ()
A) Water bodies B) Mountains C) Land D) Plains
- 3) A scale is necessary component for____ ()
A) Map B) Sketch C) Plan D) None.
- 4) A compass is used____ ()
A) To show symbols B) To find the main direction
C) To measure distance. D) To find height
- 5) The intermediate direction between the north and East is called_ ()
A) North-east B) South-east C) North- west D) South-west.



Project Work

- Draw a sketch of your school.
- Collect different maps and make a scrap book.
- Draw a sketch map showing route from your home to school by using appropriate symbols. With the help of the Atlas.





CHAPTER

4

Landforms - Andhra Pradesh

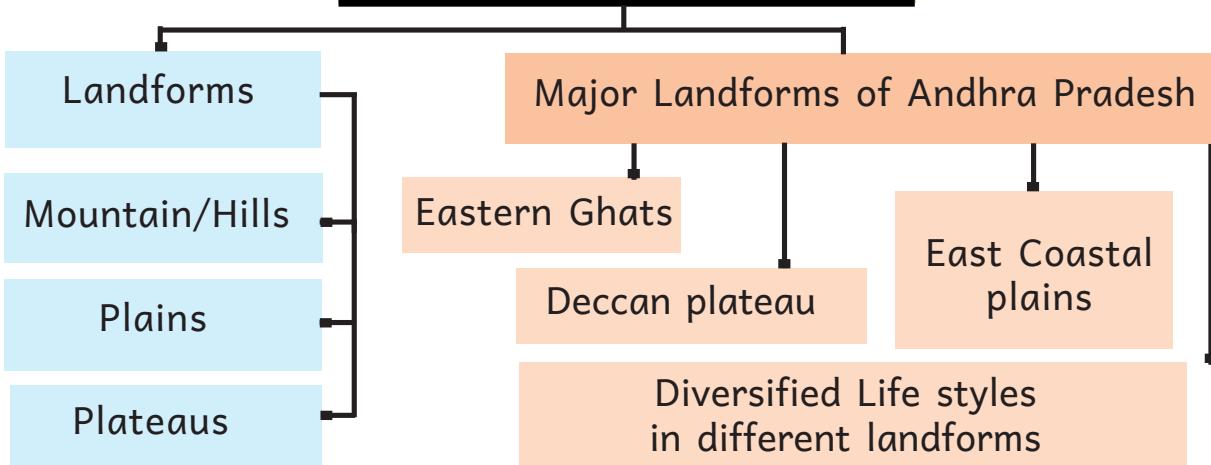
Learning Outcomes

The students will be able to

- understand the meaning of landforms.
- understand about the different landforms where the people are living.
- understand the diversified lifestyles of the people of different landforms.



Landforms - Andhra Pradesh



Part A: Landforms

Teja asked his grandpa. "Today our Social Studies teacher told us about 'Jana Gana Mana' the national anthem of our country. What does it describe grandpa?" Grandpa answered "Yes, it describes the glory of our country. It was written by Rabindranath Tagore. When we hear the national anthem we feel proud."

Teja's brother Sasi also joined them and asked his grandpa. "Grandpa, do we have our state song?"

Grandpa replied, "Yes, we have state song... 'Ma Telugu thalliki malle poodanda...'

"What does it describe?" Sasi questioned curiously.

"It describes the rivers and the rich heritage of our state and depends on the relief of the region. Children like you must learn about all these things and life styles which reflect patriotism and national integrity" grandpa replied.

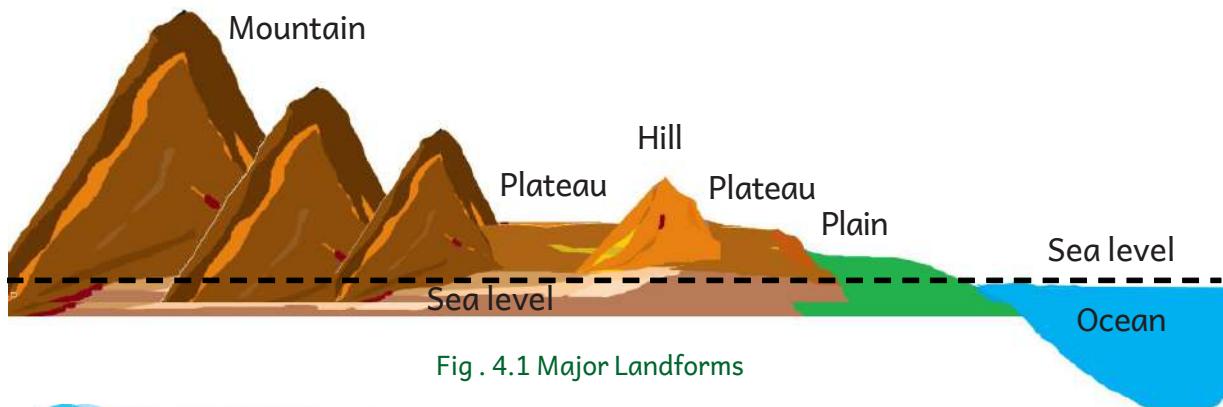
"Relief of the region?" Teja repeated.

"Yes, it means the shapes of the surface of the earth. In other words we call landforms. The lifestyle, food habits and dressing patterns are different according to the region" Grandpa explained.

Sasi asked his Grandpa "How can we identify these landforms?"

He continued to describe the landforms and geographical features of Andhra Pradesh. How do you identify that where is your town or village located? Is it located on a plain land? Or elevated land? Or highly elevated land? Or nearby water body? When you answer these questions, you may recollect your area location that is located in a plain land or elevated land or highly elevated or nearby water body.

All these places where we live may not be having uniform landforms, it may vary from high elevated to plain land even valleys. When we travel from one place to another place we may observe different levels in land shapes like plain, plateau, hill, mountain, valley etc. These land shapes are called as landforms. Landforms can be mainly categorised into Plains, Plateaus and Mountains or Hills. These main landforms may contain several micro landforms. The height of the landforms are measured from Mean Sea Level (MSL).



Think & Respond

1. List out the landforms from the above picture?
2. Name the landforms around your village/town.

Part - A : Major Landforms

Mountain

A mountain is a natural higher elevated feature of the earth surface. The mountains may have a small summit and a broad base. It is considerably higher than the surrounding area. Some mountains are even higher than the clouds. As we go higher and higher altitudes of mountains, the climate becomes cold. India has several huge mountain ranges like Himalayas. In Andhra Pradesh state majority of high landforms are hills.



Fig 4.2 Mountains

Plateaus

A plateau is an elevated flat land. It is a flat-topped table land standing above the surrounding area. A plateau may have one or more sides with steep and gentle slopes. Some plateaus around the world exist at such great heights that their climate is harsh and living conditions are unsuitable. Others, at much lower elevations, offer more favourable conditions.

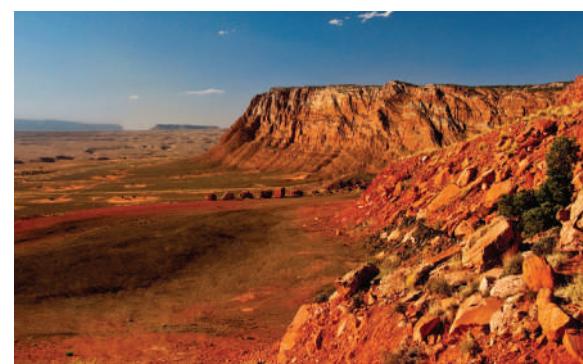


Fig 4.3 Plateau

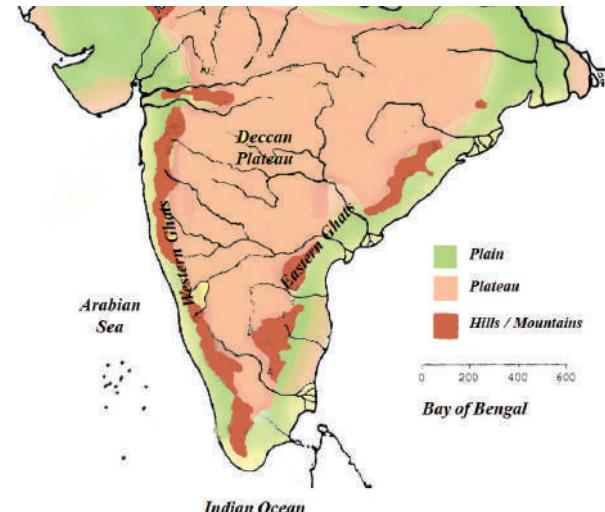
The height of plateaus often varies in a few hundred metres. The Deccan plateau in India is the oldest plateau and it is of volcanic origin. The larger part of Rayalaseema comes under Deccan plateau region.

Generally, plateaus are rich in mineral deposits. As a result, many of the mining areas are located in the plateaus. Limestone, manganese, asbestos, iron ore, gold, diamonds, graphite, dolomite, quartz and silica sand are the minerals available in plateaus. The Deccan plateau is a lava plateau. The lava plateaus are rich in black soil that are fertile and good for cultivation of cotton. Many plateaus have scenic spots and are of great tourist attractions.



Do You Know

- The Tibet plateau is the highest plateau in the world with a height of 4,000 to 6,000 metres above the mean sea level.
- In India huge reserves of iron, coal and manganese are found in the Chotanagpur plateau.



Map 4.1 Deccan Plateau Region of India

Plains

Plains are level lands with flat surfaces which have maximum height of 200 metres above the sea level. These are densely populated areas. Because of fertile soils, the plains are highly productive. Construction of transportation is also easy in plains. Plains are the most suitable areas for human habitation as these flat lands are suitable for building houses, as well as the cultivation. Indo-Gangetic plains of India are world famous. And several small delta plains are also found in other river courses of India.



Fig 4.4 Plain Region



Think & Respond

- “The construction of a road is easy in plain areas” - Give the reason.
- Why plain areas are densely populated? Write two reasons.
- Generally the villages located in plains will have good employment and standard of living - Why?
- Which type of soils are more suitable for cultivation?
- Look at the pictures of a mountain, a plain and a plateau and identify which of them is similar to your region.

Part B : Major Landforms of Andhra Pradesh

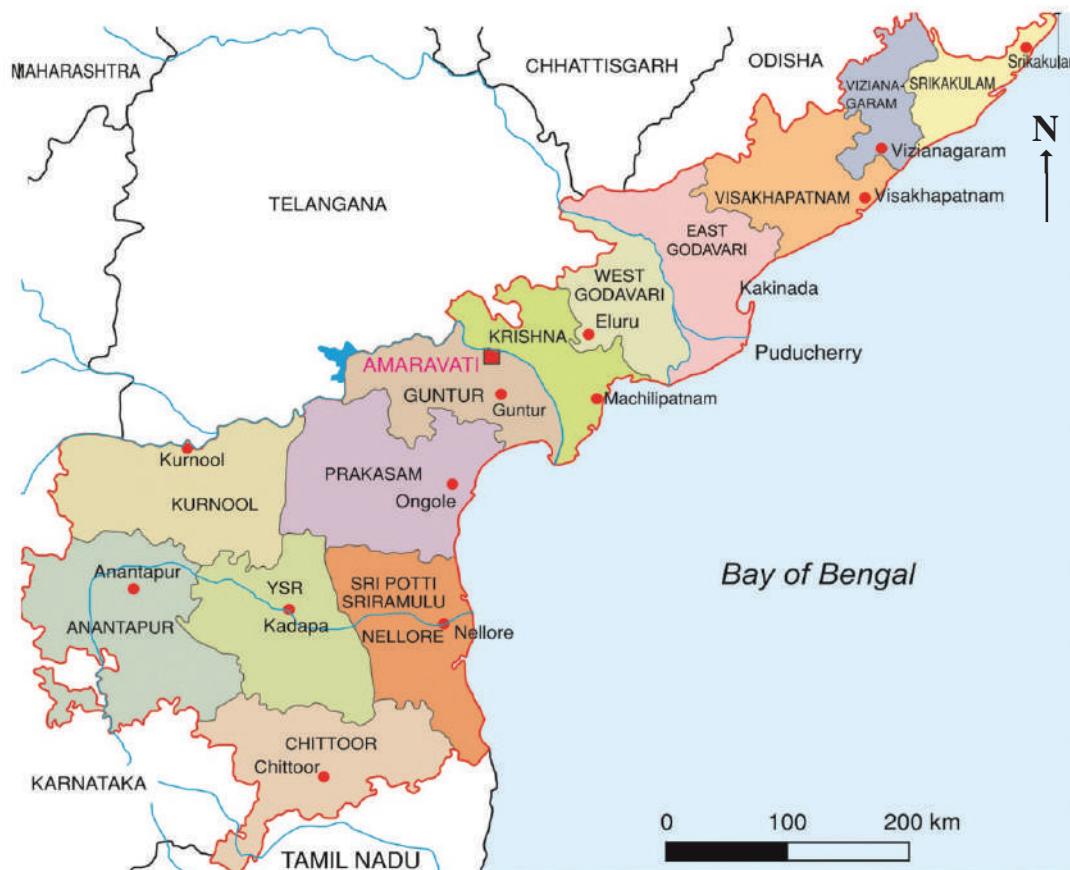
Let us learn about the Landforms of Andhra Pradesh

Our state is a paradise of greenery and granary with economically enriched rural and agricultural background. It is situated in south-east direction and is one of the 28 states of India. Andhra Pradesh is located in the east coastal line of India. Chattisgarh, Odisha states are in the north, Tamilnadu is in the south, Telangana is in the west and north-west and Karnataka is in the south west and Bay of Bengal is in the east as boundaries of the state.

The length of coastal line of Andhra Pradesh is 972 kms. It is the seventh largest state in India in area and tenth most populous state as per 2011 census. Andhra Pradesh comprises - **Coastal Andhra Pradesh and Rayalaseema**.

1. Coastal Andhra Pradesh: There are 9 districts in coastal Andhra Pradesh along the coast. This region has the fertile soils of Godavari, Krishna and Penna Delta and the density of population is very high.

2. Rayalaseema: This region is a group of 4 districts in the southern region of the state and rich in minerals and horticulture crops. This has become horticulture hub now with highest per capita income.



Map 4.2 Political Map of Andhra Pradesh



Let's Do

Observe the Map 4.2 and fill in the blanks

A) The names of coastal districts from North to South

B) The Names of Rayalaseema districts

C) Write your village/town/city name :

Mandal : _____

District : _____

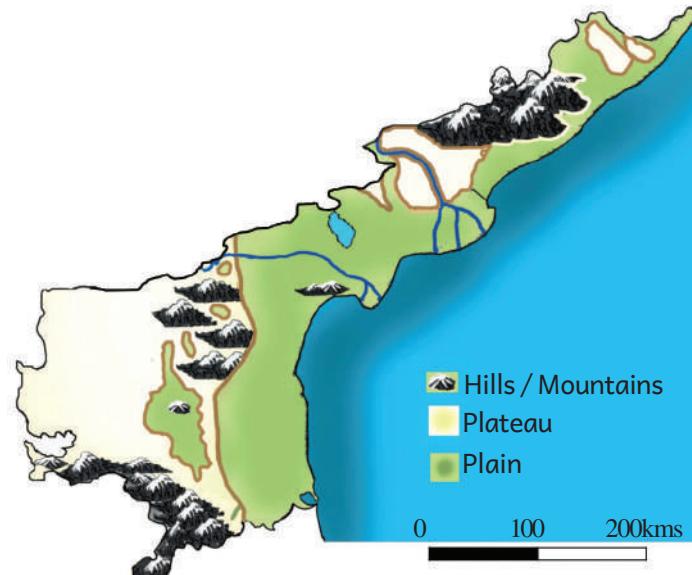
Neighbouring districts to your district : _____

Neighbouring state to your districts : _____

Andhra Pradesh State has varied relief features. They are Deccan Plateau in the South West, Eastern Ghats towards the mid-Eastern part and East coastal plains in the East where the land descends down into the Bay of Bengal. Our state has mountains or hills, plains and plateaus as major landforms.

Mountains or Hills

In Andhra Pradesh most of the high elevated areas are in the form of hill ranges. Here and there these hill ranges are associated with mountains having a height of more than 900 mts. In our state YSR Kadapa, East and west Godavari districts, Visakhapatnam, Chittoor, Kurnool and Vizianagaram districts have stretches of hilly terrain where we can see the pockets of scattered hills called Eastern Ghats. The rivers Godavari and Krishna divides the hills of Andhra Pradesh as northern and southern parts. They vary in size from tallest to average height. The northern portion of hill ranges of Andhra Pradesh represent more height and mountain structure with average height of 1200 metres. Arma Konda (Zindagada) in Araku valley is the highest peak in our state with 1690 metres. Even the hills in the southern part of Andhra Pradesh also have some mountain structures.



Map 4.3 Landforms of Andhra Pradesh



Do You Know

Due to the construction of the Polavaram project, the submerged mandals of Khammam district of Telangana state were annexed in Andhra Pradesh. Vararamachandrapuram, Kunavaram, Chittoor and Bhadrachalam (except bhadrachalam village) were annexed in East Godavari district and Boorgumpadu, Kukunuru, Velerupadu mandals were annexed in West Godavari district .

S. No.	Name of the hills	Name of the district
1.	Yarada and Ananthagiri hills	Visakhapatnam
2.	Bison hills and Papikondalu	East and West Godavari
3.	Mogalrajapuram, Kondapalli hills	Krishna
4.	Berumkonda, Nagarjunakonda and Kotappakonda	Guntur
5.	Velikondalu	SPSR Nellore
6.	Nallamala, Erramala	Kurnool
7.	Velikondalu and Palakondalu	YSR Kadapa
8.	Seshachalam and Horsely hills	Chittoor
9.	Penukonda and Madakasira hills	Ananthapuram

These hills are composed of charnockites and khandalite rocks. Arakuvalley, Borra caves of Visakhapatnam district and Papikondalu of East and West Godavari districts are the famous tourist places in these landforms.



Do You Know

- Lammasingi / Lambasingi, the interior tribal hamlet in Chintapalli mandal of Visakhapatnam agency, has recorded single digit temperature in the winter. It is also known as 'Kashmir of Andhra Pradesh'.



In hilly areas, the soils are uneven and sloped. Generally these soils are red and rocky. Owing to their high elevation and the natural downward movement of water, the soils are mostly well-drained and suitable for plantation of beverage crops like Coffee and Tea.

Podu

Podu is an ancient tribal agricultural practice in the hilly regions. It is also called Shifting or Jhuming cultivation. In this method, the people clear a patch of forest land and use it to grow crops for a few years. And later shift to some other place due to decrease in soil fertility. They cultivate jowar, maize etc., in this method but now it is not in practice.

The huts on hilly areas are having large areas of backyards. They put up a bamboo fence around the house. They level the land for their kitchen garden and add organic matter to make it fertile. Maize, vegetables like beans, gourd, chillies etc., are grown here which is the major source of their food and livelihood.



Think & Respond

- Why hilly areas are suitable for plantation crops?
Discuss with your friends or teachers and write.



The produce from the podu lands or from the kitchen gardens is not enough for the families to survive throughout the year. Therefore collection of forest produce plays a vital role in their lives. There are no rivers or wells in this area. It is very difficult to dig wells in the rocky hills. They fetch water from natural springs or from small streams of downhill. Government has providing facilities for the people living in hill. Araku coffee is world famous now.



Fig 4.6 Natural Spring



Think & Respond

- Name some forest products.
- Have you visited any forest? If so describe your experiences.



Do You Know



Fig 4.7 Chenchu man hunting

The Chenchus are a tribal group practising pre agricultural mode of economy. Government of India recognised them as a particular vulnerable Tribe. They have been the inhabitants of the Nallamala forest area since times immemorial. Traditionally, they are hunter-food gatherers. They spread over the districts of Kurnool, Guntur and Prakasam in Andhra Pradesh.

The government has been putting in a lot of efforts to bring them into settled agriculture by supporting their agricultural activity. Government is also running a number of schools with residential facility for promoting education among them. Government has also set up Integrated Tribal

Development Agency (ITDA) with headquarters at Srisailam in 1989. Their oral literature is considered to be one of the most ancient records of human feelings and thoughts (The chenchus 1943-Haimendorf).

Plateaus

The plateau area of Andhra Pradesh belongs to eastern Deccan Plateau and Rayalaseema region comes under this landform. This plateau region is located in low rainfall receiving region. Here we can observe low and uncertain rainfall and many times rain failure is a common feature. So, this area is drought - prone region.

The soils in this plateau region consists of black, laterite, red loamy sand soils. The areas of Kadapa, Kurnool have black soils. As the soils in Rayalaseema plateau region also has red soils in patches and they cannot hold much water, so many fields were left uncultivated. The saline soils of plateau areas also contain more lime and salt which are unsuitable for cultivation.

As rainfall is low, the people of the plateau region have to store rainwater and use underground water. Long ago, the people of this region dug tanks to store the rain water. Plateaus are suitable for such tanks because of natural depressions and small hills. While tanks store rain water, wells help people to use underground water. In recent years bore wells are used for irrigation instead of open wells. It is very expensive to dig bore wells in the plateau. Very few farmers can afford to invest so much money. Only 5-10% farmers with considerable land have bore wells. The rest depend on rainfall only. With the growing number of bore wells the underground water levels are decreasing day by day.



Fig 4.8 Black soil

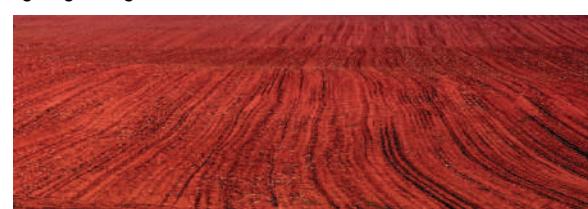


Fig 4.8 Red soil

In the plateau regions of Andhra Pradesh, the rainy season is from June to November. It rains very low and is also very unreliable. Drought is a recurring phenomenon. As rainfall is low, farmers frequently lost their crops and the government declares some mandals as 'drought hit'.

In this landform only one crop will be cultivated in the Kharif or monsoon season. Millet crops like - ragi, sama, varagu, korra, sorghum etc., pulses and groundnut. Wherever irrigation facilities are available paddy, sugarcane and fruit orchards are sown here.

Recently farmers shifted to cultivation of commercial crops like groundnuts and chillies instead of millets. Sometimes crops like sorghum, red gram and maize are cultivated in groundnut fields as mixed crops. In order to tackle the diseases and to improve the soil quality recently the farmers are changing to some new practices like contour bunding, organic farming etc. They tried to repair and restore the old tanks and spring channels to irrigate the lands. As water is scarce, some farmers started growing orchards of mango, sapota, sweet lime etc. These orchards require water only in some seasons and give regular returns every year. Wherever irrigation facilities are available plantation crops like banana, papaya, guava, pomegranate are cultivated.



Do You Know

- Due to scanty rain fall and depletion of underground water, some parts of Ananthapuram district are facing severe water scarcity. Eg. Rayadurgam, Kalyanadurgam areas. Finally the soils of this region gets transformed to rocky soils and there is a threat of desertification.



Think & Respond

- What are the major changes in the cropping pattern of this region?
- What are the problems we may face in future by digging more number of bore wells? Find out and discuss the causes and possible solutions.
- Compare the rainfall in the coastal plains and in the interior plateau.

Plains

In Andhra Pradesh, the plains are situated in coastal districts. These are stretching from Srikakulam district in the North to SPSR Nellore district in the South. These are known as coastal plains.

Plain areas are important for agriculture because, the alluvial soils are deposited as sediments. They are deep and fertile, and the flatness facilitates the mechanization of crop cultivation. On the other hand, they support grasslands which provide fodder for livestock.

In Andhra Pradesh, two main rivers Godavari and Krishna form a very big plain in the form of delta. This delta area has formed due to continuous deposition of sediments by the rivers the Godavari and Krishna. Widest plains are found in Krishna and Godavari districts. The plains found in Guntur, Krishna and Godavari districts are famous for rich fertility and principal crops like paddy, sugarcane, chillies, turmeric etc. In Guntur district the uplands have clayey black soils which are more suitable for cotton and chilli crops.



Think & Respond

- Name the main rivers that flow through the plains of Andhra Pradesh.
- What are the districts that come under the Krishna and Godavari deltas?
- Name the two main cities from where the two deltas begin. Find out the names of at least two rivers that join the Krishna river.

The delta plains are treasure houses for food grains and are called rice granary of South India. The location of this delta can be observed in fig 4.9. In these plains, the underground water sources are very rich and can be found at a depth of only 15 to 25 feet. Underground water irrigation is common in uplands where canal irrigation is not possible. The farmers of these areas particularly uplands have been changing their cropping patterns towards commercial and cash crops like vegetables, fruits, tobacco etc. However the paddy crop has been cultivated extensively. The paddy monsoon crop is called Kharif and winter crop as called Rabi.



Fig 4.9 Delta



Think & Respond

- What are the reasons for the changes in cropping pattern?
- Why coastal deltas are rich in fertility?
- Why agriculture is a main occupation in the plain areas?

The eastern coastal plain of Andhra Pradesh is narrow, except in the Krishna-Godavari delta, minor delta plains like the Vamsadhara in Srikakulam and the Penna in Nellore districts. These plains are having famous lakes like Kolleru (fresh water) and Pulicat (salt water). Kolleru lake is located in West Godavari and Pulicat lake is in SPSR Nellore district.

The entire plain area in Andhra Pradesh is a gift to agriculture and farmers. Here the main occupation is agriculture and more than one crop can be cultivated in major parts of the plain regions. Hence, this area is known for population and settlement density.



Do You Know

■ Cash Crop

It gives more income or profit to the farmer. It is also known as commercial crop. Ex: Groundnut, turmeric, sugarcane, tobacco etc.

■ Food Crop

Food crop is a crop grown for consumption. Ex: Paddy, millets, vegetables etc. They are also sold for cash if they are surplus.

■ Aquaculture

'The rearing of aquatic animals for food is known as aquaculture.' Ex: Fish, prawn, shrimp, crabs etc. Recently most of the farmers in coastal districts are shifting to aquaculture. Most of the paddy growing fields are converted into aquaculture ponds. This transformation resulted in water pollution and contamination of water ponds in paddy cultivated area.

Diversity in lifestyles

We find all these landforms in different parts of Andhra Pradesh and we can find diverse situations in different regions. Physical and climatic features determine the economic activities of a region. People living in the plains thrive on agriculture, while people in the coastal areas depend on fishing for their livelihood. Basket weaving, fishing, pig rearing, work in poultry and rice mills etc. are the non-farming activities in plains, whereas sheep herding, charcoal batti, making of cement bricks are in plateau regions.

