SOCIAL SCIENCE

(History and Civics)

Part - I

Class 7



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Preface

Social development of a child takes place in a school. Schools help student to have co-ordination in the society but there are so many querries related to social life that remain unanswered. Social science satisfies the pupils by giving answers to these unanswered questions. The SCERT, Raipur has presented this book after systemizing the previous syllabus.

In the form of write ups contributions have been made by Eklavya Society, Hoshangabad, Dewas (M.P.) and the writers of Chhattisgarh. This book has got this final shape by gradually organizing seminars, workshops and by the help of Resource Persons. In this book lessons of History, Geography and Civics have also been included. Here our motto was to centralize the resources of Chhattisgarh state and its commercial structure. The lessons are presented in an innovative way.

To complete this book many specialist and institutions have helped. Dr. Pramila Kumar, Dr. Ramendranath Mishra H.O.D. (History), Ravi Shankar Shukla University, Raipur, Dr. S.S. Tripathi (Retd. Asst. Professor), Dr. Smt. Nirupama Sharma (Retd. Principal), Ms. Shobha Bajpai, Govt Middle School, Uda, Hasda (M.P.) and the Director, Central Water Resource Board, Raipur, Dept of Gram Panchayat, and other small and local industrialist have specially co-operate.

Director
State Council of Educational Research and Training
Chhattisgarh, Raipur

To the teacher

Education is a continuous and life long process. When the aim changes the subject matter, teaching methods and evolution also has to change. At present education has a very simple form. A child can learn by play-way method i.e., in an enjoyable environment. The content of understanding is being developed in teachers. This text book is presented to you to fulfill these aims.

Many innovations are taking place in the field of education. For finding situations new experiments & researches are being conducted everyday. Problems can solve by enacting active research planning.

In the present age child is learning much more through media, so it is felt that in the present environment syllabus should be formed according to the curiosity of child. In this series State Council of Research and Training did useful trail. This work has been completed in very short time by the help of Eklavya Hoshangabad, Dewas (M.P.) and the local officers and writers of Chhattisgarh.

In this book, direction have been given to understand the subject matter. An experiment is being given in this book to relate the child with the local environment by sharing the pictures, map and comparative studies. Questions are also included according to need. We've also attempted to reduce feeling burden of lessons and to make the lessons interesting.

Every lesson in this book is correlated with previous chapter. In these lessons valuable education, socialistic (social harmony), environment conservation and national level problem are described.

Historical heritage, social and cultural tradition of Chhattisgarh included in this book.

The selected topics of Chhattisgarh are described in the social geography. The unconscious related matters are included in the social life. Rest of the chapters are traditional but related to new method.

Some thoughtful and emblematic questions are also given that questions the curiosity of child and increases his intelligence quotient? In the same way at your level also you should frame questions. And the facts which couldnot be included should be discuss for the benefit of the child.

It is hope that you would be able to clarify and satisfy the curiosity of a child. Your suggestions are invited for the continuous process of improvement and reforms in education.

Thanks

Director
State Council of Educational Research and Training
Chhattisgarh, Raipur

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THE BHORAMDEV TEMPLE KABIRDHAM (KAWARDHA)

HISTORY

Revision

You read in the previous class early humans used stones and wooden tools to hunt for food. They lived on fruits, tubers and the meat of the animals they hunted.

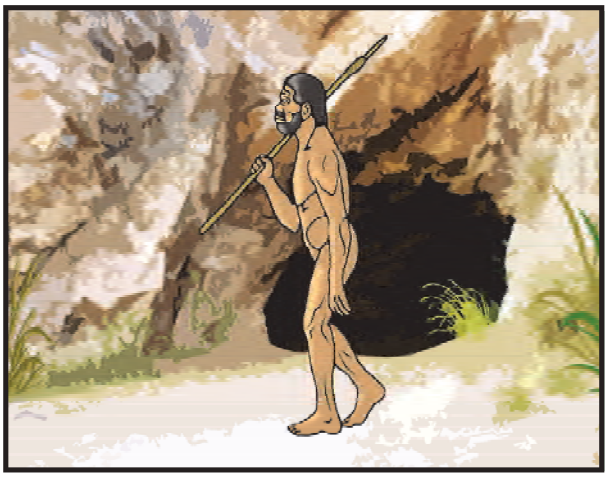


Fig. 1 early man

After some time they learned farming and settled down permanently in one place. They built large, well planned cities with roads and brick houses in the Indus Valley. Many skilled craftsmen lived in these cities. They made tools, utensils and statues out of metals like copper and bronze.

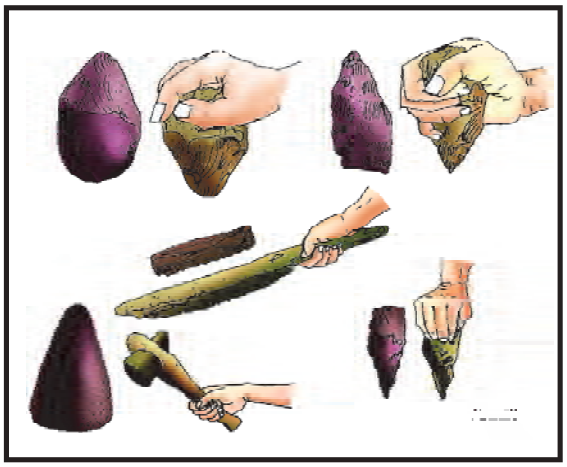


Fig. 2 tools were used by early man

When the cities of the Indus Valley were destroyed, the Aryan culture began developing along the banks of the Indus, Sutlej, Jhelum, Beas and Saraswati rivers. This region was known as the land of seven rivers. The Aryans spoke Sanskrit and their main occupation was cattle rearing. They performed *yagnas* to their gods and goddesses from time to time and also composed the Rigveda.



Fig. 3 Seals used in indus valley

The Aryan culture gradually spread along the banks of the Ganga and Yamuna rivers.Now their main occupation was farming and began living in villages. *Janpads* were formed. The headman of the *jana* was called the

raja and his relatives and colleagues were addressed as 'princes'. They became very powerful and began taking gifts from the farmers and landowners. They performed impressive *yagnas*.



fig. 4 Ashoka's pillar, Sarnath

There were 16 large *janpads* or *mahajanpads about* 2,600 years ago. Of these Kaushal, Vatsa and Magadha were the most powerful. Some of these *mahajanpads* were ruled by kings (monarchies) but some were governed by the people themselves (republics). Trade flourished in the *mahajanpads* and many of them began using metal coins as currency.

The villages slowly grew into towns and cities. The main cities were Ujjain, Patliputra and Vaishali. It was during this period that Buddha and Mahavir Swami preached Buddhism and Jainism. Alexander, the king of Greece, also attacked the north-west region around this time.



Fig. 5 Laxman's temple at Sirpur

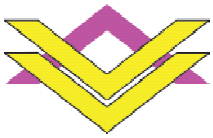
The Mauryan dynasty subsequently established a large empire in north India. Emperor Ashoka was the most famous king of this dynasty. He tried to win the hearts of his people by following the path of religion and peace rather than the path of war and violence. He spread his ideas and thoughts among the common people by engraving them on stone pillars and rocks across his empire.

A few hundred years after Emperor Ashoka's death, the Gupta dynasty of Magadha became very powerful and established a large empire. Samudragupta was an important ruler of this dynasty. He expanded his empire in two ways. He defeated the Aryan kings of north India and merged their kingdoms into his empire. But when he conquered the kings of south India, he did not merge their kingdoms into his empire. Instead, he returned their kingdoms but made them swear an oath of allegiance to the Gupta dynasty.

Once the Gupta dynasty declined, many smaller kings tried to expand their kingdoms. Of these, Harashvardhana of Kannauj was the most famous.

In those days the Chhattisgarh region was called southern Kosala and Shripur (Sirpur) was its capital. The most famous Kosala king was Mahashiva Gupta Balarjuna. Archaeologists and historians refer to this period as the golden age of Chhattisgarh. It was an age of religious tolerance during which Sirpur's famous Lakshman temple was built.

We shall now learn what happened after that ---------

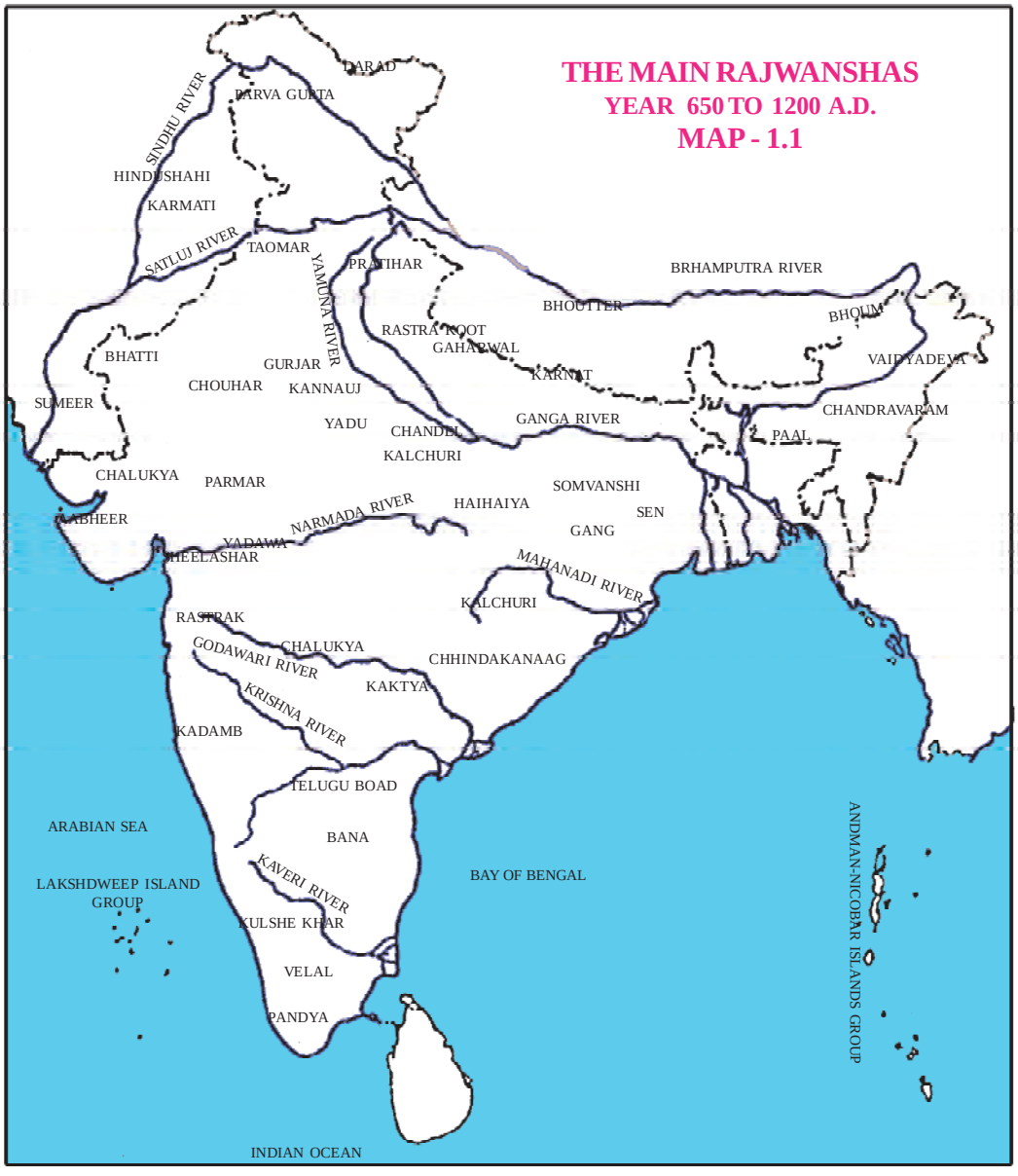


1

THE RISE OF SMALL KINGDOM-STATES

(Year 650 to 1200 A.D.)

King Harshavardhana died in the year 647 A.D. After that for the next 600 years there were no large empires in India. The country was divided into many small kingdoms. Why did this happen? From where did these small kingdoms arise ? Who were the famous kings of the time? How did they manage to maintain large armies to protect their kingdoms and conquer more territory? What went on in their royal courts? We shall learn about these things in this lesson.



Look at Map 1.1. It shows the many small kingdoms established during this era. Identify the different kingdoms in Chattisgarh and write the names of the dynasties that ruled them.

How new kings and dynasties were formed?

Many kings used to inscribe their orders and edicts on rocks and copper plates. Poets and bards also wrote songs of praise to their kings in this way. We come to know more about the history of those times by reading what is written on these rocks and copper plates.

The inscriptions and copies of the near by rocks and copper plates shows that there were many powerful kings ruled in different parts of India around the year 650 A.D. who got victory over their surroundings areas and included into their empires. These rulers were constantly at war with each to extend their empires. But the descendents of these powerful kings were weak and incapable rulers. Once they conquered more territory, they appointed their army generals and senior officers to govern these new regions and establish their authority over them. Many of the governors refused to accept their authority. For example, in a state of western India there was rule of the Rashtrakutas dynasty who were officers of the Chalukya kings. But the Rashtrakutas became so strong that they declared themselves as kings in the 8th century and began ruling independently.

Sometimes warrior, a strong warrior would take the help of his friends to attack weak tribals and stamp his authority over them. Later he would invite brahmins, merchants and peasants from other places to settle in the area he had conquered and declare himself king. A stone inscription found at Ghatiyala near Jodhpur in Rajasthan gives one such example. It says that the Pratiharas established their rule in the region in this way. In Chhattisgarh, the Kalchuris became rulers of the Tripuri kingdom near Jabalpur in a similar manner.

There were more ways to become king and kingdom like. Some families would settle in an area and acquire a lot of land for farming. They would dig

wells, ponds and *bawadis* to irrigate the land to get a good crop. As their harvests increased, these families would become wealthy and powerful. Their grandeur would increase and other people would seek their help and advice. The people would pay obeisance to them and listen to whatever they said. To establish their superiority and authority, these families would tell people they were descended from a lineage of gods and *rishis*. The Pala dynasty of Bengal and the Kalchuris of central India established their supremacy in this way.

If someone wants to become a king according to this today, will the other people accept him as a king ?

The role of Brahmins and Bhats

Brahmins helped powerful families establish royal dynasties and guided the new kings in governing their kingdoms. In those days, the brahmins were known for their wisdom, learning and knowledge of religion. They were also respected for their understanding of governance and statecraft.That is why kings in north and south India invited brahmins, who lived on the banks of the Ganga and Yamuna rivers, to settle in their kingdoms .

In return, the kings would donate entire villages or the revenue collected from several villages to these brahmins. They kept a record of these donations by inscribing their orders on copper plates.

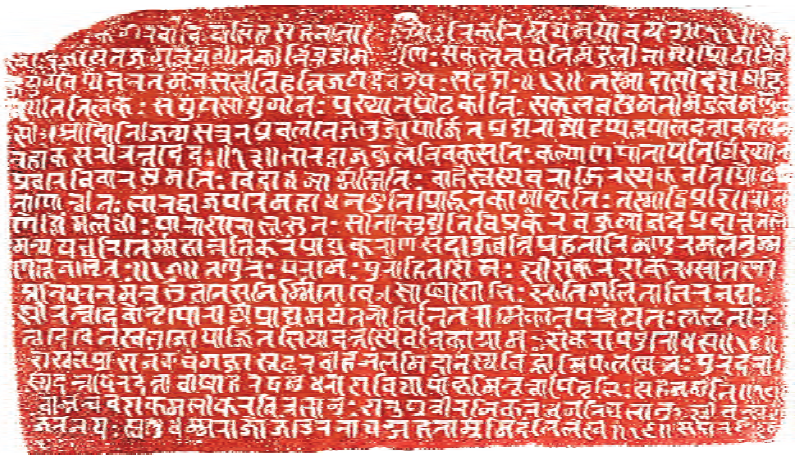


FIG : 1.1 THE DANPTRA OF KING RATNADEO III^rd (12^TH CENTURY) THE KHARAUD STONE INSCRIPTION. IN WHICH THERE IS Reference of offerings

There was another reason why kings made such generous donations to the brahmins. To establish their supremacy in society, the kings would get the brahmins prepared a lineage for kings, showing that they were descended from the sun, moon or some great *rishi*. They would also ask them to perform

Rajsuya, Ashwamegh and other types of *yagnas* to show how powerful they were. A Copper plate was found in Chhattisgarh showing the donations made by the Kalchuri king Ratnadev III.

The *bhats* also played an important role in establishing the royal lineage. The *bhat* tradition prevailed in the entire north Indian region during this time. They were court poets who sang songs in the local language praising the kings and his ancestors. These songs would instill a feeling of respect and pride for the king among the people. In Chhattisgarh this tradition can be seen in the form of the Charan poets.

One such poet was Dalram Rao, who lived in the court of Raja Lakshmi Nidhi of Khairagad. He was the first person to use the name 'Chhattisgarh' in one of his poems of praise to the king.

Monarchs and Feudal kings

As the number of small kingdoms grew, the wars between them also increased. Each king fought his neighbours to expand his territory. But, as we saw in the case of Emperor Samudragupta, the victorious king usually returned the land to the vanquished under certain conditions. The defeated king had to accept his conqueror as his king and master. The victor became the *adhipati* or monarch, while the vanquished became his *samant* or feudal vassal. To establish the victor's authority further, the defeated king was made to write his name in the following manner: *Mahasamant Shri Kshitipal, whose place is at the feet of Parambhattarak Parmeshwar Maharajadhiraj Shri Bhoja Dev.*

The feudal vassals would also give precious gifts to the monarch to show their loyalty and gratitude. When ever the monarch went to war, the feudals had to go with his armies to assist him in the battlefield.

What benefits did a victorious king get by returning the kingdom to the defeated king?

Some important dynasties

Between the years 800 to 1000, three influential dynasties ruled in north,

east and south central India. The Pratiharas were in the north, the Palas in the east and the Rashtrakutas in south India. The kings of these dynasties were at war with each other for nearly 200 years, trying to establish their sovereignty over north India and the kingdom of Kannauj. This constant warfare weakened all three kingdoms.

1. In which areas of India are the kingdoms of the Palas, Pratiharas and Rashtrakutas in Map 1.1.
2. Locate Kannauj in the map.
3. Why did these kingdoms wage war with each other to annexe Kannauj?

During this period, Chhattisgarh was ruled by the Kalchuri dynasty (Haihya lineage). Some important kings of this dynasty were Kalingaraj, Ratnadev and Jajalldev. Kalingaraj ruled over the whole of southern Kosala around the year 1000. He established his capital at Tumman and ruled independently for many years. Ratnadev made Ratnapur his new capital and developed it into one of the biggest cities of the time in the Mahakosala region. In those days there were no town equal to Ratanpur in mahakosala region.

The Kalchuri kings considered themselves *Rajputs*. There were several other influential Rajput dynasties in north, north-west and central India. Prominent among them were the Chauhans, Tomars, Parmars, Gurjars and Pratiharas. Members of these royal lineages established independent kingdoms at different places.



Figure: 1.2
Coins used during ratnadeo ruler (12th century)

The Parmar dynasty ruled over central India. Bhoj was the most renowned king of this lineage. He was a mighty warrior with a powerful army who established a vast empire over which he ruled from 1000 to 1035. Apart from being an influential ruler, he was also deeply interested in the sciences, literature and architecture.

At that time, there was a powerful ruler in

central Asia called Mahmud Ghaznavi. He invaded north India several times from Afghanistan between 1000 and 1025, plundering and looting the land and its people. A great scholar from his kingdom, called Alberuni, visited India during this period. He came to study mathematics, astronomy and the different religions that flourished in the country. He learned Sanskrit during his stay and studied many ancient manuscripts. After returning to his home country in 1030, he wrote a book in Arabic titled *Tahkik-e-Hind*. We get a lot of information about the people of India, their customs, religions, traditions, sciences, mathematics, astronomy, etc from this book.

Identify the kingdoms of the Parmar and Kalchuri kings in Map 1.1

Another foreign traveller came to India to study before Alberuni. You read about him in Class VI. What was his name and from where did he come?

Feudal policies of the kings

Because kings were constantly at war with each other, the importance of army increased the kings did not have large armies. Instead they depended on their senior officers and feudal landlords to provide soldiers to fight in battle. It was during this period that armies began to increasingly use cavalry and elephant troops, in addition to infantry, in warfare.

This arrangement had its advantages as well as drawbacks. Among the advantages was that these officials did not have to pay regular salaries from kingdom. Instead, he gave them large tracts of land or even several villages from which they were entitled to collect revenue. In return, they would send their armies to help the king whenever he needed them in battle.

However, the disadvantage was that once these feudal vassals began earning a lot of money from their villages, they became economically strong and started to disobey the orders of the king. Since they had their own armies, they did not fear the king and tried to become more independent.

1. In Class VI you learned about the methods used by the Mauryas to govern their empire. What differences do you see between the Mauryan methods and the way the kings governed during this period?

2. What are the advantages/disadvantages of giving a regular salary to senior officers or allotting land/villages to them?

Major dynasties of south India

The Cholas were the most powerful dynasty in south India. The important kings of this dynasty were Rajaraja Chola, Rajendra Chola and Kulottung Chola. They not only held sway over the whole of south India but they conducted military campaigns in Orissa, Chhattisgarh and Bengal, defeating and plundering these kingdoms and establishing a vast empire. Their naval fleet invaded Sri Lanka, Indonesia, Malaysia and Maldives. A large part of Sri Lanka remained under Chola rule for a long period.

The Cholas were successful in war because they had a powerful army and navy. They built magnificent temples with the wealth they amassed. They installed gods in these temples linked to their names. For example, we find inscriptions like '*Rajaraja Chola built the Rajarajeshwar temple*'.

The Cholas imposed taxes on their subjects to pay for the maintenance of their army and for other administrative expenses. Taxes on land and its produce and taxes on trade were their main sources of revenue. The tax on land could be up to one-third of the value of the produce. When public works like building roads, tanks and canals had to be constructed, villages were expected to undertake the work without payment. It was during this era that village administration and local self governance were developed.



Fig.: 1.3 The Tanjawoor Vrihadishwar (Rajrajeshwar) temple

EXERCISES

I. Fill in the blanks:

(a) The _____ dynasty ruled Chhattisgarh from the year 800 to 1000.

(b) _____ was the most famous Parmar king.

(c) Alberuni wrote a book in Arabic titled _____.

(d) The most powerful dynasty of south India was the _____.

(e) The famous Rajarajeshwar temple was built by _____.

II. Which of the following statements are true or false:

1. India was divided into many small kingdoms after the death of Harshavardhana.
2. Brahmins were famous for their knowledge of religion and governance.
3. Mahmud Ghaznavi ruled over the whole of north India.
4. The Cholas established their rule over Kannauj.

III. Answer the following question:

1. Why did Alberuni come to India?
2. Which countries did the navy of the Cholas invade?
3. Which dynasties were at war for long time to capture Kannauj?
4. What did the kings donate to brahmins to make them settle in their kingdoms?
5. What did powerful families do to establish their greatness?
6. What is written in the book titled *Tahkik-e-hind*?
7. Who was Bhat? What was their role?
8. What differences were there between the military campaigns of Mahmud Ghaznavi and the Cholas?

Things to do

Make a list of important dynasties and their kings in north, east and central India from the year 800 to 1000.

2

CHANGING PATTERNS OF LIFE

(LIFE IN INDIA FROM THE YEAR 650 TO 1200)

We learned in the previous chapter that after the 650 there conditions of king and the kingdoms changed, like in place of big empires smaller kingdom developed etc.

There were many other changes taking place in the lives of the people during this period. In this chapter, we shall learn more about these social, economic and religious changes.

People living in forests and villages

In those days in comparison there were more forest than it is today. There were many villages and towns as well, but they were much smaller than the villages and towns of today.

Forest-dwelling people: Many people lived in forests during this period, like they used to in ancient times. And like the prehistoric people, they survived on fruits and tubers and the animals they hunted. But their lives also began to change. They took to farming, cutting down a few trees and clearing a patch of forest land. They neither plough the land, nor did they irrigate the crop. Instead, they would just scatter the seeds and protect the crop from wild animals till it was ready to be harvested. These forest dwelling people lived in small settlements called *palli*. Apart from farming, they also collected many natural products from the forests and exchanged these in the villages and towns for whatever they needed in their daily lives - like grain, oil, iron, salt and so on. They also gave gifts to the kings.

The inscriptions and manuscripts of this era tell us that the Shabars, Nishads, Pulindas and Bhils were some of the prominent tribes who lived in this way.

What are the similarities/differences in the lives of prehistoric man and tribals like the Shabars and Bhils?

Nomadic tribes: In those days, there were many nomadic tribes that roamed from one place to another. They included cattle rearing tribes who went in search of pastures. Their lives, too, began to change. Many of these tribes gave up their nomadic way of life, taking to farming and settling in villages. There were also ironsmiths and other expert craftsmen who went far and wide to sell their wares or to dig and clean ponds. Acrobats went around singing and dancing to entertain people in the villages and towns. *Jogis*, *sanyasis* and beggars forsook their homes and families to spend their lives roaming around the coun-

tryside. The villagers and town dwellers would give respectfulness to them.

Are there any nomadic tribes living in your neighbourhood today? How do they serve the society? Discuss in class.

Villagers and town dwellers

The villages kept growing bigger and bigger as more and more people settled in them and took to farming. With the development of irrigation, people were able to cultivate lands where it was not possible to do farming earlier. Even the mountain slopes of the Himalayas and the deserts of Rajasthan were brought under the plough. History tells us that 1,400 lakes were built in Ratanpur in Chhattisgarh in the 11th century. Only around 250 still exist today.

Is there a lake near your village or town? Find out how old it is. Can you think of a reason why so few lakes have survived till today? Discuss in class.

People of different castes lived in villages. Their lives were bound by the caste system and each caste lived in a separate settlement. Some caste groups like the Chandals, Sopaks, Sooths and Magadhs were not even allowed to live within the boundaries of the village or town. They did work like hunting, skinning animals, making leather goods, cutting wood, cremating the dead and so on.

The heads of the main peasant families would meet to collectively solve the problems of the villagers and to undertake public works in their villages. They were often addressed as *panchkul*, *mahattar* etc.

Most north Indian villages were under the control of a *bhogpathi*, who was usually not just an officer but a relative of the king – a *rajputra* or *rajput*. These officers had great influence over the villagers, collecting taxes from them. Taxes were levied on marriages and village festivals as well as on wells and ponds. The villagers also had to work without payment whenever required, a practice known as *begar*.

The most significant change during this period was in the economic field – in the way revenue was collected from the villagers. During the Gupta period the king had the sole right to collect revenue. But by now the tradition of gifting land and villages to brahmins and scholars was well established. These *bhupathis* retained a major part of the revenue collected from their gifted lands, giving only a small portion to the king. They became very prosperous and began behaving like independent rulers, even maintaining their own armies. Instead of taxes being collected in the name of the king, they were now collected in the name of the feudal vassal. The direct connection between the king and the villagers was, thus, broken.

The situation in south India was different. The heads of prominent families worked collectively for their villages. These village assemblies were known as *ur*. The *ur* of several villages combined to form a *nadu.* The main functions of

the *ur* and *nadu* were to collect taxes, punish wrongdoers, solve village disputes, maintain temples and ponds and so on.

