

SOCIAL SCIENCE I

Standard IX

Part-1



Government of Kerala
Department of Education

State Council of Educational Research and Training (SCERT), Kerala
2019

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THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

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

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

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Dear children

Social Science is the study of different dimensions of societal development and the multi-faceted growth of mankind. Learning of Social Science is essential for analyzing social life and the various social phenomena in a comprehensive and objective manner. Awareness of time and space, cause-effect relationship, scientific outlook, values and broad outlook are all to be made possible by the study of Social Science.

Even though History, Political Science and Sociology are distinct disciplines this textbook has been prepared keeping in mind the possibility of integrating them. The section on History provides a comprehensive picture of the World, India and Kerala during the medieval period. As the citizens of the largest democracy in the world, you are sure to benefit from the chapters included under Political Science. These chapters will give you a clear picture of the importance and irrevocability of a citizen's fundamental duties. The Sociology section in the textbook deals with various social issues and their solutions.

I am sure this Social Science textbook will definitely help you honour diversity, be tolerant and develop an attitude of equanimity towards all organisms, including fellow human beings.

With best wishes

Dr. J Prasad
Director,
SCERT, Kerala

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

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Icons used for the convenience
of the learners



For further reading (Need not be
subjected to assessment)



Questions for assessing the progress



Learning activities



Let us assess



About the textbook

Social Science I consists of nine chapters on History, Political Science and Sociology. Six of them deal with History, two with Political Science and the last one, with Sociology.

The chapters in History are arranged in such a way as to ensure continuity and progress focusing on advanced thinking and analysis. Medieval history has been already discussed in standard six. In this textbook, it has been dealt with at a higher level, with more emphasis on facts, concepts and their analysis. The attempt is to present historical processes comprehensively, based on a thematic approach. Various areas depicting the medieval life have been subjected to a detailed analysis, further segregating them as Medieval World, Medieval India and Medieval Kerala.

‘Medieval World : Centres of Power’, discusses the different power centres that existed in different parts of the world. The chapter presents the powerful nations spread over various continents. Instead of adopting the method of analysing a Europe-centric medieval history, this chapter has tried to record in an objective manner the growth and development of the medieval world in various fields.

‘The East and the West :Era of Exchanges’ dwells on the progress attained in trade, urbanization, and the cultural progress in different parts of the world during the medieval period. This chapter reveals the brighter side of the Middle Ages, a period usually described as ‘the Dark Ages’ by the European historians.

The next three chapters deliberate on the history of Medieval India. **‘Medieval India : Concept of Kingship and Nature of Administration’** explains the achievements and the salient features of governance in Medieval India. **‘Society and Economy in Medieval India’** focuses on the development in the economic and social sectors. **‘India, the Land of Synthesis’** discusses the cultural unity that existed in India during the medieval period and explains how the inter-relationship among various philosophical orders and the mutual give and take gave shape to public spaces.

‘Kerala : From Eighth to Eighteenth Century’ is a detailed description of the life in medieval Kerala and its journey to the modern era.

The next two chapters present some important areas in Political Science. **‘Indian Constitution : Rights and Duties’** highlights the fundamental rights, directive principles and the fundamental duties as envisaged in the Constitution of India. **‘Election and Democracy’** discusses the importance and relevance of the election process and the various electoral systems.

The last chapter, **‘Towards a Bright Future’**, deals with social issues one of the major areas in Sociology and their reasons.

Chapter
01



Medieval World : Centres of Power

The Middle Age was an era of the growth of civilisation world wide. The economic transformation brought by the medieval life and its characteristics were the causes of the revolutionary changes in the 16th century.

J. D. Bernal
Science in History (Vol 1)

Examine the statement given above. What does it refer to?

What are the characteristic features of the medieval world? Discuss.

The period between the fifth and the fifteenth centuries. CE is known as the Medieval period. But the term Medieval period does not refer to the same period all over the world. Even though the political structure of the Medieval world was similar, there were differences in the forms of authority and they were different in Europe, Asia, Africa and America during the Medieval period.

Let's examine some important among them.

Eastern Roman Empire



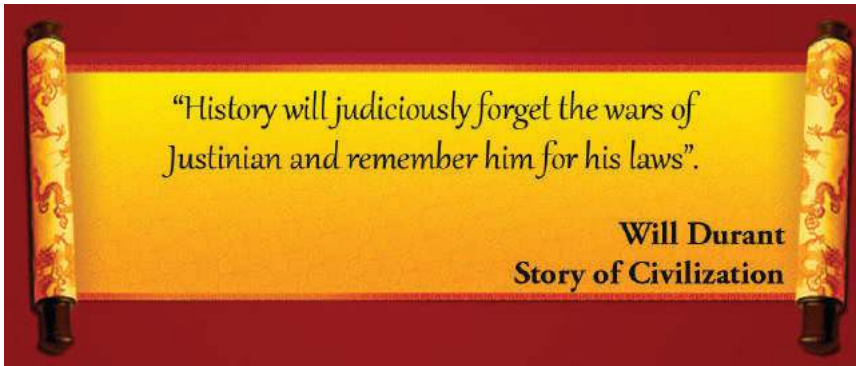
Constantinople

Constantinople is located at the most strategic place in the Gulf of Bosphorus, between the Mediterranean Sea and the Black Sea. This city was named after the Roman Emperor, Constantine. It remained as the capital city even during the reign of the Ottoman Turks. It was a great centre of art and architecture. At present Constantinople is known by the name Istanbul.