In mountainous regions, rearing of animals and collection of forest produce like fruits, gum, honey etc., is undertaken. Hilly landscapes are supported by favourable climatic conditions for the cultivation of coffee and tea. Bamboo is abundant in forest and they make baskets, winnowing fans, chicken coops, etc., and sell them in the market. Paper mill agents employ them to cut Bamboo and it gives good income to these tribal people.

The tribal people follow distinct culture of their own. They do not destroy the forests they use. Their lifestyle is eco-friendly. They possess good knowledge about forest and they need freedom to live in forest.

Diversity in landforms also impacts the flora and fauna of a region, occupation and food patterns. The plant and animal wealth of a place depends upon the natural habitat and the climate that prevails in that region. Food, clothing, occupation and livelihood of the people is closely connected with the regional physical surroundings and climate.



Glossary

Landform (భూస్వరూపం)

: is a natural feature on the Earth's surface

Terrain(భూభాగం)

: a stretch of land, especially with regard to its physical features.

Agent (మధ్యవాతి)

: a person who acts on behalf of another person or group

Spring (నీటి కుటు)

: a spring is a point at which water flows from an aquifer to the Earth's surface.

Drought (కడవ)

: prolonged shortage of water due to rainfall failures

Drought prone area

(కరువుకు గురచేయే ప్రాంతం)

: the areas which are often likely to occur droughts

Alluvial Soils (ఒండు పద్మి నేలాలు) :

: the soils formed with silt brought by rivers, very fertile lands

Orchards (పండు తోటలు)

: fruit gardens

Uplands (పురక భూములు)

: a little bit high land in the plain area



Improve Your Learning

1. What is a landform?
2. Into how many categories landforms are divided?
3. How is delta formed?
4. Why do plain areas have dense settlements?
5. Compare the various types of soils prevailing in different land forms.
6. Why did the government declare some mandals as drought-hit ?
7. “ Physical and climate features determine the economic activities of a region”- Explain ?
8. Are all the lands in your village agriculturally productive? If not give reasons.

9. Do you think it is important to preserve the lifestyle of tribals? Why?

10. Why kitchen garden is more important for the tribal people?

11. Why agriculture is a profitable trade in plains? Explain.

12. The highest peak in eastern ghats is _____.

13. Large part of _____ is located in Deccan plateau.

14. In plain areas _____ crop is extensively cultivated.

15. Hills of Eastern Ghats are composed of _____.

16. In hilly areas people fetch water from _____

17. _____ soils have high content of lime and salts

18. Plain areas receive rainfall in _____

19. Plateaus are rich in _____ ()

A. Vegetables B. Minerals C. Population D. crops

20. Black soils are fertile and good for _____ cultivation ()

A. Cotton B. Millets C. Vegetables D. Wheat

21. There are _____ districts in coastal Andhra Pradesh. ()

A. 6 B. 4 C. 9 D. 5

22. _____ is known for droughts and famines. ()

A. Rayalaseema B. Coastal Andhra

C. Northern Andhra D. Deccan Plateau

23. Fill this table with appropriate information

Feature	Plain	Plateau	Mountains or hills
Soils			
Crops	.		
Rainfall			
Occupation			



Project Work

1. Make a poster of landforms.
2. Make the clay moulds of different landforms.





CHAPTER
5

Early Life to Settled Life



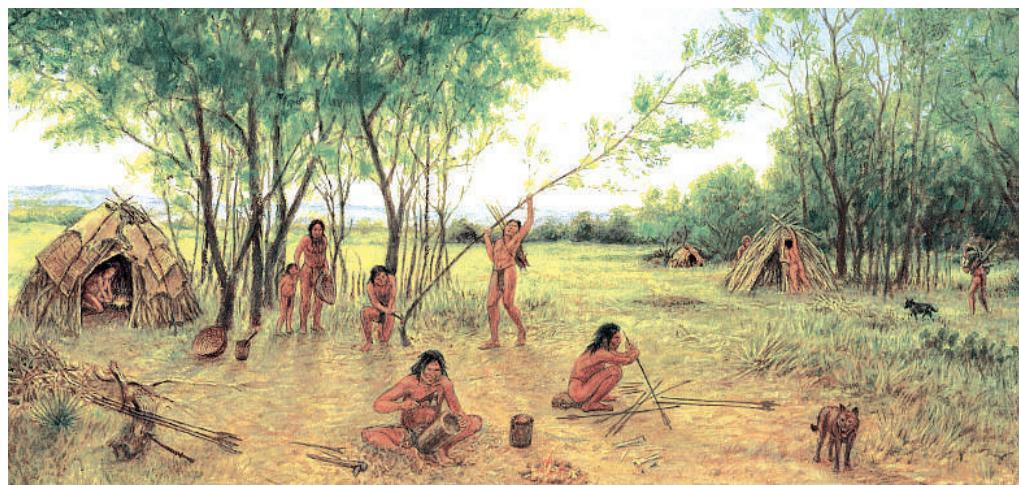
Learning Outcomes

The students will be able to

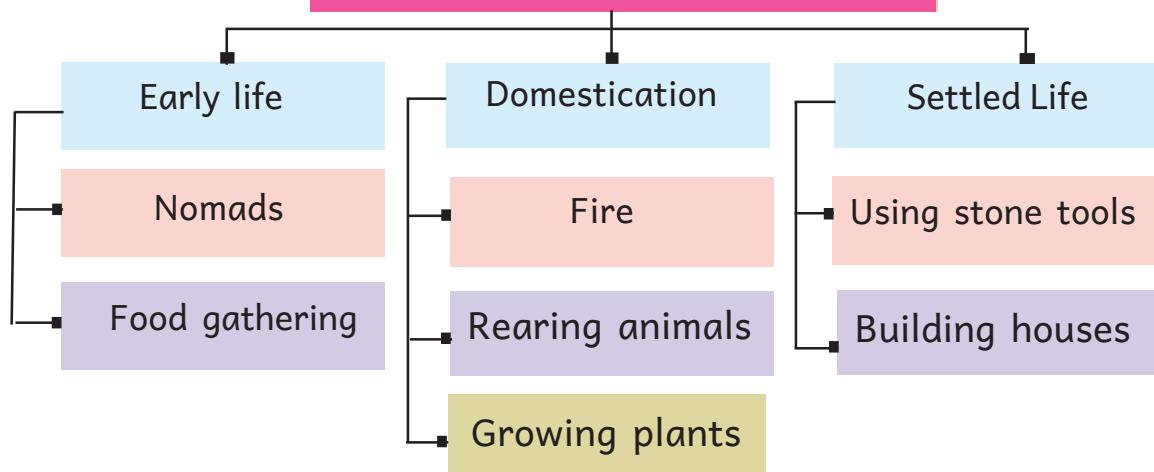
- know about nomadic life of early people, food gathering, usage of fire.
- discuss how better the stone tools were used by the early people.
- realise how the farming gradually led to the early civilisation.



T1H6P8



From Early life to settled life



We take food everyday such as boiled rice, chapathi, fruits, grain, milk and meat etc. But have you ever thought how humans discovered food? Which fruits and vegetables could we eat and which ones were poisonous? Do you know that before we started growing food, humans used to gather edible products from nature? Let us take a look at history to understand how we evolved from collectors of food to producers of food.

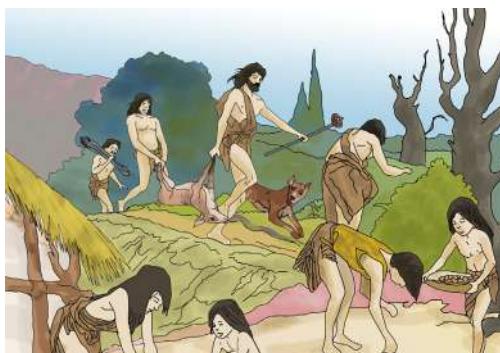


Fig 5.1

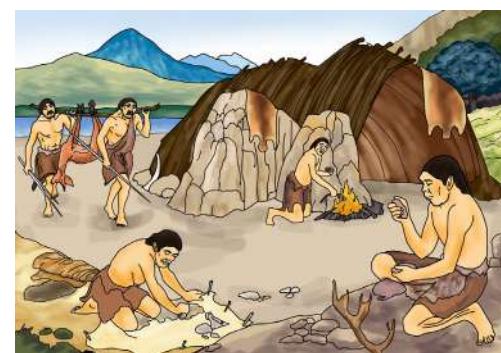


Fig 5.2

Life of early people



Let's Do

- List out the activities of early people in the above pictures.

Early People

Thousands of years ago the people who lived in the sub-continent were called as hunter-gatherers. The name hunter-gatherers came from the way in which they got their food. They gathered fruits, edible roots and tubers, nuts, seeds, leaves, honey, wild grains that grew naturally in the forests. They hunted animals and birds, caught fish, gathered eggs for food.

The hunting and gathering of food was not easy to do. To collect plant products, you need to find out which plants or parts of the plants are edible. People should have knowledge about the seasons when the fruits ripen. Even to hunt, the hunters need to know the nature of hunted animals very well. To hunt animals or birds, people need to be alert, quick and have lot of presence of mind. The early people, over many generations, had learnt about all those things and taught them to their children, through songs and stories. They covered their bodies with skins of animals and leaves.



Let's Do

- List the items that you eat which are not grown but collected from the wild.

Nomadic life

The hunter-gatherers lived in small societies. They lived in caves or under tree-shades or rock shades. In search of food, they moved from place to place. Such people are called nomads. Men, women and children participated in hunting and gathering. They shared the food with all the members of the group. Let us know what forced them to move from one place to the other.

Reasons for moving

The hunter-gatherers led a nomadic life. They consumed all the available food from plants and animals of a particular place and later moved on to another place in search of food. Usually animals moved from place to place for various reasons and hence this made the hunter-gatherers also to move along with them for hunting. Plants and trees bore fruits in different seasons. Thus, people had to move along with the seasons in search of food and survival. People, plants and animals need water to survive. Most of the water bodies like lakes, ponds, streams dry up during the summer. Thus, people move to other places in search of water during the dry seasons.

Finding out About Fire

The hunter-gatherers discovered fire. It let them cook their food, making it safe to eat. They used fire to keep off wild animals, to light the caves and to harden the wood. Fire had many uses to the life of hunter gatherers. So, they considered it sacred.



Think & Respond

- How did the early people discover fire? Discuss with your teacher and write.

How do we know about those people?

We know about the hunter gatherers from some of the tools found. They had a wide range of tools made out of stone, wood and bone. They used those tools to scrape animal skins and to clean the skins. They used stone tools to cut animal flesh and bones. They dug soil for edible tubers and roots with these tools. They prepared spears and arrows for hunting. They hunted animals easily with these tools.

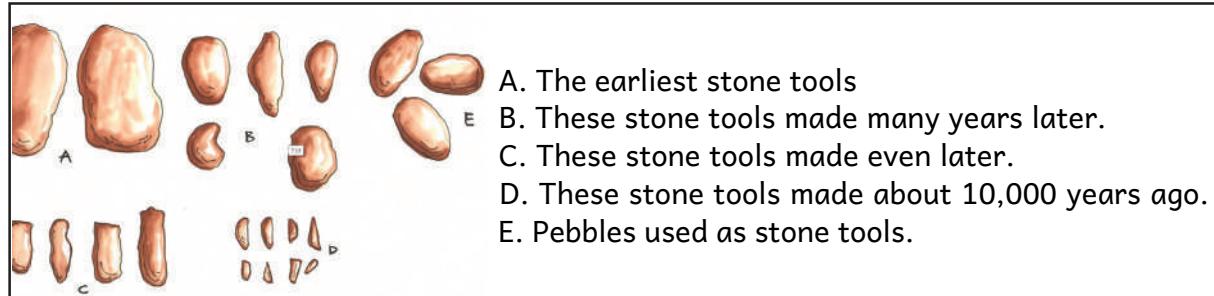


Fig 5.3 Different types of stone tools

Belum caves

Archaeologists have recovered a large number of stone tools from the caves of Kurnool district. There are hundreds of caves in Kurnool district near Betamcherla and Banaganapalli. These caves seem to have been used by stone tool using hunter-gatherers as resting place for thousands of years.

Animal bones, stone tools especially microliths and also tools made of bones have been found in them. Tools made of bones are found only in these caves in the entire Indian Subcontinent.



Fig.5.4: Entrance of Belum Caves in Kurnool district



Fig. 5.5: Bone tools found in Muchatla Chintamanu, Gavi cave, Kurnool.

Archaeologists are the scientists who study the past by digging up old places where people lived and taking out remains of their lives like tools, bones, pots, buildings etc.

Rock Paintings

The hunter-gatherers lived in caves or rock shelters. They painted pictures of humans, animals and hunting scenes on the surface of the rocks. Different colour stones were ground and mixed with animal fat to prepare these colours. They used bamboo brushes to paint on rocks.

Chintakunta is in Muddanur Mandal of Y.S.R. Kadapa District. There are ten rock shelters near it which have paintings of early people. There are more than 200 paintings in white and red colour. But there are only ten white paintings. In the red colour paintings, humped oxen are found in only one cave, which is locally called Eddula Aavula Gundu. In the remaining paintings, we can see pictures of deer, stag, fox, rabbits, birds, human being, etc.



Fig. 5.6



Fig. 5.7

Fig. 5.6, 5.7: The pictures of men with bow, arrow and oxen drawn by the earliest people found in Chintakunta caves in YSR Kadapa district

For a long period our ancestors led their life as hunter-gatherers. Now let us study how such people transformed themselves as farmer-herders and search reasons for that change.

Transforming to farming and herding

More than 12,000 years ago, the world had started becoming warmer. This was also known as the period of the great development for humans. In this period, humans evolved from food gatherers to growers. This climate change led to an increase in plants, trees, grass lands and overall greenery. On the other hand animals like buffalo, ox, sheep, goat, deer etc., which depend on grass started increasing in number. Man used to domesticate those animals.



Think & Respond

How does the changing climate affect the human life at present? Discuss with your teacher, friends and write.



Do You Know

Stone Age	Period
Palaeolithic Age (Old stone age)	2.6 million years BCE to 10,000 BCE
Mesolithic Age (Middle stone age)	10,000 BCE to 8000 BCE
Neolithic Age (New stone age)	8000 BCE to 3000 BCE

Growing plants

As the greenery increased, people started observing the places where edible plants could be found, how seeds broke off stalks, fell on the ground and new plants sprouted from them. This gradual process allowed man to start planting the seeds they wanted and growing them for food. This was the beginning of farming. They cultivated different crops such as rice, wheat, barley, lentil, green-gram, black-gram etc.



Fig 5.8 Domesticated crops

Rearing Animals

Gradually animals started coming to the places where man grew crops to eat the grass. They attracted animals by leaving food for them. The animals that are relatively gentle were selected for breeding. Animals such as sheep, goats, buffaloes, oxen, and pigs lived in herds and most of them ate grass. These animals provided milk, meat and some would even carry loads. People protected those animals from the wild animals. This was how they became herders.

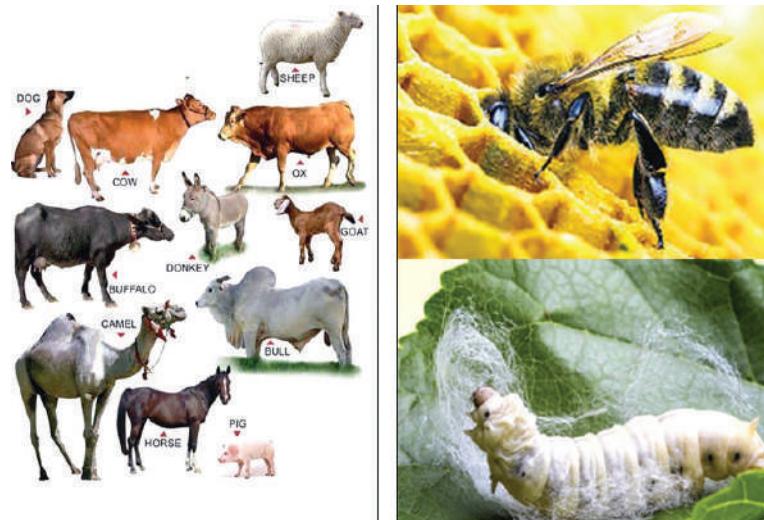


Fig 5.9 Domesticated animals and insects



Think & Respond

- How did the early men become herders?
- How can you say that the rearing of animals paved the way to a settled life of the early humans?

Towards a settled life

As people started farming, they realised that seeds took some time to grow – days, weeks, months, and even years. This meant that people had to stay in a place for a long time taking care of the plants, watering them and protecting them from birds and animals. This had to be done till the grain ripened. After that, the grain had to be stored carefully for future use as food and seed. The early people, to store grain, used large clay pots or woven baskets or dig-pits into the ground.

Animals increase in number naturally if they are properly taken care of. They provide milk, meat and other dairy products. Due to these reasons, people began to settle down in convenient places for longer time. The farmer-herder people lived in the huts or houses made of mud and grass. In some places, people built pit-houses in the ground with steps leading into them along with some cooking tools inside and outside the houses. These may have provided shelter in cold weather.



Fig 5.10 Life style of the farmer-herders



Fig 5.11 Pit House



Think & Respond

- Compare the life styles of the modern farmers with the early farmers-herders.
- What will happen if we don't store food-grains?



Let's Do

- Apart from food, list out the other things that we get from the animals.
- Make a list of animals and birds that are reared in your area.

Animals	Birds

Stone tools used by the farmer-herders

The early farmers needed to clear forests by cutting trees. They developed new kinds of stone tools which were called Neolithic stone tools by the archaeologists. The early farmers selected the right kind of stone which was ground on rock to give it an axe like edge. This axe head was then fixed to a wooden handle and was used to cut trees etc. This period of early agriculture is called the Neolithic period. Mortars and pestles were used for grinding grain and other plant products. Many earthen pots, some decorated, have been excavated. These earthen pots were probably used for cooking and to store food-grains.



Fig 5.13 Stone tools excavated in Nandra village in Madhya Pradesh



Fig 5.15 An old pot. what do you think could have been stored in this pot?



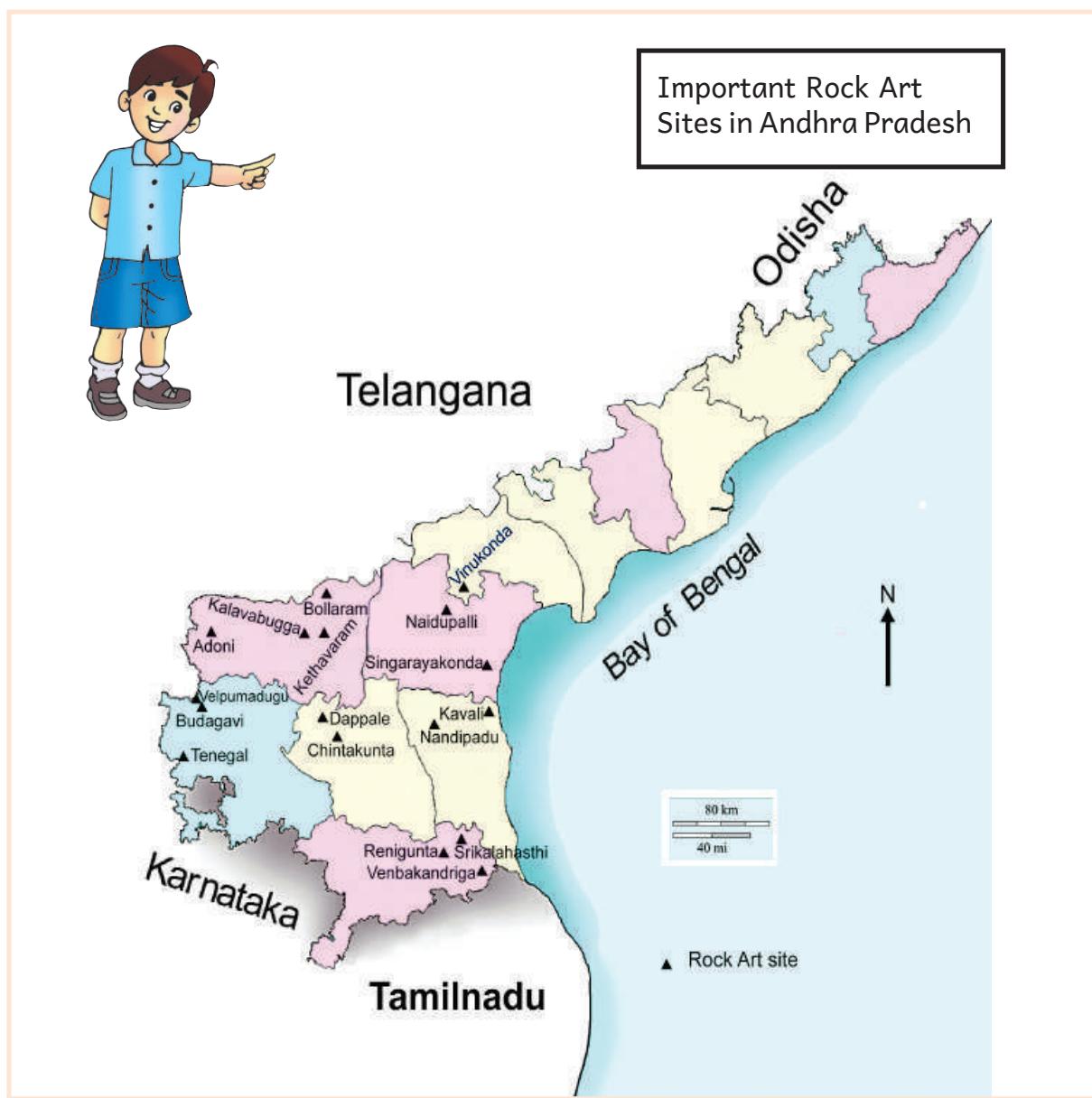
Fig 5.14 Archaeologists excavated in Navasa in Maharashtra



Think & Respond

Prepare a list of articles that are using for cooking and storing in modern days.

During the late Neolithic age, people made more technological advances. Tool makers created better farming tools according to their needs. By the beginning of the Bronze Age, communities extended to different parts. More complex cultures called civilisations began to develop in these communities. Four of the great valley civilisations - Mesopotamia, Egypt, India and China emerged. You will study about the Indus valley civilisation in India in the next chapter.



Map 1: Important Rock Art Sites in Andhra Pradesh



Glossary

Hunter-gatherers

(వేట-ఆపోర సేకరణ చేసేవారు)

: the people who depend upon hunting and gathering produce from the forest.

Herders (పశుకావరులు)

: animal rearers.

Archaeologist

(పురాతత్వ శాస్త్రజ్ఞుడు)

: a scientist who studies human history by digging up human remains and artifacts.

Settled life (స్థిరజీవనము)

: living permanently at one place.

Stone-tools (రాతి పరికరాలు)

: tools made by stones for different purposes.

Mortars and pestles

(రోలు-రోకలి)

: tools used to grind grains and plant products.

Bronze (కంచు లోహము)

: an alloy of copper and tin metals.

Domestication

(మచ్చిక చేసుకొనుట)

: the process in which people grow plants and rear animals.



Improve Your Learning

1. List out the products of the forests.
2. What do you know about nomadic life?
3. How do we use fire today?
4. Prepare a list of the food items eaten by the early people and the modern people. Do you notice any similarities or differences?
5. “The earliest human life became easier by domesticating animals and plants.” Do you agree or not? Support your answer.
6. If there is no grinding stone, how would it affect our food habits?
7. What tools do you use for cutting fruits? What would they be made of?
8. Where did the early people store food-grains?
9. List out three ways in which the present lives of farmers and herders are different from that of the early people.
10. How did the life style of farmer-herder lead to early civilisations?
11. Locate the following Rock Art sites in the map of Andhra Pradesh:
 - A. Chintakunta. B. Adoni C. Kavali
 - D. Nayudupalli E. Velpumadugu F. Srikalahasti



Project Work

- Collect the information about rock painting sites. Write a report and exhibit it in your class.
- Collect some pictures of ancient people and prepare an album.





CHAPTER 6

Early Civilisations

Learning Outcomes

The students will be able to

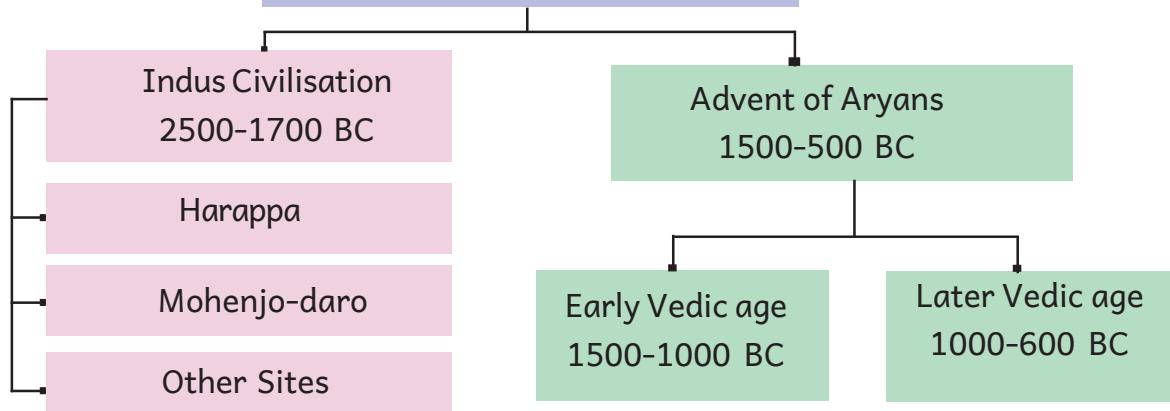
- understand Harappa and Mohenjo-daro civilisations.
- understand the city planning, economic life, literature, social life, art, religion and trade.
- understand Aryan culture and political organisations of early Vedic age and later Vedic age.



X4B9J7



Early Civilisations



Son : "Father, have you seen today's newspaper ? I really wonder."

Father : "What happened my son?"

Son : "There is a news item on excavation. While workers were digging the earth to lay foundation to construct the house, an idol of Lord Siva and some gold coins were found. How is it possible?"

Father : "This is possible. Even in our country such things were found at Mohenjodaro. In 1850s British engineers were laying a railway line between Karachi and Lahore in the British India. They found thousands of bricks. They decided to use those bricks for the foundation of the railways. They did not realise that they were 5000 years old. In 1920's the archaeologists finally realised that there was a very ancient civilisation. It is called the Indus valley civilisation / Harappan civilisation."

Son : "Father, I don't know about that civilisation. Can you explain me?"

Father : "Why not? I will explain you."