At that time, the brahmins were respected across India. They were gifted land and villages so that they would settle down, educate people and perform *pujas*. These gifted villages were known as *brahmadeya*.

What differences were there in the administration of villages in north and south India?

Restrictions on women

Several restrictions were imposed on women during this period and these practices gradually became widespread. It was not considered proper for women to study, travel, meet people, do business or marry according to their own wishes. They were married at a very young age child marriage and if their husband died they were encouraged to burn themselves on the funeral pyre. This tradition was known as *sati*. Widows were not allowed to remarry. The restrictions on women were not limited to the upper classes. The ordinary people also began adopting such practices. We shall see later how women raised their voices in protest against such restrictive practices.

Several *sati* altars exist in the precincts of the Mahamaya temple at Ratanpur in Chhattisgarh, showing that the *sati pratha* or tradition was prevalent in this region. Today child marriage and sati system is considered as crime However, remnants of these practices can still be seen. The *Aathabisa mela* (fair) is held on the *purnima* (full moon) of the month of Magh to honour *satis*.

1. Women in the Middle Ages faced many restrictions which women today do not face. What are they?
2. According to you what rights should women have?
3. Why were such restrictions not placed on men?

Cities and trade

As more and more people took to farming and as the villages and towns grew, large market centres called *mandpik* developed, where merchants from near and far could buy and sell their produce. These market centres had permanent shops or *vithiya* where various craftsmen like weavers, potters, sculptors, carpenters, goldsmiths, etc lived. The king or feudal vassal who lived in these cities would collect taxes from the markets. The traders, craftsmen and kings constructed magnificent temples and gave donations for conducting *pujas* and celebrating festivals.

Temples played an important role in the economic development of south India. Kings and feudals to enhance the glory of the royal lineage constructed magnificient temples with intricate carvings. These magnificent temples with intricate carvings were donated large villages from which they could collect revenue. Their wealth kept increasing and temple committees were set up to

look after their affairs and invest their revenue in trade, commerce and industry. These committees also began giving interest free loans on a large scale.Whenever a temple was constructed a large number of craftsmen, labourers, merchants and brahmins collected, so many new cities came into existence.

During those days merchants travelled not just to different cities in India but to different countries for trade. Merchants from other countries also came to India. Trade across the seas was done from the ports of Gujarat, Konkan, Kerala and Tamil Nadu. The south Indian merchants formed guilds called *nanadesi* and *manigramam* to protect their rights. They travelled to China, Indonesia, the Arab countries, Iran and Africa to trade. Similarly, merchants from Arab countries, central Asia and China came to India. Many foreign merchants and traders settled along the coastal areas of the country. As a result the local people came into contact with people of different cultures and religions and were influenced by them. Chinese, Christians and Jews settled down in Kerala and Tamil Nadu, and Arabs traders settled in Gujarat and Kerala. They sent spices, cloth, rice and other products to their countries.

Imagine visiting a city that existed in those days. Would you have seen the same scenes you see today? In what way were those cities different? Discuss .

Bhakti movement, temples and regional languages

The forest dwellers worshipped gods and goddesses according to their traditions. Even today, we find many canopies and altars in the forests of Chattisgarh containing ancient relics of Boodhadeva and Mathadeva. We also find altars in villages where people worshipped Thakur Deva, the god of the tribals.

Following the decline of Buddhism in the Middle Ages, a new movement took root in the spiritual history of India, called the Bhakti movement, it originated in Tamil Nadu in the south of the country. Its adherents belonged to all castes and included many devotees of Shiva and Vishnu. They discouraged the worship of multiple gods and goddesses and, instead, preached love and faith in Shiva and Vishnu. They composed devotional songs in Tamil, which became very popular among the common people. The Shiva devotees were



FIGURE: 2.1 THE SUN TEMPLE OF KONARKA (ORRISA)

known as *nayannars* and the Vishnu devotees were known as *alvars*. They also worshipped Krishna and Rama as incarnations of Vishnu. Under the influence of the Bhakti movement, temples were constructed in many different places. The kings sought to make these temples even more magnificent to reflect their own glory and influence.



FIGURE: 2.2 THE BHORAM DEO TEMPLE AT KABIRDHAM (KAWARDHA)

But many devotees were not happy with the way the kings were seeking to glorify their names. They believed that love for god should not manifest in any outward pomp and show. Chief among these devotees were the Lingayats or *Vir Shaiv* of Karnataka.The main inspirations of the Bhakti movement in the south were Basavanna and Akkamahadevi. They sought to eradicate all forms of discrimination based on caste and class. The Nathpanthis and Siddhas started a similar movement in Bengal and Bihar. The Bhakti saints wrote songs in the languages spoken by the common people. This helped the development of various local languages and literature. We find many such compositions from this era in the rudimentary forms of these languages, including Tamil, Telugu and Kannada in the south and Gujarati and Hindi in the north.

Why did the Bhakti saints adopt local languages for their devotional compositions?

Temples and architecture

Many imposing temples were built during this era. These temples consist of a *garbhagriha*, *shikhara*, and several large and small *mandapams*. On entering the temple, one first comes across the main *mandapam*, after which are the *ardha mandapams*and *mahamadapams*.These *mandapams* are basically large halls where devotees stand for *darshan* of the gods and goddesses. The *garbhagriha* is the central shrine where the images of gods or goddesses are placed. The *shikhara*, a tall spire-like structure, is built atop the *garbhagriha* and is visible from afar. It is the most attractive part of the temple and it is usually built in two styles – the southern (see Illustration 1.3) and the northern (see Illustration 2.2).



figure: 2.3 Gandai Pandariya's temple

Some striking examples of the temple architecture of the time include the Sun temple at Konarak in Orissa, the Khajuraho temple built by the Chandela kings and the Rajarajeshwar temple built by Rajaraja Chola. Other notable examples include the Ratanpur temple in chhattisgarh built by the Kalchuri rulers, the Gandai Pandaria temple, the Shivrinarayan temple built by Jajalladeva and the Bhoramdeva temple of Kabirdham at Kawardha. They contain massive images of gods and goddesses carved in stone.

EXERCISES

I. Match the following:

(1)	*Brahmadeya*	-	*Alvar*
(2)	*Panchkul*	-	Donate villages to the temple
(3)	Shiva devotee	-	Head of prominent peasant family
(4)	*Devadan*	-	Donate villages to brahmins
(5)	Vishnu devotee	-	*Nayannar*

II. Which of the following statements are true or false:

(1) The Bhoramdeva temple is in Rajnandgaon district.

(2) South Indian merchants formed groups to carry out trade.

(3) Basanna and Akkamahadevi were adept politicians.

(4) Bhakti saints had faith in rituals and various gods and goddesses.

(5) The Chola rulers built the Gandai Pandariya temple.

III. Answer the following questions:

(1) What is a *palli*?

(2) Which temple was built by the Chandela kings?

(3) Where does one come across relics of the *sati* tradition in Chhattisgarh?

(4) What were the main changes that took place in the lives of the people after the year 650 ?

(5) What is an *ur*?

(6) What role did temples play in the development of south India?

(7) How Bhakti saints helped to develop local languages?

(8) What were the economic changes that took place during the period of 650 to 1200 AD?

Things to do

Visit an old temple in your neighbourhood with your classmates and collect information about the following from the *pujari* and people living nearby:

1. The names and pictures of the temple.
2. Name of the creator and its period?
3. The names of gods and goddesses installed in the temple.
4. Any story or hearsay related to the temple.

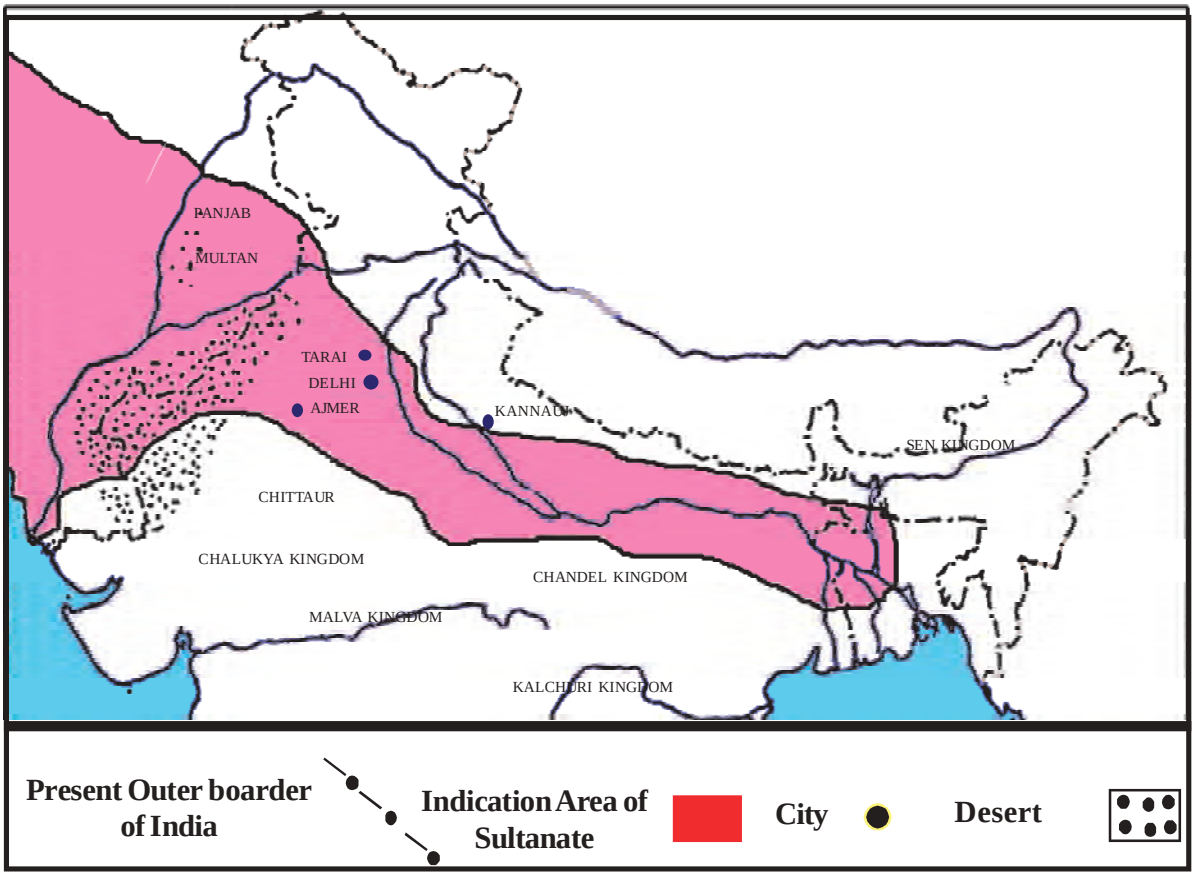


3

THE ESTABLISHMENT OF THE DELHI SULTANATE
(1206 TO 1290)

In the previous lesson we learned that India was divided into many small kingdoms between the years 1000 to 1200. But after 1200, the Turks established a powerful kingdom around Delhi in north India. This kingdom came to be known as the Delhi Sultanate and its rulers extended their control practically over the whole of India. The word 'sultan' means 'ruler' in Arabic, hence 'sultanate' means 'kingdom'. In this lesson we shall learn how the Turk sultans established their kingdom in Delhi.

THE DELHI SULTANATE IN YEAR- 1206 A..D.
MAP - 3.1



Muhammad Ghori

In those days, Afghanistan, a country to the northwest of India, was divided into many small kingdoms that were ruled by sultans from Turkey. These Turk sultans were constantly at war with each other to expand their territories. Among them was Muhammad Ghori, the sultan of the small principality of Ghor. He tried to expand his empire into Iran but was defeated by the Shah of Khurasan, a kingdom in eastern Iran. He then had no alternative but to turn his attention eastwards towards India.

Ghori conquered Multan in the Punjab region and then attacked Gujarat. But Gujarat was a very prosperous and powerful kingdom at the time because of its sea trade. Its Chalukya king Bhim defeated him in battle. The Turk sultan then decided to first gain control over Punjab, whose rulers were not so powerful. He gradually established his hold over Punjab, which brought him to the border of Prithviraj Chauhan's kingdom. He now set his sights on conquering Delhi.

Prithviraj Chauhan-III (RAYPITHORA)

In those days, the Rajput king Prithviraj Chauhan ruled over Delhi and Ajmer. Like Ghori, Prithviraj was also powerful and ambitious and wanted to expand his empire. He, too, attacked Gujarat but was defeated by King Bhim. He then turned his attention to the kingdoms in the east but again failed to conquer them. So he was left with only one alternative – to march towards Punjab. Naturally, he came face to face with Ghori on the battlefield.

Locate where in India are Ghor, Ajmer, Gujarat, Punjab and Delhi in Map 3.1

Why did a war between Prithviraj and Ghori become inevitable?

The battles of Tarain

Muhammad Ghori and Prithviraj faced each other on the battlefield at a place called Tarain in the year 1191. Prithviraj emerged the victor. Ghori was grievously wounded in the battle but he managed to escape. He spent a year preparing for the next battle, returning to once again face Prithviraj at Tarain in 1192.

Prithviraj had a large army consisting of infantrymen and many elephants and horses. Several smaller rulers and feudals also joined him in battle. Ghori's army was much smaller and did not have any elephants. But he had swifter horses and his cavalrymen were adept at shooting arrows while riding. When gori's horsemen attacked elephants of prithviraj then the elephants started running backwords and started do vastating their own army. They attacked the elephants and stampeded them. The Rajput king tasted defeat in the second battle.

After the battles of Tarain the Turks established their rule over Delhi,

displacing the Rajputs. Ghori's generals quickly brought the whole of north India under his control.

REASONS OF TURKS SUCCESS

How did the Turk sultan manage to defeat so many prominent Rajput kings to establish his supremacy? Why were the Rajput kings unsuccessful in battle? These are questions historians have pondered over and they present many conflicting views.

Some historians believe the mutual differences between the Rajput rulers were the main cause for their defeat. Raja Jaichand played an important role.

Others believe the Turks were victorious because their cavalrymen were adept at using bows and arrows while riding horses. They could attack swiftly in battle and also retreat quickly to save themselves. Their battle tactics and resources were, therefore, superior to those of the slower moving Rajput armies.

1. Which of the above two reasons do you think is the more likely reason for the defeat of the Rajputs?
2. Apart from this what should be the other reasons?

From slave to sultan

Muhammad Ghori was murdered a couple of years after the battle of Tarrain. At that time his empire in Delhi was administered by his officers and generals.

Who is a slave? What is slavery? Discuss in class with your teacher.

Can you imagine slaves serving as senior officers and generals? This was a common practice in countries like Iran and Turkey during this period.



FIGURE: 3.1 THE QUTUB MINAR DELHI

Traders would buy young men, train them in fighting and administration and sell them to the sultans. The slaves were given work and rank according to their capabilities. They were paid high salaries. Some capable slave officers even succeeded their masters to become rulers. In Delhi, Ghori's slave Qutb-ud-din Aibak was in charge of the administration. After Ghori's death Qutb-ud-din declared himself sultan, becoming the first slave sultan of Delhi. He began the construction of the Qutub Minar.

On Qutb-ud-din's death his slave Iltutmish, who was also his son-in-law, became the sultan. He completed the construction of the Qutb Minar. Iltutmish faced two major problems during his rule. First concerned his own officials and the other related to the defeated Rajput royal families. Iltutmish's senior officials and generals were not willing to work under him and did as they pleased. This weakened his administration. Taking advantage of the situation the descendents of the earlier defeated Rajput kings began opposing the sultan. They stopped depositing the revenue they collected from the peasants in the royal treasury. They began looting travellers and traders on the roads. This further weakened the sultanate as a result of which its writ extended to only a few cities and towns.

Iltutmish sought to solve his problems by promoting 40 loyal and deserving slaves to high ranks. Many of them were made *aktadars* to administer different provinces of his empire, collect revenue and crush revolts. They kept part of the revenue they collected to cover their salaries and administrative expenses. They were also periodically transferred from one province to another. But the *akta* or rank was not hereditary - a son could not inherit the rank of his father.

1. What advantages/disadvantages did the sultan get by giving high positions to his slaves?
2. How did the Rajput kings oppose the sultanate?

Razia Sultan

On Iltutmish's death his daughter Razia ascended the throne of Delhi to become the first and only woman to rule Delhi. She dressed like a man, rode horses and looked after the administrative affairs of the state, establishing peace in her kingdom.

However, in spite of her many sterling qualities, the Turks wanted someone on the throne to whom they could dictate terms. But she was no puppet. She set up a group of royal commanders and began giving high ranks to non-Turks. This incensed the Turk *amirs* (nobles) who began opposing her and eventually murdered her.

Balban

After Razia, Balban became the sultan of Delhi. He was one of the 40 slaves Iltutmish had promoted to high ranks. By now the Turk *amirs* had become very powerful and showed no respect for the sultan. They plotted against him and even began threatening him. However, the strong and iron-willed Balban slowly but firmly suppressed them, breaking their stranglehold on power and cementing his position as sultan. Eventually, he even managed to win their loyalty.

Balban was an autocrat who believed the power of the sultan could not be challenged because he was the 'shadow of god' – His reflection on earth. He forced his subjects to bow their heads before him (*sijdah*) and touch his feet (*paybos*) in salutation. The Turk *amirs* followed his orders because they were terrified of the rigorous punishments he meted out.

On Balban's death Kaikubad became the ruler but he ruled for only three years after which the Slave dynasty came to an end.

The Turk sultans introduced new administrative policies during their reign. They also protected Delhi against the incursions of the powerful Central Asian warlord Chengiz Khan and other Mongol leaders. It was during this period that the Mongols invaded the whole of central and western Asia, but they could not defeat the Delhi sultans.

The Turk Sultanate saw the immigration of many people from countries like Iran, Turkey and Khurasan who settled down in India. Many details about the rule of these sultans can be found in the books written during this period. The Turks brought with them not only their religion and traditions, but also their art, food, dress habits and culture. We shall learn more about the Turkish influence on life in India in the next chapter.

EXERCISES

I. Column A gives the names of some rulers. Write the names of the places associated with them in column B.

Sr No.	Column A	Column B
1.	Prithviraj Chauhan	_____
2.	Muhammad Ghori	_____
3.	Qutb-ud-din Aibak	_____
4.	King Bhim	_____
5.	Chengiz Khan	_____

II. List the names and period of reign of the following sultans in serial order. Then write a brief note on each of them.

Balban, Qutb-ud-din Aibak, Razia, Iltutmish, Kaikubad, Muhammad Ghori.

III. Write short notes on:-

(a) *Aktadars* (b) Slaves. (c) *Amirs*

IV. Answer the following questions in 50 to 100 words:

1. Describe the war between Prithviraj Chauhan and Muhammad Ghori.
2. What were the differences between the armies of the Rajputs and the Turks?
3. What were the main problems faced by the Turk sultans?
4. Why did the Turk *amirs* want to remove Razia from the throne of Delhi?

Things to do

Both Muhammad Ghori and Prithviraj Chauhan wanted to conquer Gujarat. Why? Give two reasons and write in your copy.

4

EXPANSION OF THE DELHI SULTANATE

In the previous lesson we learned about the establishment of the Delhi Sultanate. We saw that high officials did not like to be controlled by the sultan. We also saw that the sultan's officers could not collect revenue from the villages. What did the later sultans do to solve these problems?

To find out, let us visit to Gunjan and Manorama's school. Gunjan and Manorama study in Class VII. Today they have a history lesson.

Teacher: A few years after Balban's death, Jalal-ud-din Khilji became the sultan of Delhi in 1290. He wanted to establish a kind and merciful rule. But his nephew Alla-ud-din Khilji murdered him mercilessly a couple of years later to become the sultan.

Gunjan: Sir, from where do we get all this information?

Teacher: That's a good question. Tell me, how did we learn about earlier kings like Harshavardhana and Ashoka?

Dolly: From the stone inscriptions, engravings on copper plates and coins and from books written at that time.

Teacher: But we find inscriptions of only a few kings, so we don't know much about all the other kings who ruled in ancient times. Similarly, there are very few stone inscriptions about the Delhi sultans. Fortunately, we do have many books written by historians and poets of the royal court, which give us a lot of details about this period. Apart from this, we also get information from the coins used during their time and the buildings they constructed. Sufi saints also wrote many books describing the life of the people during this era.

Arya: Which book tells us about Alla-ud-din Khilji?

Teacher: There are books written by the famous Persian poet Amir Khusro. The well known historian Zia-ud-din. Barni has also written a book titled *Tarikh-e-Firozshah*i which tells us about Alla-ud-din Khalji.

1. Why is it difficult to get information about all the kings who ruled in ancient times?
2. The sultans did not leave many rock inscriptions? What do you think could be the reason?

Alla-ud-din Khilji

Teacher: Alla-ud-din became the sultan of Delhi in 1296. He was very ambitious and made his sultanate very strong.

Before he became the sultan he defeated the king of Devagiri and brought back a lot of wealth from his kingdom. He not only strengthened his army with this wealth but shared it among his prominent *amirs* to win their loyalty. In this way, he gradually brought most of the *amirs* and generals under his control. He made rigid rules that no one dared to disobey. He dealt severely with *amirs* who showed signs of disloyalty and appointed new *amirs* in their place. He gave high positions to Indian muslims too.

Manorama: Why did the *amirs* not revolt against him?

Teacher: Alla-ud-din prohibited his *amirs* from drinking alcohol, celebrating festivals or holding lavish marriage and dinner parties. He believed that they used such occasions to conspire against him. His spies kept him informed about their activities so none of them dared revolt against him.

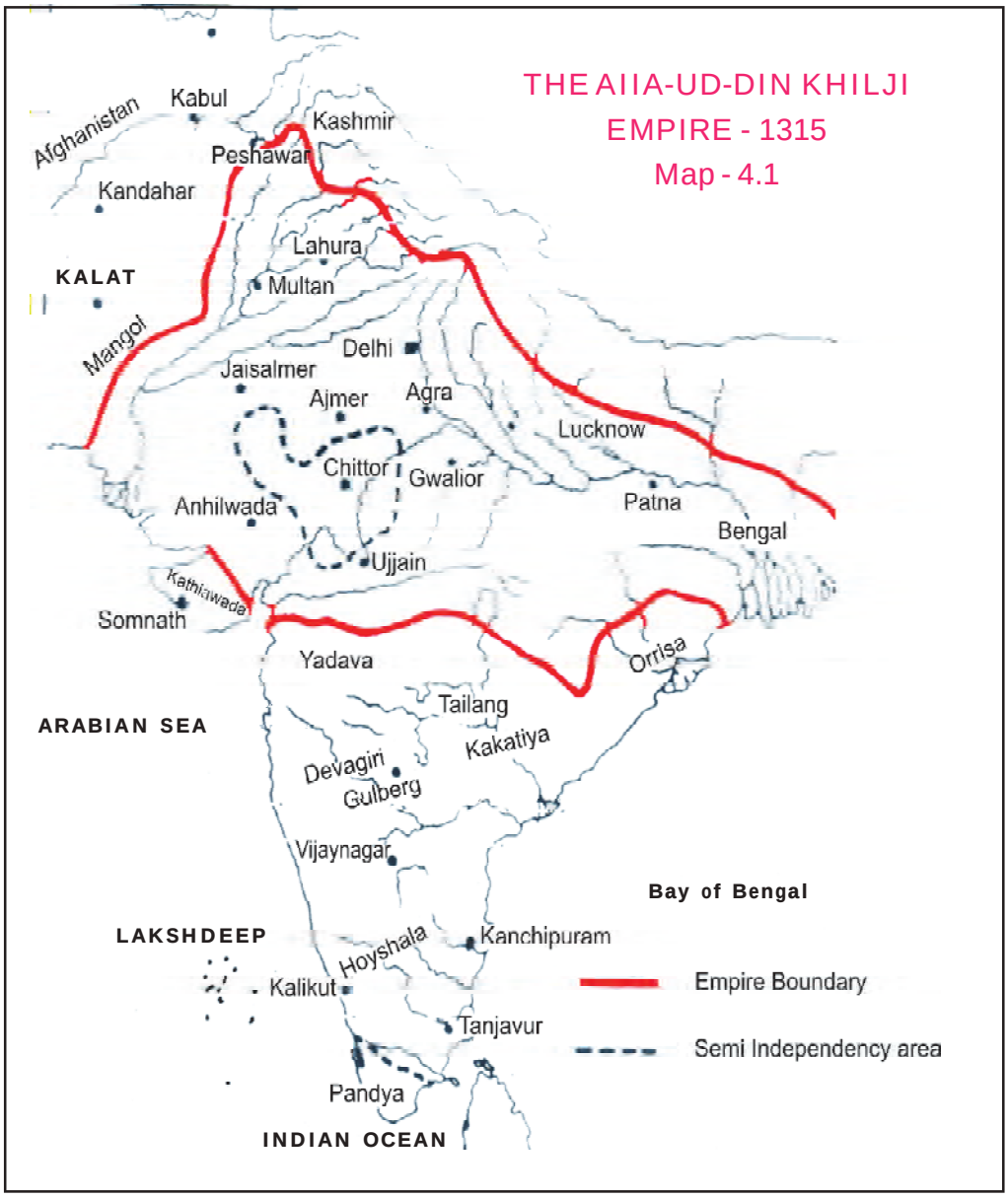
1. How did Alla-ud-din use the wealth he plundered from Devagiri?
2. Why did Alla-ud-din not face any revolt from his *amirs*?

Alla-ud-din expands his kingdom

Teacher: Alla-ud-din had a powerful army and disciplined *amirs*. He conquered many new territories with their help. He vanquished Gujarat in 1299 and then annexed the kingdoms of Ranthambhor, Chittor and Malwa to his empire, amassing considerable wealth from them in the process.

In which direction from Delhi do Ranthambor, Chittor and Malwa lie? Find out from Map 4.1.

Sandeep: Sir, they lie to the east of Delhi. Salma: No, no. They are to the west of Delhi.



You tell the correct direction of those empires -

Teacher: Alla-ud-din attacked Devagiri several times, plundering it and amassing a lot of wealth. He annexed the kingdom to his empire. He also conducted an extensive military campaign in south India, defeating all the kingdoms up to Madurai and Rameshwaram. His main aim was not to expand his empire but to amass wealth. So he returned the kingdoms to the defeated rulers but made them pay taxes every year and give expensive gifts.

1. How far did Alla-ud-din's empire extend?
2. Which kingdoms did he annexe to his empire?
3. Why did he add Gujarat and Chittor to his empire and not the kingdoms of south India?

Manorama: Sir, did the wealth amassed by Alla-ud-din from war pay for all the expenses of his sultanate.

Teacher: They did to a certain extent. But most of the administrative expenses of his kingdom were met from the land taxes collected from the farmers. Alla-ud-din fixed the land tax at half the produce of the farmers.

Manorama: Wasn't that too much?

