

SOCIAL STUDIES

Class - VII (Semester - I)

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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.

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. Adimulapu 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, Smt. Vetriselvi.K, IAS, State Project Director, Samagra Siksha & Special Officer, English Medium Project, Sri. D. Madhusudhana Rao, Director, Govt. Textbook Press, A.P, for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Massachusetts to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to NCERT, SCERTs of Kerala, Tamilnadu, Maharashtra, Chhattisgarh and Gujarat in designing the textbooks. We also thankful to 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

*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 ashisa 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.*

- Rabindranath Tagore

Pledge

*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.*

- Pydimarri Venkata Subba Rao

ACADEMIC STANDARDS / LEARNING OUT COMES

Time should be spent in making sure that children comprehend the passages given in the text. In-between questions are useful in this context. These questions are of different types that would include the aspects reasoning, cause, and effect, justification, mind mapping/concept mapping, observation, analysis, thinking and imagination, reflection, interpreting, etc. The key concepts have been discussed sub-concept-wise in every chapter with examples and also given in the form of keywords.

- 1) Conceptual understanding :** Promoting the learning of basic concepts through inquiry, discussion, reflection giving examples through case studies interpreting, observation, etc.
- 2) Reading the text (given), understanding, and interpretation :** Occasionally there are case studies about farmers, laborers in the factory, or images that are used in the text which do not directly convey the concept. Time should be given for children to grasp the main ideas, interpret images, etc
- 3) Information skills :** Textbooks alone cannot cover all different aspects of social studies methodology. For example, children living in an urban area can collect information regarding their elected representatives, or children living in a rural area can collect information about the way irrigation/tank facilities are made available in their area. This information may not exactly match with that of the textbooks and will have to be clarified. Representing the information that they have collected through projects is also an important ability. For example, if they collect information about a tank - they may decide to draw an illustration or map, etc along with written material. Or represent the information collected through images or posters. Information skill includes a collection of information tabulation/records and analysis.
- 4) Reflection on contemporary issues and questioning :** Students need to be encouraged to compare their living conditions along with that of different regions or people from different times. There may not be a single answer to these situations of comparison. Giving reasons for certain happening processes and justification of informatics and interpretation.
- 5) Mapping skills :** There are different types of maps and pictures used in the textbook. Developing ability related to maps as an abstract representation of places is important. There are different stages of developing this ability, from creating a map of their classroom to understanding height, distance as represented in a map. There are illustrations, posters, and photographs used in the textbook, these images often relate to the text and are not merely for visual effect. Sometimes there are activities like 'write a caption' or 'read the images that are about architecture etc.'
- 6) Appreciation and Sensitivity :** Our country has a vast diversity in terms of language, culture, caste, religion, gender, etc. Social studies do take into consideration these different aspects and encourage students to be sensitive to these differences.

SOCIAL STUDIES

Class - 7

Semester - 1

Lesson No	Name of the Lesson	Month	Page
1.	The Universe and The Earth	June	1 - 16
2.	Forests	July	17- 32
3.	Learning Through Maps	July	33 - 47
4.	Delhi Sultanate	August	48 - 61
5.	Kakatiya Kingdom	September	62 - 75
6.	Vijayanagara Empire	October	76 - 89



Teacher Corner



Student Corner

The Universe and the Earth



Learning Outcomes

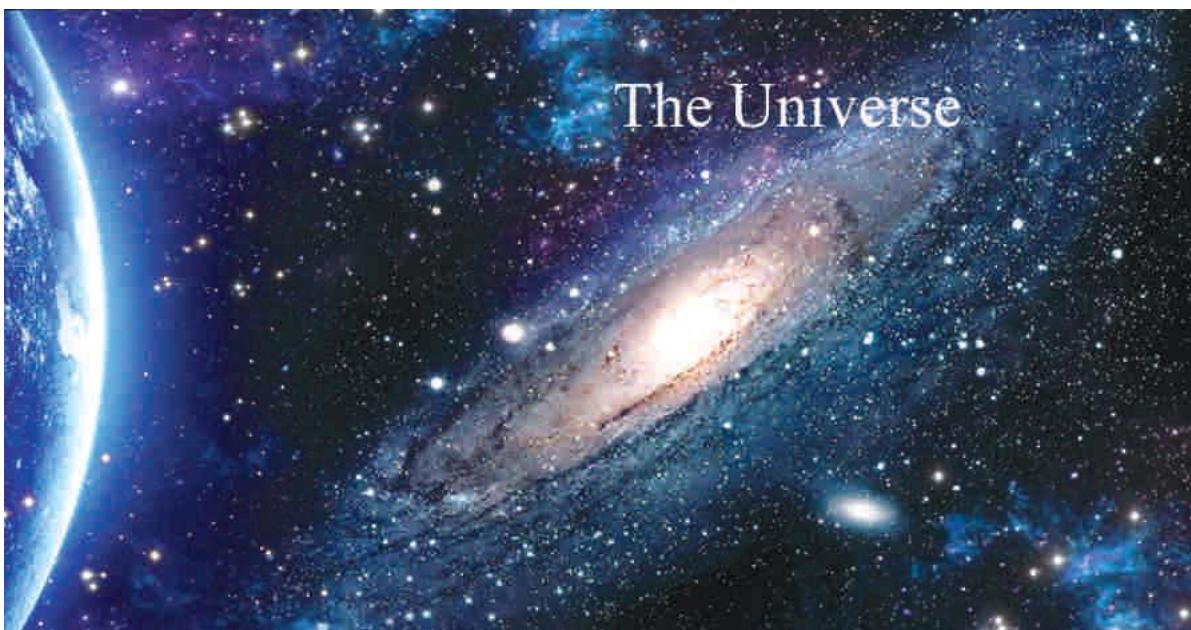
The learner is able to

- understand the origin of the Universe and the Solar system
- understand the components of the Environment.
- appreciate the role of minerals in human life.
- know about the important realms of the Earth.
- locate various water bodies on the world map.
- describe relations among the components of the environment.
- know the factors effecting air and water pollution.
- suggest preventive measures of disasters.



Key Concepts

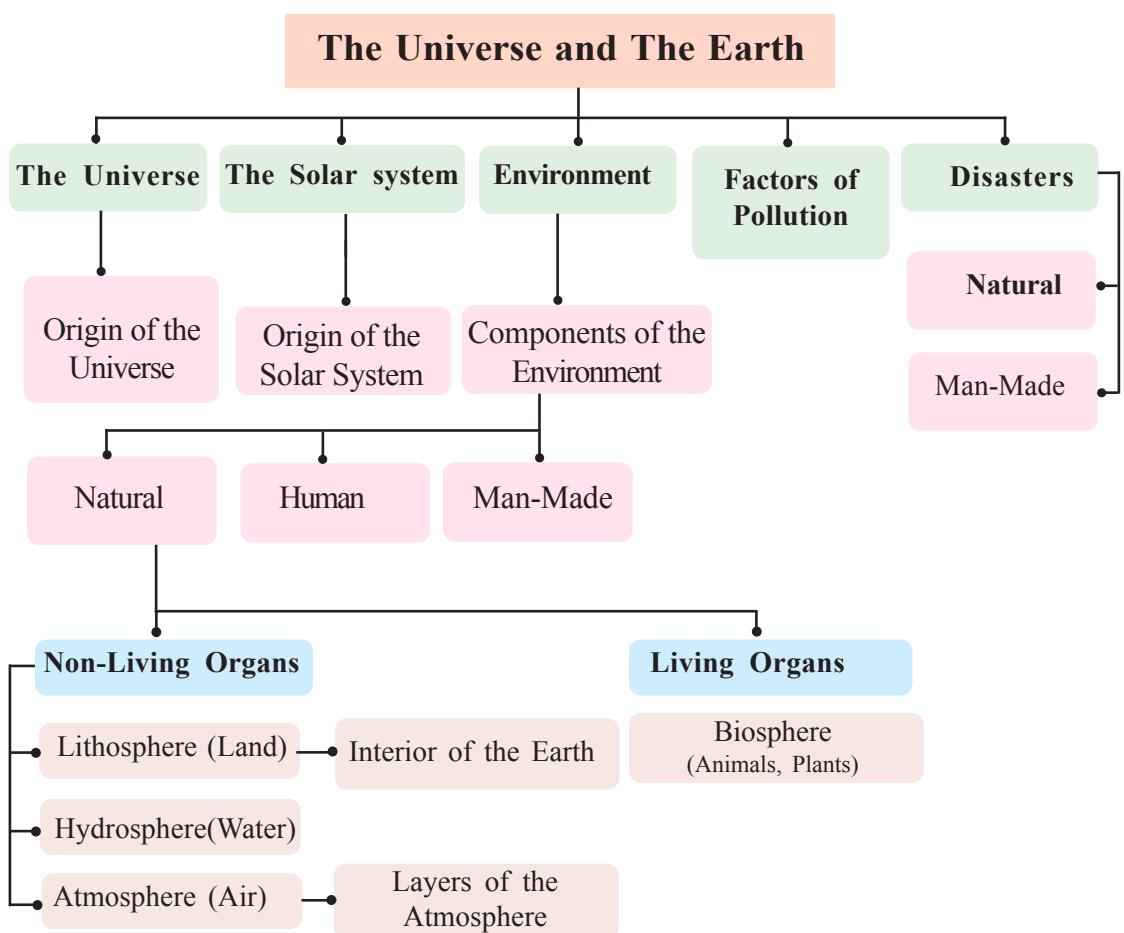
- 1.1. The Universe
- 1.2. The Solar System
- 1.3. Environment
- 1.4. Factors of pollution
- 1.5. Disasters



The Universe

- What things do you observe from the picture 1.1
- Which among them appear during the day, and which things appear during the night.
- What do we call all these objects collectively?

You have observed many interesting items in the given picture. Various sizes and shapes of objects can be noticed. Some are luminous in a dark background. They resemble the galaxies, stars in the vast Universe. You have learnt the concepts about the Earth and Solar system in the previous classes. Let us discuss more details about the origin of the Universe, the Solar system, the Earth and Environment in detail.



We have learnt about Our Earth in the solar system in the previous class. Recall the planets in the solar system once. You know our Earth is the only planet that has living beings. In this chapter, we will learn more about the Universe and the Earth on which we live on.

1. The Universe :

The Universe is a vast space that contains many unimaginable elements. It includes the Sun, Planets, the Milky way Galaxy and all the other Galaxies. Nobody knows how big the Universe is. The range of the Universe is infinite.

The science that studies the Universe is called Astronomy. This is called cosmology in the Russian language and astronomy in the English language. Scientific research in astronomy began with the Italian astronomer named Galileo. He made a device called a telescope. When Galileo first looked at the sky through this instrument, he saw many wonders unknown to him. Many astronomers have been searching about the Universe since the time of Galileo. There is no consensus among scientists on the origin of the Universe.

1.1. Origin of the Universe:

There are many theories about the origin of the Universe. One among them is the Big Bang theory.

Big Bang Theory : The Big Bang theory was first proposed by a Belgian astronomer named Georges Lemaitre. He strongly believed that the present-day Universe began and has been expanding from a tiny atom about 13.7 billion years ago. That tiny atom was like a small ball with infinite temperature and infinite density.

Due to the increasing temperature and density of that atom, it exploded and shattered into small pieces all over the Universe. As a result Stars, Galaxies, Planets, Satellites and celestial objects are formed in the Universe. The expansion of the Universe is occurring till today.



Do You Know?

The word Universe is originated from the Latin word “universum” which means all matter and all space.

The universe is expanding about 70 km per second.

ASTRONOMER

An astronomer is a scientist who studies the stars, planets and other natural objects in space.



Think & Respond

- What are the observations of Galileo?



Let's Do

- Collect some more information about the Universe.

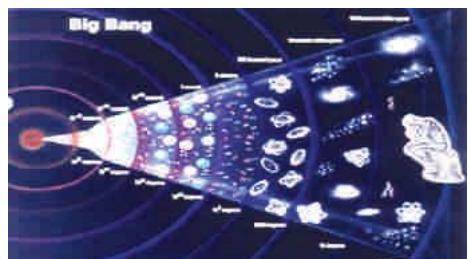


Fig.1.2. Big Bang Theory



Let's Do

Refer atlas or go through the internet and collect information about two more galaxies in the Universe. (Take the help of your teacher if you need.)



Explore

Go through the internet and explore the Big Bang Theory and list the things you have observed.

According to Astronomers, at least 125 billion Galaxies are there in the Universe. The distance from one edge of the Galaxy to the other is 1,20,000 light-years. The milky-way is the Galaxy in which our Solar system is located.

Do You Know?

A light-year is a unit of distance. It is the distance that light can travel in one year. Light moves at a velocity of above 3,00,000 km per second.



Explore

Go through the internet and collect information about two (ancient and modern) Indian astronomers and discuss in the classroom

1.2. Solar System :

Our Solar system is made up of the Sun and the eight planets. Those planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The Solar system also has Satellites, Comets, Asteroids, and Meteoroids. Scientists estimated that our Solar system was formed about 4.6 billion years ago.

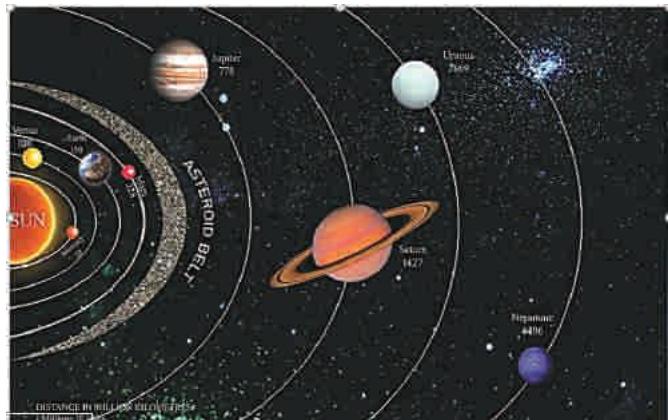


Fig-1.3: Solar System

1.2.1 Origin of the Solar system:

There are many theories about the origin of the Solar system. Some of the important theories among them are:

a. **Geocentric Theory:** This theory was proposed by an Egyptian astronomer named Ptolemy. According to this theory, the Earth is at its centre, the Sun and the other celestial bodies revolved around it. This theory believes that the Earth is the centre of the Universe.

b. **Heliocentric Theory:** This theory was proposed by the Polish astronomer named Nicolaus Copernicus. According to this theory, the Sun is at its centre, the Planets, Satellites and other celestial bodies revolve around it.

Planets and Satellites: According to the Nebular hypothesis, the Planets were formed out of a cloud of dust and gases associated with the Sun. There are eight planets in our Solar system. One among them is the Earth.

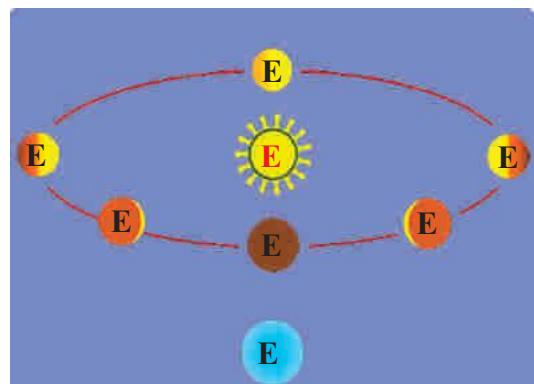


Fig-1.4: Heliocentric theory



Let's Do

- Collect the Information and fill the following Table.

Name of the Planet	No of Natural satellites	Features of the Planet

The Earth: Earth is the only Planet in the Solar system that is capable of supporting life as we know it. It has the right temperature because it is neither too close to the Sun nor too far from it. So, the living things survive on the Earth. What do you observe in your surroundings? We can observe people, trees, animals, mountains, roads, buildings etc. living together. Let's learn more about the environment that contains all of these.



Fig-1.5: The Earth

1.3 Environment :

An environment is a natural system that works with all living and non - living things including plants animals and micro-organisms in an area. It is a combination of both the natural and man-made components. It is our basic life supporting system. It provides us the air we breathe, the water we drink, the food we eat and the land we live on. It also includes micro-organisms, animals, plants and human beings.



Do You Know?

The word “Environment” is derived from the French word-Environer/ Environner meaning ‘neighbour hood’.

- Every year we celebrate June 5th as 'World Environment Day'.



Think & Respond

Why do we celebrate June 5th as World environment day? Find out the significance of the day with the help of your teacher.



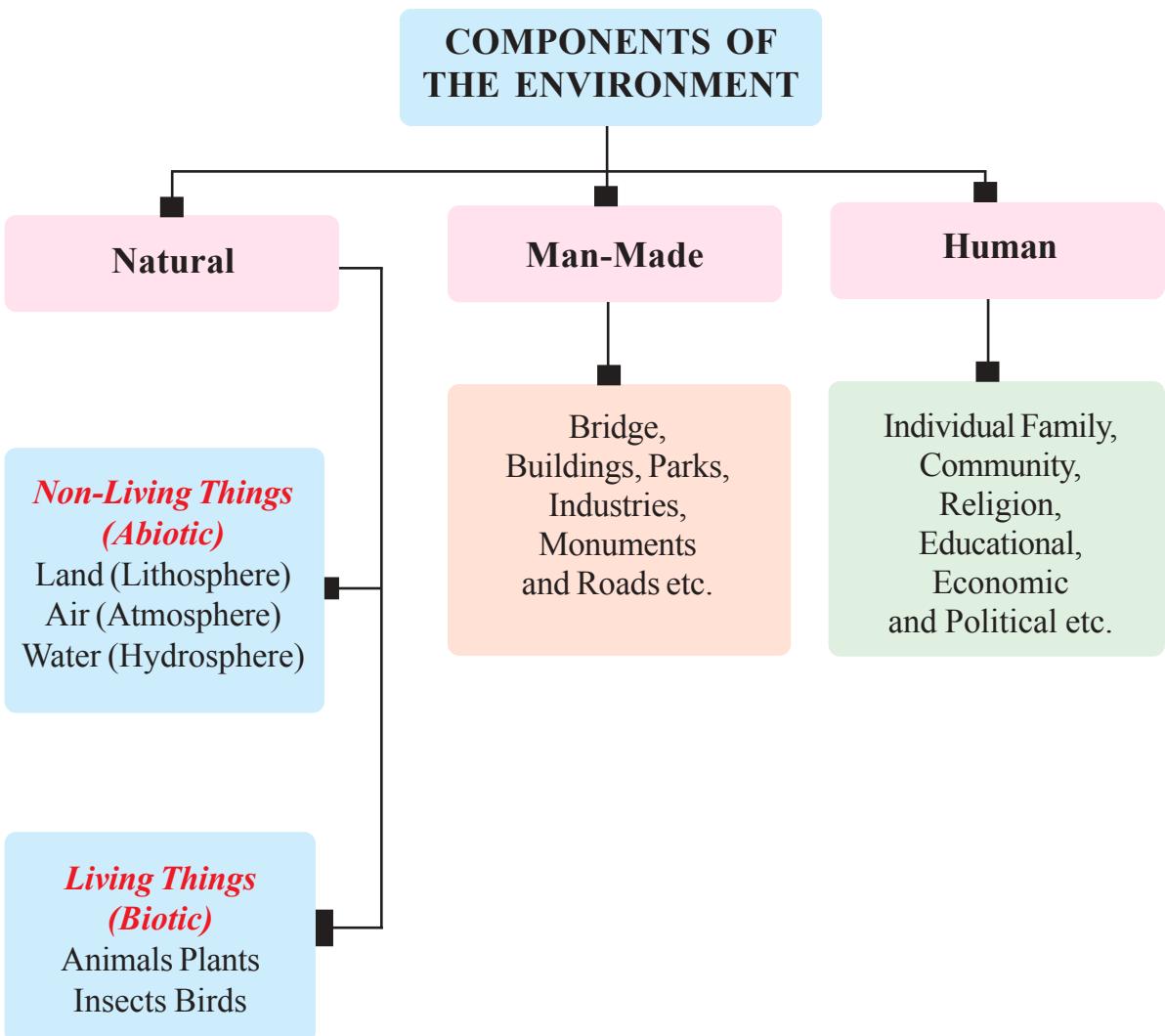
Let's Do

Observe the things in the Fig and categorize them under the headings in the given table.

Natural Environment	Human Environment	Man-made Environment

1.3.1 Components of the Environment:

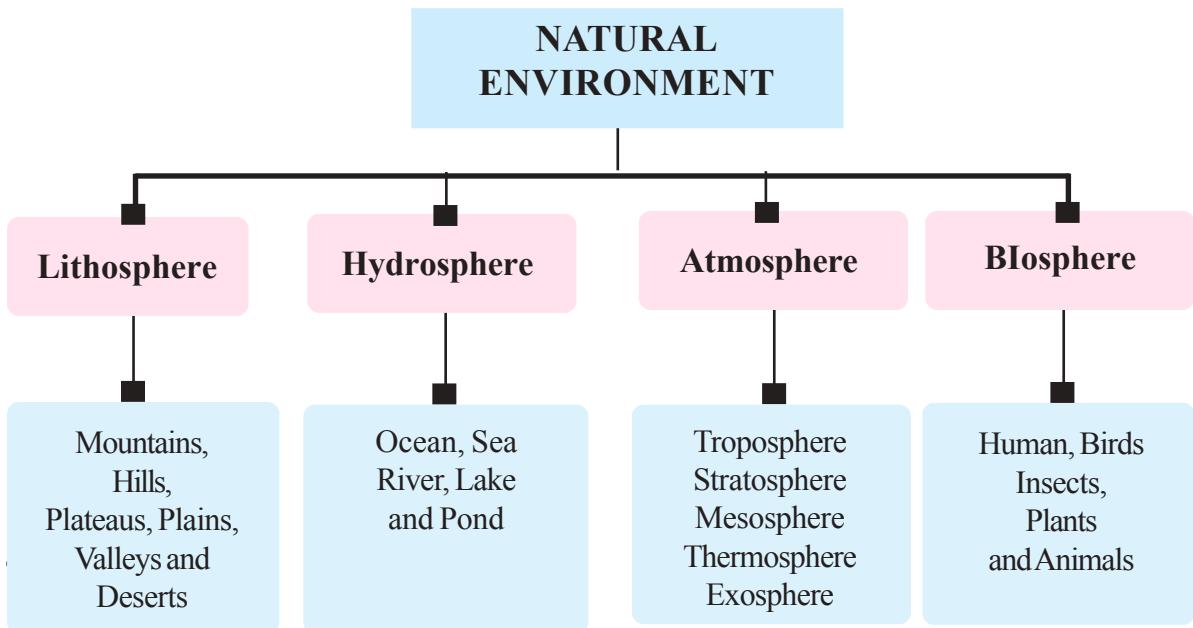
From the above activity, the things in the environment can be classified into three categories as Natural, Human and Man-made components.



1.6 Components of the Environment

1.3.1.A. Natural Environment:

The natural environment is comprising of land, water, air, living organisms like plants and animals. You are well aware of the meanings of the Lithosphere, Hydrosphere, Atmosphere and Biosphere in your previous class. Let's learn a few more facts about these natural elements in the environment. These are also called natural realms of the Earth.



1.7 Components of Natural Environment



Let's Do

Observe the components of natural environment in fig 1.8 and write those components under the right headings given in the table. You can add some more components if any.

Lithosphere	Hydrosphere	Atmosphere	Biosphere
Mountains	Ocean	Troposphere	Humans



Think & Respond

- How is Biosphere different from other natural elements of the Earth?
- The Biosphere would not have survived without the other three spheres. Why?

1.3.1.B. Lithosphere:

The solid part of the Earth is called Lithosphere. It is made up of rocks and minerals and is covered with a thin layer of soil. It is an irregular surface with various landforms such as Mountains, Plateaus, Plains, Valleys, Deltas, Deserts etc. These landforms are divided into three types: the first order, the second order and the third order



Let's Do

- With the help of your teacher, fill the following table related to land forms by getting information from different sources like internet, library, etc.



Do You Know?

The word “Lithosphere” originates from the Greek words ‘Litho’ which means stone or rock and ‘Sphaira’ which means sphere or ball.

- Every year April 22nd is celebrated as 'World Earth Day'.



Think & Respond

- Why do we celebrate April 22nd as World Earth day? Find out the significance of the day with the help of your teacher.

First order land forms	Second order land forms	Third order land forms



Let's Do

List the things which are used in our daily life and write down the names of related minerals.

Name of the things	Related minerals



Explore

Refer library books or go through the atlas and know more about different types of land forms. Now try to know the process of how land is formed in your locality. (You can discuss with your teacher about the above concept.)

Interior of the Earth

If we observe, the Earth is made up of different layers like an Egg. These layers differ from one another in thickness and also in their physical and chemical composition. The earth consists of three layers. They are named as follows:

1. Crust 2. Mantle 3. Core

Collect more information through library books and discuss with your teacher to know about the interior of the Earth.

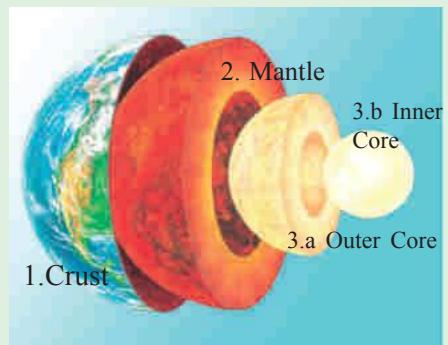


Fig.1.8. Interior of the Earth

The Lithosphere is the domain that provides us with land for agriculture and human settlements. The thin soil layer of lithosphere helps us for agricultural development and gives us food. The rocky layer of the lithosphere provides us with minerals for industries and supports industrial development. It also provides us with forests and grasslands for grazing.

Think & Respond

- Write a few more uses of the lithosphere.
- List the human activities that cause change in the lithosphere.
- Suggest measures to protect the lithosphere.

1.3.1.C. Hydrosphere: All the water bodies present on the Earth's surface are collectively known as Hydrosphere. The Earth is known as "Watery Planet" as it is the only planet containing water in abundance. The presence of life on our planet is mainly due to its water and air. About 2/3 (71%) of the Earth's surface is covered by hydrosphere. Only 1% of water is useful to our needs. The remaining 99% of water is in the form of ice, saline water etc.

It consists of various sources of water and different types of water bodies like Rivers, Lakes, Seas, Oceans, etc. Some part of water is found deep down under the Earth among rocks and it is called ground water. Hydrosphere provides water to all living organisms.



Do You Know?

The word "Hydrosphere" originates from the Greek words 'Hydor' which means water and 'Sphaira' which means sphere or ball.

- Every year March 22nd is celebrated as 'World water Day'.



Think & Respond

- Why do we celebrate March 22nd as World water day? Find out the significance of the day with the help of your teacher.
- Why can't we use total water on the Earth?



Explore

- Browse internet or go through the atlas and know more about different water bodies across the world. (If necessary, take the help of your teacher or elders.)



Let's Do

- Locate all Oceans in the world map.

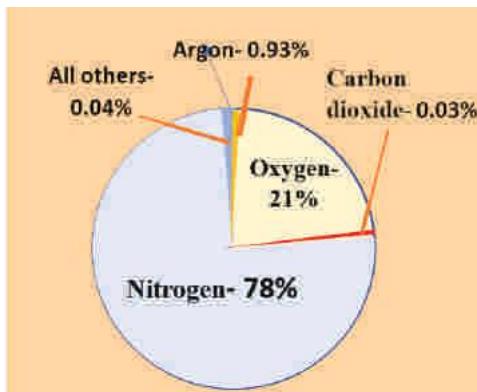


Think & Respond

- How is water being used for different purposes in your school ?. Observe the places/ situations in which water is being wasted !
- What measures do you follow to prevent the wastage of water?
- Suggest measures to increase ground water.

1.3.1.D. Atmosphere:

The thick envelop of air surrounding the Earth is called atmosphere. It extends several hundred kilometers upwards from the Earth's surface.



Do You Know?

The word “Atmosphere” originates from the Greek words ‘Atmos’ which means vapour and ‘Sphaira’ which means sphere or ball.

- Every year Sep 16th is celebrated as World Ozone Day.

Fig:1.10 Composition of the Atmosphere



Think & Respond

Why do we celebrate September 16th as World Ozone day?
Find out the importance of the day with the help of your teacher.

The atmosphere is a mixture of several gases. Nitrogen, Oxygen, Carbon dioxide are important gases of the atmosphere. Oxygen is regarded as the “breath of life”; without it, life would not be possible. The pie chart Fig:1.10 (Composition of the atmosphere) gives you the percentage of different gases of air.

The atmosphere is usually divided into five layers starting from the Earth's surface. They are Troposphere, Stratosphere, Mesosphere, Thermosphere and Exosphere. There is no sharp boundary between them.



Fig:1.11. Layers of the Atmosphere



Explore

- Go through the library books and learn more about different layers of the atmosphere, air pressure and various winds. (If necessary, take the help of your teacher).

The atmosphere provides Oxygen (breath of life) for all animals including human beings and Carbon dioxide for plants. Carbon dioxide helps the plants in the photosynthetic process. Atmosphere protects us from the harmful rays and scorching heat of the Sun. The water vapour and dust particles which are in atmosphere support to form clouds and thereby give rains.



Think & Respond

- What happens if the Carbon dioxide level increase in the atmosphere?
- How can we increase Oxygen level in the atmosphere?



Let's Do

- Collect the information through internet about Oxygen levels in different areas i.e. the Industrial area, the Traffic area and the Greenery area. Write the reasons and suggest the measures to improve the Oxygen levels.

1.3.1.E. Biosphere:

Biosphere is an environment where animals, microorganisms, humans and plants live together. It is a zone of the Earth where land, water and air interact with each other.



The word “Biosphere” originates from the Greek words ‘Bios’ which means life and ‘Sphaira’ which means sphere or ball.

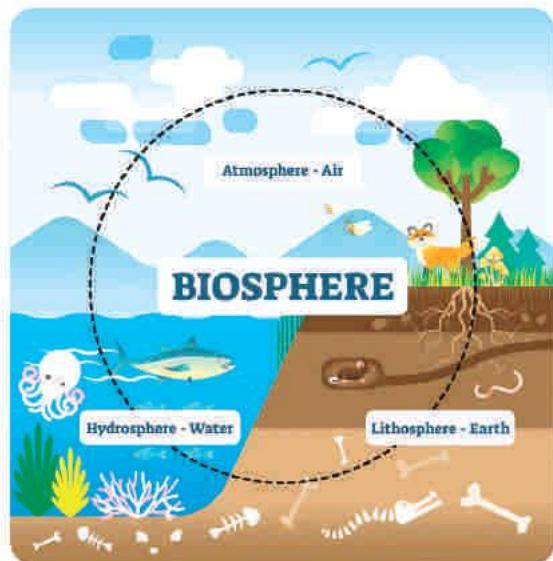


Fig:1.12 Biosphere



Let's Do

- List the different living organisms in your surroundings and categorize them into plants and animals in a table.
- How Biosphere depends on the Lithosphere and the Hydrosphere.



Think & Respond

- Why is Biosphere considered a separate natural domain of the Earth?
- What measures do you suggest to protect Biosphere?

1.3.2. Human Environment:

Our surroundings which are formed with human beings are called human environment. It consists of individual, family, community, religious, educational, economic, political situations (*for better understanding, observe the Fig:1.7 components of environment*). Historically, after the settled life was formed, human beings started depending on one another. It resulted in the establishment of human environment.

Let's Do

Collect and list the elements of the human environment in your surroundings and find out how they are formed.

1.3.3. Man-made Environment:

Our surroundings which are made by the human beings are called man - made environment. It consists of buildings, factories, parks, roads, bridges, projects and monuments, etc. (*for better understanding, observe the Fig:1.7 components of the environment*).

Early humans adapted themselves to the natural surroundings. They led a simple life and fulfilled their needs using the nature around them. As a result of settled life and the industrial revolution, human beings have to change and use the natural environment to their advantage. It led to the formation of so many elements of human made environment and the change in natural environment.

Let's Do

- Collect the information from your elders about how natural environment was when he/she was in your age.
- Prepare a poster based on the collected information.



Think & Respond

- How did the establishment of man- made environment cause change in natural environment? How is it harmful to us?
- Is there any need to protect natural environment? What can you do for this.

1.4. Factors of pollution :

Addition of various impurities to the environment is pollution. It is an undesirable change in chemical, physical and biological characteristics of air, water and soil. Pollution causes health problems to all the living beings.

1.4.1. Factors of Air pollution:

Ash, salt particles, smoke, acid rain, fuel consumption, industrial dust, CFC, etc.

1.4.2. Effect of Air pollution:

Air pollution causes global warming, changes in climatic conditions, acid rains, declining farmland, extinction of animal species and respiratory health problems.

1.4.3. Prevention of Air Pollution: There are various air pollution control technologies and land use planning strategies available to reduce air pollution.(ask your teacher for more preventive methods of air pollution.)

Let's Do

- Make a list of different human activities that causes air pollution.
- Suggest measures to reduce air pollution.
- With the help of your teacher, draw a diagram with the events that cause air pollution.

1.4.4. Water Pollution:

Any physical, biological or chemical change in water quality that adversely affects living organism can be considered as water pollution.

1.4.5. Causes of water pollution:

The water gets polluted by various causes like different types of wastages which are divided as:

1. Industrial effluents have a wide variety of organic and inorganic pollutants. e.g., paper and pulp mills, dying textile industries etc.
2. The fertilizers and chemical industries are also a problem of water pollution. This is a serious environmental issue.

Let's Do

- Make a list of different human activities that cause water pollution.
- Suggest measures to reduce water pollution.
- Collect the information (paper clips etc.) regarding water pollution and display in your class.
- With the help of your teacher, draw a diagram with the events that cause water pollution.

1.4.6. Ways to Conserve Natural Resources like Air and Water:

- Environmental education must be included in the school curriculum.
- Increasing the capacity of renewable resources by recycling and reusing.
- Planting of more and more plants to save our forest resources.
- Seeking alternatives to non-renewable resources.
- By increasing the use of bio-gas and bio-fuels.
- Avoid the dumping of industrial wastes into the river bodies. It is a measure to protect the rich marine life.

Let's Do

- Prepare two slogans about conservation of natural resources.
- Prepare a poster on conservation of water.

1.5. Disasters:

Disaster is a serious disruption that occurs in the short or long term, causing extensive human, physical, economic or environmental damage that exceeds the ability of the affected community to use its own resources.

1.5.1. Types of Disasters

Natural Disasters: A natural disaster is a natural process or phenomenon that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption or environmental damage.

Ex: A **drought** is a situation of prolonged shortage of water supply, whether surface water or ground water.

Man-made Disasters: These are the consequence of technological or human hazards.

Preventive methods: Preparedness, safety tips can prevent injuries and make the difference in emergency. Having information about disasters, having a plan to move to a safe area in an emergency, having emergency kits in hand, avoiding unnecessary damage and moving to a safe area in your home in the event of an accident cause less loss.



Do You Know?

- A flood is an overflow of water that submerges land.
- An Earthquake means the earth's surface vibrates under the influence of waves that are suddenly emitted inside the earth.



Fig:1.13. Floods



Let's Do

- Observe the given picture (*Fig:1.13*) and write your comment.
- Prepare two slogans about prevention of disasters.
- Prepare a list with the disasters that occurred recently in your area.

Disaster Management:

Disaster management is the continuous and comprehensive process of planning, managing and implementing necessary or useful measures to prevent any (disaster) risk or threat. Mitigating disaster severity or consequences, being prepared for any disaster, capacity building, responding quickly to unforeseen disasters, estimating the severity or magnitude of a disaster is called disaster management.

Disaster management in India is mainly about providing relief and rehabilitation to people affected by natural disasters.

Tenth plan: For the first time, disaster management was defined as a developmental issue in the tenth five-year plan. In the Tenth plan, policy guidelines for disaster control, operational guidelines, specific development plans are suggested.

A perfect balance between the natural and human environment is essential. We must learn to use our environment properly and live harmoniously.

Glossary

<i>Milky way</i>	:	The galaxy which has Solar System
<i>Industrial revolution</i>	:	The sudden changes in industrial sector (Production sector).
<i>Air pollution</i>	:	Increase of harmful elements like carbon dioxide in air.
<i>Photosynthesis</i>	:	The process through which plants use sunlight to synthesize nutrients from carbon dioxide and water.
<i>Gravitational force</i>	:	The force between two objects in the universe.



Improve Your Learning

I. Answer the following questions.

1. What do you know about the Universe.?
2. What do you mean by natural environment?
3. “Natural environment is different from the Man- made”. Justify your answer.
4. Prepare any two slogans on the protection of environment.
5. Write a list of different plants and animals that depend on each other.
6. Composition of atmosphere is getting changes now. Give reasons.
7. Prepare any two slogans on the protection of minerals that are available in the Lithosphere.

II. Choose the correct answers.

1. The following is not a component of human environment. []
a) Factory b) Religion c) Community d) None of these
2. Find out the odd one. []
a) Plains b) Road c) Valley d) River
3. This is a threat to environment. []
a) Growing plants b) Growing crops
c) Growing vehicles d) All
4. Which is the second layer of the interior of the Earth. []
a) Mantle b) Inner Core
c) Outer Core d) Crust
5. Which theory is related to Origin of the Universe []
a) Geocentric b) Heliocentric
c) Big Bang d) All the above

III. Match the following.

Group-A

1. Lithosphere []
2. Biosphere []
3. Core []
4. Hydrosphere []
5. Atmosphere []

Group-B

- A. Natural domain of water
- B. Air which surrounds the Earth
- C. Narrow zone where land, water and air interact
- D. Rocky layer of the Earth.
- E. Deep interior part of the Earth



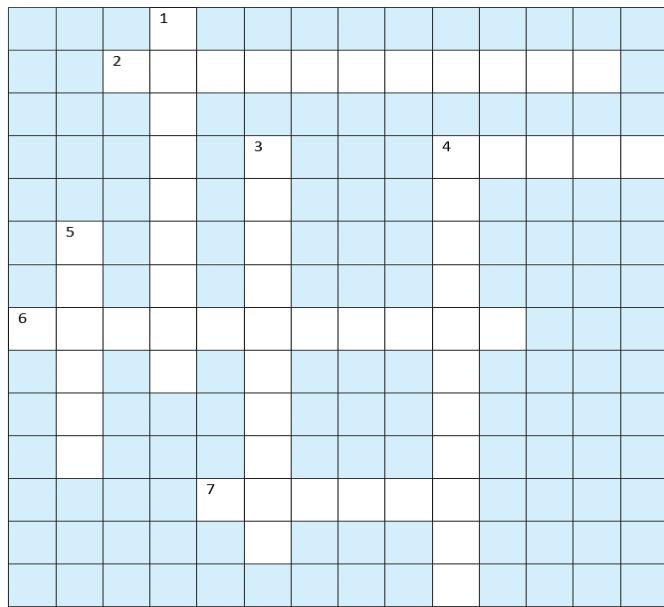
IV. Fill up the following table.

Word	Origin (word) and meaning	Origin (language)
Biosphere		
Lithosphere		
Hydrosphere		
Atmosphere		
Environment		



Puzzle

Solve the puzzle with the words related to given hints



Down

1. A system formed by the interaction of all living organisms (9)
3. Blanket of air (10)
4. Our surroundings (11)
5. Life gas (6)

Across

2. Hard surface layer of the Earth (11)
4. Planet which has life (5)
6. Natural domain of water (11)
7. A Human-made environment (6)



Project Work

- Prepare a poster showing the activities that destroy natural environment and the activities that protect natural environment.
- Collect the information from your surroundings regarding water usage and its wastage. Suggest how you control wastage of water.

LESSON
2

Forests



Learning Outcomes

The learner is able to

- know the different climatic Regions in the world and identify them in the world map.
- understand the concept of the forest, social forestry and differentiate various forests.
- analyse the issues related to deforestation and identify the reasons.
- appreciate the role of forests in human life.
- create a table with the information regarding various forests.
- locate important forests in the outline map of India & AP.



Key Concepts

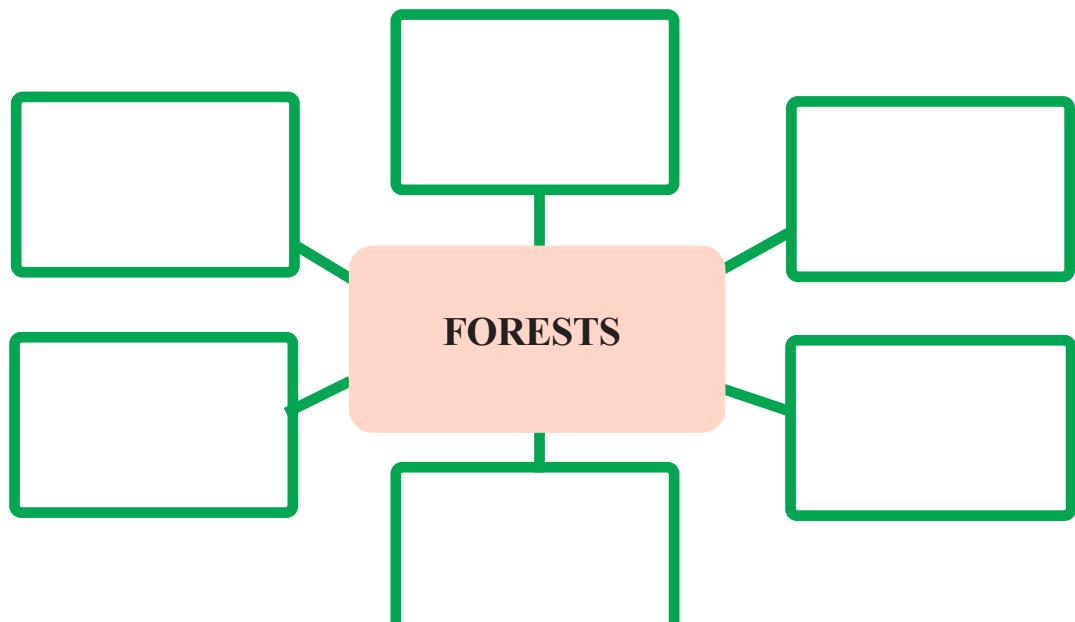
- 2.1. Climatic Regions
- 2.2. Concept of Forest
- 2.3. Types of Forests
- 2.4. Uses of Forests
- 2.5. Issues and reasons for deforestation
- 2.6. Social forestry and Conservation of Forests.