Indus Valley Civilisation

India has a long history. It has a rich culture and tradition. India is a living museum of the ancient world and its lost civilisations. Most historians thought that Indian history began with the Vedic period until the last century. The excavations of Mohenjodaro and Harappa in 1920's pushed back our history by atleast 2000 years. They found an excellent and advanced civilisation earlier to the Vedic period. It is called Indus valley civilisation/Harappan civilisation.

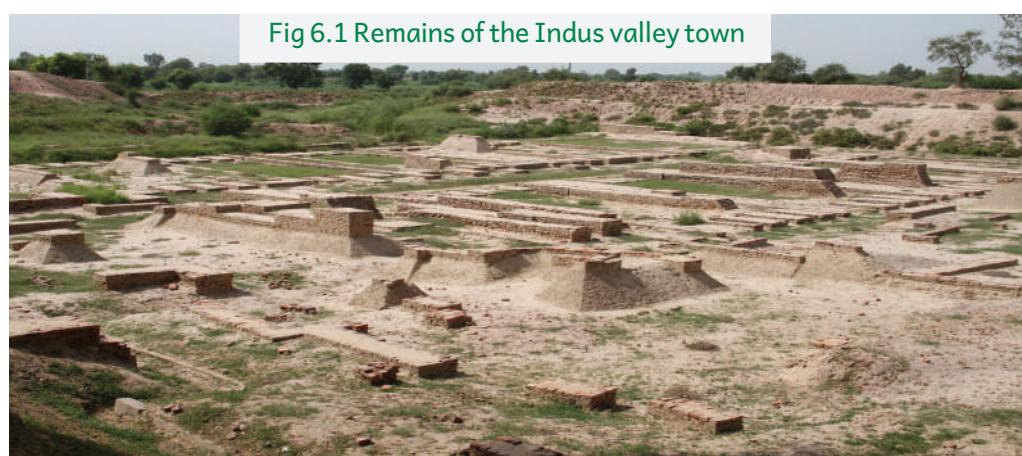


Fig 6.1 Remains of the Indus valley town

Indus valley civilisation developed along the Rivers Indus and Ghaggar-Hakra. The traces of these rivers are found by the satellite images and other sources. The sites of this civilisation spread over more than 1500 places in Punjab, Haryana, Gujarat, Rajasthan, Western Uttar Pradesh and Maharashtra. They are also found in Afghanistan and in the provinces of Punjab, Sindh and Beluchistan of Pakistan. The Harappan civilisation flourished between 2500 – 1700BC.

Civilisation is an advanced stage of human society, where people live with a reasonable degree of organisation comfort and can think about things like art and education.

City planning

The cities of the Harappan civilisation were well planned. They were protected by forts. They had wide roads, public wells. In Mohenjo-doro, 'the Great Bath' (a great tank for public bath) was found. There are rooms on all sides. It was used during religious congregations. Six large granaries and quarters for labourers were found in Harappan cities. Lothal was a popular harbour in those days.



Fig 6.2 The Great bath of the Indus valley civilisation at Mohenjo-daro

Drainage system

They had a well-planned underground drainage system which shows the importance given to cleanliness and public health.



Fig 6.3 Drainage system in the Indus Valley Civilisation



Think & Respond

1. Do you find any difference between the planning of Indus cities and the present cities? How?
2. Was Indus drainage system more advanced? How?

Houses

The Harappan people built their houses with dried or baked bricks. There were two storeyed buildings also. Every house had a well for water and bath rooms with pipes that carried waste into the main drains.

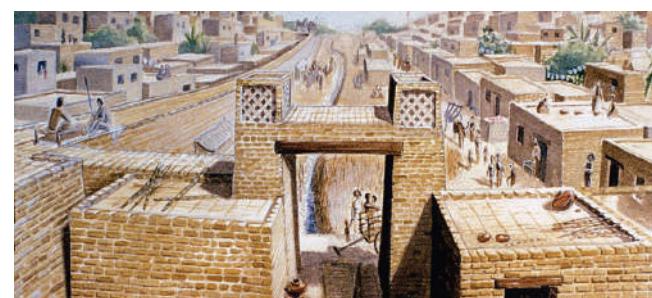


Fig 6.4 Houses in the Indus Valley

Economic life

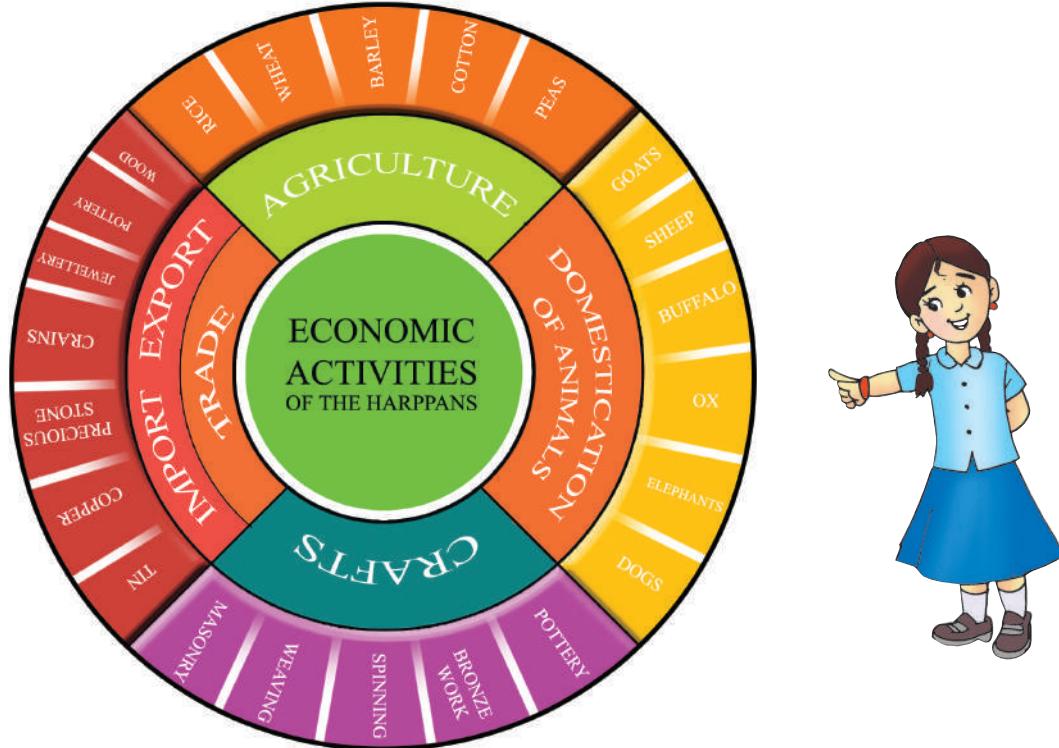


Fig 6.5 Economic activities of the Harappans

Weaving cotton and woollen clothes were the main occupations. They are credited for growing cotton for the first time. Production of baked bricks was another occupation. They rear cattle, goats, pigs, dogs, camels and donkeys. They carried out trade activities through the port Lothal in the Arabian sea with Mesopotamia, Egypt, Iran etc.



Let's Do

Compare the economic activity of Indus people with the present.

Economic activity	Indus times	Present
Exports		
Imports		
Crops		
Domestication of animals		
Crafts		

Social life

Both men and women were fond of decorating themselves. Women used ornaments like necklaces, armlets, finger rings, bangles, ear rings, nose studs etc. They knew cosmetics and used perfumes.

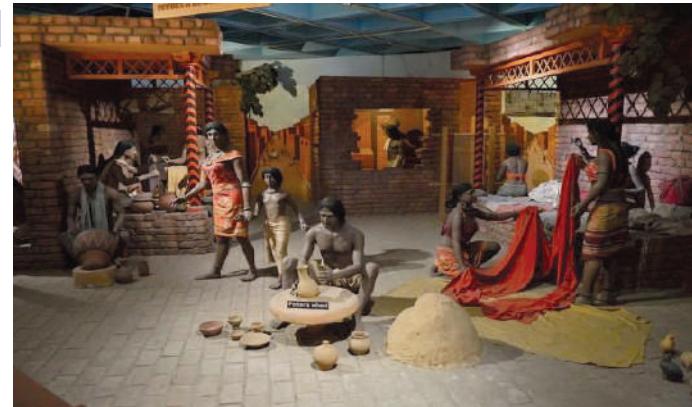


Fig 6.6 Social life of the Indus valley civilisation



Let's Do

Compare the metals used in the Indus civilisation with the present day.

Metals used in Indus Valley Civilisation	Metals used now

Food and crops

Agriculture was their main occupation. They grew wheat, barley, peas, lentils, mustard etc.,

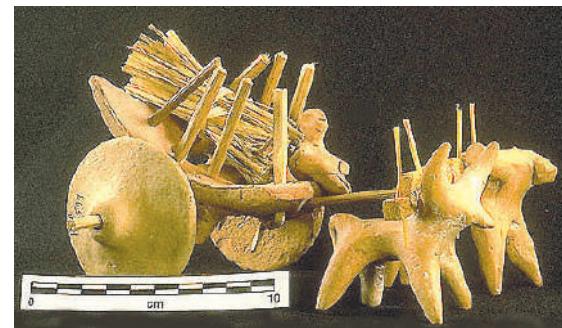


Fig 6.7 Bullockcart

Entertainment

Dance, chess, music, marbles and dice were their entertainments. Bull fighting was their major entertainment. Children had dolls and toy bullock carts etc.

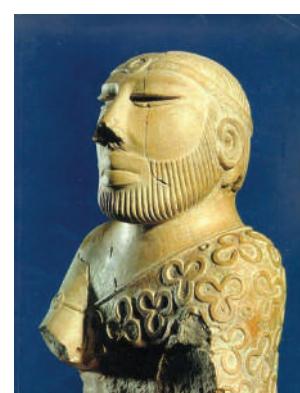


Fig 6.8 The King or the Priest



Fig 6.9 Dancing girl

Art

Small idols of Ammatalli (Mother Goddess) made of clay have been found in large numbers. The statue of dancing girl and the stone idol of the beard man are excellent artifacts.

Religion

They worshipped Pashupathi (Siva) and mother Goddess. Peepal and neem trees, sun, fire, earth, water, and snakes were also worshipped. Fire pits – yagnavatikas are found in Kalibangan and Lothal. The symbols of Swastika (卐) are most commonly found.



Fig 6.10 Pashupathi

Script

Harappans had developed their own unique script and language. The scholars could not decipher it yet.



Fig 6.8 The Indus valley script

Weights and measures

Harappans were the first to develop a system of standardised weights and measures. The fire baked bricks were uniform in size. The measurements and weights of Indus people also moved to Persia and Central Asia.



Fig 6.11 Weighing tools



Bronze axe



Ornaments of gold and silver



Bronze spearhead



Earthen pots



Clay seal



Copper vessels

Fig 6.12 Tools they used



Do You Know

Early River Valley Civilisations

	Mesopotamia	Egypt	Indus Valley	China
Environment 	<ul style="list-style-type: none"> Tigris and Euphrates flooding unpredictable No natural barriers Limited natural resources 	<ul style="list-style-type: none"> Nile flooding predictable Natural barriers: deserts Nile an easy transportation link 	<ul style="list-style-type: none"> Indus flooding unpredictable Natural barriers: mountains, deserts Monsoon winds 	<ul style="list-style-type: none"> Huang He flooding unpredictable Natural barriers: mountains, deserts Geographically isolated
Power and Authority 	<ul style="list-style-type: none"> Independent city-states governed by monarchs City-states united into first empires 	<ul style="list-style-type: none"> Pharaohs rule kingdom as gods Pharaohs build pyramids 	<ul style="list-style-type: none"> Strong centralized government Planned cities 	<ul style="list-style-type: none"> Community and family important Sharp social divisions Mandate of Heaven
Science and Technology 	<ul style="list-style-type: none"> Cuneiform Irrigation Bronze Wheel, sail, plow 	<ul style="list-style-type: none"> Hieroglyphics Pyramids Mathematics, geometry Medicine 	<ul style="list-style-type: none"> Writing (not yet deciphered) Cities built on precise grid Plumbing and sewage systems 	<ul style="list-style-type: none"> Writing Silk Coined money Cast iron



Think & Respond

- Do you find any similarities among these ancient civilisations ?
- In what ways are the Indus civilisation more advanced among them?



Causes of the decline

The theory that Aryan invasion was the cause of destruction of the Indus civilisation but it was rejected by Martimar Wheeler. Archaeologists thought that, change in the course of the Indus River and floods led this civilisation to decline. And some others believed that the drying up of the Indus River and its tributaries made the people leave this area. And it is now accepted that several factors led to the decline of the Indus valley civilisation.

Vedic Period

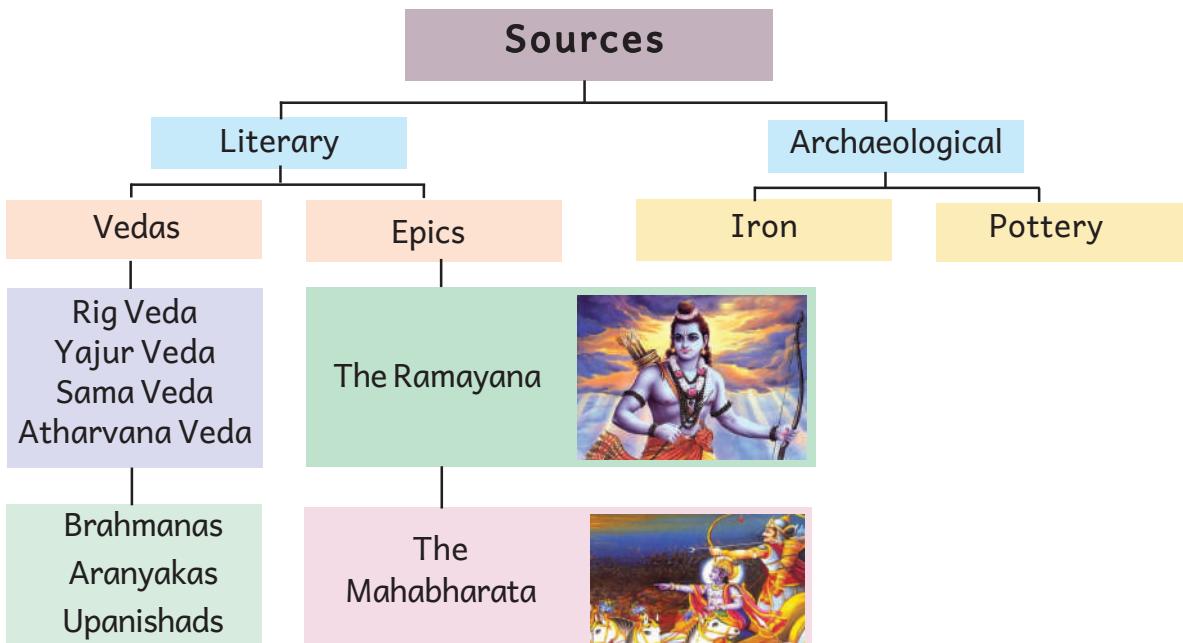
Advent of Aryans

There are various theories about the origin of Aryans. Some historians are of the opinion that Aryans came from outside the country i.e Central Asia, Arctic region, East of Alps etc. Some historians say that Aryan is not a race. It is an Indo-European linguistic group. Some argue that they are the natives of India.

The Vedic culture flourished on the plains of rivers Indus and Saraswati and later in the plains of the rivers Ganga and Yamuna. The period in which the Vedic literature was formed is called the Vedic period. The river Ghaggar - Hakra which disappeared in the Thar desert of Rajasthan is believed to be the ancient river Saraswati. The Rigveda mentioned about the river Saraswati many times.

Sources to know about Aryans

The Vedic literature is the major source to know about the Aryans.



Vedic Literature

The term **Veda** means “superior knowledge” in Sanskrit. It is the knowledge of knowing one-self or self realisation. Vedas are called **Srutis**. They are the universal truths discovered or realised by the learned people. They form the bedrock of Indian philosophy and Yoga. The vedic texts contain deeper spiritual and scientific knowledge. The vedic traditions are still continued and are still unbroken. In the modern period Swami Dayananda Saraswathi gave a call “Go back to the Vedas” Research on Vedas is carried out in many foreign and Indian universities. Four major Vedas constitute the Vedic literature. They are – **Rig Veda**, **Yajur Veda**, **Sama Veda** and **Atharvana Veda**.

1. **Rig Veda** is a collection of Vedic hymns composed by Rishis.
2. **Yajur Veda** is details of rules to be followed during sacrifices.
3. **Sama Veda** is a collection of songs. The origins of Indian music are traced to it.
4. **Atharvana Veda** is a collection of spells and charms.

Beside the Vedas, there were Brahmanas, Upanishads, Aranyakas and epics - Ramayana and Mahabharata.

Brahmanas - Prose about vedic hymns, rituals and philosophies.

Aranyakas - Deal with mysticism, rites and rituals.

Upanishads - Philosophical texts dealing with soul, mysteries of nature.

Classification of Vedic Period

The period of Vedic Civilisation (1500-500 BCE) is divided into two broad parts –

1. Early Vedic Period (1500-1000 BC), also known as Rig Vedic Period.
2. Later Vedic Period (1000- 600 BC).

We will study the following features of the Vedic Civilisation under these two periods.

Early Vedic Period

Social Life: The family is the basic unit of the society. The father was the head of the family. Joint family system was in practice. The prisoners of war called dasas and dasyas were like slaves. Monogamy was the usual practice.

Position of women : Women held a respectable place in their society. They studied Vedas. There were no child marriages or Sati. Women had the choice to choose their husbands in swayamvaram. Widow re-marriage was in practice. Learned women like Ghosha, Apala, Lopamudra, Indrani, Vishvavara etc were great Vedic scholars. Women participated with their husbands in all religious ceremonies.

Dress : They wore Vasa (dhoti), Adhivasa (upper cloth) as we wear today. The garments were embroidered with gold. Women used ear-rings, neck-laces, bangles, and anklets as we do today. Women oiled and combed hair which were plaited or braided. Men kept beard and moustache.

Amusements: Chariot racing, hunting, boxing, dancing and music were some of the amusements. Three types of musical instruments like percussion, string and wind were used by the singers.

Education: Great importance was given to education. There were gurukulas. Entire institutions were given freedom in their teaching learning process. They were taught the art of war fare, philosophy, agriculture, animal husbandry and handicrafts.

Food and crops : Rice, barley, bean and sesame formed their food. They also ate bread, cake, milk, butter, curd and fruits.

Religion : They believed that God is one and he can be worshipped and realised in many forms i.e., Agni, Varuna, Yama, Vayu etc. They believed that the same consciousness existed in the whole universe. Every being is born with a divine consciousness. They performed Yagnas.



Think & Respond

Write the names of religions in our country?
(You will learn about religions in detail in chapter-11)

Varna system

There was no caste discrimination in early vedic period. No restriction on inter caste marriages. People were allowed to choose their profession.

Political life

The chief of the clan was called Rajan and there was no dictatorship. Kingship was not hereditary. The king was asserted by the assemblies of 'Sabha' and 'Samiti'. The king looked after the welfare of the people.



Think & Respond

- How are our public representatives elected?



Later Vedic period

As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plains of rivers Indus-Saraswati. They crossed the mountain ranges of the Vindhya and moved towards south.

Political changes

During the later Vedic period, the king became more powerful. Even Sabha and Samithi lost their importance. The scope of the king was widened. The kingship became hereditary. The kings performed rituals like Aswamedha and Rajasuya to expand their kingdom.

Social changes

The asrama system started. The asrama system of **brahmacharya, grihastha, vanaprastha** and **sanyasa** started during this period. The position of women was lowered. The varna system came into existence. Child marriage and sati started during this period. Polygamy started among aristocrats and kings during that period.

Religious life

Religious ceremonies became complex and complicated. The Yagnas and Yagas were performed frequently. The Gods Brahma, Vishnu, Siva, Ganesh and Skanda were worshipped. The Goddesses Lakshmi, Saraswathi, Parvathi and other deities got importance.

Epics

The Ramayana and The Mahabharatha are two great epics. These two great epics have guided the life and art of Indian life. The Ramayana (Adi kavya) was written by Maharshi Valmiki in Sanskrit. The Ramayana depicts Rama as an ideal ruler, ideal brother, ideal son etc. Seetha stood as an ideal women. The Mahabharata was written in Sanskrit by sage Vedavyasa. The Mahabharata is a victory of dharma over adharma.



Let's Do

- List out the names of famous books and its writers from your school library.



Glossary

Civilisations (నాగరికత)	: the stage of human social and cultural development and organisation that is considered most advanced.
Sub-Continent (ఉపఖండం)	: a large area of land that is part of continent.
Trade (వాణిజ్యము)	: the action of buying and selling goods and services.
Vedas (వేదాలు)	: holy books of Hindu religion.
Brahmanas (బ్రాహ్మణాలు)	: the lengthy commentaries of vedas.
Upanishads (ఉపనిషత్తులు)	: a series of Hindu sacred treatises.
Barter System (వస్తువూర్ధి పద్ధతి)	: to exchange goods for other things rather than for money.



Improve Your Learning

1. Write the similarities between Indus and Vedic civilisations.
2. Who participated in the excavations of the Indus valley civilisation?
3. Describe the economic life of Indus people.
4. How did the Indus people build their houses?
5. The drainage system of Indus was exemplary. How?
6. “Devotion of God is belief” comment on Indus peoples deities.
7. How many Vedas are there? What are they?
8. “Veda means a superior knowledge” comment on it.
9. Write about the social life of the early Vedic period.
10. What do you know about the political life of the early Vedic period?
11. What is the importance of epics?
12. Locate the following rivers on the out line map of India.
 - a) River Indus b) River Ganges c) River Yamuna
13. What were the reasons for the decline of Indus valley civilisation?



Project Work

- Make a project on the similarities of Indus civilisation and Vedic civilisation





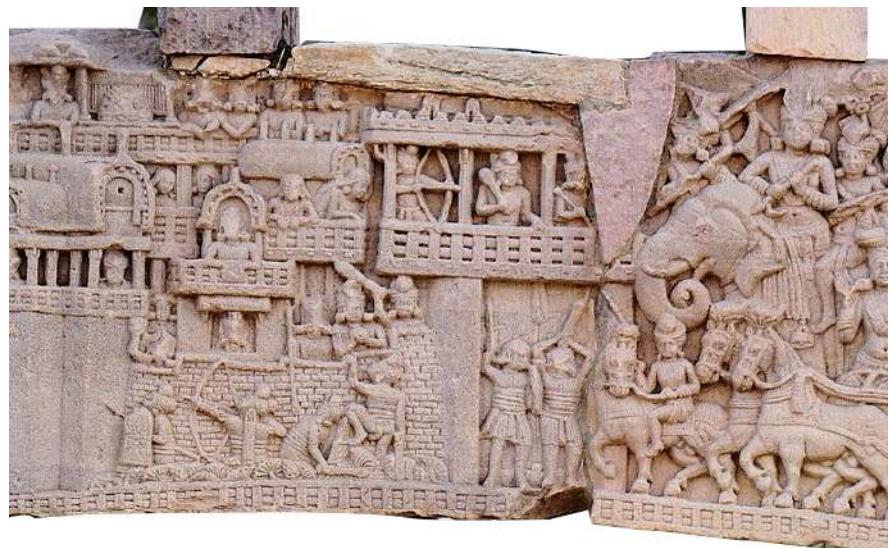
CHAPTER
7

Emergence of Kingdoms and Republics

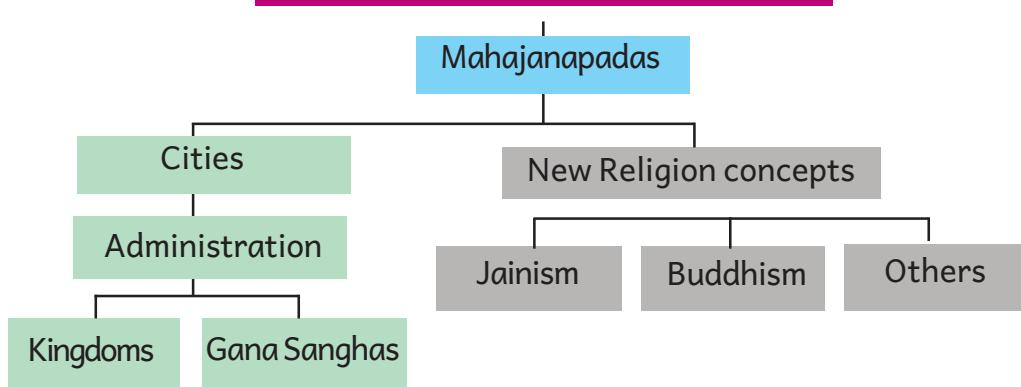
Learning Outcomes

The students will be able to

- know the factors responsible for the rise of Janapadas and Mahajanapadas.
- understand the evolution of Indian polity from Janapadas to kingdoms.
- understand social, political, economic and religious changes of this period.



Ganges Valley 2700 years



Electing leaders or rulers by voting has become common in the present day. You heard about kings and emperors who ruled large kingdoms in India. How did they become rulers in the past? Let us find out how they came into being in early times. Let us discuss how Janapadas emerged into kingdoms in India.



Let's Do

- Look at the physical map of India and identify the plains through which the rivers Ganga and Yamuna flow.
- Identify the modern cities of India like Delhi, Allahabad, Varanasi, Lucknow and Patna.
- Do you think this area will be similar to your villages? Give your reasons.

The rivers Ganga and Yamuna flow between the Himalayas and the hills of the Deccan plateau. It is called the Gangetic valley. As this plain receives very high rainfall, it is very fertile. These rivers bring silt from the Himalayas and flow throughout the year. Initially, the people of different tribes settled down to practice agriculture in convenient parts of the valley. Sakyas, Lichhavis, Mallas, Videhas etc., are of such tribes. These tribes were called '*jana*' in Sanskrit and the place where they settled was called '*Janapada*'.

People began to settle down along these rivers in large numbers some 2700 years ago. They cleared the forests with the help of iron tools and tilled the land to grow paddy and other crops. Large villages and towns developed in these parts and they were inhabited by many people – probably belonging to many different tribes.

The widespread use of iron in Gangetic plain created conditions for the formation of larger territorial units. Large groups of such villages and towns were called '*Mahajanapadas*' or '*big Janapadas*'. Most of the Mahajanapadas had a capital city and many of those were fortified.



Think & Respond

- Find out the names of a few janas (tribes) who initially settled down in the Indo-Gangetic plain.
- What do you mean by Janapada? How is it different from Mahajanapadas?



16 MAHAJANAPADAS
(2500 YEARS AGO)

Map 7.1

Do You Know

- Look at the map of India given above. It shows you the broad area of some Mahajanapadas. It also gives the name of the major cities associated with a Mahajanapada. You can also find out the name of the river which flows through that Mahajanapada.
- Make a list of the Mahajanapadas and the cities which were situated on the Ganges valley.