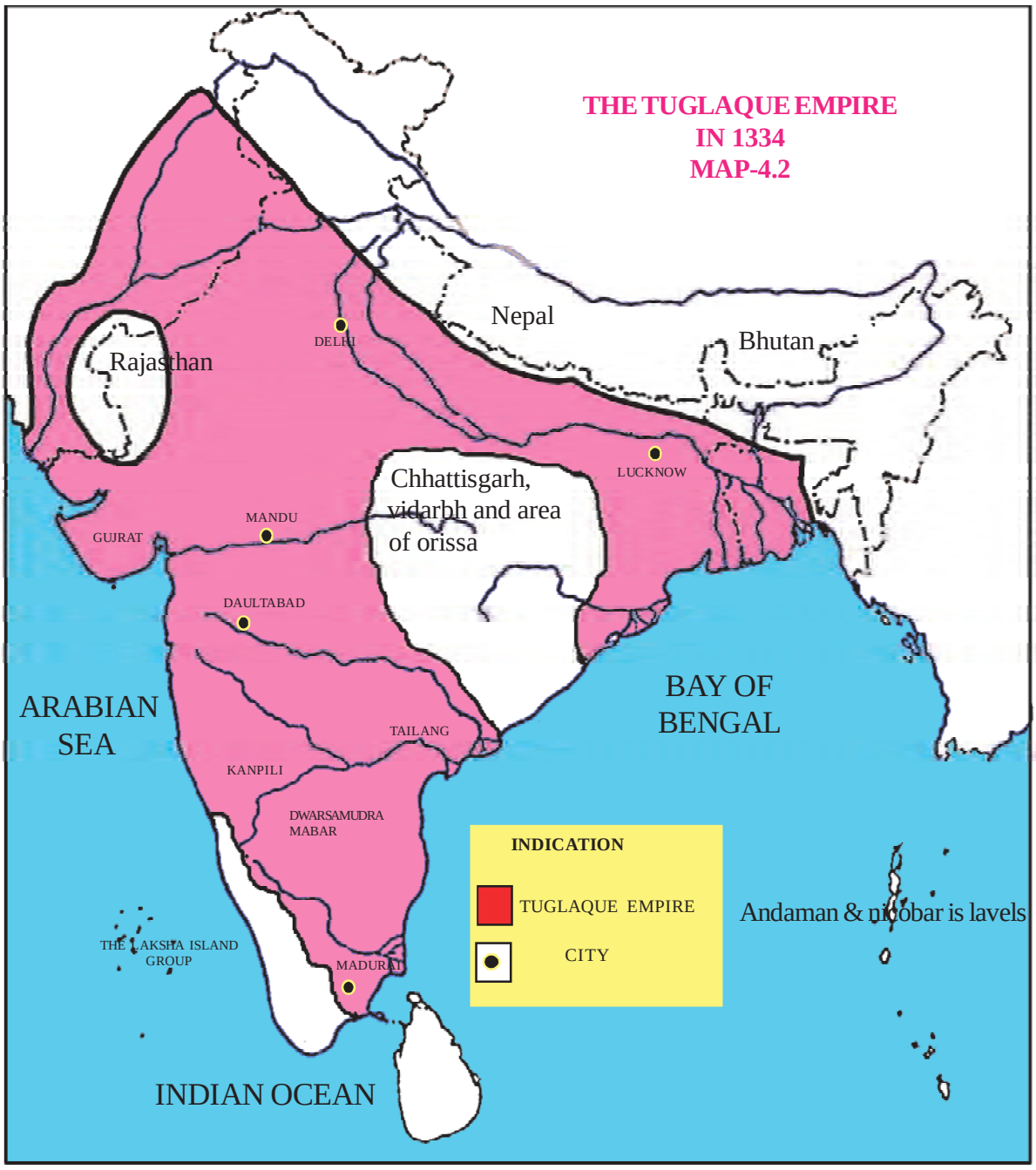
Teacher: Yes, it was. But Alla-ud-din did not levy other taxes that were usually collected in those days. He decided to collect only land taxes and taxes on pastures. So the farmers did not have to pay too many taxes. However, this did not benefit the tax collectors because their income was reduced.

Jaya: How?

Teacher: Earlier, the taxes were collected from the farmers by the village heads or the defeated kings. But now, the job was done by the sultan's officers. So the kings and village heads could not enjoy the concessions they had earlier. They could not collect taxes as and when they wished. Alla-ud-din was also able to establish direct contact with the farmers in this way by eliminating the middlemen.

Javed: So Alla-ud-din was able to reform the revenue system in such a short period.

Teacher: Yes. He also made special efforts to ensure that his soldiers could buy goods at reasonable prices in Delhi. He fixed the rates of all the goods sold and fixed the places where they could be sold. This made it easier for him to control their sales. He meted out severe punishments to any merchant who overcharged or under-weighed his merchandise.



To ensure that his army remained free of corruption he introduced two practices. The first was known as *huliya pratha* or facial profiles – he recorded the portraits of each one of his soldiers to make it easier to identify them. Secondly, he also had all their horses branded so they could be easily identified.

How did these methods help stop corruption? Discuss in class.

Teacher: Alla-ud-din also saved the Delhi Sultanate from the attacks of the Mongolian army. The Mongols had come from central Asia to plunder and establish a large empire in India. Alla-ud-din successfully repulsed them at the border of his empire.

Alla-ud-din died in 1316. A few years after his death, Ghiyas-ud-din Tughluq established a new dynasty in Delhi. This was the Tughlaq dynasty.

The Tughluq dynasty

Teacher: Ghiyas-ud-din Tughluq became the sultan in 1320. He wanted to abolish the strict rules implemented by Alla-ud-din and adopt liberal policies. He founded the city of Tughluqabad near Delhi. He died after ruling for five years. After him Muhammad bin Tughluq became the sultan. He was learned, ambitious and a man of vision. He adopted several policies that made him famous in history.

Shrikant: Sir, what were these policies?

Teacher: Two of his schemes were famous. One was to make Devagiri in the south his capital, after renaming it as Daulatabad. Secondly, he introduced the use of bronze coins in place of silver coins as currency.

A new capital

What is a capital? Who lives there and what happens there? Discuss in class

Where is the capital of your state?

Where is the capital of your country?

Teacher: After declaring the city of Daulatabad as the new capital of his sultanate, Muhammad bin Tughluq ordered all his officers, generals, scholars and workers living in Delhi to shift there. Those who refused were severely punished. Those who went had to face a lot of hardship. Many of them died on the way. The people did not like to live in Daulatabad.



FIGURE: 4.1 THE TOMB OF GAYASSUDDIN TUGLAQUE TUGLAQUABAD, DELHI

This does not mean that Delhi was evacuated. It was still the army headquarters and the centre of administration. The only difference was that now there were two centres of administration - Delhi in the north and Daulatabad in the south.

Arya: Why did Muhammad bin Tughluq have two capitals? What advantage did he get if the common people had to face so much hardship?

Teacher: Look at Map 4.2 which shows the Tughluq empire and try to figure out why he must have taken this step.

Nominal currency

Mohammed bin Tughluq other plan was to introduce copper and bronze coins in place of silver. People used silver and copper coins to buy and sell merchandise and goods during this period. To save silver Muhammad bin Tughluq introduced bronze coins, declaring that these coins would have the same value as silver coins. That is, if a merchant could buy 10 *maunds* of wheat for one silver coin he would get the same amount of wheat for a bronze coin.

Salim: Why did he want to save silver?

Teacher: During those days there was scarcity of silver in the world and its price was rising. This may have been the reason why he wanted to save silver. Whatever be the reason, the scheme failed. People started minting fake bronze coins and exchanging them in the market. They also began hoarding silver. The entire financial system went out of control. So Muhammad bin Tughluq had to finally order the withdrawal of all bronze coins from the market. But his treasury was emptied in exchanging silver coins for bronze.

Similarly, Muhammad bin Tughluq's attempts to increase taxes in the Doab area and his military campaigns against Karajil and Khurasan also failed.

Though many of his policies ended in failure, the sultan deserves praise for the new values he encouraged. In appointing people to high posts he did not see whether the person was Indian or Turk, Hindu or Muslim, rich or poor, the son of a worker or a general. Only the most deserving candidates were selected. As a result many common people were appointed to high posts that were earlier given only to Turk nobles.

However, the problem was that the sultanate had grown too big to be easily governed. Revolts against the sultan began brewing at several places and after some time practically every province became an independent sultanate.

The Delhi Sultanate did not have any influence on Chhattisgarh, which was ruled by the Kalchuri kings of Ratanpur during this period. Their kingdom had many *zamindars* and their political policies were influenced by the tribal society of the time.

EXERCISES

I. Fill in the blanks with the words given below:

(Daulatabad, Devagiri, Rameshwaram, *sijdah*, facial profiles, Tughluqabad, Kalchuris).

(1) Alla-ud-din Khilji attacked _____ before becoming the sultan.

(2) Ghiyas-ud-din Tughluq founded the city of _____.

(3) To stop corruption in his army Alla-ud-din Khilji began recording the _____ of his soldiers.

(4) Chhattisgarh was ruled by the _____ kings during the time when Delhi was ruled by the Turk sultans.

(5) Muhammad bin Tughluq made _____ his new capital.

II. Answer the following question:

(1) Who became the sultan of Delhi after Kaikubad?

(2) Who was the author of *Tarikh-e-Firozshahi*?

(3) Who started the practice of branding army horses?

(4) Muhammad bin Tughluq introduced coins made of which metal to replace silver coins?

(5) How much tax did the farmers have to pay during Alla-ud-din's rule?

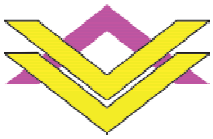
(6) What steps did Alla-ud-din take to control the markets?

(7) Describe the main schemes of Muhammad bin Tughluq.

(8) What reforms did Alla-ud-din introduce in tax collection?

Things to do

Look at Map 4.1 and discuss whether Muhammad bin Tughluq's scheme to shift the capital from Delhi to Daulatabad was right or wrong.



5

THE LIFE OF THE PEOPLE DURING THE SULTANATE ERA

In the previous chapters we learned how the Turk sultans established their rule in Delhi. In this lesson we shall learn how the life and culture of the people of our country changed under these rulers.

Arrival of Foreigners

After the formation of the Delhi Sultanate many people from Iran, Iraq, Turkey, Samarkand, Bukhara and other countries and cities came to settle in India. They included scholars, saints, soldiers, merchants, traders and workers who spoke different languages. They not only settled here but looked upon India as their own country. Prominent among them was Amir Khusro, who called himself an Indian Turk. He wrote poems not only in Persian but in the local language called Hindvi. Many of these poems sang the praises of India.

There was another reason for the influx of large numbers of foreigners. The Mongol warlord Chenghiz Khan had conquered the whole of central Asia and destroyed the culture of the people of these regions. Terrified, the people sought refuge with the Delhi Sultanate. They, too, enriched Indian culture with their art, religion and learning.

The ruler and their reign

The sultan was the most important and powerful person during the sultanate era. The early sultans were slaves so the high officials and generals did not like to serve as their subordinates. But during the reign of Balban and Alla-ud-din Khalji, the sultanate established full control over these senior officials and generals, who were known as *amirs*, and the sultan became the supreme ruler.

The sultanate also replaced the many smaller kingdoms that had existed earlier, with their rulers becoming *zamindars* under the authority of the sultan. These kings used to earlier appoint their relatives as their officials and generals and these posts used to be hereditary. However, under the sultanate, appointments were made purely on the basis of merit and people from all walks of life could apply for them. These posts were no longer hereditary and the officials were also regularly transferred from one province to another.

Mention three important administrative changes introduced during the Sultanate era.

Changes in village life

Farming continued to be the main occupation of the people. But the farmers were affected by the changes in the revenue system of the sultanate. Earlier

villages were donated to feudal vassals in lieu of salary. The feudals were entitled to collect several minor and major taxes from the people. But the sultans put a stop to this practice. Taxes were now collected by their officers and instead of several different levies the farmers had to pay a single large tax, which amounted to half their farm produce. This tax was collected by the village headman and handed over to the sultan's officers. Since the sultan often compelled the villagers to pay the tax in cash, the farmers were forced to sell their produce in the cities. They thus began to interact more frequently with the cities.

Changes in city life

The sultan and his senior officials lived in cities and they spent the revenue collected from villages in these cities. As a result, the cities developed rapidly. Craftsmen like masons, weavers, tailors, carpenters, blacksmiths, etc began settling there and trade flourished. The Turks introduced many new production techniques and trades which had a profound impact on the commerce and culture of the people.

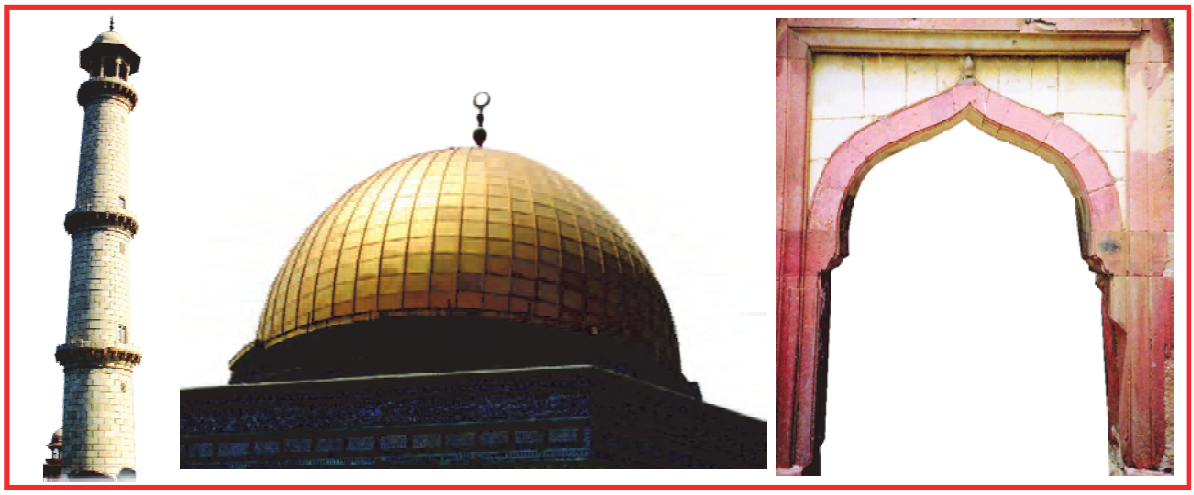


FIGURE: 5.1 MINAR, DOME AND MEHRAB

Craftsmen from Central Asia who came to India with the Turks introduced new construction techniques, including lime and mortar for joining and mending and the use of towers, arches and domes in buildings. Such techniques can be found in building construction even today.

The book you are reading is made of paper. The art of paper making and binding was brought to India by the Turks. They learned it from the Chinese. The Turks also introduced the practice of shoeing horses and using stirrups for riding.

The Turkish influence can also be seen in the use of the *charkha* to spin yarn in place of the earlier practice of using bobbins. In clothing the *kurta*

pyjama and *salwar kameez* became popular while foods like *samosa*, *halwa* etc became common place at that time samosa was stuffed by keema and fried. Reference - medieval India - (writer Irfan Ali)

The Turks, too, learned many things from India. In fact, Alberuni came to India for this very purpose. Do you remember what he had learned?

Arab scholars learned mathematics, astronomy, ayurveda and yoga and spread this knowledge to their own countries. They learned the use of zero in mathematics and introduced it to Europe. They also translated the stories of the Panchatantra and ayurvedic manuscripts into Arabic and Persian and were benefitted.

Religion

The sultanate era saw the rising influence of Islam. Islam had reached India centuries earlier with the Arab merchants who had come to trade along the western coast. But the Turk sultans encouraged their religion, building large mosques and donating money to Muslim saints and scholars. The Mongol attacks also brought many Muslim scholars and saints from central Asia to India.

Sheikh Nizam-ud-din Auliya and Amir Khusro

Sheikh Nizam-ud-din Auliya was a famous sufi saint who lived in Delhi. Many *fakirs*, *maulvis*, officials and ordinary people from the villages and towns visited his *khankhah* or *ashram*. They met to discuss religious issues. Sufi saints usually emphasized love of God and service of the poor.

Amir Khusro was the favourite disciple of Sheikh Nizam-ud-din. He was a soldier by profession who was also a noted poet. He wrote many poems in Persian and Hindvi, the early form of Hindi. He loved nature - birds and animals - music and science. You may have heard the melodious sounds of the *sitar* and *tabla*. It is said that he invented these instruments. He said music attracts not only humans but even animals. He loved Hindvi and Hindustan, writing several songs praising Hindustan. He called himself *Tota-e-hind* (the parrot of Hind). People remember his riddles even today.

Can you answer some of his riddles:

1) Sawan bhadon bahut chalat hai, Magh poos mein thori;
   Amir Khusro yun kahat hai, tu boojh paheli mori.
2) Ek thall moti se bhara,
   Sabke sir par aundha dhara.

Given the circumstances prevailing at the time, many people in India accepted the Islamic faith. Islam is a monotheistic religion that believes in one God. It believes that all people are equal before God and there is no place for

discrimination on the basis of caste or creed. The religion prohibits idol worship and everyone prays together in a simple and easy way.

Before establishment of sultante period, Islam too had developed many sects like Shias, Sunnis, Sufis, Ismailis, etc. Muslim scholars and saints of all these different sects settled in India.

During the sultanate period there was exchange of thoughts and ideas between different sects of Hindus and Muslims. Hindu saints were greatly influenced by the monotheistic principle of one God. Several saints reached the conclusion that all religions preach faith in one omnipotent God. They wanted to erase the differences between various religions. Kabir and Nanak were such saints. Both were against the caste system, both wanted to put an end to the hypocrisy and ritual of different religions. They encouraged love for God and human values. In Chhattisgarh tolerance to all religions and social harmony reigned supreme.

EXERCISES

I. Fill in the blanks:

(1) _____ was the main occupation of people during the sultanate era.

(2) Amir Khusro was the disciple of _____.

(3) _____ called himself *Tota-e-hind*.

(4) In the sultanate era, the earlier kings began living as _____ under the authority of the sultan.

(5) The concept of zero in mathematics was discovered by _____ scholars.

II. Answer the following questions:

(1) From which countries did people come and settle in India after the establishment of the Delhi Sultanate?

(2) Who was the most powerful person during the sultanate era?

(3) Write the names of any two saints of the sultanate era.

(4) What were the high officials and generals called during the sultanate era?

(5) What changes did the Delhi Sultanate bring in the lives of farmers in villages?

(6) What changes did the Turks introduce in the art of constructing buildings?

(7) What did the Turks learn from India?

(8) How did the Turks influence the social lives of the common people?

(9) Which new thinking did the meetings between Hindu and Muslim saints give rise to?

Things to do

1. Make a list of scholars and sufi saints of the sultanate period and collect their pictures.
2. Find about kabir and write some of his poems.



6

THE FOUNDATION OF THE MUGHAL EMPIRE

(FROM BABAR TO AKBAR – 1526 TO 1605)

In the previous chapters we learned how the Turk sultans defeated powerful and small kings to establish a large sultanate in Delhi. The Delhi Sultanate ruled India for about 200 years. Its last dynasty was the Lodhi dynasty, which was weak. As a result, the country was again divided into many small kingdoms.

Babar (1526-1530)

Babar was the founder of the Mughal Empire in India. When he was 13 years old, he inherited the small principality of Farghana in Central Asia from his father. He was young and inexperienced so his opponents drove him out of Farghana. He tried many times to recapture his kingdom, but failed. So he turned his attention to Kabul, conquering the kingdom and establishing his rule there. He then tried to expand his empire but he could not defeat the kings of Central Asia. At that time, north India was divided into many small kingdoms ruled by Rajput kings. The Delhi Sultanate was ruled by the Lodhi sultans. One of its governors in Punjab, Daulat Khan, wanted to overthrow Sultan Ibrahim Lodhi so he invited Babur to invade Delhi.



Fig.: 6.1 The Army of Babar

In this picture of the army, can you industry some new waspons coming to India at that period.

Babur fought Ibrahim Lodhi on the battlefield of Panipat in 1526. Although his army was small Babar was a good general and his soldiers were well trained and experienced in warfare. They had guns and cannons which the Indian ruler did not possess. His cavalrymen were also good archers. Babar's army was thus able to defeat the army of the Delhi sultan.

After the battle, Babar's generals wanted to loot the wealth of the Delhi Sultanate and return to Kabul, but he wanted to stay back and establish an empire. He defeated several other smaller kings and annexed their kingdoms to his growing empire.

Babar and Rana Sanga

In those days Rana Sanga was the Rajput king of Mewar. He tried to stop Babar's advance and many Rajput chiefs and Afghan nobles joined him in battle. Rana Sanga was an experienced and heroic leader who headed an army that was much bigger than Babar's. When they saw the Rajputs preparing for battle, Babar's soldiers were demoralized. They did not want to face the Rajput army. Babar tried to raise their morale. He took a vow to give up drinking. He also gave a stirring speech: "My brave warriors, all of us who are born in this world have to die one day. Fight with courage. If we win we can establish an empire. If we die in battle, we die as martyrs. To die with honour is better than to live in disgrace."

Fired by his speech, Babar's soldiers inflicted a crushing defeat on Rana Sanga at the battlefield of Khanua in 1527. With all his powerful opponents vanquished, Babar was able to establish the Mughal Empire in Delhi.

He was fond of gardens and had several gardens in the Mughal style laid out across his kingdom. He also wrote a detailed account of his life experiences in his autobiography. Written in Turkish under the title *Tuzuk-i-Babari*, it is popularly known as *Babarnama*.

1. What did Babar's army possess that Sultan Ibrahim Lodi's army did not have?
2. Why did Babar decide to build an empire in India? What do you think were his reasons?
3. Babar faced a greater threat from Rana Sanga than from Ibrahim Lodi. Why?

Humayun (1530-1556)

After Babar's death his eldest son Humayun ascended the throne. He found it difficult to govern the territories captured by his father. He did not get

any support from his brothers and the Sultan of Gujarat. The Rajput kings and Afghan nobles also opposed him. Humayun was able to capture Malwa and Gujarat but he could not establish his control over eastern India. He was defeated by Sher Shah, the Afghan *sardar* of this region, and was forced to flee from India.

Humayun wandered around for 15 years and was given shelter by the Shah of Iran. He recaptured Delhi in 1555 with the Shah's help and re-established Mughal rule in Delhi. But he died in 1556 when he slipped on the stairs of his library in Purana Qila in Delhi.

Sher Shah (1540-1545)

Sher Shah was an Afghan *amir* from Bihar. He was the son of the Afghan *jagirdar* of Sasaram in Bihar. He defeated several big and small Rajput and Afghan *jagirdars*.



Figure: 6.2 Tomb of Shershah Suri, Sasaram, Bihar

Sher Shah introduced many reforms to strengthen his kingdom. He paid special attention to constructing roads and building rest houses and jails. One of his officials, Raja Todarmal, assisted him in several land reclamation projects. He also introduced new currency, including copper coins known as *dam* and silver coins known as *rupaiya*. Many of these reforms were later adopted by Akbar.

Sher Shah built a large mausoleum for himself at Sasaram. He did not rule for long, dying in battle in 1545 while attacking the Kalinjar fort.



Akbar (1556-1605)

When Humayun died, his son Akbar was a young boy like all of you. But Bairam Khan, one of Humayun's trusted officers, crowned him king. This was an enormous responsibility for the young Akbar. He ruled with the help and guidance of Bairam Khan until he reached adulthood. After that he took over the reins of his empire and ruled it successfully till his death.

Empire expansion

Akbar wanted to establish a huge empire, so he began invading neighbouring kingdoms. He won many battles and captured many kingdoms in a short span of time - Malwa in 1561, Gondwana in 1564, Chittor in 1568, Gujarat in 1572 and Bengal in 1574. Continuing his campaign from 1586 to 1600, he annexed Kashmir, Sindh, Kandhar and Orissa as well as the southern kingdoms of Berar, Ahmednagar, and Khandesh in the Deccan.

Locate these areas in map 6.1



fig: 6.3 Akbar's court

Akbar wanted to build an empire in which important and powerful people from all over India and all walks of life could contribute. In the beginning, all his senior officers and generals were people from Iran or Turkey. He began appointing Indian Muslims to these posts, especially those belonging to the families of sufi saints and Afghan *zamindars*. He also wanted to appoint the defeated Rajput kings as officials in his empire, so he extended his hand in friendship towards them. He promised to return their kingdoms if they accepted his suzerainty. He promised them high posts, saying there would be no discrimination on the basis of religion.

He married several Rajput princesses to strengthen his alliances with the Rajput kings. The princesses were free to follow their religion even after marriage. He helped Raja Bharmal of the Kachwaha dynasty of Amer, near Jaipur, by appointing his son Bhagwan Das and grandson Mansingh to high ranks in his service. Raja Bharmal gave his daughter's hand in marriage to Akbar. These matrimonial alliances and Akbar's diplomatic policy won him the loyalty of the Rajputs, who accepted his authority. The only exception was Rana Pratap of Mewar, who continued to defy him.

Akbar and Rana Pratap

In 1576 Akbar sent a huge army to Chittorgarh under the command of Raja Mansingh and Prince Salim to fight Rana Pratap. The battle between the two armies took place at Haldi Ghati. The Mughals won, but Rana Pratap refused to acknowledge de-



fig: 6.4 Rana Pratap

feat. He sought shelter in the hilly regions of Chittorgarh and continued to resist the Mughals throughout his life. He reorganized his army with money given to him by Bhama Shah, his minister in Mewar. He also successfully reestablished his hold over several parts of his kingdom.

Through such policies Akbar was able to include Indian Muslims, Rajput kings and others in his administration, besides people from Turkey and Iran.

Rani Durgawati and Akbar

Akbar wanted to annexe Gondwana or Garha Katanga, the rich and powerful kingdom of the Gonds, which had its capital at Chauragarh. Following the death of King Dalpat in 1548, his five-year-old son Veernarayan Singh ascended the throne of Garha Katanga. His mother, Durgawati, who was his guardian, ruled the kingdom successfully on his behalf with the help and guidance of her ministers. She established political unity and peace throughout Gondwana with her liberal attitude, efficiency and able administration.

When Akbar's army attacked Gondwana under the command of Asaf Khan, Rani Durgawati rode to battle in armour, mounted on her elephant. Unfortunately, she was struck by an arrow and fell unconscious. On gaining consciousness, she learned that her army had been defeated. She stabbed herself to death, fearful of facing disgrace when captured by the enemy. At that time, Chhattisgarh was known as the Ratanpur kingdom and was ruled by the Kalchuri dynasty.

In this way due to these policies of Akbar among its office bearers beside Iranians and Turks.

Administration

How did Akbar manage to administer such a huge empire? He did so by introducing many administrative reforms. He divided his vast territory into 15 *subas* or provinces. Each *suba* was sub-divided into a number of *sarkars* or districts and each *sarkar* was further sub-divided into a number of *parganas*. A *pargana* comprised a group of villages. Akbar appointed loyal officers at all levels, from the *parganas* right up to the royal court. These officers of the Mughal government were known as *mansabdars*.

Who were the *mansabdars*? What were their duties?

Mansabdari system

All the *mansabdars* were appointed personally by the emperor and he had direct control over them, posting them in different parts of his empire. The *mansabdars'* rank depended on the number of cavalry and infantry he maintained. They had to ride with their army to the aid of the emperor whenever required. In return, the *mansabdars*, especially the senior ones, were given very high salaries. They lived in great luxury.

The *mansabdars* were not paid cash. Instead, they were deputed to collect revenue from a certain area and kept part of it to cover their salary. These areas were called *jagirs*, hence the *mansabdars* was also referred to as *jagirdars*.

Mansabdars were transferred every three to four years, so that they could not get too close to the people and revolt against the emperor. Akbar organized the administration in such a way that every officer had to obey his orders and could not do as he wished.