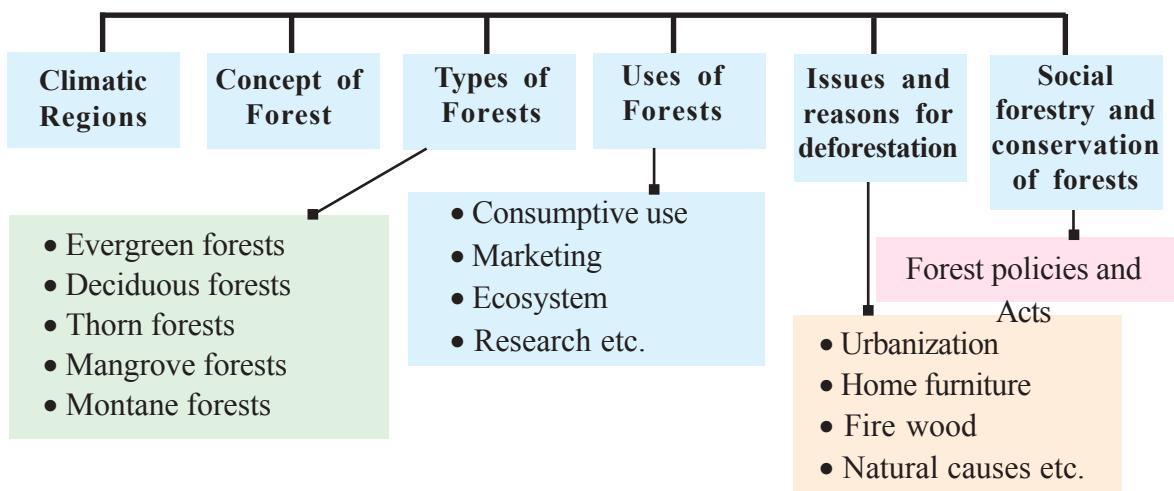
Fig-2.1: Forest

Answer the following questions

- Look at the Fig-2.1 and say what do you observe in the figure?
- What are the components you can see in the forest? complete the given diagram.
- Express your views about the forest in your own words.



Forests



2.1. Climatic Regions:

Dear students first let us learn about the climatic regions in the world.

The world has several climatic zones. But geographers defined the climatic region based on temperature and precipitation. There are seven climatic regions in the world. They are:

1. Equatorial/ Tropical climatic Region:

It is found between 5° and 10° north and south latitudes of the equator. This region gets heavy precipitation on an average 150cm/year. This region has the most favourable condition for the growth of trees. This zone with dense forest is called “Selvas”. It is one of the least populated areas in the world. The tribes inhabited in this region are Red Indians in the Amazon basin, Pigmies in the Congo basin, etc. These tribal people still lead a primitive life style such as hunting and Podu agriculture etc.

2. The Savanna:

This zone extends from 10° to 20° North and South latitudes of the equator. Natural vegetation turns into dense forests towards the equator and wide grassland (Grass 1 to 6 m high) towards the higher latitudes. The people of this zone get their livelihood through cattle grazing.

3. Desert Region:

These are located between 20° to 30° North and South latitudes, on the western margins of the continents. Sahara Desert is the biggest desert in this region. Natural vegetation in this region has thick barks and small leaves or no leaves at all. The people tend to sheep, goats, camels and, horses which provide us milk, cheese, meat and wool.

4. Mediterranean climate:

These regions are located on the western margins of all the continents except Antarctica. It has a pleasant climate with the characteristics of dry summer, and moderate to high rainfall in winter. Natural vegetation in this region is broadleaf evergreens, comprising mainly of olive, cork-oak, etc. Commercial agriculture and dairying are practiced in large forms, using modern methods and machines.

5. Steppe climate:

These grasslands grow in extensive continental areas. These semi-arid regions have extremes of heat and cold. The low amount of rainfall restricts the natural vegetation to grass and scrub. Extensive agriculture is practiced in this natural region.

6. Taiga:

These natural zones extend only between latitudes of 55° and 70° in the northern hemisphere. The region is characterized with some of the highest climate differences in the world. This natural zone is covered with Evergreen forest in the world. Fur trading is one of the important and attractive commercial activities in this zone.

7. Tundra climate:

The Tundra region stretch between The Arctic and Polar regions. Winters are long and bitterly cold. Adverse climatic conditions do not support for the growth of trees. People in this zone depend on fauna for their food.



Think & Respond

- Compare the climate of the various climatic regions.
- what is the impact of climate on natural vegetation in climatic regions?



Let's Do

- Locate a few important countries in various climatic regions in the world map.
- Prepare a table with various climatic regions and important countries in those regions.



Explore

- Go through library books or internet to know more about climatic regions.

The temperature, rainfall, soil are the main factors that determine the type of vegetation in an area. Let us know the different types of forests in India and Andhra Pradesh with their characteristic features and wildlife inhabitation there.

2.2. Concept of Forest :

Large area covered with trees or shrubs in natural habitation in a particular place is called forest. Forests influence the amount of rainfall, soil development, regulation of streams, ecological balance and reduce pollution in industrial areas. Forests are the places of survival for the tribals. Forests are the natural habitat for animals and livelihood for human beings. We get raw materials like timber, bamboo, beedi leaves, products like honey, lac, herbs, dye colours etc.

People use forests in many ways viz. grazing of animals- sheep, goats. Some people practice podu cultivation in the forests. Tribal people are living in forests in small habitations. Some areas of forests are renowned as spiritual interest in hilly areas.



Think & Respond

- Name the plants in forest which are having medicinal values.



Explore

- Know about Podu cultivation with the help of your teacher.

2.3. Types of Forests :

Forests are divided into five types based on climate, rainfall and types of soils. They are

1. Evergreen forests.
2. Deciduous forests.
3. Thorny forests.
4. Mangrove forests.
5. Montane forests.

1. Evergreen forests:

These types of forests are grown in the areas with high rainfall (more than 200 cm) and temperature (22°C). Trees in this area are very tall and they contain broad leaves. Due to these reasons' trees grow higher, extend their branches like umbrella. The trees in these forests remain green throughout the year. Hence, they are called evergreen forests. These dense forests contain a large variety of trees, plants, and creepers.

These forests are located in the Himalaya region, North-eastern states, and Western Ghats (Kerala). We can see flora like Mahogany, Ebony, Rosewood, Ivory wood. We can also find different types of animals (Fauna) like Lion-tailed macaque, different types of snakes, and a variety of insects.



Do You Know?

For administrative convenience, the government of India divided forests into three types. They are:

1. Reserved forests.
 2. Protected forests.
 3. Unclassified forests.
1. **Reserved forests:** These are the forests where the activities like hunting, grazing etc. are prohibited and the rights of this land are reserved with the government.
 2. **Protected forests:** They are intended to protect certain species of flora and fauna. Excessive damage is not allowed here.
 3. **Unclassified forests:** No restrictions on collection of forest products for livelihood and grazing of cattle in these forests.



Fig-2.2: Ever green Forest



Let's Do

- Locate the ever-green forests in an outline map of India.



Think & Respond

- Why is a variety of flora and fauna found in ever green forests?

2. Deciduous Forests: These types of forests grow in areas with rainfall between 70 cm and 200 cm. The trees shed their leaves during very dry months to minimize transpiration. These forests are located in peninsular plateau. We can see natural vegetation like Teak, Sal, Bamboo, Rosewood, Sandalwood and Neem. We can also find fauna like different types of Deers, Hares, Elephants, Tigers, Leopards, Peacocks, several species of Birds.



Fig-2.3: Deciduous Forest



Let's Do

- Locate the areas of deciduous forests in an outline map of India.



Think & Respond

- Trees in deciduous forests shed their leaves. When and why?
- Have you ever seen the beauty of deciduous forests? Describe the beauty of the forest.



Fig-2.4: Thorny and shrub Forest

3. Thorny and shrub forests:

They grow in areas with little rainfall and high temperature. Due to the arid climate most of the trees in these forests are sharp, thorny and bushy. This is to prevent the transpiration. Leaves of the plants are small and some modified as thorny like in cactus plant. These forests are located in the Deccan plateau and the desert regions of India. We can see flora like Acacia, Bramhamudu, Nagajamudu, Thumma (Babul) and Plum.

4. Mangrove forests / Littoral forests:

These forests are also known as swamp forests. These forests grow mostly on the sea coasts where the soil gets affected by tidal waves. The vegetation here got adapted to saline water and tidal waves. The type of vegetation here has aerial roots for respiration. We can find natural vegetation like Mangrove, White mangrove, Sundari, Ponna, and Boddu ponna. We can see a variety of fauna and fishes. These forests are located in coastal areas, brackish water areas and Sundarbans in West Bengal.



Fig-2.5: Mangrove Forest



Let's Do

- Locate the areas of Thorny and shrub forests in an outline map of India.



Think & Respond

- Mangrove forests are natural protectors of sea coast. Discuss.

5. Montane forests:

These types of forests grow in mountain or hilly areas. These forests grow in cold climatic regions. Their leaves are long and pointed and cone shaped to drain off snow or rainwater from their leaves. Different kinds of coniferous forests are seen in the Himalayan region. Spur, Fir, Willow, Deodar, Silver fir grow in these forests. we see animals like Musk deer, Snow leopard in these forests.



Fig-2.6: Montane Forest



Do You Know?

According to Indian State Forest Report (ISFR) 2019.

- Total area under forest and tree cover in India is 807,276 sq. km. That is 24.56% of the total area. In the global position of forest area, India ranks at 10.



Let's Do

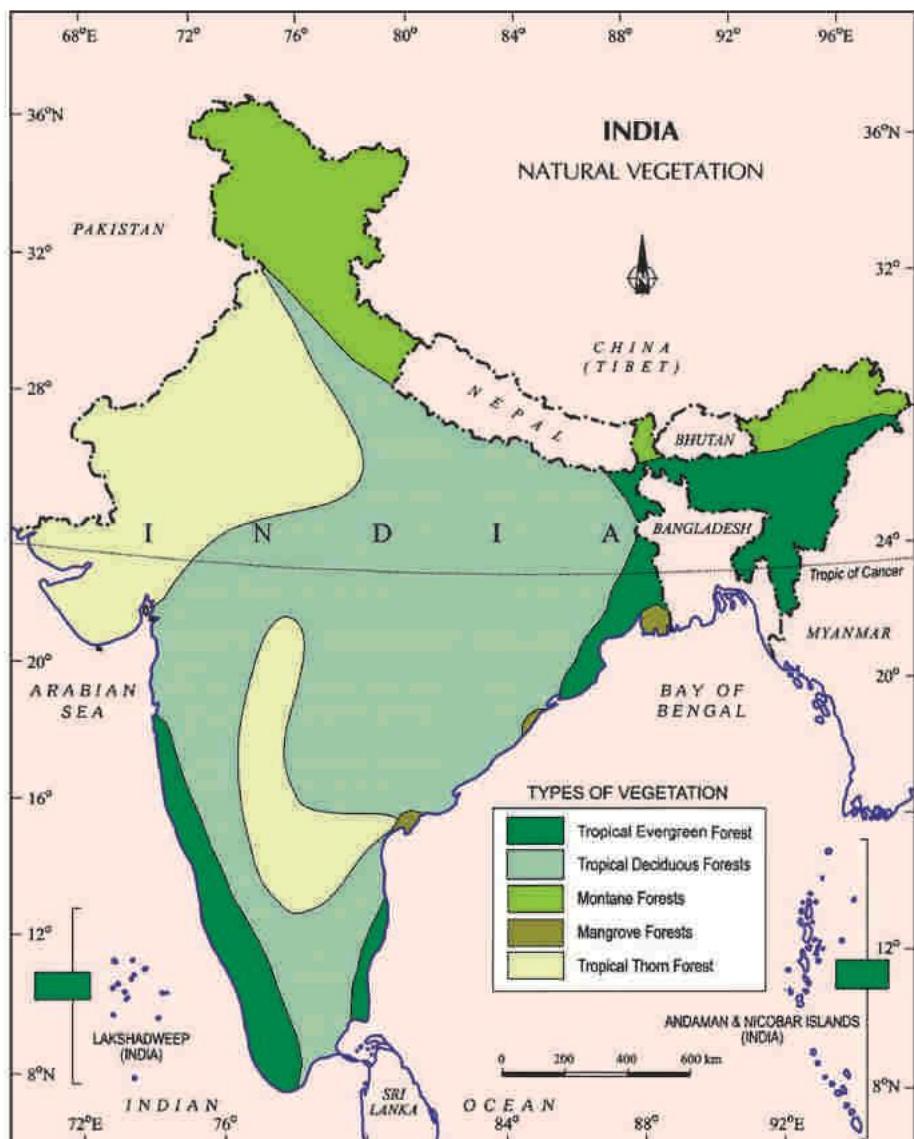
- Locate the areas of Montane forests in an outline map of India.
- Fill up the following table

Types of forests	Extent	Flora	Fauna
Evergreen forests			
Deciduous forests			
Thorny forests			
Mangrove forests			
Montane forests			

2.2.1. Forests in India:

According to the National Forest Policy-1952, forest should cover 33% of surface of total area, 20% in plain areas and 60% in mountain and hilly terrains. In terms of area, Madhya Pradesh has the largest forest cover in the country followed by Arunachal Pradesh while Haryana has the lowest.

India has the vast area of 3.28 m sq. km and 30 degrees of latitudinal extent (India is spread over an area of 3,214 km from north to south). We find various kinds of forests and a variety of vegetation.



Map-2.1: Forests in India

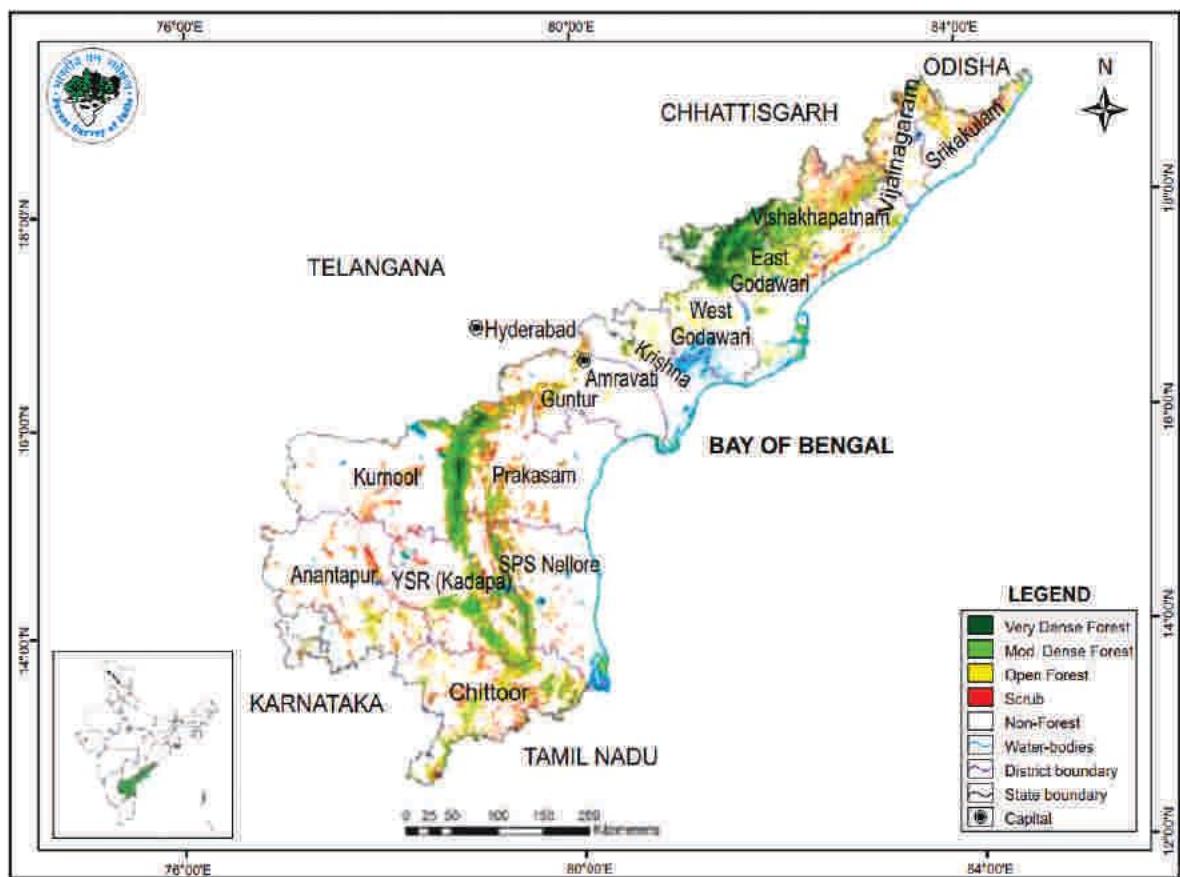


Think & Respond

- Observe the above map. Which state has more forest cover. Give reasons.
- Which state has less forest cover. Give reasons.
- The Western side of the Western Ghats is covered with thick forest than the Eastern side. Find the reason.

2.2.2. Forests in Andhra Pradesh:

As per Indian State Forests Report 2019, Andhra Pradesh has a forest cover area of 37,392sq kms, which amounts to 22.94% of the total geographical area. YSR Kadapa district has the highest notified area under forest cover and Krishna has the lowest. In terms of density Vishakhapatnam district is in the first position and Krishna is in the last position. The forests in Andhra Pradesh extend from Simhachalam hills in the North to Seshachalam hills in South. Nallamala forest is the largest one.



Map-2.2: Forests in Andhra Pradesh

Let's Do

- Observe the above Andhra Pradesh map. Which districts have more forest cover and which districts have less forest cover.
- Which type of forests do you find in your district?

Forests in Andhra Pradesh are mainly divided into four types based on rainfall, climate, and type of soils.

1. Moist deciduous forests
2. Dry deciduous forests
3. Shrub forests (Thorn forests).
4. Tidal forests



Think & Respond

- What are the uses of Red Sandalwood and Sandalwood?

1. **Moist deciduous forests:**

These forests grow in areas with a rainfall of 125 cm to 200 cm. These forests spread over the agency areas of Srikakulam, Visakhapatnam and East Godavari. The trees that grow in these forests are Vegi, Egisa, Bamboo, Maddi, Bandaru, Jittegi and Sal.

2. **Dry deciduous forests:**

These forests grow in areas with rainfall ranging from 75 cm to 100 cm. They spread over the districts of YSR Kadapa, Kurnool, Anantapur and Chittoor. Maddi, Teak, Billu, Velaga, Egisa, Neem, Buruga, Moduga and Red sandal trees are the important trees that grow in these forests.



Do You Know?

Red sandalwood is one of the rare species grown in Seshachalam forest in the districts of Kadapa and Chittoor. It has a prominent place in the economy in terms of production.

3. **Shrub forests:**

They grow in areas with a rainfall below 75 cm. These forests grow in YSR Kadapa, Kurnool, Anantapur and Chittoor districts (Rayalaseema region). The plants that grow in these forests are Tumma (Babul), Bulusu, Regu etc.



Do You Know?

Kalivikodi that lives in Sree Lankamaleswara abhayaranyam in Kadapa district has been notified as rarest species by IUCN (International union for conservation of nature and natural resources).



Fig-2.7: Kalivikodi

4. **Tidal forests :**

Andhra Pradesh has a coastal line of 974 km. These forests exist along this coastline. Example, Korangi region of East Godavari. Uppu ponna, Boddu ponna, Urada, Mada, Tella Mada, Patri Teega and Balabandi Teega trees are grown here.

Various kinds of animals such as Mongoose, Eagle, Squirrel, Wild Deer, striped Squirrels, Bear etc. habitats in forests of Andhra Pradesh. Thirteen wildlife sanctuaries and three national parks are established in Andhra Pradesh to protect flora and fauna.



Let's Do

Fill up the following table

Types of forest	extent	flora
Moist deciduous forests		
Dry deciduous forests		
Tidal forests		

Tribes in Andhra Pradesh :

A tribe is a social division in a traditional society consisting of families linked by Social, Economic, Religious, Cultural or Dialectal similarities. Some groups of people have been recognized as primitive tribal groups. They are Bondo, Chenchus, Konda Reddies, Konda Savaras etc. Some other tribes are Gond, Yerukalas and Yanadis.



Chenchus are an aboriginal tribe whose traditional way of life is based on hunting and gathering. They speak Chenchu language. We can see them in Nallamala forest.

Fig-2.8: Chenchu Tribe



Do You Know?

Forest department was established by the British in 1864. It prevented the tribal people from entering into the forest independently. The British forest department officials exploited the helpless tribal people. They cheated them constantly and harassed them. The tribal people fought against them for their rights on the forest. Finally, the government realised that the protection of forests was impossible without the active role of the tribal people. The national forest policy 1988 declared that the primary task should be to associate the tribal people in the protection, regeneration and development of forests.

- Now the Govt. of Andhra Pradesh has started Eco-tourism, initiative taking up for the creation of new community-based Eco system centres and strengthening the existing eco-tourism centres by involving local tribes in Andhra Pradesh.



Think & Respond

- Why do tribal people reject to leave the forests?

2.4. Uses of Forests:

Uses of forests can be divided into four categories

- **Consumptive use:** Forests provide consumer goods like fruits, honey, tubers, firewood, etc...
- **Marketing:** Timber, Bamboo, medicinal plants etc
- **Balancing Ecosystem:** Plants absorb carbon dioxide and release oxygen, minimise the temperature in atmosphere, reduce air pollution, roots help to prevent soil erosion.
- **Research:** Many researches are being done for the sake of forest conservation as well as for the sake of getting utilities from the forests.

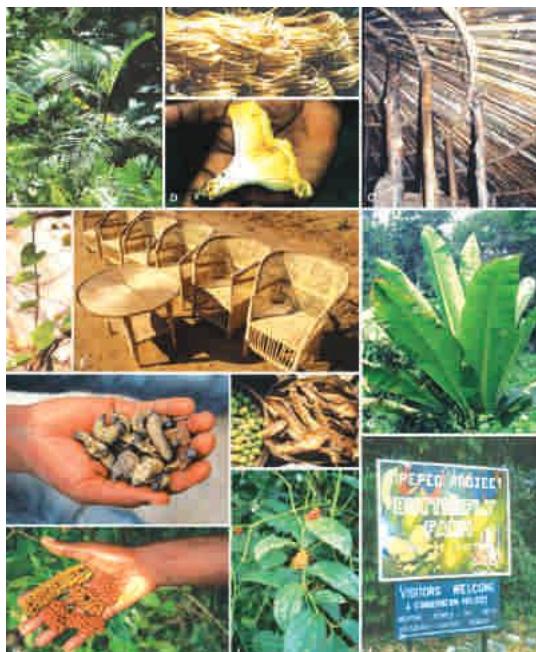


Fig-2.9: Products of Forests



Think & Respond

- What is the role of forests in conservation of environment?
- Write a list of items made from forest products in your surroundings.

2.5. Issues and Reasons for Deforestation:

Deforestation is the cutting of trees in a large area, or the destruction of forest by people. We know that the forests are an important part of our national wealth in terms of ecology and economy. Forests are exploited by us for our needs and greed. Let's look at some of the reason for deforestation.

- Converting the forest land into agricultural land.
- The construction of roads and dams.
- Timber.
- Industrial purposes.
- Mischievous behaviour of setting the forests on fire by some people causes great loss.

Deforestation leads to unavoidable consequences such as, global warming, pollution, soil erosion, loss of habitat of wild animals, shortage of food, forest produce and imbalance of eco-system. It also leads to natural calamities like floods, droughts etc.



Think & Respond

- What are the reasons for deforestation?
- What are the consequences of deforestation?
- Suggest a few measures for afforestation!

2.6. Social Forestry and Conservation of Forests :

Social forestry is a concept taken up for conservation of forests and afforestation in barren and deforested lands, for the purpose of helping environment, social and rural development. Social forestry refers to the management of forests for the benefits of local communities. The Government has undertaken social afforestation to reduce air pollution and promote a variety of industries. It is also aimed to increase greenery in and around industrial areas, barren lands.



Let's Do

- Prepare some slogans on social forestry.
- Plant a tree on your birthday and take care of it.
- Gift a plant on important occasions to your friends and relatives.



Think & Respond

- Do you observe any plantation of trees in your surroundings? What are the uses of plantation?



Do You Know?

Year	Act / Incident
1894	The Forest Law
1950	Forest Festival
1952	National forest Policy
1980	Forest Conservation Act
2006	Forest Rights Act



Explore

- Go through library books or browse internet to know more information about the given forest acts.

Forest rights Act -2006

The Forest Rights Act, India or the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act is also known by other names like the Tribal Rights Act or the Tribal Land Act. It deals with the rights of the communities that dwell in the forests, over land and other resources, which have been denied to them over the years because of the continuation of forest laws from the colonial era in the country. In December 2006, the Forest Rights Act was passed which accords legal recognition to the rights of traditional forest-dwelling communities and partially corrects the injustice caused by colonial-era forest laws.

Importance of Forest rights Act- 2006

- The act recognizes and vests the forest rights and occupation in Forest land in Forest Dwelling Scheduled Tribes (FDST) and Other Traditional Forest Dwellers (OTFD) who have been residing in such forests for generations.
- The act also establishes the responsibilities and authority for sustainable use, conservation of biodiversity and maintenance of ecological balance of FDST and OTFD.
- It seeks to rectify colonial injustice to the FDST and OTFD who are integral to the very survival and sustainability of the forest ecosystem.

Conservation of forests :

Forests play a vital role on the Earth. The government is promoting social afforestation. It promotes the participation of people in planting and conservation of forests. Outer areas of habitations and barren lands should be used for afforestation by involving people in conservation of forests through various programmes like Vana Mahostav and Vanam- Manam etc. As a part of Vana Mahotsav plants and seeds are distributed to public.



Let's Do

- Make a poster about conservation of forests.
- Celebrate Vana Mahostav in your school/locality and plant a few plants and notice their growth.

Slogans : "Plant a tree, plant a tree, so that next generation can get air for free". Do not make trees rare, we should keep them with care".



Glossary

<i>Flora</i>	: The plants of a particular region
<i>Fauna</i>	: The animals of a particular region
<i>Dense forest</i>	: The trees that grow close together.
<i>Climate</i>	: The weather conditions prevailing in an area over a long period.
<i>Transpiration</i>	: The exhalation of water vapour through the stomata.
<i>Sundarbans</i>	: The dominant mangrove species in West Bengal.
<i>Coniferous trees</i>	: Shrubs having needle shaped leaves.
<i>Urbanization</i>	: Population shift from rural to urban areas.
<i>Aboriginal</i>	: Inhabiting in a land from the earliest times.
<i>Global Warming</i>	: Rapid increase in Earth's average surface temperature.
<i>Soil Erosion</i>	: Gradual removal of top layers of the Earth.



Improve Your Learning

I. Answer the following questions.

1. Mention the types of forests in India.
2. Describe briefly about the evergreen forests.
3. Describe the features of deciduous forests. Explain about flora and fauna of these forests in India.
4. Explain in detail about the thorn forests in India?
5. Prepare some slogans on “conservation of forests”
6. “Forests are essential for us, but we destroy them.” Respond on this.
7. List out the resources of the forests used by you in your daily life.
8. Read about policies of forests and Fill in the following table.

<i>Year</i>	<i>Name of the policy</i>	<i>Objectives</i>
1894		
1952		
1980		
1988		

II. Choose the correct answer.

1. Which forests are green throughout the year? []
 - a) Deciduous forests
 - b) Evergreen forests
 - c) Tidal forests
 - d) Mangrove forests.
2. Which of the following is not the slogan of conservation of forests? []
 - a) save the trees save the earth.
 - b) save nature save future.
 - c) Greener for better environment.
 - d) Good food good life.
3. Which of the following one is not a forest product? []
 - a) Timber
 - b) Honey
 - c) Plums
 - d) Bread
4. In which year was the National Conservation Policy enacted by the Central government? []
 - a) 1984
 - b) 1950
 - c) 1952
 - d) 1980
5. Which of the following forests have a variety of snakes and insects? []
 - a) Evergreen forests
 - b) Deciduous forests
 - c) mangrove forests
 - d) Thorny forests

III. Match the following.

1. Group-A

1. Evergreen forests
2. Deciduous forests
3. Montane forests
4. Mangrove forests

Group-B

- a) Snow Leopard.
- b) Variety of fishes.
- c) Lion tailed macaque.
- d) Different kinds of deers.

2. Group-A

1. High rainfall
2. Little rainfall
3. Coastal line
4. Mountain region

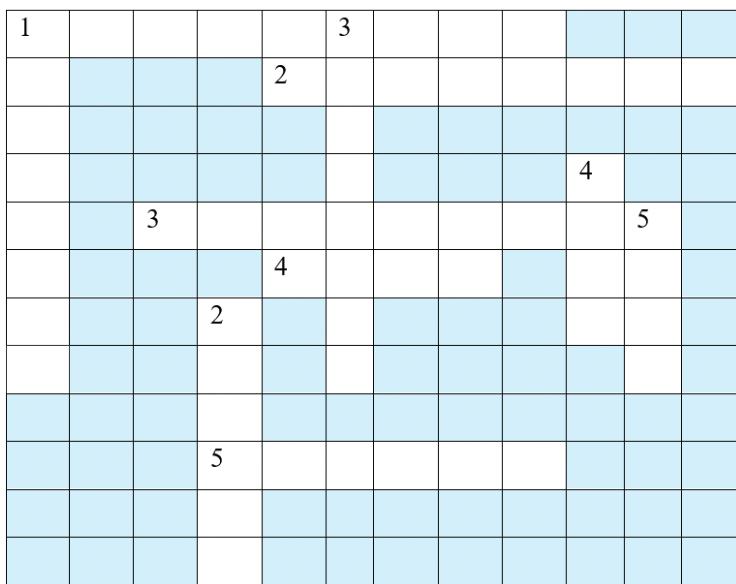
Group-B

- a) Mangrove forest.
- b) Montane forests.
- c) Evergreen forests.
- d) Thorny forests



Puzzle

Solve the puzzle with the words related to given hints.



CROSS

1. Largest hills in Andhra Pradesh (9).
2. Flora in evergreen forests (8).
3. These are known as Selvas (9).
4. Product of forest (4).
5. Raw material for Paper (6).

DOWN

1. Hills in Tamilnadu (7).
2. Product of forest (6).
3. Forest in coastal region (8).
4. Product of forest (4).
5. Flora in deciduous forest (4).



Project Work

- Prepare a model of forest use with natural material.

LESSON 3

Learning through Maps



Learning Outcomes

The learner is able to

- understand and use the index of a map like Title, Scale, Symbols, Colors, patterns in map reading, pointing and drawing.
- understand various types of maps like Political, Physical, Thematic and Historical and their uses.
- locate important countries in the world map, states in the India map.
- analyse various types of maps.
- prepare various types of maps.



Key Concepts

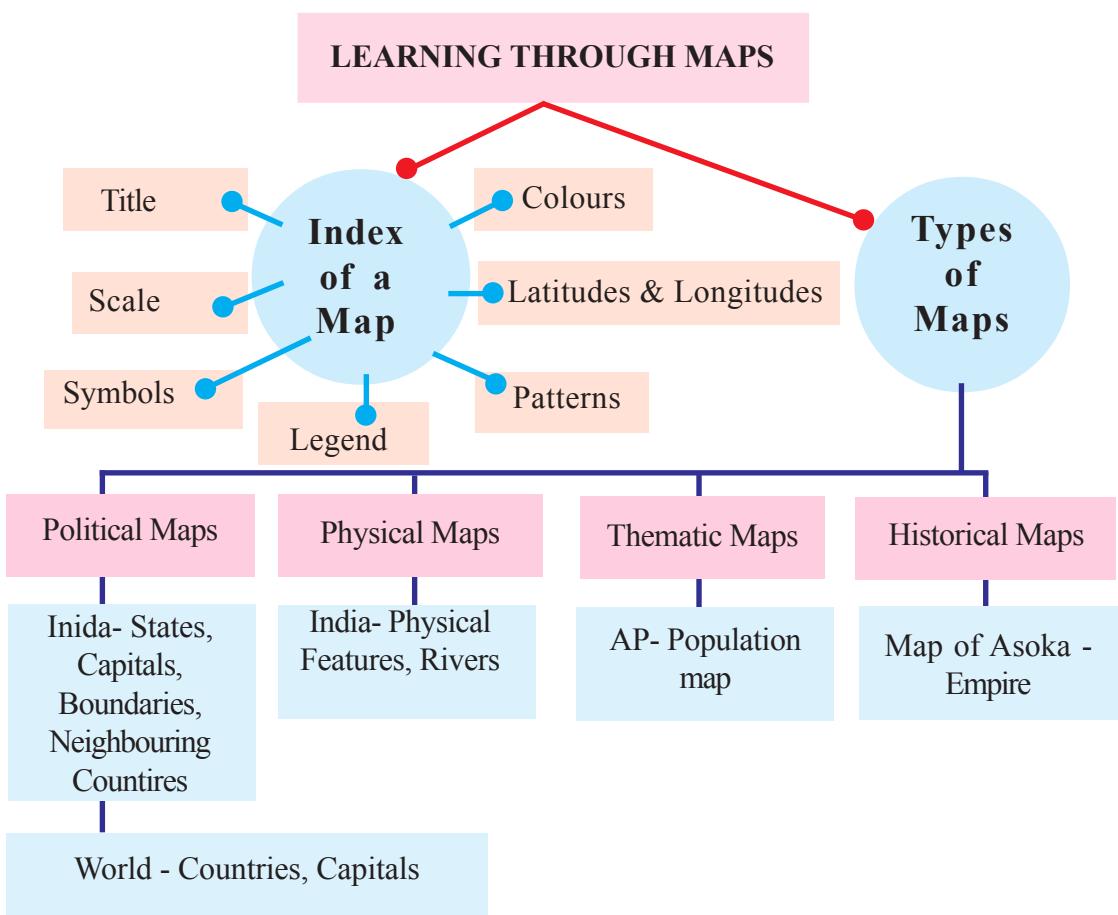
- 3.1. Index of a Map
- 3.2. Types of Maps
 - 3.2.1. Political Maps
 - 3.2.2. Physical Maps
 - 3.2.3. Thematic Maps
 - 3.2.4. Historical Maps



Map-3.1: Route Map
between two places

Observe the given map and respond.

- What do you notice in the map?
- What does the blue mark in the map indicate?
- Name the neighboring countries of India?
- Can you name any two states in the given route?
- What are the different means of transportaion shown in the map?



Maps make our travel easier and accurate in guiding us towards the destination. Earlier travellers had to face difficulty in estimating the distance, direction and location of the place. Ex: Columbus, in his voyage supposed to reach India travelling from the west but could reach America. After many unsuccessful attempts of finding a new sea route to India, Vasco Di Gama reached Calicut in 1498 AD. Magellan was the first person who voyaged across the Globe.

The sailors and travellers had a great contribution in map-making. Cartographers collected information from them in making maps. We can find references from the history of making maps in cave paintings. The Sumerians, Babylonians used clay tablets as maps. Later, the Greek map makers Anaximander, Hecataeus, Herodotus prepared maps from arranging the places from west to east. Greeks applied the concept of Latitudes and Longitudes in map making. The efforts of Ptolemy were remarkable and widely used by Cartographers. Gerardus Mercator introduced a method called projection that brought a great change in map-making.

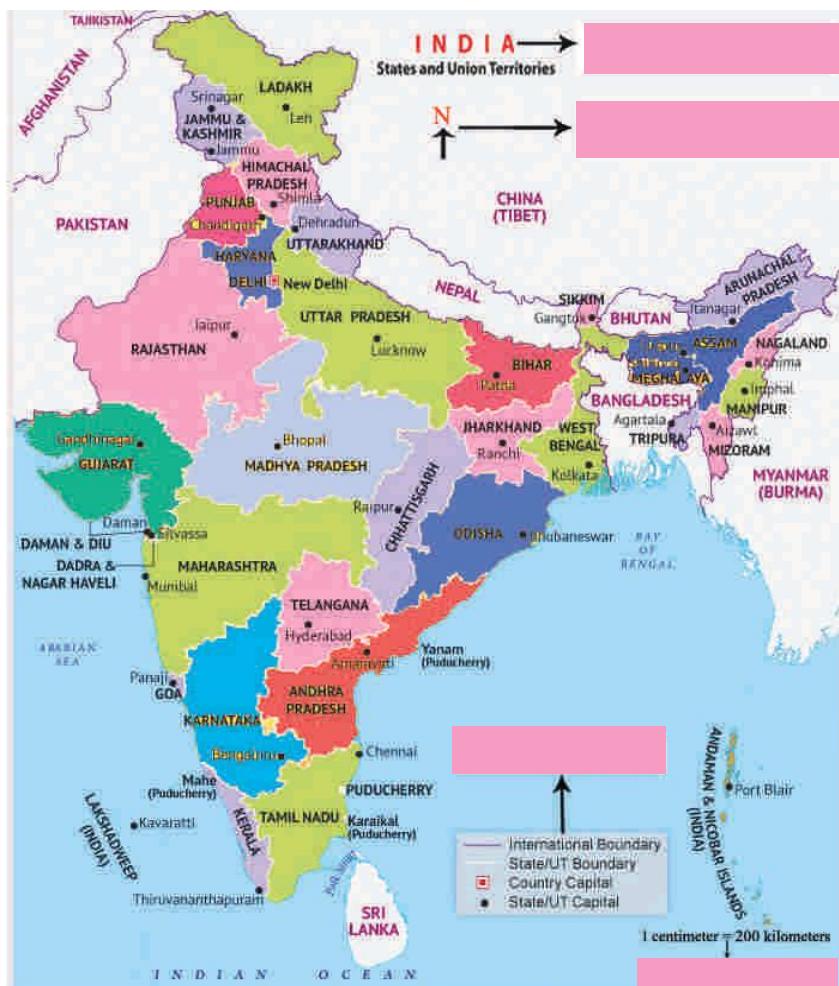
3.1. Index of a Map :

Dear students... you have an introduction of scale, directions, symbols and colours used in map in the previous class as elements of a map. These are parts of the index of a map. Let's discuss how to use these elements in reading, pointing and drawing a map.



Let's Do

Identify the elements of the map and write their names in map 3.2.



Map-3.2: India States and capitals

Title : Title of the map says about the theme or subject of the map. It reveals the content and items to be discussed. Generally, it is placed on the top of the map.

Directions: Generally, maps are prepared showing the North direction on the top of the map. The direction can be noticed with the help of the arrow on the right top corner.



Let's Do

- Name the cardinal and intermediate directions in the adjacent image.
- If you want to travel from Bengaluru to Itanagar, from which direction you have to travel?



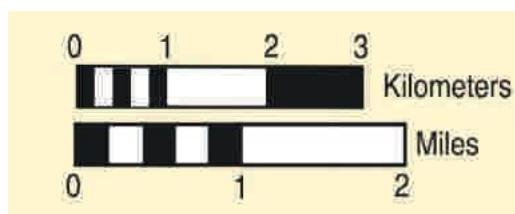
Scale: It resembles the ratio of corresponding distance in map to actual distance. It is expressed in three types.

- **Statement scale (Verbal Scale) :**

It is in the form of a sentence and easy to read / understand. Ex: 1cm=10kms

- **Graphical (Linier) scale:**

In the expansion or reduction of the size of map, the scale given in this also changes accordingly.



- **Representation fraction (RF):**

The ratio shown in the scale enable the reader to convert the measuring unit conveniently as per their required units. For example inches, centimetres, kilometres or miles. Whatever may be the unit of measurement, the ratio remains the same. Ex: $1^l : 10,000^l$



Let's Do

Fill up the given table based on the scale given in the map-3.2.



Think & Respond

What is the use of scale in a map?

Places : From - To	Distance in the above map	Actual Distance
Chennai to Hyderabad	3 CM	
Mumbai to Bhuvaneswar	5 CM	
Panaji to Thiruvananthapuram	2.5 CM	
Gandhinagar to Jaipur	2 CM	
Kolkata to Ranchi		3000 KM
New Delhi to Kohima		2200 KM

Conventional Symbols: It is difficult to show actual items of a place in a map. Map makers use symbols to show their location in a map. The Survey of India uses conventional symbols in the preparation of toposheets. Some conventional symbols are given below.



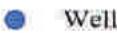
Distance Stone



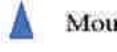
Grave



Mountain Range



Well



Mountain peak



River



Tank



Think & Respond

Why do we use symbols in a map?



Explore

Explore more conventional symbols used by the Survey of India in the preparation of a map with the help of Atlas or through internet.

Colours: Colours used in physical maps, thematic maps convey specific information. Generally, the following Colours are used in maps.

As Per Height

Green		: Plains (low lands - 0-100 MSL)
Yellow		: Plateaus (200-1000 MSL)
Orange		: Height (1000-3000 MSL) .
Violet		: 3000-7000 approx. from MSL
White		:7000-8000 MSL



Do You Know?

Mean Sea Level: As the sea level across the Globe is more or less equal, the scientists observed the concept of Mean Sea Level. That means the average of the sea level is the same. To measure the elevation of a place MSL is taken as the base line.

As per Themes

Dark Green		: Forest	Light Red		: Wastelands
Light Green		: Grasslands	Light Blue		: Tanks, Rivers, canals etc.
Yellow		: Plateaus	Dark Blue		: Seas and Oceans
Dark Grey		: Mountains	Brown		: Land useful for agriculture
Light Grey		: Hills	White		: Places where minerals are available
			Black		: Boundaries

Patterns: Patterns are special provisions used in the map to describe the variable information of a particular theme. They provide quantitative, qualitative details of information to the given statistical data (density of population, distribution of population), types of particular concepts... (soils, forests) Ex:

Legend: A table of symbols or tools used in the map are explained briefly to understand or interpret the features of the map. It is seen in any corner of the map.

Latitude and Longitudes:

These provide the basic information in identifying the location of a place. They are also useful to guess the climate and local time of a place as a part of map reading.