Let's Do

The important Janapadas of those times are shown on the map.

■ Look at the map and fill in the blanks.

1. The Janapada was settled on both sides of river Yamuna.
2. The Panchala was settled on the both banks of the river.....
3. The Janapada was situated on the western side of the Surasena.
4. The Janapada was on the extreme north.
5. The Janapada was situated on the banks of the river Godavari.
6. The Gandhara was situated on the banks of the river



Explore

■ A famous religious epic tells us about many of these Janapadas. Find it out.

How do we know about the Mahajanapadas?

We get to know much about those villages and towns from two kinds of sources – from archaeological excavations in different places and from the books composed during that period.

Archaeologists have excavated hundreds of sites in the Ganges Valley and have tried to know more about the lives of the people of those days. Some important archaeological sites at the time of Mahajanapadas are Hastinapura (Modern Delhi), Atranjikhera, Kausambi (Near Allahabad), Pataliputra.

The books during that period were mostly religious. Even though they are religious, they tell us a lot about the towns and villages and about the kings and rulers of those times. Some books were even written by people of distant countries like Greece. Some important books written during this period are Upanishads, Dharmasutras, Dighanikaya Majjhimanikaya, Herodotus History etc.



Do You Know

- Upanishads were part of the Vedic books. Upanishads means ‘coming and sitting near’, and the books have dialogues between teachers and students. These books tried to answer questions like “Where have we come from?” or “Where will we go after death?”

Mahajanapadas

We learn from the books of those times that agriculture was managed by landowners called **Grihapatis or Gahapatis**, who usually worked along with their family members on the fields.

But they also employed 'dasas' or slaves (who were probably captured in wars and sold to farmers) and workers 'bhartukas' or who worked on their fields and homes in return for wages. Some wealthy grihaptis had more land and slaves to work for them.

Two major changes happened in agriculture. Use of iron ploughshare and plantation of paddy saplings improved agricultural productivity. Promotion of irrigation facilities also increased production.



Think & Respond

- How is paddy grown today?

What do you call the following people in your regional language –

- A person who weaves cloth or blankets (weaver) :
- Who keeps sheep (shepherd):
- Who makes things of iron (blacksmith):
- Who makes pots (potter):

Usually, the largest landowner became the headman of the village. He was the leader of the village. He was also used by the king to collect taxes from villagers. He also acted as the judge and sometimes as a policeman to maintain law and order in the village. This may have helped many headmen to increase their power and resources in the villages.

In most of the villages there were craft persons. Blacksmiths made tools necessary for agriculture like plough shares, sickles, axes, arrows etc. Potters made pots for cooking and storing grains. Carpenters made carts, ploughs, furniture etc. Weavers wove cloth for the villagers.

The potters made earthen pots. Some of these were grey in colour, others were red. One special type of pottery found at these sites is known as "Painted Grey Ware". Those grey pots contained designs, usually simple lines and geometric patterns.



Fig 7.1 Occupations during mahajanapada times



Fig. 7.2 : Painted Grey Ware. Plates and bowls are the most common vessels made out of Painted Grey Ware. These are extremely fine to touch. These were found before the time of Mahajanapadas.

Probably the Grihapatis gave them grains in return for their products. Those products were necessary for agriculture, but the grihapatis may not have had the time or skill to make them. Agrarian surplus and increase in craft products resulted in the emergence of trading and exchange centres.



Think & Respond

- Describe the relationship between Grihapatis and craftsmen of the village.

Cities of Mahajanapadas

Look at the cities in the map 7.1. What kind of people do you think lived in those cities? Cities of those times, like today, were mainly inhabited by poor workers.

Some of them were slaves and servants while most of them were craftspersons who made goods for sale. What did they make? They made beautiful and fine pots which were in great demand in all the great towns. They have woven fine clothes which were bought by rich people of other mahajanapadas also. They made gold and silver jewellery. They made vessels and tools of bronze, copper and iron.

They made wooden carts and furniture. There were also innumerable other kinds of professionals like soldiers, accountants, masons, horse trainers, sweepers, water carriers, wood and ivory carvers. Of all the things made by craftsmen, only a few articles (like pots, bricks, iron and copper objects) have been excavated. We also know about them from books written in those times.

There were great traders who purchased the produce of the crafts person and grihapatis and sold them in distant lands at a huge profit. They also bought the special articles of those lands and sold them in their own Mahajanapadas. They took their merchandise in caravans with a large number of animals like oxen, donkeys and camels. They travelled day and night for weeks and months across rivers, plains, hills and deserts. They made so much profit that they could live in palaces with dozens of servants and slaves serving under them.



Think & Respond

- The people of the towns would have needed grain, milk, meat etc. How do you think they got them if most town people were not doing any farming?

Kings, Army and Taxes

Most of the Mahajanapadas were ruled by kings. The kings commanded and led their armies in battle. They took personal interest in the welfare of their people. Yagnas and animal sacrifices became very important during the period.

Those kings had an army of their own to ensure that people followed their orders and to make sure that no other king attacked their kingdom. They lived in capital cities and tried to build strong forts. All this required a lot of money. The soldiers and their families had to be provided for, the brickmakers who made lakhs of bricks had to be paid for and thousands of men and women who worked to construct these public buildings had to be paid wages.



Think & Respond



Fig 7.3: The fort of Kaushambi city

- Have you ever seen a fort on TV or have you ever been there? Why were there big walls around the fort?
- What were they made of? How do you think the kings managed to get the wealth needed for all this?
- Why did the kings of Maha-janapadas need armies?

The kings collected taxes from the people. They had officers who would collect taxes from the grihapatis, the craftsmen and traders. If anyone refused to pay taxes, they could be punished by the soldiers of the king. Officers and army were employees of the king. Therefore, they were bound to follow his orders and the king could ensure that his commands were obeyed by the common people. Many kings wanted to be more powerful and wealthy. They could do this in two ways: by increasing the taxes imposed on the people and by conquering neighbouring kingdoms. The kings began to collect regular taxes from the *grihapatis* who cultivated the land. The *grihapatis* had to divide their crops into six equal parts and give one part to the king. That was called **bhaga**.

Craftsmen also had to pay taxes, often by working free of charge for the king for one day every month. Herders of cattle and sheep too had to give the animal produce to the king in the form of tax. Traders were also made to pay taxes on the goods they sold and hunters and gatherers also had to give to the Raja what they got from the forest. In this way, the kings had a variety of goods with them which they obtained as taxes. During that period, the use of coins had just begun. Some of the taxes were probably in the form of coins.



Think & Respond

- In which form the hunter gatherers paid taxes to their kings?



Fig 7.4 Coins of
Mahajanapada times



Think & Respond

- If everyone was forced to give away a part of their earnings as tax, how did it affect their lives?
- Why do you think they agreed to pay the taxes? Do you think they benefited in any way from the new arrangements?
- What is bhaga? Does the government of our times take the produce of farmers in a similar way?

Historians feel that those kings would have persuaded the farmers to grow more crops and adopt better methods of cultivation and irrigation so that production would increase and they would get more taxes. Similarly, they may have encouraged the traders of their kingdoms to trade more in distant places.

The kings were also constantly waging wars against each other so that they could bring more territories under their rule. Those wars were probably fought by armies but they also harmed ordinary people by destroying crops and burning villages or looting them. Often, people of the defeated kingdoms were enslaved and sold off to grihapatis, traders and officials.

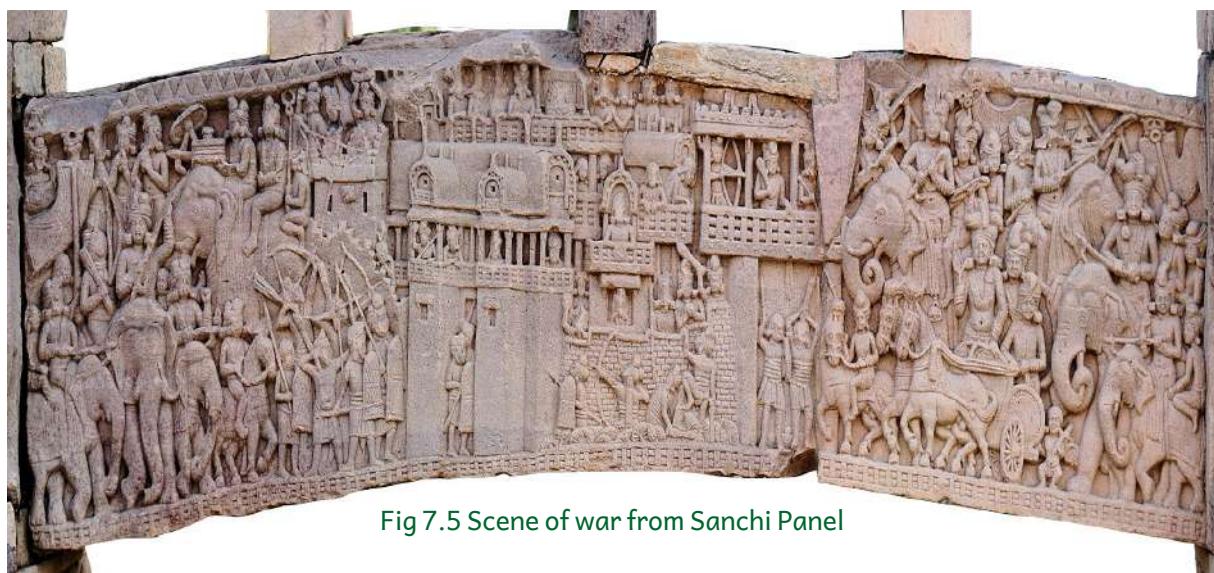


Fig 7.5 Scene of war from Sanchi Panel



Think & Respond

- Why were the kings of Mahajanapadas keen to increase craft production and trade?
- How did the headmen of the villages benefit from the imposition of taxes by the kings?

Gana

The term 'gana' means 'people of equal status'. 'Sangha' means 'assembly'. The gana-sanghas covered a small geographical area ruled by an elite group.

Kingdom

A 'kingdom' means a territory ruled by a king or queen. In a kingdom (monarchy), a family, which rules for a long period becomes a dynasty. Usually these kingdoms adhered to orthodox Vedic traditions.

Magadha - A powerful kingdom

Have you observed Magadha in the map 7.1. You may have noted that it spread on both sides of the River Ganga. The river made the land very fertile and the grihapatis could irrigate their lands easily. The river was also used for transporting goods and armies. Parts of the Magadha were forested. Elephants were captured from there and trained for fighting in the wars. Wood from the forests was used for building, palaces and chariots. In the southern parts of Magadha, there were iron ore deposits which could be used for making weapons etc. All this enabled Magadha to emerge as a very powerful kingdom. Bimbisara and his son Ajatasatru were early kings who built Magadha.

Mahapadma Nanda was another powerful ruler of Magadha. All these kings used their armies to conquer other kingdoms. During the time of Mahapadma Nanda, the kingdom extended from the northwestern part of India to Odisha. We should remember that not all Mahajanapadas were ruled by kings as in Magadha. In some areas, the kings relied upon the people and performed rituals and festivals for the welfare of the entire kingdom.



Fig 7.6 A king riding out of a town fort

Vajji – a Gana

The Vajji Mahajanapada was to the North of Magadha and it had a Gana form of government. Gana was ruled by a group of rulers instead of a single ruler. Sometimes even a number of men ruled together and each of them was called a 'raja'. They performed rituals, met and took decisions on issues of common interest in assemblies through discussion and debate. However, women, slaves and wage earners could not participate in those assemblies. Buddha and Mahavira belonged to ganas and became famous teachers respected in all Mahajanapadas. Even though the kings tried to conquer the ganas, they remained active for more than 1500 years. At last the Ganas were conquered by the Gupta Kings, about whom you will read in the next lesson.



Fig 7.7 A gana assembly scene



Think & Respond

- Write a couple of lines on each of the natural resources of Magadha and how it could have been used by the kings.
- Compare the gana form of government in Vajji with present day republic. Who were not allowed to participate in the assembly of Vajji Mahajanapada?



Do You Know

Alexander, the ruler of Macedonia Greece, wanted to become a world conqueror. Of course, he didn't conquer the world, but did conquer parts of Egypt and West Asia, and came to the Indian subcontinent, reaching up to the banks of the Beas. When he wanted to march further eastwards, his soldiers refused. They were scared, as they had heard that the rulers of India had vast armies of foot soldiers, chariots and elephants.



Fig 7.8 Alexander

Emergence of new thoughts and religions

Being not satisfied with the existing social and religious systems in that society, new concepts on religion emerged in that period. Jainism which is codified by Mahavira and Buddhism founded by Siddhartha, belongs to that type. They were not satisfied with the Vedic rituals of that period and questioned the authority of the Vedas.

Besides those, there were other religions like Lokayata and Ajivaka that questioned the supremacy of Vedas. The details of Jainism and Buddhism will be discussed in the coming chapters.



Do You Know

Gandhara school of art

The Gandhara school of art developed in the region around Takshashila, under the influence of Greek art. Realistic, proportionate and delicate work in stone were some of the characteristic features of that style. Many images of Gautama Buddha have been sculptured in this style.



Buddha in Gandhara Art



Depictions of an ancient Indian warrior from Gandhara.

Fig 7.9 Gandhara Art



Glossary

Archaeology

(పురాతత్వ శాస్త్రము)

: the study of human activity through the recovery and analysis of material cultures

Gana (గణ రాజ్యం)

: a group that has many members

Sangha (సంఘము)

: organization or association

Dighanikaya (దిగొనికాయ)

: a Buddhist scripture, the first of the five Nikaya in the Sutta Pitika

Majjhimanikaya (మజ్జిష్ఠనికాయ)

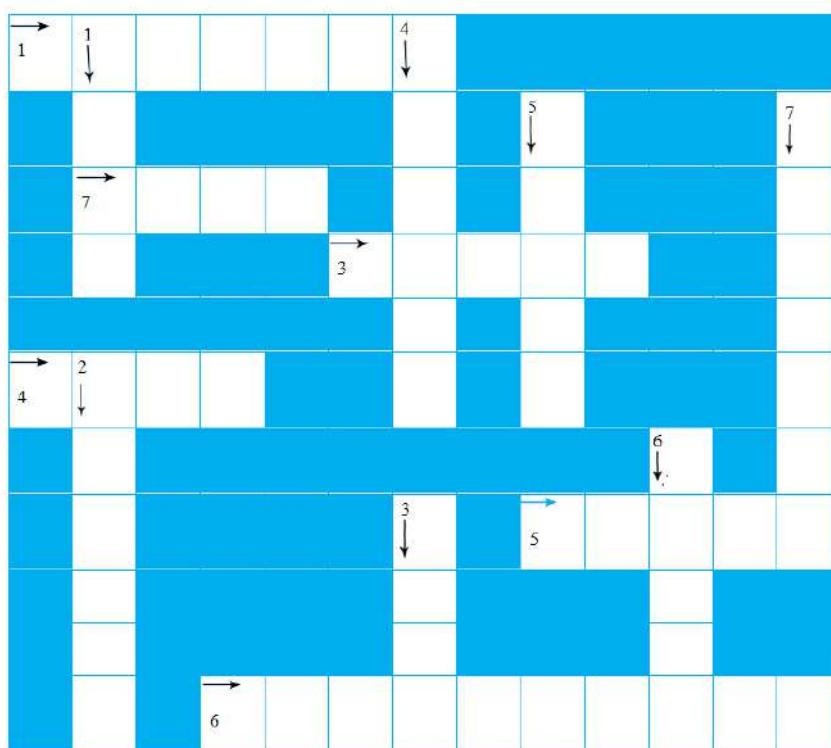
: a Buddhist scripture, the second of the five Nikayas, in the Sutta Pitika



Improve Your Learning

1. What do you mean by Gana? How were they different from the kingdoms ruled by kings?
2. Why did the Rajas of Mahajanapadas build forts?
3. Can you point out the difference between the way villages are managed today and in the time of Mahajanapadas?
4. Find out how the crafts persons are taxed by the government today. Was it the same in the times of Mahajanapads?
5. Through what sources do you know about Mahajanapadas?
6. Write the agricultural practices that led to increase in agricultural production in the time of Mahajanapadas?
7. “The Mahajanapadas developed on the river banks.” Do you agree or not? Justify your answer.
8. How do you appreciate the works of craftsmen in the times of the Mahajanapadas?
9. What were the taxes collected by the rulers of the Mahajanapadas?
10. How are present-day elections different from the ways in which rulers were chosen in Janapadas?
11. What is similar in the way crops were grown in the Mahajanapadas and how they are grown today?
12. How can you appreciate the role of natural resources in emergence of Magadha as powerful kingdom?
13. Locate the 16 Mahajanapadas and their capitals in the following India outline map.

14. Solve the puzzle with new terms you have learnt in this lesson. Take the support of your teacher.



DOWN ↓

1. The mahajanapada located on the extreme eastern side
2. This is the capital city of Avanti
3. Farmers used this metal to make ploughshares.
4. The Mahajanapada located on the banks of river Godavari
5. The slaves employed at Gahapaties
6. Kusinara is the capital of this kingdom
7. The capital city of Surasena

CROSS →

1. The powerful kingdom of Mahajanapadas
2. Other name for Varanasi
3. Kaushambi is the capital of this mahajanapada
4. Mahabharata tells us about the battle among the kings of this mahajanapada
5. 1/6th of farm produce collected as tax from farmers
6. These condemned caste system and the use of yagnas
7. Vajji has this type of government.



Project Work

- Collect the information about 16 Mahajanapadas, and the state, in which they were located. Prepare a table as given below. Refer India Political map given.

S.No	Mahajanapada	Capital	Modern Location/State
1	Anga	Champa	West Bengal



CHAPTER 8

Kingdoms and Empires

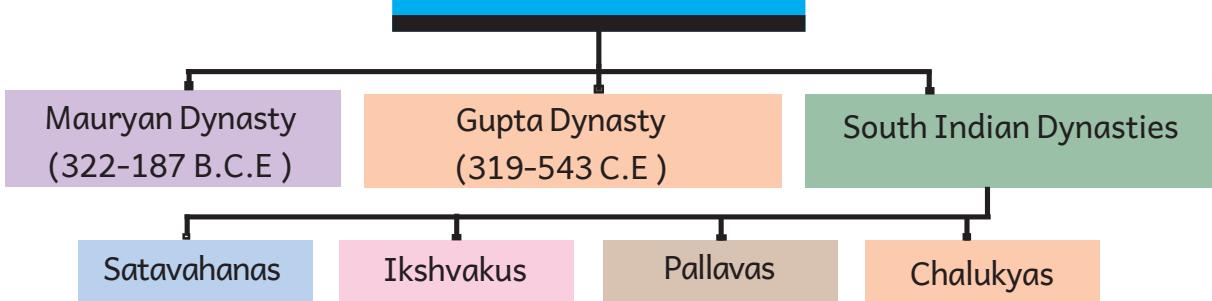
Learning Outcomes

The students will be able to

- learn about the Mauryan dynasty and Ashoka, dharma.
- know about important kings of Gupta dynasty and their important contributions in different fields.
- learn about some important contemporary kingdoms of South India and their architecture.



Kingdoms and Empires



We have learnt about sixteen great kingdoms in the previous chapter. They fought for supremacy. Magadha became powerful among sixteen great kingdoms.

A territory ruled by king was called Kingdom. Larger Kingdoms were called empires. In this chapter, we will learn some great empires and kingdoms in our country in the ancient period.

Mauryan dynasty

Maurya Chandragupta became the king of Magadha with the help of Koutilya. They dethroned Mahapadmananda of Nanda dynasty and established the Mauryan empire. The Mauryans had a strong and powerful army. They conquered larger part of North India. They ruled from Pataliputra.



Do You Know

- Megasthenes was a Greek ambassador. He was in the court of Chandragupta Maurya. He wrote a book named 'Indica' which is a source to know about the Mauryan administration.
- Kautilya (Vishnugupta) was also known as Chanakya. He was the Prime Minister of Chandragupta Maurya. 'Arthashastra' was his famous book.



Think & Respond

- Do you think Chandragupta could have established the Mauryan empire without Chanakya?

Ashoka - Battle of Kalinga

After Chandragupta Maurya, Bindusara became the ruler of Magadha. Later, his son Ashoka became the king of Mauryan dynasty.

Ashoka wanted to establish a large kingdom. He fought many wars to expand his kingdom. Among them, Kalinga war was an important one. Kalinga was an independent state. It was located on the east coast of India. His grandfather made an unsuccessful attempt to conquer Kalinga.

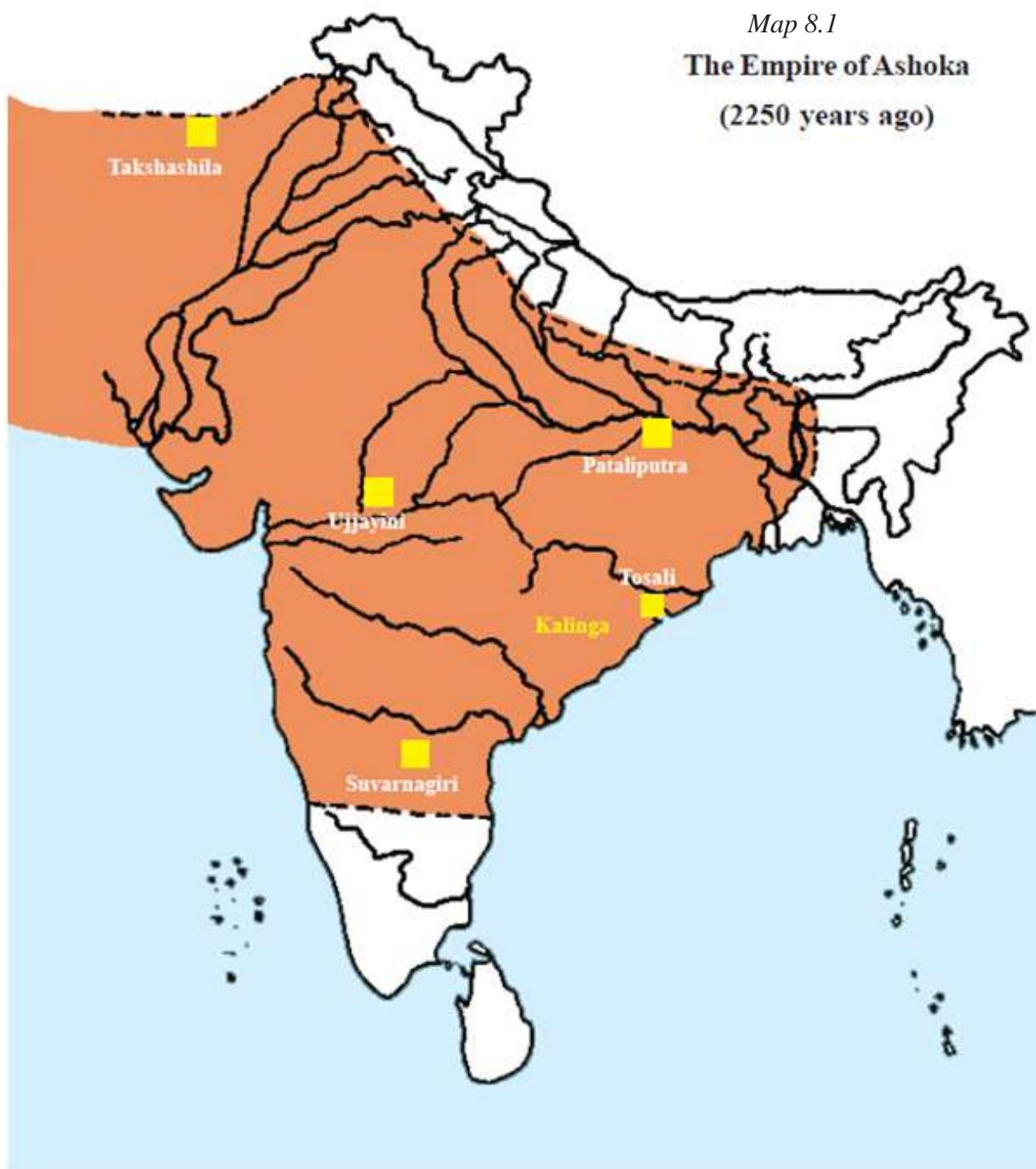
He waged a war against Kalinga. His war against Kalinga turned into a bloody one. He conquered the kingdom of Kalinga. Emperor Ashoka walked through the bloody battle field of Kalinga. He saw a huge number of dead and wounded. Though he won the war, he felt very unhappy and decided not to wage any war hereafter. He realised that victory through Dhamma is a real victory and he devoted the rest of his life to non-violence. He became the follower of Buddhism which preaches non-violence.



Think & Respond

- Why did Ashoka want to win Kalinga?
- Why was Ashoka not happy after Kalinga war?

Map 8.1
The Empire of Ashoka
(2250 years ago)



Let's Do

- Identify the kingdom of Kalinga in the present map of India with the help of your teacher.
- What is the present name of Kalinga?

Ashoka's inscription on Kalinga war

Ashoka's inscriptions on Kalinga war was found on the rock edict no.13. Observe the given information in the inscription. The meaning of the inscription is given for understanding.

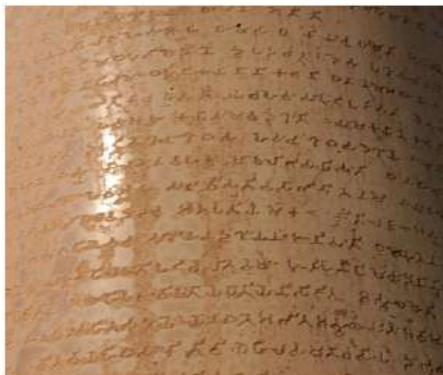


Fig. 8.1 Ashoka's inscription in Prakrit script

Whenever an independent land is conquered, lakhs of people die, and many are taken prisoners. That is why I am sad. I believe that winning people through dharma is much better than conquering them through force. I am inscribing this message for the future, so that my son and grandson should not think about war. Instead, they should try to think about the ways to spread dharma." (Dharma is the Prakrit word for dharma).

Ashoka got many other inscriptions carved at different places of his empire. The main aim of his inscriptions is to convey his message of Damma. He appointed special officers to read his inscriptions to the illiterates.



Think & Respond

- Ashoka's inscriptions were understood by illiterates also. How do you think it was possible?
- By what way do the messages of the government reach the people today?

The main principles of Damma include:

1. Be kind towards animals.
2. Be obedient to father and mother.
3. Be kind towards the poor.
4. Respect the elders.
5. Never criticise other religions.
6. Work for the welfare of mankind.