How were the *mansabdars* paid?

Revenue system

When Akbar became emperor the system of collecting taxes from farmers was weak and not well organized. *Zamindars* and minor officials exploited the farmers, collecting all kinds of taxes from them. Akbar ruled that the tax to be paid by the farmers would be decided by the acreage of land they cultivated and it would have to be paid in cash, not in kind. The normal rates were a third or one-half of the value of the crop. The local *zamindars* had to help the officers in tax collection and this revenue was used for the administrative expenses of the Mughal Empire.

The expense of the state was done by the tax collected from the farmers.

Religious policies

Akbar built a prayer room near the mosque in his capital Fatepur Sikri where he held discourses on religion with saints and believers of different faiths. He invited the *maulvis* of different Muslim sects as well as Hindu, Jain, Parsi and Christian *yogis* and priests to these discourses between the years 1575 and 1585. He eventually concluded that all religions preached the same values of truth and goodness. It was the will of God that was responsible for the diversity we see in the world – with its different cultures and religions. He firmly believed that earthly rulers must maintain this diversity and not be intolerant to differences. They should adopt a policy of 'peace and friendship to all'. His close associate Abul Fazl had a big hand in convincing him to follow this path. Abul Fazl was the one who wrote a detailed history of Akbar's rule in a book titled *Akbarnama*.

It was under this policy of religious tolerance that Akbar decided to do away with the *jaziya* tax and the pilgrimage tax levied on Hindus. He gave permission to build temples and made donations to Hindu and Jain temples and *mutts*. He had epics like the Ramayana, Mahabharath and Upanishads translated into Persian. He also adopted many values and practices from various religions in his personal life. He worshipped the sun daily, reduced his consumption of meat and liquor and celebrated festivals like Diwali and Navroz. His policies won him the support and loyalty of his people.

Akbar ruled for around 50 years. His son Jehangir ascended the throne on his death.

EXERCISES

I. Fill in the blanks:-

1. The officials of the Mughal Empire were called ……
2. …… wrote *Akbarnama*.
3. The *mansabdars* had to maintain a troop of ……
4. The salaries of *mansabdars* were paid in the form of ……
5. The coin made of bronze is called .....and coin made of silver is called.....

II. Which of the following are true or false:-

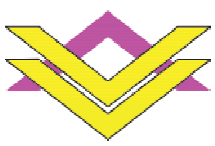
1. Farmers had to pay taxes in the form of grain during Akbar's reign.
2. Officials measured the cultivated land of farmers before deciding the tax they had to pay.
3. Farmers had to give a fourth of their harvest as tax.
4. The *zamindars* helped the officials to collect taxes.

III. Answers the following questions:-

1. What is the source of our information on the life of Babur?
2. Why did Humayun flee from India?
3. Was Chattisgarh a part of Akbar's empire?
4. Which art did Babur take steps to develop in India?
5. Why did Rana Pratap not accept the authority of Akbar?
6. Which policies of Akbar influenced the people the most?
7. Who appointed the *mansabdars*?
8. Why were the *mansabdars* routinely transferred?
9. Describe the religious policies adopted by Akbar.
10. Describe the main aspects of Akbar's revenue system.

Things to do

1. Collect pictures of important buildings constructed during the Mughal era and describe them.
2. Make list of the name of Mughal emperors.
3. What are the differences between the present festival and festivals of the king Akbar's period.



7

THE PERIOD OF REVOLTS AND REBELLIONS

In the previous chapter we learned how Akbar established a large empire and ruled for 50 years.

Akbar's son Jahangir succeeded him to the throne and ruled from 1606 to 1627. Jahangir was followed by his son Shah Jahan, who ruled from 1627 to 1658. The Red Fort and Jama Masjid at Delhi and the famous Taj Mahal at Agra were constructed during Shah Jahan's reign.

Emperor Shah Jahan fell ill in 1657 and his four sons Dara Shikoh, Aurangzeb, Shah Shuja and Murad Badshah began fighting among themselves to ascend the throne. Aurangzeb emerged triumphant and became emperor in 1658. He arrested and imprisoned his father Shah Jahan, who died eight years later in prison. The Mughal Empire reached its largest territorial extent under Aurangzeb – extending from Kashmir to Tamil Nadu in present-day India. But he also faced many political disturbances during his reign.

Revolt of peasants and *zamindars*

The condition of the peasants was deplorable during the reign of Shah Jahan and Aurangzeb. They had to bear the cost of administering the entire empire, paying for the army and for constructing buildings like the Red Fort and Taj Mahal. As a result, their tax burden kept increasing. During Akbar's reign, apart from the government officials, the *zamindar*, *patwari*, village *mukhiya* (headman) and others also collected taxes.

When the tax burden became too high the peasants would leave the village and migrate to other places. But some of them began to revolt against the government. Several revolts took place during Aurangzeb's rule that shook the Mughal Empire. They included the revolt of the Jat peasants of Mathura, the Mewatis of Alwar, the Sikhs of Punjab, the Bundelas of Bundelkhand and the Raushniyas of Afghanistan. The local *zamindars* supported the peasants in their struggles because they wanted to become independent rulers. These revolts of farmers and zamindar shook the mughal empire.

1) Who were the people who took a share of the produce of the peasants?
2) How were the *jagirdars* affected when peasants left the villages and migrated to other places? Discuss in class.

Shortage of *jagirs*

The number of administrative officials kept increasing during the Mughal period. But there were not enough *jagirs* to distribute among all of them. This

led to dissatisfaction and disobedience among the *jagirdars*. They faced other problems as well. The only way they could solve their problems was to encourage farming and increase the productivity of their *jagirs*. But they were not interested in improving the land because they faced regular transfers and lived in constant fear of having their *jagirs* confiscated.

1) Why was there a shortage of *jagirs* during Aurangzeb's time?
2) How did shortage of *jagirs* affect the *amirs*?
3) Why were the *jagirdars* not keen on encouraging farming and improving their land?

Aurangzeb tries to expand his empire



Fig.: 7.1 Aurangzeb

There was one way in which Aurangzeb could solve the problem of shortage of *jagirs* - by annexing neighbouring kingdoms and expanding his empire.

He sent his *amir* Mir Jumla to capture the Ahom kingdom of Assam, which lay to the east of the Mughal Empire. But after Mir Jumla's death Assam once again regained its independence.

To the south of the Mughal Empire lay the two important kingdoms of Bijapur and Golconda. By 1687, Aurangzeb defeated both kingdoms and annexed them to his empire. However, he found that his victories only worsened his problems. He had to distribute *jagirs* to officials of these defeated kingdoms to win their loyalty and keep them content and happy. But the income he earned from the taxes he levied on the *jagirs* was barely enough to cover the expenses of these *amirs*. This phase of his life was the last and most difficult one, with his victories not bringing him any benefits.

Why did Aurangzeb want to expand his empire?

Revolt of Jodhpur and Mewar

When Maharaja Jaswant Singh of Jodhpur died, Aurangzeb did not want his son to ascend the throne. But the Rathore dynasty resisted his move to appoint another successor. They revolted against him, gaining the support of the Rana of Mewar (Udaipur) in their struggle. Aurangzeb's son, unhappy with his father's decisions, also joined the Rajputs in opposing the emperor. Although the Rajputs were eventually defeated, they put up a long and tough fight.

Shivaji and the Maratha kingdom

The Marathas, living in the hilly regions of the Western Ghats in Maharashtra, were good warriors. Maratha *jagirdars* held high positions in the



Fig.: 7.2 Shivaji

southern kingdoms of Bijapur and Golconda. Shivaji was the son of one such *jagirdar* Shahji Bhonsle and his wife Jijabai. Shivaji wanted to establish an independent Maratha kingdom.

He first defeated a number of small Maratha *jagirdars* and took control of their forts and territory. He then launched frequent attacks on the Bijapur sultan, eventually killing the sultan's general Afzal Khan in battle. This was a great victory.

Shivaji then turned his attention to the Mughals. He defeated and disgraced the Mughal general and captured Surat, the largest trading centre of the Mughals. Aurangzeb sent Raja Jai Singh to subjugate Shivaji. Jai Singh persuaded Shivaji to accept the supremacy of the Mughals and visit Aurangzeb's court in Agra. Angered by Shivaji's fearless and independent behaviour, Aurangzeb imprisoned him. But Shivaji managed to escape and returned to Maharashtra.

He continued to fight the Mughals, developing a unique style of battle. Instead of directly confronting the Mughal forces, he would carry out swift raids on them and flee to the safety of the mountains after inflicting heavy damage on them. This style of warfare is known as guerrilla warfare. Shivaji was able to defeat larger armies by using such tactics.

Shivaji proclaimed himself an independent king in 1674, adopting the title of *Chhatrapati*. He expanded his empire up to Tamil Nadu in the south. He died in 1680 but the conflict between Aurangzeb and the Marathas continued even after his death.

Aurangzeb's religious policies

Aurangzeb was an orthodox Muslim who wanted to implement Muslim Shariah laws in his empire. During Akbar's reign, all religions were tolerated. Aurangzeb tried to reverse this policy. He prohibited non-Islamic traditions in his court, disapproving of art, music and the celebration of festivals of other religions. He took other steps that hurt the feelings of people of other faiths, re-introducing the *jaziya* tax on Hindus and ordering the destruction of several temples.

The revolt of peasants and *zamindars* picked up momentum during his reign and Aurangzeb soon faced a shortage of *jagirs* to distribute among his *mansabdars*. It was a time of crisis for the Mughal Empire. Aurangzeb wanted to gain the support of all Muslims by adopting dogmatic policies, but these policies harmed the empire, which had been built with the support of people of all religious faiths.

Aurangzeb was well aware of this fact. That is why he also gave donations to several temples and monasteries. The edicts of such donations can be seen even today in the Mahakal Temple of Ujjain and the Ram temple at Chitrakoot. To cite another example, the Hindu traders of Surat once abandoned the city in protest against a local *qazi*. Business came to a standstill. Aurangzeb wrote a letter to the traders assuring them that their religious independence would be protected.

Despite his dogmatism, some of the highest posts in Aurangzeb's court were held by people like Jai Singh and Jaswant Singh. He appointed many more Hindu *amirs* during his reign. Against 30 Hindu nobles in Akbar's time and 98 in Shah Jahan's, Aurangzeb employed 182. Most were Rajputs and Marathas. This shows that Aurangzeb also adopted policies for the benefit of the empire.

Why did so many Rajput and Maratha *amirs* support Aurangzeb despite the conservative religious policies he adopted?

After Aurangzeb's death in 1707, there was a battle of succession to the throne. Many *zamindars* revolted and set up their independent kingdoms. Apart from the Marathas, they included the Jats and Sikhs in Punjab, who all became independent rulers. The *subedars* of Hyderabad, Bengal and Avadh also established independent kingdoms. Although they continued to accept Mughal authority, they practically began ruling independently. The Mughal Empire thus broke up in this manner.

During this period, the Kalchuri kings were ruling at Ratanpur and Raipur in Chattisgarh. You read about these kings in Class VI.

EXERCISES

I. Which of the following statements are true or false:

1. Aurangzeb's descendents were powerful kings.
2. Maratha *amirs* held high positions in the kingdoms of Bijapur and Golconda.
3. Shah Jahan's sons began fighting among themselves the moment he fell ill.
4. The Mughal Empire was not expanded much during Aurangzeb's rule.
5. The Bundelas living near Mathura revolted against Aurangzeb.

II. Answer the following questions:

1. Descibe in your own words the two major problems faced by Aurangzeb.
2. What steps did Aurangzeb take to solve the problem of a shortage of *jagirs*?
3. How was the Maratha army able to defeat the Mughals?
4. Would you hold Aurangzeb responsible for the downfall of the Mughal Empire? Why?
5. Aurangzeb adopted policies for and against Hindus. Give two-two examples of each.

Things to do

Compare the policies of Akbar and Aurangzeb and write a detailed account in your notebooks.

8

LIFE IN MUGHAL TIMES

In the previous chapters you learned about Mughal rule in India. In this chapter you will read about the social, economic, cultural and religious changes that occurred during the Mughal period.

India was known the world Wide as a rich country during the Mughal period. Its wealth attracted people from several countries. European merchants too came to earn profits through trade. They later established their rule over India.

Social conditions

The richest and most powerful people during the Mughal period were the emperor, his family, the *amirs* and the Rajput kings. The emperor was the highest authority in the Mughal court and led a very luxurious life.

The *amirs*

The *amirs* or nobles were people holding high positions in court. They were ministers, generals and governors of various provinces and included Turks, Iranians, Indian Muslims and Rajput kings. They were granted *jagirs* of several villages for the work they did. They retained a large part of the revenue collected from the villages and lived lives of luxury in grand palaces.They Amirs were Turks, Iranian, Indian muslims and Rajput kings.

Middle class

The cities had a large middle class comprising minor officers, soldiers, merchants etc. Some merchants were very rich.

In the villages the *zamindars* were very powerful. They assisted the government in collecting taxes and kept the emperor informed about the woes of the peasants. They also collected other levies from the peasants in addition to land taxes.

The largest section of the village population comprised peasants, craftsman, labourers, servants etc. These people mostly lead a life of poverty. They were the most exploited section of society and had to constantly face the atrocities of the *zamindars* and *jagirdars*.

In Chhattisgarh

The Kalchuris ruled Chhattisgarh during this period. Brahmins had a high status in society because they performed religious rites and also educated the people. The kings donated villages to them. The *kshatriyas* were the rulers and warriors. The others social classes also held respected positions. Thus there was no social discrimination in Chhattisgarhi society during this period.

Hindu and Muslim men dressed similarly, although there were differences in the mode of dressing between the villages and the cities.

What differences are there in the dress of Hindu and Muslim women? Discuss in class.

Festivals and fairs

Many festivals and fairs were celebrated during the Mughal period. Hindus and Muslims celebrated these festivals together, the main ones being Dassera, Diwali, Holi, Eid, Navroz, Muharram etc. Akbar participated in Hindu and Muslim festivals, which were celebrated in his court.

Fairs organized in large cities like Delhi, Agra, Lucknow etc attracted people in large numbers. *Urs* was also organized every year at the *mazars* of sufi saints. Other festive occasions celebrated with much fanfare were the emperor's birthday, marriages in the royal family, etc.

Religious conditions

The Mughal emperors were followers of Islam, but they respected all religions. Emperor Akbar and Jahangir studied other religions to understand them better. They invited Hindu *sadhus*, Jain *munis*, Christian priests and Muslim *maulvis* to their court for discourses on religion and fostered religious tolerance. Akbar even had books of other religions translated into Persian so that his courtiers could understand these religions better. Tulsidas, Kabirdas, Surdas, Meera Bai, Rahim and Guru Nank were the saints of this period who preached respect for all religions.

It was during the Mughal period that the Kabir *panthis* came to Chhattisgarh. They spread their ideas in the villages, influencing the lives of the people. Damakheda, situated 55km from Raipur on the Raipur-Bilaspur highway, is a major pilgrimage spot of the Kabir *panthis*. Devi Puja or the worship of Shakti, also became widespread in Chhattisgarh during the reign of the Kalchuri kings. The brahmins - priests, astrologers and mystics, who were the spiritual and intellectual guides of the kings - played a major role in their spread. Well known goddesses included Mahamaya of Ratanpur, Bamleshewari Devi of Dongargarh and Danteshwari Devi of Dantewada. Matadevala had special significance in villages while Rajivlochan of Rajim and Doodhadhari Mandir of Raipur were recognized as places of faith and worship.

Economic conditions

As in earlier times, agriculture continued to remain the main economic activity of the people during the Mughal period. However, the peasants began cultivating many new crops in addition to their traditional crops. Before the Mughal time, Indian peasants did not know about vegetables like potatoes, pumpkins, tomatoes, peas, etc. These vegetables were brought from South America by European merchants.

The peasants had to pay a large portion of their produce as taxes. The amount was one-third the value of produce during Akbar's reign, but it kept

increasing. The *zamindars* also collected several other levies from them. So the economic condition of the peasants was quite miserable, although some of them were well off and prosperous.

Trade

Apart from agriculture, people were engaged in several other trades. The textile industry developed during the 17th century. Muslin cloth from Dhaka, the *zari* work of Benaras, cotton from Bengal, Bihar and Gujarat and the woollens of Kashmir were famous around the world.

Trade flourished in different parts of India from ancient times and trade relations were developed with many foreign countries. Merchants from these countries would buy cotton, indigo, opium and black pepper from India and sell gold, silver, raw silk, velvet, etc here.

Merchants from Portugal, England and France came to India in 16th and 17th centuries. They came by the sea route, which was discovered in 1498 by a Portuguese sailor named Vasco da Gama. Indian merchants welcomed European traders as this gave them access to the European markets.

Art and literature

The Mughal era has a special place in the history of Indian art and culture. Architecture, paintings, music and literature flourished during this period.

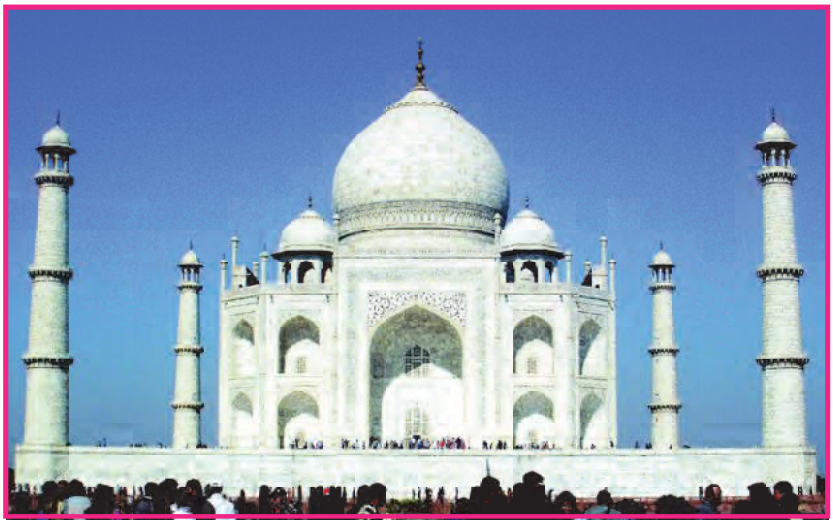


Fig.: 8.1 Taj Mahal, Agra

There was outstanding development in the field of architecture. One can see a beautiful blend of traditional Indian forms and Persian and central Asian architecture in several buildings of this period. Its striking aspects include the scale and proportion of buildings, their magnificence and their landscaped gardens. The buildings, constructed on raised platforms, used red and white marble and had domes of various shapes, decorated arches, broad drooping eaves and other decorative features.

Humayun's Tomb in Delhi is a mixture of Indian and Persian architecture. Akbar established the city of Fatehpur Sikri and built the Red Fort in Agra. He had the Buland Darwaza, Jama Masjid and Tomb of Skeikh Salim Chisti con-

structed at Fatepur Sikri. White marble was widely used in architecture during Shah Jahan's time, the well known buildings including the five-storeyed residential Panch Mahal built on pillars and the *Diwan-e-Khas* where he held private meetings for personal discussions. But the most famous building of the time was the Taj Mahal, which Shah Jahan constructed at Agra in memory of his wife. It is a magnificent building, with beautiful carvings of flowers and leaves studded with precious stones. It has large gardens on all sides. Shah Jahan is also remembered for the Peacock throne and the famous Kohinoor diamond.

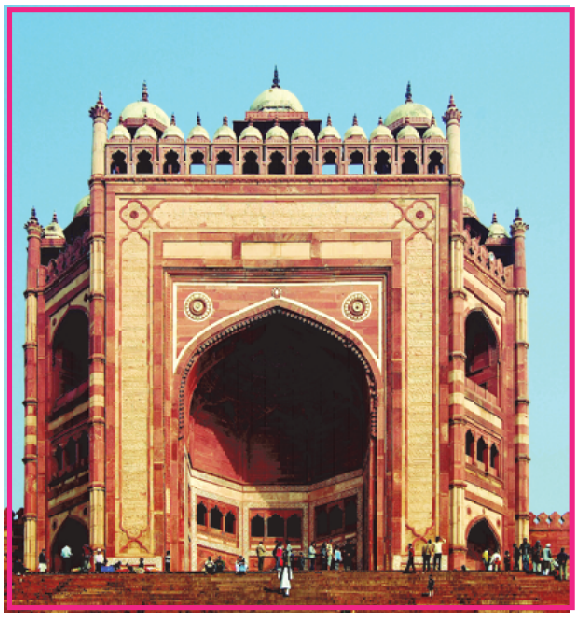


Fig.: 8.2 Buland Darwaza, Fatehpur Sikri

The Mughal emperors were fond of gardens with beautiful fountains. Jahangir had several well known gardens laid out, including the Nishat Garden in Kashmir, Tanjore Garden in Punjab and Shalimar Garden in Lahore. The Mughals were known for their use of flowing water in their gardens and they constructed beautiful fountains in many places.



Fig. 8.3 Red Fort, Delhi

Shah Jahan had the Jama Masjid and Red Fort constructed in Delhi. The *Diwan-e-Khas* and *Diwan-e-Aam* of this fort are famous. Even today, some of our national festivals are organized in this fort.

Gondwana and Chhattisgarh also have some examples of Mughal architecture, or buildings influenced by this architectural style, the kingdoms of Garha Mandla and Ratanpur being prominent among them.

EXERCISES

I. Fill in the blanks -

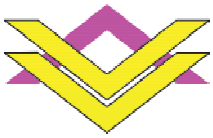
1. During the Mughal period the _____ was the supreme head of the government.
2. _____ ruled Chhattisgarh during the Mughal period.
3. _____ was the main occupation of people during the Mughal period.
4. _____ built the Red Fort at Delhi.

II. Answer the following questions.

1. Which trades developed during the 17th century?
2. The use of flowing water was the specialty of which period?
3. Where was the capital of Akbar's empire situated?
4. In which period was white marble used?
5. Name the place where the emperor held personal discussions.
6. Where is the famous Shalimar Garden situated?
7. Into which classes was society divided during the Mughal period?
8. What clothes did people wear during the Mughal period?
9. What trades were people engaged in during the Mughal period?
10. Which festivals were celebrated during the Mughal period?
11. Describe the social and religious conditions of Chhattisgarh during the Mughal period.
12. What are the architectural specialties of the Mughal period.

Things to do

Collect pictures of buildings constructed during the Mughal period. Write the names of rulers who built them and the year in which they were built.





Chhattisgarh High Court, Bilaspur

CIVICS

1

COUNTRY AND STATE

India and other countries

India is a large country. It has many states and is surrounded by several other countries. In this lesson we shall learn about our country and its states.

Look at Map 1 below. Darken the outline of India with a colour pencil. The places outside the outline are India's neighbouring countries. Remember that _._._._ marks the boundary line between India and the other countries.



(The teacher should show the political map of India to the students and introduce them to the symbol for the boundary line.)

Write the names of India's neighbouring countries:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

Colour these countries in different colours. While colouring make sure the colour of one country does not cross the boundary of another country.

Hope you have not forgotten Bhutan.

Bhutan is an independent country. Locate it. You had learned about several countries in Class VI. Which countries were they? If you remember their names share them with your friends.



FLAGS OF DIFFERENT COUNTRIES

The *rupiya* is the currency of Indonesia. It is different from India's currency. Every country has its own flag.

States of India

India is a large country. It is divided into smaller states. You live in Chhattisgarh state. There are other states in India like Uttar Pradesh, Bihar, Orissa, Kerala, Rajasthan, Punjab, Assam and so on. India has a total of 28 states and 7 Union Territories.

Look at Map 1.2 Count how many states are shown in the map. Besides Chhattisgarh, write the names of any five states.

1. _____ 2. _____

3. _____ 4. _____

5. _____



Along the boundary lines of the states whose names you have listed here. Cities and villages within the boundary line of a state belong to that state. Hope you have not written the names of Nepal and Bangladesh in your list. They are independent countries and India's neighbours.

Identify West Bengal and Bangladesh.

Which one of these two would you consider a part of India and which is a separate country? Give reasons for your answer.

The Andaman and Nicobar group of islands are to one side of your coloured outline. They are also part of India. Find them and colour them too.

Compare Map 1.1 and Map 1.2 Map 1.1 shows India and its neighbouring countries. In Map 1.2 shows India and its states.

Can you identify the states adjoining Chhattisgarh? Write their names.

1. _____ 2. _____

3. _____ 4. _____

5. _____

Identify Rajasthan in Map 1.2 and write the names of any five states adjoining it.

1. _____ 2. _____ 3. _____



Map-1.3 Bhilai to Jammu Railway line

Union Territories :-

There are some regions in India which are called Union Territories. Central government governs these regions. These regions are- Delhi, Chandigarh, Daman-Diu & Dadra-Nagar haveli, Pondicherry Lakshdweep, Andaman & Nicobar, Ladakh, Jammu & Kashmir. Recognise these regions in an atlas, with the help of your teacher.

By now you must have recognised all the states of India. Let us now solve an interesting puzzle, draw a map of India.

In the table given below write the names of the state surrounding Assam in your notebook.

1. Nagaland	2. Kerala	3. Manipur	4. Arunachal Pradesh
5. Bihar	6. Meghalaya	7. Tripura	8. Himachal Pradesh

Write the names of the state surrounding Assam (map 1.1 and map 1.2).

1. _____ 2. _____

3. _____ 4. _____

Chhattisgarh's kho-kho team goes on a trip

The national kho-kho competition for schoolgirls is to begin from 16th November at Srinagar, the capital of Jammu and Kashmir state. Chhattisgarh has selected its team for the competition. Sharada and Sonu of Class VIII of Government School No 4 in Bhilai are members of the team. They will leave for Srinagar with the other team members by the Chhattisgarh Express on 12th November.

1. Where is the kho-kho competition being held ?
2. If the Chhattisgarh government holds a state level kho-kho competition, which teams will participate? Where will they come from? Discuss with your teacher.
3. Can a team from Bangladesh participate in this competition? Give reasons for your answer.

Trace the rail route from Bhilai to Jammu in Map 1.3. The train in which the Chhattisgarh team is travelling starts from Bilaspur. The map shows the important stations the train will cross during its journey. Cities are shown by using this symbol (....). Read their names. It will take the Chhattisgarh team more than 45 hours to reach Jammu. You are familiar with the names of the different states.

Write the names of the states the train will pass through.

1. Chhattisgarh 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. Jammu and Kashmir

Seeing map 1.3 which are the main stations along the way and to which states do they belong? Use the map to find their names and fill the information in the table below.

S. No.	Name of station	Name of state
1.		
2.		
3.		
4.		
5.		
6.		

The kho-kho team began its journey on 12th November from Bhilai. The team coach, Seema teacher, was also travelling with the team. All the girls were excited. They would get the chance to see snow covered mountains.

Sonu said, "It will be fun to row boats in the Dal Lake."

Sharada said, "I have seen Himachal Pradesh with my parents. We went to Kulu Manali. There was snow everywhere. When snow falls it feels like cotton."

When the train reached Gondia one girl said it was the first big station in Maharashtra. Nagpur would come later.

When the train reached Nagpur, the girls heard the voices of vendors selling oranges at the station. They were surprised that 20 oranges cost only Rs.10! Jayshree wondered how oranges could be so cheap here. Another passenger in the train told her that Nagpur is famous for its oranges. They grow in abundance here so that is why they are so cheap.