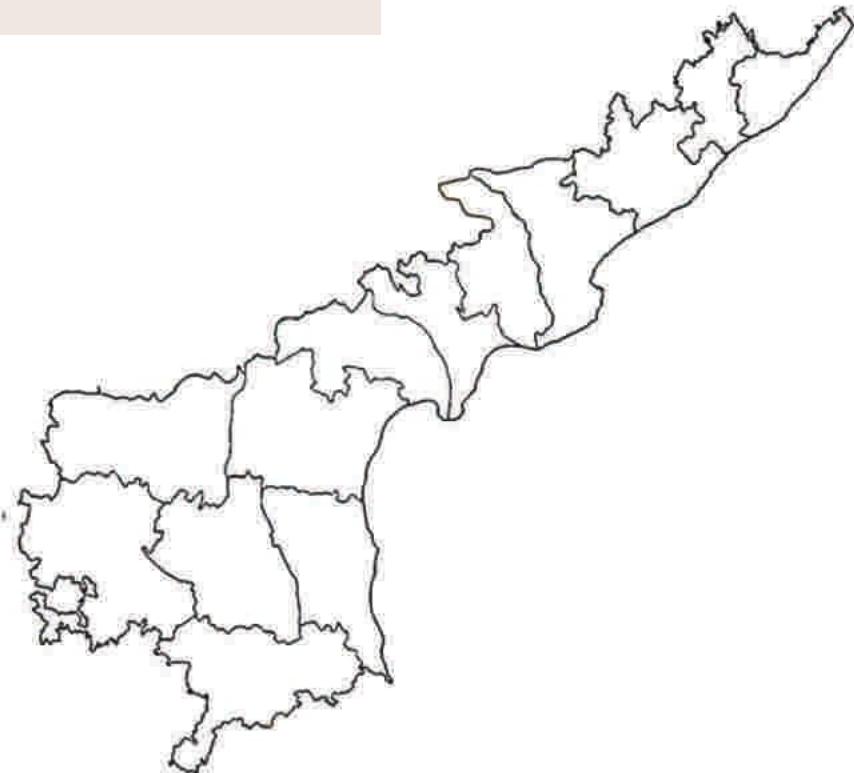


Let's Do

Prepare a Physical Map of Andhra Pradesh by using the elements discussed in the Index of the map

Legend

-----	State Boundary
- - - - -	District Boundary
— — — —	Railway
— — — — —	Golden Corridor
— — — — —	North-South corridor
— — — — —	National Highway
— — — — —	Coastal Road
★	State Headquarters
●	District Headquarters
•	Other Places



Map-3.3: Andhra Pradesh Map

3.2. Types of Maps :

Maps are the key resources to know the details of a place. They are useful in understanding the physical features, location and various topics related to a country or state or a place. Recall the types of maps that you have learnt in class VI.



Think & Respond

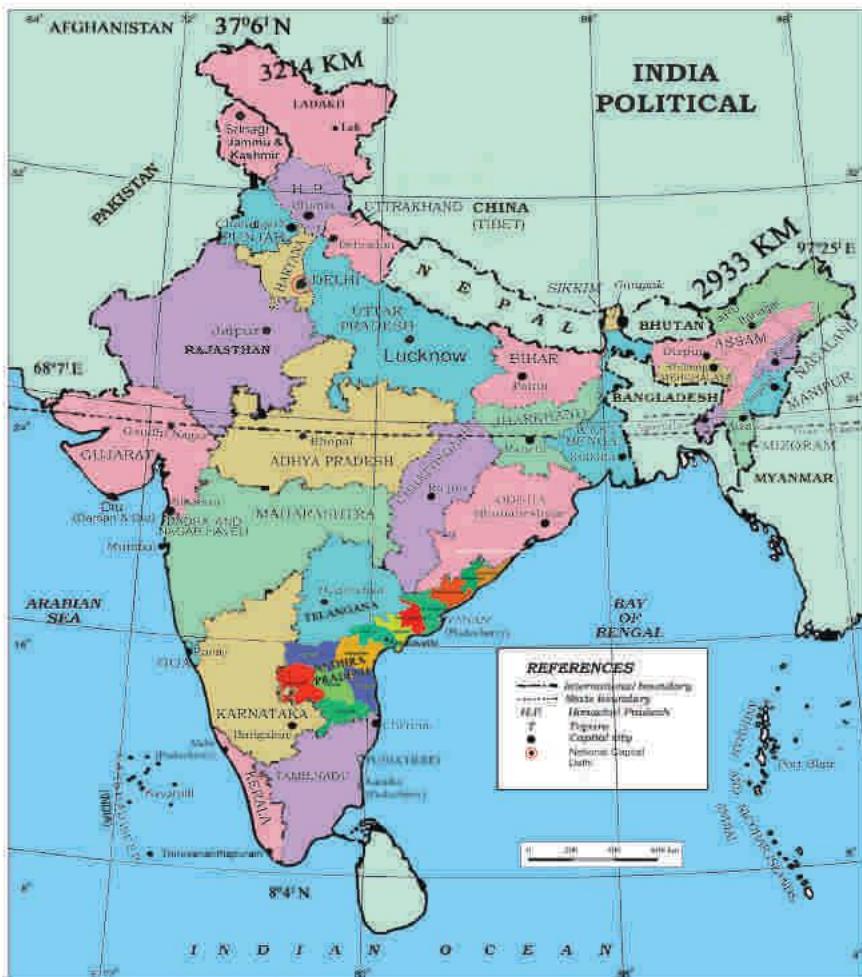
- Name the types of maps.
- What do they denote?

Maps are classified on the basis of scale, theme and content in the map. Along with the Political, Physical and Thematic maps, we will discuss about Historical maps. Let's study these maps with the help of the elements in the Index of a map.

1. Political Map:

Political map shows the administrative units, neighbouring countries, boundaries, capitals etc. We also get information about the location of a place. The thickness, colour, pattern of boundary lines of a place says about the type of the region like state, district etc. There is no significance for colours used in political map.

For the study of a political map, the knowledge of Latitudes and Longitudes helps us to identify the location of a place or a country in the world map. For easy identification of states, one of the suggested techniques is observing and practicing coastal states, states with land frontiers and the rest ones. To remember the location of a place grid, corners /distance of a boundary line, etc. can be followed:



Map-3.4: India- Political Map



Let's Do

- Fill up the following table with the help of the India Political map (Map-3.4) that shares land frontier.

S.No	Neighbouring Country	States that share borders with

Location and extent of India:

India is the seventh largest country in the world with an area of 3.28 million square kilometers. It has 28 states and 8 Union Territories. India is located in the southern part of the Asian continent. It is located between the northern latitudes of $8^{\circ}41'$ - $37^{\circ}6'$ and between the eastern longitudes of $68^{\circ}7'$ - $97^{\circ}25'$. Tropic of cancer runs half way through the country.



Let's Do

- Prepare the list of States and Union Territories; write their capitals.
- Take an outline map of India, draw the boundaries of states and locate their capitals.



Think & Respond

Observe the given political map (Map-3.4)

- Name the state closest to equator.
- What is tropic of cancer?
- Name the states through which the tropic of cancer runs.



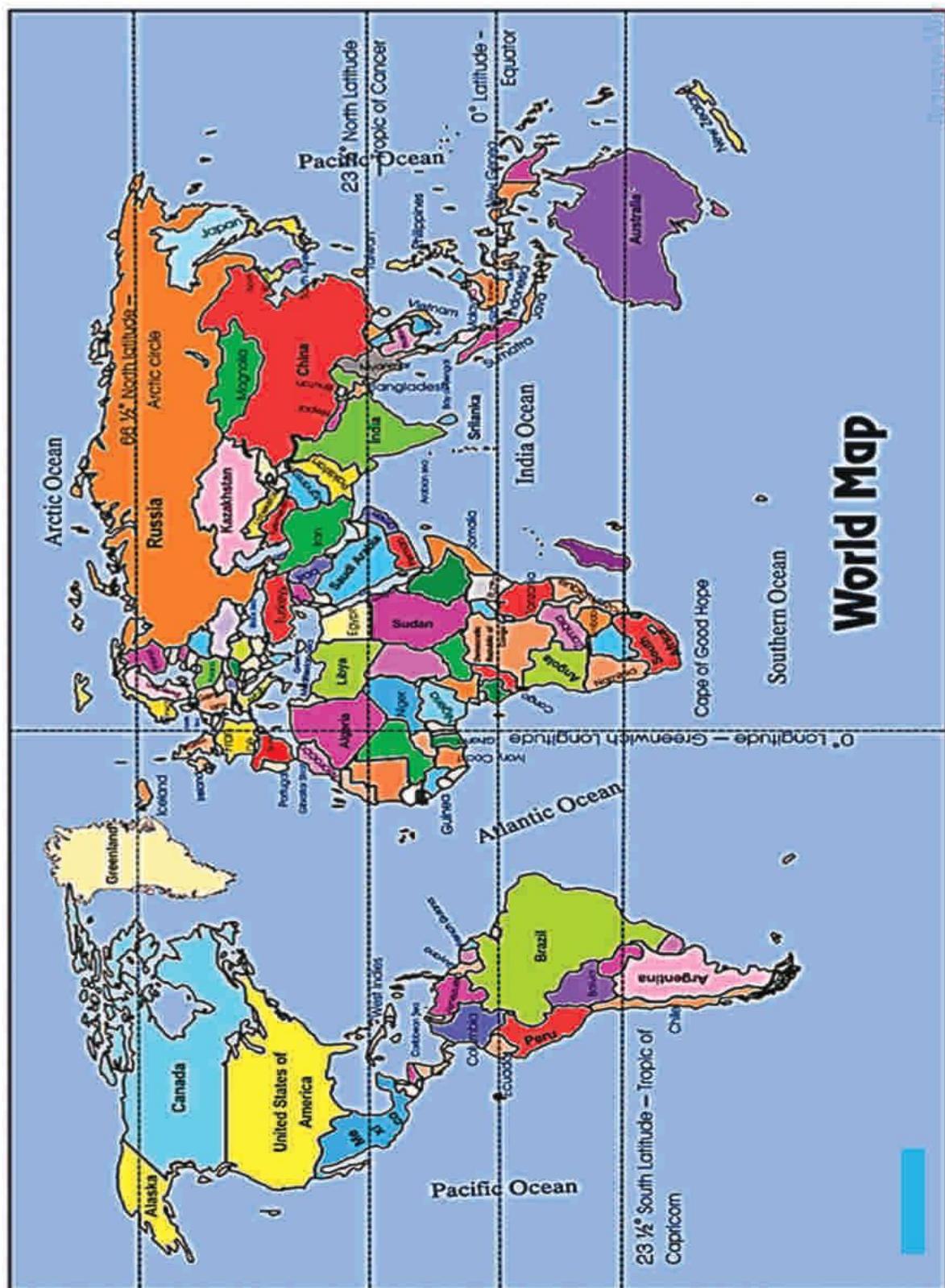
Do You Know?

Grid: It is the network of latitudes and longitudes. It helps to know the exact location of a place on the Globe. To read the information in a grid, latitude is observed first and then longitude.



Explore

- Explore the location of Andhra Pradesh with the help of Atlas.



Map-3.5: World- Political Map

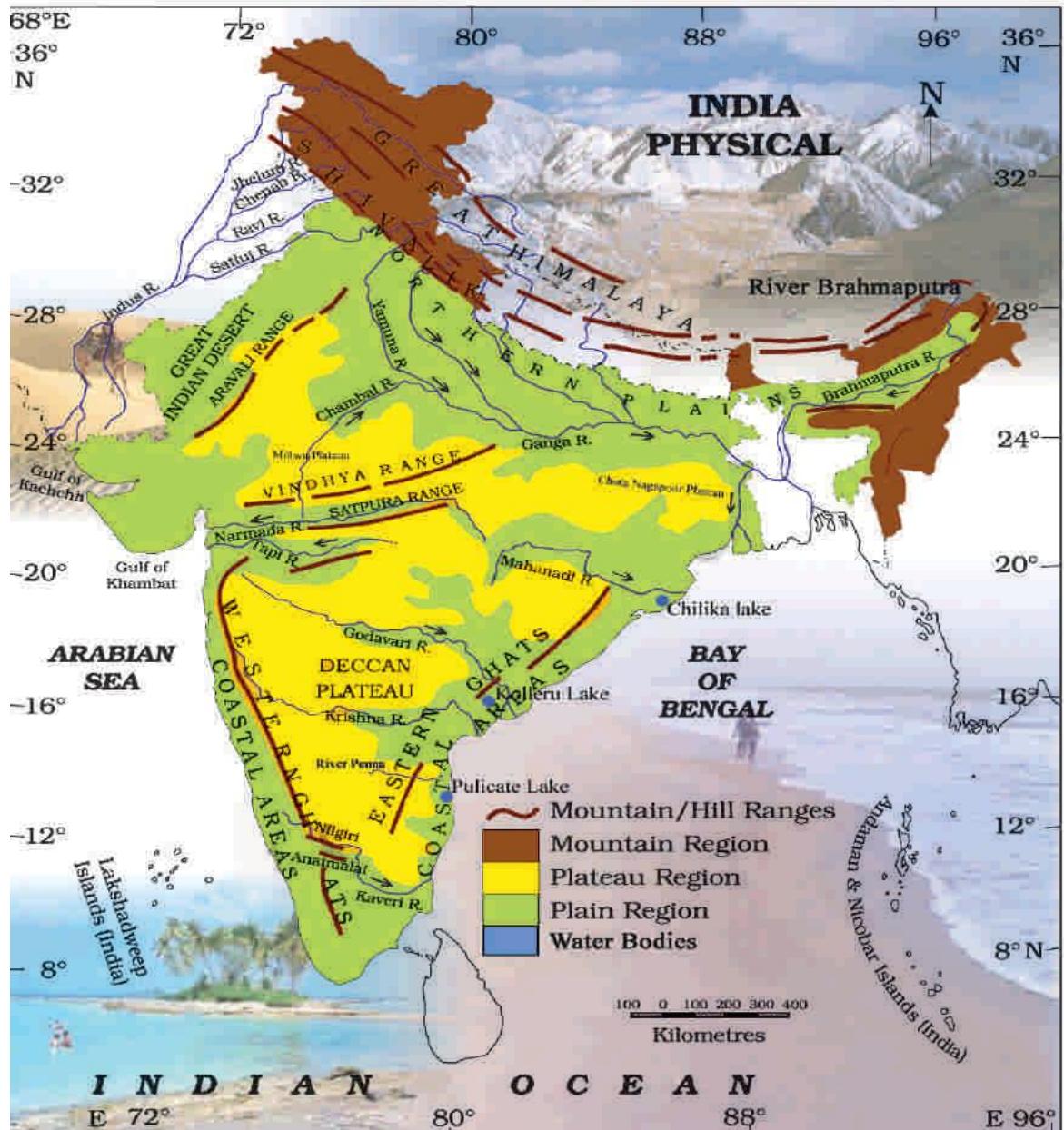


Let's Do

- Prepare the list of Continents and a few important countries in each continent based on map-3.5.
- Name the continents through which the Equator runs.

2. Physical Map:

The map that shows the information about the physical features of a place like mountain ranges, hills, plateaus, plains, rivers, deserts, lakes, highlands etc. is called a physical map.



Map-3.6: India- Physical Map

Reading a physical map requires the application of elements in the index of a map. Let's take the physical map of India. Observe the green shades in the map. Remember these are plains. Parts of north India and coastal regions come under this. The orange shades to brown colour shows the elevation of land forms viz., hilly regions, highlands, plateaus. The violet, shows the higher elevations whereas the white shows the snow-capped mountains in Himalayas. The blue shades in the map shows the water bodies. The rivers originated in the Himalayas; Peninsular plateau can be noticed in map. Conventional symbols are used to locate rivers, mountain ranges/peaks, ponds etc.



Let's Do

- Prepare a raised relief map with the guidance of your teacher.
- Fill up the following mind map with the help of the India- physical map (map-3.6).

Mountain Ranges & Peaks:

Rivers- Lakes:

**Physical
features
of India**

Plains:

Plateaus:



Think & Respond

- The rivers originated in western ghats flow towards east and join Bay of Bengal. Discuss with your teacher.
- Classify the rivers based on the seas they join. Name these rivers.
- Mention land forms of Andhra Pradesh.



Explore

- With the help of the Atlas explore about extension of various mountain ranges and the highest peaks in those respective ranges.
- Explore physical features of India with the help of the Atlas or go through the internet.

Contour Lines:

The imaginary lines that connect the places of equal heights are known as Contour Lines. They are used to illustrate the topography of a place. The distance between two lines shows the difference in elevation. If the contour lines are close to each other the slope of the land is less and vice versa.

Let's take an activity to understand the transformation of three-dimensional concept (length, breadth, height) into two dimensional.

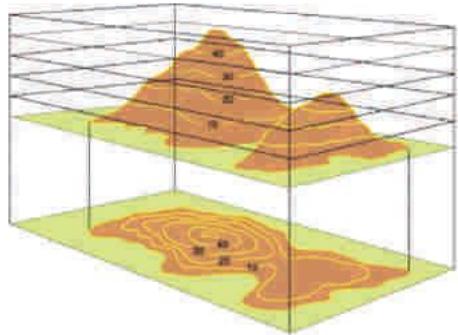


Fig-3.1: Contour Lines



Step-1: Take a piece of Potato

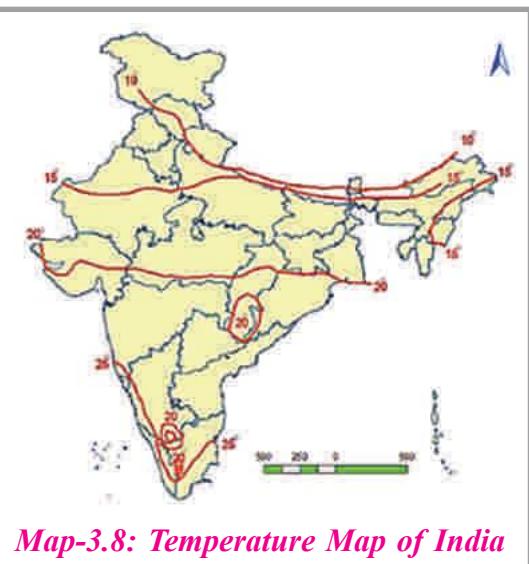
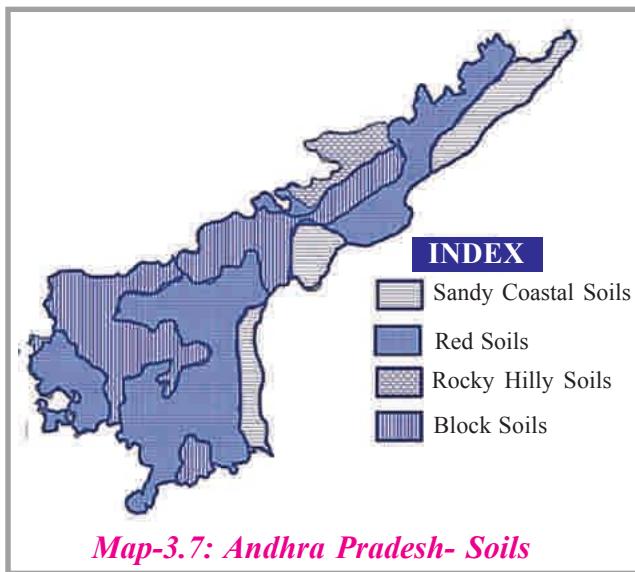
Step-2: Point the height with the scale and draw parallel circles

Step-3: Cut into slices

Step-4: Draw lines by using slices and get contour lines of Potato piece

3. Thematic Map :

Maps that are prepared for a special purpose or on theme are called Thematic maps. For example, Natural Vegetation Maps, Soils Maps, Population Maps, Climatic Maps etc. Toposheets can be prepared for describing a particular place with conventional symbols. Thematic maps are helpful to represent data like population details; to show mineral resources; to show migration etc.





Let's Do

- Based on map 3.7 prepare a table with the distribution of soils. (Consider the type of soil and respective districts).
- Take an Andhra Pradesh map and prepare a Thematic map (Andhra Pradesh-Population Density Map) with the help of the given data.

Census - 2011: AP - population Density per sq KM

S.No	District	Population per Sq. KM
1	Srikakulam	463
2	Vizianagaram	359
3	Visakhapatnam	384
4	East Godavari	413
5	West Godavari	470
6	Krishna	518
7	Guntur	429
8	Prakasham	193
9	SPS Nellore	227
10	YSR Kadapa	188
11	Chittoor	275
12	Kurnool	230
13	Anantapur	213



Do You Know?

Topographical maps:

These maps show the detailed information of a place like relief, topography, agricultural lands, soils, rivers, settlements etc. These are prepared by using the conventional symbols and with detailed information.

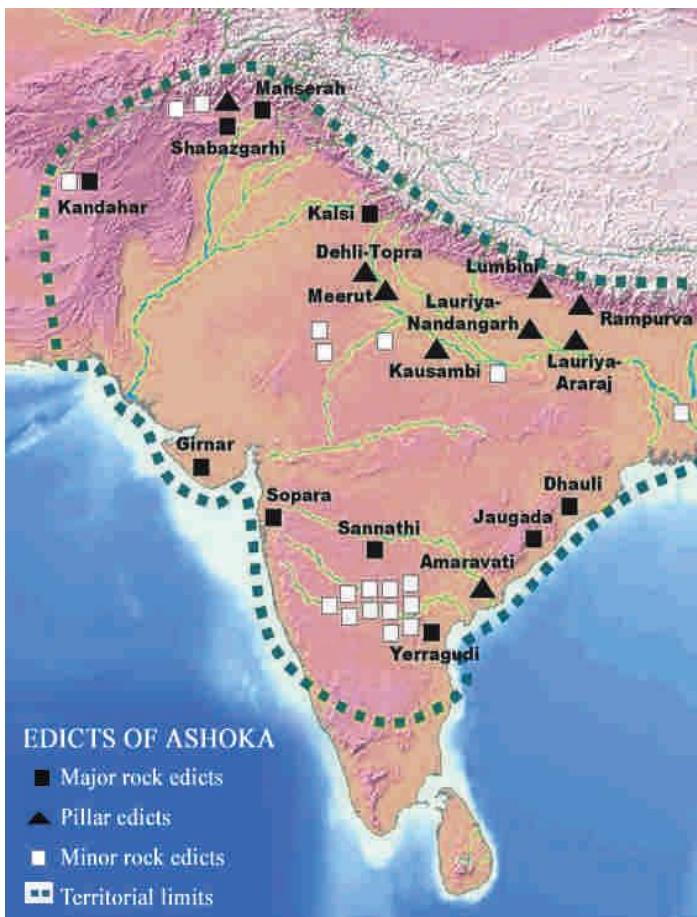
4. Historical Map:

Historians use maps as a key reference to study about the region of a dynasty i.e. Inscriptions, architecture, trade relation etc. information can be noticed with map reading. The Map that shows historical details (particular past period) are known as Historical maps. They provide spatial information like extension of a region, important places, trade routes, sociocultural relations among the places etc. belonging to a particular period. Historians use maps as the key reference to study the region of dynasty. Inscriptions, architecture, trade relation etc. information can be noticed with map reading.



Let's Do

- Prepare a table with edicts of Ashoka and their location in the present states based on map 3.10.



Map-3.10: Edicts of Ashoka Map

Explore

- Use the books in the library and the Atlas to explore various maps of dynasties related to ancient and medieval India.

Do You Know?

Projection:

Projection means showing the shape and directions of continents of spherical globe on to plain surface but with distortions of the shape and directions. The method of Projection was introduced by the Dutch Cartographer Gerardus Mercator.



Glossary

Spatial Information	: Information with direct or indirect reference to a specific location.
Cartographer	: A person who draws maps.
Edicts	: Inscriptions; The official order or proclamation issued by a person in authority.
Toposheets	: Maps that represent the natural and cultural features of a particular area.
Union Territories	: An administrative unit of our country, governed by the central government.
Conventional Symbol	: These are the small pictures that stand for different features on a map used by Survey of India.
Voyage	: A long journey involving travel by sea or in space.
Drainage	: The flow of water, particularly the river systems.



Improve Your Learning

I. Answer the following questions.

1. How do you identify the direction in the map?
2. Scale in map helps to study a place. Discuss.
3. What are the items you need to study a physical map?
4. Describe the location of India?
5. Prepare the list of countries in Asian Continent with the help of Atlas?
6. What are the boundaries of India?
7. Prepare the rough grid of India?
8. Locate the following in outline map of India.
a) Chennai b) Delhi c) Vijayawada d) Visakhapatnam

II. Choose the correct answer.

1. Find the correct sentence. []
a) River Ganga originates in the Himalayas.
b) River Cauvery flows in West Bengal.
c) River Krishna drains into Arabian sea.
d) River Penna flows in Maharashtra.
2. India lies in Eastern hemisphere between the longitudes of: []
a) $14^{\circ}27' \text{ to } 19^{\circ}07'$ b) $77^{\circ} \text{ to } 84^{\circ}40'$
c) $67^{\circ}7' \text{ to } 97^{\circ}25'$ d) $8^{\circ}41' \text{ to } 37^{\circ}6'$
3. Identify the odd one regarding the location of rivers. []
a) Krishna b) Penna c) Brahmaputra d) Cauvery
4. i) Kerala is on west coast. []
ii) Arunachal Pradesh has border with Pakistan.
Note : Answer with the help of above information
a) 'a' is true; 'b' false. b) 'a' is false; 'b' is true
c) Both 'a' and 'b' are false. d) Both of them are true.
5. Identify mismatched pair. []
a) Chennai-Tamil nadu b) Bhopal- Gujarat
c) Jaipur-Rajasthan d) Thiruvananthapuram – Kerala.



Project Work

Prepare a self-made Atlas by using tracing technic for different continents and political map of India, Andhra Pradesh and your district.



R6I2T5

LESSON 4

Delhi Sultanate



Learning Outcomes

The learner is able to

- know about various dynasties of Delhi Sultans.
- understand social, political, economic and administrative system under the Delhi Sultanate.
- appreciate the art, culture, heritage and architectural styles of the Sultanate period.
- locate the historical places of Delhi Sultanate period in the outline map of India.



Key Concepts

- 4.1. What is History? Why do we study History? Sources of History
- 4.2. Rulers of Delhi Sultanate
- 4.3. Social, Political and Economic life
- 4.4. Art and Architecture

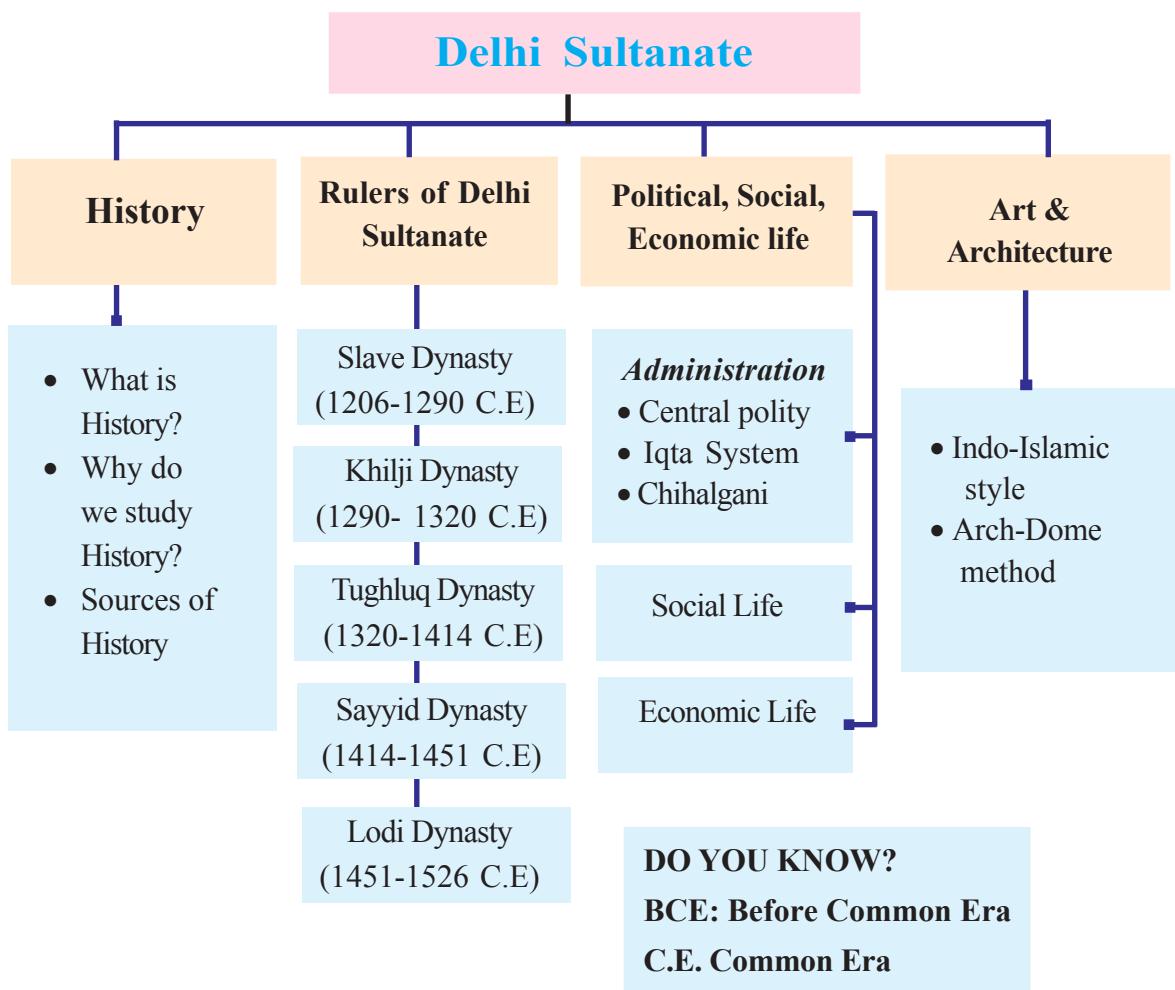


Observe the given Map-4.1 and respond to the following questions.

- Suggest a title to the map given here?
- Find the different kingdoms in South India and list out them.
- Locate any two cities in the map which are still in existence.
- Locate Delhi in the given map and discuss its importance.

Map-4.1: Pre- Medieval India

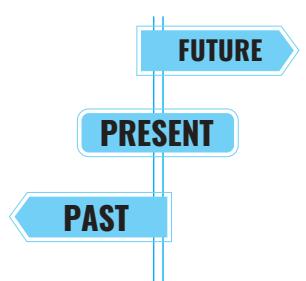
Dear students, we will learn about the regime of Delhi Sultans in this lesson. Delhi Sultans made Delhi the capital of their empire and ruled their domains from 13th century C.E. to 16th century C.E. The past experiences of a society provide valuable lessons to avoid the mistakes of history and lay the foundation for a better future. So it necessitates discussing the importance of History in this chapter.



4.1. History :

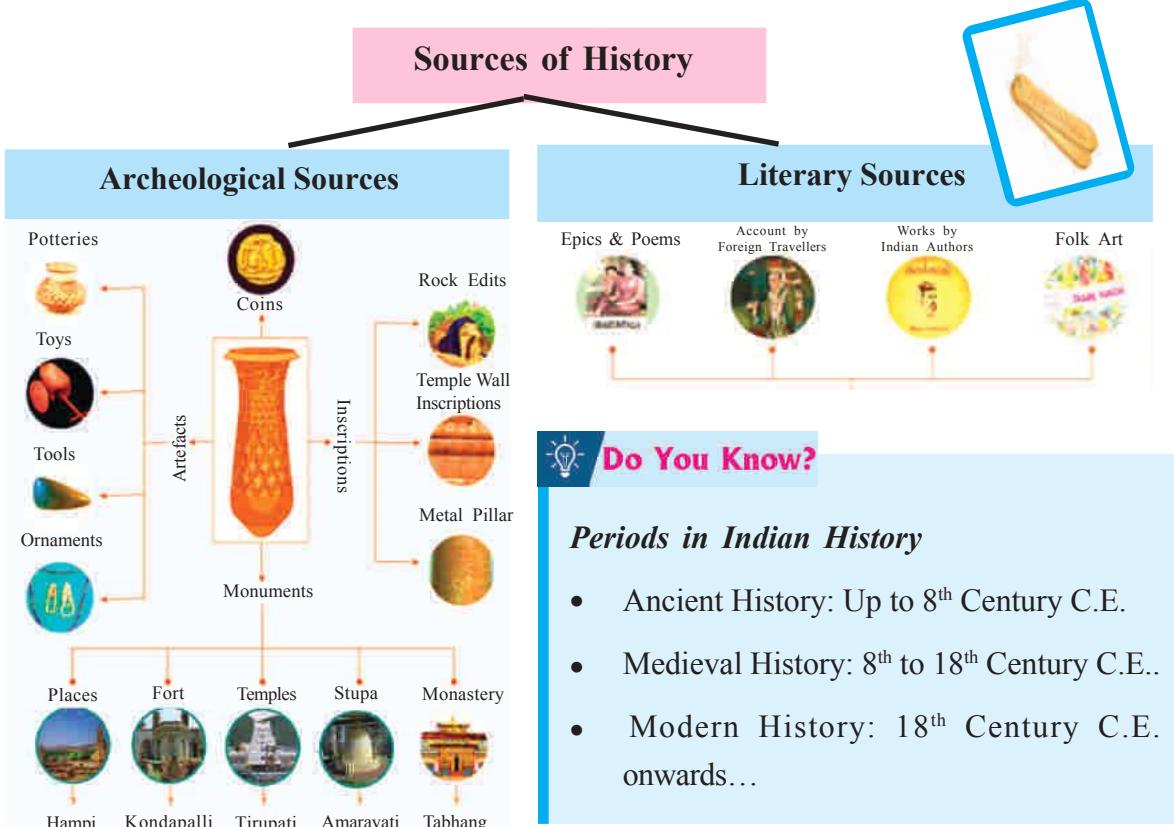
4.1.1. What is History? Why do we study History?

History is considered as the record of the past factual events. It gives us the information about the past of the society in diverse spheres. So, if we want to know the past, we have to study History as it reveals how the people lived in that society, their rules and regulations, cultures and traditions in a chronological order i.e., from past to present. It also helps to understand the socio-cultural changes in the society over a period of time in a better way. History contributes to moral understanding and provides a sense of identity. Studying history is essential for good citizenship.



4.1.2. Sources of history

Sources are very important to study history of any period. These sources are broadly classified into two categories. They are: 1. Archaeological Sources which include material remains and 2. Literary Sources which include all texts.



Do You Know?

Periods in Indian History

- Ancient History: Up to 8th Century C.E.
- Medieval History: 8th to 18th Century C.E..
- Modern History: 18th Century C.E. onwards...



Think & Respond

How are archaeological sources useful for the study of history.



Let's Do

- Collect the names of some literary works of the Medieval period and write them on a chart.
- Have you visited any historical places earlier? Try to write a travelogue.
- Name some historical places in your surroundings in the following proforma:

Name of the Historical Place	Name of the District & Mandal	Importance of the place
------------------------------	-------------------------------	-------------------------

4.2. Rulers of Delhi Sultanate :

Early invasions on India

Tomara or Tomar Rajputs built Dhillika or Dhillika pura (modern day Delhi) and made it capital of their kingdom. They were defeated and displaced by the Chahamanas (colloquially known as the Chauhans) of Ajmer in the middle of the 12th Century. Delhi became an important commercial centre under the Tomaras and Chauhans. The Rajputs resisted strongly the Turkish invasions of India in the early 11th Century.

Finally, Muhammad Ghori defeated Prithviraj Chauhan at Tarain in 1192 A.D. and occupied Delhi. With this gradually Delhi and Ganga-Jamuna doab came under the control of Turkish rule. After the assassination of Muhammad Ghori, his representative Qutabuddin Aybak became the Sultan of Delhi and started Mamluk or Slave dynasty in 1206 A.D. However, much of the Indian subcontinent came under the control of Delhi from the time of the Delhi Sultans.

Chronology of Delhi Sultanate

Name of the Dynasty	Founder	Period	Significant Rulers
1.Slave or Mamluk Dynasty	Qutbuddin Aybak	1206-1290 C.E	Qutbuddin Aybak (1206-1210 C.E) Iltutmish (1211-1236 C.E) Raziya Sultana (1236-1240 C.E) Balban (1266-1287 C.E)
2. Khalji Dynasty	Jalaluddin Khilji	1290-1320 C.E	Jalaluddin Khilji (1290-1296 C.E) Alauddin Khilji (1296-1316 C.E)
3. Tughlaq Dynasty	Ghiyasuddin Tughluq	1321-1414 C.E	Ghiyasuddin Tughluq (1320-1324 C.E) Muhammad Bin Tughluq (1324-1351 C.E) Firuz Shah Tughluq (1351-1388 C.E)
4.Sayyid Dynasty	Kizar Khan	1414-1451 C.E	Kizar Khann (1414- 1421C.E)
5. Lodi Dynasty	Bahlul Lodi	1451-1526 C.E	Bahlul Lodi (1451-1489 C.E) Ibrahim Lodi (1517-1526 AD)

4.2.1. Slave or Mamluk Dynasty:

The Slave dynasty was established by Qutbuddin Aibak in 1206 A.D. Lahore was his capital. Later, during the rule of Iltutmish, the capital was changed to Delhi. Iltutmish was the first sovereign ruler from Delhi and the real founder of the Delhi Sultanate. Iltutmish was succeeded by his daughter Razia Sultana. Ghiyasuddin Balban restored Crown's prestige and power in Sultanate. The slave dynasty came to an end during the reign of Qaiqubad and his infant son Kayumars.



Do You Know?

Mamluk means Owned slave.

Sultan Raziyaa (1236-1239 CE):

She was the only woman ruler of Delhi Sultanate. Being a woman, the queen faced the opposition of Wazirs and the Nobles of Chahalgani (a group of Forty Turkish Nobles). Though she ruled for a short period she succeeded in restoring her prestige and power by suppressing several revolts.



Fig-4.1: Razia Sultana



Think & Respond

- During those days the ruling power was on hereditary basis. But sometimes Sons-in-law and Fathers-in law also occupied the crown. Imagine the reason behind it.
- As a woman ruler Razia had to face discrimination and conspiracies. Are the women of the present times free to make their choices as a man would?

4.2.2. Khalji Dynasty

Jalaluddin Khalji was the founder of this dynasty. He was assassinated by his son-in-law Alauddin Khalji.

Alauddin Khilji (1296-1316 CE) :

He was the successor of Jalaluddin Khalji. He took strong measures to control Mangole invasions and to curb his opponents. He established a strong and effective spy system to control the conspiring nobles. Alauddin conducted expeditions on North India and conquered Gujarat, Ranathambore, Chittor, Malwa etc. However Alauddin's conquest of chittor didnot last long and Sisodias retook it shortly after his death in 1316 C.E. After completion of the conquest of Northern India, Aladdin sent his army under the command of Malik Kafur, to conquer South India.



Fig. 4.2 : Alauddin Khilji

He was known for his able administration. He recruited and organized a standing army . He paid salaries in cash to soldiers and strictly controlled prices of commodities in markets (Market reforms). He also introduced the branding of horses to prevent the substitution of a bad horse for a good one.



Think & Respond

- Can corruption be checked with a reform in a large country like India? suggest your measures.



Let's Do

List out the invasions of Alauddin Khilji into South India with place and year based on the Map 4.2.



Think & Respond

“Kings or rulers usually conduct campaigns on other kingdoms or places”. Find out the reasons.

Map-4.2: Alauddin Khalji’s invasion on south India



Do You Know?

Mongolians:

Mongolia was ruled over by several Nomads during the ancient times. Chengiz Khan united the Mongols and established the Mongol Empire in the year 1206. During the rule of Delhi Sultans, Mongols conducted several invasions into India from 1221 to 1368.

4.2.3. Tughluk Dynasty

Ghiyasuddin Tughlaq founded the Tughluq dynasty by bringing to an end the reign of Khusrau khan. Muhammad bin Tughlaq and Firoz Shah Tughlaq were prominent rulers. Timur, the ruler of Central Asia, invaded India during the rule of the Tughluqs.

Muhammad bin Tuglaq (1324-1351 AD)

He was the most learned and yet he was an eccentric ruler. He was proficient in philosophy, mathematics, astronomy etc. He was an excellent warrior and good administrator of innovative measures. But the truth is that he lacked in practical judgment and so he failed in implantation of his reforms. Muhammad waged wars with the Turkish nobles, Rajputs and established a vast kingdom. Sultan changed the capital from Delhi to Devagiri (Daulatabad) as he wanted to establish it at a strategic point and at the central location and close proximity to the South. He ordered the entire population to move with bed and baggage. Many died during the travel and some after reaching the destination.

He also introduced Token currency in copper coins and agriculture reforms. These were ill-calculated experiments which proved a miserable failure of Muhammad bin Tughluq.

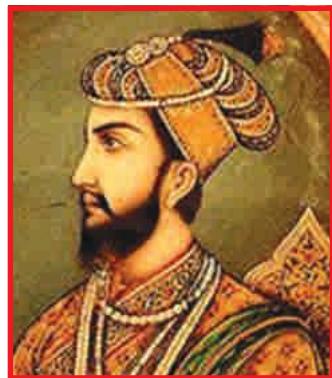


Fig-4.3: Muhamad Bin Tughluk



Map-4.3: India under the Tughluq Dynasty



Think & Respond

- What could be the reason for shifting the capital from Delhi to Daulatabad?
- What might be the reason for the death of many people on their travelling from Delhi to Daulatabad?

4.2.4. Sayyid Dynasty

Sayyid dynasty was the fourth dynasty of the Delhi Sultanate. Khizr Khan formed this dynasty. Mubarak Shah, Muhammad Shah, Alam Shah were the other rulers of this dynasty. Mubarak Shah tried to expand the kingdom but he failed. The last ruler Alam Shah was defeated by Bahalul Lodi and the power in to the hands of the Lodi dynasty.

4.2.5. Lodi Dynasty

Bahalul lodi took many measures to satisfy the nobles. The Second Sultan named Sikandar Lodi took some measures to stabilize their rule but in vain. During the rule of Ibrahim Lodi, the last ruler, the Sultanate rule came to an end.



Do You Know?

1398 A.D. –Timur invaded India and captured Delhi during the Tuglakan rule. It was a barbarous attack. Total country was plundered in the grip of terror. Many constructions were destroyed. He plundered the wealth from India. It took nearly a century to reshape Delhi. These paved a way to Babur's invasion on India and establishment of Mughal rule.



Fig-4.4: Timur

4.3. Social, Political & Economic Life :

Administration:

The sultan was the head of the empire. The rule was in accordance with Shariat or the Islamic Law. The sultanate was divided into smaller units 'Iqtas, Shiqs, Parganas and Villages. The centre will not interfere in the affairs of the village administration.

The Sulthan authority was supreme in all aspects of administration. All the powers of political, legal, millitary and religious powers vested with him. Iltutmish purchased slaves for military service called Bandagan in Persian. The Sultan was confident in this system as these slaves were loyal and completely dependent on their king. It was continued during Khaljis and Tughlaqs. The heirs of the Bandagans who were loyal to Sultan were appointed as generals and governors. Chahalgani played pivotal role during the period of Iltutmish.



Do You Know?

Chihalgani : The administrative support system initiative by Iltutmish with the help of Turkish nobles. This was known as Turkan-I-Chahalagani or Chalisa. This helped to suppress his opponent nobles.

Iqta system

Delhi Sultanate was divided into Iqtas (Provinces). The governors of these Iqtas were called Muqtis, the military officers. Muqtis had to maintain law and order in their allotted Iqtas and had to provide military, revenue services to Sultan. Revenue collected from their Iqtas was utilised for administrative purpose and maintenance of army. Rank of Muqtis was not hereditary; they were often transferred from one iqta to another iqta.

Social Life:

The Muslims of foreign origin stood first in the society, got many privileges and influenced the administration. The Indian Muslims were downgraded to the second place and occupied many jobs like teachers, judges etc. The remaining people like artisans, shop keepers and small traders were considered working class. The Muslim community had two branches, foreign and local.