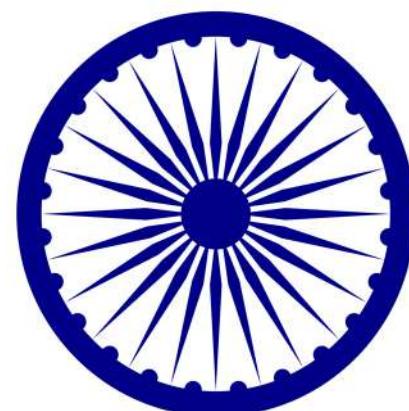


Fig. 8.2 Ashoka's Dharmachakra



Let's Do

- Prepare a time line chart of the Mauryan Dynasty.
- Discuss the character of emperor Ashoka in the classroom.

The Government of India honoured the emperor Ashoka even after many hundreds of years. The lion Capital of Ashoka's pillar at Sarnath has been chosen as our National Emblem.



Do You Know

The National Emblem is a symbol of authority of a Nation. This was officially adopted as our National Emblem on 26th January, 1950. In the Emblem, three lions are visible. The fourth lion is hidden from view. The four lions represent four qualities of power, courage, confidence and pride.

The wheel appears in relief in the centre of an abacus with the following. An elephant on the east, a bull on the west, a horse on the south and a lion on the north. The elephant represents strength, the bull represents hard work, the horse represents loyalty speed and energy and the lion represents bravery. 'Satyameva Jayat' (Truth alone triumphs) is inscribed below the abacus. This is an extract from Mundaka Upanishad.



Fig. 8.3 Lion capital



Think & Respond

- Discuss the importance of our National Symbols in the class room.

What did Ashoka do for his people

Ashoka learnt from a Buddhist monk that water and food are sacred. So, he provided them to all people. Trees were planted on both sides of the roads to provide shade and fruit for hungry people. Wells were dug to provide water for the people.

People enjoyed the facility of good roads. Roads connected the people of different cultures in his empire. Trade and transportation became easier. Political unity was achieved in the vast empire. Hospitals were setup to provide medical care for people and animals.

The successors of Ashoka were weak and inefficient. This was the cause for down fall of the Mauryan empire.

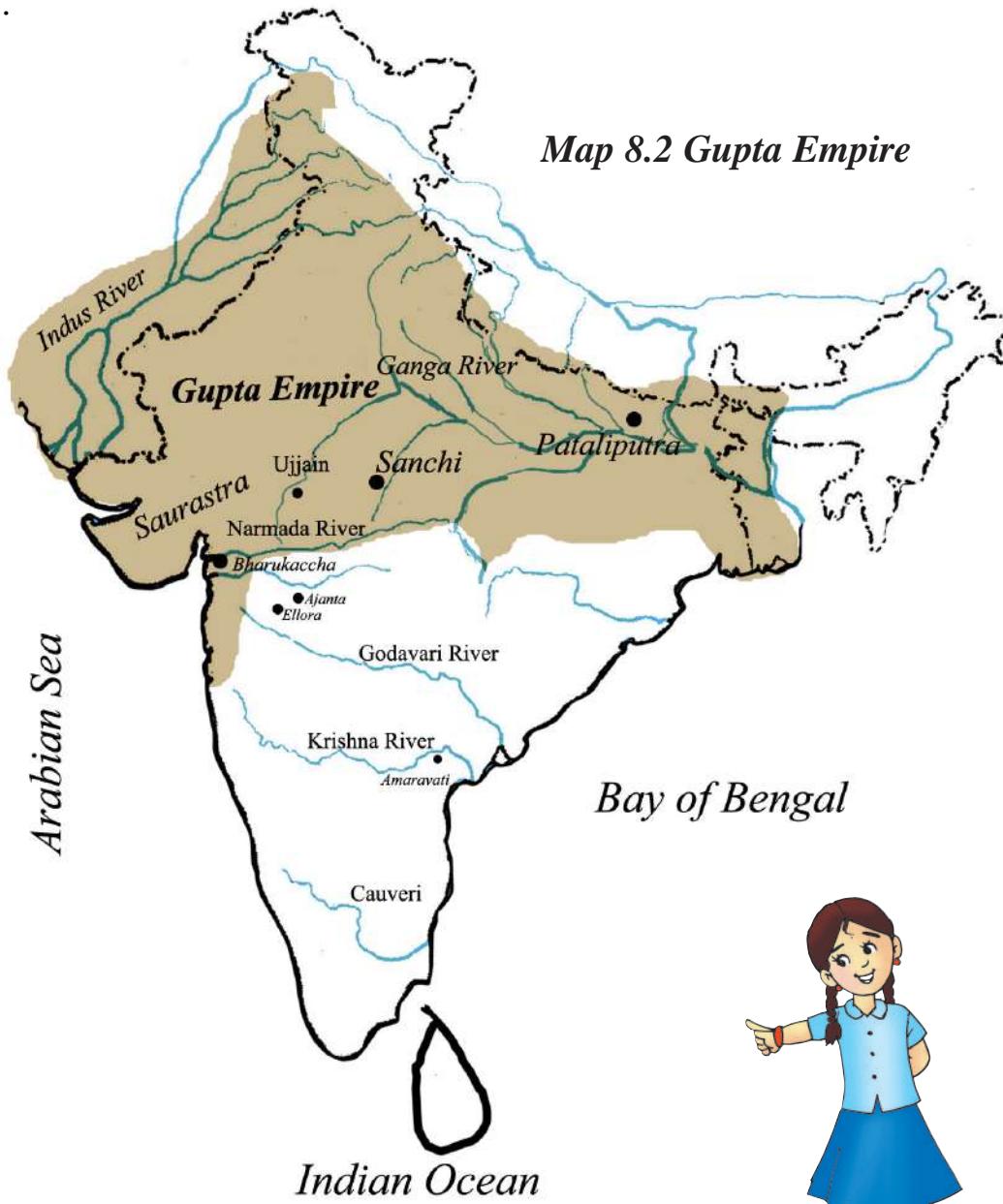


Think & Respond

- Do you think there was a relation between trade and transport? If so justify your answer.

Gupta's Empire

Several small kingdoms fought with one another after the fall of the Mauryan Empire in North India. India had no strong ruler for 500 years until the Gupta dynasty took control of north India. The earlier famous ruler of Gupta dynasty was Chandragupta-I. He ruled from Pataliputra which was also the capital of the previous Mauryan Empire.



Let's Do

- Write any four important cities of the Gupta empire as shown in the map.

After Chandragupta-I, his son Samudragupta became the ruler. The Gupta empire in North India was expanded in his regime. He was a great conqueror and remained undefeated. The next important ruler was Chandragupta II. He defeated the Saka kings of the western India.



Do You Know

Nine important kingdoms of the North India were defeated by him and they were made part of his kingdom. He defeated 12 rulers of the south. They were allowed to rule after they surrendered. It is stated that he conquered upto Kanchi in Tamilnadu.



Think & Respond

- Do you think Samudra Gupta was a great conqueror? Support your answer.

The Gupta period was famous for great books and development in literature, mathematics, medicine and astronomy. They are widely used in the modern world too. There were nine great scholars in the court of Chandragupta-II. They were called 'Navaratnas'. The famous poet 'Kalidasa' was stated as one among them.

NAVARATNAS (Nine Jewels)

Amar Simha	- lexicographer	Vittalabhatta	- magician
Dhanvanthari	- physician	Kahapanaka	- astrologer
Harisena	- sanskrit poet	Shanku	- architect
Kalidasa	- a poet and play wright in sanskrit	Varahamihira	- astronomer
		Vararuchi	- mathematician and linguist

The Gupta period was famous for marvellous rock cut caves. Some of the paintings and sculptures of Ajantha and Ellora caves are the finest examples of that period.

Inventions in mathematics

Aryabhatta was a well known astronomer and mathematician. He was known to have used algebra. Indian mathematicians developed the idea of zero and the symbol to represent it. They created the symbols for the numbers 1- 9. They also invented algorithms. Computer programmers today often use algorithms. Brahmagupta was another mathematician and astronomer. He calculated solar year.



Fig 8.4 Aryabhatta



Do You Know

The first Indian satellite was named after Aryabhatta. It was launched in the year 1975. It was designed and developed indigenously.

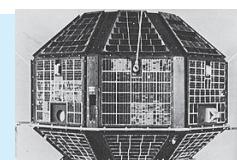


Fig 8.5 Aryabhata (satellite)

Medicine

Charaka and Sushrata were great persons who have good medical knowledge during Gupta period. Sushrata was the first Indian doctor who carried out plastic surgery to the damaged noses. Doctors of the Gupta period could set broken bones and perform operations. Indian doctors used herbs in treating illnesses. They believed that it was important to remove the root cause of the disease rather than disease itself. Charaka composed 'Charaka Samhitha'. This was the basic text for Ayurvedic medicine. He was a renowned physician of that period.



Fig 8.6 Charaka

Discoveries in Astronomy

The Indian scientists of the Gupta period made important contributions in astronomy and science. They noticed the movements of the planets and the stars. They understood that the Earth was round and it revolved round the Sun. They said that eclipses occur when the moon comes between the Sun and the Earth. They also seemed to have understood gravity.

The Indian scientists discovered all the above things without any lab experiments in ancient period. These discoveries are proven to be right by the modern scientist after many experiments.

The scientists of Gupta period were experts of metallurgy. They made steel and iron tools and weapons. They minted sophisticated gold coins.

India witnessed great inventions and discoveries in science, astronomy, mathematics and literature during this period. So, the Gupta period is called 'Golden Age' in Indian history. The great period of the Gupta's empire came to an end with the invasions of the Hunas.



Fig 8.7 Gold coin of Gupta period



Let's Do

- Collect the pictures of the coins of the Mauryas and the Satavahana empires. Paste them in your scrapbook.

Satavahanas

Soon after the fall of the Mauryan empire, many headmen of clans in the Deccan area emerged as small kings. The Satavahanas were one among them. They managed to build a large kingdom extending from the river Narmada to the Krishna-Godavari belt. They ruled from Dhanyakataka, near Amaravathi, in Guntur district. It is located on the banks of the river Krishna.



Do You Know

- The important Satavahana kings were Gauthamiputra Satakarni, Vasishthiputra Pulumavi and Yagnasri Satakarni. They ruled for 300 years.

Gauthamiputra Satakarni was the greatest ruler of the dynasty. He defeated the Sakas, the Yavanas and the Pahlavas. He conquered the land between the three seas and he got the title of 'Trisamudradheeswara.'

The ship coins of Satavahanas reveal that Andhras had a great skill in sea trade and naval power. They had good command over seas and good trade relations with Rome.

Hinduism was adopted by Satavahanas. They also encouraged Buddhism. Nagarjuna Konda and Amaravathi were well known centres of Buddhism. The Buddhist scholar Acharya Nagarjuna is said to have lived in their period.



Fig 8.8 Acharya Nagarjuna

- Shall we say Gauthamiputra Satakarni the greatest ruler of the Satavahanas ? If so ,why?



Fig 8.9 Vijayapuri

Ikshvakus

After the end of the Satavahanas, Ikshavakus established their kingdom with capital at Vijayapuri. It was located near Nagarjunakonda on the banks of the river Krishna.

People of many clans lived in those days. The Ikshvakus tried to strengthen their kingdom by marriages with the people of other clans. They also claimed to be descendants of Lord Rama of the Ramayana. The women of Ikshvaku made large donations to Nagarjunakonda.



Think & Respond

- Ikshvakus were able to bring all other clans together. Do you agree or disagree? If so, what were the ways they used?

Pallava Dynasty

They ruled their kingdom between 300 C.E and 900 C.E. from Kanchipuram of Tamilnadu. They started their rule from the Krishna river valley. They further spread to Southern Andhra Pradesh and North Tamilnadu.

The Pallavas made a rich contribution to the architecture in south India. It shows a shift from rock cut temples to stone built temples. Mahendravarman-I was an early famous ruler of the Pallava dynasty. He was a great patron of art and architecture. He introduced a new style of Dravidian architecture which was known as Mahendra style.

The influence of cave style was seen in this architecture. Narasimhavarman-I was the next important king of the Pallavas. He was the son of Mahendravarman-I and was known as 'Mamalla'. He had converted the port of Mahabalipuram as a beautiful city of art and architecture. The style of architecture developed by him was known as 'Mamalla' style of architecture. The five rathas were built in Mahabalipuram. They are popularly known as 'Pancha Pandava Rathas'. Each ratha has been carved out of a single rock. So, they are called monolithic.

Examples of Pallava architecture



Fig 8.10 Mahendra style of architecture



Fig 8.11 Rock cut temple monolithic architecture (Pancha Pandava Rathas)



Fig 8.12 Stone built temple Rajasimha style of architecture

Narsimhavarman-II was another Pallava king who concentrated on temple building activities. He was also known as Rajasimha. A new style of architecture was developed during his period. Temples were built by using soft sand rocks. It was known as Rajasimha style. The famous Kailasnath temple at Kanchipuram is the best example for Rajasimha style.



Let's Do

- Collect the pictures of local temple and write a note on its architecture

Chalukya Dynasty

They ruled large parts of southern and central India between 600 CE and 1200 CE. Pulakesi I, one of the first Kings of Chalukya, ruled from Badami in Karnataka. Another well known King was Pulakesi-II. He defeated the emperor Harshavardhana in a battle near the river Narmada. This defeat of Harshavardhana by Pulakesi - II was mentioned in Aihole inscription located in Bagalkot District of Karnataka. The Aihole inscription was composed by Ravi Keerthi who was the court poet of Pulakesi - II.

They made a rich contribution to art and architecture. A new style of architecture developed by Chalukyas was known as Vesara and it is a combination of South Indian (Dravida) and North Indian (Nagara) building styles.

Pulakesin II also defeated the Pallava king Mahendravarman - I and crossed the Cauvery river. He made friendship with the Cholas, the Cheras and the Pandyas. We will learn more about them in the next classes.

Pattadakal is a small village in Bagalkot of Karnataka. Ten temples were built in the village. Out of them, four were built in northern style (Nagara). The rest six were built in southern (Dravidian) style. Virupaksha temple and Sangameshwara temple in Dravidian style. Papanatha temple was in Nagara style.



Do You Know



Fig 8.13 Sangameshwara temple at Pattadakal



Project Work

- I. Collect the pictures of some rock-cut temples of Mahabalipuram and paste it in your scrap book.



Glossary

Indigenous (స్వదేశీ తయారీ)	: native made
Clan (తెగ)	: a group of one race people
Dynasty (వంశము)	: series of rulers from the same family
Empire (ప్రాచీన్యము)	: large kingdom
Inscriptions (శిలాశసనాలు)	: messages carved on rock surfaces
Astronomy (ఫోకిల శాస్త్రము)	: study of space

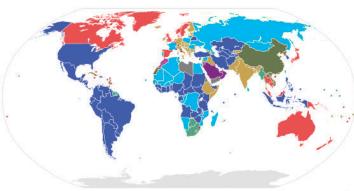


J2Q4X3



Improve Your Learning

- After the war of Kalinga, the king Ashoka decided not to fight anymore wars. Do you think this type of decision promotes world peace. How?
- Explain the relevance of Ashoka Damma today? Appreciate the greatness of Ashoka.
- Compare and contrast the public works undertaken during Ashoka's period with those of today?
- Ashoka used his army to serve the people instead of war. What relief operations do the present Indian army participate other than war today?
- What is the contribution of the Guptas in the fields of literature, art and architecture?
- Why do we call the Gupta period as golden age in the Indian History?
- How did Guptas contribute in the fields of medicine and metal technology?
- What was the contribution of the Pallavas to architecture?
- Locate the following places on the outline map of India.
 - Pataliputra
 - Ujjaini
 - The river Narmada
 - Kanchi
 - Mahabalipuram
 - Dhanyakataka .
- Who am I ?
 - I am in lion capital of Ashoka. I am at the centre of our national flag.
Who am I ?
 - I belong to Gupta Dynasty. I defeated all the kings in India. Who am I ?
 - I am the Capital of Satavahana Empire. I am located on the banks of the river Krishna. Who am I ?
 - I completed the rock cut temples of Mahabalipuram. I am the son of Mahendravarman-I. Who am I ?



CHAPTER 9

Government

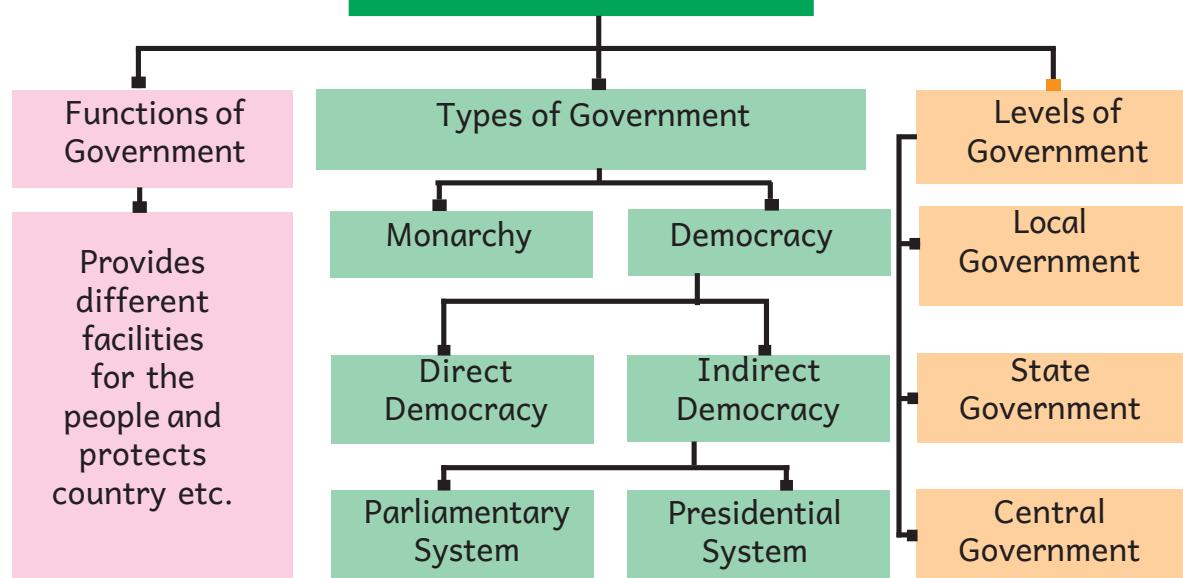
Learning Outcomes

The students will be able to

- understand the meaning and functions of the government.
- understand the role of government in our lives.
- understand the organs, types and levels of Government.



Government



You may have heard the word ‘government’ many times. In this chapter you will learn about the government and its role. You will also learn about different types, organs and levels of government. Now let us discuss all these concepts in the context of India.

You know that your parents provide for your needs and facilities. Children, do you know who provides such needs and facilities to the people in the country?

There is a system to provide all these facilities. It ensures food, shelter for the citizens. It helps the people during disasters etc. It also protects the borders from terrorism. This system is known as **Government**.

What is Government?

The group of people that controls and makes decisions for a country or a state is called government. The Government normally consists of three organs. They are:

1. **Legislature**
2. **Executive**
3. **Judiciary**

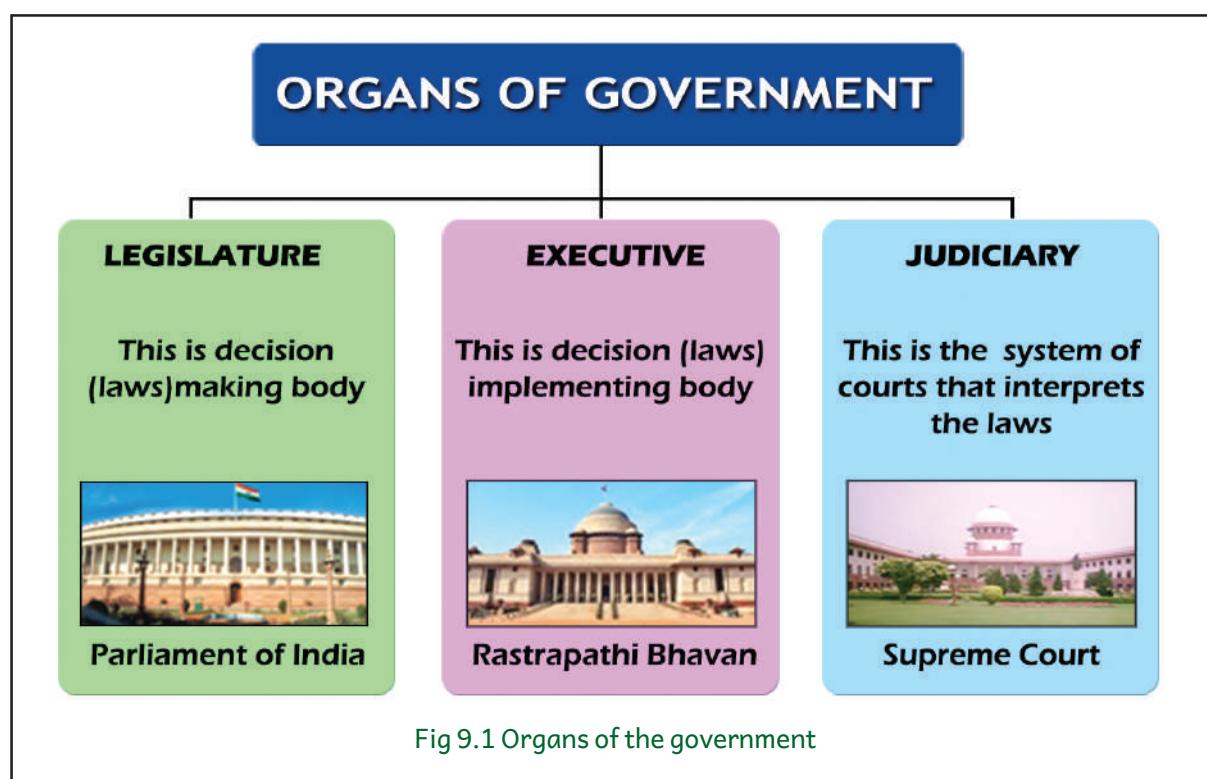


Fig 9.1 Organs of the government

- How is the legislature different from the executive?
- What is the prime duty of the judiciary?



Let's Do

- Look at the newspaper headlines below and list the different activities of the government.

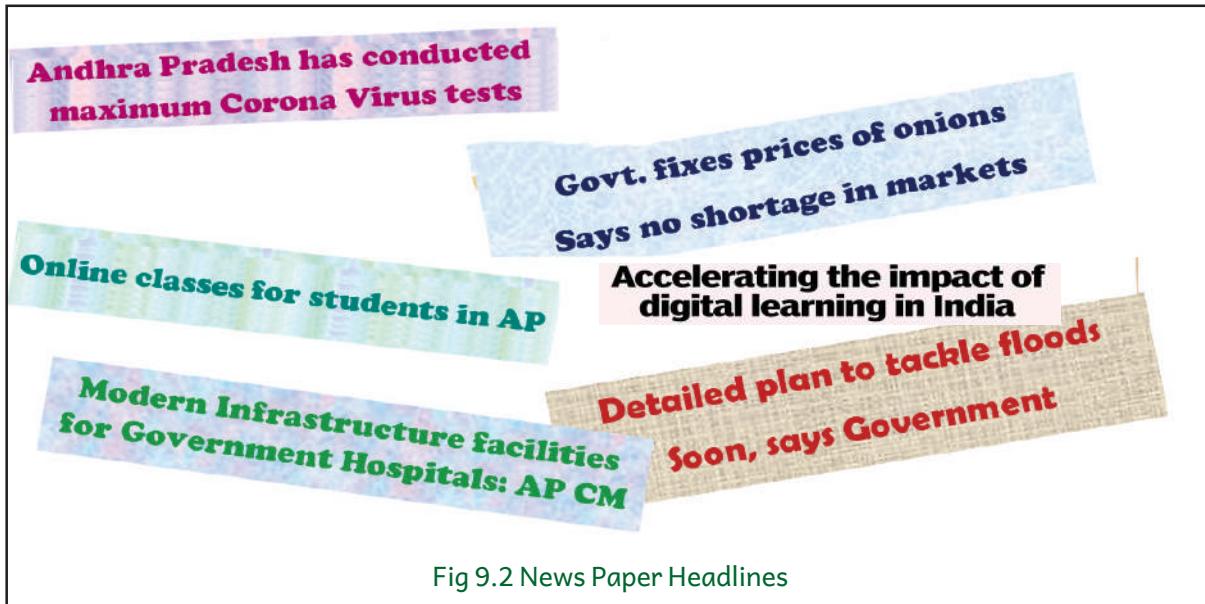


Fig 9.2 News Paper Headlines

What does a Government do?



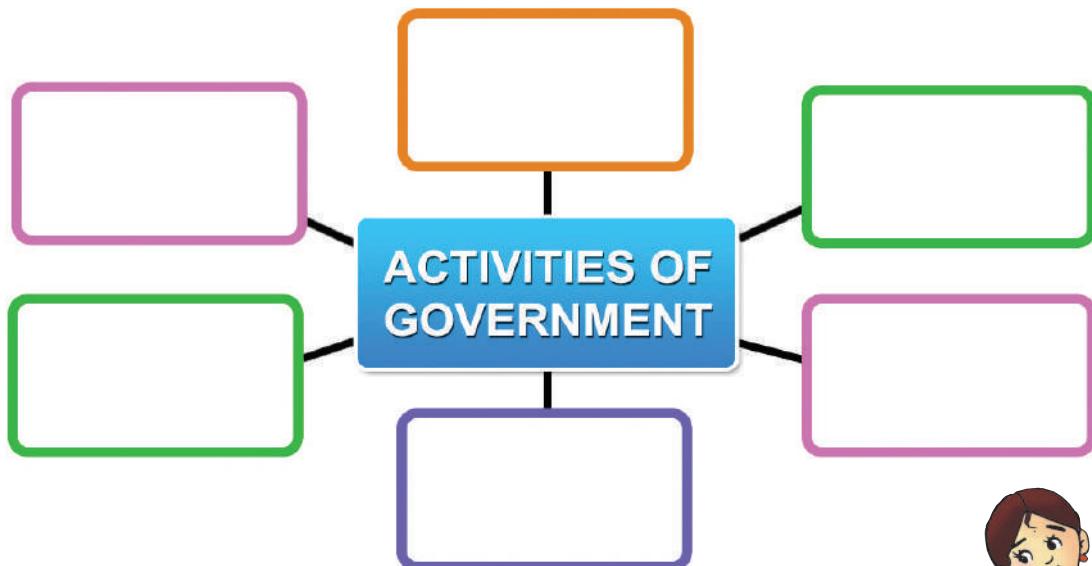
Fig 9.3 Pictures and Logos of Govt. Schemes

In addition to making and implementing decisions (Laws), the government organises so many activities like building schools, hospitals, roads etc. The Government also implements various welfare schemes.