Maharashtra's kho-kho team also boarded the same coach at Nagpur. The girls were all speaking in Marathi. Sharada explained to her team members that just as we speak Chhattisgarhi in Chhattisgarh, the girls from Maharashtra speak Marathi.

The train continued its journey after half an hour's stop at Nagpur. All the girls went to sleep for the night. They woke up in the morning just as the train was crossing a bridge on a river near Hoshangabad. The girls enjoyed watching the waters of the Narmada river from the train.

An hour later, the train reached Bhopal. Several people got down at this station and many others boarded the train. The girls had tea and breakfast here. Seema teacher told them that Bhopal is the capital of Madhya Pradesh, just like Raipur is the capital of Chhattisgarh.

The next station was Jhansi. Everyone had lunch there. Sonu asked, "Is Jhansi in Madhya Pradesh?" A passenger told her it was in Uttar Pradesh.

How many states had the Chhattisgarh Express crossed by now?

After a couple of hours the train reached Agra. Seema teacher told the girls that Agra was famous for the Taj Mahal, which is made of marble.

By evening, the train reached New Delhi station. The Chhattisgarh and Maharashtra teams alighted from the train. They then boarded the Jhelum Express, which starts at night for Jammu. Another team also boarded the train here. It was the Delhi team.

The Jhelum Express reached Jammu Tawi station the following day after crossing cities like Panipat, Kurukshetra, Ambala, Ludhiana and Jalandhar.

At Jammu Tawi station, the teams from different states boarded buses to go to Srinagar. The buses reached Srinagar after crossing places like Patnitop, Barot, Udhampur and Banihal. Srinagar is the capital of Jammu and Kashmir state.

The next day the kho-kho competition was declared open by the Governor of Jammu and Kashmir. The first match was between the teams from Chhattisgarh and Uttar Pradesh. The Chhattisgarh team won. Its next match was against the Jammu and Kashmir team. It won this match too.

The Chhattisgarh team reached the finals after winning five matches. The final was played against the team from Tamil Nadu. The Chhattisgarh team beat the Tamil Nadu team and was declared the national kho-kho champion. The girls from the other state teams congratulated the Chhattisgarh team on their victory.

After the competition, the girls from several teams went sight seeing together. They went around the Dal Lake in a *shikara* and took a lot of photographs. The *shikara* is as houseboat. The girls also visited the Shalimar and Nishat gardens.

Beena asked Seema teacher, "Do all the states have the same currency?" Her teacher replied, "What do you think? We have not left India and gone to another country. Chhattisgarh is a state of India. So is Jammu and Kashmir. Look at any currency note. On one side you will find writing in several languages of India. One of these languages is spoken in Jammu-Kashmir.

How can we say whether a note or coin is from India? Discuss in class.

The girls visited several other places during the day. After their sight seeing, they caught a bus from Srinagar to Jammu. They boarded the Jhelum Express at Jammu Tawi station that night to reach Delhi the following morning. They spent the day sight seeing in Delhi, visiting many important places. The next day, the team boarded the Chhattisgarh Express and returned to Bhilai.

In this lesson we learned about India and its neighbouring countries. India has many states. We learned the names of these different states from the maps. Chhattisgarh is also a state. In the next chapter we shall learn about the state governments.

EXERCISES

I. Fill in the blanks

1. India has _____ states.
2. _____ is the capital of Chhattisgarh state.
3. Bhilai is famous for _____.
4. Jhansi is in _____ state.
5. Pondicherry is a _____ .

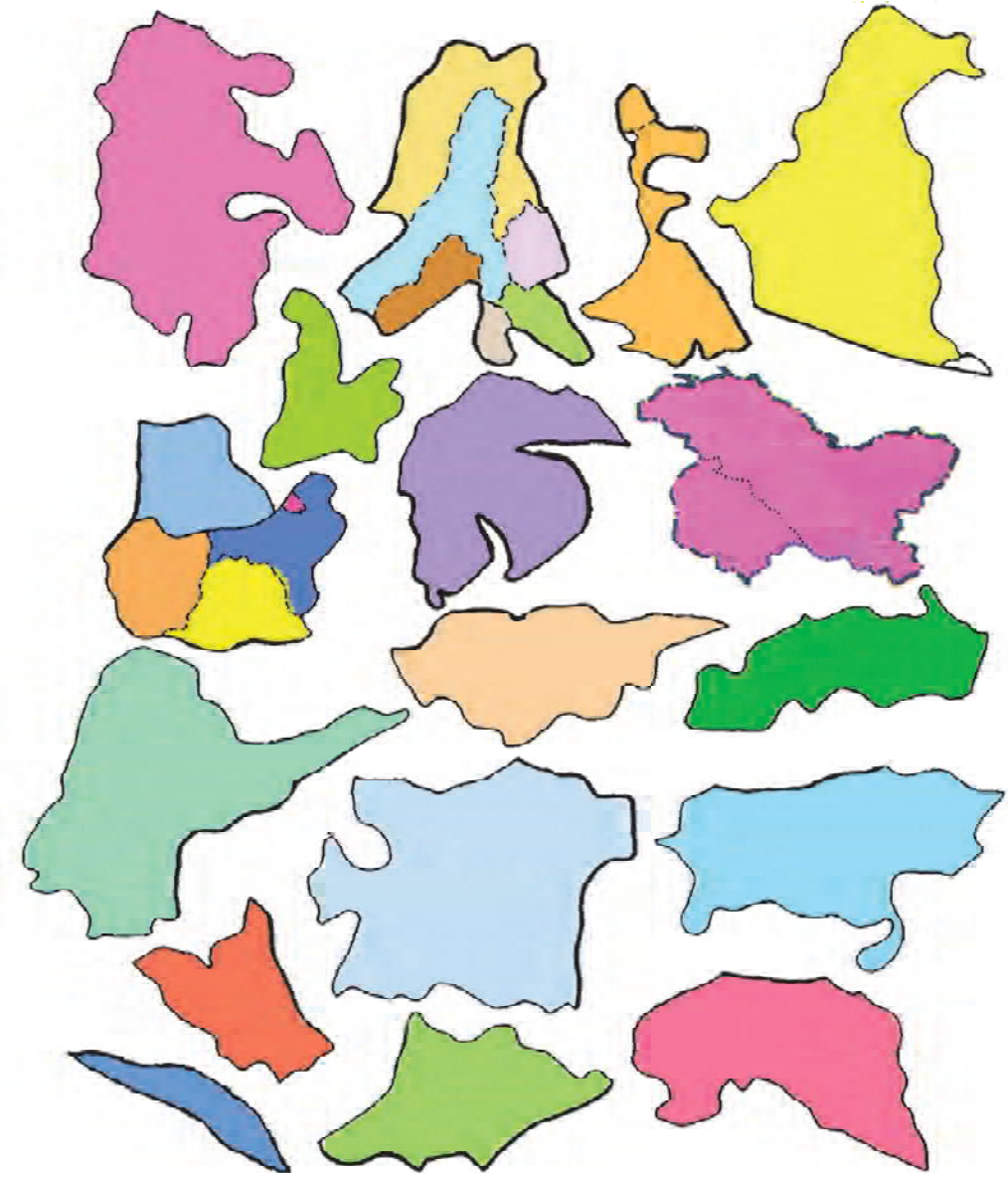
II. Answer the following questions

1. Write the names of India's neighbouring countries.
2. Write the names of the Union Territories.
3. What is the difference between a country and a state?
4. Name some important places in Srinagar where you can go for sight seeing .
5. Discuss with your teacher about the sight seeing places of chhattisgarh.

Activity :

JOIN STATES OF INDIA WITH THE HELP OF MAP AND WRITE THEIR NAMES :-





2

THE STATE GOVERNMENT

(PART-I)

1. What do you know about the Government of Chattisgarh?
2. Make a list of people from your locality who are in the government.
3. How are governments formed? Discuss with your teacher.

India has two types of governments. One is central government and second is state government. Like Chattisgarh state have one government and there are state governments for Orissa and Madhya Pradesh. They make laws and rules for their own states. The central government makes laws and rules for the whole country. How is election done in state government ? How is government formed? To know this let us read the story.

The story of a legislator

This is the story of an imaginary state called Purab Pradesh and constitueny Gopalpur is described. The names of the people, political parties and constituencies of the legislative assembly in the state are fictitious. But the way elections to the legislative assembly are held and the rules governing the elections are not imaginary. They are real.

Gopalpur is a constituency of the legislative assembly of Purab Pradesh. The state has 70 constituencies.

Purab Pradesh recently announced that it would hold elections to the legislative assembly. Several political parties declared that they would participate in the elections. Among them were the Bharat Party and Janata Mission Party.

These two parties are the main contestants in Gopalpur. Ram Prasad is the candidate of the Bharat Party and Mrs Pallavi Bai is the candidate of the Janata Mission Party.

1. How many constituencies does Purab Pradesh have?
2. Which party is represented by Mrs Pallavi Bai?
3. Ram Prasad is contesting from which party?

Many candidates from different parties contest elections. How do the voters decide which candidate to vote for? To find out, let us continue with our story.

Election campaign in Gopalpur

The elections in Purab Pradesh are to be held on 20th January. But people are busy campaigning. Before 15-20 days the candidates from different parties



figure 2.1. Election Campaign

and their supporters are organizing rallies and using loudspeakers mounted on jeeps, motorcycles and taxis. Children roam around wearing the badges of different parties. The candidates assure the people that they will make every effort to help the poor. They promise many things to the people. They will provide jobs for unemployed people. Farmers will get leases for their land. Every village will provide water, electricity, schools and hospitals. They carry banners, posters and badges with their names written on them.

Political rally of Pallavi Bai

Pallavi Bai, the candidate of Janata Mission Party, held a large political rally in Gol Maidan of Gopalpur on 11th January. Many senior leaders of her party attended the rally. A pamphlet carrying a photograph of Pallavi Bai and the symbol of her party was distributed to the people. The pamphlet gave details of all the work Pallavi Bai had done for Gopalpur and the new projects she would take up if her Janata Mission Party won the election and formed the government of Purab Pradesh.

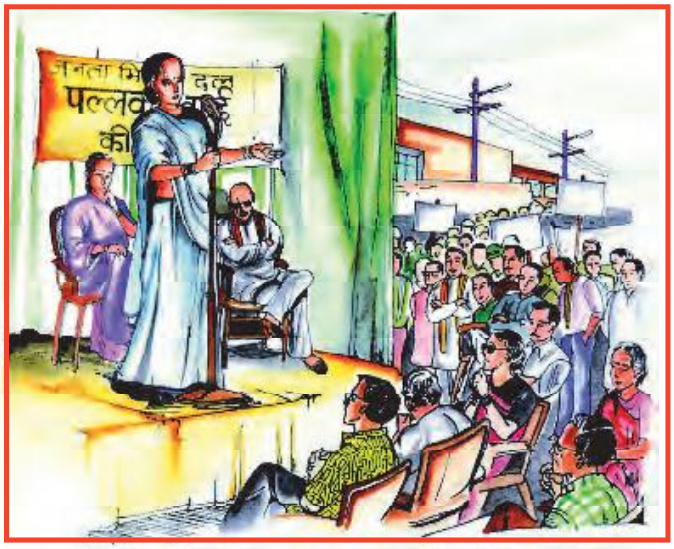


Figure -2.2 **Rally of Pallavi Bai**

Some of the leaders gave speeches. Pallavi Bai also addressed the gathering. She told the people about the work she had done in the constituency. She had got a small dam constructed for irrigation. Pucca rooms were built for several schools and many roads were constructed to connect the villages with the main road.

She said that if she was elected and her party formed the government she would provide many extra facilities like school, a hospital, supply of drinking water and so on. She would also set up several new factories so that people would get employment. They would not have to migrate to cities to look for jobs. Thus the speech of pallavi bai in the public meeting came to an end.

After the meeting, people gathered at the tea stall to discuss what Pallavi Bai had said. One man said, "This time Bharat Party might win because Pallavi Bai's party has done nothing except raise the prices of everything." Another man reminded him, "Prices have risen in the whole country not just in Purab Pradesh." Someone else said, "Prices have risen but not our salaries." Yet another said, "The previous government did nothing when there was a drought."

Just then someone came rushing to the tea stall. He was very excited. He told the people that members of Bharat Party had been caught distributing blankets in Phool *basti*. Someone commented, "So what! Janata Mission Party members had also distributed saris in *Gajar gali*."

The election campaign came to an end on the evening of 18th November.

According to the story -

1. How many constituehncies are there in state of purab pradesh?
2. From which constituency was Ram prasad fighting for election.
3. Why do political parties conduct election campaigns?
4. Why do people distribute pamphlets and posters during elections?
5. Why is it wrong to distribute blankets, saris and money in election campaigns? Discuss with your teacher.
6. Why is Election campaigning stopped one day before the election ? Discuss with your teacher.

Legislative Assembly

We learned about the Gram Panchayat elections in Class VI. Every village is divided into several wards and a *Panch* is elected from each ward. In elections to the Legislative Assembly, the whole state is divided into constituencies. A Panchayat ward has 50 to 100 voters. The number of voters in a constituency of the Legislative Assembly could be a lakh or more.

Lakhs of people live in villages, towns and cities, spread across the country. Some big cities have several lakhs of people living in them so they can have more than one constituency. For example, Raipur has two constituencies.

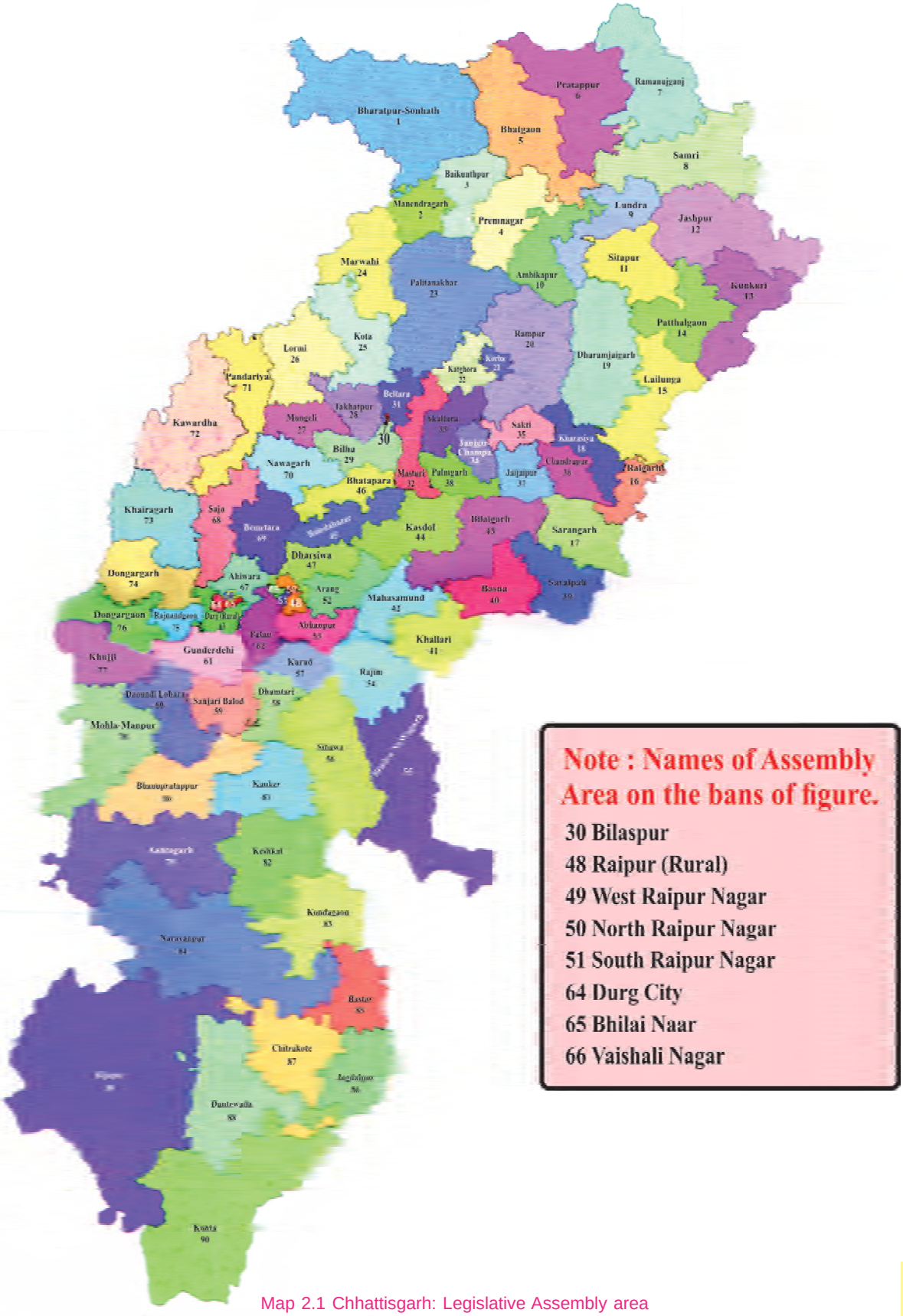
Each constituency elects one Member of the Legislative Assembly (MLA). Chhattisgarh state has 90 constituencies.

Legislative Contituency of Chhattisgarh
(Legislative Contituency Number and District)

S. No.	Legislative Contituency No.	Legislative Contituency	Name of District
1	1	Bharatpur-Sonhath	Koriya
2	2	Manendra garh	Koriya
3	3	Baikunthpur	Koriya
4	4	Premnagar	Surajpur
5	5	Bhatgaon	Surajpur
6	6	Pratappur	Balrampur,Surajpur
7	7	Ramanujganj	Balrampur
8	8	Samri	Balrampur
9	9	Lundra	Surguja
10	10	Ambikapur	Surguja
11	11	Sitapur	Surguja
12	12	Jashpur	Jashpur
13	13	Kunkuri	Jashpur
14	14	Patthalgaon	Jashpur
15	15	Lailunga	Raigarh
16	16	Raigarh	Raigarh
17	17	Sarangarh	Raigarh
18	18	Kharasiya	Raigarh
19	19	Dharamjaigarh	Raigarh
20	20	Rampur	Korba
21	21	Korba	Korba
22	22	Katghora	Korba
23	23	Pali - Tanakhar	Korba
24	24	Marwahi	Gaurella-Pendra-Marwahi
25	25	Kota	Bilaspur
26	26	Lormi	Mungeli
27	27	Mungeli	Mungeli
28	28	Takhatpur	Bilaspur
29	29	Bilha	Bilaspur, Mungeli
30	30	Bilaspur	Bilaspur

31	31	Beltara	Bilaspur
32	32	Masturi	Bilaspur
33	33	Akaltara	Janjgir-Champa
34	34	Janjgir-Champa	Janjgir-Champa
35	35	Sakti	Janjgir-Champa
36	36	Chandrapur	Janjgir-Champa
37	37	Jaijaipur	Janjgir-Champa
38	38	Palmgarh	Janjgir-Champa
39	39	Saraipali	Mahasamund
40	40	Basna	Mahasamund
41	41	Khallari	Mahasamund
42	42	Mahasamund	Mahasamund
43	43	Bilaigarh	Balodabazar -Bhatapara
44	44	Kasdol	Balodabazar -Bhatapara
45	45	Balodabazar	Balodabazar-Bhatapara, Raipu
46	46	Bhatapara	Balodabazar -Bhatapara
47	47	Dharsiwa	Raipur
48	48	Raipur (Rural)	Raipur
49	49	West Raipur Nagar	Raipur
50	50	North Raipur Nagar	Raipur
51	51	South Raipur Nagar	Raipur
52	52	Arang	Raipur
53	53	Abhanpur	Raipur
54	54	Rajim	Gariyaband
55	55	Bindra Nawagarh	Gariyaband
56	56	Sihawa	Dhamtari
57	57	Kurud	Dhamtari
58	58	Dhamtari	Dhamtari
59	59	Sanjari Balod	Balod
60	60	Daoundi Lohara	Balod
61	61	Gunderdehi	Balod

62	62	Patan	Durg
63	63	Durg Rural	Durg
64	64	Durg City	Durg
65	65	Bhilainagar	Durg
66	66	Vaishalinagar	Durg
67	67	Ahiwara	Durg
68	68	Saja	Durg, Bemetara
69	69	Bemetara	Durg, Bemetara
70	70	Nawagarh	Bemetara
71	71	Pandaria	Kabirdham
72	72	Kawardha	Kabirbdham
73	73	Khairagarh	Rajnandgaon
74	74	Dongargarh	Rajnandgaon
75	75	Rajnandgaon	Rajnandgaon
76	76	Dongargaon	Rajnandgaon
77	77	Khujji	Rajnandgaon
78	78	Mohla - Manpur	Rajnandgaon
79	79	Aantagarh	South Bastar Kanker
80	80	Bhanupratappur	South Bastar Kanker
81	81	Kanker	South Bastar Kanker
82	82	Keshkal	Kondagaon
83	83	Kondagaon	Kondagaon
84	84	Narayanpur	Kondagaon, Narayanpur
			Bastar (Jagdalpur)
85	85	Bastar	Bastar Bastar(Jagdalpur)
86	86	Jagdalpur	Bastar (Jagdalpur),
			Sukma
87	87	Chitrakote	Bastar (Jagdalpur), Sukma
88	88	Dantewada	South Bastar Dantewada
89	89	Bijapur	Bijapur
90	90	Konta	Sukma



Map 2.1 Chhattisgarh: Legislative Assembly area

1. Who is the MLA of your constituency and to which party does he belong?
2. From which legislative assembly does the Chief Minister of Chattisgarh belong to?
3. Which constituency lies to the west of your constituency?

Representatives

Every state has so many people that all of them cannot make laws or take important decisions. It is not possible to include everyone in the government. So a method was adopted in which people elected one person from their constituency to represent them in the government. This elected person is known as government's representative. In this way, the central and state governments are formed in our country.

The persons who represent different constituencies are called MLAs. It is their responsibility to know the opinions and needs of the people in their constituency. It is their duty to listen to the people's problems and try to solve them by placing them before the government.

1. Choose the correct alternative
   1. Representative means
      a. A person elected by people from a constituency.
      b. A person appointed by government.
      c. A well known person of that constituency.
2. In our story, how many representatives will Purab Pradesh elect?
3. How many will be elected from Gopalpur?
4. Why is it necessary to elect a representative? Discuss in class.

Political parties

An organization that forms a government or influences its working is called a political party. Political parties participate in elections. They consist of people who have a common vision or ideology. They formulate policies to solve the problems of the people.

For example, a political party may believe that the people are poor because they do not have jobs and they remain unemployed because there are not enough jobs for all of them. They cannot even earn a living by farming or any other means because they don't have land or money. Another political party may believe that poverty and unemployment have increased because there is a population explosion in the country.

Every political party is recognized by its symbol and flag.

In Chhattisgarh, the main political parties are the Bharatiya Janata Party (BJP), Congress, Bahujan Samaj Party (BSP), Samajwadi Party (SP), Communist Party of India (CPI) and Communist Party of India - Marxist (CPM).

1. Which are the main political parties of Purab Pradesh?
2. How are political parties recognized?
3. What are the main functions of political parties?

Party candidates



Fig 2.3 Electronic Voting Machine

Political parties contest many different kinds of elections. They include elections of the Legislative Assembly and the Lok Sabha. They nominate their candidates for each constituency. A candidate is a person who contests the election and tries to win the votes of the people of the constituency. A person who does not belong to a political party can also contest an election. Such a person is called an independent candidate.

Anyone in the country who wants to contest an election to the Legislative Assembly must be at least 25 years old and must be a citizen of India.

All people who are 18 years of age and above can vote in an election. But they must first register their names in the voters' list.

1. What is a person, contesting an election called?
2. What is the difference between a candidate and a representative?
3. Who can be a voter in an election?

Voting in Gopalpur

Coming back to our story, voting began in the morning of 20th January. There were long queues at the polling stations. One man sat near the entrance of the polling booth. He had a long list of names. The voters first went to him. The man checked whether the name of each voter was on his list. If the voter's name tallied with the list, the man put a indelible mark on the nail of the index finger of the left hand of the voter. He also made the voter sign a register.

The polling booth was in a corner. There was an electronic voting machine. Voters entered the booth and casted their vote by pressing the button against the name of their candidate on the machine.



Fig 2.4 polling booth

In one polling station a voter began arguing with the polling officer. The officer told him, "You have already cast your vote once. Why have you come again?" The voter showed him his nail, saying, "There is no mark on my nail. How can you stop me from voting? You must have struck out my name from the voter's list by mistake or someone else must have cast my vote."

The polling officer finally let him to cast his vote on a ballot paper. The voter ticked the name of his candidate on the ballot paper, put it in an envelope, sealed the envelope and gave it to the polling officer.

The polling in Gopalpur continued till 5:00pm.

1. Take your teacher's help to see the voter's list made for Panchayat election, which is available at the Panchayat Bhawan. Write in your own words all that you see in the voter's list.
2. Why are there several polling stations in each constituency of the Legislative Assembly?
3. Explain in your own words how voting is done with an electronic voting machine.
4. How do we know whether a person has cast his or her vote or not?
5. What is bogus voting? Discuss in class with your teacher's help?

Counting the votes and declaring the results

Two days after the polling, the votes cast in all the 70 constituencies of Purab Pradesh were counted. In Gopalpur the counting was done in the office of the District Magistrate. Most of the people were sitting in front of their TV sets, keeping a track of which candidate was leading and in which constituency. Whenever a candidate won, the members of his party would celebrate by exploding crackers.

By afternoon, counting at all the counting centres was over. Pallavi Bai of Janata Mission Party got 45,202 votes while Ram Prasad of Bharat Party got 40,502 votes. All the other candidates in the constituency got less than 5,000 votes each. Pallavi Bai was declared the winner and became the elected MLA from Gopalpur. By evening the results of all the seats of the Legislative Assembly were declared.

The number of seats won by the different political parties for 70 constituencies is given in the table :

Election Results of Purab Pradesh

S. No.	Political party	Number of seats
1.	Janata Mission Party	38
2.	Bharat Party	28
3.	Other parties	3
4.	Independents	1

1. A person who wins an election from any constituency represents which of the following:
   a. Those who voted for him.
   b. Those who did not vote for him.
   c. All the people of the constituency.
2. Where was counting done in your area for the Legislative Assembly elections?
3. Which party got the most of the seats in the election in Purab Pradesh?

Choose the correct alturnative.

The MLAs meet to select their leader

After the election results of Purab Pradesh were declared, the Janata Mission Party MLAs held a meeting to elect their leader. The party had won more than half the seats in the Legislative Assembly. So it had the required majority to form the government.

In Charupur, the capital of Purab Pradesh, the President of the Janata Mission Party was discussing several possible names with senior MLAs to find out who could be chosen the leader. Three names were prominent - Ravi Prasad, Bahoran Bhai and Pallavi Bai.

The meeting began at 3.00pm. Karanlal, the MLA from Shampur, proposed the name of Pallavi Bai as leader of the party. Several MLAs expressed their support. The assembled MLAs were asked if anybody had any objection to Pallavi Bai's name. The majority said no. Pallavi Bai was declared the leader of MLAs of the party.

1. What is the minimum number of seats a political party or a group of parties needs to form a government?
2. The Legislative Assembly of Purab Pradesh has 70 seats. How many seats is more than half to constitute a simple majority?