Economic Life:

Agriculture was the main occupation. The tillers had to pay 1/3 of their produce as land revenue. Textile industry was the main industry. The Sultans started many *Karkhanas* of different products also. Trade was carried in both ways- Internal and International. Delhi, Daulatabad, Lucknow, Lahore and Multan etc were the important cities for internal trade. Iran, Arabia, Africa, China and European countries etc were connected to the international trade. Cotton, pearls, cereals, Indigo and sea-pears were the main exports. They maintained a balanced trade. Allaudin Khalji introduced the market reforms. Grains were stored in government granaries.

Tanka (Silver Coins) and Jital (Copper Coins) were the basic coins in usage. As there was a shortage of silver, Muhammad bin Tughluq ordered copper coins to be issued. But he failed to take proper precautions against forgery. Due to this, common people also started minting the coins in their houses. Then to correct the situation the Sultan asked the people to exchange those copper coins in the treasury and gave silver and gold coins in return. This emptied the treasury.



Fig-4.5: Coins of Muhammad-bin-Tughluq



Let's Do

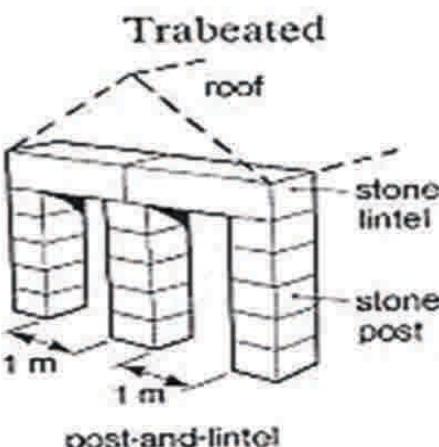
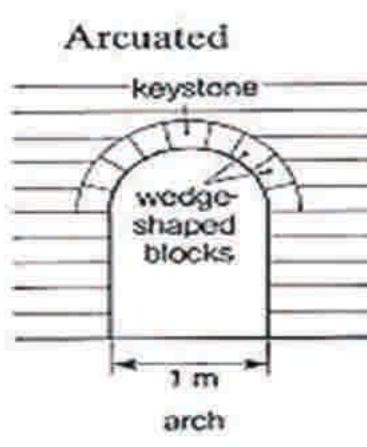
Collect the pictures of coins belong to different dynasties.

4.4. Art & Architecture :

A combination of Arabic and Indian style of art and architecture developed during this period. The decorative style of the Hindu architecture was replaced by the Geometrical shapes, Calligraphy etc. TRABEATE style of architecture was followed by the indigenous people. Later they introduced ARCUATE style. They employed Indian craft persons, architects and sculptors for the constructions during this period. So, the new Indo-Islamic style was born. Qutub Minar, Alai Darwaja, Alai Minar Tuglakabad and Quwatul-Islam were the famous constructions during this period.



Do You Know?

<i>Trabeate style of architecture</i>	<i>Arcuate style of Architecture</i>
<p>Roofs, doors and windows were made by placing a horizontal beam across two vertical Columns.</p> 	<p>Arches carrying the weight of the superstructure above the doors and windows.</p> 

Qutub Minar:

This was built in the premises of Quwwat ul-Islam masjid. It was built by Qutubuddin Aibak and Iltutmish and dedicated to Sufi saint Qutub-ud-dun Bakhtiyar Kaki. The 74.1-meter four storied marble, sand stone architecture is unique for its skilful construction of balconies found variation in each storey.



Fig-4.6: Qutub Minar



Let's Do

Qutub Minar stands as master piece of Delhi architecture. Discuss.

Alai Darwaja:

This was built by Aladdin Khalji as southern entrance to Quwwat -ul-Islam masjid. For the first time, the domes and arches were constructed.

Literature:

Many scholars were given shelter and patronized during this period. Literature was produced in Persian, Sanskrit and other regional languages. It was written in the form of prose, poetry, and dramas. Many Sanskrit works were translated into Arabic and Persian language. Alberuni, Amir Khusrau and Zia-Ud-din-Barani were some of the great scholars.



Fig-4.7: Alai Darwaja



Alberuni, an Arabic and Persian scholar was patronized by Muhammad Ghazini. He learnt Sanskrit and translated some of its works into Arabic. He was impressed by the Upanishads and the Bhagavad-Gita. Tarikh Al-Hind (History of India) was written by him.



Amir Khusrau was a Persian poet and a great singer. He wrote many couplets and he was known as 'Tuti-e-Hind' (The Parrot of India).



Let's Do

Prepare a table with the details of the famous rulers of Delhi sultanate and significance of their rule.

Decline:

The rule of the Delhi Sultanate came to an end during the reign of Lodi dynasty. But the declining process started during the Tughlaq period. The Timur's invasion in 1398 C.E. drained the wealth of the country. It took Delhi 100 years to rebuild from Timur's devastation. Many regional states were established due to the weak administration during some rulers. There were regular struggles for supremacy in North India. The Vijayanagara and Bahamani kingdoms in the South broke away from the Sultanate. Incompetent and intolerant rule of the Sayyids and Lodis led to the collapse of the sultanate rule.



Explore

Browse internet to know more information about art and architecture of Delhi sultanate.

Mughal ruler, Babur defeated Ibrahim Lodi in the first battle of Panipat in 1526 AD. With this the Delhi Sultanate came to an end and the era of the Mughal Empire started.

Glossary

Dynasty	:	a line of hereditary rulers
Proclaimed	:	officially announced
Couplets	:	two lined verses of same rhyming and length
Karkhanas	:	workshops.
Shariat	:	rule according to Islamic principles.

Improve Your Learning

I. Answer the following questions.

1. Write about Bandagan System introduced by Iltutmish?
2. Locate the following in the out line map of India.
 - i. Delhi ii. Nepal iii. Afghanistan iv. Daulatabad v. Gujarat
3. Collect and paste the pictures of any five rulers of the Delhi sultanate on a chart and write about them in five lines each.
4. Write a brief note on administration of the Delhi sultanate?
5. What is your opinion on introducing copper and brass coinage during the Tughluks?
6. Write about Iqta system.
7. Write a few words on social and economic life of Delhi sultanate.
8. Explain the administrative failures of Mohammad-Bin-Tughlaq?

II. Choose the correct answer.

1. The Delhi Sultans divided the Empire into _____ []
 - Mandala
 - Iqtas
 - Nadus
 - Valanadus.
2. People started minting coins in their homes during the period of _____ []
 - Alauddin Khalji
 - Balban
 - Muhmudbin Tughluk
 - Ibrahim Lodi
3. Alaluddin Khilji was connected to this issue. []
 - Branding of horses
 - Changing of capital
 - Founder of Khilji dynasty
 - All the above

4. Alai Darwaja was constructed by..... []
- a) Muhammadbin Tuglaq b) Alauddin Khalji
 c) Gyasuddin Balban d) Sikandar lodi.
5. Iqtas were administered by___. []
- a) Muqthis b) Govarners c) Wazirs d) Quazis

III. Match the following.

Group - A

1. Slave Dynasty
2. Tughluk Dynasty
3. Khalji Dynasty
4. Lodi Dynasty
5. Sayyad Dynasty

Group - B

- () a. Bahlul Lodi
- () b. Kihar Khan
- () c. Ghiyasuddin
- () d. Qutbuddin Aybak
- () e. Jalaluddin

IV. Identify and write the rulers to the description given below.

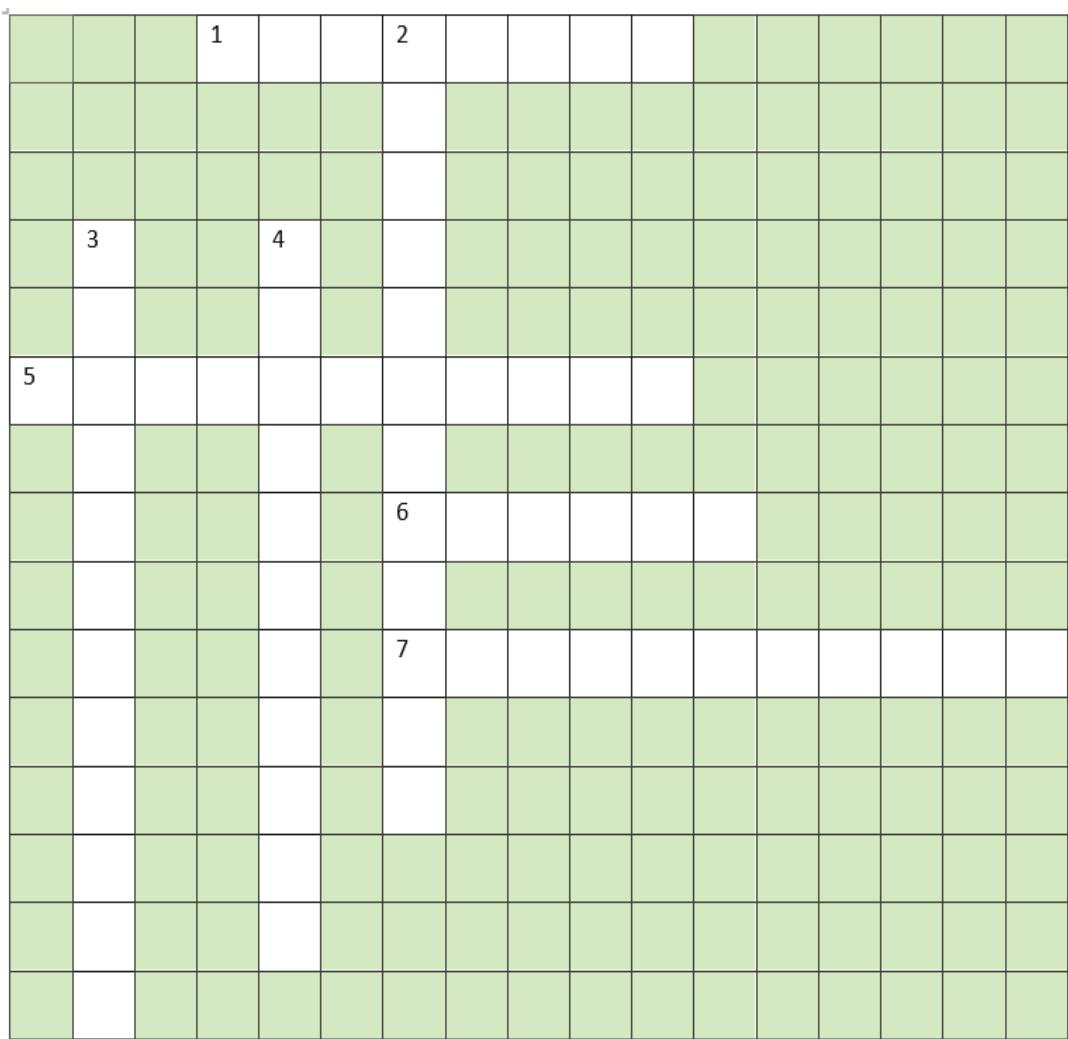
Famous Woman ruler	
Founder of Slave dynasty	
Couplet writer during Tughluks	
Shifting of Capital	
Last ruler of Delhi Sultans	
The first ruler of Mughal dynasty	





Puzzle

Solve the puzzle with the words related to given hints.



Down:

2. Famous woman Muslim ruler (12)
3. Another name of Mumluk dynasty (12)
4. The last ruler of Delhi Sultanate (11)
1. The rule is based on Islam principles. (7)
5. Daulatabad is located in this state (11)
6. The first capital of Delhi sultanate (6)
7. The writer of couplets (11)

Across:

Project Work

Prepare an album with the pictures of the constructions of Delhi Sultans and find out their style of Architecture.

LESSON 5

Kakatiya Kingdom



Learning Outcomes

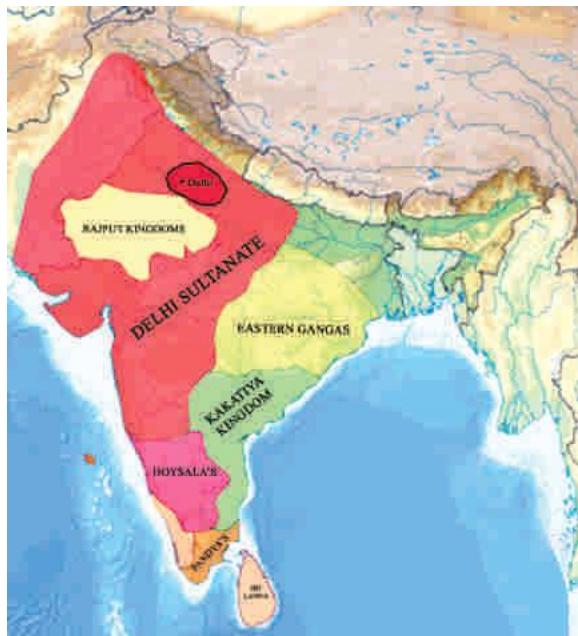
The learner is able to

- understand the history, culture and heritage of the regional kingdoms in Kakatiya period.
- learn the administrative policies, political, social and economic life of the people in the Kakatiya rule.
- appreciate the language, culture and heritage which was enriched in the medieval period.
- locate the historical places of the Kakatiya dynasty in the outline map of India.



Key Concepts

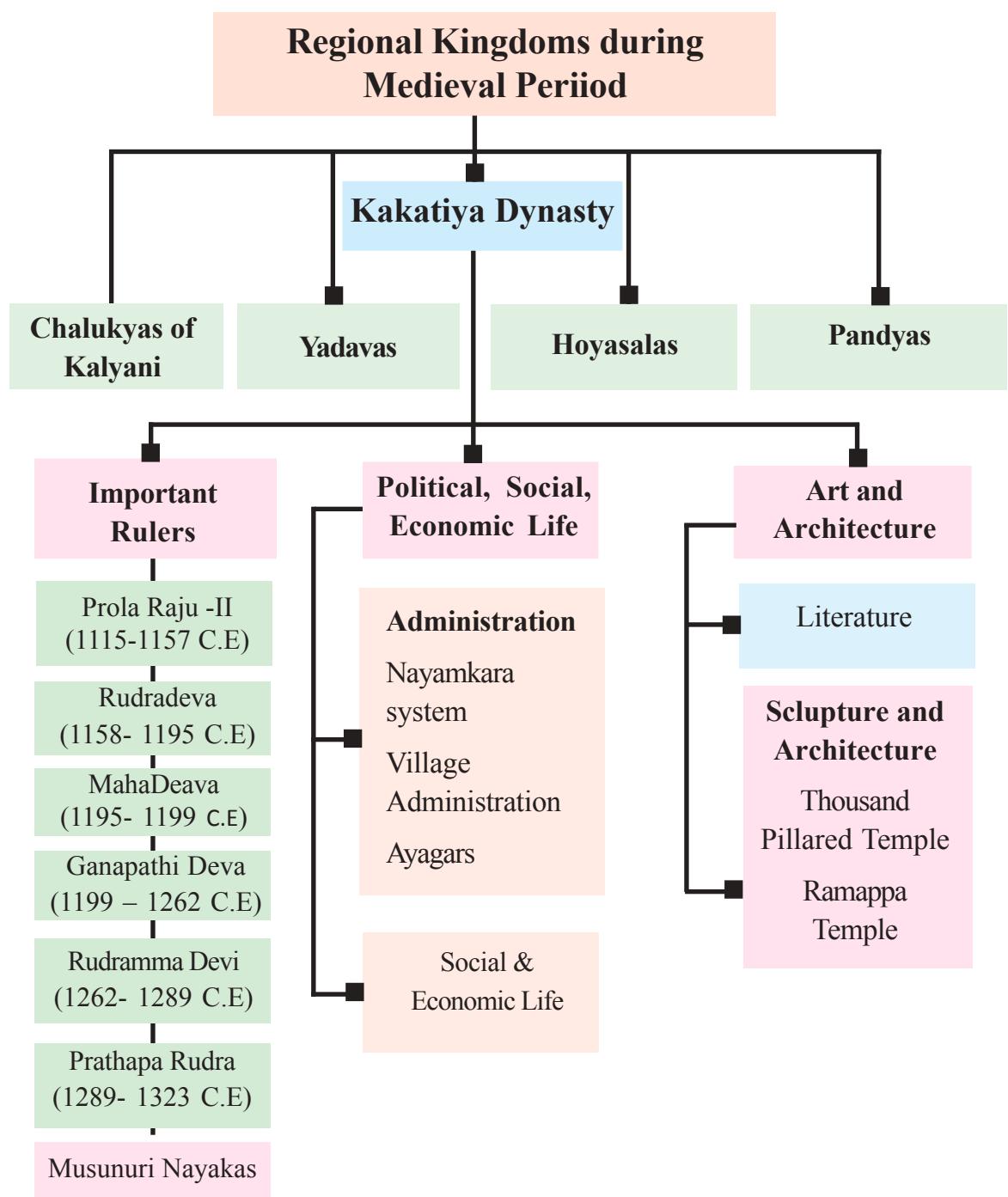
- 5.1. Regional Kingdoms during Medieval Period
- 5.2. The Kakatiya Dynasty
- 5.3. Political, Social and Economic life
- 5.4. Art and Architecture



- Which dynasties do you observe in the given map?
- According to given map who ruled Andhra region?
- Name the South Indian kingdoms in the given map?

Map-5.1: Regional Kingdoms during Medieval Period

During the medieval period five important kingdoms emerged in south India. They were the Chalukyas of Kalyani, the Yadavas, the Kakatiyas, the Hoyasalas and the Pandyas. Out of these five kingdoms, one belongs to the Telugu land known as the Kakatiyas. Even though these kingdoms commonly faced invasions from the neighbours as well as Delhi sultanate, they tried to preserve their rule with their own effort. They tried to promote unity among their controlled region, encouraged local languages, art and architecture.



5.1. Regional Kingdoms in Medieval Period :

Chalukyas of Kalyani (Western Chalukyas) :

Thailapa II was the founder of Chalukyas of Kalyani. Basava Kalyani in Bidar district was their capital. This kingdom lasted for 200 years. They were in conflict with Cholas and Eastern Chaalukays of Vengi. They patronized Sanskrit and Kannada. *Bilhana* wrote *Vikramanka deva charitra*. *Ranna* the famous Kannada poet belonged to their court. They established educational institutions called *GHATIKAS*. They were patrons of both Hinduism and Jainism. Veera Saiva sect was also popular in their reign.

Yadavas :

Yadavas of Devagiri originally served as subordinates to Chalukyas of Kalyani. They ruled the present Ahmednagar and Nasik areas. Their capital was Devagiri. Billama was the founder of the dynasty. Singhana was the famous king among the Yadavas. Their kingdom extended from the river Narmada to Shimoga. They lost their kingdom due to the invasions of the Delhi sultans.

Hoyasalas :

Hoyasalas belong to Dwarasamudra. Before they rose to power they served under the Cholas and Chalukyas. Hoyasala rule continued nearly for 200 years. They made Dwara samudra their capital. They rose to prominence during Bittigavishnuvardhan's time. Ballala IV was the last ruler of this Dynasty. Sanskrit and Kannada languages were patronized by them. HoyaSala kings followed Jainism, Dwaita of Madwacharya and Visishtadwaita of Ramanuja. They encouraged *Mathas* for popularizing those sects.

Pandyas :

Pandyas ruled from Mudurai. They took advantage of rivalry between the Pallavas and Cholas for extending their territories. Kula Sekhar of this dynasty made a successful expedition up to Ceylon. Marco polo, a Venetian traveller visited his kingdom and praised his administration. However, the Pandyas followed the administrative pattern of the Cholas. They patronized Saivism and Vaishnavism. A number of temples in southern India at Srirangam, Chidambaram, Rameswaram etc., were built by them. They encouraged foreign trade



Explore

Know the duration of the medieval period with the help of your teacher.



Do You Know?

- **Historian:** A person who studies and writes about the past.
- **Archaeologist:** A Person who studies about the remains of buildings, sculpture, inscriptions and excavations.

5.2 The Kakatiya - Dynasty :

Who were the Kakatiyas?

In Indian history especially in the medieval period, the Kakatiyas united the entire Andhra area politically and they succeeded in imbuing a spirit of oneness among the Andhras. They could successfully withstand the Muslim invasions from the north and created a spirit of patriotism and independence among the Telugu people. They made the word Andhra respectable. Early Kakatiyas served as feudatories to the Rashtrakutas and the Western Chalukya kings. The Kakatiya Kingdom emerged after the fall of the western Chalukyas. They ruled most of the eastern Deccan region comprising present day Andhra Pradesh, Telangana, parts of eastern Karnataka and southern Odisha. Their contribution is remarkable to Telugu literature. They developed fantastic sculptural formations in Telugu land. Even though they continuously participated in wars with neighbouring kingdoms as well as Delhi sultans, they tried to promote peace and harmony in the Deccan region. They achieved many victories as a part of protecting their empire.



Do You Know?

How does the name “Kakatiya” originate:

Some historians are of the opinion that the word Kakatiya comes as they worshipped the deity “Kakati” another form of Durga devi. Some others say the word Kakatiya has come as they are the protectors of the fort Kakati. Some more historians say that Kakatiyas belong to Kakatipura a place once ruled by Cholas.

Kakatiya dynasty was founded by Gundiyan. The Kakatiyas unified the distinct up land and low land cultures of the Telugu region which brought into being a feeling of cultural affinity among those that spoke the Telugu language. This region as per its location was called *Thrilingadesam*. Kakatiyas started their rule from Hanumakonda as their capital.

Rudra deva, the Kakatiya king built a new capital Orugallu. After that they changed their capital from Hanumakonda to Orugallu. They were also called Andhra Rajas. Tikkana who contributed the first poetic work Srimadandhra Mahabharatham in Telegu belonged to this period.



Do You Know?

- Thrilinga places: Kaleswaram (Telangana), Srisilam (Rayalaseema), Draksharamam (Coastal Andhra)
- Present name of Orugallu is Warangal and its ancient name was Ekasilanagaram.

Kakatiya Dynasty - Important rulers :

Kakatiya Ruler	Ruling period	Importance
Prola II	1115-1157 CE	The first independent ruler of the Kakatiyas
Rudra Deva	1158-1195 CE	Constructed Rudreswara temple at Hanumakonda
Maha Dev	1195-1199 CE	Died while besieging the Yadava capital Devagiri
Ganapathi Deva	1199-1262 CE	This period is called the Golden era.
Rudrama Devi	1262- 1289 CE	One and only woman ruler of Kakatiya Dynasty
Pratapa Rudra	1289-1323 CE	The last ruler of the Kakatiya dynasty

Prola Raju II: (1115-1157 CE) :

The reign of the Prola II, was a land mark in the history of the Kakatiyas. He was the son of Betha Raju II. He threw off the lordship of the Chalaukyas and carved out for himself an independent kingdom. It grew into a powerful kingdom under his successors embracing the whole of the Andhra region. He started independent rule from Hanumakonda.

Rudra Deva: (1158-1195 CE) :

Rudra Deva's achievements were described in Hanumakonda inscription. He defeated a number of neighbouring princes and extended his dominion right up to the banks of the river Godavari. In the south, Rudra deva defeated four kings of the Telugu Choda origin. He also invaded Vengi. In the last year of his reign, he came into conflict with the Yadavas of Devagiri which resulted in his defeat and death. He wrote a book Neetisara in Sanskrit . He built the magnificent thousand pillar temple in Hanumakonda. Orugallu capital built by him, continued to be the capital during the period of his successors.

Rudra Deva was succeeded by his brother Mahadeva. He ruled a short period of about four years. He invaded the Yadava kingdom and died in the attack on Devagiri.

Ganapathi Deva: (1199-1262 AD) :

Though Ganapathi Deva began his rule under unfavourable circumstances, his reign was destined to become one of the most brilliant epochs in the history of Andhra. During his long reign of 63 years, he swept over almost the whole land inhabited by the Telugu speaking people. He had a title *Mahamandaleswara*.



Map-5.2: Map of Ganapati Deva period



Fig-5.2: Kakatiya Kalathoranam

Ganapathi deva was the most powerful of the Kakatiya sovereigns. He built up an extensive empire stretching from the Godavari region up to Chengalpattu and from Yelgandal up to the sea. He invaded the coastal region and captured Vijayawada and the island of Diviseema. He issued the Motupalli inscription. According to that inscription, he enunciated the principles of taxation, foreign trade and imposition of taxes on various goods. He was a good administrator. He took measures for improving Trade and agriculture. He constructed reservoirs and dug tanks for irrigation. Large amount of forest land was brought under cultivation. Ganapathi Deva encouraged temple construction and literary works. He strengthened his relations with neighbouring kingdoms by arranging matrimonial alliances.



Do You Know?

The Sanskrit word Annpakshi referred to a mythical bird SWAN and its image was kept on both the sides on the top of the Kakatiya Kalathornam.



Explore

Find out more details about Kakatiya kalathoranam from the internet.

Rudrama Devi (1262-1289 CE) :

Rudrama Devi came to the throne in 1262 CE. She had to crush the rebellion of the recalcitrant nobles who could not reconcile to the rule of a woman. But it was external danger that caused her serious trouble. The Yadavas, the Cholas, the Pandyas and the Gajapathi's of Kalinga opposed her rule. One of the Yadava kings Mahadeva invaded the kakatiya kingdom. Rudrama Devi defeated him and compelled him to sue for peace. Another worst trouble came from the Kakatiya feudatory Ambadeva who opposed the Rudrama Devi's rule in Nellore. She herself invaded him with a large army. Finally, she defeated him and recovered Tripurantakam along with other places.

Rudrama Devi was undoubtedly one of the greatest rulers of the Andhra region who took an active part in the government and led the army in person on occasions. It was possible because that she was trained well from her childhood in the martial arts as well as in administrative skills. They helped her to lead large armies and become a good administrator. An Italian traveller Marco polo who visited Rudrama Devi's court paid tributes to her administrative abilities. According to his writings Andhra Desha was famous for valuable stones, ornaments and diamonds for foreign trade.

Rudrama Devi completed the construction of the fort Orugallu which was started by her father Ganapathi Deva. She also built tanks and temples. She patronized architecture. Foreign trade developed during her period. She married Chalukya Veerabhadra, ruler of Nidadavole which is now present in west Godavari district of Andhra Pradesh. Rudrama Devi declared her grandson Pratapa Rudra as next heir-apparent of the Kakatiya dynasty.



Fig-5.3: Rudrama Devi



Do You Know?

Other names of Rudrama Devi were Rudramambha, Rudradeva Maharaja.



Do You Know?

Bollinayaka Inscription: In the year 1270 CE on the occasion of Sankranti, Bollinayaka the guardian of the gate for Kakatiya Rudradeva Maharaja gave ten measures of land to the temple servants of God Kalyana Keshava of Karanja village in his own Nayankaramu for the merit of his master Rudra deva Maharaja.

- In this inscription who was called Rudra Deva Maharaja?



Think & Respond

How do you think Rudrama Devi got those brave adventurous qualities?

5.3. Political, Socio & Economic Life:

Kakatiya Administration:

The administration of the kingdom was organized on a military basis. The Kakatiyas divided their territories among a number of military chiefs known as Nayankara.

Nayankara:

Nayanakara who served as a feudatory to the Kakatiyas obtained grants of lands from the Kakatiya monarchs to enable them to maintain their status. The Nayankara had to

maintain a stipulated number of troops for the services of the king. They were given several villages from where they could collect tax but, they did not keep the villages permanently. They could be transferred at the will of the king to a new place. These Nayankara depended on the king or the queen and remained loyal to them. They also probably used to subdue the rebellious chiefs. There were nearly 72 Nayankaras in the Pratapa Rudra's reign.



Think & Respond

Why did the Kakatiya rulers transfer the nayankaras frequently?

Village Administration:

The village administrative divisions were divided into two main classes, the Sthala and the Nadu. The Sthala consisted of a group of villages ranging perhaps from ten to sixty in number, while the nadu formed out of a combination of several Sthalas. The villages were invariably looked after by village officials called *Ayagars*. The village was the basic unit of administration.



Do You Know?

Village administrative Officials in Kakatiya period

- Karanam - Who Kept the village records officially
- Reddi - the Village Head man
- Talari - the Village police man
- Others: Purohitha, Blacksmith, Goldsmith, Washerman, Carpenter, Potter, Barber, Vetti and Cobler etc.

Land divisions in Kakatiya period

- RACHA POLAM-Government land.
- VELIPOLAM (velichenu)-The land having Irrigation facilities.
- THOTAPOLAM (Thota Bhumi)- Land related to plants.

Economic and Social life :

Land revenue was the major source of income to the kingdom. In every village some land was kept under king's property. It was called "Rachapolam". This land was given to farmers for cultivation on rent. Those who cultivated govt land on rent basis were called *ARTHA SEERI*. Proper land survey records were preserved very carefully by the officials.

The Kakatiyas brought large tracts of forest land under cultivation. They constructed reservoirs and dug many tanks for agriculture. Some of them are available even today also. Ex. Pakala, Lakkavaram, Ghanapuram tanks etc. During this period various taxes were imposed. They are mainly Trade tax, House tax called *Illari*, tax on forest products called *Pullari* and tax imposed upon flock was called *Addapattu sunkam*. They collected professional tax from artisans etc.

They appointed officials called **SUNKADHIKARIS** for tax collection. Kakatiya kings gave much importance to foreign trade. They developed Motupalli port for the purpose of developing foreign trade. In that period many women members of royal family like Muppamamba and Mailamba made land grants. Other rich section also made gifts like land, tanks, money, cattle, jewellery etc. They were donated to temples, brahmins and others.



Do You Know?

- DARISANAM, APPANAM, UPAKRUTHI were the taxes paid to the king directly.

Religion :

Saivism in general, Veerasaivism in particular were the very popular religious sects during the Kakatiya period. Vaishnavism was also popular. Mallikarjuna Panditharadya who was one of the followers of Veera Saiva sampradaya, wrote *Sivatatva saaram*. He belonged to Kakatiya period



Fig-5.4: Nandi



Do You Know?

Perini Natyam: It was the famous dance during the kakatiya period. This was performed at the time of warfare. It motivates soldiers and gives inspiration to them to participate in wars activily and bravely. Nataraja Ramakrishna who got Padmasri award was very famous in Perini natyam.

Literature :

The Kakatiya rulers extended liberal patronage to Sanskrit. Several eminent Sanskrit writers and poets were there in their court. Telugu literature also flourished in their reign. Basavapuranam was written by Palkuriki Somanatha. Kumarasambhavam was written by Nannechoda. Vidyanatha wrote Prataparudreeyamu in Sanskrit. Geetha ratnavali, Nrutya ratnavali were written by Jayapa senani in Sanskrit. Vallabha Raya wrote Kreedabhiramam in Telugu. These literary works enriched the literature of the Kakatiya period.

5.4. Art and Architecture:

The Thousand pillar temple and Ramappa temple were glorious constructions of the Kakatiya dynasty. The Thousand pillar temple also called Rudreswara temple is located in Hanumakonda. It was built by Rudra Deva. The temple has fine architecture and sculpture. Rock cut elephants and the monolithic dolerite rock Nandi are the main attractions of the temple. This temple is locally called “Veyi Sthambala Gudi”.



Fig-5.5: Thousand pillar temple



Fig-5.6: Ramappa Temple

Ramappa temple which is near Palampet village in Warangal area is very famous. The deity here is Ramalingeswara swamy. Recharla Rudra the builder of this temple was one of the commanders of the king Ganapati Deva of the Kakatiya Dynasty. This temple is famous for Vishnu and Siva being combinedly worshipped in the same place. One can find the splendor of the Kakatiya art in this temple. Ramappa temple was built with brick. It was built on a star shaped platform. The statues of this temple were made of black granite stone. The carvings on them depict flowers, creepers, elephants, Gandharvas, dancers, epic stories etc. Among the statues, Yakshinis and Naginis are the most attractive. They used decorative art very beautifully. They were prepared with innovative jewellery designs. The statue of Nandi here is very splendid. Some of the pillars of that temple produce saptaswaras. Nrutyaratnavali written by Jayapa explains the dance styles which are reflected in the temple sculpture.

Kakatiya temple architecture shows fantastic smooth carving of black marble stone. They followed Mandapa, Antharalaya and Garbhagriha model with pillar sculptures. This style is also called Thrikuta method.



Do You Know?

- Thousand pillared temple, Ramappa temple are recognized by the UNESCO as world heritage centres.

UNESCO definition to Heritage :

Heritage is our legacy from the past. It means what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration.



Think & Respond

- What aspects do you observe while visiting a temple?



Fig-5.7: Kakatiya Sculpture



Let's Do

Have you heard any news related to ancient excavations and remains of historical monuments?
Discuss in class.

The End of the Kakatiya Dynasty:

During Prataparudra's time Delhi sultans invaded the Kakatiya kingdom many times. Kakatiya kingdom was finally occupied by Delhi sultans when Ulugh khan invaded it in 1323C.E, Prataparudra was taken prisoner. Unable to bear the humiliation, Pratapa Rudra committed suicide. Thus, the glory of the Kakatiya dynasty came to an end. After the decline of this kingdom, many small kingdoms like Addanki, Kondaveedu, Rajahmundry, Kandukuru etc emerged in coastal Andhra.

Musunuri Nayakas:

Prolaya nayaka:

According to Vilasa grant (Copper Inscription) the Kakatiyas lost their empire due to the invasions of Delhi sultans. During those invasions the chieftains of Kakatiya kingdom took advantage to seize the power. One of them, Prolaya Nayaka came to power at Rekapalle and made it his capital. This region was strategically protected from muslim invasions. It was a narrow Sabari river valley lying between the Bhadrachalam forest near Papikondalu. This region consisted of hills and forests. The tribal clan konda reddis would have helped the Prolaya nayakas to rebel against the sultanate.

Musunuri kapaya nayaka

Musunuri kapaya nayaka came to the throne after his brother Prolaya nayaka. He brought a larger rebellion against the Tughlaq rule to drive him out of Warangal in 1336 CE. But his success did not last long. Small kingdoms such as Kondveedu, Rajahmundry, Kandukuru etc emerged.

These kingdoms formed an alliance to protect themselves from muslim invasions. Prolaya Vema Reddi and Prolaya Nayaka had joined efforts to drive the muslim rule out from this area.



Think & Respond

Why did all the local kings form into an alliance?

Map-5.2: Map showing Musunuru

Explore

Let us discuss: What do we learn from History?

- We should know the past and act wisely in future
 - We should learn the heritage and culture from the past
- Now add your opinion.....
.....,.....



Glossary

Feudatory	:	Subordinates to king, that obediently follow the kings' orders or instructions.
Patronized	:	To give help and support promoting culture and heritage.
Veera Saivam	:	One of the reform branch in the Hindu religion.
Inscription	:	The fact of writing or a small bit of writing.
Splendour	:	Brilliant appearance or great brightness.
Dynasty	:	A succession of rulers of the same line of descent.
Recalcitrant	:	A person who has an obstinately uncooperative attitude towards authority
Sue	:	To proceed with and follow up to proper termination.
Heir-apparent	:	An heir apparent is a person who is first in an order of succession.
Clan	:	A group of people tracing descent from a common ancestor.



Improve Your Learning

I. Answer the following questions.

1. How did the Kakatiyas emerge as independent rulers?
2. Explain about the Kakatiya's Administration.
3. Who were Nayankara? Why were they appointed?
4. Describe the Kakatiya art and architecture?
5. Read Introduction paragraph "During medieval period.... art and architecture" comment.
6. Rudrama Devi, Ganapathi Deva, Prola raj II, Mahadev Rudra deva. Following rulers arrange in a chronological order.
7. A European traveller visited Rudrama Devi reign. Who was he and which country did he come from?
8. Write a short note on the Economic and Social life of people in the Kakatiya reign?
9. Which regional dynasties emerged in the south India in Medieval era?
10. Locate the following places in India map
 - a) Godavari river
 - b) Motupalli
 - c) Warngal
 - d) Devagiri

II. Choose the correct answers.

1. Founder of the Kakatiya Dynasty was..... []
 a) Gundaya b) Recharla Rudra c) Ganapathi deva d) Jayapa
2. The Kaktiyas worshipped the mother goddess .. []
 a) Ammathalli b) Kakati c) Tripurasunadari d) Maisamma
3. Sivatatava saaram was written by []
 a) Mallikharjuna panditharadya b) Jayapa
 c) Palkurki somanadha d) Nanne choda
4. In every village some land was kept under king's possesson it was ... []
 a) Velipolam b) Rachapolam c) Thota polam d) All the above
5. Motupalli inscription was issued by .. []
 a) Rudrama Devi b) RudraDeva c) Prataparudra d) Ganapathi Deva

III. Match the following.

Group -A

1. Basava puranam
2. Kumara Sambhavam
3. Nrutya Ratnavali
4. Pratapa Rudreeyamu

Group- B

- | | |
|-----|-----------------------|
| [] | a) Vidhyanadha |
| [] | b) Palkurki somanadha |
| [] | c) Nanne Chodudu |
| [] | d) Tikkana |

IV. Fill in the blanks with suitable words.

1. Ramappa temple is located at
2. Vilasa Grant referred to..... Nayaka
3. Rekhapalli lies in theriver basin
4. Educational institutions Ghatikas were established by kingdom.
5. Capital of Yadavas.....



Puzzle

Draw boxes with help of given clue words.

O	V	E	E	R	A	S	I	V	A	M	J
R	U	D	R	A	M	A	D	E	V	I	A
U	L	G	H	U	K	H	A	N	X	Y	Y
G	A	N	A	P	A	T	H	I	D	E	A
A	T	X	V	U	X	W	T	W	Y	I	P
L	H	I	L	L	A	R	I	K	N	B	A
L	I	Y	W	L	Y	V	M	Q	A	D	Z
U	L	X	R	A	L	X	O	U	S	C	T
R	A	P	O	R	T	Z	L	E	T	L	R
O	P	O	N	I	Z	O	X	E	Y	T	O
H	A	N	U	M	A	K	O	N	D	A	F



1. Early capital of Kakatiya's (11)
2. Women ruler in Kakatiya's (11)
3. New capital of Kakatiya's (8)
4. Pratapa rudra lost his throne due to the invasion of (9)
5. Nrutya ratnavali written by (6)
6. A fortified building called (4)
7. Women ruler (5)
8. Tax on forest products (7)
9. House tax (6)
10. The place where ships are allowed(4)
11. Founder of Chalukyas (7)



Project Work

Collect the pictures related to Kakatiya kingdom and prepare photo album.

LESSON 6

Vijayanagara Empire



Learning Outcomes

The learner is able to

- understand about the glory of Vijayanagara empire during the medieval period.
- know contemporary kingdoms of Vijayanagara period in South India i.e., Bahamans, Reddies etc.
- understand the social, political, and economic life in this period.
- appreciate the heritage of the Vijayanagara empire.
- mark the areas ruled by Vijayanagara, Bahaman, Reddy kingdoms in the map of India.
- explain Vijayanagara's relations with contemporary kingdoms.
- appreciate the role of Sri Krishnadevaraya and his victorious conquests in Vijayanagara empire.



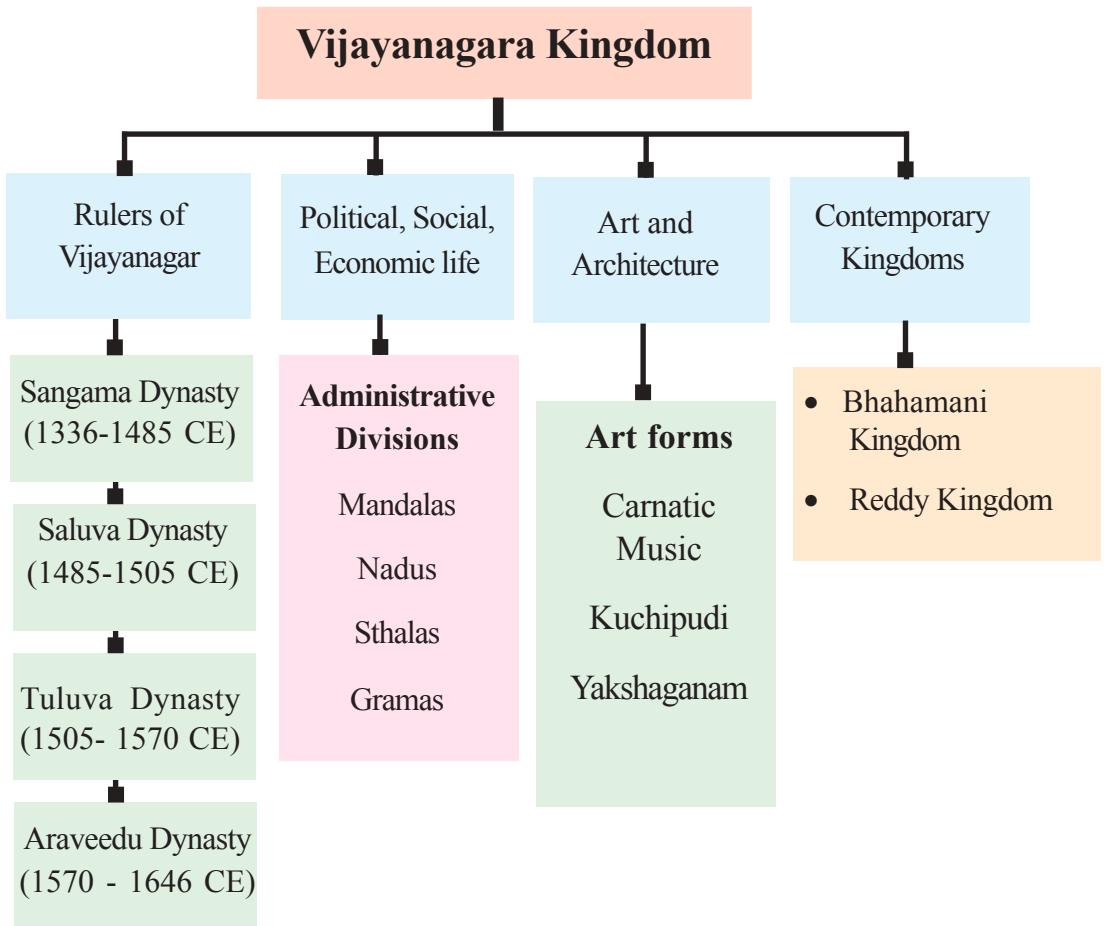
Key Concepts

- 6.1. Rulers of Vijayanagara
- 6.2. Political, Social and Economic life
- 6.3. Art and Architecture
- 6.4. Contemporary Kingdoms (Bahamanis, Reddies)

When Muhammad bin Tughluq was losing his power in the Deccan, two new kingdoms were emerged in South India. They were called Vijayanagar and Bahamani Kingdoms. Among these the Vijayanagara empire was an important kingdom.