Let's Do

With the help of your teacher, try to know the above logos and pictures of government schemes. Fill the following mind map



Think & Respond

- Name some more works of the government.
- What kind of facilities do you expect from the government?

Types of government

Many types of government like monarchy, democracy etc., have worked from ancient time to the present.

Monarchy: In the previous chapter, you have learnt about the emperors and kings like Ashoka, Chandragupta etc. Such type of ruling by a king or queen is called “Monarchy.” A monarch comes to power by inheritance. For example, the king Ashoka came to power after his father, Bindusara.

Some monarchs held all powers with them. But some others shared the powers with other branches of the government. So, citizens can have rights and facilities depending on the monarch. For example, people enjoyed more liberty and facilities during Ashoka’s rule than during any other ruler.



Explore

- With the help of your teacher, try to know if any monarchies are there in the world at present.

Democracy

It is a form of government run by the people. Here every citizen is allowed to cast a vote. Thus he/she participates in taking decisions or making laws either directly or through their representatives. The citizens in a democracy enjoy more rights and facilities than in any other types of governments, like monarchy. Here the power cannot be inherited.



Think & Respond

- What kind of a government do you like? Why?
- Which government respects the opinion of the people?



Do You Know

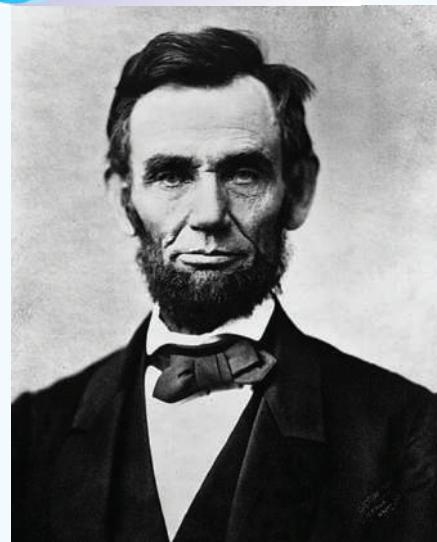


Fig 9.4 Abraham Lincoln

Democracy is “Government of the people, by the people, for the people” - Abraham Lincoln

- Greece is the birth place of Democracy



Let's Do

- Observe the following pictures. Write the name of the government in respective boxes.

**The majority
vote makes
decisions**



**One day you
too will be a
king**





Think & Respond

- What are the differences between monarchy and democracy?

Democratic Governments

Democratic governments have been formed in most of the countries in the present world. India is also a democratic country. In democracy there are two types. They are:

Direct Democracy

People directly participate in decision making. For example, Switzerland. The citizens gather at a place and take decisions or make laws in this country. This is possible here as there is less population.

Indirect Democracy (Representative Democracy)

In this form of democracy, People participate in decision making indirectly through their representatives. Due to high population, most of the countries in the world including India are following indirect democracy.



Fig 9.5 Direct Democracy (Switzerland)

In a direct democracy, only the citizens can make laws. All changes have to be approved by the citizen. The politicians only rule over parliamentary procedure. Switzerland has a long history of a successful direct democracy.



Think & Respond

- Is it possible to implement direct democracy in India? Give reasons.
- How is direct democracy different from indirect democracy?



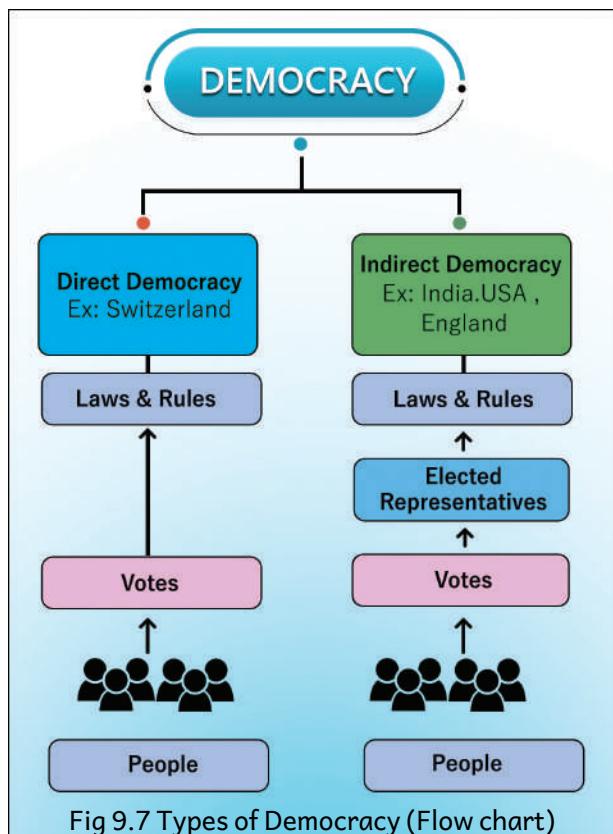
Do You Know

Election

The process of choosing a representative is called "Election." The success of indirect democracy depends on elections. They play a key role here. So, elections must be free and fair.



Fig 9.6 Voting in Rural Area



Rule of the majority

In addition to the representative principle, rule of the majority is one of the key principles in democracy.

As you may have noted, the election of the representatives is by a simple majority. This means, the one who gets more votes, even if it is just by one vote, he / she is elected. Those who vote for the other candidates will have to accept this and abide by the decisions of the majority.

Similarly, most decisions of the elected representatives are validated based on the same principle of majority. If a decision is supported by more than half of the members, it will be implemented.

Example: If there are twenty members in a village panchayat and a proposal is supported by just eleven persons, it will be passed and implemented even if nine members oppose it. Thus, modern democracies go by the decision of the majority.



Do You Know

In India, before independence women and people of some communities did not have the right to vote. According to Article 326 of Indian Constitution, all the people who attained a certain age (Present 18 years) have Right to Vote (Universal Adult Franchise).



Let's Do

- Conduct a model election with the help of your teacher. Observe the process of the election.
- Ask your parents and find out the problems they observed in the electoral system and prepare a report. Discuss it in your class and find solutions for these problems



Think & Respond

- How do you understand the rule of majority in the above context? Give another example.

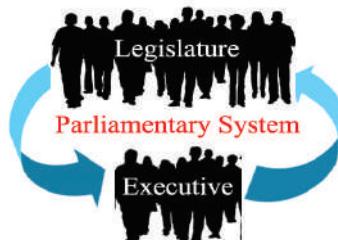


Forms of Indirect (Representative) Democracy

Based on the relation between Legislature and Executive, Indirect (Representative) democracy is of two types:

Parliamentary System

In this system the executive body is formed from the Legislature. The Executive body is responsible to the Legislature. Eg. India, Britain.



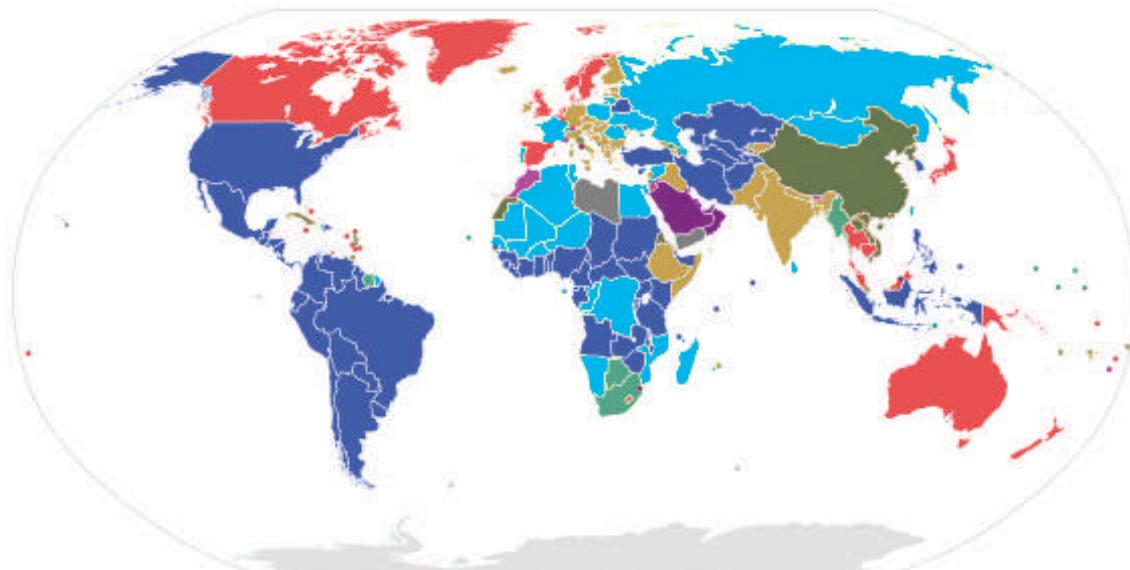
Presidentail System

In this system the executive body is not formed from the Legislature. The Executive body is not responsible to the Legislature. Eg. USA, Brazil.



Explore

Observe the world map given below and list out the countries that are following the parliamentary system and the presidential system separately. (With the help of your teacher). Refer to the world map given at the end of the book.



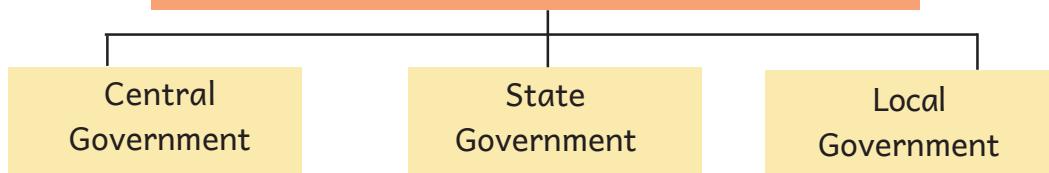
■ Presidential System ■ Parliamentary System

Map 9.1 World Map – Different Governments

Government at different levels

India is a vast country with a huge population. So it is difficult to identify the needs and problems of the people all over the country. So, the government works at different levels to solve various problems. They are: 1. National level – Central government, 2. State level – State government, 3. Local level – Local government. In the coming chapters, you will read about how the local level government functions, and in the next classes you will learn about how the government functions at the state and central levels.

Different Levels of Governments as per the Constitution of India



Explore

- With the help of your teacher try to know who are the part in the central government and state government.



Think & Respond

- Why do we have governments at different levels?



Glossary

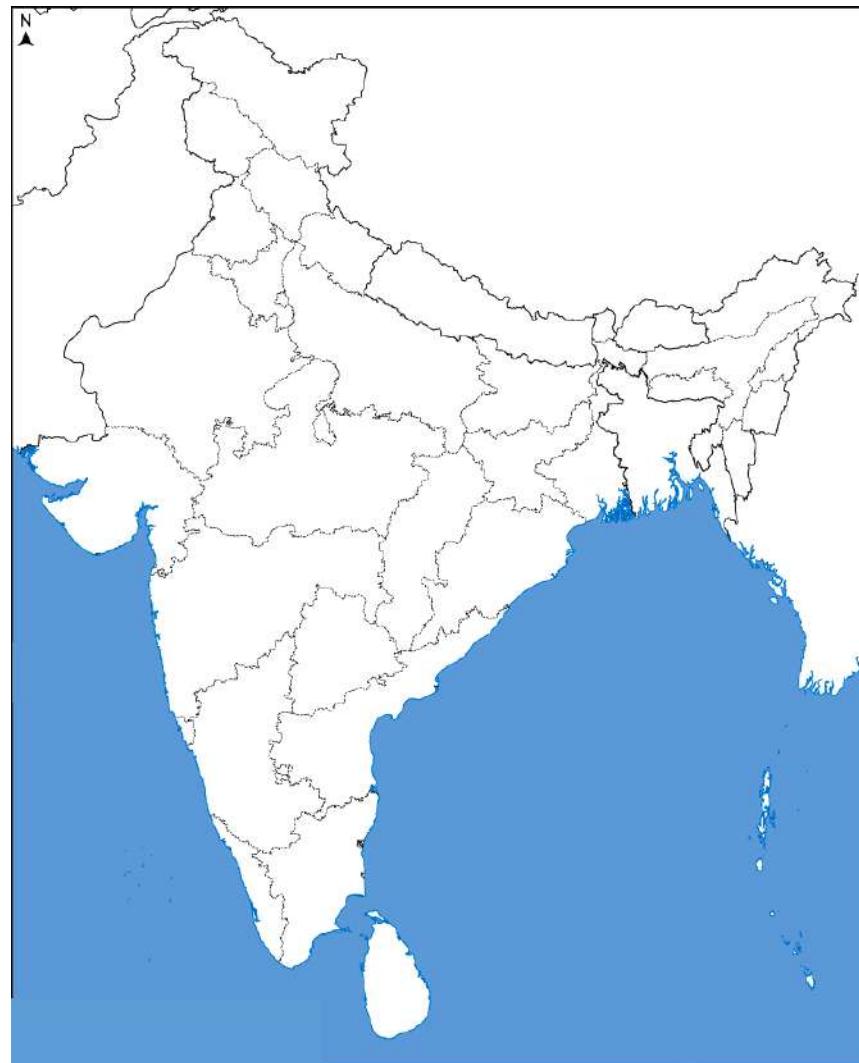
Government (ప్రభుత్వము)	: a group of people with an authority to govern a country
Democracy (ప్రజాస్వామ్యము)	: the government formed by the people
Monarchy (రాజరికం)	: a form of government with a monarch at the head
Elections (ఎన్నికలు)	: a process of choosing a representative
Decision making (నిర్ణయాధికారం)	: the process of making decisions
Representatives (ప్రతినిధులు)	: persons chosen or appointed to act or speak on behalf of another
Constitution (రాజ్యంగం)	: the document which contains the basic principles and laws of a nation
State Government (రాష్ట్ర ప్రభుత్వం)	: the government works for an entire state
Central Government (కేంద్ర ప్రభుత్వం)	: the government works for an entire country or nation



Improve Your Learning

1. Write the differences between parliamentary and presidential democracy?
2. What is a government? What are the different types of governments?
3. Write any four activities organised by the government in our times?
4. Is it possible to include the opinions of all the participants in taking a decision? Discuss with some more examples.
5. How would your school function if it was run by all the students and teachers together? Would you want everyone to participate in taking decisions? or would you like to elect representatives? Give reasons.
6. Do you think the decision making in your school is democratic? Does everyone has a say in it?
7. Satwik's father consulted all the members of his family on setting up a shop but everyone had a different opinion. Finally, he decided to set up the shop. Do you think he was democratic?
8. Padma's mother asked all children where they would like to go on Sunday. Two children wanted to go and watch a film and three wanted to go to the park. If you were in Padma's place what decision would you take? Give reasons.
9. The place of origin of democracy is ____
 - a) China
 - b) India
 - c) Greece
 - d) Rome
10. Who has the right to make decisions in a direct democracy?
 - a) Men
 - b) Women
 - c) Representative
 - d) All eligible voters
11. In India, all the people above ____ years of age enjoy Universal Adult Franchise.
 - a) 18 years
 - b) 21 years
 - c) 20 years
 - d) 19 years
12. Every state and union territory in India has a Capital city. This is the headquarters of the state government. Point out the following state capitals which are the headquarters of the state governments concerned in the next page given India Map.

1. Maharashtra
2. Tamilnadu
3. Andhra Pradesh
4. Karnataka
5. West Bengal
6. Telangana
7. Ladakh
8. Punjab
9. Kerala
10. Arunachal Pradesh
11. Madhya Pradesh
12. Jharkhand
13. Chattisgarh
14. Uttarakhand
15. Gujarat
16. Odisha



Project Work

1. Collect some logos and information of different welfare schemes of our government.
2. Collect the pictures of President of India, Prime Minister, Governor and Chief Minister, your local M.P (Lok Sabha) and M.L.A from newspapers and prepare Scrap book.





CHAPTER **10**

Local Self-Government

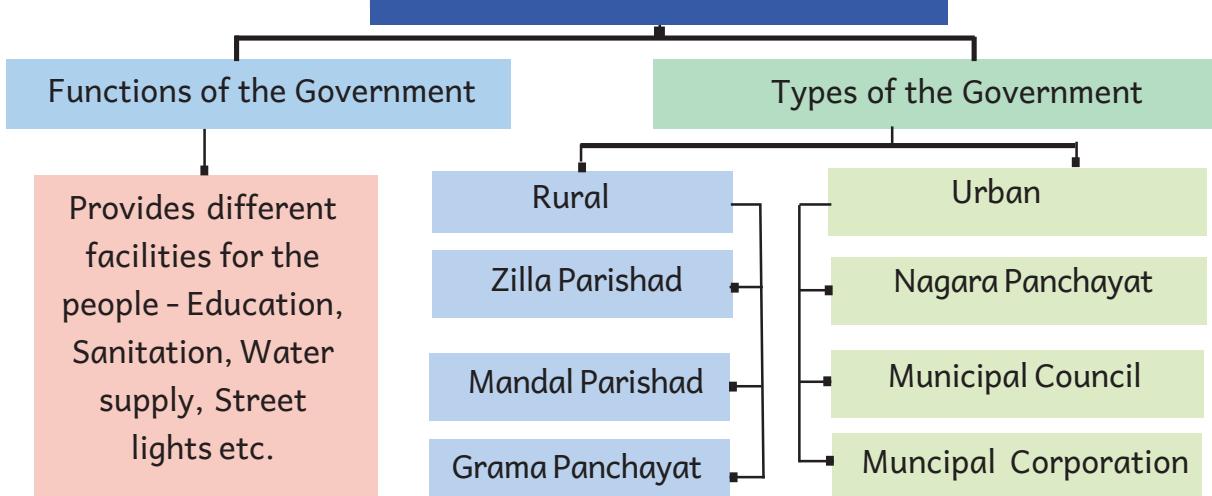
Learning Outcomes

The students will be able to

- understand the functions of self-governments.
- know the role of local self-government in our lives.
- differentiate the Rural and Urban Local self-governments.



Local self - government



In the earlier lesson you have learnt what the government is, what the government does and what are the different levels of government (Central, State and Local self-governments) are. In this lesson you are going to learn the detailed information of Local self-governments.

Providing public amenities

In a village, one hand pump needs repair. In another part of the village, drainage water is spilling over, and the road is muddy. Who solves these problems? Whether it is roads, hand pumps or street lights, they belong to people in the village as they are public amenities. Who provides these amenities? Who takes care of their maintenance? For this purpose, we have panchayats in the rural areas, and municipalities in urban areas.



Think & Respond

Name the public amenities which are provided in your locality.



Let's Do

Prepare a poster on public amenities in your locality as group activity.



Do You Know

Local self-government in India refers to governmental jurisdictions below the level of the state. Article 40 of the Constitution of India addresses local self-governance. This article was included in the constitution as per the views of the father of our nation Gandhiji. The Parliament of India made two amendments. 73rd amendment creating local self-governments in rural areas, and 74th amendment creating local self-governments in urban areas in 1992. According to these amendments government of Andhra Pradesh made Panchayat Raj Act 1994 which formed local self-governments in rural and urban areas in our state.

- The Chola Dynasty was famous for local self-governments.

Local Self-Governments in Rural Areas

Andhra Pradesh Panchayat Raj Act 1994 established three tier local self-governments in rural areas. They are Grama Panchayat at village level, Mandal Praja Parishad at mandal level and Zilla Praja Parishad at District level.

Village Level

To provide all the public amenities, there are three organs working at village level. They are: Grama Sabha and Grama Panchayat.



Do You Know

Rajasthan is the first state that implemented local self government in 1959. It adopted the Panchayat Raj system first in India followed by Andhra Pradesh in the same year.

Local self-government at village level

Gram Sabha

It consists of all
voters in a
panchayat

Gram Panchayat

It consists of
Sarpanch and ward
members
in panchayat

This is the general body at village level. The '**Gram sabha**' consists of all the voters in a village. This is the symbol of direct democracy. The gram sabha is expected to review the functioning of the gram panchayat and participate in taking decisions about village welfare. It is presided over by the President / Sarpanch of the village.



Fig: 10.1 Grama Sabha



Let's Do

- If you live in a village, visit your gram sabha and make a report.

Gram Panchayat is formed with Sarpanch and Ward members. It is formed through elections. It is presided over by the President or Sarpanch of the village.



Fig: 10.2 Grama Panchayat



Think & Respond

Write the similarities and differences between Grama Sabha and Grama Panchayat?

Formation of Grama Panchayat

Voter's List

All residents of a village who are 18 years old or above have to enroll their names in the voters list. Usually a Booth Level Officer (B.L.O.) visits every house to check whether there are any changes in the list. They also invite suggestions for any additions or deletions to the list.



Think & Respond

- Give reasons, why additions or deletions to voters list become necessary?

Wards

A village is usually divided into 'wards' (streets or colonies) in such a way that all the wards have almost equal number of voters. Each ward elects one member to the village panchayat, called 'ward member'. This ensures that people from all localities of the village are represented. A panchayat will have at least five ward members and may have as many as twenty one ward members. Any person who is twenty one years age or above can contest the election.

Reservations in Gram Panchayats

Earlier it was often very difficult for women to get elected as ward member or sarpanch. These bodies were therefore dominated by men. As a result, the needs and views of half of the population went un-represented. Keeping these problems in mind, it has been decided by the Parliament that at least one third of all panchayat ward members and Sarpanches will be women which are reserved for them. In our state reservation to women extended to 50%.

Similarly, there is a reservation policy for SC, ST, BC to ensure that persons from all sections of the society are represented in the panchayat. Thus, panchayat functions as representative institutions of all people in the rural and tribal areas.

Elections

Normally elections to gram panchayats take place once in every five years. During these elections, every voter casts two votes - one to elect the ward member and another to elect the sarpanch. The person who gets the maximum votes is declared to be elected.

Sarpanch

The Sarpanch is the head of the gram panchayat and has the responsibility of implementing all the decisions of the panchayat and looking after day to day functions of the panchayat. The Sarpanch is also responsible for the income and expenditure of the panchayat. As such, the Sarpanch has a lot of responsibility. In many villages, we see some active Sarpanches who have changed the fate of villages.

Upa-Sarpanch

Sarpanch and ward members elect one of the ward members as the deputy or *upa-Sarpanch* through indirect election. The *Upa-Sarpanch* acts in the absence of the Sarpanch.

The functions of Gram Panchayat

- The construction and maintenance of water sources, roads, drainage, school buildings and other common property resources.
- Levying and collecting local taxes.
- Executing government schemes related to generating employment in the village.

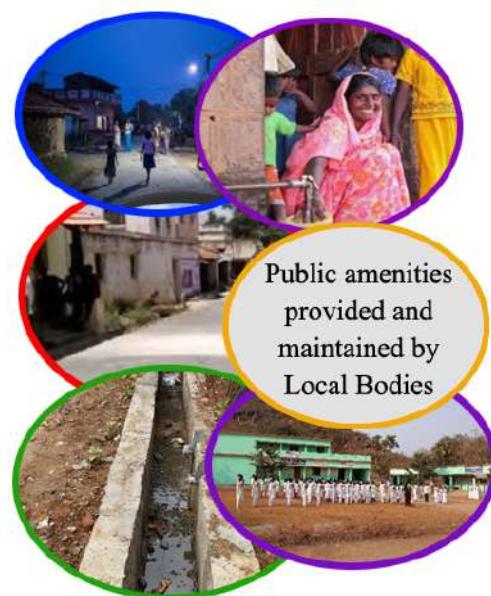


Fig: 10.3 Public amenities

Source of funds for the Panchayat

- Collection of taxes on houses, market places etc.
- Grants-in-aid and loans from the state governments, Zilla Parishad and Mandal Parishad.
- Donations from local people.



Do You Know

Grama Sachivalayam (Village Secretariat)

The system of grama sachivalayam was started on October 2nd, 2019 in our state. One grama sachivalayam is established per 2000 people. There are eleven Village Secretariat Functionaries (employees) in every Grama Sachivalayam. The main aim of grama sachivalayam is to provide government services to the public effectively, transparently and with accountability. The service delivery is done through grama volunteers appointed for how many household each.



Let's Do

With the help of your teacher / parents, try to know the services provided by the grama volunteers.

Mandal and Zilla Parishad

In the previous section, we read about grama panchayat. About 20-40 gram panchayats come under a Mandal Parishad. All the Mandal parishads in the district come under the Zilla Parishad. The members of the Mandal Parishad Territorial Constituencies (MPTCs) are elected directly by the voters. Some members of Mandal Parishad are nominated (Co-opted members). The MPTCs elect one member among them as Mandal President and one as vice president through indirect election. The Zilla Parishad members are elected from Zilla Parishad Territorial Constituencies (ZPTCs) by voters directly. Some members of Zilla Parishad are nominated (Co-opted members). The ZPTCs elect one member among them as Zilla Parishad Chairman and one as vice chairman through indirect election. The Zilla Parishad and the Mandal Parishad coordinate the activities of the Panchayats in the district and the mandal, approve their plans and allocate the funds.



Think & Respond

- Who is your MPTC and ZPTC ?
- How many mandals are there in your district ?

Local Self Government in Urban Areas

A city or town is much bigger than village in terms of population and extent in area. Providing public amenities in towns and cities is a very complex job and it needs a large organisation. They are called urban local bodies. There are three kinds of municipal bodies depending upon the size of the population.

**Notified Area Council (NAC):
(Nagar Panchayat)**
20,000 to 40,000 people

Municipal Council:
40,000 to 3,00,000 people

Municipal Corporation:
More than 3,00,000 people



Think & Respond

List out the public amenities provided by the local body, in your area.

Nagar Panchayat

Each Nagar Panchayat has a committee consisting of a chairman with ward councillors. Membership consists of a minimum of ten elected ward members and three nominated members. The NAC (Notified Area Council) members of the Nagar Panchayat are elected from the several wards of the Nagar Panchayat on the basis of adult franchise for a term of five years. There are seats reserved for Scheduled Castes, Scheduled Tribes, Backward Classes and women. The Councillors or Ward members are chosen by direct election from electoral wards in the Nagar Panchayat.

Municipal Council

Each Municipality has a Municipal council with elected members who are known as “councillors” and nominated members. To constitute municipal council, area of municipality is divided into wards. The ward councillors are elected directly for every five years. These councillors and the other members of the council together choose the Municipal Chairman indirectly.

Municipal Corporation

Each Municipal Corporation consists of elected members known as “Corporators” and nominated members. To constitute the Municipal Corporation, the area of Municipal Corporation is divided into divisions. The ward Corporators are elected directly for every five years. These Corporators and the other members of the Corporation together choose the Mayor of Municipal Corporation indirectly.