Formation of the cabinet in Purab Pradesh

Pallavi Bai met the Governor of Purab Pradesh and informed him that her party had won more than half the seats and that her party MLAs had elected her as their leader. So the Janata Mission Party should be called to form government.

The Government of India appoints its representative from each state. This representative is called the Governor.

On 5th February the Governor of Purab Pradesh appointed Pallavi Bai as the Chief Minister of the state. Pallavi Bai and 12 other MLAs took the oath of office as ministers. They formed the cabinet of the Janata Mission Party government in Purab Pradesh.

1. who will be the chief minister? How will you choose?
2. Who appoints the Chief Minister?
3. Who are the members of the cabinet?

Cabinet of the State Government

Look at the table of election results of Purab Pradesh. The table shows that the Janata Mission Party won 38 seats, which is more than half the total of 70 seats in the Legislative Assembly. The party that gets more than half the total number of seats is called the party in majority. For example, the Legislative Assembly of Himachal Pradesh has 68 seats. The party that wins 35 seats will be called the majority party . If no party wins a majority, then two or more parties can join together to get a majority and form the government. Such a government is called a coalition government.

A party winning a majority in elections to a state Legislative Assembly can elect its leader in the same way that the MLAs of Janata Mission Party in Purab Pradesh elected Pallavi Bai as their leader. The leader of the party MLAs is appointed the Chief Minister by the Governor. The Chief Minister then chooses some members of the party as ministers. The Chief Minister and these ministers form the cabinet of ministers of the state. The Chief Minister and cabinet can function as long as they have a majority in the Legislative Assembly. They have to resign if they lose their majority.

EXERCISES

Answer the following questions:

1. Look at map 2.1 and write the name and serial number of your constituency of the Legislative Assembly?
2. Imagine you are contesting an election to the Legislative Assembly. How would you conduct your election campaigning?
3. Why is a state divided into separate constituencies for elections to the Legislative Assembly?
4. How many seats does a party need to get a majority in the Legislative Assembly of Chhattisgarh?
5. What is the main responsibility of an elected representative of the Legislative Assembly?
6. If you are elected as a member of legislative assembly (MLA), What would you do for your area ?

3

THE STATE GOVERNMENT (PART-II)

1. In the previous chapter you have learned how a state government is formed.
   How are MLAs elected to form the government?,
   How is a Chief Minister selected?,
   Who appoints the Chief Minister?

A government has three main functions – to make laws, to execute the laws and to ensure justice for all the people. In this chapter we shall learn how laws are formed and how they are executed.

1. People living in Chhattisgarh follow the laws of which state?
2. Will a law made by the Chhattisgarh government apply in Orissa?
3. Will a law made by the Government of India apply in Maharashtra?

Why do we need laws?

In our country people earn their living in different ways. Some are farmers, some are labourers, some are rich, some are poor, some run shops, some teach. We need laws to provide facilities for people so that they can earn a living. We need laws to keep people safe and let them live in peace. Laws help the country to develop and progress.

Laws are made by the government. Let us look at the example of our transportation system. We need buses, taxis and trains to move from one place to another. These vehicles need permits to ply regularly. They need drivers who are qualified to drive. We also need rules for buying and selling vehicles.

Similarly, when we buy or sell land or any other property we have to register the sale with the village *patwari*. The *patwari* keeps a map of the land with the name of its new owner in his records.

1. Why does the government make laws?
2. What would happen if a person in a village sells his land and the sale is not registered in the records of the *patwari*? Discuss.
3. What would happen if drivers do not require a permit from the government to ply their vehicles on the road?



fig -3.1 Discussion in Legislative assembly

The Janta Mission Party formed the government in Purab Pradesh. This government ruled the state for five years. During this period, the Legislative Assembly met several times. It discussed the problems the state was facing during these meetings. It took many decisions to solve these problems.

There are many issues and the MLAs can also ask questions from the ministers. If an MLA asks why the price of wheat is rising and what the government is doing to control prices, the Finance Minister has to give the answer. If a question is asked about why there are not enough teachers in schools, the Education Minister has to answer. The Urban Development Minister has to answer questions related to the development of cities. Sometimes, the MLAs are not satisfied by the answers given, so they criticize the ministers.

Law for paying minimum wages

Let us see what happens in the Legislative Assembly to find out how laws are made.

The government of Purab Pradesh was worried that labourers in the state were not earning enough money to live a decent life. So the cabinet of ministers decided to pass a law to raise the minimum wage of labourers to improve their condition. The Labour Minister prepared a proposal which he placed before the Legislative Assembly. The proposal, called a 'Bill', was circulated among the MLAs on the first day.

The proposed law is called bill.

While presenting the Bill, the Labour Minister said, "Our factories are producing more and more goods every year. Our farmers are also getting better harvests. But the wages of labourers has not increased. Several labour unions have been demanding an increase in wages. Some factories have also gone on strike and this is affecting their production. The demand of the labourers is genuine

and the government is concerned about their welfare. Keeping this in mind I have introduced this proposal (bill) to raise the minimum wage of factory labourers from Rs70 per day to Rs100 per day and of farm labourers and construction labourers from Rs50 per day to Rs70 per day. You have copies of the bill, please read it carefully."

The MLAs read the bill carefully and then discussed it for several days. Every point was discussed in detail. Some MLAs supported the bill and spoke in its favour, while some were against it. Some MLAs suggested changes in some of its points.

Discussion on the Bill

Members of Janata Mission Party supported the bill. They said most of the people are farm labourers and our state cannot develop until their conditions improve.

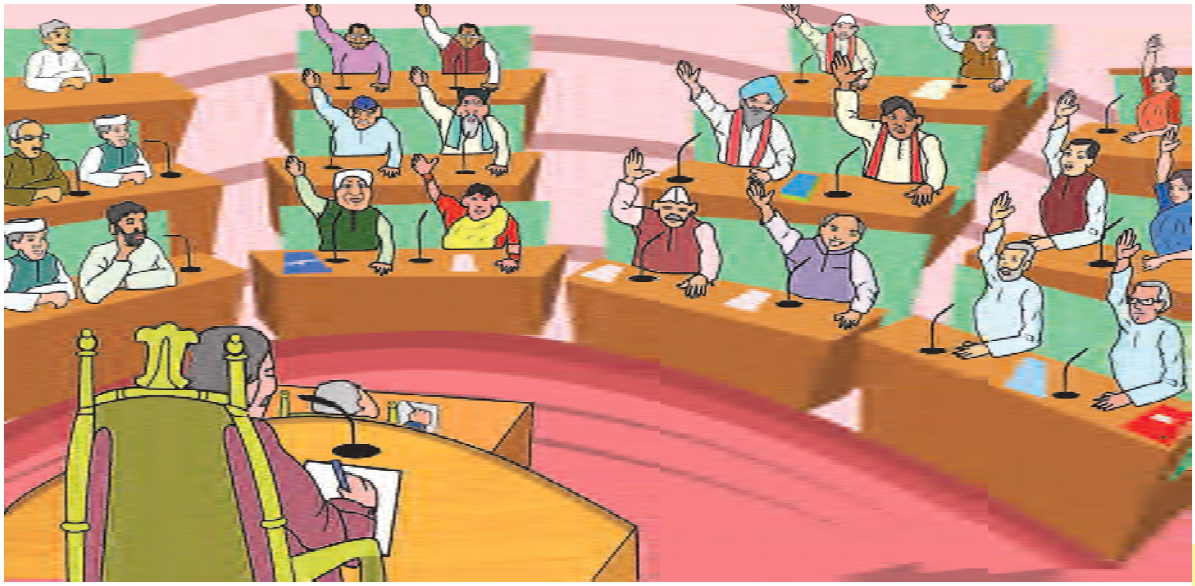
Members of Bharat Party opposed the bill. One of their MLAs said, "I will not support this bill because women and men should get equal wages for equal work. We already have a law for this but it is not practised. Even today women get less wages than men."

A woman MLA of Janata Mission Party replied, "Our government will ensure that labourers are paid according to new rates. We will see to it that men and women get the same wages."

After a lot of discussion on the bill, the Chairman of the Legislative Assembly finally said, "We have discussed the matter thoroughly so we shall vote on the bill tomorrow."

Thirty eight Janata Mission MLAs and two MLAs of other parties supported the bill. But Bharat Party MLAs and MLAs of other parties opposed it. There were 40 votes in favour of the bill and 29 votes against it. The bill was passed in the Legislative Assembly.

The bill was then sent to the Governor for his signature. Once he signs the bill it



3.2 Votes on Bill

becomes a law and is published in the government gazette.

The gazette is sent to officers like the District Magistrate. It is their responsibility to see that every labourer gets the increased wage decided by the Legislative Assembly.

This is how laws are made in the Legislative Assembly. First a bill or proposal is presented to the Legislative Assembly. The bill is then discussed in detail by the MLAs. Some changes may be made in some of its points. The bill is passed only if more than half the MLAs present in the Legislative Assembly vote for it.

1. How many votes are needed to pass a bill in Purab Pradesh Legislative Assembly?
2. Why should a majority of the MLAs vote in favour of the bill to pass it ? Discuss with your teacher.

Process of making law :-

As we know that at legislative assembly laws like law and order situation and education, etc are prepared . Before making it a law, a bill is proposed on the proposed subject, then the law is proposed and it is put on the legislative assembly. And then there is thorough discussion on it, if the bill needs some changes then the changes are made in the bill. If more than 50% of the MLA's are in favour of the bill then only the bill is passed.

Minimum wage law is not followed

The people of Gopalpura were happy with the new law on minimum wages. The construction workers knew they would now get daily wages at the increased rate of Rs70 per day. Some days later a construction project began at Kharaya. Labourers were hired on a contract basis. Several women were also hired. But they were paid only Rs40 per day. They lodged a complaint with the local officer and the Collector. The Collector asked the Chief Executive Officer of the Panchayat to investigate the matter and ensure that the correct wages were given. When the Panchayat CEO found that the labourers were being underpaid, he reprimanded the contractor and ordered him to pay the correct wage.

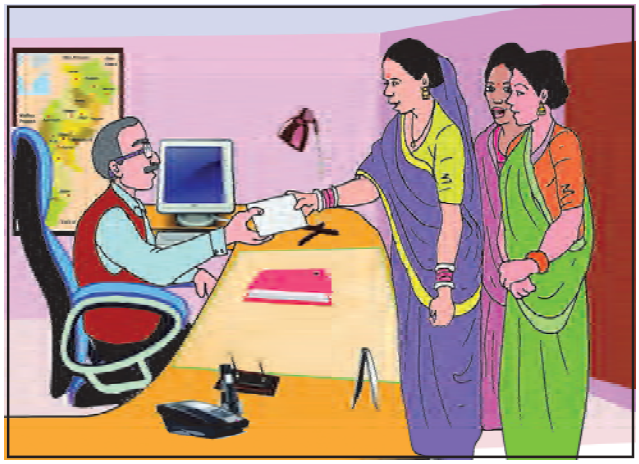


fig-3.3 (Women giving complaint to collector)

1. Was it right or wrong on the part of the Kharaya builder to pay low wages? Discuss with your teacher.
2. Do labourers in your area get the wages decided by the government?
3. To whom did the female labourers complain? What was their complaint?
4. What should labourers do if they get lower wages than the minimum decided by the government?
5. By observing the fig 3.3 what information do you get?

Executing the law

The Legislative Assembly formulates the laws. It is the job of the cabinet of ministers to ensure that the laws are properly executed. For this, the cabinet takes the help of government officers and employees like the Collector, Tehsildar, police, *patwari* etc. The salaries of these officials are paid by the state government so they have to obey the government's orders.

EXERCISES

I. Fill in the blanks:

1) There is one representative of the Central Government in each state. He is called the _____.
2) It is the duty of the _____ to execute the laws made by Legislative Assembly.
3) The party which gets a _____ forms the government.

II. Answer the following questions

1) The laws of which government apply to the following:
   a. Central government and Chattisgarh government.
   b. Chhattisgarh government.
   c. Madhya Pradesh government.
2) What do you mean by a political party?
3) What are the three main aspects of the election process?
4) Who can becomes the Chief Minister of a state?
5) What is the differenve between a Panch and an MLA?
6) Write in your own words how the minimum wage law was passed in Purab Pradesh?
7) The funtions of the Legislative Assembly and the Chief Minister are given below. Make a table listing their work separately.

   make laws for the state, distribute portfolios to ministers, ask questions on the work of ministers, pass the budget, preside over cabinet meetings.

III. Write two sentences for each of the following:

1. Candidate
2. Party
3. MLA
4. Bill
5. Law
6. Cabinet

Things to Do :-

Enact a play in which a law is used to solve a problem. Take help from your teacher.



4

INDUSTRY - AN INTRODUCATION

Our country is an agricultural country. Here several Industrial business are developed based on farming. "To a row crops is an agricultural work and to make different kinds of things by produced crops is the work of industry" Industrial business are operated by man, machines and electricity.

Prepare different list of the products obtained by farming and machinery products given below –

Sugar, chapatti, wheat, sugarcane, apple, clothes, cotton, wood, potato, Bamboo, bucket, T.V., mobile, computer, train, mango, mulberry, paper, plastic things.

Products obtained by farming	Products obtained by machines

Raw Material :-

Raw material is major necessity for industry for example – cotton for clothes, sugarcane for sugar, Need for paper Industries empire several substance. and materials used to prepare there products are raw material. Raw materials are materials of substance used in the primary production or manufacturing of goods.



Fig 4.1 Handicrafts

Production is done in many ways in the industry some by people and some by machines Man power is used to produce utensils by clay, biddi, Table, chain, donapattal, silk, embroidery and knitting, winnowing-basket etc. and things made of plastic and toys are made by machines. The things made by people are called handicrafts. Come, let us learn about some artisans. Where do these artisans work ? What is there way to produce? How are things sold and what change are happening in their works? Potter is also a crafts man who bring soil from the banks of river, sieve, knead and when the soil is ready, in one or two days, he make

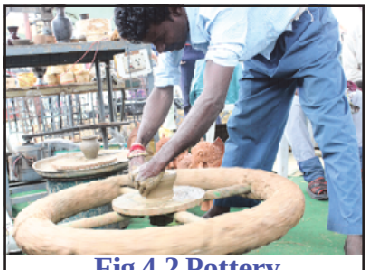


Fig 4.2 Pottery

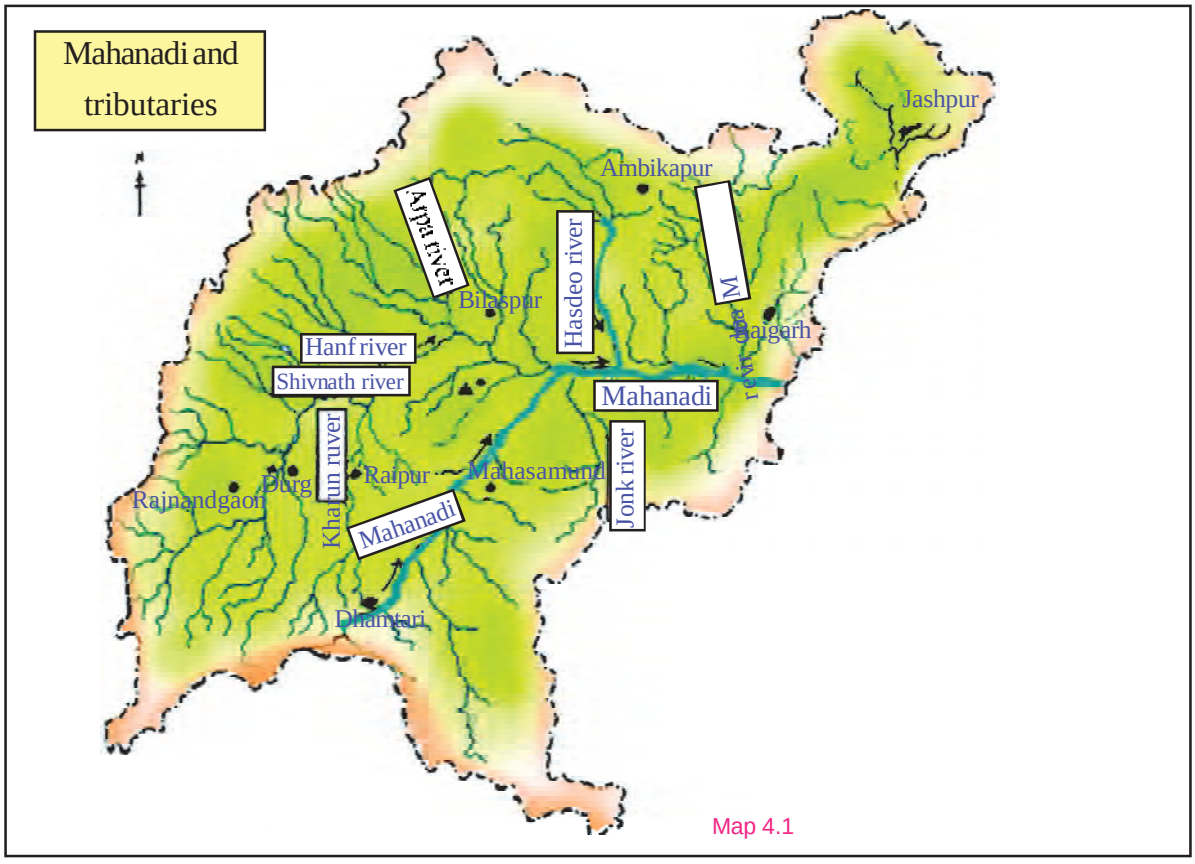
utensils and pitchers or (pot) on rotating wheel besides these utensils, these potter also make artistic and decorative things.

These items are made of clay soils which are soft and smooth. It is not available everywhere. In Chhattisgarh state the clay soil is found in the bank of Mahanadi river and its distributaries. where potters settle in groups.



Fig 4.3 Nandi bulls toys and other decorative items

Now the soil used for making utensils are not available because in the bank of the rivers large amount of plastics and wastes are found, so good soil is not available. In villages, potters dig out soil from the government land owner at the rate of per tractor. These soils are not good enough to make the utensils like the soil of the river, but the work goes on.



1. What is raw material for potter? How do be obtain it?

2. What are the problems faced by a potter to get raw material ?

3. Find Mahanadi river and its distributaries from map 4.1.

4. Make a list of things made of soil ?



fig 4.4 Brick factory



fig 4.5 Hand made craft (Bastar)

In the same way, another artisans buy raw materials from contractors and businessman and produce things and sell the products. This system is seen in silk industry. Silk industry is far spread in our state. The silk cloth made here is known as kosa and the related industry is famous in the name of kosa industry.

Find out

Go to your nearby village where things are made of soil. Other than utensils what all things do they make and where do they sell these? Make a list

Silk worm are found on mulberry and many other tress are cultivated by people. Larvae of the silk worm eat the leaves of mulberry and spin thread type casing all-around it with its saliva. This cover is called cocoon or fruit of kosa. Silks is produced by these coons. To make clothes of kosa, weavers give a small merchandise the kosa fruit and stem thread.

The weavers and their families sort the broken fruit and good cocoons and wrap the good kosa fruit with paste so that it might not rupture while boiling, after this the cocoon is placed in an earthen pot with warming soda and kept on stove. It is boiled for two to three hours and later these boiled cocoon are washed with clear water so that the sticky substance over the cocoon is washed away and the cocoon is ready to give smooth and continuous thread from it.

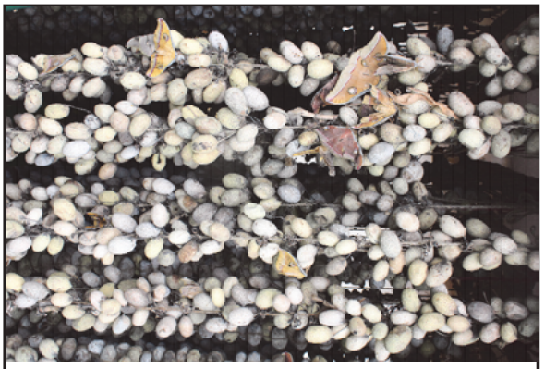


fig 4.6 Cocoon Kosa fruit



fig 4.7 Weavers crowd at the merchants home

After this the boiled cocoons are dried on clothes spread on candle others. Later these cocoons are wrapped in wet clothes. Then the thread from cocoons starts coming out. Cocoons are kept in plates. Threads are spun from cocoon one by one. The weavers and their families rub these on their thighs and spin the yarn into strands.

Usually taking out thread is done by women. After spinning the yarn on the spidles, thread is draped in the sheathe by sitting near the wheel.



fig 4.8 Modern wheel



fig 4.9 Natawa

After this thread is tied on warp these threads are 35 to 37 meter long and tied in (longitudinal) there are around 3840 meter long thread which take more than a day time.

While weaving second thread in kneaded in width. This is knows weft or filling fabric is woven with the help of warp and weft. Formerly warp and weft both were woven by kosa thread but as now a days kosa fabric demand in geared so warp thread in brought from outside. These types of thread are called korea thread as it is bought from korea country or china merchants provide these threads to weavers.



fig 4.10 Modern spinning wheel

To weave a fabric it takes about six to eight days and if more design are

to be put then it can take more time. Thus, we have seen that all the worker related to kosa fabric are done by families of weaver. Extra labours are not kept for these works.

Discuss in the class : In kosa industry whose the raw material is whose are the tools and labour to make fabric and what is the woven cloth known as?



fig 4.11 Handloom (Hand made)

Small merchandise make clothes from weaver and keep their records. According to the need of new design and order placed they are provided by Korean thread and cocoons. Small merchants provide clothes according to big dealer.

Other craftsmen of Chhattisgarh

Other artisans than potter and weavers are julaha (weaver) cloth printing (Rangrez) basket from bamboo and other product makers like bansod, utensil makers, iron product manufacturers etc quilt and mattresses maker. Pinjara etc. The production is done by artisans and they use tools of their own house and produce new products, so they decide their workers time the family member help in his work. They have traditional knowledge of this art. artisans buy raw material by his own expense and make hangouts by itself . They bears the profit and loss by themselves.

1. Can you identify the characteristics of the work of artisans nearby you and the products made by them. (list them)
2. Make a list of the names of artisans and product by them.

It is also an important part of the industry to arrange a proper market for producing and selling the products. In this way to operate industry, collecting raw materials, produce things and to sell it in market is necessary. Artisans are free to sell their products in markets. Their products are sold in nearby places. There are some places in Chhattisgarh which are famous for these products made of soil. Like kondagaon in kondagaon district, Raipura gram near kharoon river near Raipur nagar in Raipur district and Baloda Bazar. At Mahasamund and other than these things made of soil are made in Bilaspur, Janjgir Champa, Raigarh etc. Species of

Kosa insect are found on Sal, Ber and Senda trees are found in forests of Bastar, Dantewada, Jagdalpur, Kanker, Dhamtari, Raipur, Kabhirdham, Janjgir Champa, Bilaspur, Sarguja.

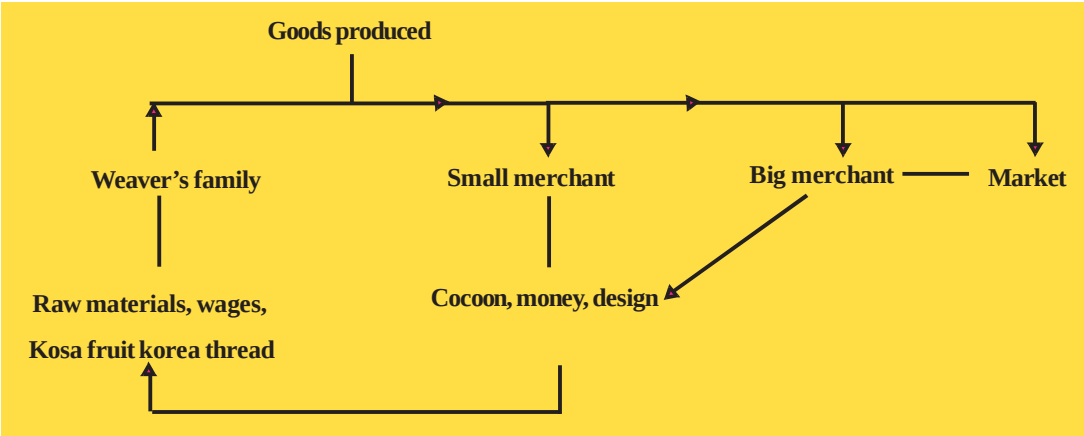
Find out:

1. Go and see to nearby places of your village where products of soil are made other than the utensils which other things are made and where are they sold? (Make a list)
2. What is the difference between selling products to a marchant and selling products by own?
3. Is there any other method to sell products to far off places. Discuss

In this way in towns Kosa Fabric is Sold in high prices. Big merchandise find out markets in many cities and foreign areas to sell their goods and arrange designers too.

1. What do the small merchant give to weaving family? (Clarify it based on lesson).
2. What do the small merchants get from weavers?
3. Why can't the weaver sell their woven clothes independently?

The actual cost of the goods are obtained if we sell it on our own. But the actual expense of goods owned is not obtained. The merchant buy it in less price in comparison. Some small merchants (brokers) also buy goods and sell it to big merchant. Thus it reaches the person who uses it.



To bring changes in the skill of artisans Chhattisgarh government gave training to artisans. By Rajasthani potters so that these people can make more decorative item and it has demand in towns, this industry is called terracotta in which they make handi pola bullock, handi crafts, decorative items, lamps, vase bells, facemasks etc. which are sold in hot bazaar and festivals

and fairs. Government has given wheel spinning which run by machins so that production can be increased.

Other works of production from contract

Works done in contract system like weaving by bamboo, making biddi, making donnapattal, weaving clothes etc. Lakhs of people are employed in such industry. People do their work at their homes in these industries and the whole family work together. Frequently, advance payment of raw material is given by the contractor or merchant. They are given wages for ready goods but the drawback of this arrangement is that the families who are engaged in this work do not get fair price of their labour.

In contrast big business is contractual practice have two types of facility they do not have to arrange any work inside his factory to make clothes and do not have to provide tools to make clothes for the same. Secondly, the labours kept in factories are to be given the payment according to rules and facility to their rights. But in contractual practices, big business men do not get ready to believe, that they are labours and get an exercise to abide on factory rules. There are the reasons that the artisans are deprived of the facility they should actually get.

If any type of products are produced in your family them how they our processed and where the market is? Tell your friends.

Marketing:

We buy many things (items) from the market like, rice, cereals, vegetables, copy, books, pen, toothpaste, biscuits, milk etc. Come let us know about its system- some places have weekly markets, some area have permanent market and at some places there are big-big shopping complex. The weekly market are found at particular place on particular day where you can get goods comparatively at low cost and in these weekly markets the shopkeeper are helped by their family members. Similarly, availability of choices of things are more at sellers in the market . We get all useful items at one please. Artisans independently sell some of their items like as you studied about artisans who make things of soil.

Permanent market are usually seen in cities where there are daily markets for each item. The shop are permanent in our street and villages. Shopping complex and shopping mall are seen in big cities. They are usually multistoried shops we can get different items in different floors.

Branded items are available in big-big shops or shopping malls. Brand is the product on which any particular symbol is given like Hindustan Private Limited, Goodland, Bata, HMT, Fair and lovely, Boroplus etc.

We have studied about kosa industry and will know how these items made of kosa reaches the consumers from different markets. Let us study.