The Vijayanagara empire served a high historical purpose by acting as a champion of Hindu religion preserving vedic heritage and culture against the aggressions of Muslims in Southern India. On account of its efficient administration, prosperous economy, diplomatic polity, liberal religious policy, the Vijayanagara empire occupied a remarkable and glorious place in Indian history for more than three hundred years from 1336 C.E. to 1646 C.E.

An Empire that spanned entire South India during the 14th and 15th centuries, with a capital city that was the second largest in the world and bigger and richer than London and Paris of that time and on whose streets traders traded in gems and precious stones - that is Vijayanagara with Hampi as its capital. Vijayanagara was the richest kingdom in the world during its time. Apart from that, all kinds of arts, poetry, dance, music, sculpture flourished during its time. Many of the household names that we know of today like Vidyaranya, Sayana, Alasani Peddanna, Dhoorjati, Pingali Suranna and Tenali Ramakrishna were all from the Vijayanagara era. These are the same greats that we read about and whose works we study in our Telugu classes.



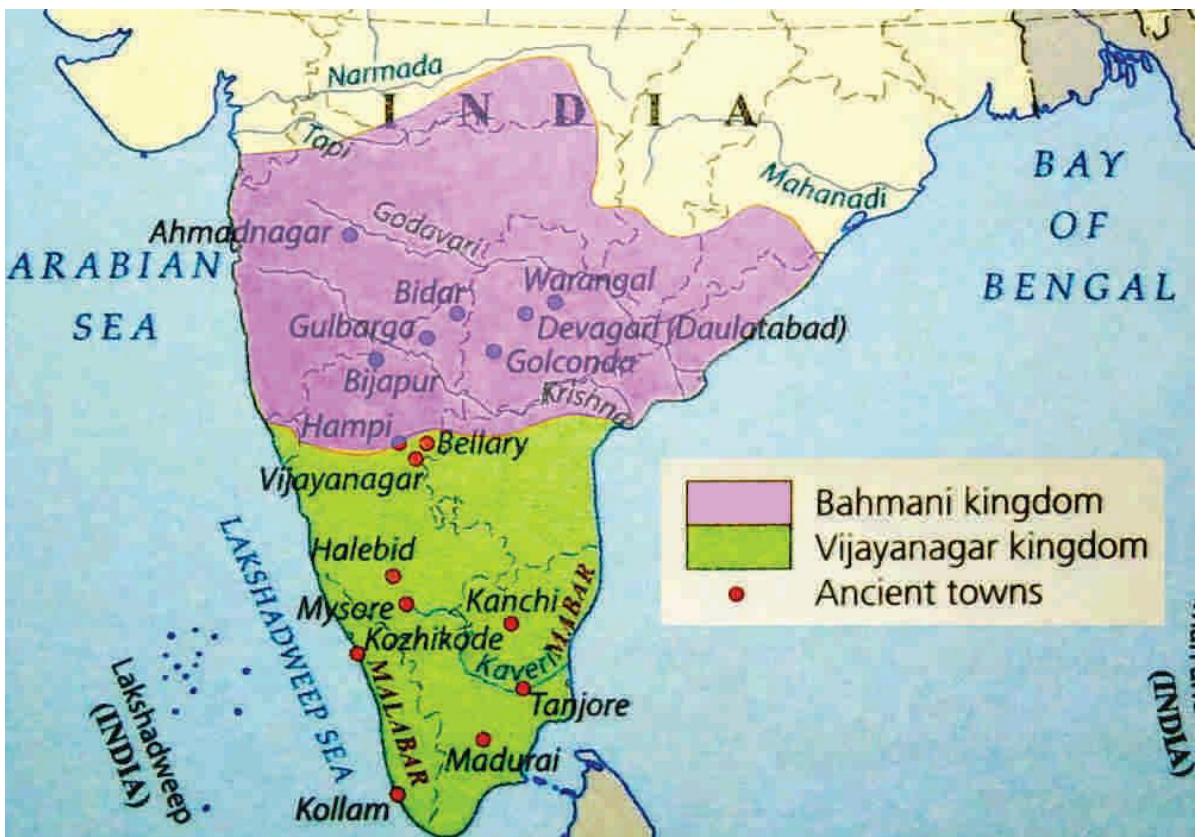
6.1. Rulers of Vijayanagara:

The famous Vijayanagara Empire in South India was founded in 1336 CE by the first Harihara Rayas and the first Bukkaraya brothers of the Sangam dynasty with the encouragement of swamy Vidhyaranya. The capital of Vijayanagara was Hampi in the present state of Karnataka. Hariharayyas and Bukkarayas were first served in the court of the Kakatiya king, Prataparudra II of Warangal in 1323 CE. When the Muslims conquered of the Kakatiya kingdom, the Harihara and Bukkaraya brothers moved to the Kampili kingdom (in modern Karnataka) and they served as ministers there. However, Kampili was invaded by Muhammad Tughlaq because the Kampili rulers gave shelter to a Muslim rebel. Both the Hariharayyas and the Bukkarayas were arrested and they converted to Islam, and the two brothers were re-appointed in Kampili to settle the Rajput revolts in Kampili. Later they returned to Vijayanagara they promote Hinduism on the initiative of Sadhu Vidhyaranya Maharshi. They also declared their independence after the weakening of the Tughlaq Empire and in 1336 CE established a new city called Vijayanagaram on the south bank of the Tungabhadra.



Think & Respond

- Why did Vidhyaranya want to establish new kingdom on the bank of Tungabhadra river?
- Under which dynasty Harihara-1 and Bukkaraya-1 worked?



Map-6.1: South India in 1400 AD



Do You Know?

The Ruins at Hampi were brought into light in 1805 by an engineer and antiquarian named Colonial Collin Mackenzie. He was the employee of the English East India company and also the first Surveyor General of India



Let's Do

- Get the information about the first Surveyor General of India from your library or Internet.

The struggle between Vijayanagara and Sultanate of Madurai lasted for about four decades. Kumarakampana the son of Bukkaraya - I , destroyed the Madurai Sultans and freed people from his misrule, the Vijayanagar Empire comprised the whole of South India up to Rameswaram. The conflict between Vijayanagar Empire and the Bahmani kingdom lasted for many years. The dispute over Raichur Doab, the region between the rivers Krishna and Tungabhadra and also over the fertile areas of Krishna – Godavari delta led to this long-drawn conflict.

Vijayanagara empire was ruled by four important dynasties. They were:

Dynasty Name	Period	Famous Kings
1. Sangama Dynasty	1336-1485 AD	Haihara Raya - I (1336-1357 AD) Bukka Raya - I (1357- 1377 AD) Harihararaya - II (1377-1404 AD) Devaraya - II (1426- 1446 AD)
2. Saluva Dynasty	1485-1505 AD	Saluva Narasimharaya (1485-1491 AD)
3. Thuluva Dynasty	1505- 1570 AD	Srikrishna Devaraya (1509-1529 AD) Atchutarayalu (1529-1542 AD)
4. Aravedu Dynasty	1570- 1646 AD	Aliya Rama Raya (1543-1565 AD) Venkatapati Raya-II (1585- 1614 AD)

1. Sangama Dynasty :

The greatest ruler of the Sangam dynasty was Deva Raya II. He was an able administrator, warrior and scholar. He was also known as Praudha Devaraya. He was the greatest among all the rulers of the Sangama dynasty. He defeated Kalinga army, annexed Kondavedu and established his authority upto Rajahmundry. But he was defeated by the Bahaman sultan Ahmad Shah. After his death, Sangama dynasty became weak. The other rulers of Sangam dynasty were Virupaksharaya, Devaraya, Ramachandraraya, and Mallikarjunaraya etc.

2. Saluva Dynasty :

This was the second dynasty of Vijayanagara empire. This dynasty was founded by Saluva Narasimharaya. He was succeeded by his son Immadi Narasimharaya.

3. Thuluva Dynasty :

Thuluva Dynasty was the third dynasty of Vijayanara empire. The rulers were Veeranarasimha raya, Krishnadevaraya, Achuyutadeva raya and Sadasiva Raya. Krishnadevaraya was a very powerful ruler of Vijayanagara.

Sri Krishna Deva Raya (1509 – 1529 C.E)

The Tuluva dynasty was founded by Veera Narasimha. The greatest of the Vijayanagar rulers, Krishna Deva Raya belonged to the Tuluva dynasty. He was an able administrator. He possessed great military ability. He developed the novel power of understanding the vital role of overseas trade. His first task was to check the invading Bahmani forces. By that time the Bahmani kingdom was replaced by Deccan Sultanates. The Muslim armies were decisively defeated in the battle of Diwani by Sri Krishna Deva Raya. Then he invaded Raichur Doab which had resulted in the confrontation with the Sultan of Bijapur. But Krishna Deva Raya defeated him and captured the city of Raichur in 1520 CE. His great and wise ministers Thimmarusu assisted and guided Krishna Deva Raya in his rule.

He maintained friendly relations with the Portuguese and Arab traders. Though a Vaishnava devotee, he respected all religions. He was a great patron of literature and art. He was known as Andhra Bhoja. He said "Desa Bhashalandu Telugu Lessa. "Eight eminent scholars known as Astadiggajas were at his royal court. Allasani peddanna was the greatest and he was called Andhra Kavita pitamaha. His important works include Manucharitam and Harikatasaram. Pingali Surana, Dhurjati and Tenali Ramakrishna were other important scholars. Krishna Deva Raya himself authored a telugu work 'Amuktamalyada' and Sanskrit works, Jambavathi Kalyanam and Ushaparinayam. He renovated most of the temples of South India. He also built the Vittalaswamy and Hazara Ramaswamy temples at Vijayanagar. He also built a new city called Nagalapuram in memory of his mother Nagalamba.



Fig-6.1:
Sri Krishna Deva Raya



Fig-6.2: Astadiggajas



Fig-6.3:
Tenali Ramakrishnudu



Let's Do

Play a drama of Astadiggajas with the help of your teacher.



Do You Know?

S.NO	NAME OF THE POET	NAME OF THE BOOK
1	Allsani Peddana	Manu Charita, Harikatha saram.
2	Nandi Timmana	Paarijathapaharanam
3	Madayagaari Mallana	Rajasekhara Charitham
4	Dhurjati	Sree Kaalahasthisvara Mahathyam.
5	Ayyalaraju Ramabhadrudu	Sakala neethi saara sangraham.
6	Pingali Surana	Raghava pandaveeyam
7	Ramaraja Bhushana	Vasu charitra.
8	Tenali Ramakrishna	Pandu ranga mahatyam

4. Aravidu Dynasty:

The fourth and last dynasty of Vijayanagara Empire was Aravidu Dynasty. After the Battle of Tallikota, the empire declined and Muslim states of Bijapur became prominent.



Think & Respond

- Why were there constant wars between Vijayanagara Empire and the contemporary Muslim rulers?
- What were the effects of Tallikota war? Discuss with your teacher!

6.2. Political, Social & Economic Life:

Administration:

The administration under the Vijayanagar Empire was well organized. The king enjoyed absolute authority in executive, judicial and legislative matters. He was the highest court of appeal. The succession to the throne was generally on the principle of heredity. The king was assisted by a council of ministers in his day-to-day administration.

The Empire was divided into different administrative units called Mandalas, Nadus, Sthalas and finally into Gramas. The governor of Mandala was called Mandaleswara or Nayak. Vijayanagar rulers gave greater powers to the local authorities in the administration. Besides land revenue, tributes and gifts from vassals and feudal chiefs, customs duty was collected at the ports.

Taxes on various professions were other sources of income to the government. Land revenue was fixed generally as one sixth of the produce. The expenditure of the government included personal expenses of the king and the charities given by him and military expenditure. The military consisted of the cavalry, infantry, artillery and elephants. High-breed horses were procured from foreign traders. The top-grade officers of the army were known as Nayaks or Palegars. They were granted land in lieu of their services. These lands were called Amaram. Soldiers wages were usually paid in cash.

Amara Nayakas :

Among those who exercised power in the Empire were military chiefs who usually control forts and had armed supporters. These chiefs often move from one area to another and in many cases were accompanied by peasants looking for fertile land on which they could settle. These chiefs were known as nayakas. The Amara nayaka system was a major political innovation of Vijayanagara Empire. The Amara nayakas form military commanders who are given territories to be governed by the Raya.



Do You Know?

- Elephants are slow moving but powerful in attack during wars.
- Animals played a crucial part of the war effort. Horses, donkeys, mules and camels carried food, water, ammunition and medical supplies to men at the front, and dogs and pigeons carried messages. Canaries were used to detect poisonous gas, and cats and dogs were trained to hunt rats in the trenches.

Social Life:

The society was systemized. Foreign travellers left vivid accounts on the splendour of buildings and luxurious social life in the city of Vijayanagar. Silk and Cotton clothes were mainly used for dress. Perfumes, flowers and ornaments were used by the people. Dancing, Music, Wrestling, gambling and cock-fighting were some of the amusements.

Women occupied a high position and took an active part in the political, social, and literary life of the empire. They were educated and trained in wrestling, music and fine arts. Gangadevi, wife of Kumarakampana authored the famous work Maduravijayam. Tallapaka Timmakka and Atukuri Molla were famous Telugu poets of this period. According to Nunez, a large number of women were employed in royal palaces as dancers, domestic servants and palanquin bearers.

Monogamy was the general practice. But Polygamy was prevalent among the royal families. The widows could remarry.



Let's Do

- There are so many ancient and modern Indian women who are role model to us. Prepare a list of great India women with the help of your teacher and parents.

Economic Conditions:

According to the accounts of the foreign travellers, the Vijayanagar Empire was one of the wealthiest parts of the world at that time. Agriculture continued to be the chief occupation of the people. Irrigation facilities were improved. New tanks were built and dams were constructed across the rivers like Tungabhadra. Numerous Industries were established. Metal workers and other craftsmen flourished. Diamond mines were located in Kurnool and Anantapur district. Vijayanagar was also a great center of trade. The chief gold coin was the Varaha. Inland, Coastal and Overseas trade led to the general prosperity. There were a number of seaports on the Malabar coast, the chief being Cannanore. Commercial contacts with Arabia, Persia, South Africa and Portugal on the west and Burma, Malay peninsula and China on the east flourished. Cotton and silk, spices, rice, iron, saltpeter and sugar were the chief items exported. Vijayanagar kings imported horses, pearls, copper, coral, mercury, China silk and velvet cloths. The art of Shipbuilding developed.



Do You Know?

List of Foreign Travelers who visited during the Vijayanagar Dynasty

Sl No.	Name of the Visitor	During whose period
1	Ibn Battuta – Moroccan Traveller	Harihara - I
2	Nicolo Conti, Italian traveller	Devaraya-II
3	Abdul Razzaq, Persian traveller	Devaraya-II
4	Duarte Barbosa, Portuguese traveller	Sri Krishnadevaraya
5	Domingo Paes, Portuguese traveller	Sri Krishnadeva Raya
6	Fernao Nuniz, Portuguese traveller	Achuta Deva Raya

6.3. Art and Architecture:

Cultural Contributions:

The temple building activity further gained momentum during the Vijayanagar rule. The chief characteristics of the Vijayanagar architecture were the construction of tall Gopurams or gateways and the Kalyana mandapams with carved pillars in the temple premises. The sculptures on the pillars were carved with distinctive features.

Horse was the most common animal found in these pillars. There were large mandapams in some temples. These mandapams contained from one hundred to thousand pillars. The most important temples of the Vijayanagar style were found in the Hampi ruins or the city of Vijayanagar. Vitthalaswamy and Hazara Ramalayam are of this style.

The Varadaraja and Ekambaranatha temples at Kanchipuram stand as examples for the magnificence of the Vijayanagara style of temple architecture. The metal images of Krishna Deva Raya and his queens at Tirupati are examples for casting of metal images. Music and dance were also patronized by the rulers of Vijayanagar. Different languages such as Sanskrit, Telugu, Kannada and Tamil flourished in the regions. There was a great development in Sanskrit and Telugu literature. Krishna Deva Raya himself was a scholar in Sanskrit and Telugu.



Fig-6.3: Vijayanagara Sculpture

Art and music:

The Carnatic music tradition was developed during this age. Swami Vidyaranya wrote Sangeetha Sarwaswam. Mahanataka Sudhanidhi written by Praudahdevaraya also deals with music. The trio of Carnatic music Dikshitar, Shyamashastri and Tyagaraj belonged to the court of Tanjore.

Dance forms:

Bharatanatyam, the most popular dance form was introduced by Bharata Muni. He wrote Natyashastra which consists of the detailed explanation of Bharatanatyam. The other popular dance forms were Kuchipudi, introduced by Siddendra Yogi and Perini Natyam, the dance form of Kakatiyas was also popular. Yakshaganam, the dance form with the themes exclusively derived from Bhagavatam was also popular.



Fig-6.4: Dance forms



Think & Respond

- Discuss the contribution of the Vijayanagara empire to Indian art and Architecture.

The Decline of Vijayanagara empire: After the death of Sri Krishnadevaraya, Achutadevaraya and Venkataraya succeeded the throne. During the reign of Aliya Ramaraya, the kingdoms of Bijapur, Ahmadnagar, Golkonda and Bidar formed as alliance and defeated him at the Battle of Tallikota in 1565. Two of his Muslim commanders betrayed him and aligned with this his alliance. Aliya ramaraya was defeated. He and his people were killed mercilessly. Temples were destroyed. This battle is also known as Rakshasa Thangadi. Rama Raya was imprisoned and executed. The city of Vijayanagar was destroyed by the Muslim kings. This battle was generally considered to mark the end of the Vijayanagar Empire. However, the Vijayanagar Kingdom existed under the Aravidu dynasty for about another century. Tirumala, Sri Ranga and Venkatapathi II were the important rulers of this dynasty. The last ruler of Vijayanagar kingdom was Sri RangaIII.

6.4. Other Contemporary Kingdoms:

Reddy Dynasty (1325-1448) :

The Reddy kingdom was established in Southern India by Prolaya Vema Reddy. The Reddy kings ruled coastal and central Andhra for over a hundred years from 1325 to 1448 A.D. Some important kings during Reddy dynasty were: Prolaya Vema Reddy, Anapota Reddy, Komaragiri Reddy, Pedakomati Vema Reddy etc. At its maximum extent, the Reddy kingdom stretched from Cuttack, Orissa in the north, to Kanchi in the south and Srisailam in the west. The initial capital of the kingdom was Addanki(present day town in Prakasam district of Andhra Pradesh). Later it was moved to Kondavidu and a subsidiary branch was established at Rajahmundry. They constructed two major hill forts, one at Kondapalli to the north west of Vijayawada and another at Kondavidu to the west of Guntur. Bellamkonda, Vinukonda and Nagarjuna konda in the Palanadu region were also part of the Reddy kingdom.

The Reddy rulers patronized and protected Hinduism and its institutions. Telugu literature blossomed under the Reddy kings. Errapragada one among the trios that wrote Andhra Mahabharata was a poet in the court of Prolaya Vemareddy. He was honoured with the title "Prabandha Parameswara". The Reddy kings also patronized Sanskrit. The administration was carried according to the "Dharmasutras". One – sixth of agricultured surplus was levied as tax. Under the reign of Anapotha Reddy customs duties and taxes on trade were lifted. As a result, trade flourished. Sea trade was carried through the port of Motupalli.

The dynasty declined due to the wars with Recherla chiefs and Gajapathis of Orissa. In later years Reddys had to be content as vassals of Golconda Muslim kings.



Let's Do

- Locate the cities “ Kondapalli, Rajamundry, Kondaveedu, Vinukonda, and Addanki in present Andhra Pradesh Map.

Bahamani Kingdom:

The Bahmani kingdom was founded in 1347 A.D by Alauddin Bahman Shah also known as Hasan Gangu. His capital was Gulbarga. There was a total of fourteen Sultans that ruled over this kingdom. Among them, Alauddin Bahman Shah, Muhammad Shah-I and Firoz Shah were important. Ahmadali Shah shifted the capital from Gulbarga to Bidar. The power of the Bahmani kingdom reached its peak under the rule of Muhammad Shah-III. It extended from the Arabian sea to the Bay of Bengal. On the west it extended from Goa to Bombay. On the east, it extended from Kakinada to the mouth of the river Krishna. The success of Muhammad Shah-III was due to the advice and services of his minister Muhammad Gawan.

Muhammad Gawan:

The Bahmani kingdom reached its peak under the guidance of Mahmud Gawan. He was a Persian merchant. He came to India at the age of forty-two and joined the services of Bahmani kingdom. Slowly he became the chief minister due to his personal abilities. He remained loyal to the kingdom. He was a learned person and was also a military genius. He waged successful wars against Vijayanagar, Orissa and: Krishna-Godavari delta. Thus, he expanded the Bahmani Empire through his conquests.

The Royal officers were appointed in each province for this purpose. They were aimed to increase the control of Sultan over the nobles and provinces. Most of the forts were under the control of these officers. Allowances were reduced to the nobles who shirked their responsibility. This was disliked by the nobles. So, the Deccan nobles organized a plot against Gawan. They induced the Sultan to punish him with death. Muhammad Sha-III died in 1482 CE. His successors were weak and the Bahamani kingdom disintegrated into five kingdoms namely- 1. Ahmednagar, 2. Birar, 3. Bidar, 4. Bijapur, 5. Golkonda.



Glossary

Doab	:	The land lying between two rivers.
Artillery	:	Large caliber guns used in war fare, weapon.
Nayakas	:	Who discharge civil and military functions on behalf of the emperor.
Merchant	:	A person doing trade.
Invade	:	An armed force attack, conquer, capture.



Improve Your Learning

I. Answer the following questions.

1. Discuss the conflict between Vijayanagar and Bahaman kingdoms.
2. Write about the Nayakar system in Vijayanagar kingdom.
3. Describe the development of trade and commerce under the Vijayanagar rulers.
4. Read the concept of “Art and Music” in the lesson and compare it with the present.
5. Write about the administration of Sri Krishna Deva Raya.
6. Describe the literary services of Sri Krishna Deva Raya.?
7. Locate the boundaries of Vijayanagara empire in India map?
8. What are the architectural traditions that inspired the architects of Vijayanagar?
9. Why did Bahamani kingdom breakup and what was the result?
10. Describe the services of Reddy kings to the people.

II. Choose the correct answer.

1. Sri Krishna Deva Raya belongs to this Vijayanagar dynasty. []
a) Saluva b) Thuluva c) Aravedu d) Sangama
2. The kingdom of Vijayanagara was established during the reign of __ []
a) Alauddin Khilji b) Muhammad bin Tughluq
c) Firoz Shah Tughluq d) Ghiyasuddin Tughluq
3. Rakshasathangadi or Tallikota war broke out in the year. []
a) 1563 A.D b) 1564 A.D c) 1565 A.D d) 1566 A.D

4. Madura Vijayam is a book written by ____ []

a) Ganga Devi b) Tirumalamma

c) Hanumayamma d) Nagalamba

5. The founder of the Bahamani kingdom was __ []

a) Alauddin Mujahid Sha b) Ahmed Sha

c) Alauddin Bahaman Sha d) Firoz Sha

III. Match the following.

Group-A	Group-B		
1. Krishnadevaraya	()	a)	Chief minister
2. Mahummad Gawan	()	b)	Capital city of Bahamani
3. Vijayanagara empire	()	c)	Andhra Bhoja
4. Gulbarga	()	d)	Persian
5. AbdulRajjzaq	()	e)	Tungabhadra



Project Work

Collect the information about temples constructed in Andhra Pradesh with the influence of Vijayanagara style.





SOCIAL STUDIES

Class - VII (Semester - II)

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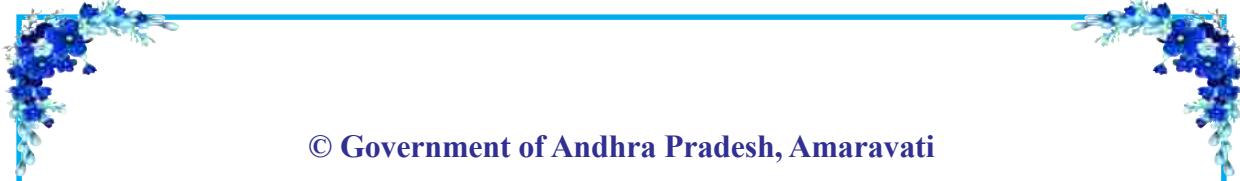
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FOREWORD

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.

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. Adimulapu 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, Smt. Vetriselvi.K, IAS, State Project Director, Samagra Siksha & Special Officer, English Medium Project, Sri. D. Madhusudhana Rao, Director, Govt. Textbook Press, A.P, for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Massachusetts to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to NCERT, SCERTs of Kerala, Tamilnadu, Maharashtra, Chhattisgarh and Gujarat in designing the textbooks. We also thankful to 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,
SCERT – Andhra Pradesh

Our National Anthem

*Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Panjaba-Sindhу-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
uchchala-jaladhi-taranga
Tava Subha name jage,
tave subha ashisa 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.*

- Rabindranath Tagore

Pledge

*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.*

- Pydimarri Venkata Subba Rao

ACADEMIC STANDARDS / LEARNING OUT COMES

Time should be spent in making sure that children comprehend the passages given in the text. In-between questions are useful in this context. These questions are of different types that would include the aspects reasoning, cause, and effect, justification, mind mapping/concept mapping, observation, analysis, thinking and imagination, reflection, interpreting, etc. The key concepts have been discussed sub-concept-wise in every chapter with examples and also given in the form of keywords.

- 1) Conceptual understanding :** Promoting the learning of basic concepts through inquiry, discussion, reflection giving examples through case studies interpreting, observation, etc.
- 2) Reading the text (given), understanding, and interpretation :** Occasionally there are case studies about farmers, laborers in the factory, or images that are used in the text which do not directly convey the concept. Time should be given for children to grasp the main ideas, interpret images, etc
- 3) Information skills :** Textbooks alone cannot cover all different aspects of social studies methodology. For example, children living in an urban area can collect information regarding their elected representatives, or children living in a rural area can collect information about the way irrigation/tank facilities are made available in their area. This information may not exactly match with that of the textbooks and will have to be clarified. Representing the information that they have collected through projects is also an important ability. For example, if they collect information about a tank - they may decide to draw an illustration or map, etc along with written material. Or represent the information collected through images or posters. Information skill includes a collection of information tabulation/records and analysis.
- 4) Reflection on contemporary issues and questioning :** Students need to be encouraged to compare their living conditions along with that of different regions or people from different times. There may not be a single answer to these situations of comparison. Giving reasons for certain happening processes and justification of informatics and interpretation.
- 5) Mapping skills :** There are different types of maps and pictures used in the textbook. Developing ability related to maps as an abstract representation of places is important. There are different stages of developing this ability, from creating a map of their classroom to understanding height, distance as represented in a map. There are illustrations, posters, and photographs used in the textbook, these images often relate to the text and are not merely for visual effect. Sometimes there are activities like 'write a caption' or 'read the images that are about architecture etc.'
- 6) Appreciation and Sensitivity :** Our country has a vast diversity in terms of language, culture, caste, religion, gender, etc. Social studies do take into consideration these different aspects and encourage students to be sensitive to these differences.

SOCIAL STUDIES

Class - 7

Semester - 2

Lesson No	Lesson Name	Month	Page
1.	Mughal Empire	November	1 - 15
2.	Bhakthi - Sufi	December	16 - 26
3.	Indian Constitution - an Introduction	January	27 - 41
4.	State Government	February	42 - 55
5.	Road Safety Education	March	56 - 66
6.	Markets Around Us	April	67 - 80



Teacher Corner



Student Corner

LESSON 1

Mughal Empire



Learning Outcomes

The learner is able to

- know about various Mughal rulers.
- understand political, social and economic changes in the Mughal period.
- appreciate the Art, Heritage, Culture, Architectural Contributions of Mughals to the Indian History.
- know about administrative system of the Mughals.
- identify the historical places during Mughal empire in the out line map of India.
- understand the life, adventures and achievements of Shivaji.



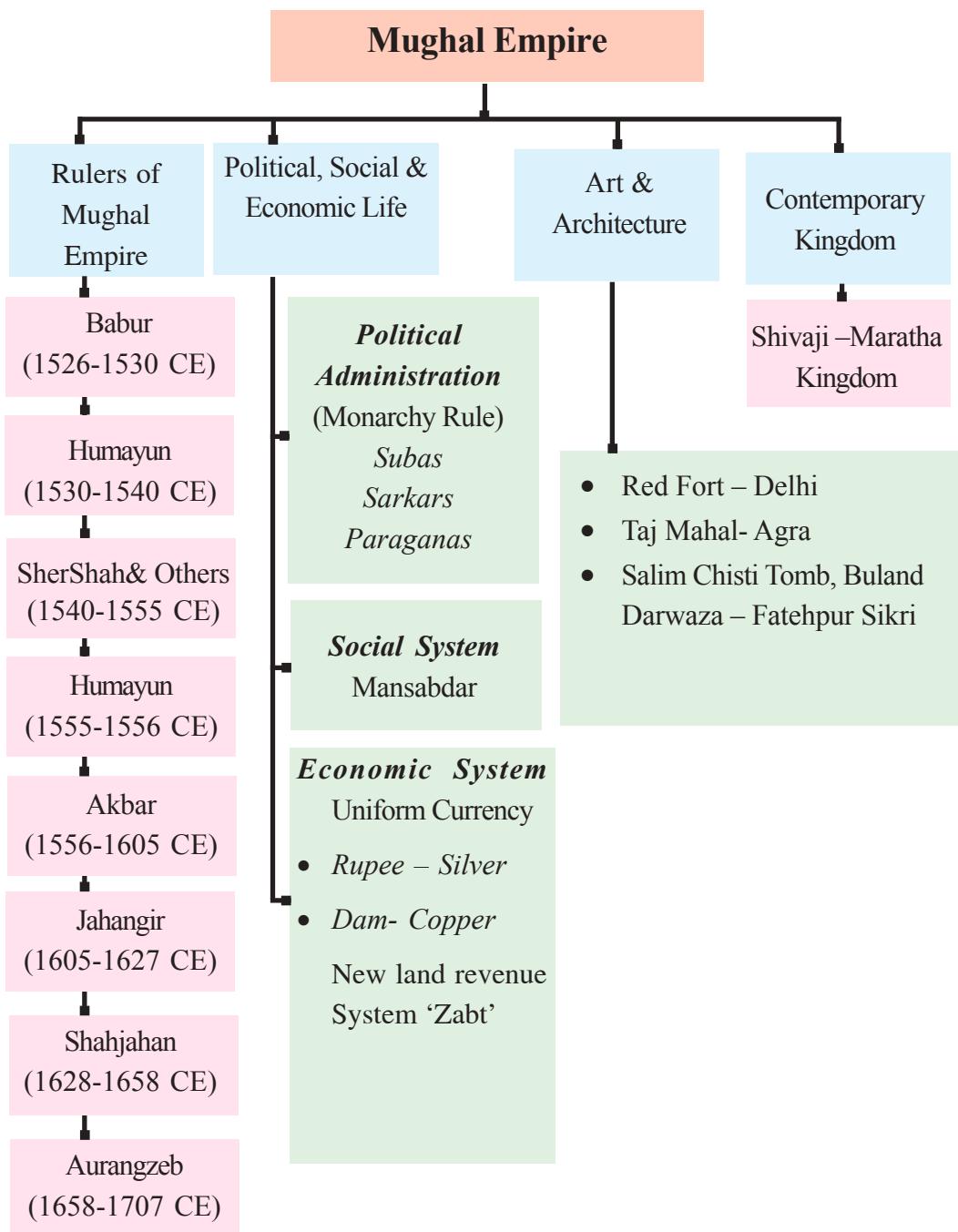
Key Concepts

- 7.1. Rulers of Mughal Empire
 - 7.2. Political, Social and Economic life
 - 7.3. Art and Architecture
 - 7.4. Contemporary Kingdom
-
- Have you ever seen this picture?
 - Can you say a few words about this picture?
 - Do you know the importance of this fort in history?



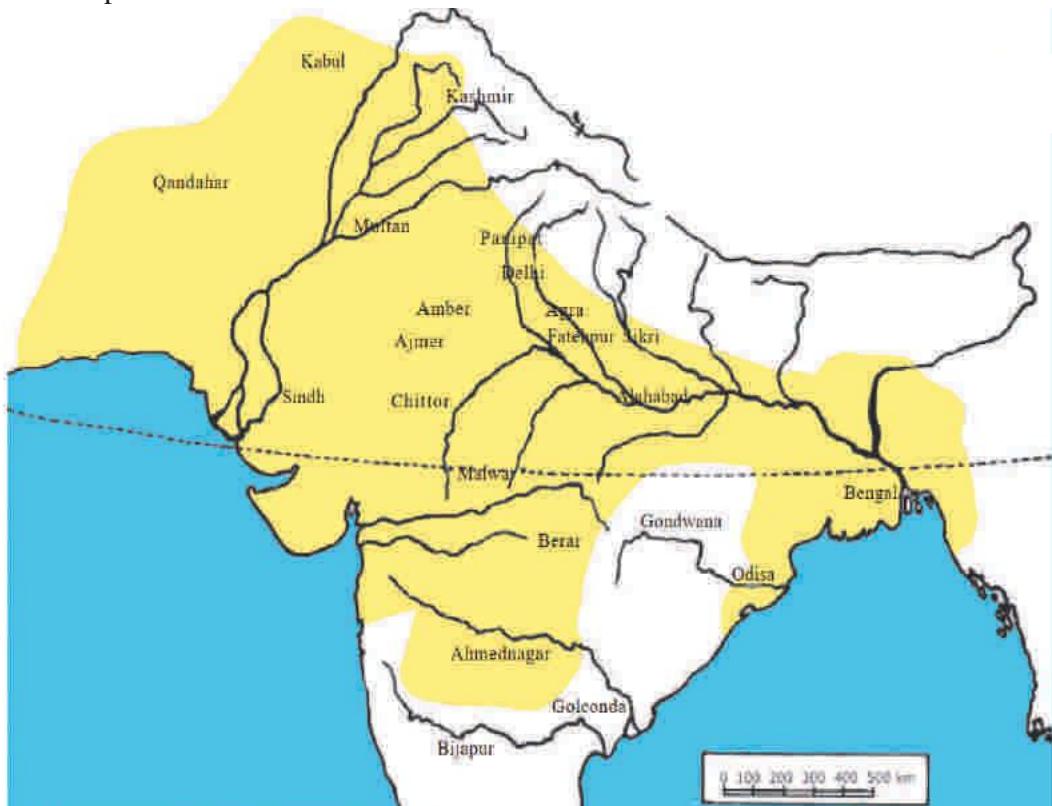
This fort was built by Shahjahan. He belongs to Mughal Empire. The rise of the Mughals has brought a great change in medieval Indian History. They imposed structures of administration and ideas of governance that outlasted their rule, leaving a political legacy that succeeding rulers of the sub-continent could not ignore.

Today the Prime Minister of India addresses the nation on Independence Day from the Red fort in Delhi. Once it was the residence of the Mughal emperors.



7.1. Rulers of Mughal Empire :

Babur established Mughal empire after defeating Ibrahim Lodi the last ruler of Delhi Sultanate at Panipat in 1526 C.E. It marked the beginning of Mughal Empire. This was one of the earliest battles involving gunpowder firearms and field artillery. The empire stretched from the outer fringes of the Indus basin in the west, northern Afghanistan in the North West, and Kashmir in the north, to the highlands of present - day Assam and Bangladesh in the east, and the uplands of the Deccan Plateau in South India.



Map-1.1 Mughal Empire during Akbar's Period

Babur (1526-1530 CE):

Babur occupied Delhi and Agra after the first battle of Panipat and founded the Mughal empire in India in 1526 C.E. He was pre occupied with military campaigns to lay a strong foundation for the empire. He could not find time to concentrate on administration. In 1530 C.E, Babur fell ill and died.



Fig-1.2: Babur



Do You Know?

- Babur was related to Timur from his father's side and to Chengiz Khan's dynasty from his mother side. The Mughals (descendants of Mongols) preferred to call themselves the Chaghatayids, after Chengiz's second son, Chaghatay.
- The Word "Mughal" comes from "Mongol".

Humayun (1530-1540 & 1555-1556 CE) :

His son Humayun came to throne after Babur, but, Humayun's brothers did not help him at the right time. So he lost his throne to Sher Khan, an Afghan king. Sher Khan, defeated Humayun at Chausa and Kanauj (1540) and forced him to flee to Iran. In Iran, Humayun received help from Safavid Shah. He recaptured Delhi in 1555 CE but died in an accident in 1556 CE.



Fig-1.3: Humayun



Think & Respond

Would Sher Shah have been able to seize the Mughal throne if the brothers of Humayun had helped him,?

Sher Shah (1540-1545 CE):

- Sher Shah Sur was an Afghan leader who had progressed on his own. He defeated Humayun twice and therefore established the Sur Dynasty in Delhi.
- After gaining control over Delhi, he won many other important battles. He then extended his Empire from Kabul to Bengal and Malwa.
- He was not only a great warrior but also an administrator. He died in an explosion in 1545 CE. During his five years he introduced many reforms.
- Humayun could capture Delhi in 1555 CE due to the inefficiencies of Sher Shah's successors.



Fig-1.4: Shershah

Akbar (1556-1605 CE) :

Akbar was just 13 years old when his father Humayun passed away. Since Akbar was very young, his guardian Bairam Khan took care of the administration on behalf of Akbar. Hemu established his rule over Delhi when Akbar was in Punjab. With the guidance of Bairam Khan, Akbar defeated Hemu in the battle of second Panipat in 1556 C.E.

The Mughals were able to form a vast empire after this. From 1561 to mid-1590s, the Mughal empire expanded, conquering the kingdoms of Malwa, Chunar, Gondwana. He occupied the Rajput kingdoms also.

Many Rajputs surrendered to Akbar and married off their daughters. However, the Mewad ruler Maharana Pratap fought with Akbar throughout his life. He got back all his forts except chittoor. Akbar invaded Deccan and the southern kingdoms. He died in 1605 and Jahangir came to the throne.



Fig-1.5: Akbar



Think & Respond

- What would have happened in the Mughal Empire if there was no Bairam Khan in the life of Akbar? Many Rajput rulers joined Akbar's court. But Ranapratap did not. Why?



Let's Do

- Collect the detailed names of the Navaratnas in the court of Akbar.



Do You Know?

- Birbal: Raja Birbal was a close associate of emperor Akbar. Birbal was a great singer and poet in the court of Akbar. Akbar was highly influenced by him.
- Rani Chand Bibi of Ahmednagar was the woman that opposed Akbar.

Jahangir (1605-1627 CE):

Salim the successor of Akbar came to the throne with the title Jahangir (world conqueror). He levied some local taxes on trade and manufacturing of goods. He was not only addicted to opium but also neglected the affairs of the state, and came under the influence of Meharunnisa (Nurjahan).



Fig-1.6: Jahangir

Shahjahan (1628-1658 CE) :

Shahjahan was the son of Jahangir. Shahjahan's period was much known for the construction of buildings. In his period also, Mughal campaigns continued in the Deccan. He faced many revolts by nobles and chiefs of his empire. In 1657- 1658 CE, there was a conflict over succession among Shah Jahan's sons. Aurangzeb killed his three brothers and occupied the throne. Shah Jahan was imprisoned for rest of his life in Agra.



Fig-1.7: Shah Jahan

Aurangzeb (1658 -1707 CE) :

He was the younger son of Shah Jahan. He was a devout muslim and led his life as per the principles of Quaran. He did not show tolerance to other religions. He faced a large number of revolts all over his kingdom i.e. Assam, Rajasthan, Punjab, Deccan, etc. mostly due to his religious intolerance. Guru Tejh Bahadur, Guru Govind Singh, Shivaji revolted against him. Among them Shivaji succeeded in establishing an independent Maratha kingdom. After the death of Shivaji Aurangzeb invaded deccan mainly to conquer the marathas. But he could not do it. Aurangzeb conquered Bijapur in 1685 C.E and Golkonda in 1687 C.E. His death was followed by a successive conflict amongst his sons.



Fig-1.8: Aurangzeb



Let's Do

- Prepare a timeline chart of the Mughal Empire.
- Locate the following places in the outline map of India. Delhi, Agra, Fatehpur Sikri, Chithorgarh, Ahmadnagar.

7.2. Political, Social & Economic life :

7.2.1. Administration :

The Mughals had a centralized administration. All power vested with the emperor. A council of ministers assisted him in administration. Babur and Humayun had less impact on administration, as they did not rule for a long period.

Akbar introduced a number of administrative reforms. He divided his vast empire into several “**Subas**” and appointed a “subedar” for each suba. “Suba” was the term for a province in the Mughal Empire. Akbar divided his kingdom into 15 Subas. Subas were divided into “**Sarkars**”. These Sarkars were divided into “**Paraganas**” The same pattern was followed by all other Mughal emperors.

Akbar surveyed the land and introduced the agrarian method of determining tax according to the crop. The land was divided into four types and One-third of the crop was collected as tax. Impressions of Shersha’s administration could be noticed to some extent in Akbar’s rule.



Explore

What were the administrative reforms introduced by Sher Shah. (know from your teacher)

Mansabdari System:

Akbar introduced the Mansabdari system in his military policy. The term mansabdar refers to an individual who holds a mansab, meaning a position or rank. It was a grading system used by the Mughals to fix (1) rank, (2) salary and (3) military responsibilities. Each mansabdar consists of 10 to 10,000 soldiers.



Fig-1.9: A Mansabdar on march with his sawars

Relations of Mughals with other rulers:

The Mughals campaigned and fought against rulers who did not obey them. As a part of their diplomacy, Mughals maintained relations with Rajputs by marrying their daughters, offering better positions in their court. The Sisodiyas did not accept Mughal authority. The good relations with Rajputs, Sikhs and other rulers during Akbar's time began to deteriorate during Shah Jahan's time and became worse during the reign of Aurangzeb. There were revolts in all parts of the empire during his reign. The empire declined very quickly after the death of Aurangzeb.



Let's Do

List the kingdoms those that supported and opposed to the Mughals.

7.2.2. Social Life :

Religion:

Mughals are Sunni Muslims. Akbar showed religious tolerance. He abolished "Jizya tax" and "Pilgrim tax" levied on the Hindus but Aurangzeb reimposed these taxes during his reign. Akbar allowed religious ceremonies of people to be celebrated openly but Aurangzeb banned it. The majority of the people in the society were the Hindus. The society of the day consisted not only of the Hindus and the Muslims but also of the Buddhists, the Jains, the Sikhs and the Parsis. Aurangzeb also appointed clergymen named Mutawasis to observe the moral life of the people as per Sharia or Islamic principles.



Do You Know?