Fig: 10.4 Bhimili Municipal Office



Do You Know

Do you know the oldest municipality in Andhra Pradesh? It is Bheemunipatnam (also known as Bhimili) Visakhapatnam District, which was established in 1861. It celebrated its 150th anniversary in 2011. It is one of the oldest municipalities in India.

How does the urban local bodies work?

The municipality has a lot of tasks to perform like water supply, street lighting, maintaining and building roads, drainage and garbage disposal, running schools, ration shops, hospitals etc., besides taking up new developmental works. Now, all this cannot be done by a few people or by the corporators or councillors alone. For this purpose, the municipalities employ a large number of workers, officers, clerks and accountants.

Each municipality has a number of departments, each headed by an officer who is responsible for the proper work of the staff related to that department. For example, there will be water supply department, electricity department, education department, garbage disposal department etc. You may be wondering as to what is the work of the councillors. Actually, the councillors keep in touch with the people of the ward to understand their needs and problems and discuss them in the municipality meetings.

In order to ensure that so many kinds of work are properly thought about, the municipality has a number of committees and the councillors are assigned to these committees. The work of these committees is to review the functioning of the municipality department, and plan new works to be undertaken. They prepare proposals, which are discussed in the municipality meetings and passed. These decisions are implemented by the officers and employees of the municipality. The ward councillors or corporators ensure that the needs of their wards are placed before the council when decisions are taken. Also, they keep in touch with the people of the ward who may take their problems to them.



Let's Do

How many Nagar Panchayats, Municipalities and Municipal Corporations are there in your district?

Funds for the Urban Local Bodies

Municipalities levy a number of taxes – like tax on houses, water and street light taxes, taxes on shops, film tickets, etc. However, the income from these taxes is not enough for the work of the municipalities and they depend upon grants from the government. The government allots funds for different projects (like road construction) and also for regular work of the municipalities.



Let's Do

Visit nearby Municipal council/Municipal corporation and observe the functions. And make a poster or story board as Individual activity.



Think & Respond

How is gram panchayat differ from municipality in its functioning?



Let's Do

Fill the following table with the help of your teacher.

Designation	Elected by	Direct / Indirect Election
Ward Member		
Sarpanch		
Upa-sarpanch		
MPTC		
ZPTC		
Mandal Parishad President		
Zilla Parishad Chairman		
Municipal Chairman		
Mayor		



Glossary

Local Self-Government (ஸ்தாநிக ஸ்வர்ப்பாலன)	: governmental jurisdictions below the level of the state.
Gramma Sabha (கிராமச்சு)	: general body in a grama panchayat
Gramma/Ward Sachivalayam : (கிராம / வார்ட் ஸ்விவாலயம்)	the system, to provide all government services to the people in their locality.
Village functionaries (கிராம கார்யக்ரமர்கள்)	: the employees in the grama sachivalayam.
Public Amenities (பொது ஸ்வீகார்யங்கள்)	: the facilities provided by the government.
Municipal Council (முனிஸிபல் கெனிலி)	: the governing body in a municipality.
Municipal Corporation (முனிஸிபல் கார்பரேஷன்)	: the governing body in a municipal corporation.
Councillor (கெனிலர்)	: ward representative in municipal council.
Corporator (கார்பரேஷனர்)	: ward representative in municipal corporation.

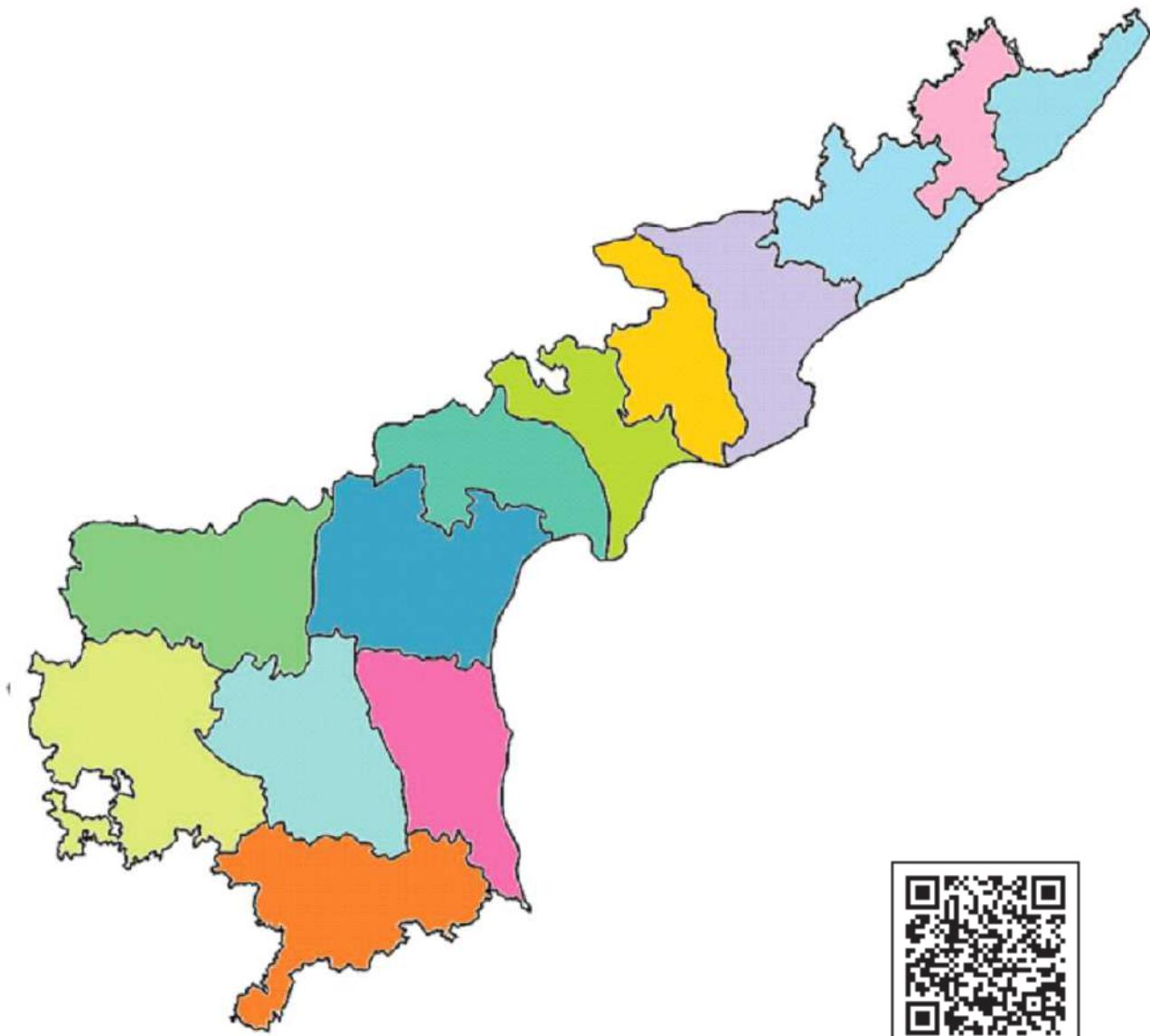


Improve Your Learning

1. What are the differences between Gramma Sabha and Gramma Panchayat?
2. Suppose you are a representative in your local government body, what issues would you raise?
3. Do you think common people are able to participate in the process of decision making in your panchayat or municipality? Give some examples to illustrate your answer.
4. Do you think panchayats should raise more tax from the village to carry out development works or depend upon government funds?
5. What challenges do the Sarpanch face in carrying out their work?
6. What are the public amenities provided by a municipality but not by a panchayat?
7. Geethika says that her street tap gives water only for half an hour and several people queue up to fill their buckets. What would you advise her to do to solve this problem?
8. Frame a few questions to ask the local corporator / councillor to know the details of work done by the Municipality.

11. Locate the following municipalities and municipal corporations in Andhra Pradesh

- i. Visakhapatnam ii. Vijayawada iii. Bheemunipatnam
- iv. Kadapa v. Anantapuram vi. Tirupati



Project Work

1. Visit your nearby Grama Sachivalayam/ Ward Sachivalayam and interview the functionaries of Sachivalayam and make a report.
2. Make poster on different public amenities which are provided by Local self governments.



CHAPTER
11

Indian Culture, Languages and Religions

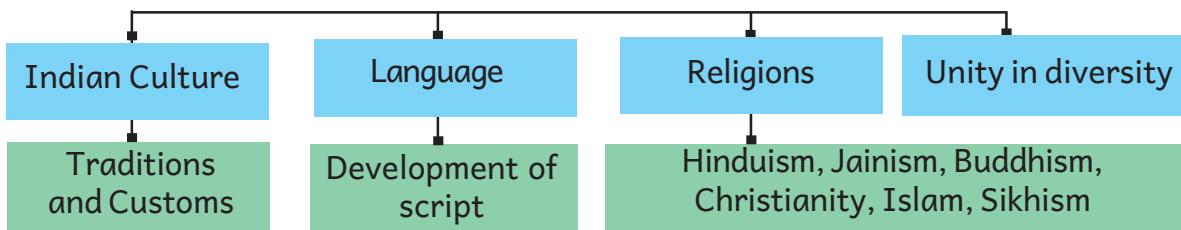
Learning Outcomes

The students will be able to

- know the concepts culture.
- discuss the basic idea and central values of the religions.
- understand how did the language evolve.
- participate in discussions on the concept of unity in diversity.



Indian Culture, Languages and Religions



India is a vast country. It includes the people of many religions, castes, tribes, languages, dance, music, architecture, food, dress, customs and beliefs. India has the greatest heritage and culture. It is unique. It has a special identity in the world. Traditions differ from one place to another in India. It is a combination of several customs and traditions. In this chapter we are going to discuss the different cultures, languages and religions in India.

The concept of Culture

Culture is a continuous process which we inherit from past generations to create a new set of organisation and is transmitted to the future generations. It is a precious possession and a unique asset. It is a continuous and never-ending process, as the societies evolve.

The meaning of culture is wide and comprehensive. Culture constitutes knowledge, beliefs, arts, morals, law, customs and any other capabilities and habits acquired by humans as members of society. Culture is a way of life of the people living in a society. Essential core of culture lies in the traditional ideas transmitted within a group.

Indian Culture

Unity in diversity is one major feature of Indian culture which makes it unique. Indian culture is composite and dynamic. The causes for this diversity are :

1. Vastness of the country
2. Intermingling among various ethnic groups.
3. Variations in physical and climatic features.

Though there are so many diversities in India, people feel that they are all Indians. This is the feeling of oneness and this is called unity in diversity. The culture of India is very ancient. It began about 5,000 years ago. However, the Indians made significant advances in yoga, architecture, mathematics, astronomy and medicine.

The Harappan people worshipped Mother goddess and Pashupati (Lord Siva). With the advent of the Aryans, a new culture emerged. The Aryans worshipped Gods like Indra, Surya, Varuna, Yama. The symbol of Swastik was also worshipped. They worship Gods through the rituals like 'yagnas', 'yagas' and 'meditation'.



Fig 11.1 Culture

The Vedas were carried from one generation to the other through oral tradition. As centuries passed, the people migrated to the southern parts of India from the Sindhu region. Later a new culture emerged.

In the later periods very big temples were built. The art, architecture and paintings were found at many temples. The vedic traditions and different customs continue till today.

Language

Language is a medium of communication. Man is the only living being on the earth who uses language. We think, understand and communicate with the help of the language. Learning became easier with the evolution of language. There is a close relationship between language and culture.



Think & Respond

- There are many languages in India. What is the need of a language? How did the languages evolve?



Let's Do

- Invite a friend of other language and interact with him/her.



Fig 11.2 Pashupati Seal found at Mohenjo-daro

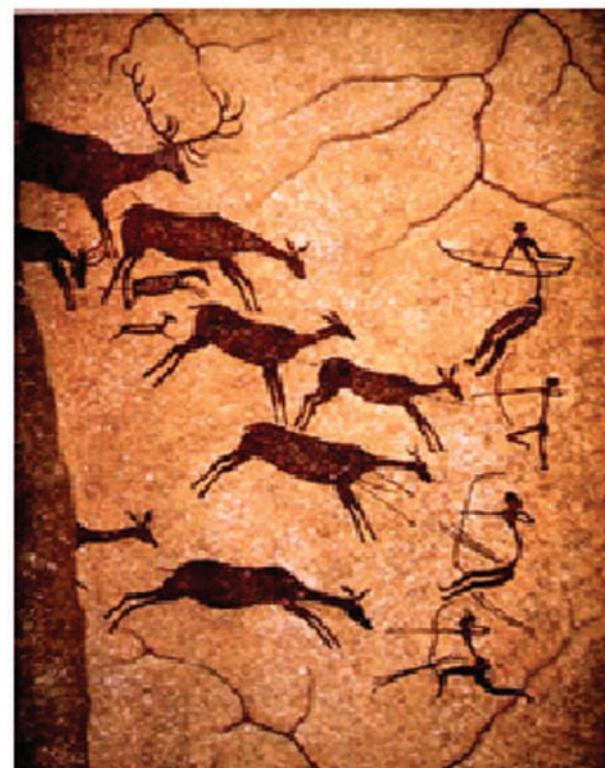


Fig 11.3 Paintings of prehistoric age on the walls and ceilings of caves

The Script helps us to read and write. People wrote on clothes, leaves, barks, etc. in the olden days. They used pins to write on the dried leaves. Initially they drew pictures and symbols. Gradually the script developed. Ashoka used the Brahmi script in all his inscriptions.



Do You Know

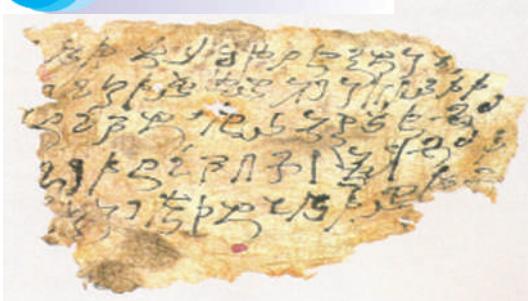


Fig 11.4 Kharosthi Script

How the script developed?



Fig 11.7 Palm-leaf manuscript



Fig 11.5 Indus Script

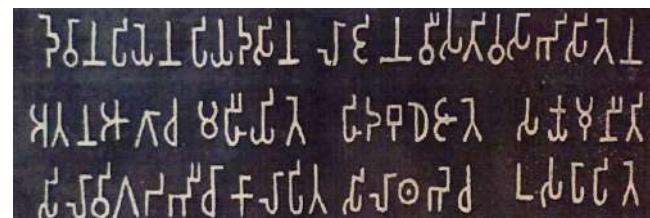


Fig 11.8 Brahmi script



Fig 11.6 Birch bark manuscript

మభుమస్తు॥ గ్రమమహరూపిధిర్వజుపరమిశ్వరమారుహాయర
గండలిఖాయవిబాషభావాగేశ్వరాయరగండయవనరాజు
స్తాషుసాబార్థు గ్రివరప్తతాపర్శ్వాంశుడివమషహరాయులువిజయ
నగరానసింహసననారూధుడైప్రావదిగ్రీజయయాత్రశుచ్చి
ఉడిగిమహిండవదుషండప్రారజుమహిండ్రావరంశోద్రైన
సుగ్రూలుసాధించిసింప్రార్జుశిష్టేసిప్రస్తుతిజెయాబ్సుదయ

Fig 11.9 Inscriptions during Krishnadevaraya 1516

The popular epics Valmiki Ramayana and Vyasa Mahabharatha were written in Sanskrit. Due to the emergence of language, the famous writings came into existence. Aryabhatta wrote a book called 'Aryabhattiyam'. 'Charaka Samhita' and 'Sushruta Samhita' are the books that laid the foundation for Ayurveda. *Sushruta Samhita* focuses on surgery.



Think & Respond

- Try to read the inscription of Krishnadevaraya 1516. Take the help of your teacher to understand this inscription.



Do You Know

The official languages of India are Hindi and English. Dear Students observe how the word "India" can be written in many Indian languages.



Do You Know

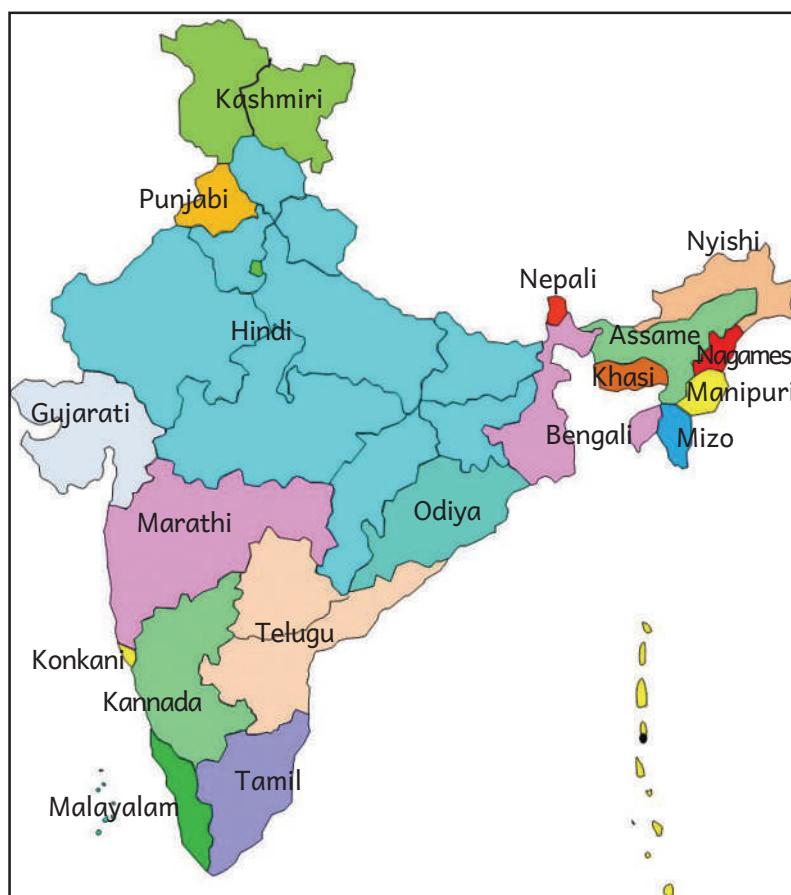
There are 26 letters in English and 56 in Telugu. How many letters are there in Tamil, Kannada, Malayalam and Odiya?



Fig 11.10 Major Indian Languages



Fig 11.11 Languages on Indian currency



Map 11.1 Major languages of India

LANGUAGE	INDIA
Telugu	భారతదేశం
Hindi	भारत
English	India
Urdu	پندوستان
Tamil	இந்தியா
Malayalam	ഇന്ത്യ
Kannada	ಭಾರತ
Gujarati	ભારત
Punjabi	ਭਾਰਤ

Fig 11.12 Different languages in India



Do You Know

- India is called a secular country. Why?

The Indian Constitution recognised 22 languages (8th Schedule)

1. Assamese	9. Konkani	16. Punjabi
2. Bengali	10. Maithili	17. Sanskrit
3. Bodo	11. Malayalam	18. Santali
4. Dogri	12. Meitei	19. Sindhi
5. Gujarati	(Manipuri)	20. Tamil
6. Hindi	13. Marathi	21. Telugu
7. Kannada	14. Nepali	22. Urdu
8. Kashmiri	15. Odia	

Religion

Inspite of having many religions in India, Indians live together. Where the people live, there some form of customs and traditions begin. These customs and traditions depend on the resources, environment, climatic conditions and so on. The religious beliefs of today are also based on such ritualistic traditions. But there are some common beliefs in all the societies throughout the world such as rites and rituals. Religion is a spiritual belief. It teaches a set of practices to live an enriched life.

Belief systems in the ancient days

The known history of religion began several thousand years ago. We know a little about hunter-gatherers and their religious beliefs from their paintings and some burials. They painted hunting scenes on the rocks. They believed that the forests and wild animals were sacred. Thus, they worshipped the nature. Even today, we find similar customs and traditions in some tribes.



Think & Respond

- Discuss some customs and traditions of our ancestors which help to protect our health and hygiene.

The Indian sub-continent is the birth place of a number of famous religions; namely Hinduism, Buddhism, Jainism, Sikhism etc. Religion in India is characterised by a diversity of religious beliefs and practices. In spite of all such diversity, India still remain as a secular country.



Let's Do

- Meet the heads of different religions. Collect the theme and practices of the particular religion. Discuss in the classroom.

Hinduism



Fig 11.10 Symbol of Hinduism

Hinduism is the world's oldest religion. It is a way of life and also called '*Sanatana dharma*'. It is based on the principles of universal truth. Hinduism has many forms of worship. God can be realised through many paths. It also says God exists in all living and non living things.

Vedas, Upanishads, Bhagavad-Gita, Ramayana, Mahabharata are some of the sacred books of the Hindus. Vishnu, Siva, Sakthi, Rama, Krishna etc., are the Gods worshipped by the Hindus. Ganesh chaturthi, Dusserah, Diwali etc., are some festivals celebrated by

the Hindus. Hindus visit many temples in India like Amarnath, Badrinath, Varanasi, Puri, Simhachalam, Srisailam, Badhrachalam, Tirumala, Kanchi, Madurai, Sabarimala, Rameswaram etc.

The main features of Hinduism

1. Service to man is service to god.
2. The whole world is one family. (*vasudhaika kutumbam*)
3. Pursuit of moksha through penance. (*Tapas*)
4. The practice of Chaturvidha Purusharthas (Four types of practices like Dharma, Artha, Kama and Moksha). The term 'Hindu' derives from the word 'Sindhu'. The term 'Hindu' derives from the word 'Sindhu'.
5. The practise of four ashramas - Brahmacharya, Grihastha, Vanaprastha and Sanyasa.



Do You Know

Lord Venkateswara Temple at Tirumala in Chittoor district is one of the most visited holy places in the world. It is located in Seshachalam hills. It is considered as one of the prominent temples by the Hindus. According to Hindus, Sri Venkateswara is an incarnation of Lord Vishnu. He often referred to as Srinivasa, Govinda and Balaji. Srivari Brahmotsavam is very famous in Tirumala.



Fig 11.11 Lord Venkateswara Temple, Tirumala

Jainism

Jainism is an ancient Indian religion. People who follow this religion are known as Jains. Twenty four 'Tirthankaras' enriched this religion. The word Jain is derived from the Sanskrit word 'Jina'. The most famous Tirthankara is Mahavira. He was a prince. He gave up everything to find out more about spirituality. He practised rigorous penance and meditation for 12 years in search of truth.



Fig 11.12 Vardhamana Mahavira



Do You Know

Name	: <i>Vardhamana</i>
Birth	: <i>599 BCE</i>
Birth Place	: <i>Vaishali</i>
Parents	: <i>Siddhartha, Trishala</i>
Spouse	: <i>Yashoda</i>
Titles	: <i>Mahavira, Jina</i>
Death	: <i>527 BCE</i>



Fig 11.13 Symbol of Jainism

The main goal of Jainism is to attain '*Moksha*'. When the soul achieves *Kaivalya* or *Jina*, it is liberated from the *karmas*. That state of happiness is known as '*Nirvana*'. *Tirthankaras* are the spiritual gurus for the Jains. Mahavira was the last Tirthankara. Mahavira's teachings were compiled into many texts by his followers.

Doctrines of Jainism: (Panchavrathas)

- | | |
|-----------------|----------------------|
| 1. Ahimsa | - Non-violence |
| 2. Satya | - Truthfulness |
| 3. Asteya | - Non-stealing |
| 4. Aparigraha | - Non-possessiveness |
| 5. Brahmacharya | - Centeredness |

Brahmacharya was added to this list by Mahavira. Mahavira prescribed ways to observe three qualities which are known as **Triratnas**.

Triratnas:

- | | |
|--------------------|-------------------|
| 1. Samyak Darshan | - Right Faith |
| 2. Samyak Gyan | - Right Knowledge |
| 3. Samyak Charitra | - Right Conduct |



Do You Know



11.13 Gomateshwara Temple

Gomateshwara Temple is situated at Shravanabelagola in Karnataka. It is a historical Jain temple. Gomateshwara statue is one of the largest monolithic statues in the world, its height is 57 feet. It is known as Bahubali.

Buddhism

Gautama Buddha was the founder of Buddhism. He was born in Lumbini (Nepal). His first name was Siddhartha. He became Buddha after enlightenment. He was born to the ruler of Kapilavastu, Suddhodana, and his queen Maya Devi. He married Yashodhara and had a son named "Rahul."

Siddhartha saw a sick person, an old man, a monk and a dead body during his travel. Then he realised the true nature of life. So, he left his kingdom and his family and went in search of truth and peace. After 6 years, he got enlightenment. The tree under which he became enlightened is named as 'Bodhi Vriksha'. He achieved his Nirvana in Khushinagar, Uttar Pradesh.



Fig 11.15 Gauthama Buddha



Do You Know

Name	: <i>Siddhartha</i>
Birth	: <i>563 BCE</i>
Birth Place	: <i>Lumbini</i>
Parents	: <i>Suddhodana, Maya Devi</i>
Spouse	: <i>Yasodhara</i>
Son	: <i>Rahul</i>
Titles	: <i>Gautama, Buddha</i>
Death	: <i>483 BCE</i>

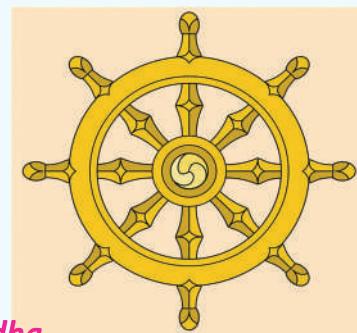


Fig 11.16 Symbol of Buddhism

According to Buddha, the final goal is attainment of Nirvana. It could be achieved neither by sacrifice nor by prayer. Attainment of Nirvana could be achieved by following the Middle Path (Eight fold Path). The principles of non-violence are the basis of Buddhism. The Tripitikas are the holy books of Buddhism. They are the collection of Buddha's life, teachings, and philosophical discourses. The teachings of Gautama Buddha are called four noble truths (Arya Sathyas).

Arya Sathyas

1. The world is full of suffering.
2. Suffering is caused by human desires.
3. The renunciation of desires is the path of salvation.
4. Salvation can be attained easily by following the Eightfold Path.



Do You Know

The Great Stupa at Sanchi is one of the most important Buddhist monuments. It reflects Buddhist art and architecture. This Stupa is the oldest stone structure in India. It was built in the third century BCE by the emperor Asoka. It is counted among the best conserved ancient Stupas of central India.