Local Village Shop



Weekly Market



Shopping Mall

fig (Group) 4.12

Cocoon are brought by small merchants and they give it to weavers to make yarn. These yarn are bought by merchant to make clothes. Ready made clothes are send to whole sale markets from there small traders buy and Kosa clothes reaches consumers.

Whole sale Market:- There is a whole sale market in every area where the item reach first and then it reaches the other trados, Split retailer, the last merchant. Who sell the item to consumers. The kosa fabric made in our Chhattisgarh is not only in our country but also international. There are Kosa shops of Chhattisgarh in Chennai, Bengaluru, Nagpur, Bhopal etc. In the same way clothes are exported from India to almost 38 countries like Germany, France, China, Malaysia.

EXERCISES

I - Fill in the Blanks.

1. India is an …….. Country.
2. The industrial business operates by man, machine and ……
3. Raw material for potters are ……
4. The decorative items made of soil are called ……
5. Making of earthen port and goglet is called……..
6. The thread on the warp is called …….. thread.
7. Silk worms are breeded on …….. trees.
8. Before boiling cocoons ……. is wrapped over it.

II - Answer the following questions.

1. What is raw material?
2. Who are artisans?
3. What is a market?
4. Why are utensils and other things made only from smooth soil of the river bank?
5. What ways are used to sell the utensils of soil ?
6. What all change are found in potter? Write in your words.
7. From where do weavers family get cocoon?
8. How do weavers make fabric of kosa.
9. What all work does a small merchant do?
10. If small merchant quit from kosa industry then what are the features of weaver work?

III - Project – Write in detail about any one of the artisans using these points.

1. What do they produce?
2. What is the raw material used?
3. How do they make it?
4. Where do they sell their products?



5

SMALL AND LARGE SCALE INDUSTRIES OF CHHATTISGARH

In the previous lesson we studied in detail about industry. Under cottage industry we studied about artisans and contractors, work of soil and kosa industry. Come, in this lesson let us study about cottage industries to large industries i.e. from small to large industries we shall study how production work is done in factories.

Small scale industry

The small form of cottage industry is called a small scale industry. This industry requires less capital and less machine. The machines used in these industries are small but electric powered. Raw materials are bought from other states and the produced goods are sold locally and to far off markets. In these industries rice mill, poha mill, cereal mill, making bread, biscuit, saw mill, factories making steel, utensils, iron factory (Almirah, chair, pipe, hammer) shoes-chappals, leather things, copper and bronze utensils etc are made.

What can be the differences between working at home and factories? Discuss.

To know how a small factory runs, we shall study in detail about rice mill as we know Chhattisgarh state yield more quantity of rice, so is called "bowl of rice". Here the task of removing rice from the grain was first done by threshing it with muscle and cloak. This process took much time and hard labour because all work was done by hands.

Further, many villages fitted rice huller by which the work of removing rice from grain was made easy. Other than rice huller machine, with the rice mill it was possible to remove more quantity of rice from Rusk. There are many rice mills is our state like kurud, mahasamund, tilda nevra, navapara, rajim, arang, bhatapara, dhamtari, bemetara, surajpur, gariyaband, kondagaon, janjgir champa etc.

1. **Where do people go to remove rice from Rusk - Huller or rice mill?**
2. **How is the process of removing rice from grain is done is your village/town?**

Where does farmer sell paddy?

Farmers bring paddy to co-operative council to sell in which paddy is procured by the committee on the price fixed by the government. The support price is determined by the government every year. In addition to these committees farmers sell their paddy in the market (mandi). Mandi is a whole sale big market like (vegetable market, fruit market, paddy market), farmers sell the grain in mandi when the co-operative committee does not buy their whole grains or when their paddy are not of good variety. The grain that farmers sell to mandi of co-operative council are collected in F.C.I godowns and these are send to rice mill to remove grains from paddy.

FCI - Food Corporation of India

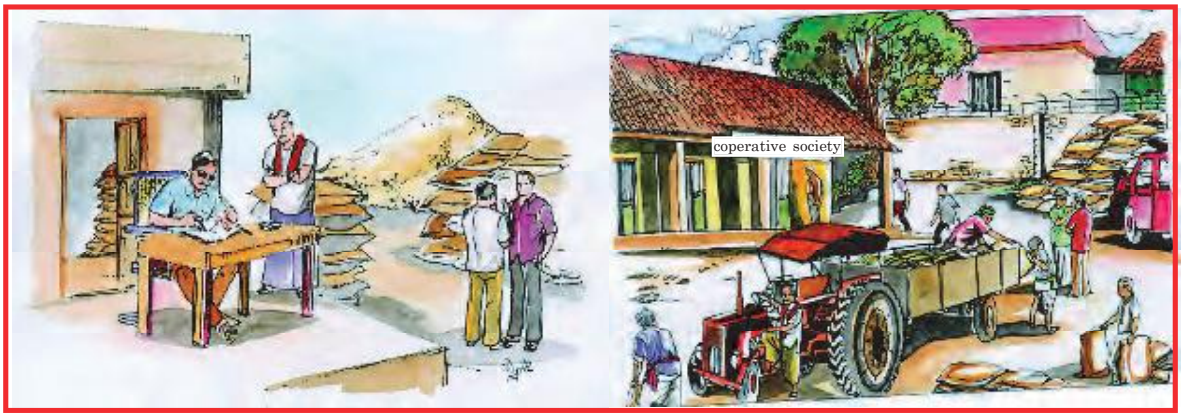


Fig.5.1 Farmers carrying paddy to cooperative society

1. Where do farmers sell their grains. Make list.

2. What are the differences between wholesale market (mandi) and co-operative committee?

3. Where does the rice mill get paddy from?

Rice Mill

The process of removing rice from paddy. This process can be divided into four parts.

1. Cleaning : This part consists of cleaning when the grains are brought from market of FCI godown to mill the process of cleaning starts. Paddy cleaner (Alevator machine) separates all the impurities like dust, straw, sand, clay and

heavy particles of even and uneven sizes from paddy in which labours are necessary. Alevator is a machine by which paddy is cleaned you can understand alevator as a machine which helps you to lift from one storey to other storey, in the same way by the alevator machine the grain is taken from one sieve to the another sieve.



Fig. 5.2 Cloak

2. Rice Separation : As by rubbing of huller the husk is removed from the paddy in the same way the machine have pair of rubber roller & the grains pass through there rubber rollers and get rubbed which remove the husk.

Cloak is a tool to remove husk from grain. In villages also clock is used to remove rice from paddy.

3. Dehusking : By supa the waste of grain is separated from the rice in the same way machine remove the separated husk from rice. This machine is called separator.

4. Polishing : In this part the rice is polished. In this process rice is divided into into three parts "The third whole rice, Second broken rice and in first. Small pieces of kernel are collected. In this process the covering of rice is separated from rice called rice bran, which is collected to one place.

Rice extraction machine

Machine to extract parboiled rice and raw rice is the same. To extract brown rice the hundi of hundinuma vessel is half filled by water and then water is heated. Grain is put in it and it remains in it for 8 to 10 hours. The water is drained from the pipe on hundi. The grain is dried on floor and later put is machine and rice exported. This rice is imported from our state Chhattisgarh to Orissa, Bihar, Bangal, Tamilnadu, Andhra Pradesh etc.

By the help of the teacher find out the difference between mill of raw rice and parboiled rice?


Fig. 5.3 Boiling of boiled rice in the mill

Number of labours and their condition

The number of labours working in this mill is about 15-20. In such mill two types of labours are hired. One regular or permanent labour. They are given only payment with no other facility, second is regular or temporary who are paid in daily wages.

From October to February the mill run continuously, march to June there is no regular work and in rainy season it is totally closed.

1. Why rice mills do not run the whole year, Discuss ?



Fig. 5.4 Dirty water drained from the back of par boiled rice mill

Uses of by products out of paddy

Products out of paddy	Uses
Whole grain	As food stuff
Broken rice (khandas)	As food stuff
Brewer's rice (Kanki)	Food for hens or chicken feed
Bran	Food oil
Husk	Making poha/ Baking bricks

Large scale industry

When any industrial products are used in large quantity and products produced in larges scale then it is called large scale industry. It needs large amount of investment, skilled labours, high technology and machines running by electricity. under these industries, iron and copper industry, Jute industry, cotton clothes industries, paper industries etc. come. Let us learn about cement industry which is a large scale industry.

Cement Factory

Cement industry is an important industry in basic industries, To establish this industry surplus amount of raw material like limestone and coal is necessary. Cement is called as stone made by human being. When it dries it hardens like a stone. Cement being rather heavy material and due to effect of moisture it becomes useless very quickly. So quick transportations should be done and market should be near. To work in factories mass scale of labours in low wages and skilled and trained labours are necessary.

It is useful in all types of construction like Residential house, Bhavan, bridge, roods, Railway sleepers, canals, Dams, Electric planning etc . India is the fourth country in the world in cement production after China, Japan and America.

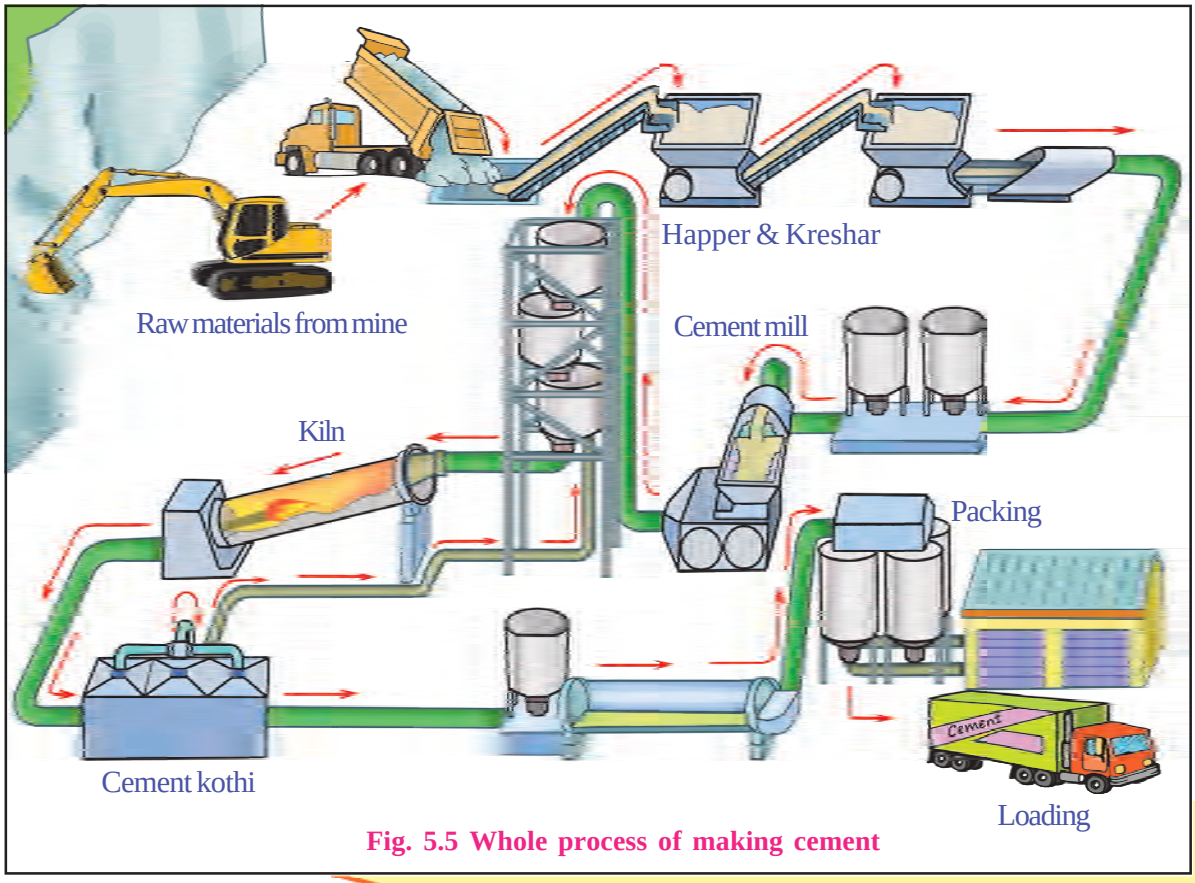


Fig. 5.5 Whole process of making cement

Following are the main cement factories in our state - century cement, Baikunthpur(Rampur), J.K. cement Ltd., Tilda Nevra, Raipur, Lafarge cement Janjgir, Modi cement, Raigarh, Jai Bajrang cement, Bastar , Associated cement company Ltd. Jamul, Durg etc.



Fig. 5.6 Cement factory

Pollution caused by factories

Pollution is the meaning of the natural properties of an object or element. Development of industries have made our life comfortable and luxurious. Its side effects have also come out. The biggest side effect of industrial activities is the environment pollution. Air is polluted by the poisonous gas released from the factories. It give birth to many diseases. The temperature of the earth is increasing very fast.

Earlier outside the factories there was enough pollution. The land was destroyed by the dust of cement reaching nearby villages, which affected the health of people living in nearby villages. For this reason the people raised voice against it and they went on strike, government made strict rules to stop pollution. Due to the presses to control pollution we saw the machine which controlled pollution in the factory. The problem still exists in nearby big factories however rules were made by government, The problem is in mines but due to it problems arise for people of nearby villages.

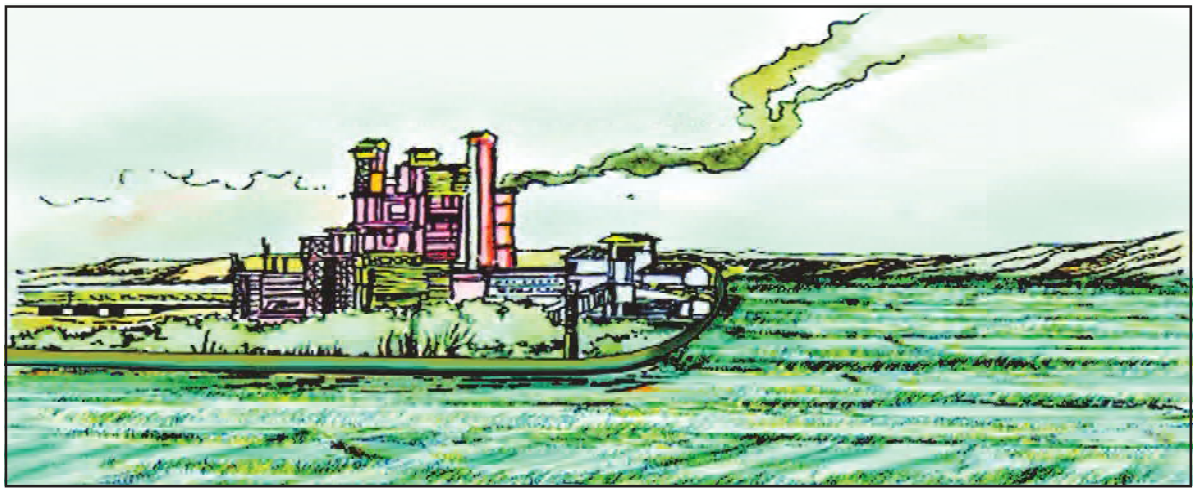
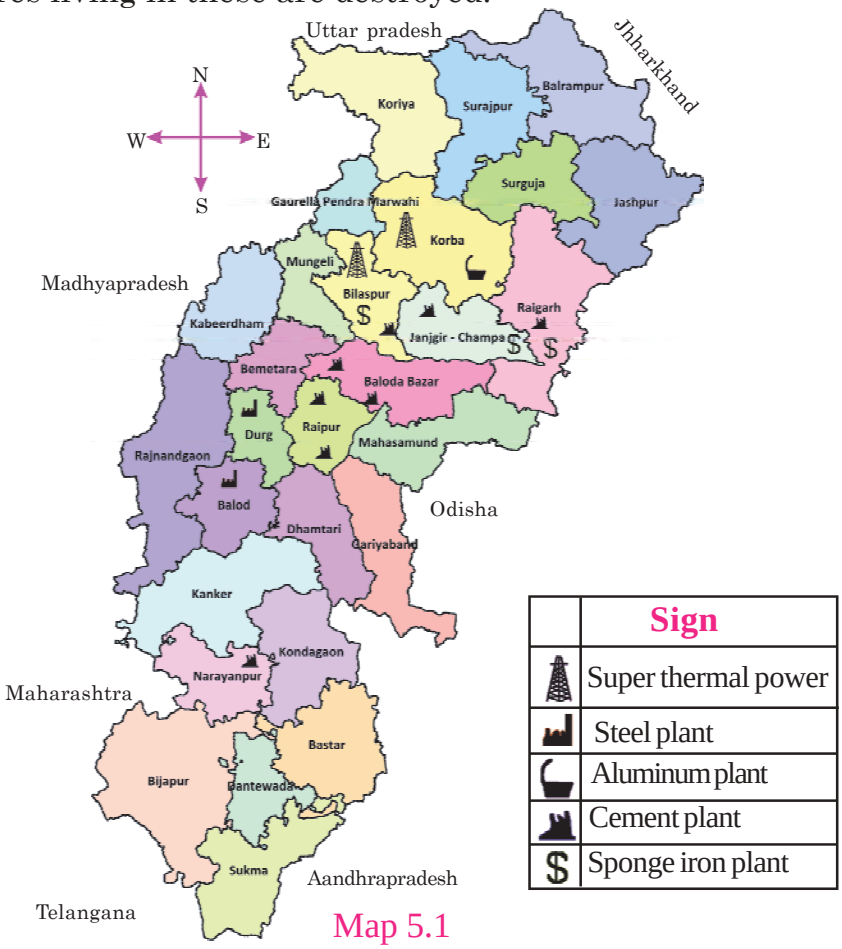


Fig. 5.7 Pollution from factories

Industrialization resulted of large scale forest cut down which resulted in the increase of environmental pollution. In the creation noise produced by the big machines running in the factories increased sound pollution, physical and mental disorder are caused by the high sound. The dirty water and wastes from factories are flown into the rivers and canals resulting in water pollution. The creatures living in these are destroyed.



	Sign
	Super thermal power
	Steel plant
	Aluminum plant
	Cement plant
$	Sponge iron plant

Map 5.1

1. What did the villagers do to stop pollution by the cement factories?
2. What measures should be taken to prevent pollution in factories? Discuss.
3. Make a list of big industries of Chhattisgarh.

S.No.	District	Industries
1.		
2.		
3.		
4.		
5.		

Management

There is a need of management in any factory for complete process from production to the market . Different people do different work in management Investment is done by the owner of the factory who have full control over the management from buying raw material, arrangements of employees to handle machine and its operation, packing the things after production, to send the products in wholesale markets and transportation of the products made.

Measures to prevent pollution

It is necessary to plant more trees in large scale to prevent pollution. We should not only plant trees but take care of the trees till it grow. Cutting of trees should be prohibited.

The chimneys of the factories should be long and the fuel releasing fumes should be less used. The sound blockers should be installed in the factories which uses machines that make loud sound.

Factories should be prohibited to flow waste and dirty water to the river and canal. The factories should be established far away from the populated areas.

To keep the environment clean, awareness in people is necessary and for this people are to be made aware of the diseases and consequences by this environmental pollution.

Examples are given here based on sizes of factories. Fill in the blanks writing the names of industries of the same type.

S. No.	Factories based on size	Examples	Names of industries
1.	Cottage industries (small factory)	Things of soil	(1)..... (2) ..... (3) .....
2.	Medium industry (Small industry)	Kosa , soap	(1)..... (2) ..... (3) .....
3.	Large scale industries (large/big industries)	Cement, Iron	(1)..... (2) ..... (3) .....

Examples are based on raw materials. Write names of factories of the same kind.

S. No.	Factories based on Raw materials	Examples	Named industries
1.	Based on Forest		
	(a) Agriculture	Medicinal, pickles	.....
	(b) Forest produce	paper, match box	.....
	(c) pasture	wool	.....
2.	Based on mineral	Iron, coppe	.....

EXERCISES

I. Fill in the blanks :

(a) _ _ _ _ _ _ _ _ _ is needed to enter a factory.

(b) Big stones are poured in other machines with the help of .....

(c) Big and small stones are powdered in a ..... process.

(d) Where the powder of stones are baked it is called ..... .

II. Correct the false statements :

(a) The factory workers do not work more than 4 to 5 hours in all factories.

(b) The raw material for cement factory come from other factory.

(c) Pollution is minimized in cement factories now.

III. Answers the following questions :

(a) By the help of teachers, list out the other cement factories shown in the map of Chhattisgarh.

(b) Write in your own words the process of making cement.

(c) What are the differences between the products made by artisans at home and products produced in factories?

(d) Works are distributed in big factories. Did you observe this in cement factory?

Project work :

1. Make a project work on the utility related to cement.
2. Find out what is written on the rice sack. What is the meaning of that and why is it written?

6

GENERAL CONSCIOUSNESS HUMAN RIGHTS

Saroj's eye stuck on news while reading the news paper "Various programmes today on Human rights day" she saw the date 10 December. She read the whole news. There was speech of some body, so me where essay, story or drawing competition, Saroj went to her elder sister and asked per of left about Human rights' sister staked telling her.

All people in the world have got some rights' since birth which is called Human rights. There rights are for Happiness of all. Where these rights are cared for each other every people feel the prosperity peace and happiness.

Human Rights



The house
security
food
health
marriage and child
expression Dignity
fair wages
Protection of own in
Peace democracy.

Education
culture
equality
freedom
expression of love
community
co-operation
citizenship/ nationality
by fair trial and resource
rests.



Observe these rights and understand. Read the given chart carefully. Human rights are given which are equal for all.

Think, in your family if it happens then.

1. Members quarrel with each other.
2. Someone is starving and other eating full stomach.
3. Some members are sick.
4. Prohibitions to talk to each other.

5. Members are illiterate.
6. No facility in house.
7. Partiality among members.
8. Members do not cooperate with each other.
9. Insecure feeling among each other.

Didi continued her talk : our world is a one big family. The people living in it is a member of this family. Every member has equal rights whether they belong to different caste, colour or Creed, May be male or female, rich or poor, young or old.

Didi Asked : Tell whether true or false.

1. Girls are weak and boys are strong therefore boys are important then girls.
2. The children of poor have no right to get educations like the children of the rich.
3. House is needed by poor.
4. Peace should be in the world.
5. Payment can be given by master by her own will.
6. Every people should love with each other in the world.
7. We can take work like a servant by children.
8. There should of be riots in the name of religion.

Saroj also gave correct answer to the question. She said to his didi that in newspaper she didn't like some news. She was talking about these news:

Innocent child sacrifise.

Many injured in riots between two groups.

Death in police custody.

Many passengers died in terrorist attack.

Dowry greedy burnt daughter-in-law.

Kidnapping of innocent child and asking for Ransom.

Abuse of person inmates.

Forcibly captured three polling booths.

Filthy thing in the phone.

Gangster terrorizes in areas.

Didi said all these are violation of human rights. People have to suffer by such events and many loose life. Now it was very difficult for saroj to stop and getting angry. She asked Didi, can't we do anything to stop such wrong activities? Didi said steps are taken to stop such in humane. Incidents all over the world.

Universal declaration of human rights was done on Dec. 10th 1948 by United Nation Organization by an aim that in future such incidents like mass killing as in IInd World War should stop.

Therefore this day is celebrated as human Rights day. The declaration of these rights was affirmed by all members of nations.

They will protect the coming generation from bad results of war and fundamental human rights will manifest the freedom and improve the living standard of the citizen, which will aim to encourage social program.

In this declaration male and female have equal right. In this it is clearly said all person are free from birth itself and equal in rights and value. No difference will be done in any level in caste, amour, creed, political, social, cultural, economic, civil, laws, age, sex, origin, prosperity, nationality to get these rights and freedom.

In the year 1976 the human right which were promulgated and protected in the pledge enforced by the league of nation week. Prominent among them are – Right to the highest levels that can be made available for social protection, proper living standard and physical and mental well being.

Right to use the benefits gained from education and cultural independence and scientific program.

In 1993 World Conference on human rights held by Vienna, 171 countries confessed to the terrorist activities on human injuries. Democracy was considered as a human right.

Saroj asked didi : Didi, Do we have to go to United Nation Organization for our rights?

Didi smiled at her innocence – No my little angel, even in our country in October 1993, the Human Right Commission has been set up, in the National Human Rights Commission and subsequently in the states.

In Chhattisgarh state on 16 April 2001, Human Right commissions were implemented. Saroj was pleased by sister's words and she resolute that she would awaken her colleague for human rights.

Child Marriage

Bablu come to the village of his grand parents in summer vacation. In the village, he made friendship with a boy named ravi who lived nearby. One day in the evening he went to ravi's house and said, "from somewhere sound of drum is heard. Let us go and see what is happening. Ravi said to Bablu, that uncle had gone there. We got invitation from manglu uncle. Today is the engagement of manglu uncle's daughter. Both reached manglu uncle's house quickly.



- Bablu : Ravi, geeta is very young in age, she must be in 6th or 7th class.
- Ravi : yes , she is studying in 7th class.
- Bablu: Then she would be only 13to 14 yrs in age and why is she married in this young age?

Uncle : Why bablu and Ravi, you both sitting here ?

Bablu : Uncle, we want to know that geeta is too young in age and is it necessary that in this young age she in to be engaged or married off.

Uncle : No, Marriage should not be done is young age and if anyone does so then the parents of the girl should be caught by the police and punished.

Ravi : Why punishment will be given by police? Marriage is done by will of girl's mother father, what can police do for this?

Bablu : yes uncle, you are also invited, get information and find solution.

Uncle : Lets go to manglu and discuss.

(Entrance of uncle)

Why is it crime to get married in young age ? What is the reason of child marriage in villages. Discuss with your teacher.

Manglu uncle : Oh, Bablu, when did you come from town? Hope your parents are fine?

Bablu : Yes, Uncle I came yesterday, all are fine at home.

Uncle : Yes brother, Manglu, Tell me why are you Marrying geeta at such a young age?

Maglu Kaka : I also got married in childhood, so I too want to marry my daughter. A good relationship has been found in near by village. The boy is the eldest of four brothers.
I will keep them for my house hold works. They will be support for my old age.

Uncle : Do you know the adverse consequences of child marriage?

Manglu Kaka : I am illiterate, you are literate an seen the world. You can better tell me the ill effects of child marriage.

Uncle : You know the daughter in law of Goverdhan in our village. Goverdhan married off his son in young age. His daughter-in-law was also of young age. She become weak mentally and physically. Due to the burden of house hold works in the family. Goverdhan was also always worried about his daughter in law's illness. So I always give advice that do not marry our children in young age. There are many more adverse effect by marrying children in younger age.

Adverse Consequences of child marriage:

1. Hinderance in further studies.
2. Mental development stops.
3. To bear the burden of becoming a mother before physical maturity.
4. Physically and mentally weak. Death of child/mother at the time of delivery.
5. Poverty and frustration due to illiteracy and unemployment.

Manglu Kaka : You opened my eyes. I will not let my daughter fall in such trouble. You tell me the right age of child to be married off.

Uncle : According to our constitution a girl child above the age of 18 and boy child above 21 years considered as right age for marriage. It is a crime to marry below this age.

Now a days, many social organization are raising voice against the injustice, terror on women. The facility of safety and protection for women are available at the district, Tehsil and Block Levels. But these facilities can be obtained by a woman when she is educated and aware of her rights.