- Akbar, in 1575CE built a meeting house of worship called Ibadat Khana at Fatehpur Sikri. In 1582 CE he proclaimed a new religion called Din-I-Ilahi. Literally meaning “Peace with all”, Universal Peace or absolute peace As applied by Akbar, it described a peaceful and harmonious relationship among different religions. Only 18 people joined this religion. This remained a court religion.

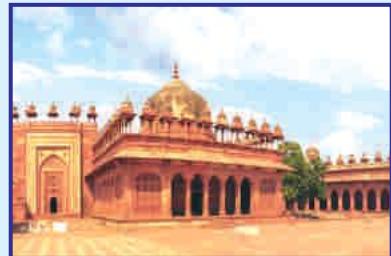


Fig-1.10: Ibadat Khana



Explore

“Din-I-Ilahi could not become a peoples movement”. -Why? Ask your teacher to know more about it.

7.2.3. Economic Life:

The Indian Economy prospered under the Mughal Empire. Agriculture and trade also progressed. Agriculture was the main occupation of the people.

The Mughals were responsible for building an extensive road system, creation of uniform currency, and the unification of the country. The Empire had an extensive road network built by a public works department set up by the Mughals. It designed, constructed and maintained roads, linking towns and cities across the empire. This was one of the reasons for the expansion of trade. The important source of income was the revenue from agricultural tax.



Think & Respond

Compare the present land revenue system to that of Mughal system.

Coinage

The Mughals adopted and standardized the Rupee (silver) and **Dam** (copper) currencies introduced by the Sur emperor Sher Shah Sur during his brief rule. The **Dam** was initially the most common coin in Akbar's time.



Fig-1.11: Coins

Agriculture :

Indian Agricultural production increased under the Mughal Empire. A variety of crops were grown, including food crops such as wheat, rice, and barley and non –food cash crops such as cotton, indigo and opium. Indian cultivators began to grow extensively the commercial crops maize and Tobacco.

Zabat :

A remarkable feature of the Mughal system under Akbar was his revenue administration, developed largely under the supervision of his famed Hindu Minister Raja Todar Mal. Akbar's efforts to develop a revenue schedule both convenient to the peasants and sufficiently profitable to the state took some two decades to implement. In 1580CE he obtained the previous 10years' local revenue statistics, detailed productivity and price fluctuations, and averaged the produce of different crops and their prices. It ranged from one-third to one-half of production value and was payable in "dams". This system was called zabat.

Industrial Manufacturing :

The textile industry developed in the Mughal Empire. It included the production of fleece, calicos, and muslins in a variety of colors. The cotton textile Industry was responsible for a large part of the empire's international trade. Silk and cotton textiles were exported in large quantities to Europe, Indonesia and Japan.

7.3. Art & Architecture :

A new tradition of architecture was started during the Mughal era. The monuments were constructed on high plinths. Marble was mostly used as construction material and constructed water flowing fountains extensively. Besides marble, coloured (precious and semi-precious) stones were used to decorate the buildings.

Fatehpur Sikri :

After his military victories over Chittor and Ranthambore, Akbar decided to shift his capital from Agra to a new location, on the Sikri ridge, to honor the Sufi saint Salim Chishti. Here he commenced the construction of a planned walled city. He named the city, Fatehbhad, with Fateh, meaning 'victorious.' it was later called Fatehpur Sikri. Fatehpur Sikri is one of the best-preserved collections of Mughal architecture in India.

Buland Darwaza:

Buland Darwaza or the lofty was built by the great Mughal emperor, Akbar at Fatehpur Sikri. Akbar built the Buland Darwaza, as a "victory arch" to commemorate his successful; Gujarat campaign. Panch Mahal is another notable five storeyed building in Fatehpur Sikri with excellent architectural designs.



Fig-1.12: Buland Darwaza

Red Fort :

The Red Fort was built as the fortified family palace of Shahjahanabad, capital of the Mughal Emperor Shah Jahan. The Red Fort is considered to represent the zenith of Mughal creativity under Shah Jahan and consists of other important structures such as the Diwan-e-Aam, Diwan-e-Khas, Moti Masjid, Hayat Bakhsh Bagh and Rang Mahal.



Fig-7.13: Red Fort

The Taj Mahal :

The Taj Mahal is a white marble mausoleum located in Agra, Uttar Pradesh, India. It was built by Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. Taj Mahal is regarded as the finest example of Mughal architecture and is considered as one of the Seven Wonders of the World. The Taj Mahal is widely recognized as ‘The jewel of Mughal art in India and one of the universally admired masterpieces of the world’s heritage’.

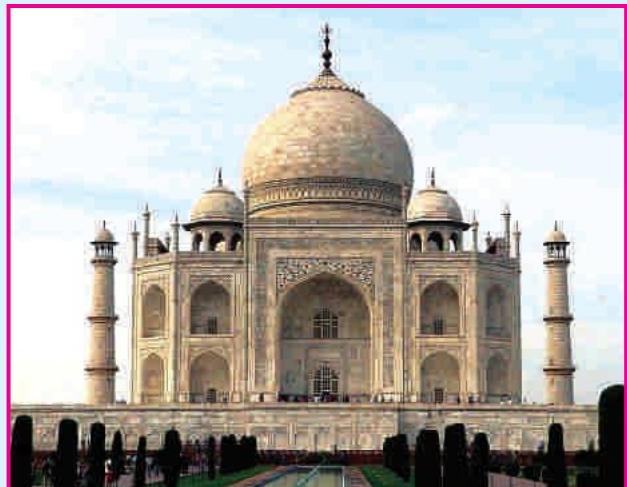


Fig-7.14: Taj Mahal

Culture :

The Mughal Empire was definitive in the early- modern and modern period of Indian history, with its legacy in India seen in cultural contributions such as”

- The combination of Persian art and literature with Indian art.
- The development of Mughal clothing, jewellery and fashion, utilizing richly decorated fabrics such as muslin silk brocade and velvet.
- The evolution and refinement of Mughal and Indian architecture.
- The construction of Maktab schools, where youth were taught the Quran and Islamic law such as the Fatwa- i- Alamgir in their indigenous languages.

Literature :

Persian language was the dominant and official language of the Empire. Babur nama was written by Babur. Abul Fazal was a great scholar. He wrote Ain-I-Akbari and Akbar Nama. Tuzuk-I-Jahangiri was an autobiography of Jahangir. Shahjahan's son Dhara Shiko translated the Bhagavat Gita, Mahabharata into Persian language. The most influential Hindi poet Tulsidas wrote the Hindi version of the Ramayana, the Ramacharitmanas.

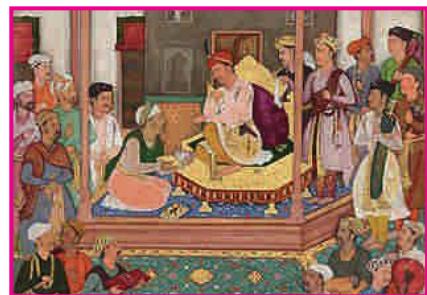


Fig-1.15: Akbar receiving the Akbar Nama from Abul Fazal

Painting :

A new school of art known as miniature painting emerged during the Mughal period. The art of painting reached its peak under the patronage of Jahangir. Mughal paintings. The colours peacock blue, Indian red were newly introduced in painting.

Music :

Though Babar and Humayun had also encouraged music, but it reached their height during Akbar's era. Aurangzeb prohibited all programmes of music. According to Abul Fazal, there were 36 singers in Akbar's court. The most famous among them was Tansen and Bajbahadur. Akbar himself used to play nakara (Nagara) well. Tansen was one of Akbar's navratnas. It is said that he could work miracles with his singing. Occasionally he could create rain by singing the Megh Malhar, fire by singing rag Dipak. The present Hindustani Music have the references of these styles.



Fig-1.16: Tan Sen



Let's Do

Name some ragas of Hindustani and Carnatic Music. Name some prominent Hindustani and Carnatic musicians. Listen to some ragas and express your opinion.



Explore

Browse internet or go through the library books to know more about the literature of the Mughal period. (Ask your teacher).

End of Mughal Rule :

The decline of Mughal empire started with Shah jahan and ended with Aurangzeb. The Mughal empire declined quickly after the death of Aurangzeb. The following are the reasons for the decline:

1. The nature and policies of Aurangzeb: the suspicious nature of Aurangzeb did not allow any of his sons or nobles to grow to be capable. His religious bigotry resulted in the revolts of Jats, Satnamis, and Sikhs. His rivalry with Rajputs and Marathas brought misfortune for his empire.

2. The successors of Aurangzeb proved incapable. Most of them have been addicted to luxurious life.
3. Most of the nobles had become corrupt.
4. The wars of succession for the empire among the sons weakened the administration.
5. The deccan policy of Shah Jahan and Aurangzeb further weakened the empire.
6. Invasions of Ahmad Shah, Nadir Shah and the revolts of Mansabdars also caused the downfall.
7. The Mughal empire established by Babar in 1526 C.E., started declining from 1707 C.E. Bahadur Shah - II was the last Mughal ruler.

7.4. Contemporary Kingdom :

The contemporary rulers during Mughals were Afghans, Rajputs, Marathas, and Bahaman kings. They opposed Mughal rulers and fought with them. In course of time most of these rulers could not completely succeed in defeating the Mughals. But the Maratha ruler Shivaji could resist the expansion of Mughals and established an independent kingdom.

Shivaji - Maratha Kingdom (1630 - 1680 CE):

Marathas were the ones who fought relentlessly against the Mughals in the Deccan region, when Mughals were at their height of power in North India. Shivaji was the founder of the Maratha kingdom.

Shivaji was born in Shivaneri fort near Pune. His father was Shaji Bhonsle. He held a high post in the office of the Sultan of Bijapur. Shivaji was brought up under the care of his mother Jijabai. He was inspired by the teachings of Samartha Ramadas and other Maratha saints. His tutor Dadaji Khondadev and Tanaji Malasure taught him the lessons of warfare. Shivaji assembled the Maratha leaders and Mavalis, the tribal people of Western Ghats and built a strong brigade.

Footsteps of Shivaji:

At the age of 19, Shivaji captured Torana Durga, which was under the control of Muhammad Adilshah of Bijapur. After this, he won Raigarh, Simhagarh, Pratapgarh etc. one by one. Enraged by this the Sultan of Bijapur sent his general Afzal Khan to suppress Shivaji. Afzal Khan wanted to kill Shivaji deceitfully. So he invited Shivaji under the pretext of reconciliation. Expecting this, Shivaji killed Afzal Khan with 'Vyaghra Nakha' (Tiger's claw), a weapon that he had with him.

On learning these advancements of Shivaji, Aurangzeb sent his general Shaista Khan to Deccan province to curb him down. But clever Shivaji was able to defeat Shaista Khan.



Fig-7.17: Shivaji



Fig-1.18: Shivaji Fort in Raighad

This maddened Aurangzeb. So he sent a huge army under the leadership of Raja Jayasimha. Jayashimha defeated Shivaji and captured a few Maratha forts. At the end Jayasimha invited Shivaji to come to have treaty with Aurangzeb. Aurangzeb arrested Shivaji on his arrival and kept him in the prison of Agra. But Shivaji cleverly escaped from jail and reached his capital.

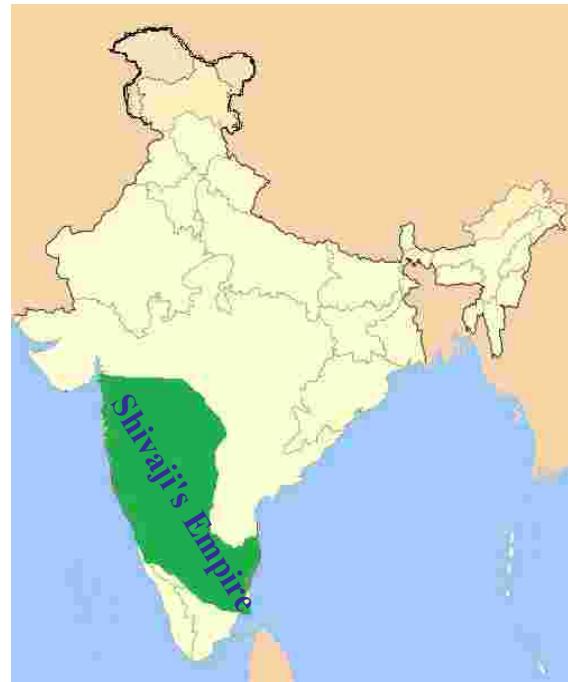
After that, he won all the forts that he had lost to the Mughals. He attacked Surat and ran sacked heavy wealth from there.

Coronation of Shivaji:

In Raigarh Shivaji was conferred with the title ‘Chhatrapati’ and was crowned king of Marathas in a grand ceremony. Soon after coronation Shivaji won Jinji, Velluru and large area of Mysore province and received a heavy tribute. But Shivaji could not live long to witness the grandeur of the Marathas.

Administration of Shivaji:

Though Shivaji devote Hindu he respected other religions. He ordered his soldiers to respect women and other religious texts. Though he has less formal education his cleverness, administrative abilities and strategies were excellent. He trained his army in guerrilla warfare and made them great warriors. He developed navel force. He was very much loved by his people and remained a roll model for them. He made friends with the mafles, the tribal people and imbibed a spirit of nationalism among them. His spirit of patriotism remained an inspiration to the national leaders like Tilak, Savarkar etc.



Map-1.19: Shivaji's Empire

There were eight ministers called 'Ashta Pradhans' to assist him in administrative matters. The Prime Minister was called 'Peshwa'. The crisis arised after the death of Sivaji. It was successfully solved by Peshwas from here onwards, the administration of Maratha Provinces was done by the Peshwas. Balaji Vishwanath, Bajirao I and Balaji Bajirao are the important peshwas who ruled Maratha kingdom.



Do You Know?

Shivaji was great warrior and just ruler who consolidated the Maratha kingdom. He practiced religious tolerance, protected Muslim women, mosques and tombs.



Think & Respond

What conditions necessitated Shivaji for the establishment of Swaraj during Mughal period?



Glossary

Warrior	: a brave or experienced soldier or fighter.
Regent	: a person appointed to administer a state because the monarch is a minor or is absent or incapacitated
Heretic	: a person believing in or practising religious heresy.
Guerrilla warfare	: a surprise attack of hit and run tactic by a group of soldiers
Agrarian	: relating to the ownership and use of farmland



Improve Your Learning

I. Answer the following questions.

1. Write about the central administration of the Mughals?
2. Appreciate the Art and Architecture of the Mughals?
3. What are the reasons for the decline of Mughal empire?
4. Appreciate the character of Shivaji.
5. Mark the following places in outline map of India.
a) Agra b) Delhi c) Panjab d) Fatehpur Sikri
6. Describe the conquests of Shivaji?

II. Choose the correct answers.

1. The musician we found in Akbar's court----- []
a) Tansen b) Abul Fazal c) Raja Birbal d) Raja Thodarmal
2. Find out the odd one. []
a) Akbar b) Humayun c) Shersha d) Jahangir
3. Ibadatkhana is situated in----- []
a) Fathehpur sikri b) Delhi c) Jahangirabad d) Aurangabad

4. Identify the miss matched pair: []
- a) Qutubminar – Humayun b) Tansen - Rag Dipak.
c) Abul Fhajal - Akbar Nama d) Shivaji - Rayaghar
5. Contemporary Mughal ruler of Shivaji. []
- a) Akbar b) Babar c) Jahangir d) Aurangzeb

III. Match the following.

Group - A

1. Copper Coin
2. Mansabdar
3. Taj Mahal
4. Thodarmul
5. Tuuki I Babari

[]
[]
[]
[]
[]

Group - B

- a) Shah Jahan
b) Autobiography
c) Minister
d) Dam
e) Rank



Project Work

Collect pictures related to Art, Architecture, Heritage contributions of Mughal Empire and prepare a album.

LESSON
2

Bhakthi - Sufi



Learning Outcomes

The learner is able to

- understand the origin, nature and expansion of Bhakti movement
- know the different types of Bhakti, appreciate the role of poet saints in Bhakti movement
- understand the salient features and the effects of Bhakti movement
- understand the origin and expansion of Sufi concepts.
- appreciate the role of Sufi saints and the impact of Sufi movement on society.
- apply knowledge of the principles of Bhakti movement in real life situations.



Key Concepts

- 2.1. Bhakti Movement
- 2.2. Sufi Movement
- 2.3. Inferences from the Poetry of Bhakti and Sufi saints about existing social order

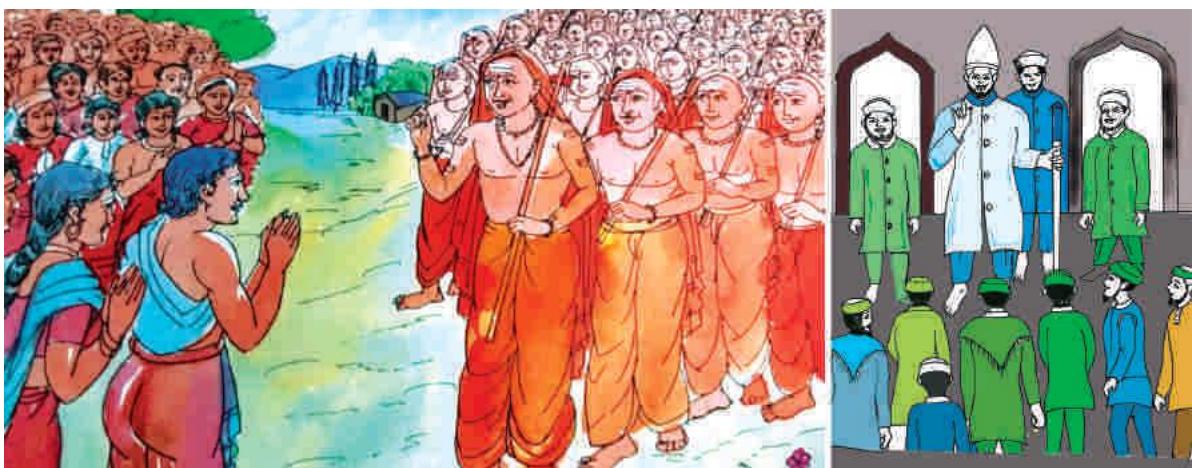
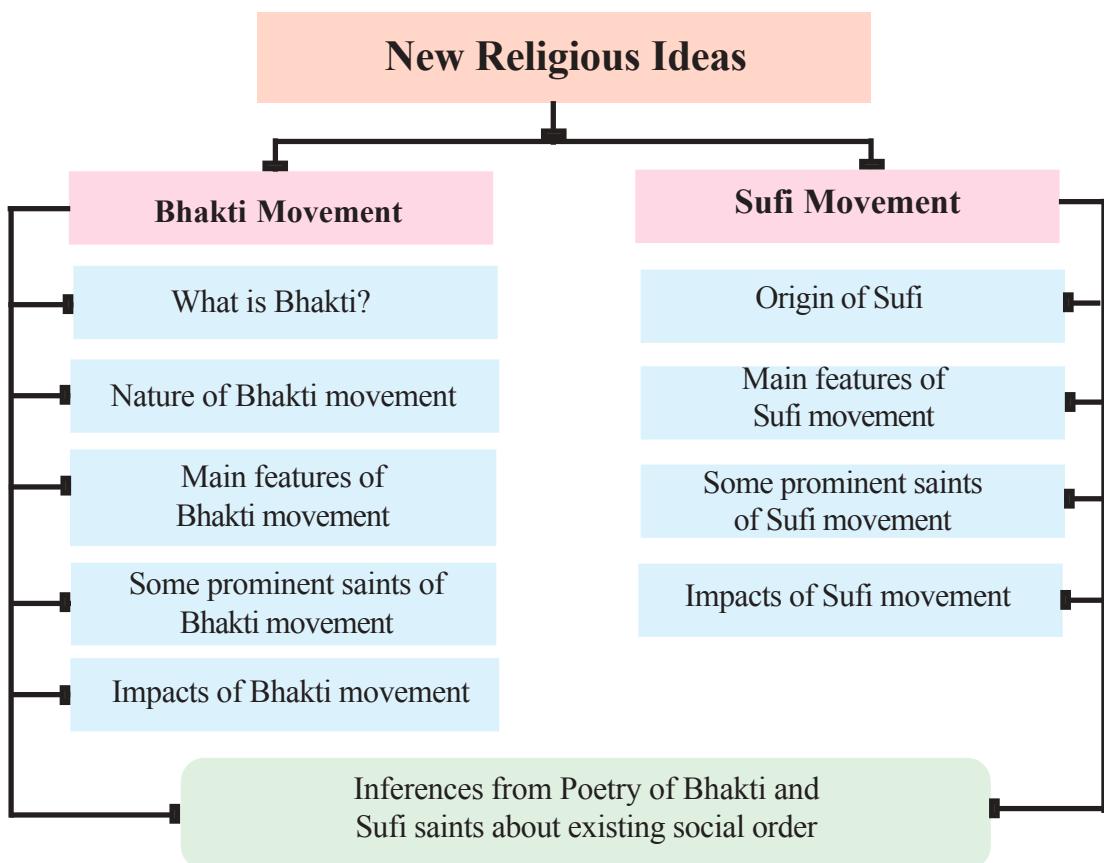


Fig-2.1: Introductory Pictures

Dear students... observe the above picture (Fig-2.1) and answer the questions below.

- What do you observe in the picture 2.1.
- Imagine who he is and what his teachings are ?



2.1. Bhakti Movement :

The Bhakti movement reached its prominence in 8th century and continued to grow ever after. This movement spreads all over India. According to reformers in all religions evil practices and blind faiths lead them to reform their religions. The reformers adopted singing hymns and praises to god in their own language. People from all walks of life became their disciples. They brought about a lot of reforms in the society. They preached people irrespective of their caste, creed, religion etc.

What is Bhakti?

Bhakti means a path of loving devotion to a particular deity. When one expresses true devotion, he/she is selfless in his/her desire to please the beloved. It is thought that by loving and serving God or deity, one will also love and serve the Divine in everything, thus finding moksha.

It has the characteristics like universal brotherhood and equality of all in the society. In Hinduism there are different paths of attaining moksha like karma, Gnana, Bhakti etc. During the medieval period the path of Bhakti became more popular in all religions.



Do You Know?

In Bhakti there is saguna bhakti, nirguna bhakti. Saguna bhakti means worshiping God with form, nirguna bhakti means worshiping God without form.



Explore

Go through the internet and explore with the help of your teacher, List the followers of saguna and nirguna Bhakthi in all religions and discuss in the class room.

Journey of the Bhakti movement:

The movement was started by Adi Shankaracharya. After that, Ramanujacharya has taken the lead and promoted the Sri Vaishnava tradition within Hinduism. He promoted the Visisthaadvaita philosophy and Madhvacharya has promoted Dwaita Philopsophy.

Later the movement was taken forward by Basaveswara in Karnataka, Tukaram, Nam dev, Samardha Ramadas etc in Maharastra, Ramananda, Kabir, Ravidas, Surdas, Mirabai etc in North India; Sri Chaitanya in Bengal; Guru Nanak dev in Punjab, and Sankaradev in Assam. Alwars were Vaishnava saints. Nayanars were Saiva saints. They came from all castes. They spread the Bhakti movement in south India, mainly in Tamilnadu.

Main features of the Bhakti Movement.

- oneness of God.
- one of the ways to moksha is Bhakthi.
- Bhakthi means to surrender to God.
- emphasized equality of all humans.
- no discrimination of caste, creed, sect.
- the bhakti saints travelled to various places to speak about the path of Bhakti and preached in the local languages.

Let us know some of the religious reformers in Hindu, Islam and Sikh religions and their contributions to the movement.

Adi Shankaracharya:

Sankaracharya was born in Kaladi of kerala. He became a saint at the age of five. He preached Advaita Philosophy. He established four Shakthi Peethas in all the four corners of India i.e Badri in the North, Srungeri in the South, Puri in the East and Dwaraka in the west. He Wrote Viveka chudamani, Soundaryalahari, Sivanandalahari, Atmabodha etc. He attained nirvana at the age of 32. He was considered the greatest reformer of Sanatana Dharma.

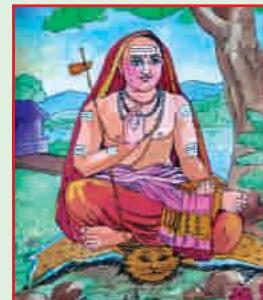


Fig-2.2: Adi Shankaracharya



Let's Do

- With the help of your teacher / parents Collect some more preachings of Adi Sankaracharya from your school library and discuss in class.

Ramanujacharya :

Ramanujacharya was a philosopher and social reformer. He was born at Sri Perumbudur in Southern India in the year 1017 C.E. Ramanuja gave a philosophical basis to the teachings of Vaishnavism. He preached Vishishta advaita. He preached everyone could attain salvation by completely surrendering to the will of the Almighty. He wrote a commentary on the Brahma Sutras popularly known as "Sri Bhasya".

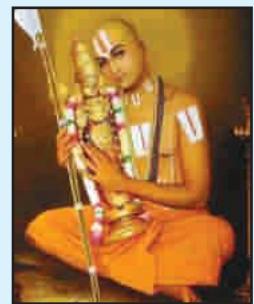


Fig-2.3: Ramanujacharya



Explore

- What are the contributions of Ramanujacharya to attain social equality?

Madhwacharya:

Madhwacharya was born on the west coast of Karnataka state in 13th- century. He promoted the Dwaita philosophy. Dvaita - means duality, dualism. It considers Brahman and Atman as two different entities and Bhakti (devotion) is the route to eternal salvation. According to Dwaita philosophy the world is not an illusion but a reality. Brahman, Atman and matter are unique in nature.

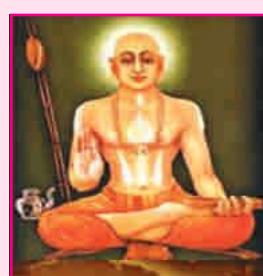


Fig-2.4: Madhwacharya



Let's Do

Fill up the following table with suitable words.

Dwaitha		
	Sankaracharya	
Visistadwaitha		

Vallabhacharya:

Vallabhacharya was another prominent Vaishnava saint from the South. He hailed from a Telugu family. He gained great popularity for his talents, scholarship and his deep knowledge of philosophy. His ideology is known as Suddhadvaita (pure Non-Dualism). According to it God is one. Vallabhas teachings are also known as pushtimarga or the Path of Grace. He had intense love for the divine incarnation of Lord Shri Krishna. He wrote commentaries on the Brahma Sutra.

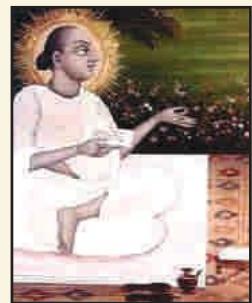


Fig-8.5: Vallabhacharya



Do You Know?

- The Brahma Suthras is a Sanskrit text. Attributed to the sages Badharayana or Vyasa. It is also known as Vedanta Sutra.

Basaveswara:

Basaveswara was a statesman, philosopher, poet, and social reformer of Karnataka. He popularised the Veerasaivism. His literary works are named Vachanas. He preached to all people irrespective of his birth or social status. His famous quote "All men are equal. There is no caste or sub-caste".



Fig-8.6: Basaveswara

Ramananda:

The credit for the spread of Vaishnava religion in northern India goes to Ramananda. He was born at Prayag (Allahabad). He got his schooling at Prayag and Banaras. He visited various religious places in northern India, and he preached Vaishnavism. He believed in Vishistadvaita philosophy of Ramanuja and carried his teachings much further. He strongly opposed sectarianism. He adopted Hindi to spread his teachings.



Fig-8.7: Ramananda



Explore

- Why did Ramananda oppose sectarianism in those days ? . Know from your teacher.

Kabir :

Another prominent saint of the Bhakti movement in northern India was Kabir. He was brought up by a Muslim weaver named Niru. From his childhood itself Kabir was a meditative child. When he grew young, he became the disciple of Ramanand and stayed most of the time at Banaras. He learnt the Vedanta philosophy in a modified and more acceptable way from Ramananda. He preached a religion of love which aimed at promoting unity amongst all castes and creeds. He advocated “all are equal before God”. In fact, he was the first saint who tried to reconcile Hinduism and Islam.

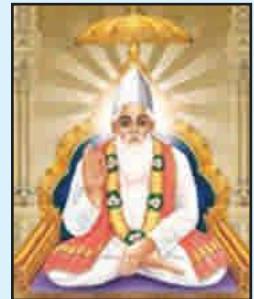


Fig-2.8: Kabir



Think & Respond

- Kabir said that “All are equal before God”? Do you agree with this statement? Mention your reasons.

Sant Ravidas:

Sant Ravidas lived at Banares. He earned his living by mending shoes. He lived a life of simplicity and contentment. There is a spirit of harmony in his writings. He advocated complete surrender to God. His cardinal quote was "Hari is in all and all in Hari".



Fig-2.9: Ravidas

Mira Bai:

Mira Bai was another important woman saint of the medieval times. Mira became a devotee of Krishna right from her childhood. Even after marriage she continued her devotion towards Krishna and became popular as a Divine singer. Mira lived a very simple life though she was born in a royal family. She propagated Krishna Bhakthi among all sections of the society.

Hermits of various religions visited Chittod (Rajasthan) to listen her Singing in ecstasy. She was the disciple of Sant Ravidas. Her songs have become popular for centuries.



Fig-8.10: Mira Bai



Think & Respond

- Hermits of various religions got attracted to the Bhajans of Mira. Why?

Chaitanya Mahaprabhu.

He is also known as Sri Gauranga. He was a popular Vaishnava saint and reformer from Bengal. He visited various religious places located in the southern and western parts of the country like Pandarpur, Somnath, Dwarka etc. and preached his teachings there. He also paid a pilgrimage to Brindavan, Mathura and other places in the north. However, he finally settled down at Puri and stayed there till his death. Chaitanya believed in one Supreme being, whom he called Krishna or Hari. Chaitanya preached that the presence of the God could be realised through love, devotion, song and dance. He gave importance to the inner and esoteric way of realisation, which he believed it could be attained through a guru alone.

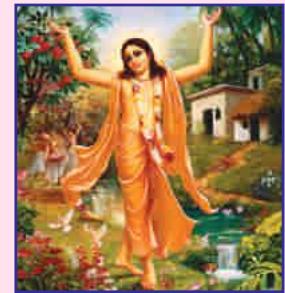


Fig-2.11: Chaitanyudu

Shankara deva:

Shankara deva is the saint of Assam. He was a poet, play write and social reformer. He founded many Satras or monasteries and Nam-Ghars in which people of all castes meet for religious and social purposes. Sankaradeva succeeded in preaching Vaishnavism among all people including tribal people.



Fig-2.12: Sankara deva

Guru Nanak:

Guru Nanak, the founder of the Sikh religion was another prominent saint. He greatly appreciated the teachings of Kabir. Guru Nanak was born at village Talwandi near Lahore in 1469. Right from his childhood he took delight in religious discussions with holy men. He believed truth, fraternity of men, righteous living, the social virtues of dignity of labour and charity.



Fig-2.13: Guru Nanak

He believed in the oneness of God and the brotherhood of men. Nanak preached in the language of the people and his preachings became very popular during his lifetime itself. His disciples included both the Hindus and the Muslims. His followers were known as Sikhs.

Teachings of Nanak :

The most famous teachings attributed to Guru Nanak are that there is only one god, and that all human beings can have direct access to God. His most radical social teachings denounced the caste system and taught that everyone is equal, regardless of caste or gender.

Explore

- Collect the names of ten Sikh gurus with the help of your teacher.

Let's Do

- Collect the information regarding the holy texts Guru Granth sahib.

Namdev:

He was born in a Tailor family. He was a devotee of Vithoba of Pandharpur. He conducted Bhajan sessions with people of all sections of society. According to Namdev there is no need to follow rituals and elaborated processes to worship god. Simply we have to concentrate our mind on God to attain moksha.



Fig-2.14: Namdev

Jnaneswar :

Jnaneswar wrote his commentary on the Bhagavadgita called Bhagavat Deepika.commonly known as Jnaneswari.Jnaneswar used Marathi to convey his thoughts. He advocated to allow all castes to read scriptures.



Fig-2.15: Jnaneswar

Think & Respond

Namdev preached no need to follow rituals and elaborated process to worship god.Why did he say?

Telugu saints: Let us now discuss some prominent Telugu poets & Scholars who are well known for their literature as well as social concern.

Molla:

She is also called Mollamamba. She is a Telugu poet from potter community. She wrote Ramayana in telugu and she is said to be the contemporary of Krishna devaraya.Her style is simple and attractive.



Fig-2.16: Molla

Annamayya:

Tallapaka annamacharya is popularly known as annamayya. He is from tallapaka village of kadapa district. He is known as padakavitha pithamaha. He wrote 32000 keerthanas in praise of lord venkateswara. His sankeerthanas are very popular among telugu people. In his poems he resented social inequalities.



Fig-2.17: Annamayya

Impact of the Bhakti Movement on the Medieval Indian Society:

- The most important social impact of the Bhakti movement was that the followers of the Bhakti movement rejected the caste distinction.
- The movement encouraged religious tolerance.
- It encouraged the value of service.
- It stresses on earning wealth through hard work and honest means.
- A spirit of harmony developed among different sections of the society.
- It tried to develop humanitarian attitude.



Think & Respond

- Bhakti inculcates honesty, kindness, love, service mindedness etc.”? Discuss

8.2. Sufi Movement:

The Sufi movement was a socio-religious movement in Islam. The Sufis emphasised on an egalitarian society based on universal love. The word Sufi is derived from an Arabic word Saf. Saf means purity / clean. The Sufi saints were always in meditation and they led a simple life. They wore woollen clothes.

The salient features of Sufism:

- There is only one God. All are children of God.
- To love ones fellow men is to love God.
- Devotional music is one of the ways to move nearer to God.
- Sufi believes Wahdat-ul-Wujud means worship for a single God.

Khwaja Moinuddin Chisti:

Khwaja Muinuddin Chishti was a great Sufi Saint of India. The Chishti order was established in India by him. He was born in 1143 A.D. in Seistan in Persia. He came to India around 1192 A.D. He spread the message of love and universal brotherhood.



Fig-2.18: Moinuddin Chishti Dargah



Do You Know?

Moinuddin Chishti Dargah is located at Ajmer, Rajasthan in India. The shrine has the grave of the revered saint, Moinuddin Chishti.

Farid-ud-din Ganj-i-Shakar :

Farid-ud-din Ganj-i-Shakar was another great Sufi Saint of India. He was popularly known as Baba Farid. He stressed meditation and Love for one God. He said we should always remember and obey the God. One has no right to live who does not pray.

Nizam-ud-din-Aouliya, Shaik Nizamt Ullah and Khwaja-pir-mohammad are other prominent reformers in Islam.



Fig-2.19: Farid-ud-din Ganj-I-Shakar

Impact of Sufi movement:

- Sufi's travelled all over the country to reach the poor and rural communities.
- They preached in the local languages.
- They lived a modest simple life.



Let's Do

- List the similarities of both Hindu and Islamic reformers.

8.3. Inferences from poetry of Bhakti movement & Sufi movement:

1. Bhakti movement and Sufi movement influenced the life style, cultural practices and traditions of people.
2. The saints and their followers resented caste, religious inequalities that prevailed in society.
3. Dignity of labour enhanced the recognition of the people in Agriculture, Handloom, Art crafts etc.
4. Inspiration of Bhakti movement lead to the formation of new kingdoms.
Ex : Vijayanagara kingdom has established with the inspiration of Swami vidyaranya and the Maratha kingdom by Shivaji with the consideration of Samardha Ramadas.
5. Bhakti movement enhanced the essence of local languages. The saints of Bhakti movement composed songs and poems to attract common man easily. This enhanced the literature in regional languages.
Ex: Writings of Akkamahadevi, Meera bhajans, Tiruppavai of Godadevi.
6. The Sufi saints propagated the principles of monotheism (belief in one God) simple way of worship and protested superstitions. Sufi saints propagated their principles in poems, songs. Music has great prominence in praising God. Ex: Quwwali , simplicity, disciplined life dedication towards Islam etc. attracted the society towards Sufism



Glossary

Upanishads	:	They are known as Vedanta . These are the last parts of Vedas.
Esoteric	:	The philosophical knowledge attained by few saints with dedicative effort.
Egalitarian	:	The concept of equalness.
Ecstasy	:	A trance or trance like state in which a person transcends.
Salvation	:	Deliverance of the soul from earthly matters and reach the abode of God.



Improve Your Learning

I . Answer the following questions.

1. What are the salient features of Bhakthi movement?
2. Write about Sufi saints and their teachings?
3. Who is Mira Bhai? What was her contribution to the Bhakthi movement?
4. What are the literary works of Adi Sankaracharya?
5. Write about the saints of North India. Where are their Mutts?
6. Who was the founder of Sikhism and what were the main principles of Sikhism?
7. What is the impact of Bhakti movement on society?
8. Describe the prominent saints of South India.

II. Choose the correct answer

1. Who preached the Visisthaadvaitha philosophy ()
a) Ramanuja b) Sankaracharya c) Ramananda d) Kabir
2. The concept of Saguna Bhrahman was the outcome of which of the following concept of Bhakti movement? ()
a) Nirguna Bhakti b) Vaishnavism c) Saivism d) None of above
3. Who is the founder of sikh religion? ()
a) Gurunanak b) Sankaracharya c) Ramananda d) Akbar
4. What does it mean “oneness of god”. ()
a) Only one god b) Belief in one god c) Unity of god d) All the above
5. In which century did the Bhakti movement begin? ()
a) 6th b) 7th c) 8th d) 9th

III. Matching.

Group- A

1. Alvars ()
2. Hindu scripture ()
3. Saguna Bhakti ()
4. Nirguna Bhakti ()
5. Shaiva ()

Group- B

- a) Worshipping god with form
- b) Worshiping of Vishnu
- c) Worship of the divine as formless
- d) Nayanars
- e) Ramayana, Bhagavadgita

Project Work

Collect the poems written by various poets and recite them in your school function.



Indian Constitution - an Introduction



Learning Outcomes

The learner is able to

- understand the background of the Indian constitution.
- explain the role of the Constituent Assembly and Drafting committee.
- appreciate the role of Dr. B.R. Ambedkar in making of the Indian Constitution.
- understand the constitutional values.
- know the role of Fundamental Rights and Duties in the development of the individual and the society.



Key Concepts

- 3.1. Brief background of the Indian Constitution.
- 3.2. The Preamble of the Indian Constitution.
- 3.3. Salient features of the Indian Constitution.
- 3.4. Values and Responsible Citizenship

Students!

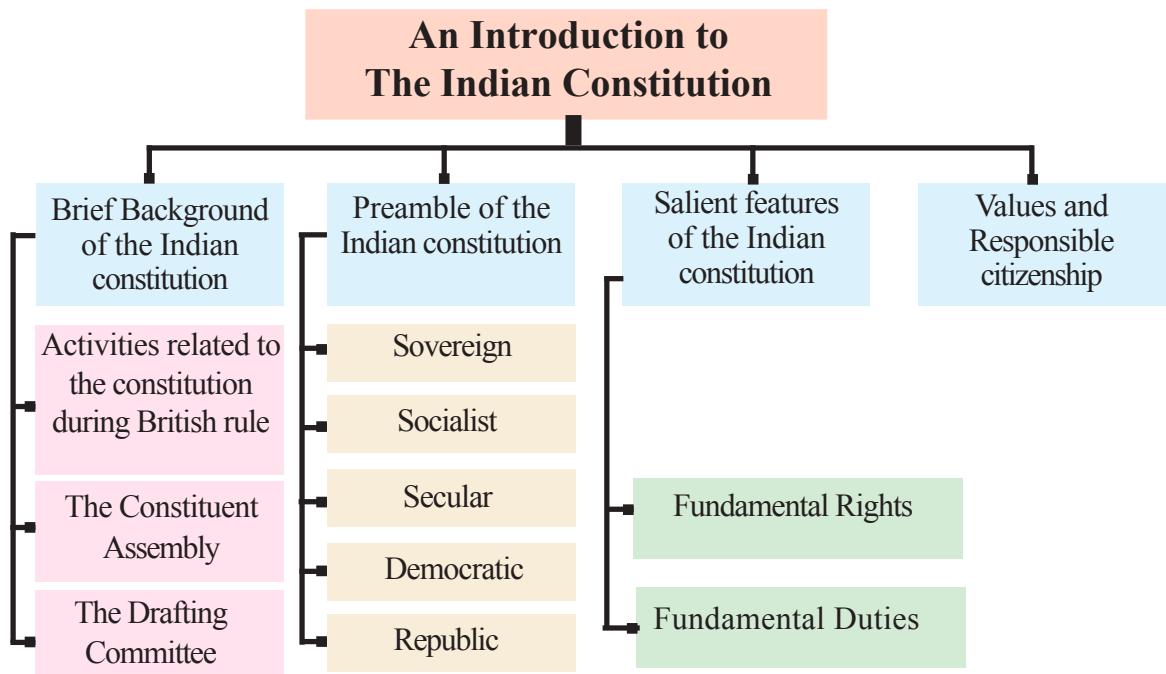
Do we follow any rules to keep our school functioning properly?

Are such rules required? Why?

From the time of arrival at the school in the morning till the time of leaving the school in the evening, the various activities of the school i.e. assembly, teaching of various subjects, sports etc. are all conducted in a systematic manner. All this is happening according to a timetable that our Head Master, teachers, and students have prepared. We know that it is difficult to run a school without any rules.

In the same way, in order to govern a country, a constitution must be drafted that includes the head of state, the government, the legislature, the judiciary, and so on. There is an opportunity to provide proper governance to the people based on its contents.

Like all the other countries in the world, our country, India has a well-prepared constitution to rule ourselves smoothly without any disturbance. In this lesson we are going to learn the brief introduction to the Indian constitution and its salient features like the Fundamental Rights, Fundamental Duties etc.



9.1. Brief background of the Indian Constitution:

Dear learners you know very well that before independence, our India was ruled by the British. Can you say there was any Constitution for India during the British rule? No, there was no constitution for India. They ruled India according to the acts made by the British Parliament. Among them, Government of India Act - 1935 was an important Act. It was provided for the establishment of an all-India federation consisting of Provinces and Princely states. The act divided the powers between the Centre and States into three lists. This act introduced diarchy at the centre. It also introduced the autonomy of the states.



Explore

Browse the internet or go through the library books and know more about other acts made by the British parliament for ruling India. (If necessary, take the help of your teacher).



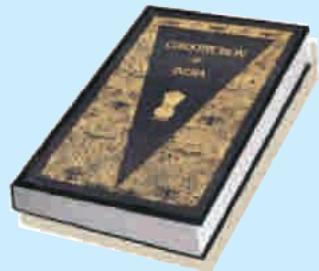
Think & Respond

Our national leaders opposed the acts made by the British government. Why?