11. 17 Sanchi Stupa (Madhya Pradesh)

The Eightfold Path (Ashtanga Marga)

1. Right view	- know the truth	- Samyak drishti
2. Right intentions	- free your mind of evil	- Samyak samkalpa
3. Right speech	- say nothing that hurts others	- Samyak vaakku
4. Right action	- work for the good of others	- Samyak karma
5. Right livelihood	- respect life	- Samyak jeevana
6. Right effort	- resist evil	- Samyak saadhana
7. Right concentration	- practice meditation	- Samyak samadhi
8. Right mindfulness	- control your thoughts	- Samyak smruti

Christianity



Fig 11.18 Symbol of Christianity

Christianity is the most widely practised religion in the world. The Bible is the holy book of the Christians.

Philosophy of Christianity

1. We are the children of God.
2. Lead a pure life without committing sins.
3. Love your neighbour as yourself.
4. When slapped on one cheek, show the other.
5. Service to mankind is service to God.



Fig 11.19 St. Peter's Basilica, Vatican city



Do You Know

The Roman Catholic Church is the famous church in the world. The Pope is the head of the Roman Catholic Church. Vatican city is the smallest country in the world.

Islam



Fig 11.20 Symbol of Islam

Mohammad is considered as a Prophet or messenger of Allah. The teachings of Allah are written in a book called Quran. It is the holy book of Islam. Prophet Mohammad taught that all men are brothers. He emphasised on the importance of love for the whole of humanity. Prophet taught that there is only one God.

Teachings of Prophet Muhammad

1. All human beings are His creation.
2. All human beings are equal before God.
3. God has no shape and therefore it is wrong to worship idols.
4. Every Muslim should become a servant of God and be honest.



Fig 11.21 The Kaaba surrounded by pilgrims



Do You Know

The Kaaba is a building at the center of the Great Mosque of Mecca (Saudi Arabia). Mecca is the holiest city for Muslims. Muslim devotees attempt a hajj (pilgrimage) to Mecca atleast once in their lifetime if they can afford to do so.



Think & Respond

- Prepare and enact a role play on communal harmony in your school function.

Sikhism

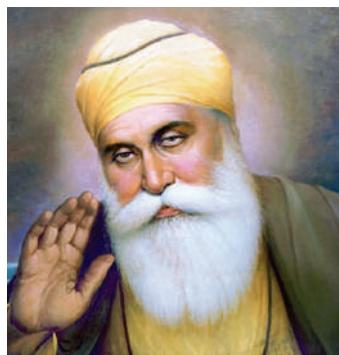


Fig 11.22 Guru Nanak



Fig 11.23 Symbol of Sikhism

Guru Nanak was the founder of Sikhism. Sikhism is a faith and its followers are called "Sikhs." The word Sikh means student or disciple. Guru Nanak was the first of the "Ten Gurus." The Sikh temple is called 'Gurudwara'. Their holy book is 'Guru Granth Sahib'.



Do You Know

- The Golden Temple is located in the city of Amritsar, Punjab. It is known as the holiest Gurudwara and the most important pilgrimage site for Sikhs.



Fig 11.24 Golden Temple (Amritsar)

Besides the above religions, there are a number of other religious followers in India like the Parsis. Although there are many customs and traditions in India, all the Indians have a sense of brotherhood. They actively involve themselves in other religious celebrations, for example Holi, Raksha Bandhan and Rottela Panduga which shows their respect for other religion. It is the co-existence of various religions under the same roof, while celebrating the presence of other religions without losing one's own identity.

Unity in diversity

India is a land of diversities. The diversity is also visible in the spheres of religion, language, creed, culture, lifestyle, dressing sense, faith in God, rituals of worship, eating different kinds of food etc.

Many kings and emperors like Chandragupta, Ashoka, Gauthamiputra Satakarni, Akbar etc, tried to unify the country politically.

Indians respect the great saints and philosophers who were born in all parts of the country like Mahavira, Buddha, Nanak, Kabir, Nizamuddin Auliya, Shaik Salim Chisti, Ravindranath Tagore, Dr. Radha Krishnan etc.,

People celebrate their festivals like Holi, Diwali, Eid, Christmas, Good Friday, Mahavir Jayanti, Buddha Jayanti etc., very peacefully without disturbing other religious people. India represents the complexity of multiple cultures and ethnic groups (castes). The concept which implies unity among people with diverse culture and religion is known as “Unity in Diversity”. It is the dominant cultural trait of India.

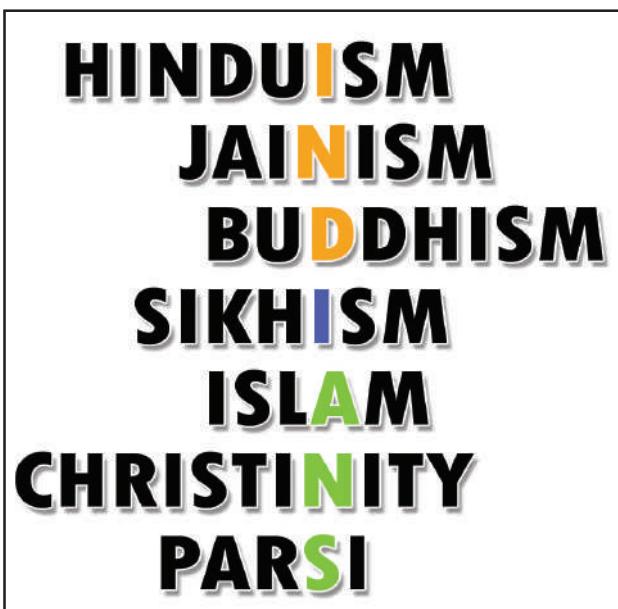


Fig 11.25 Religious Unity in India



Glossary

Religion (ମୁଖ୍ୟ)

: the belief in God.

Worshipping (ଦେବାରାଧନ)

: showing devotion to the God.

Subcontinent (ଉପଭୂତି)

: southern peninsula of Asia, situated on the Indian Plate.

Language (ଭାଷା)

: a medium in which a person communicates his thoughts to others.

Script (ଲିପି)

: the symbolic representation of the language.

Tirthankara (ତୀର୍ଥକର)

: a spiritual teacher of the Dharma in Jainism.

Non-violence (ଅହିଂସା)

: the practice of being harmless.

Triratnas (ତ୍ରୀରତ୍ନାଳୁ)

: the Dharma, the Sangha, the Buddha in Buddhism.

Enlightenment (ଜ୍ଞାନୋଦୟଂ)

: the highest spiritual state.

Bodhi Vriksha (ବୋଦ୍ଧ ବୃକ୍ଷ)

: peepal tree.

Tripitikas (ତ୍ରିପିତିକାଳୁ)

: the sacred books of Buddhism.

Nirvana (ନେତ୍ରନ୍ତରୁ)

: a place of perfect peace and happiness, like heaven.

Eightfold Path(ଅଷ୍ଟାଂଗ ମୂର୍ତ୍ତମୁ)

: buddhist practices leading to liberation from samsara.

Upanishads (ୱିଵିଷ୍ଣୁତୁଳୁ)

: a series of Hindu sacred written works.

Prophet (ପ୍ରପନ୍ତ)

: One who preaches the God's message.



Improve Your Learning

1. Name the holy book of the Muslims.
2. What is eight fold path?
3. Write two slogans to encourage religious unity.
4. What are the main philosophy of Christianity?
5. What are the main teachings of Islam?
6. What are the Arya Sathyas?
7. "Unity in Diversity is the dominant cultural trait of India." - Do you agree or not? Comment.
8. There are many problems that affect the Indian National Integration at present. What are the reasons for this? How could these be addressed?
9. Locate the given places on the outline map of India.

River Indus, Tamilnadu, Andhra Pradesh, Bihar, Bhattriprolu, River Krishna, River Ganga, River Yamuna, the Vindhya ranges, Uttar Pradesh.

10. Prepare a picture on religious unity.
 11. Prepare four slogans to promote religious unity.
 12. Fill the following blank boxes with the suitable words given below.
- | | | |
|------------------------------|---|---|
| I. Religion | : | Hindu Religion, Sikhism, Christianity, Islam, Jainism, Buddhism. |
| II. God/Messenger | : | Siddhartha, Jesus Christ, Mahavira, Prophet Muhammad, Lord Krishna, Guru Nanak. |
| III. Holy Book | : | Tripitaka, Bible, Bhagawad Gita, Quran, Grandh Sahib, Angas. |
| IV. Worshipping place | : | Mosque, Temple, Gurudwara, Church, Monastery, Jain Temple. |



1. Jainism	1.	1.	1.	1.	1.
2. Mahavira	2.	2.	2.	2.	2.
3. Nirvana	3.	3.	3.	3.	3.
4. Jain Temple	4.	4.	4.	4.	4.



Project Work

1. Celebrate Sankranthi, Ramzan and Christmas in your school.
2. Read the holy books of all religions, know about the biography, teachings and theme of the religious gurus.

Field visit :

Visit a nearby place of worship, and observe the activities and discuss with your class.



CHAPTER
12

Towards Equality

Learning Outcomes

The students will be able to

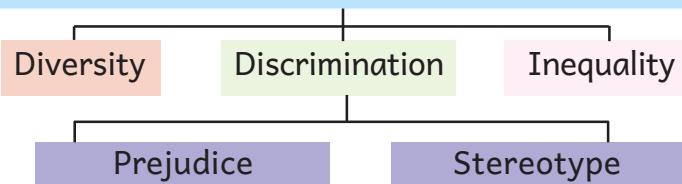
- recognise various forms of discriminations.
- understand the nature and sources of discrimination.
- differentiate between equality and inequality in various forms.



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Towards Equality



Have you observed the people around you, their height, weight, colour, language, food they eat, games they play, the events they celebrate?

The differences we observe are called diversity. All these diversities are influenced both by the geography and history of the place where we live.

Diversity

India is a country of many diversities. We speak different languages, have various types of food, celebrate different festivals, practise different religions. Several 100 years ago people travelled from one part of the world to another in search of new lands or new places to settle in or for people to trade with.

Most often, they began to settle in their new places which resulted in the mix of old and new and out of this intermixing of cultures, regions became diverse. Similarly diversity also comes about when people adapt their lives to the geographical area in which they live. For example, living near the sea is different from living near a desert. Likewise, the kind of work also differs from place to place.

Discrimination

India is a diverse country but not all the diversities are celebrated. We feel safe and secure with people who look, talk, dress and think like us. We may find people who are different, unfamiliar and strange. Without understanding them, we form certain attitudes and opinions. Discrimination happens when people act on their prejudices.



Fig. 12.2 Discriminations in the society

Prejudice

When our opinions about certain people are always negative - seeing them as lazy, cunning, stingy, money minded etc., then these become prejudices that we carry about them. Prejudices means to judge other people negatively or see them as inferior. We can be prejudiced about many things: peoples religious beliefs, the colour of their skin, the region they come from, the clothes they wear etc.

Often, our prejudices about others are so strong that we don't want to form friendship with them and we may even act in ways that hurt them.

Stereotype

When we fix people or a community into one image we create a stereotype. Stereotype stop us from looking at each person as a unique individual with his or her own special qualities and skills that are different from others. Stereotypes affect all of us, as they prevent us from doing certain things.

Discrimination is of different types:

Religious discrimination

There are eight major religions in the world and all of them are practised in India. However, this diversity can also be a source of discrimination. Group of people who follow a particular religion may be discriminated by treating them as inferior or by criticising their customs or practices.



Think & Respond

- In what ways are the women experiencing discrimination in the present society?
- Have you ever attended any other religious place? What good things have you observed there? What similarities did you notice?

Caste discrimination

People are engaged in different kinds of work like teaching, carpentry, pottery, weaving, fishing, farming etc., to earn livelihood. However certain kinds of work are valued more than others. Activities like cleaning, washing, cutting hair, picking garbage etc., are seen as task that are of less value and people who do this work are seen as dirty or impure. This belief is an important aspect of the caste system.

In the caste system, communities / groups of people were placed either above or below the other. Those who placed themselves at the top called themselves upper caste and considered themselves as superior. Those who were placed at the bottom were seen as unworthy and called "untouchables." Caste rules were set which did not allow the so-called "untouchable" to take on work other than what they were meant to do. The upper caste acted in ways which did not give the so-called "untouchables" the same right as they enjoyed which is called caste discrimination.

Many people in India have fought against such caste oppression. The most prominent among them was Dr. B.R. Ambedkar. He was born into the Mahar Caste which was considered untouchable. He was the first person from his caste who completed knowledge education and he went to England to become a lawyer. He fought for the rights of the Dalit community which you will read in detail in English textbook. Dalit means those who have been “broken” which is used to show how social prejudices and discrimination have broken the Dalit people. The government refers to this group of people as Scheduled Castes (SC).

Likewise Jyothibai Phule, Sri Potti Sree Ramulu, Venkateswara Raghavaiah, Gora Saraswathi are some of the National and Regional social reformers who fought for the rights of the oppressed caste.

Gender discrimination

Pratap went to his friend Deva's house. There he observed Deva's son Adhi cleaning the room and Adhiti reading the book. Pratap was surprised to see Deva's son doing household work and not Adhiti. He asked his friend why Adhi being a boy is doing household work. Deva said he treats both his children same.

The above situation happens very often. Cooking and other household works are considered as women work. The familiar statements like ‘Men don't cry,’ ‘women are soft and gentle,’ are some of the statements we hear constantly which is called Gender discrimination.

Women represent half of the world's population but equal opportunities are not given to them in fields like education, job opportunities, family decision etc. All human beings are born free and equal and both men and women have equal social, political, economic rights.

Several social reformers fought for the rights of the women across the world and the country. One such famous social reformer who fought for the rights of the women in India was Savitribai Phule. Savitribai Phule was an Indian social reformer, educationalist and poet from Maharashtra. She is regarded as the first female teacher in India. Along with her husband, Jyotirao Phule, she played an important role in

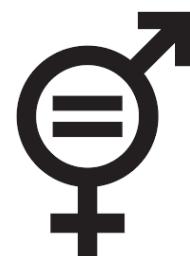


fig. 12.1 Gender equality symbol



fighting for the rights of women in India during the British rule. She is regarded as the “Mother of Indian feminism.” Phule and her husband founded the first school for girls in India in Pune, at Bhide Wada. She worked against the discrimination and unfair treatment of people based on caste and gender.

Similarly Kandukuri Veerasalingam Panthulu, Duggirala Gopalakrishnaiah, Ponaka Kanakamma, Duvvuri Subbamma etc., fought for the education rights of women in Andhra Pradesh.



Think & Respond

- Do you support gender discrimination? Discuss in the class room.

Racial discrimination

It is a discrimination against individuals on the basis of their skin colour or racial or ethnic origin. While travelling by train to Pretoria in South Africa, Gandhiji experienced his first taste of racial discrimination. Inspite of carrying first class ticket, he was indiscriminately thrown out of the train by the authorities on the instigation of a white man. Likewise Nelson Mandela fought against Apartheid system in South Africa which means segregation of people on grounds of race.

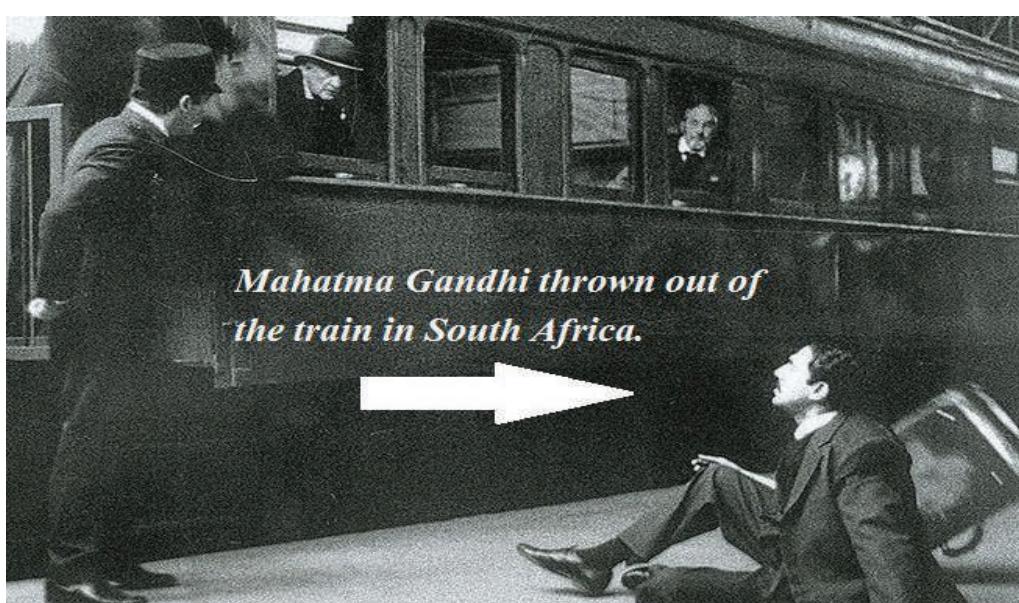


Fig 12.5 Racial discrimination faced by Gandhi in South Africa



Think & Respond

- Write your opinion on this incident?
- What type of discrimination is it? Discuss in the class room.



Regional discrimination

It is a discrimination against individuals on the basis of the region they live or born. For example, you will find this discrimination - village to urban, small town to big cities, tribal areas to plain areas. It arises either because of prejudice or stereotype.



Fig 12.6 Regional discrimination

Disability discrimination

People who cannot walk, see, hear or talk are known as person with disabilities as per the PWD ACT-2016. Some of them are born so, or some may lose their body parts in accidents. Some people disrespect or illtreat them.



Fig 12.7 Types of Disability



Think & Respond

- Have you ever faced any kind of discrimination? How did it make you feel?

Observe the below pictures...





Fig 12.8 Pictures showing discrimination



Let's Do

- What have you observed here? Discuss with the help of your teacher.



Think & Respond

- Have you observed any changes from past to present? How did the changes come about?

Inequality

What is the root cause for these inequalities or discriminations?

Poverty, illiteracy, social customs and traditions, religion, faith, occupation, lack of education, lack of employment opportunities, lack of awareness are the root cause for inequality and discrimination in the society.

The effects of inequality

Inequality threatens long-term social and economic development. It causes social unrest.

It leads to poverty and destroys self worth of the people. It results in law and order problems, crime, disease and environment degradation. We cannot achieve sustainable development without addressing social, economical, political inequality.



Fig 12.9 Causes for inequalities

Steps towards equality

From the early 19th century, we find debates and discussions about social customs and practices that prevailed in the society by men and women. Those discussions reached out to a wider public and they became part of the social change.

Debates were initiated by reformers of India and reform groups. They include Raja Ram Mohan Roy, Ishwara Chandra Vidyasagar, Swami Dayananda Saraswathi, Kandukuri Veeresalingam Panthulu, Pandita Ramabai.

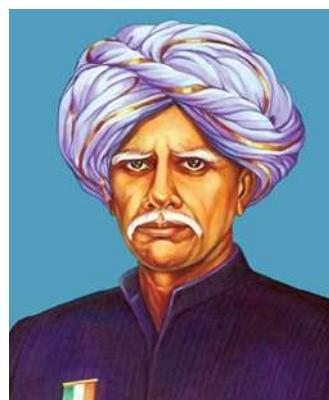
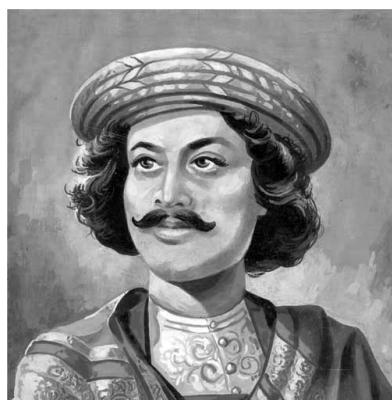


Fig 12.10 Raja Ram Mohan Roy

Fig 12.11 Kandukuri Veeresalingam

Fig 12.12 Dayananda Saraswathi

In the second half of the 19th century, many movements began against caste discrimination and demanded social equality and justice. Sri Narayana Guru, Dr.B.R.Ambedkar, C.V. Ramaswamy Naiker, Jyotibai Phule and Savitri bai Phule fought against caste discrimination.



Fig 12.13 Dr. B.R. Ambedkar

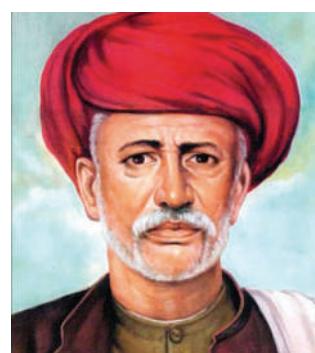


Fig 12.14 Jyoti rao Phule

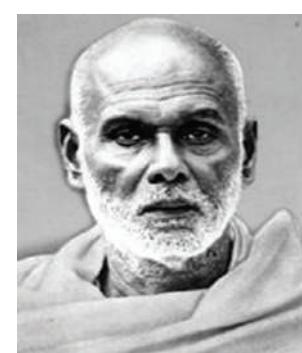


Fig 12.15 Narayana guru

People who fought against the British rule also fought against discrimination to unite people. Dalits, women, tribal and peasants fought against inequality. The pressure from reformers made the Britishers to make the laws against inequalities and discriminations. For example, the practice of sati was banned in 1829.



Do You Know

Dr. Anandibai Joshi: First Indian female doctor. Her baby son died 10 days later due to a lack of medical care. This tragedy motivated her to study medicine.



Fig12.16 Dr. Anandibai Joshi

She acquired Doctor of Medicine in 1886. While returning to India, she contracted tuberculosis. She died in Pune in 1887.

Dr. Nelson Mandela :

After 27 years in prison, former South African President Nelson Mandela was freed in 1990. He was successful in achieving the end of the apartheid. He brought peace to a racially divided country. He led the fight for human rights around the world. He received Bharata Ratna in 1990. He is known as the 'Gandhi of South Africa'.



Fig12.17 Dr. Nelson Mandela

When India became an independent nation in 1947, our leaders were concerned about the different kinds of inequalities that existed. The people thought that the society should be reconstructed on the principle of equality. So, importance has been given to achieve equality in the Indian Constitution. Untouchability was abolished by Law. People are free to choose the kind of work they wish to do. Constitution provisions were introduced to promote and achieve equality.

Constitutional provisions to achieve equality

- Article 14 provides equality before law.
- Article 15 (1) of the Constitution states that the State shall not discriminate any citizen on grounds of religion, race, caste, sex, place of birth or any of them.
- Article 16 provides equality of opportunities in matters of public employment.
- Article 17 of the constitution abolishes the practice of untouchability as an offence and anyone doing so is punishable by law.
- Reservations are given to the suppressed classes to get equal status. Article 21-(A) provides free and compulsory education to all children in the age group of six to fourteen.
- The preamble provides equality of status and opportunity to all the people of the country.

The government tries to achieve equality in two ways. One is through the law and another one is through the welfare programmes.



Think & Respond

- Government introduced many programmes like mid-day meals, Free textbooks, Free distribution of school uniforms, shoes etc. Discuss how these are helpful to achieve equality?



Let's Do

- Prepare a poster that illustrates against discrimination. Hang your posters around the school to encourage schoolmates to take action against discrimination. We have preamble in our textbook. Find where it is? Read it carefully. What you observed and understood about equality, discuss in your class room.

Remedial measures for abolishing inequality and discrimination

1. The greatest change should start from the family. Parents must set good examples in their attitudes, words and behaviour towards others.
2. We should be open to know about other religions and respect their beliefs.
3. We should respect and treat women equally.
4. We should take care of differently abled persons and encourage children with special needs.
5. We should ensure wider access to quality basic services like education and healthcare for all.



Fig 12.18 Parent guidance

Will discriminations and inequalities stop people from achieving their goals?

No, many prominent personalities proved this. Let us discuss about the famous persons.

Dr. A.P.J. Abdul kalam

Dr. A.P.J. Abdul kalam was the 11th president of India. He was a great scientist and a great writer. He came from a poor family. Inspite of so many problems in his life he reached his goal. In his words, “We are all born with a divine fire in us. Our efforts should be to give wings to this fire and fill the world with glow of its goodness (Wings of Fire).” He said that “All of us do not have equal talent. But all of us have an equal opportunity to develop our talents.”

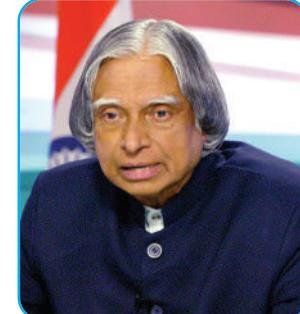


Fig12.19 A.P.J. Abdul Kalam

Mariyappan Thangavelu

Mariyappan Thangavelu is an Indian Paralympic high jumper. He injured his leg at the age of nine. However he practised very hard and won the gold medal in the men's high jump in 2016 at the Rio de Janeiro Paralympics, Brazil.



Fig12.20 Mariyappan Thangavelu

Sindhutai - An inspiration personality

Sindhutai was born in 1948. Her father was keen to educate her. Her father used to send her to school under the pretext of cattle grazing. At the age of nine she was married. At the young age of twenty, when nine-months pregnant, she was beaten badly and left to die by her husband. She gave birth to a baby girl and struggled to stay alive.



Fig12.22 Smt. Sindhutai

When she went to her mother's house, her mother refused to shelter her. She started begging on railway platforms. In this process, she realised that there were so many children abandoned by their parents. She adopted them and she started a home for orphans. She is the mother of 1200 orphans and won 750 awards. President Ram Nath Kovind honoured her with **Nari Shakti Puraskar**. Inspite of poverty, child marriage, gender discrimination and being abandoned by her family, yet nothing stopped her. It shows that for a committed individual nothing is impossible.



Glossary

Gender Equality (లింగ సమానత్వం)	: equal treatment for men and women
Untouchability (ఆంటరానిషనం)	: a practice in which some lower caste people are kept at a distance
Apartheid (జాతి వివక్షత)	: discrimination on grounds of race
Sustainable development (సుస్�ిరాభివృద్ధి)	: development that meets the needs of the present without compromising the ability of future generations to meet their own needs
Discrimination (వివక్షత)	: the unjust treatment on the grounds of race, age, sex or other characteristics



Improve Your Learning

- Observe the given sentences and write True/False in the given brackets.
 - One of the more common forms of inequality in India is the caste system ()
 - Every person should not be treated with dignity. ()
 - Establishing equality in a democratic society is a continuous struggle. ()
- How will you use these numbers, when you are in trouble?
- Why does caste system remain such a controversial issue today?
- What were the different reasons people had for not sending girls to school before freedom?
- What are the common forms of inequality that exist in India?
- Write a short note on equality in Indian democracy?
- Give suggestions to remove inequality and discrimination in Indian society?
- Differentiate between inequality and discrimination.



Project Work

- Split the class into small groups, discuss with your peer group on discrimination and write a report on it.
- Collect information about any two famous personalities who faced prejudice and discrimination.
- How can you fight against inequality and discrimination in your village?