1. Child marriage is a social evil. What will you try to eradicate it. Discuss with your teacher.
2. What efforts are being made by government for the development of girl education at the present time? Get information from your teacher.

At that time new relatives of manglu came. Manglu joined hands and said I cannot marry my daughter to your family now. When my daughter will be grow up and educated enough and become 18 years old, I will marry of my girl to your family. The new relatives also agreed to Manglu's decision.

Ravi and Bablu were happy with the effort of uncle. The village also thanked and complimented him for this effort.

EXERCISES

I. Fill in the blanks :

1. For the Marriage, it is mandatory for a boy to be ..... years and a girl of ..... years old.
2. It is …….. to marry at early age according to law.
3. ....., unemployment and frustation increases by child marriage.
4. Human Rights were announced by the United Nations Organization on December 10, ...

II. Match the column (1) to column (2) :

Column 1	Column 2
1. Right to life.	Entry of dalitman to work ship place.
2. Right to freedom.	Death at police custody.
3. Right to equality.	Sending children to school.
4. Right to health.	To make a person leave from the state.
5. Right to education.	Not giving dose of polio to children.

III. Give answers to the following question :

1. What are human rights?
2. Write any 5 human rights.
3. Why should not we discriminate among any person in the world?
4. What are child right?
5. What is child marriage?
6. What are the adverse consequence of child marriage?
7. At what age does a boy and a girl get married?
8. What is the duty of one family so that a girl child and boy child to be treated equally.
9. Find out in your street and village about which work made women self confident?
10. What will happen if your are married at early age?

IV. Eligibility extension :

Your sister is studying is class 9th and her age is 15 years. If she is engaged then what will you do ?

7

SOCIETY AND ROLE OF WOMEN

Being a boy or a girl is an important part of one's identy. The society we grow up in teachers us what kind of behavior is acceptable for girls and boys, what boys can or cannot do. We often grow up thinking that these things are exactly the same everywhere. But do all societies look at boys and girls in the same way? we will try and answer this question in this chapter. We will also look at how the different roles assigned to boys and girls prepare them for their future roles, the roles men play and work they do. This chapter will also examine how inequalities between men and women emerge in the area of work.

We also realize that societies make clear distinctions between boys and girls. This begins from a very young age. For example, given different toys to play with. Boys are usually given cars to play with and girls dolls. Both toys can be a lot of fun to play with why are girls then given dolls and boys cars? Toys become a way of telling children that they have different futures when they become men and women. If we think about it, this difference is created in the smallest and most everyday things. How girls must speak softly or boys need to be tough. All these are ways of telling children that they have specific roles to play when they grow up to be men and women. Later then in life this affects the subjects we can study or the career we can choose .

In most societies, the role of man and woman are not valued equally. Men and women do not have the same status. Let us look at how this difference Let us look at how this difference exists in the work done by men and women.

- Make a drawing of a street or a park in your neighbourhood. Show the different kinds of activities young boys and girls may be engaged in. You could do this individually or in groups.
- Are there as many girls as boys in your drawing? Most probably you would have drawn fewer girls. Can you think of reasons .
- why there are fewer women and girls in your neighbourhood streets, parks and markets in the late evenings or at night?
- Are girls and boys doing different activities? Can you think of reasons why this might be so? What would happen if you replaced the girls with the boys and vice-versa?

Valuing house work

Across the world, the main responsibility for housework and care-giving tasks, like looking after the family, especially children, the elderly and sick members, lies with women. Yet, as we have seen, the work that women do within the home is not recognised as work. It is also assumed that this is something that comes naturally to women. It, therefore, does not have to be paid for. And society devalues this work.

Lives of domestic workers

Many homes, particularly in towns and cities, employ domestic workers. They do a lot of work – sweeping and cleaning, washing clothes and dishes, cooking, looking after young children or the elderly. Most domestic workers are women. Sometimes, even young boys or girls are employed to do this work. Wages are low, as domestic work does not have much value. A domestic worker's day can begin as early as five in the morning and end as late as twelve at night! Despite the hard work they do, their employers often do not show them much respect.

This is what a female domestic worker had to say about her experience of working in Delhi – "My first job was with a rich family that lived in a three-storeyed house. The landlady was very strange as she would shout to get any work done. My work was in the kitchen. There were two other girls who did the cleaning. Our day would begin at 5 o'clock. For breakfast we would get a cup of tea and two dry rotis. We could never get a third roti. In the evening, when I cooked the food, the two other girls would beg me to give them an extra roti. I would secretly give it to them and make an extra one for myself. We were so hungry after working through the day! We could not wear chappals in the house. Ifelt angry and humiliated. Did we not work all day? Did we not deserve to be treated with some respect?

In fact, what we commonly term as housework actually involves many different tasks. A number of these tasks require heavy physical work. In both rural and urban areas women and girls have to fetch water. In rural areas women and girls carry heavy headloads of firewood. Tasks like washing clothes, cleaning, sweeping and picking up loads require bending, lifting and carrying. Many chores, like cooking, involve standing for long hours in front of hot stoves. The work women do is strenuous and physically demanding — words that we normally associate with men.

1. Think , What will happen ,if your mother or the people of your home who work go for a strike for one day.
2. Why do people think that generally boys or men cannot do household work?
3. According to you, whether they should work at home ? If yes then Why and If no, then why not? Give reasons to support your answer.

Let us learn an example of Lakshmi who proved her identity with cooperation of her parents..

Generally we see that rail engine is driven by men. We see the stance was turned by Lakshmi Lakra, 27-year old a young tribal woman from Jharkhand, has become the first woman train driver with Northern Railway.

Laxmi's parents are not literate but they struggled and overcame many hardships to make sure their children got an education. Laxmi studied in a government school. Even in school, Laxmi.

helped with the house work and did odd jobs. She studied hard and did well and then went on to get a diploma in electronics. She then took the railway board exam and passed it on her first attempt.

Laxmi says, "I love challenges and the moment somebody says it is not for girls, I make sure I go ahead and do it." Laxmi has had to do this several times in her life – when she wanted to take electronics; when she rode motorcycles at the polytechnic; and when she decided to become an engine driver.

In the same way, there are many contributions of women of Chhattisgarh in different fields , such as-

Manisha Thakur , Assistant Police inspector ,she is working for women and girls education of Bastar. Pooja Agnihotri (Proffessor) Engineering college- Defence research and development organization (DRDO) , who was honoured by young scientist award , is presently leading an important role in the field of science. Leena Yadu , First women in Raipur as wrestler and coach who represented the international team. She is called as First Dangal girl of Chhattisgarh. Hina Yasmin Khan , District Prosecution officer, is doing her responsible job facing various problems after she lost her husband as martyr in naxalite attack. Mona Sen, Chhatisgarhi film actress, awarded by mini mata award, is brand ambassador for beti bachao, beti padhao. She has adopted orphan children and flourishing their life. Teejan Bai, Pandvani singer, after retiring from B.S.P (Bhilai steel plant) is teaching children skill of pandvani and also going in nation and abroad and making the country proud.



fig 7.1 Teejan Bai (Pandwani singer)

Women's work and equality



fig 7.2 Poster

As we have seen the low value attached to women's household and care-giving work is not an individual or family matter. It is part of a larger system of inequality between men and women. It, therefore, has to be dealt with through actions not just at the level of the individual or the family but also by the government. As we now know, equality is an important principle of our Constitution. The Constitution says that being male or female should not become a reason for discrimination. In reality, inequality between the sexes exists. The government is, therefore, committed to understanding the reasons for this and taking positive steps to remedy the situation. For example, it recognizes that burden of child-care and housework falls on women and girls. This naturally has an impact on whether girls can attend school. It determines whether women can work outside the house and what kind of jobs and careers they can have. The government has set up anganwadis or child-care centres in several villages in the country.

This poster (in fig 7.2)was created by a women's group in Bengal. Can you write an interesting slogan for the poster?

Learning for change

Going to school is an extremely important part of your life. As more and more children enter school every year, we begin to think that it is normal for all children to go to school. Today, it is difficult for us to imagine

that school and learning could be seen as "out of bounds" or not appropriate for some children. But in the past, the skill of reading and writing was known to only a few. Most children learnt the work their families or elders did. For girls, the situation was worse. In communities that taught sons to read and write, daughters were not allowed to learn the alphabet. Even in families where skills like pottery, weaving and craft were taught, the contribution of daughters and women was only seen as supportive. For example, in the pottery trade, women collected the mud and prepared the earth for the pots. But since they did not operate the wheel, they were not seen as potters. But there was a lot of opposition to educating girls even then. Yet many women and men made efforts to open schools for girls. Women struggled to learn to read and write.

Women's movement

Women and girls now have the right to study and go to school. There are other spheres – like legal reform, violence and health – where the situation of women and girls has improved. These changes have not happened automatically. Women individually, and collectively have struggled to bring about these changes. This struggle is known as the Women's Movement. Individual women and women's organisations from different parts of the country are part of the movement. Many men support the women's movement as well. The diversity, passion and efforts of those involved makes it a very vibrant movement. Different strategies have been used to spread awareness, fight discrimination and seek justice. Here are some glimpses of this struggle.

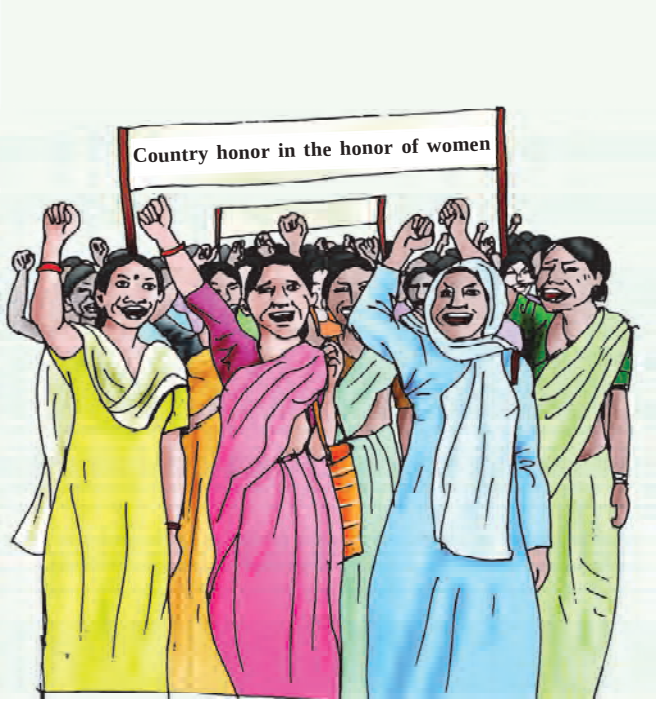


fig 7.3 Equality and work of women

Campaigning

Campaigns to fight discrimination and violence against women are an important part of the women's movement. Campaigns have also led to new laws being passed. A law was passed in 2006 to give women who face physical and mental violence within their homes, also called domestic violence, some legal protection. Similarly, efforts made by the women's movement led the Supreme Court to formulate guidelines in 1997 to protect women against sexual harassment at the workplace and within educational institutions. And gave instructions to formulate vishaka committee for protection of women. Law against dowry,toll free number 1090/1091/01123219750 (Central Government) for girls safetywas made available.

Raising Awareness

An important part of the women's movements' work is to raise public awareness on women's rights issues. Their message has been spread through street plays, songs and public meetings.

Protesting

The women's movement raises its voice when violations violations against women take place or for example, when a law or policy acts against their interests. Public rallies and demonstrations are a very powerful way of drawing attention to injustices.

EXERCISES

I. Are the statements given alongside true or false. Support your answer with the use of an example :

   a. All societies do not think similarly about the roles that boys and girls play.

   b. Our society does not make distinctions between boys and girls when they are growing up.

   c. Women who stay at home do not work.

   d. The work that women do is less valued than that of men.

II. Make a list of toys and games that boys typically play and another for girls. If there is a difference between the two lists, can you think of some reasons why this is so? Does this have any relationship to the roles children have to play as adults?

III. If you have someone working as a domestic help in your house or locality talk to her and find out a little bit more about her life – Who are her family members? Where is her home? How many hours does she work? How much does she get paid? Write a small story based on these details.

Activities

1. With the help of teacher,Make a list of Indian women in the fields given below .

   (a) Famous Scientist. (b) Famous social worker (c) Famous Dancer

   (d) famous Singer (e) Famous sports person.

2. With the help of your teacher write the name of women in India holding the post given below.

   (a) Chief Minister (b) Governor (c) Prime minister

   (d) Chief Justice of Supreme court (e) President of lok Sabha

3. Make list of women of your area working at important post.

4. Collect the information with the help of your teacher about the programmes runn by government for women upliftment.

8

MEDIA AND ADVERTISEMENT

You all must have been reading and hearing news in radio television and newspapers? What we have to eat, wear in winter and summer seasons and how to keep ourselves healthy? Those who have made it a habit to know news by radio or T.V they keep it continuously on. You also might like some programmes in Television. Have you ever imagined how you could read, hear and see news of world sitting at your home? How you could send any message

Forms of communication media

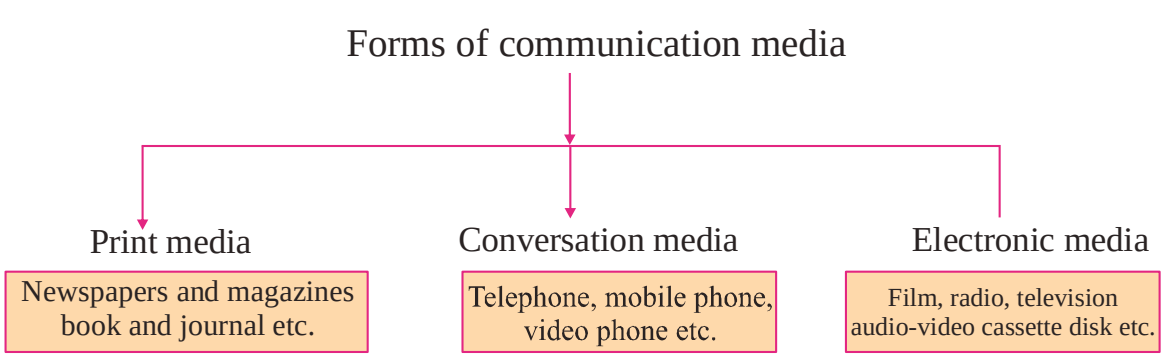




fig (Group) 8.1

PRINT MEDIA (NEWSPAPERS)

News papers were started from CALCUTTA which was limited to some areas only. Later when efficiency in printing increased, colour printing also was started. Usually it is seen in cities, whether in rainy night or cold morning the daily routine starts with the information of newspapers. Newspapers not only give news but gives information of sports, entertainment, national and international literatures, religion, Holly wood, bolly wood. Various advertisements are included in newspapers.

With the help of the teacher answer the questions.

1. When and where was the first newspaper started and who did it?
2. Which is the first newspaper of Chhattisgarh?
3. Which is the first Hindi newspaper?
4. Write the name of famous newspaper of your area?
5. I s there any English newspaper in your area and if yes then write its name?
6. Which efficiency (skill) develops by reading newspapers?
7. Which column of the newspaper do you like to read the most?

RADIO

The use of radio is mostly seen in rural areas. This is general entertainment of the people, People listen songs, children and agricultural information is also obtained by listening radio. About 50 years from today , People used to listen radio with deep interest as you see in old films. Now a day's also people have made listening radio as their part of life to hear the prime minister 's man ki baat. Vivid Bharti, All India Radio, F.M etc. are radio station. Local area bands are a part of these radio stations from which they broadcast those programmes of dialects which have no script.



1. Observe the radio and tell what is written on it and give its meaning in Hindi/English.
2. What all programmes broadcasted through radio are liked by you and why?
3. Is radio necessary for us?

4. Why are the radio programmes broadcasted at each place the same? Find out by the help of the teacher.

5. How do we entertain by radio?

6. What all programmes are broadcasted through radio? Find out by the help of parents or others.

TELEVISION

Few years ago Television was only for entertainment. All waited for Sunday may be children or old. They used to sit before the television set to take pleasure of programmes like Rangoli, jungle book, chandrakanta, mahabharat, shaktimaan etc. Some houses seemed to be like talkies, the whole street gather to watch T.V. Ask your grandparents and parents how they eagerly waited for films. To watch the pictures clearly they used to rotate the antenna and imitate the news for hearing impaired. Today we have different channels for all like film, religious channels, children's channel etc News channel are broadcasted for 24 hours. People watch the channel useful and interesting for them . We can watch movies and hear voice in television.

1. Ask your parents about the difference of Television of present and the television of their time.

2. Which programme do you like in television and why?

3. How would our life be without television?

4. What are the similarities and differences of radio and Television?

In the same way there are many media. Discuss on this subject with your teacher.

IMPORTANCE OF MEDIA

Today Media is constructing and reconstructing the society. There are innumerable examples in history. People recognize the power of media and use it for public change . When we were slaves of British it was through Media we were filled with patriotism and excitement. Media bring awareness as we see in the mission of giving polio drops, may be awakening about AIDS, or to encourage people to vote, or to stop child labour, to bring awareness about the danger of smoking or to keep an eye on corruption, the media is active. You also must have seen the advice not to cross the railway track when the railway crossing is closed. To tell about the use of helmet , How beautifully it is said —

"AAPKASIR AAPKI MARZI".

1. With the help of your teacher find about the Good and bad effects of media .

2. How do we get information of our country and abroad .Make a list of the media.

PUBLIC RELATION

The meaning of public relation is to keep relation with public. Public relations is nothing but the process with the aim the practice of protecting as well as enhancing the reputation of any particular organization/firm or for that matter any individual, With importance and trust of group or society. It works as a bridge to make a lively relation with society or group through mass communication. Public relation activities ensure the correct flow of information between the organization and its public also called its target audience. Public relations goes a long way in maintaining the brand image of an organization in the eyes of its audience, stake holders, investors and all others who are associated with it..This is a bilateral action in which exchange of information and ideas takes place.

Public relation department are established to disseminate plans and achievements of the central and state government.

The main office of public relation of Chhattisgarh is at Raipur. and for facility every district have an office. The direct relation of public and any organization or any institution is public relation.

ADVERTISEMENT

An advertisement (or "ad" for short) is anything that draws good attention of people. Today we find ourselves encircled by advertisements. We see it in television ,hear through radio, see on roads as well as read in newspapers and magazines. Even we can see advertisements on taxis and rickshaws. Advertisements appear on television, radio, and theatres time to time.

At last, why do we advertise? How does it attract us?

Advertising, which consists of communications attempting to induce purchasing behavior is known as mass communication.

The audio and scene is shown such that we give agreement. Advertisement produces the products to the public who had accepted thatat this product is not necessary.If any fact is repeated it seems true. The influence of television is mor. When you are watching your favorite show and advertisement comes you will surely watch and think about it.

Advertisements call the real emotions .Therefore when people cannot buy product they feel bad. Beside selling the products advertisements tell us how to live our life. How your expectations and dreams should be, how we should express our love and the meaning of active, success and beautiful ?

We have to be aware of the influence of the advertisement in our life because of democratic society. What are the advertisement about. Thimk about it with reasons and take decision whether to buy or not.



Fig 1 fig 2 fig 3

Fig (Group) 8.2

1. What does the fig 1 tell?
2. What does the fig 2. Teach?
3. What lesson do you learn from fig.3?

Structure of Advertisement –Process.

It is clear in the mind of a merchant ,who would use his products ,accordingly he chooses the language of the advertisement, image and newspaper , as well as magazines .

Advertisements have affected our thought and we think our self safe from it. We get various kinds of soaps and face wash to wash our face. There are thousands of cosmetics which advertises how to keep face glowing and these products advertises and influence our faith that this cream will keep us young and beautiful. If our colour of skin is black it can be fairer. To increase faith in these products , they advertise it through famous actors and sportsmen. By believing these artists we spend our money. What is shown in advertisement is not hundred percent accurate.

If any advertisement is to be made for working women then low/medium and higher categories is kept in mind . the education level is average or high. If the customer is of average category then the advertisement would be somewhat like this.

AApko intezar————ek cream jo aapki twacha ko banaye chamakdar——apke pati aapko dekte reh jaye.————

In the same way if the customer is of low income then-

This cream is cheap and the best. so is used by Radha, Sarita and Basanti.

1. What are the things kept in mind in the above both composition of advertisements?

2. Find out with the help of your teacher the hidden emotions of both advertisements in which women get influenced and ready to buy that cosmetics.

3. Why should we be aware of advertisements?

4. Is advertisements necessary for the sale of any products ?

Activities

1. Collect the advertisements from various newspapers and write down the message given.
2. Cut and paste the advertisements of different Government programmes from the newspapers on a chart paper and discuss about the advantages of the programmes .
3. Prepare advertisements of Road Safety .(with the help Teacher)

Swachh Bharat Mission





2nd October 2014, On the day of Gandhi Jayanti, Our Prime minister launched "CLEAN INDIA MOVEMENT" on the lines of "Quit India Movement".

To make the people a part of the movement Primeminister himself took broom in his hands and to keep this mission away from politics he gave hope to citizen that he will keep their environment clean. Instead of keeping swachhta as government movement , he tried to establish it as Public movement .

1. Narrate in your own words about the advertisements shown on Television on Prime minister swachhta abhiyan .
2. Why is it important to keep cleanliness in life ?
3. Tell about your role related to cleanliness.
4. For Public cleanliness , Write about your contributions to school.
5. What are your contributions to keep your neighborhood clean?

9

TRANS GENDER/THIRD GENDER

Meeta,her brother and mother were discussing about the activities of meeta's school. At that time Meeta's father came. When he asked about it she told him also, about her school .Father told that he went for a programme where symposium was going on. Meeta asked what is symposium? Father said that in this people gather together come to an opinion after discussion on some subject. Today the symposium was on such people who are called as third gender or trans gender. On Meeta's question, he said that the gender of these peoplecan differ from the time of birth (male or female) and after they grow up.



This is quite natural similar to being fair and of dark complexion. It is not anyone's fault. By seeing the eagerness of mother, brother and Meeta, father said further-



- The dressing sense, dialects, style of living of such people can be different from as they seem.
- Such people are neglected by society. People laugh and bother as well as abuse them.
- Some times their parents and relatives deny accepting them due to which they find difficulty for their living.
- Sometimes due to bad / wrong behaviour of family or others, they attempt suicide.





Brother getting sad said- why people do not understand that in a society every person has equal right to live and get education. We should be simple and behave respectfully to everyone., if possible we should help them.

Father said-

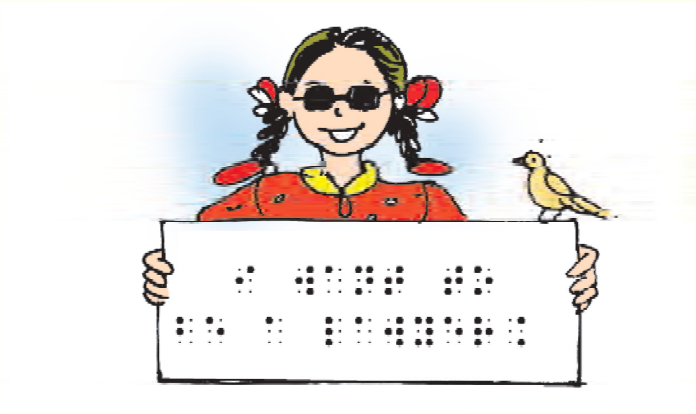
- They are also like us.
- They are able to do everything like us.
- Their needs are same like us.
- We should not do any type of discrimination.
- They deserves love, affinity and respect as we do.
- Our behaviour should be good towards them as we are to others and as we wish to be treated.

Meeta and her brother said-

Father, we shall always keep these things in our mind and share with our friends.



Braille An Introduction



Do you know what is written here?

It is: I want to be a lawyer.

Like devnaagri and Gurumukhi etc. Braille is also a script. Braille script is used by Blind persons to read and write. Braille was invented by Louis Braille in 1829. Braille script is based on six dots. These six dots are referred as the Braille cell. Each cell comprises of one Braille character. To write Braille script Blind person uses Stylus and Braille slate. Braille slate consist essentially of two metal or plastic plates hinged together to permit a sheet of paper to be inserted between the two plates. While writing on a Braille sheet (drawing sheet) it is to be written from right to left and then reverse the normal numbering of the Braille cell. Blind person reads these raised (embossed) dots with the help of their finger tip.



Braille cell

Total 63 combinations are possible using these 6 dots.
Some combinatios given below:

Braille Chart

a	b	c	d	e	f	g	h	i	j

k	l	m	n	o	p	q	r	s	t

u	v	w	x	y	z

A Number sign (⠼) is used before the alphabets 'a' to 'j' to convert them to numbers.

1	2	3	4	5	6	7	8	9	0

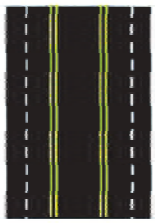
सड़क चिन्ह एवं सड़क संकेत

सड़क चिन्ह (ROAD SIGNS) - सड़क पर अंकित सभी लाईने एवं नमूने व रंग जिनका प्रयोग सड़क पर या सड़क के किनारों पर किया जाता है वे सड़क चिन्ह कहलाते है। ये यातायात को नियंत्रित व नियोजित करने तथा सड़क उपयोगकर्ता को सतर्क व सावधान करने के उद्देश्य से बनाये जाते है। ये चिन्ह सड़क की भाषा को प्रदर्शित करते है जैसे:-

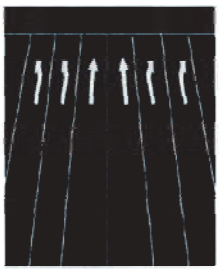
मध्य रेखा (CENTER LINE) - अविभाजित सड़क पर मध्य रेखा आने-जाने वाली यातायात को अलग करती है एवं आवागमन को आसान बनाती है। यदि रेखा लगातार है तो ओव्हर टेक करने से बचना चाहिए एवं मध्य रेखा खण्डित है तो सामने से किसी प्रकार के यान नही आ रहा हो तो ध्यानपूर्वक ओव्हरटेक करना चाहिए।



छोटी खण्डित सफेद रेखाएँ (LANE MARKING LINE) - सड़क को लेन में विभाजित करने के लिए इनका प्रयोग किया जाता है वाहनों को इन लेन में ही चलना चाहिए। बांयी ओर की लेन में ही चलना चाहिए। बांयी ओर की अंतिम लेन भारी वाहन एवं धीमी गति के वाहनों के लिए तथा तेज गति के वाहनों के लिए दांयी ओर की लेन है।



दिशा सूचक मार्किंग (DIRECTION INDICATOR MARKING)- रोड पर जंक्सन/इंटर सेक्सन में लेन मार्किंग किया गया होता है जो दांये जाने वाली यातायात के लिए दांया लेन, सीधे जाने वाली यातायात के लिए मध्य लेन एवं बांये जाने वाली यातायात के लिए बांया लेन उपयोग करने हेतु बनाया जाता है।



उत्तर दो

प्रश्न- 01 मध्य रेखा (CENTER LINE) - क्या महत्व है ?
प्रश्न- 02 मध्य में छोटी खण्डित सफेद रेखाएँ का क्या महत्व है ?
प्रश्न- 03 बांये दिशा जाने के लिए कौन सा लेन का उपयोग करना चाहिए ?
प्रश्न- 04 ओव्हरटेक कब नही करना चाहिए ?