3.1.1. Activities related to the Constitution during British rule:

In the year 1928, a committee was constituted by all the parties including Indian National Congress to draft the constitution for India. Motilal Nehru (father of Jawaharlal Nehru) acted as the chairman of this committee. This committee submitted its report in the year 1929. It was known as Nehru report. It was the first Constitutional Document. But it could not come into force because the British did not accept it.

In 1931, the Indian National Congress (INC) at Karachi session passed a resolution on how Independent India's Constitution should look like. Both Nehru report and Karachi resolution were committed to the Universal Adult Franchise, Right to Freedom and Equality.



The Constitution:

The basic law with a set of rules of a country which show the nature of the country, form of the government, rights and duties of the citizens is called the Constitution.

It is either in written form or non-written form. Our Indian Constitution is in written form, whereas British constitution is in non-written form.



Think & Respond

- Why was the Indian National Congress demanded for a separate Constitution for India. What were the reasons for it?
- What is the need of a Constitution for a country?



Do You Know?

The Indian National Congress: It was the organization that worked for the freedom of India from the British. It was established in 1885.

3.1.2. The Constituent Assembly:

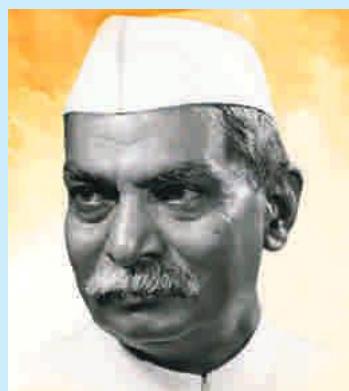
The Constitution was drafted by an assembly of elected representatives called the Constituent Assembly.

Historically, in 1934, the Indian National Congress made a demand for a Constituent Assembly. According to the Cabinet Mission plan 1946, election to the Constituent Assembly was

held in July 1946. The members of the Constituent Assembly were elected indirectly by the members of the provincial assemblies. The Cabinet Mission plan allotted seats to each Province and each Princely State or a group of states.

Accordingly, Provinces or areas under the British rule elected 292 members and all Princely States together nominated 93 members. Four members were elected from Delhi, Ajmer-Mewad, Koorg and British Baluchistan. With this the total members of the Indian Constituent Assembly reached 389. Among the 389 members, 26 members were from Scheduled Castes and 9 members were from women. With the partition of the country in August 1947, the Constituent Assembly was also bifurcated into the Indian Constituent assembly and the Pakistan Constituent Assembly. The Indian Constituent Assembly had 299 members. It elected Dr. Babu Rajendra Prasad, as its President.

Dr. Babu Rajendra Prasad



He was the President of The Indian Constituent Assembly. Later, he was elected as the first President of Independent India on 24th January 1950, in the last session of the Constituent Assembly. He is the only president to have been re-elected for a second term (1950 - 1962).



Fig. 3.1: Some members of Constituent Assembly



Think & Respond

- ❖ If the members of the Constituent Assembly were elected through Universal Adult Franchise, how would its impact be on making of the Constitution.
- ❖ Why do you think the Princely- states were allowed to nominate members to the Constituent Assembly?



Let's Do

- ❖ Prepare a photo album with pictures and the biography of prominent members in our Constituent Assembly.

3.1.3. Drafting Committee:

The Drafting committee was entrusted with the responsibility to prepare the Draft constitution. It was set up on 29th August, 1947 under the chairmanship of Dr. B.R Ambedkar with seven members. Draft constitution was prepared and submitted to the Constituent Assembly in 1948. It contained 315 Articles and 8 Schedules.

The Draft Constitution had been kept before the public for eight months. During this long-period critics and advisories had more than sufficient time to express their reaction to the provisions contained in it. After modifications, the Constitution with 395 Articles, 22 Parts and 8 Schedules was finally adopted by the Constituent Assembly on 26th November, 1949 and it came into force on 26th January 1950.

"The man who tried to run the wheel of law towards social justice for all"

- Regarded as the “Father of the Indian Constitution”.
- He was responsible for the preparation of the Draft Constitution for independent India.
- Appointed as the first Law Minister of independent India in 1947.



Dr. B.R. Ambedkar

Dr. Bhimrao Ramji Ambedkar, popularly known as Babasaheb Ambedkar, was a jurist, social activist and a politician. Bhimrao Ambedkar was born to Bhimabai and Ramji on 14th April 1891 in Mhow Army Cantonment in Central Provinces (Madhya Pradesh). Ambedkar's father was a Subedar in the British Indian Army and after his retirement in 1894, the family moved to Satara, of Central Provinces. He faced a number of challenges in his formative years, which shaped his adult writings and philosophies. Ambedkar's thoughts as reflected in his writings and speeches have significant importance in tracing the history and growth of social thought in India. For most of his life, Ambedkar worked outside the mainstream of politics. He worked for the welfare of the depressed and poor.



Think & Respond

- ❖ Our Constitution was adopted by the Constituent Assembly on 26th November, 1949. But it came into force on 26th January, 1950. Why was it delayed? Find out the reason with the help of your teacher.
- ❖ Why do we celebrate Republic day on 26th January?



Do You Know?

The Constitution Day :

Constitution Day is celebrated in India on 26th November every year to commemorate the adoption of the Constitution of India on 26th November 1949 by the Constituent Assembly. The celebration was officially started in 2015.

- ❖ The Constituent Assembly took 2 years, 11 months 18 days for the preparation of our Constitution.



Explore

- ❖ Browse the internet or ask your teacher to know more about our Indian Constitution.(At present, how many Articles, Schedules, Parts are there in the Indian constitution.)

3.2. The Preamble of Indian Constitution:

Dear students.. Observe your textbook. You can find Preface or Foreword or About this book at the beginning of the text. It tells us the goals and objectives of the textbook. In the same way the Constitution also consists of a Preamble which is known as an introduction to the Constitution. It sets out the goals, the values and the ideals to which our country stands. It is the basic structure of our Constitution.



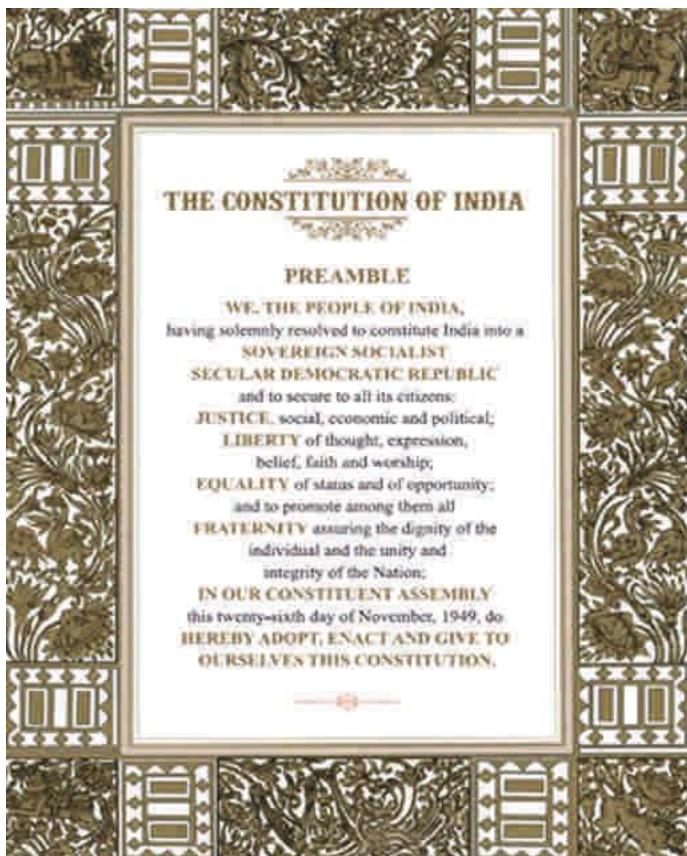
Fig. 3.2: Pandit Jawaharlal Nehru addressing the Inaugural session of the Constituent Assembly on 13.12.1946.

On that day he proposed "objective resolution" which is the base to the preamble of Indian Constitution.



Do You Know?

- ❖ **An Article** refers to a specific rule or principle on a specific aspect in the constitution.
- ❖ **A Part** refers to a set (group) of articles relating to one concept.
- ❖ **A Schedule** refers to additional information or details not mentioned in the articles.
- ❖ Socialist, Secular words were added to the Preamble in 1976 through the 42nd amendment.



Think & Respond

Read the Preamble of our Constitution very carefully and answer the following questions.

- ◆ The Preamble of our Constitution starts with 'We the people of India.' What does it mean?
- ◆ Identify the date in the Preamble and write its importance.
- ◆ Is Preamble a part of the Constitution or not? Try to know that with the help of your teacher.

Fig-3.3:Preamble of Our Constitution



Fig-3.4: Key Ideas and their definitions of Our Constitution Preamble

JUSTICE • Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially the disadvantaged groups.

LIBERTY • It means freedom to all. There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way, they wish to follow up their thoughts in action.

EQUALITY • All are equal before the law. The traditional social inequalities have to be ended. The government should ensure equal opportunities for all.

FRATERNITY • It means brotherhood. It promotes unity, integrity and loyalty among the people of the nation.



Think & Respond

- * All democratic countries are not Republic countries. Give an example for this statement.
- * Suppose a country has an official religion. Can you say that country is a secular country?
- * Why is India called a Republic?
- * How can you say that India is a Secular country?

3.3. Salient Features of the Indian Constitution

The Constitution of India is a very dynamic creation of our law makers. It comprises of many salient features shown as follows:

- Written Constitution.
- Longest constitution.
- Democratic form of government.
- Sovereignty of the people.
- The Parliamentary form of government.
- Fundamental Rights.
- Fundamental Duties.
- Directive principle of state Policy.
- Single citizenship.
- Independent judiciary.
- Adult suffrage.
- Rigid and flexible Constitution etc.

Now, we shall discuss about the Fundamental Rights and Fundamental Duties. You will learn in detail about the remaining features in the higher classes.

3.3.1. Fundamental Rights:

Rights are reasonable claims of persons. Fundamental rights are a set of rights that are recognized under the Constitution of a country to protect their citizens. These rights give people a protection from the oppressive governments and the duty of the government is to uphold them. They are directly protected by the Supreme court of India and High courts.

At present there are six Fundamental Rights that are mentioned from Article 14 to 32 in Part 3 of the Constitution of India. They are shown in the Fig. 3.5.



Fig-3.5: Fundamental Rights

At the time of our Indian constitution coming into force, we had seven Fundamental Rights. But, in the year 1978 the Right to Property was deleted from the list of the Fundamental Rights through 44th Constitutional amendment.

Fundamental Rights	
Fundamental Right	Explanation
1. Right to Equality (Article 14 - 18)	The Indian Constitution guarantees the Right to Equality. It includes equal protection of law, social equality, equal opportunities in employment and education, abolition of untouchability and abolition of titles.
2. Right to Freedom (Article 19 - 22)	The Right to Freedom guarantees the following six freedoms: Freedom of speech and expression, Freedom to assemble peacefully without arms, Freedom to form associations or unions, Freedom to move freely, Freedom to reside and settle in any part of India, Freedom to participate in any profession and right to life.
3. Right against Exploitation (Article 23 - 24)	Under this Right, all forms of “forced labour are prohibited”. It also prohibits child labour. The Constitution states, “no child below the age of 14 shall be employed to work in any factory or mines or engaged in any other hazardous work.”
4. Right to Freedom of Religion (Article 25 – 28)	All individuals are free to follow their conscience and practise any religion. Though our country has many religions like Hinduism, Islamism, Christianity, Sikhism, Buddhism, Jainism etc. there is no official religion to the State. Government remains neutral in religious matters and so our country is known as a Secular State.
5. Right to Education and Culture (Article 29 - 30)	The Constitution says, all minorities, either on religious basis or linguistic basis, shall have the right to establish and administer educational institutions of their choice’ and protect their culture.
6. Right to Constitutional Remedies (Article 32)	This right protects all the Fundamental Rights through Supreme court and High courts.



Think & Respond

- Right to Property was deleted from the Fundamental Rights. What is your opinion for the reason behind it? (Ask your teacher)
- Fundamental Rights were adopted from the American Constitution and some other aspects were also adopted from the Constitutions of various countries. What do you learn from this statement?
- Based on the study of the above table, how do Fundamental Rights help your development? Explain.
- What would be the situation if we didn't have the Right to Freedom as a Fundamental Right?



Let's Do

- Browse the internet or visit the library and prepare a table on what aspects are adopted from various countries' in our Constitution. Locate these countries in the world map.

Right to Information:

- The Right to Information empowers every citizen to seek any information from the Government.
- It ensures transparency in administration.
- The Right to Information Act (RTI) was enacted by the Parliament of India in 2005.

Right to Education:

- Our Parliament recognized education as a Fundamental Right as a part of The Right to Freedom.
- The 86th Amendment of the Constitution that was passed in 2002 added Article 21A which ensures education as a Fundamental Right.
- It says that “the state shall provide free and compulsory education to all children between the ages 6 and 14 years through a law that it may determine”.
- The Right of Children to Free and Compulsory Education Act was enacted in 2009 by the Parliament of India and came into force on April 1st, 2010.



Think & Respond

- Try to know, How the Right to Information ensures transparency in government administration?
- Have you seen any violation of Fundamental Rights in your surroundings? If so mention some examples.
- Find out the difference between Article 21A and Article 45 in our Constitution with the help of your teacher?

3.3.2. Fundamental Duties:

These are defined as the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India. These duties were set out in Article 51A, Part 4A in our constitution through 42nd Amendment in 1976. These were taken from Russian constitution. Rights and duties are complimentary to each other. Where there are rights, there are duties. One can't think of rights without duties.

"Real rights are a result of the performance of duty" –

Mahatma Gandhiji

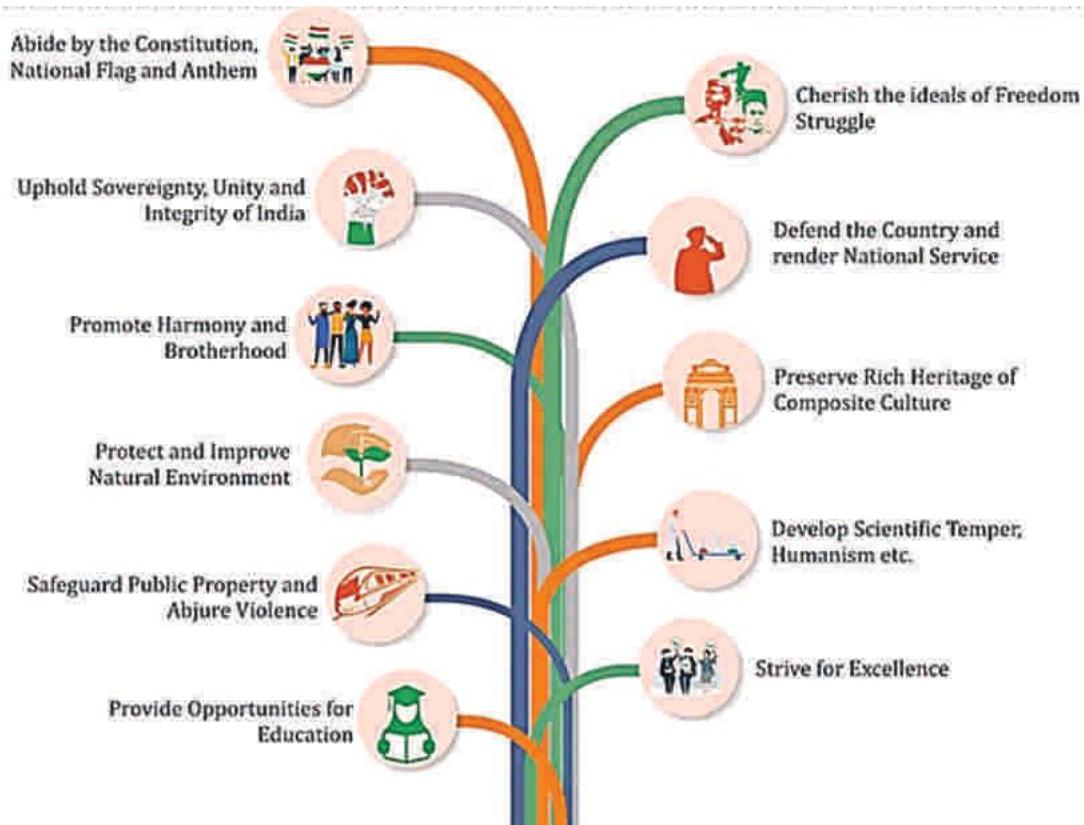
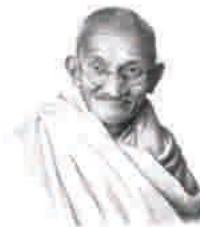


Fig 3.6: Fundamental Duties



Think & Respond

- What are the rights you enjoy and the duties done by you in your school?
- In what way the duties are important?
- The Fundamental duties enhance patriotism. How?
- "Rights and duties are the two sides of the same coin". Discuss.

The Constitution of India guarantees some rights to its citizens and people who choose to live in the country. However, there are also some duties that we as citizens are expected to accomplish.

Example 1: How indiscipline in the classroom can lead to chaos. For example:

What I am allowed to do in the school	What I am not allowed to do in the school
Make a good behaviour in the class	Indisciplined behaviour in the class.
Use the library	Jump on the benches
Play in the ground	Write on the walls

Above information denotes that, “**safeguard public property and abjure violence**”.

Example :

A group of friends decided to celebrate a festival – they blocked the road, set up a stage and installed massive amplifiers that blared music for a long distance. According to them, it was part of their Right to Freedom guaranteed under the Fundamental Right. Due to this, the people in the neighborhood had to spend a sleepless night. Their right is denied.

Given example - denote that “**protect and improve the natural environment**”.

The above two examples show the need of awareness on the duties and responsibilities of citizens.

3.4. Values and Responsible Citizenship:

Values are those inner standards that provide you the motivation to act as you do. Values signify what is important and worthwhile. They serve as the basis for moral codes and ethical reflection. Individuals have their own values, based on many factors, such as family, peers, social background, e.t.c. You are willing to publicly stand by your values. Not only you are proud of your choice not to cheat. But you will also speak about your position and even try to convince others not to cheat. You declare by your actions and words that you value honesty and integrity. Your value shows up in every aspect of your life. You don't just talk about having honesty and integrity, you live it. You will associate with people who also value honesty and integrity. We should be responsible citizens in the society. A responsible citizen should inculcate the following values.

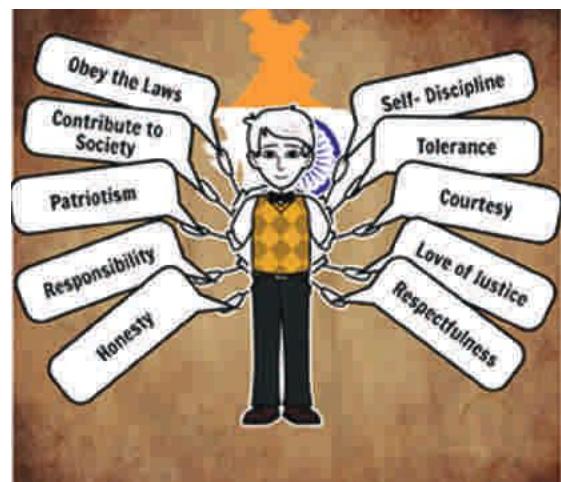


Fig. 3.7: Responsible Citizen

- ◆ **Obey the laws** and respect authority.
- ◆ **Contribute to society** and community and perform civic duty.
- ◆ **Patriotism**- Love your country.
- ◆ **Honesty** – tell the truth.
- ◆ **Responsibility** – be accountable for yourself and your actions.
- ◆ **Respectfulness** – treat others how you want to be treated.
- ◆ **Compassion** – you must have compassion for the victims and the oppressed. Show fellowship with your compatriots who make voluntary donations to charities.
- ❖ **Tolerance** – be tolerant of other races and religions.
- ❖ **Courtesy** – be considerate of others.
- ❖ **Self-Discipline** – have self-control and cultivate the ability to follow through on what you say you're going to do.
- ❖ **Moral Courage** – stand up for what you consider to be right and defend those who cannot defend themselves.
- ❖ **Love of Justice** – be fair and ask that others be so as well.



Think & Respond

- How do the above qualities make you a responsible citizen?
- Which of the above qualities do you have?

Dear future generation citizens... embrace the above qualities in you and become a good and responsible citizen. These qualities help us and help to develop our society.



Glossary

Constitutional Amendment	: A modification of the Constitution of a country.
Fraternity	: Sense of brotherhood.
Province	: It is an administrative division in India during British rule.
Princely State	: These were states of native rulers (kings) during the British Period.
Citizen	: A person who is a member of a state or country and has legal rights there.
Citizenship	: The position or status of being a citizen of a particular country.
Compatriot	: A person who comes from the same country.
Diarchy	: A government in which power vested in two rulers.



Improve Your Learning

I. Answer the following questions.

1. Write the Fundamental Duties of our Constitution.
2. What is the impact of Fundamental Rights on present society?
3. Give examples for violation of Fundamental Rights.
4. Read the paragraph under salient features of the Indian Constitution and comment on it.
5. Appreciate the role of Dr.B.R Ambedkar in the preparation of the Indian Constitution.
6. Make a table on Fundamental Rights and their importance in your life.
7. Locate the following countries in the world map.
a) India b) America c) Russia d) Britain
8. Write the characteristics of a good citizen?

II. Choose the correct answers.

1. Find the odd one out. []
a) Liberty b) Inequality c) Justice d) Fraternity
2. The Chairman of Constituent Assembly is _____. []
a) Dr.B. R Ambedkar b) Jawahar Lal Nehru
c) Mahatma Gandhiji d) Dr. Babu Rajendra Prasad
3. Which of the following is a violation of Fundamental Rights? []
a) A person below 14 years working in tea shop.
b) A child is separated based on the caste in the class room.
c) A person is not allowed to follow religion of his interest.
d) All
4. Which article tells about right to education in our constitution. []
a) 19 b) 20A c) 21 d) 21A
5. Which article tells about Fundamental Duties in our Constitution. []
a) 51 b) 51A c) 21 d) 21A

III. Match the following.

Group - A

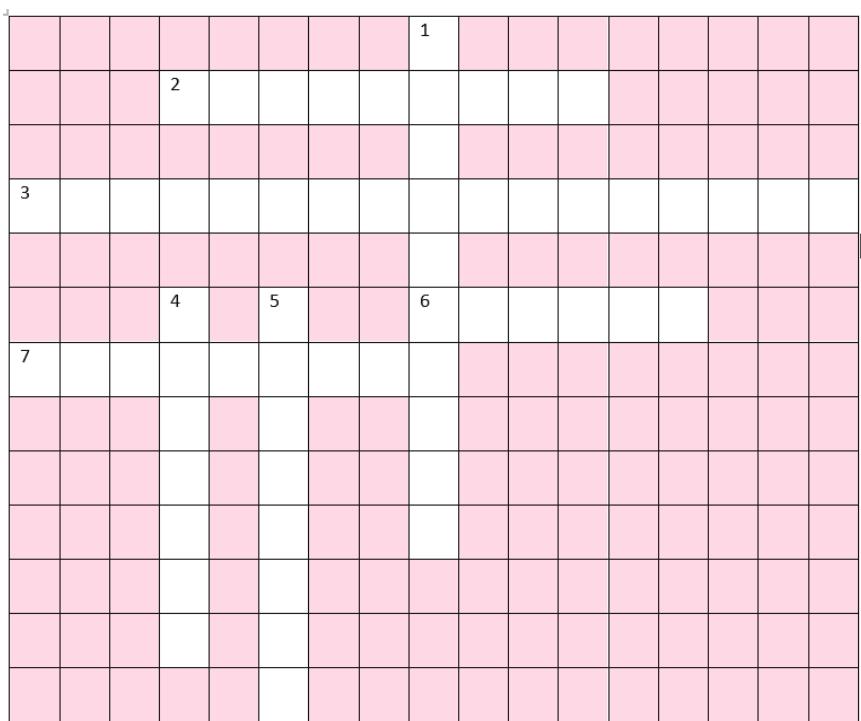
1. 42nd Amendment () a) Fundamental Rights
2. 44th Amendment () b) Fundamental Duties
3. 86th Amendment () c) Deletion of Right to Property
4. Part- III () d) Right to Education
5. Part- IVA () e) Socialist, Secular added to Preamble

Group - B



Puzzle

Solve the puzzle with the words based on the given hints.



Down:

1. People should live like brothers and sisters.
4. Government will not favor any religion.
5. Head of the state is an elected person.

Across:

2. Government by the people
3. Moral obligations of all citizens.
6. Reasonable climes of a person
7. The complete power to take decisions.



Project Work

Prepare a draft constitution of your school as your class project with the help of your teacher.

LESSON
4

State Government



Learning Outcomes

The learner is able to

- 1 understand the formation of State Government
- 1 identify the names of Assembly Constituencies in AP Map.
- 1 understand the law-making process.
- 1 understand how the State Government is formed and how it works.
- 1 differentiate between Local Government and State Government.
- 1 explain about District Level Administration
- 1 understand the role of media in Government.



Key Concepts

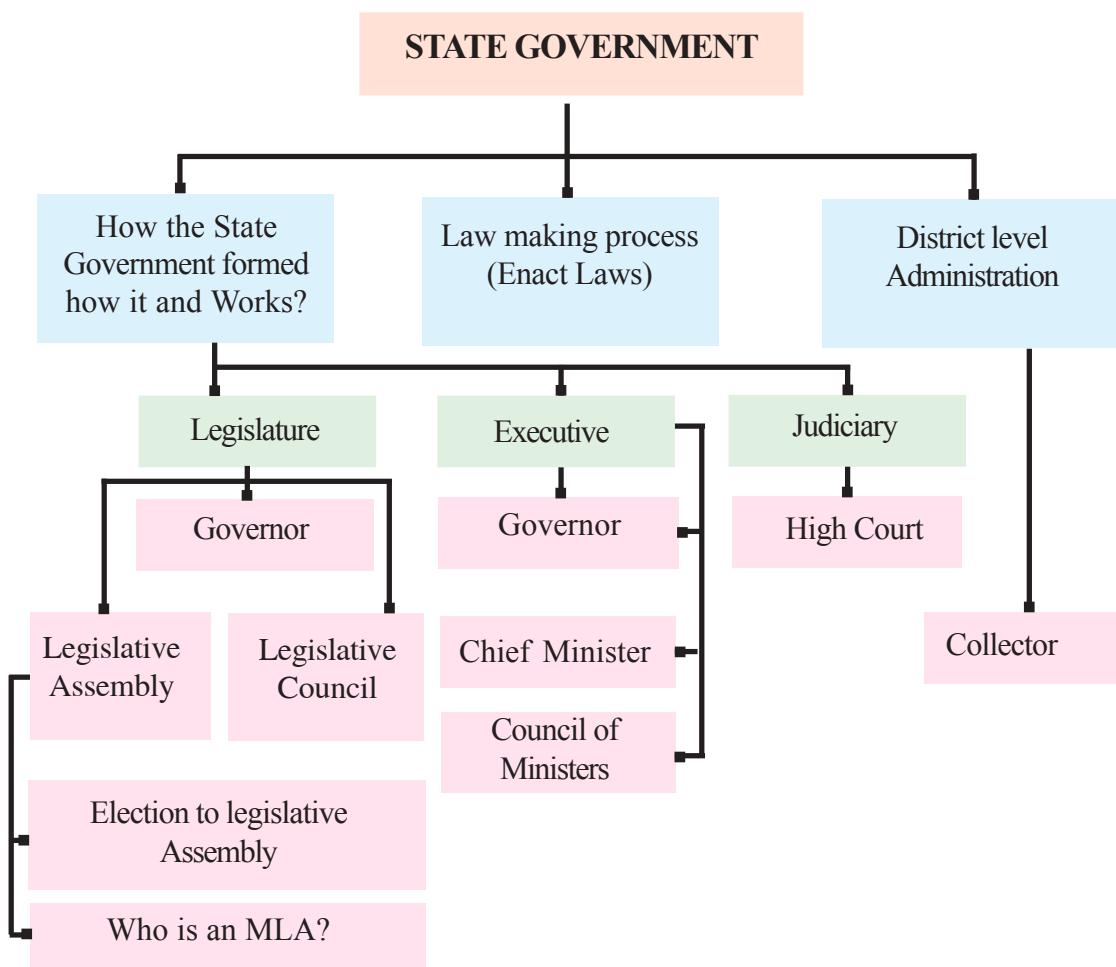
- 4.1. How is the State Government formed and how it works?
- 4.2. Law making process
- 4.3. District level Administration.

Fig 4.1. Public Amenities



- What do you observe in the above picture?
- What are the public amenities seen in the picture?
- Who provides the public amenities?
- What is a Government?

In the earlier class, you have learnt about "what is Government?" Types of government and local self-government. In this lesson, we will learn how the state government is formed, how it works and about district level administration.



10.1. How does the State government form and work?

In India we have the government at two levels. One is at the centre and the other is at the state. All the states and union territories have separate governments to run their own administration and they work according to our the Indian constitution.

The state Government is responsible for the governance of the people of the State. The State Government manages the affairs of the state at three organs. i.e., 1. Legislative, 2. Executive, 3. Judiciary. Now let us learn more about Legislature, one of the three organs of State Government.

4.1.1. Legislature:

The Governor, Legislative Assembly and Legislative Council are together called a state legislature. The primary function of the state legislature is to enact Laws.

Governor:

Every state in India have a Governor. The President of India nominates the Governor on the recommendation of the Prime Minister and his cabinet, for a term of five years. However sometimes two or three states can have a single Governor. According to article 158(3) the same person can be appointed as a Governor for two or more States.

Functions of Governor:

- Invites the leader of the majority party to form the Government.
- Administers the oath of loyalty to the constitution and secrecy
- Summons the sessions of legislative houses and also announces their prorogue.
- Appoints the Judges of all the courts that work under the High Court.
- Informs the President about the functioning of the State Government.



Think & Respond

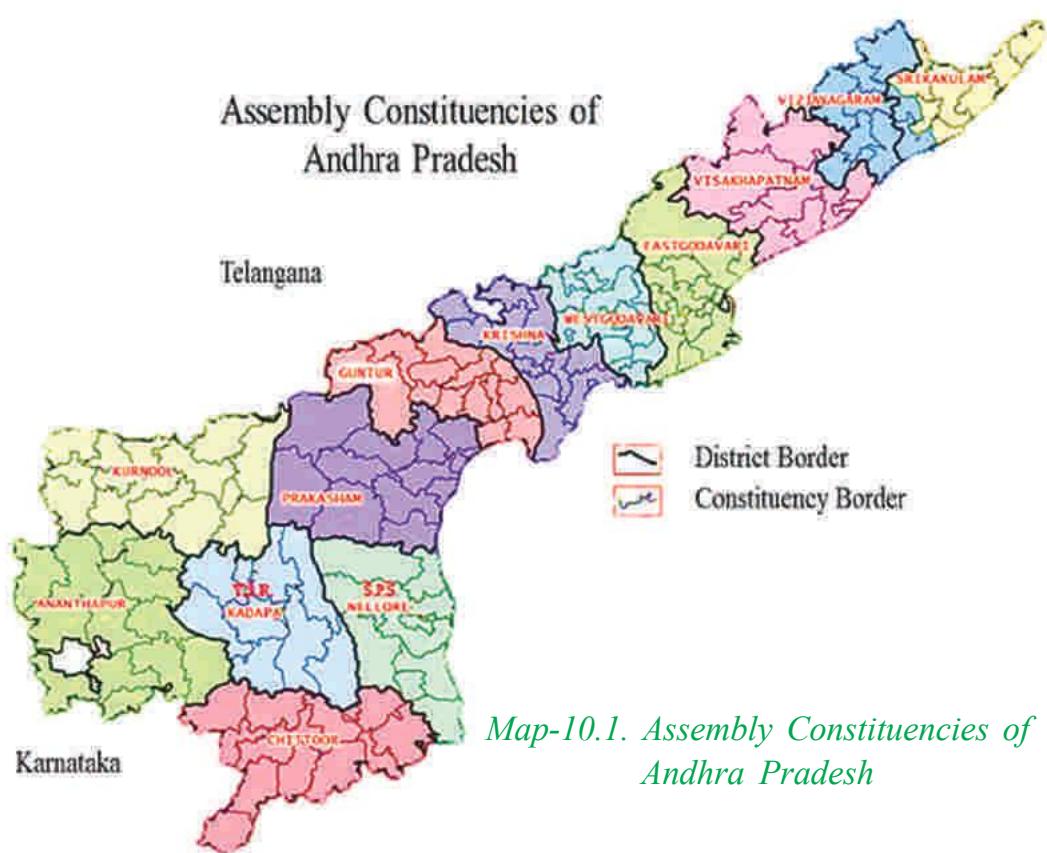
- Who is the present Governor of our state?

Legislative Assembly:

The State Legislative Assembly is a legislative body. Legislative Assembly has the lower house where all the MLAs meet to discuss on various issues related to the welfare of the State. There are 28 states in India. Each state is divided into Assembly constituencies, based on the population of the State. For example, our state of Andhra Pradesh is divided into 175 Assembly constituencies.

Elections to the Legislative Assembly:

Generally, elections to the state Legislative Assembly are held once in every five years. The Election Commission announces notification for election for all assembly constituencies. The Individuals, political parties can contest in elections with their ideologies.



Map-10.1. Assembly Constituencies of Andhra Pradesh



Think & Respond

- If you were to contest in elections in your assembly constituency, what would be your election manifesto?
- Collect the information on how the contesting candidates campaign in their electioneering?

Who is an MLA?

Election Commission deputes mechanism to conduct elections in Assembly Constituencies. On the day of elections, the voters in the constituency cast their vote. The officer in the booth is responsible for checking the identity of the voters. The voter ID cards have to be shown to the concerned officer. The voters should not reveal to whom they cast their vote. After completion of polling, all votes are counted on a scheduled date. After counting votes, the candidate who gets the majority of the votes is declared MLA (Member of Legislative Assembly) of that constituency. The political party or group of parties that have a majority of MLAs on their side will elect their leader.



Fig 4.2. Election Process



Explore

- Why should people cast their vote in the Elections?
- What is a VVPAT? Know from your teacher.



Let's Do

- List out Assembly Constituencies and the respective MLAs of your District.
- Examine the Voter ID Card of your parents and prepare an imaginary Voter ID Card for you with all the details.
- Discuss these words in the class: majority, ruling party, opposition party, constituency, secret ballot system, Universal Adult franchise.

After the General Elections, the leader of the majority party or coalition of parties, is invited by the Governor to form the government. The swearing ceremony of the Chief Minister will be taken up by the Governor. The Governor also administers the oath of the other Ministers on the recommendation of the Chief Minister. Thus, the Government is formed.



Let's Do

Fill the table with latest results of Legislative Assembly

S.No.	Political Party	No. of Seats



Think & Respond

- What is the name of your Assembly Constituency?
- Which Political party does the MLA from your Constituency belong to ?
- Name the present ruling party in our state.

Legislative Council:

The upper House of the state legislature is called the Legislative council or Vidhana Parishad. The legislative council serves as the indirectly elected upper house of a bicameral legislature. 1/3 of its members who have completed 6 years term resign and new members are elected. So it is a permanent house because it cannot be dissolved. Every Member of the Legislative Council (MLC) is elected for a six-year term.

The composition of this house is as follows:

- ☞ 1/3 of the members are elected by the Legislative Assembly,
- ☞ 1/3 of the members are elected by the Local Authorities,
- ☞ 1/12 of the members are elected by the Graduates Constituency,
- ☞ 1/12 of the members are elected by the Teachers Constituency,
- ☞ 1/6 of the members are nominated by Governor of the State.

The Legislative Council has Legislative, Financial, Administrative, and Discretionary powers etc. like the Vidhana Sabha. But Vidhan Sabha has more economic or financial powers.



Do You Know?

- According to Article 171 of Indian constitution, Andhra Pradesh, Telangana, Karnataka, Uttar Pradesh, Maharashtra, Bihar, have bicameral houses.
- Article 171(1) provides that the total number of members in the Legislative Council of a state shall not exceed one-third of the total number of members in the Legislative Assembly of that State.



Explore

- ☞ Explore the composition of Andhra Pradesh Legislative Council, with the help of your teacher.

4.1.2. Executive:

Who enforces the laws? The state Executive comprises of the Governor, the Chief Minister and the Council of Ministers (the Cabinet) and Bureaucracy. The Governor is the constitutional head of a state. Governor is the head of the state executive, the administration is carried on in his name. All bills become law only after his assent. The Governor can exercise his/her authority either directly or through his/her appointed officials.



Think & Respond

Orders of the State Government are issued in the name of the Governor Why?

Let's have a look at a realistic incident. A woman was travelling on a bus from Visakhapatnam to Vijayawada. A man, who was sitting behind her seat, disturbed her with his misbehaviour. In such a helpless situation, she registered a complaint through the 'DISHA' App, the novel initiative of Andhra Pradesh government. The incident took place on Tuesday 11 February 2020, at 4.21am.in Eluru. Officer in III town police station, registered it as zero FIR (First Information Report). Deputy Superintendent of Police (DSP) of Eluru, who was

on night duty responded to the complaint in just seven minutes, intercepted the bus near Kalaparlu Toll Gate and took the accused into custody. What do you understand from this incident?. This is how the employees work for the implementation of the acts.

Chief Minister:

In the Parliamentary System of Government, provided by the constitution the Governor is the ceremonial executive authority and the Chief Minister is the actual executive authority. In other words, the Governor is the head of the State, while the Chief Minister is the head of the Government.



Let's Do

Make a list of the Chief Ministers of Andhra Pradesh.



Do You Know?

According to Article 163(1), there shall be Council of Ministers with the CM as the head to aid and advise the Governor in the exercise of his functions.

Council of Ministers:

The Chief Minister allots different portfolios to the members of the Cabinet. The Minister directs the policy of the departments under his/her charge. These policies are implemented according to the rules by officials of the departments. The Ministry is responsible for preparing policies and plans which are submitted to the Assembly, for approval. After the approval by the Assembly, that will be implemented by the executive body.



Fig.4.3. Disha App



Think & Respond

If you get a chance to get into a Ministry, which portfolio Do you like most? Why?

10.1.3. Judiciary - High Court:

Judiciary is one of the three organs of the state government. It is the system of courts that interprets, defends and applies the law in the name of the state.

The High court is the highest Judicial organ at the State level. As a part of the independent Judiciary, it functions under the Apex court of the country, the Supreme Court. The State High court consists of a Chief Justice and other Judges.



Fig.2.4. High Court

The number of judges in the High Court is not the same in all states. The present number of Judges in the High court of Andhra Pradesh is 37 (Permanent: 28, Additional: 9).

The President of India appoints the Chief Justice and he can hold the office until he/she completes the age of 62 years. Apart from the High Court at state level, there are tribunals, and District Courts at lower levels. The Judiciary ensure Justice to the people without any bias. Lok Adalats (People's Court) also are established by the Government of India to settle dispute through conciliation and compromise.

10.2. Law making Process (Enact Laws):

Who makes Laws? We need laws for the smooth functioning of the systems in the state. Laws help the state and country to develop and progress. Laws are enacted by the Legislature. The responsibility of a State Government is limited to a particular state. The functions and powers of the state and central Government are divided into three lists: 1. The Union list, 2. The State list 3. The Concurrent List. The State Government makes laws on the state list and concurrent list.

Have you read the news below? What do you notice? What is the news about? ... Yes, it is about the 'Disha' Act. It says that the 'Disha' bill has been approved by the AP Legislature. This is an Act made by the Legislature. Let us discuss how the bill becomes an Act.

Generally, a member from the ruling party introduces the bill in the State Assembly or the State Council. Financial bills should be introduced in the Legislative Assembly with prior approval of the Governor. Copies of a bill will be distributed to the members of the House.

After the detailed discussions and debate, if required, after some modifications, voting will be taken up. After the approval of the house by the majority of the members, the bill will be sent to the next house. The same procedure will continue to approve the bill in the next house. Voting will take place after that. Once it is approved in both the houses, the bill will be sent to the Governor for his assent. It becomes an Act only when the Governor accords his approval. Now the Act will be notified in the Gazette. The Gazette will be sent to the Executive for its enforcement.

WHAT'S AP'S 'DISHA ACT'SAYS

- Death sentence to criminals found guilty of rape and gangrape
- Police to complete investigation in case within 7 days of FIR
- Lower courts to finish trial in 14 days
- Judges should dispose of case after convicting accused
- Special courts to deal with crimes against women & children

UNDER IPC

- Under Section 376-A, inquiry or trial needs to be completed within 2 months from filing of chargesheet
- Life term for accused committing rape & inflicting injury which causes death of victim or if victim goes into coma
- Under Section 376-D, accused could be awarded life term for gang rape & minimum for 20 years
- Under Section 376-E, repeat offenders could get capital punishment

Fig 4.5. Paper news about Disha

Let's Do

Make a Law by following the above procedure on any one of the issues related to your school.

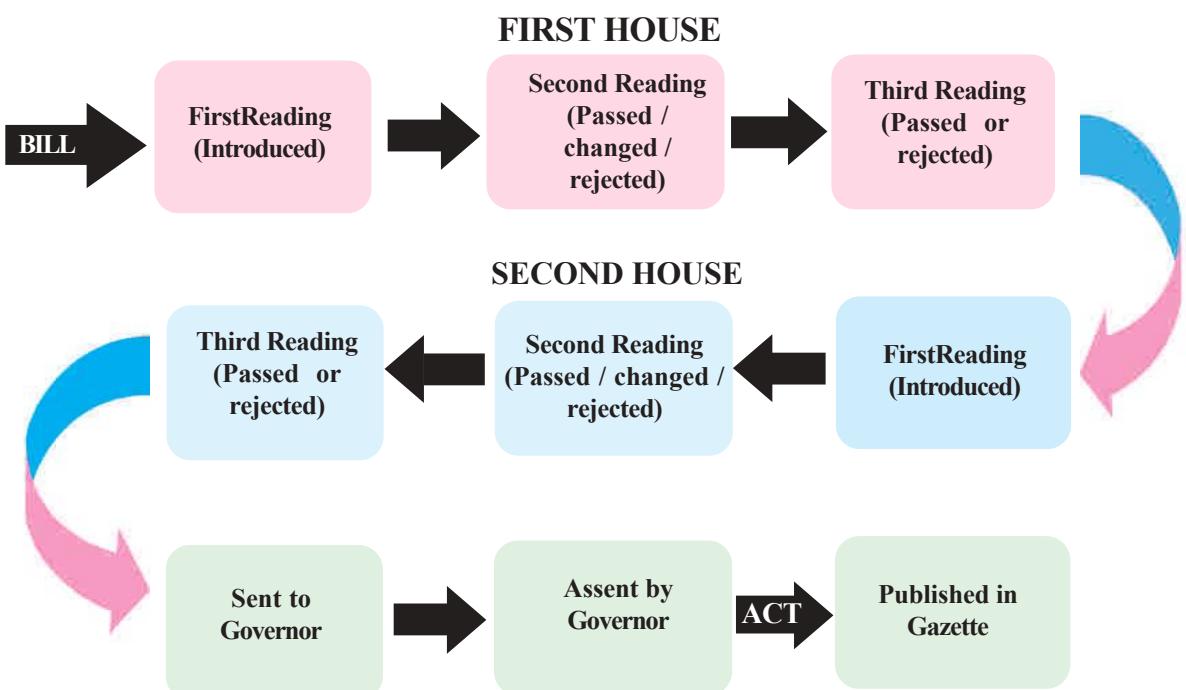


Fig.4.6. Law making Process



What happens if any one of the houses has not approved a bill?
(ask your teacher)

Conduct mock assembly with
the help of your teacher.

Fig 4.7. Discussion on a bill in House

4.3. District level Administration:

District Administration means the management of the task of Government so far as it lies within an area legally recognized as a District. The District is kept under the charge of a district officer called the District Collector.

4.3.1. The District Collector:

The District Collector is the head of the district administration. He/She is selected through UPSC, and allotted to states, by the Central Government. He has to take responsibility of various departments like Revenue (The Collector handles all matters connected to land records and Revenue Administration.), law & order (to maintain Law and Order to maintain Social harmony), local self-government, agriculture, disaster management (To take immediate actions at the time of disasters and prevent or minimize the damage) and Election Officer (To ensure the conduct of elections) etc. He is the First-class Magistrate at district Level.



Fig.4.8. Duties of Collector



Explore

- Discuss with your Teacher about the magisterial powers of District Collector.



Let's Do

List out the other duties of the District Collector.

Superintendent of Police: In Andhra Pradesh there will be a Superintendent of Police in every district headquarter. He is the chief Police officer of the district. He helps the District Collector in maintaining law and order in the District.

Revenue Divisional Officer: The responsibility of the Revenue Division officer, is to maintain law and order in Sub-Division, to collect land revenue, to conduct free and fair elections at Division level. Land acquisition and rehabilitation as per the directions of District Collector.

Tahsildar: He is the Chief administrative and executive head of the department at Mandal Level. He is responsible for the proper assessment and prompt collection of revenues and maintenance of land records. He is the First-class Magistrate at Mandal Level.

Village Revenue Officer: Maintenance of village revenue records and revenue accounts promptly and accurately. Collection of land revenue, Cesses, Taxes and other sums pertaining to revenue department in village level administration, which includes inspection of survey stones. Issue of certificates like Nativity and Residence certificates.

4.3.2. District level Judiciary:

The Judiciary is a branch of the Government, that interprets the law. The District Judiciary system is the system of courts that administers justice in the District.

District Court: The Court at the district level is known as the District Court. The district court has a chief District Judge and some other Judges. The main function is to process the various cases in the District and deliver the judgement. One can appeal against the judgement of Divisional Court in the District Court.

Subordinate Courts: Subordinate courts at the level of district have almost similar structure all over the country. They deal with civil and criminal cases in accordance with their respective jurisdictions and administer the code of CPC (Civil Procedure Code) and the code of CrPC (Criminal Procedure Code).

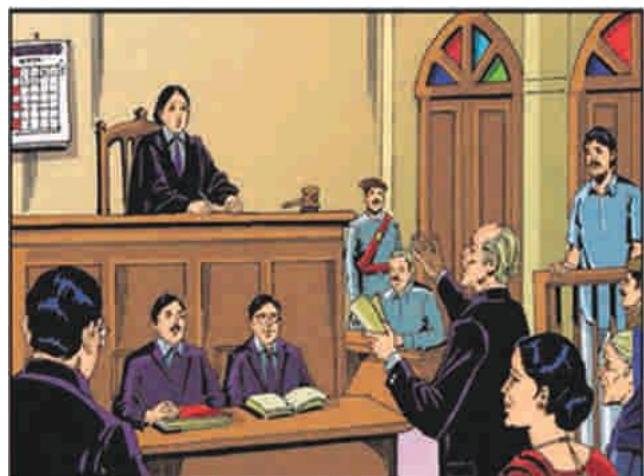


Fig.4.9. Session in a Court

Lok Adalat: It is one of the alternative dispute redressal mechanisms. It is a forum where disputes/cases pending in the court of law or at pre-litigation stage are settled/compromised amicably. Lok Adalats have been given statutory status under the Legal Service Authorities Act 1987. Civil cases, matrimonial cases, and petty offence cases are mainly referred to Lok Adalat.



Fig.4.10. Lok Adalat

All the activities of the Government, is made known to the people through the media. Also, the media brings the problems of the people to the attention of the Government. Advances in communication, largely through the internet, have improved community access to information. Therefore, the media plays an important role in the society as a source of information, but also as a “watchdog” or scrutinizer.

Media is known as a Fourth Estate:



Generally, the organs of the government i.e., Legislature, Executive and Judiciary are considered as three estates and media as the fourth estate. These are called the four pillars of democracy.

What is media? Media is a communication outlet. Every individual person is a medium of expression. An individual interacts through the media to reach other individual and institution. Everything ranging from the stall at the local fair to the programme that you see on TV can be called media. TV, radio and newspapers are called mass media.

Role of Media: Now a days there is no life without media. Media informs, educates and entertains people. The media also plays an important role in deciding what stories to focus on, and therefore decides on what is newsworthy. Due to the significant influence, it plays in our lives and in shaping our thoughts, it is commonly said that the media ‘sets the agenda’.

Types of media: Print media, broadcast media, social media and the internet are the types of media.

Print media: A medium consisting of print including newspapers, magazines, classifieds, circulars, Journals, Posters etc.

Electronic media: Broadcasting is the distribution of audio or video content to a dispersed audience via any electronic mass communication medium. Ex: TV, Radio.



Let's Do

Prepare a poster on impacts of media on your daily life.

Social media:

Social media is interactive digitally-mediated technologies that facilitate the creation of shows / exchange of information, ideas, career interest, and other forms of expression via virtual communities and networks ex: Facebook, Twitter, WhatsApp, YouTube etc. Social media is the fifth pillar of the Democracy.



Fig.4.11. Media

Glossary

Constituency	: A particular area from which all the voters living there choose their representatives
Manifesto	: A public declaration of policy and aims, specially issued before an election by a political party.
Bicameral	: A bicameral system is a reference to a government with two legislative houses.
Gazette	: A Gazette is an official publication for the purpose of notifying the actions and decisions of the Government.
Summons	: Summoning is the process of calling all members of the house
Prorogue	: Termination of a session of the house.
Bureaucracy	: A system of government in which most of the important decisions are taken by state officials rather than by elected representatives.
Conciliation	: Conciliation is an alternative out-of-court dispute resolution instrument like mediation.
Coalition	: A group formed with two or more people or political parties for a common purpose.
Survey Stones	: A boundary stone is a robust physical marker that identifies the start of land boundary.



Improve Your Learning

I. Answer the following questions.

1. Differentiate between Local Government and State Government.
2. What is a Constituency?
3. How can an MLA become Chief Minister? Explain.
4. Who appoints the Chief Minister and other Ministers?
5. If you were elected as a Member of Legislative Assembly (MLA), What would you do for your Constituency?
6. What will happen if the Governor does not approve the bill?
7. Name some Departments of the State Government.
8. Write a note on Lok Adalat.
9. Make a list of functions of the District Collector.

II. Choose the correct answer.

1. The word State Government refers to
 - A) Government Departments in the States
 - B) Legislative Assembly
 - C) Legislative Council
 - D) All of the above
2. How many states are there in India?
 - A) 29
 - B) 28
 - C) 27
 - D) 26
3. The real powers in administration in the state government are exercised by
 - A) Speaker
 - B) Governor
 - C) Chief Minister
 - D) All of the above
4. Who becomes the Chief Minister?
 - A) Leader of the Opposition Party
 - B) Member of Legislative Assembly
 - C) Leader of the Majority Party
 - D) Speaker
5. What is the fourth pillar of the democracy?
 - A) Legislature
 - B) Executive,
 - C) Media
 - D) Judiciary

III. Match the following.

- | | | | |
|-----------------------------|----------|-------|-------------------------------|
| 1. Collector | () | (i) | Income Certificate |
| 2. Volunteer | () | (ii) | Nativity Certificate |
| 3. Superintendent of Police | () | (iii) | Monitoring the administration |
| 4. VRO | () | (iv) | Distribution of Pensions. |
| 5. Tahsildar | () | (v) | Law and Order. |

IV. Segregate the following in suitable heading. Speaker, Magistrate, Judge, Minister, Member of Legislative Assembly, Lawyer.

Judiciary	Legislature

Project Work

- List the Chief Ministers and collect the Photos of all the Chief Ministers of Andhra Pradesh and prepare an album.
- With the help of your teacher, conduct and participate in Mock Elections in your school.



LESSON
5

Road Safety Education



Learning Outcomes

The learner is able to

- understand the concept of road safety.
- identify the need and significance of road safety education.
- draw various traffic signs.
- understand the meaning of traffic chaos, and road marking signs.
- appreciate the role of traffic police in regulating traffic.
- apply the knowledge of road safety education in daily life.



Key Concepts

- 5.1. Road Safety
- 5.2. Traffic Chaos
- 5.3. Traffic Signs
- 5.4. Road Marking Signs

Dear students...some pairs of pictures have been given below. Observe each pair of pictures carefully and put a tick mark against the picture which you would like to follow and write a reason in the box given below.



Reason:

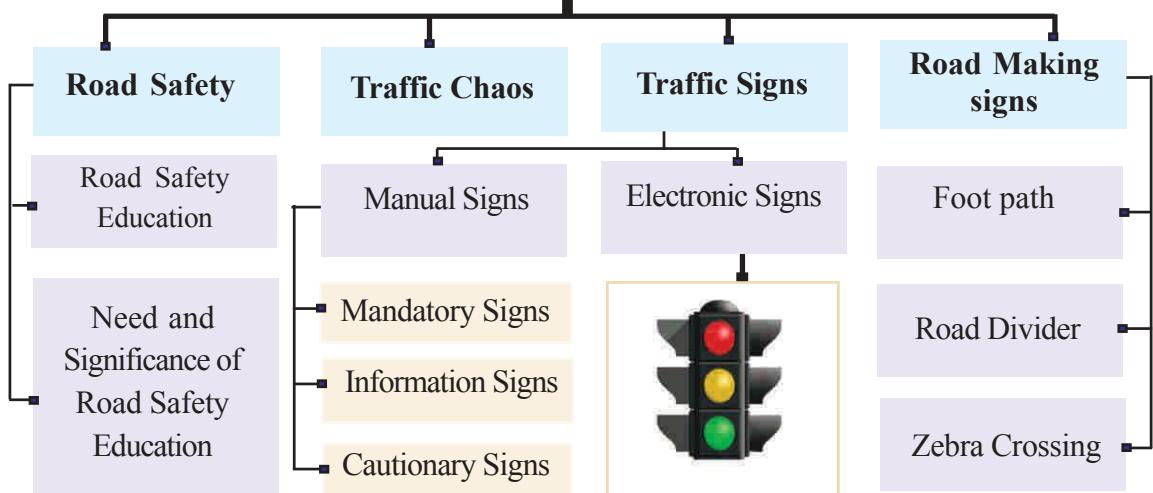


Reason:



Fig-5.1: Various Traffic Positions

Road Safety Education



5.1. Road Safety:

In early human life, there was no problem of traffic or road safety. The invention of the wheel created rapid changes in the usage of roads. Nowadays road users increased due to the growth of population, industrialisation and urbanisation. It led to the increase of traffic. Road safety refers to the safety of road users including pedestrians, cyclists, motorists, other passengers in the usage of road.



Think & Respond

How can you say that traffic problem has increased due to urbanization?

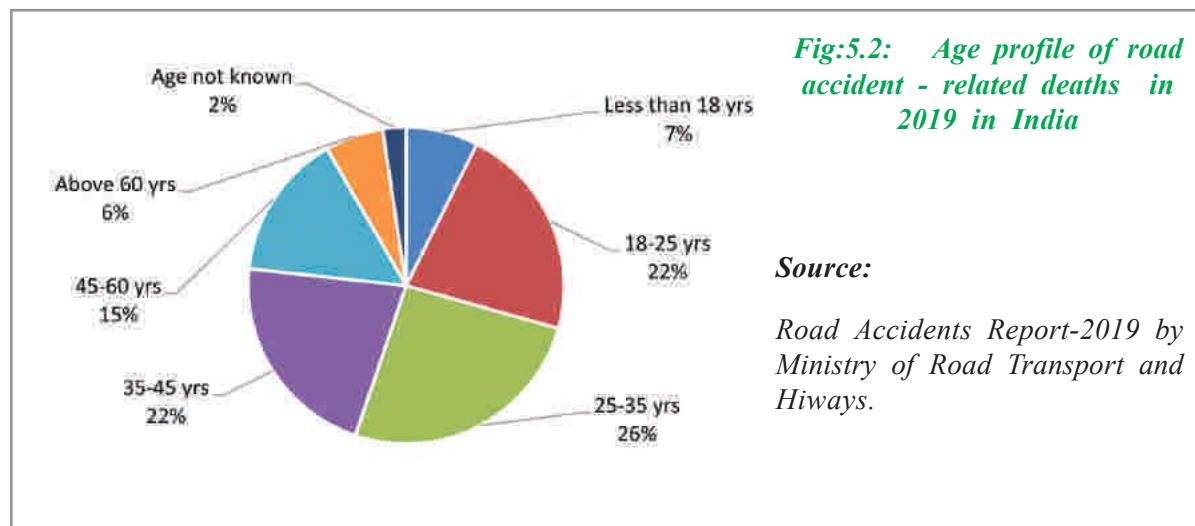
5.1.1. Road Safety Education :

The approach that is aimed to educate children and young people to behave responsibly on the road is known as road safety education thereby ensuring that they become responsible drivers, passengers, pedestrians and cyclists.

Effective road safety education will give students opportunities to develop the knowledge, skills and attitudes to help themselves make informed and make safer decisions in traffic and traffic environment. It involves rules such as speed limits and those about drunk and driving, and control systems, such as traffic signs and road marking signs.

5.1.2.Need and significance of Road Safety Education:

Due to the lack of awareness and other reasons people are exposed to increased risks. Especially teenagers are an important group of road users. The following pie chart (Fig 11.3) also shows the same thing. It is necessary to teach the road safety measures clearly not only to avoid accidents but also for safe and comfortable road use.



- According to the above pie chart, in which age group do you find more accident cases? Why were more cases recorded at that age?
- How many cases are there in the age group of both 18–25 and 35–45?



Do You Know?

The Global status report on road safety 2013 estimates that more than 2,31,000 people are killed in road accidents in India every year. Approximately half of all deaths on the country's roads are among vulnerable road users - motorcyclists, pedestrians and cyclists.



Do You Know?

Road Safety Week:

Road safety week is organized every year in the month of January by the Ministry of Road Transport and Highways in India. A variety of programmes related to road safety are organized to aware people on road safety, driving rules and cautions and to reduce road accidents related to deaths.

Table:5.1 Country wise number of injury accidents, persons killed and injured with rankings per country

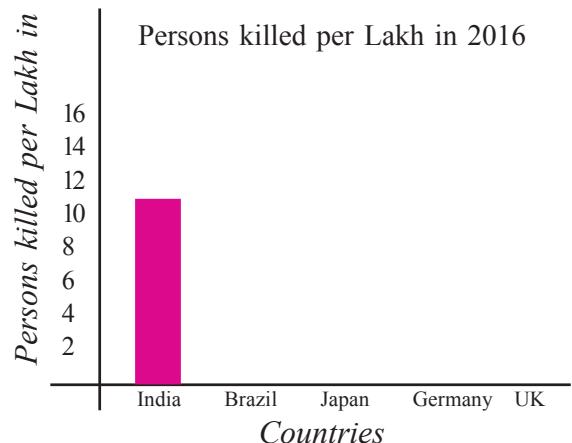
Country	Accidents			Persons Killed			Persons injured	
	Number	Rank	per Lakh people	Number	Rank	per Lakh people	Number	World Rank
United States	22,11,439	1	684	37,461	3	12	31,44,000	1
Japan	4,99,232	2	393	4,698	21	4	6,14,155	2
India	4,80,652	3	36	1,50,785	1	11	4,94,624	3
Germany	3,08,145	4	374	3,206	34	4	3,96,666	6
United Kingdom	1,36,621	12	208	1,792	55	3	1,79,592	13
Brazil	60,228	17	29	6,398	14	3	86,672	18

Source: World Road Statistics, 2018 published by International Road Federation Geneva (data is for the year 2016)



Let's Do

- Read the above table and fill up the bar graph given.
- Discuss with your classmates about the data given in the table and particularly focus on India.
- Locate the countries in the table on the world map.



Road Accidents: A road accident is defined as an accident involving at least one vehicle on a road open to public traffic in which at least one person is injured or killed and damage may occur to physical properties.

Causes for Road Accidents:

- Over speed and reckless driving.
- Drunk and drive
- Distractions of the driver.
- Signal Jumping.
- Avoiding Safety measures like wearing seat belts and helmets.
- Non-adherence to lane driving and overtaking in a wrong manner.



Fig.5.3: What are the policemen doing?

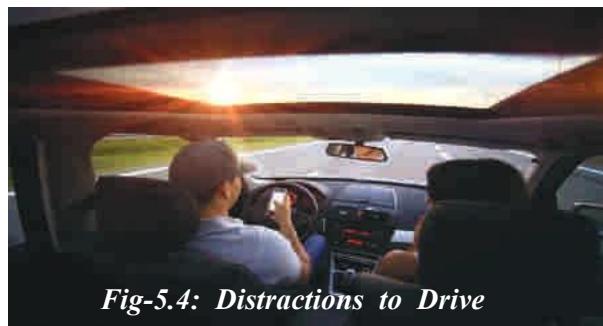


Fig.5.4: Distractions to Drive



Fig.5.5: Red Signal Jumping



Fig.5.6: Over loading and Over taking



Fig.5.7: Using cellphone while crossing the road



Think & Respond

- Identify other reasons for road accidents?
- If a person met with a road accident, how will it effect his/ her family?
- How do you react when somebody met with an accident on the road?

5.2.Traffic Chaos:

While you were going to school in the morning you got stuck in the traffic jam. Then what will you do? Students, employees, labourers, teachers, doctors etc. are affected with traffic jams.



Think & Respond

- List out the reasons for traffic jams.
- Suggest some measures to prevent traffic jams.
- Nowadays traffic is increasing rapidly. Find out the possible solutions for this.



Fig:5.8 Shops on footpaths



Fig:5.9 Motorists drive on footpaths



Fig:5.10 Vehicles parking at no parking zone

As there is an increase in population and the use of automobiles there has been a rapid increase in the volume of traffic on roads. To avoid accidents, one must know and follow the traffic signs, road marking signs, prescribed rules and regulations.



Fig:5.11: Traffic Jam

5.3. Traffic Signs:

Traffic signs can be divided into two types. They are:

1. Manual traffic signs:
2. Electronic signs.

5.3.1. Manual Traffic signs :

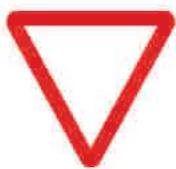
Traffic police regulate the flow of traffic with his /her signals, hand movements at road junctions. And he/she takes care of the movement of vehicles in an organized manner by responding in the right time in the right place.

Manual traffic signs include, 1. Mandatory Signs 2. Information signs 3. Cautionary signs

MANDATORY SIGNS - Red circle instructs what should not be done



STOP



GIVE WAY



STRAIGHT PROHIBITED
OR NOT ENTRY



ONE WAY



ALL MOTOR
VEHICLES PROHIBITED

INFORMATION SIGNS - Signs in the Blue rectangle informs



FIRST AID POST



PUBLIC TELPHONE



PETROL PUMP



HOSPITAL



RESTING PLACE

CAUTIONARY SIGNS – Signs in the Triangle is for cautions



Fig:5.12: Traffic Signs



Explore

A few signs in each type are given in *Fig 5.11*. With the help of your teacher collect the remaining signs from RTA office/ Traffic Police. Discuss about them in the class room. Or Visit: <https://www.aptransport.org/html/roadsigns.html>



Fig: 5.13: What are the traffic policemen doing?

5.3.2. Electronic Traffic Signs:

A traffic light, traffic signal or a signal post is a signatory device positioned at a road intersection to indicate when it is safe to drive through. Follow traffic signals at the junction. Some colours and their indications are given below.

- Red- stop before the line;
- Orange- get ready to go;
- Green- move the vehicle.



Fig:5.14: Electronic Traffic Signals



Think & Respond

- What will happen if someone doesn't follow traffic signals?
- Duration of signals may be different in different places. Why?



Explore

Browse internet to know more about other electronic signals used at various place like railway crossing etc. (If necessary, take the help of your teacher or elders.)

5.4. Road marking Signs:



Fig:5.15: Footpath

2. Road divider:

The road is divided into two halves for separating the two directions of the traffic on the same road. This is known as road divider.



Fig:5.17: Zebra Crossing

1. Footpath:

It is laid on either side of the road for the use of pedestrians. It is built with a width of about 2 meters.



Fig:5.16: Road divider

3. Zebra Crossings:

Zebra Crossing is the place where the pedestrians cross the road safely. These are laid at places where traffic is heavy.



Let's Do

Visit a nearby junction with your elders at roads with electronic traffic signals and observe how traffic signals are working. Note down your observations.

Rules for pedestrians:

- Walk on the foot path. If the foot path is not available and the road is narrow, walk on the right side of the road watching the oncoming traffic.
- Must use reflective clothing at night while walking on the road.

- Always carry a torch while on road at night time.
- Cross the road at “Zebra Crossing”.
- While crossing the road first look on to your right when it is a clear move to the centre. Then look to your left finding it safe cross the road.
- Don’t use the mobile while walking on the road or crossing the road.

Rules for Motor cyclists:

- Must hold a valid driving license and required documents.
- Wearing a helmet is compulsory both for the rider and the pillion rider.
- Pillion rider should not disturb the rider.



Explore

- Discuss with your parent or teacher about the procedure and the required documents to get a driving license.
- Try to find the documents that a driver should carry while driving.



Do You Know?

- It is an offence to drive a vehicle without a proper driving license.
- Age limit for driving of motor vehicle above 50 CC engine is 18 years.
- Age limit to drive transport vehicles is 25 years.
- Drunk and drive is an offence.



Let's Do

Let's pick up the placards and make a rally in your village/ town to aware people on road safety.





Let's Do

Fill up the following with Do's and Don'ts while using the road.

Do's	Don'ts

Dear future generation citizens, follow the traffic rules and save our lives. At the same time, take an active part in inculcating awareness among people in your surroundings on road safety measures. It is the primary responsibility to follow road safety measures.



Glossary

Traffic	: Movement of persons, objects from one place to another is called traffic. It includes vehicles, pedestrians etc.
Pedestrian	: A pedestrian is a person who travels on foot.
Driving License	: It is an official document, permitting a person to drive a motor vehicle.
Traffic Chaos	: Traffic problems like traffic jams etc.
Pillion passenger	: A passenger who sits on the back seat of the motor vehicle.
50 CC	: 50 Cubic Centimeters. It is used to measure motor vehicle engine size.



Improve Your Learning

I. Answer the following questions.

1. Define road safety education. What are its objectives?
2. Prepare slogans to create awareness on the prevention of road accidents.
3. If you are a traffic officer, which steps would you like to take for the implementation of traffic rules?
4. What are the traffic rules you need to follow while using road?
5. Write the importance of road safety education?
6. Explain the need and significance of road safety education?
7. Point out the following countries in the world out line map.
 - a) India
 - b) America
 - c) Japan
 - d) Brazil
 - e) Germany
 - f) France
8. Give suggestions to prevent road accidents.

II. Choose the correct answers.

1. Which of the following colour lights indicate stop before line? []
a) Orange b) Green c) Red d) Yellow
2. Find out the odd one. []
a) Footpath b) Junction c) Divider d) Zebra crossing
3. Which is a road safety hurdle? []
a) Using footpaths by pedestrians
b) Following traffic signals
c) Pedestrians crossing the road at zebra crossing
d) None

III. Match the following.

Group - A

1. Footpath [] a) Road marking sign
2. Red colour light [] b) Get ready to go
3. Green colour light [] c) Pedestrians
4. Orange colour light [] d) Move the vehicle
5. Road divider [] e) Stop before the line

Group- B

Project Work

- Prepare a model electronic traffic signals with all road marking signs.
- Visit your nearby town, observe traffic and record your observation.



Markets Around Us



Learning Outcomes

The learner is able to

- know about various sources of income.
- understand and identify what a market is.
- compare and contrast various types of markets.
- understand the relation between producers, traders and consumers. Collect and compare the prices from various e-commerce sites.
- explain consumer rights



Key Concepts

- 6.1. Sources of Income
- 6.2. Different Types of Markets
 - 6.2.1. Physical Markets
 - 6.2.2. E-Commerce
- 6.3. Chain of Markets
- 6.4. Consumer Rights



Fig-6.1: Introductory Pictures

- What do you observe in the above picture?
- Why do we need money?

- What is the source of income of your family?
- What do you mean by monthly salary?



6.1. Sources of Income:

Income comes from different sources. The important income sources are salaries, wages, profits, rents, interest, investment returns, shares and dividends. Agricultural labour and workers who work in unorganized sectors get wages and the employees working in the organized sector get salaries. Business people get profit. Moneylenders get interest. Land and property owners get rent.



Let's Do

- Prepare a list of goods and services and categorise them into paid goods and services and free goods and services.
- Prepare a list of occupations in different sectors.



Think & Respond

- What is the source of income of your family?
- How does a farmer earn money for his/her family needs?



Explore

- What is an organised sector and what is an unorganised sector? Know from your teacher or go through the library books.

6.2. Different Types of Markets:



Fig-6.2: A Cloth Shop

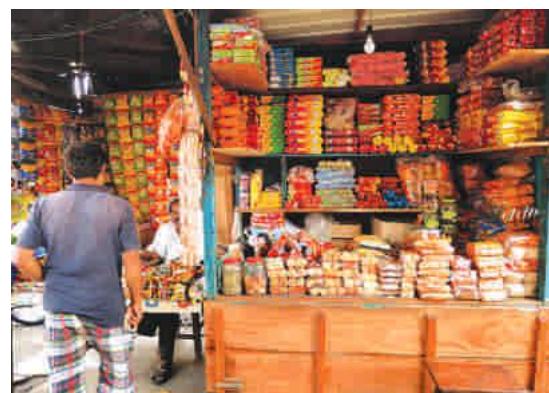


Fig-6.3: General Stores



Think & Respond

Observe the above pictures and answer the following questions:

- What is the shop in the first picture?
- What are the persons doing in the first picture?
- What do you observe in the second picture?
- Name some items kept in the shelves of the general store.





Think & Respond

- Have you ever visited a market?
- Name the goods or items which are available in a market.
- Do all kind of goods available in a local market?

Market: A market is a place where buyers and sellers interact with each other.

Types of Markets:

Depending upon the nature and geographical location, markets can be broadly classified into two types. They are: 1. Physical Markets and 2. e-Commerce Markets.

12.2.1. Physical Markets:

A Physical market is a place where buyers can physically meet the sellers and purchase the desired items from them. Shopping malls, departmental stores, retail stores are some examples of physical markets.

Markets based on the Geographical Location:

On the basis of geographical location physical markets are classified as:

Local Markets: When the competition between a purchaser and a seller is localised and limited to specific area is called a local market.

- What are the goods available in your local market?

Regional Markets: These markets cover a wider area than local markets depending upon the availability of the goods in a particular region or even a group of states or districts.

- List the goods which are available in your region.

National Markets: This is a market in which the trade for the goods and services takes place in a nation as a whole.

- Name some goods which has a National market.

International Market: Trading of goods and services among different countries is known as the International market. In other words, we can say the demand for a product is global.

Ex: Jewellery, Petroleum... etc.



Think & Respond

- Differentiate National and International Markets.
- What is the importance of local markets?
- Name some spices which are available in your local markets.

Physical Markets based on Nature: On the basis of nature physical markets are classified as:

Neighborhood Markets: There are many shops that sell goods in our neighbourhood. We may buy sugar, rice, wheat or dal etc from a groceries shop, stationary from a bookstall, eatables or medicines from other shops. Some of these shops are permanent while some are temporary stalls or movable carts with vegetables, fruits etc.



Fig-6.4: Movable Shops

Shops in the neighbourhood are useful in several ways. They are very near to our home and we can go there at any time of the day or week.

As the buyer and the seller know each other these shops provide goods on credit also. It means that you can pay for the purchases later.

Akhil and his mother Vijaya went to a nearby shop to buy groceries. It is the shop they usually go. It is the only shop where all the required groceries are available in their area. Vijaya gave a list of groceries to the shop owner and he began asking his helpers to weigh and pack the items. Meanwhile, Akhil looked at the shelves in the shop consisting of different items arranged in an attractive manner.

It took almost 15 minutes to pack and bill the groceries. Then Vijaya paid the amount through her credit card but Akhil got a doubt and asked his mother why she had paid with a card and where had she got that card from. Then Vijaya explained him what a credit card is and how payments are done through the card.



Do You Know?

CREDIT CARD: A plastic card issued by financial institution (Eg: Banks) that allows you to buy things on credit. Example : Banks.



Think & Respond

Answer the questions given below based on the above paragraph.

- What kind of shops do you observe in your neighbourhood? What kind of goods do you purchase from them?



Explore

Ask your teacher about how to get a credit card and how it is useful to us.

Weekly Market (Santha):



Think & Respond

- “The prices of goods are cheaper at weekly markets than the neighbourhood markets or shopping malls”. Why?

In some areas markets are held on a particular day of the week. These markets are called weekly markets. All the traders set up shops for the day and then close them in the evening. Such markets are there in India in several numbers. The people of the surrounding area come to the market for their daily needs. Various products like vegetables, grain, animals, forest products etc. are available here.

The things in weekly markets are available at cheaper rates because these shops are temporary in nature. Moreover, the same goods are available in all the shops of a weekly market, so that the consumers can bargain for a cheaper rate (price). In the weekly markets, all the shops may be run by the sellers with the help of their family members, hence they do not need to hire workers.

One important advantage of a weekly market is that most of the things we need are available at one place whether you want vegetables, groceries or cloth items, utensils. All of them can be found here. You do not have to go to different areas to buy different things. People also prefer going to a market where they have a choice and a variety of goods.



Fig-6.5: Weekly Market

Rythu Bazar: This is a farmer's market in our state and it was started in January 1999. This market is being run by Government of Andhra Pradesh, for the benefit of farmers and to avoid middle men between the farmers and consumers. Marginal and small scale farmers can directly sell the vegetables directly to the consumers and can get a good price for their products. These markets became economical for both farmers and consumers and ensured good quality of products.



Think & Respond

- What are the advantages of Rythu Bazar?
- Do you have any weekend market in your area? If so, write a few lines about the market?

Shopping Malls:

In the urban and semiurban areas, large multistoried air-conditioned buildings with shops on different floors are known as shopping malls. In these malls, one can get both branded and non-branded goods. Branded goods are expensive, often promoted by advertising and claims of better quality. The companies producing these products sell them through these malls. Mostly during festival days, these malls announce discounts on products to attract the customers.

Fewer people can afford to buy branded ones.



Fig-6.6: Inside of a Shopping Mall



Let's Do

- Collect and display different images of various shopping malls.
- Prepare an advertisement on a particular good of your choice.



Think & Respond

- "Discounts and offers increase sales". Do you agree with this statement? Discuss.

Shopping Complex:

Many shops are found in one compound in urban areas, known as shopping complex. In these shopping complexes we can buy variety of goods in one compound.



Fig-6.7: Shopping Complex



Let's Do

- Differentiate between shopping malls and shopping complexes?



Do You Know?

We find floating Market in Srinagar, Jammu and Kashmir. Vegetable trade takes place through boats from 5am to 7am in the most picturesque Dal Lake of Srinagar. These boats are called Shikara in the local language. Besides vegetables, wood carvings, saffron and other local goods also available on these Shikaras. Tourists of various nations enjoy the shopping in Dal Lake.



Fig-6.8: Floating Market



Think & Respond

Do you observe any floating market in your area?

12.2.2. e-Commerce: So far, we have discussed physical markets where people directly buy and sell goods. These markets are confined to a particular place or region and work during day time or at a particular time of the day.

However, now a days we are very busy, sometimes we are unable to go to the market. In such situations we can place orders through our mobile phone or a computer device with internet and can buy a verity of things which we like without stepping out from our home. This kind of market is known as e-commerce.

Electronic commerce or e-commerce is a business platform that allows buyers and sellers to buy or sell things over the internet.



Think & Respond

- How can you buy goods through online markets?
- What are the advantages and disadvantages of online shopping?
- How do you pay for online shopping?
- "Buying goods through online market affects the local traders". Do you agree / disagree with this statement? Give your reasons.



Fig-6.9: e-Commerce

Explore

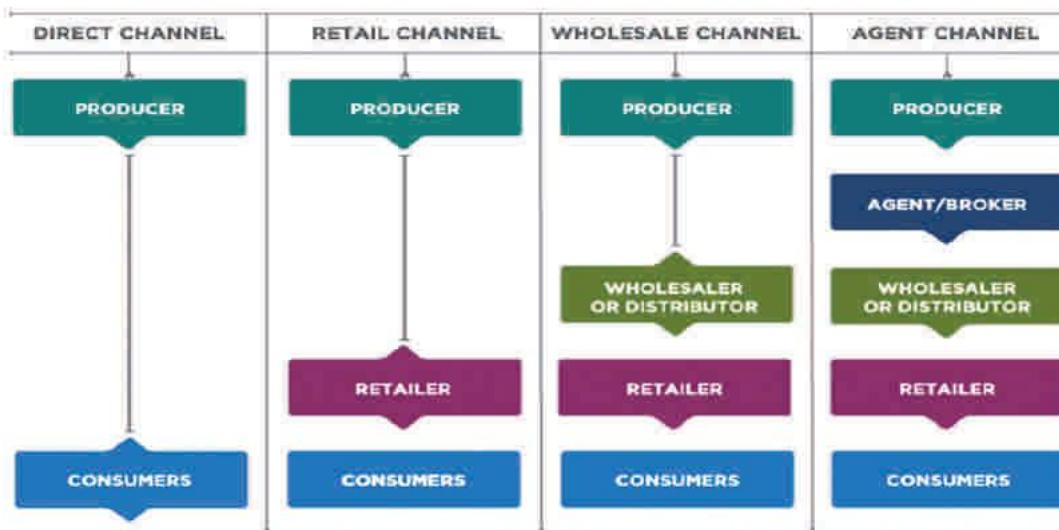
- Ask your parents or elders and collect information about an online platform that allows you to sell and buy goods.

12.3. Chain of Markets:

So far so we have discussed markets from where we buy goods but the question is from where are these goods obtained?

Goods are produced by industries and agricultural farms, of course in homes (cottage industries) too. But the producers of the goods whether they are industrialists or farmers do not show any interest to sell their products in small quantities. So, they sell their products to traders. The people in between the producers and the final consumers are the traders.

MARKETING CHANNELS FOR CONSUMER PRODUCTS



- Observe the above flow chart and with the help of your teacher, find out which way the customer is getting cheaper and the reason for it?
- The price of the products hike if there is an agent between the producers and consumers. Discuss.

A person is a wholesale trader of fruits. He purchases different kinds of fruits in bulk from different areas i.e., Mangoes from Nujiveedu and Vulavapadu, grapes from Ananthapur and Bangalore, pomegranate from Sholapur, bananas from Mahanandi and Nanded and stores them in his warehouse. All the retail fruit merchants and hawkers of the town purchase these fruits from that person and then they sell the same to the consumers in the town and in the surrounding villages.



Let's Do

- Visit a wholesale shop and collect the prices of different goods and compare the same with the prices of a retail shop.
- Collect the products that come from farms and prepare a list. Categorise them into perishable and non-perishable goods.



Think & Respond

Answer the following questions based on the information given in the above box.

- How does a retailer get goods for his shop?
- How do you think a wholesaler is important in the distribution of goods?



Do You Know?

Cottage industry is a production system that relies on producing goods or parts of goods, by craftsmen at home or small workshops, by individuals, small teams or family units instead of large factories.



Think & Respond

- “Cottage industries are a boon to the rural unemployed”. Discuss.
- Do you have any cottage industries in your area?



Let's Do

- List the goods which are exported from your region to other areas.

12.4. Consumer Rights:

Consumer: A consumer is a person who buys goods or services for his personal use.

Consumer Protection: Protecting consumer rights is a very important aspect of the market. Consumer protection is a group of laws enacted to protect the rights of the consumer.

Consumer protection Act 2019:

On 9th August 2019, consumer protection act was approved. It aims to provide timely and effective administration and settlement of consumer dispute in the digital age.

This Act has widened the definition of a consumer. It defines any person who buys any goods, whether through offline or online transactions, electronic means, teleshopping, direct selling or multi level marketing.

Consumer Rights:

1. The right to be protected against the marketing of goods, products or services which are hazardous to life and property.
2. The right to be informed about the quality, quantity, potency, purity, standard and price of goods, products or services, as the case may be, so as to protect the consumer against unfair trade practices.
3. The right to be assured, wherever possible, access to a variety of goods, products or services at competitive prices.
4. The right to seek redressal against unfair trade practices or restrictive trade practices or unscrupulous exploitation of consumers: and
5. The right to consumer awareness.



Think & Respond

- What is the use of consumer protection Acts?



Do You Know?

- National Consumer Disputes Redressal Commission (NCDRC) was setup in 1988 under the consumer protection act 1986. Its head office is in New Delhi.
- Consumer help line number: National Toll-Free Number 1800-114000 or 14404.
- Every year 24th December is observed as National Consumer Day in India.



Glossary

Producer : A person, a company or a country that grows or makes food, goods or materials for sale.

Buyer : A person who purchases goods or services for a payment.

Wholesaler : A person or company that buys goods in bulk from the producer, and sells smaller amounts to other sellers such as the retailers. He usually does not sell directly to the consumers.

- Retailer** : A person or business man that buys smaller amounts of goods from the producer or wholesaler, and sells directly to the consumer.
- Consumer** : A person who buys goods or services and utilises them.
- Credit** : An arrangement that you make, with a shop , to pay later for.
- Groceries** : Food and other goods sold by a grocer or a supermarket
- Occupation** : A job or profession.
- Firm** : A business or company.
- Fora** : Courts or tribunals that listen to the complaints of the public, and suggest actions to be taken.

Unscrupulous: Unethical or immoral.

Improve Your Learning

I. Answer the following questions.

1. What is a market? Briefly explain different types of markets.
2. “Weekly markets are gradually disappearing”. Do you agree with this statement? If so, mention the reasons.
3. “Festival days increase sales”, Do you agree? Support your answer.
4. Prepare a list of goods available in a weekly market and compare them with the goods available in neighbour markets.
5. What is the aim of Consumer Protection Act 2019?
6. Write any three consumer rights.

II. Choose the correct answer.

1. A person fixed a sum of amount in a National bank and is getting monthly income on it. This income return is known as. []
A) Salary B) Rent C) Interest D) Commission
2. In which of the following markets are the goods available at cheaper rates.
A) Shopping Mall B) Weekly Markets
C) E-Market D) Neighbour Markets
3. Which of the following goods has a demand in the International market? []
A) Gold B) Jewellery C) Petroleum D) All the above
4. People who buy goods on large scale are known as. []
A) Wholesaler B) Retailer
C) Trader D) None of the above
5. We can pay through the following method for online shopping. []
A) Net banking B) Credit Card C) Debit card D) All the above

III. Match the following:

Group-A

1. Business people
2. Money Lenders
3. Property Owners
4. Wages

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Group-B

- A) Rent
- B) Profit
- C) Labour
- D) Interest
- E) Salaries



IV. Fill in the blanks with suitable words:

1. Income obtained from _____ and _____ is known as Earned income.
2. A person who buys goods and services is known as _____.
3. The persons who finally sell goods to consumers are known as_____.
4. On _____ date we observe National consumers day.

Project Work

- Visit different e-commerce sites and collect the prices of the following goods and then compare them with one another.
A. Laptop B. Mobile Phone C. Pens
- Visit a weekly market and collect information and then prepare a list of goods available in that market.
- Visit a shopping mall and write your experience in brief.

Important Places in the Medieval India

Panipat : It is located near Delhi. Three major wars took place here in the history of India. The first battle of Panipat took place between Babur and Ibrahimlodhi. In this battle Babur defeated Ibrahim Lodhi and established the Mughal Empire in India.

Vijayanagar : This town was founded by Harihara and Bukkarai, the founders of the Vijayanagara Empire. The town is located on the south bank of the Tungabhadra River in modern Karnataka.

Amritsar : This town was founded by Guru Ram Das, a famous Sikh Guru. It is the main pilgrimage site of the Sikhs. The city is located in the state of Punjab.

Agra: This town was founded by Sikander Lodhi. Agra was the second capital of the Lodhi dynasty. Taj Mahal, Moti Masjid, Fort built by the Mughal Emperor Shah Jahan and Akbar Fort are some of the famous structures here.

Fatehpur Sikri : It is located near Agra. Here Akbar built the Buland Darwaza as a symbol of victory over Gujarat.

Ahmedabad : This city was founded by Ahmed Shah in 1411 C.E, the founder of Gujarat's independence during the reign of the Delhi Sultans. It is currently in Gujarat. The textile industry is well established here. Akbar established a center here for the printing of coins.

Calicut : It is one of the most famous port cities in the Malabar Coast (Kerala). The port town played a vital role in medieval trade. When the Portuguese came to India in C.E. 1498, the port of Calicut was ruled by a Hindu king named Zamorin.

Madurai : It is currently in Tamil Nadu. It was the capital of the Pandya in the early days. Malik Kapoor conquered the region in 1310 C.E as part of his conquest of Deccan.

Raigad : It was the capital of the Maratha kingdom during the Shivaji period. After conquering the Torana, the fort was built in C.E. 1646 by Sivaji. Shivaji's coronation ceremony was held here.

Somnath : This town is located in the Kathiawar region on the coast of Gujarat. It was first ruled by the Solankis. The Somnath Temple flourished in the early Middle Ages. The temple was looted by Mohammad Ghazni.

Thallikota (Bani Hatti) : It is presently located in the state of Karnataka. It was the Bahmani Sultans and the Vijayanagara kings. The Battle of Thallikota took place in C.E. 1565. It is also known as the Battle of the Demons. The Vijayanagara Empire came to an end after this war.