The Roman Empire was the largest ancient empire. For administrative convenience, the Roman Emperor Diocletian divided the Empire into two in the fourth century C.E. Thus there emerged two Roman Empires : the Western Roman Empire with the capital at Rome and the Eastern Roman Empire with its capital at Constantinople, earlier known as Byzantium. Hence the Eastern Roman Empire was otherwise called the Byzantine Empire.



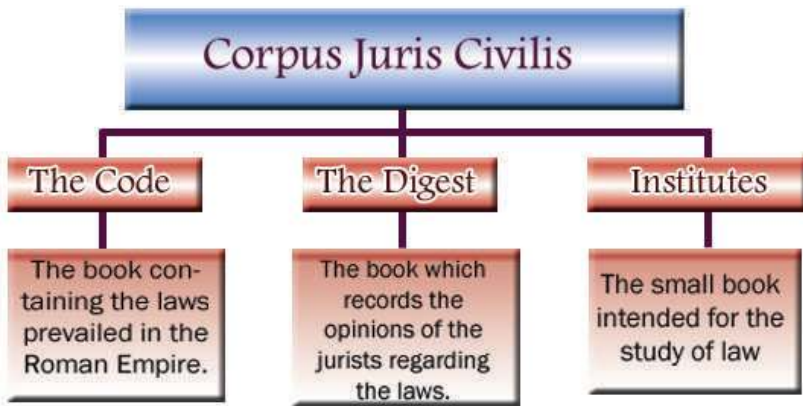
Observe the map of the Eastern Roman Empire and find out the regions of West Asia, Europe and Africa included in it with the help of an atlas. Prepare a list of the countries in which they are located.



The observation of Will Durant about Justinian, the famous Eastern Roman Emperor is given above. The greatest contribution of Justinian is the codification of all the existing Roman laws into a code of law, 'Corpus Juris Civilis'. Justinian's Code is based on the principles of reasoning, justice and generosity. Many nations adopted it for framing their laws. Justinian's Code also served as the base for the code of law of the French ruler, Napoleon.

Periodisation in History 

It was the Roman Empire which was taken as the base for the division of world history into different periods. The ancient period commences from the origin of human beings and ends with the downfall of the Western Roman Empire in 476 CE. The period upto the downfall of the Eastern Roman Empire in 1453 CE is considered as the Medieval period. The Modern period is from 1453 CE onwards.



Examine the quotation and the diagram given above and discuss the features of the Code of Justinian. 

The Eastern Roman Empire began to decline after Justinian. It collapsed with the capture of Constantinople by the Turks in the fifteenth century.

The Holy Roman Empire



The Western Roman Empire with its capital at Rome came to an end due to the continuous invasions of the Germanic tribes. The territories of the Roman Empire were captured by different nomadic tribes. The most prominent among them was the Franks. The empire established by the Franks was the Frankish Empire. The famous



Charlemagne



Observe the world map and list the present European countries that were part of the Holy Roman Empire.

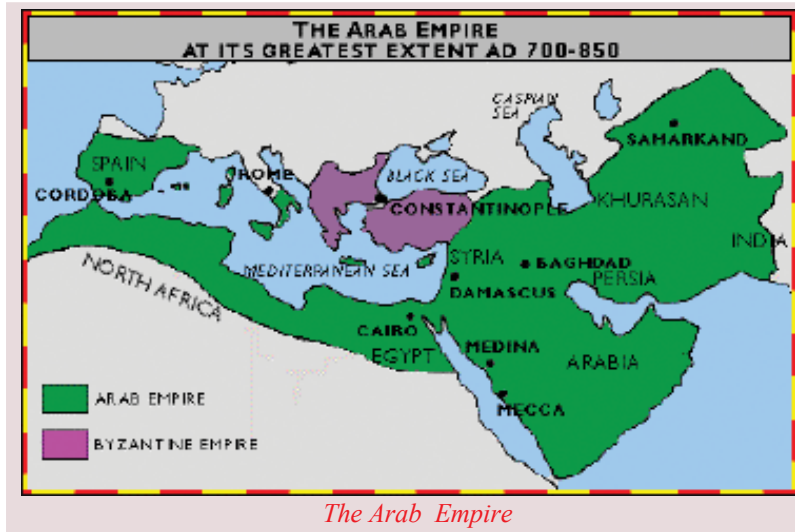
Emperor of the Frankish Empire was Charlemagne of the Carolingian dynasty. The empire of Charlemagne was larger than the Eastern Roman Empire. Charlemagne saved Pope Leo III, the spiritual head of the Catholic Church from the tribal attack of the Lombards. As a token of gratitude, the Pope crowned him as the Holy Roman Emperor. Hence his Empire came to be known as the Holy Roman Empire.

Charlemagne was a great conqueror as well as an efficient administrator. He brought almost all of the Western European regions under his sway. He expanded his empire through political alliances and matrimonial relations. He introduced centralised administration in his empire. Local administration was entrusted to officers known as 'counts'. To keep an effective check upon the activities of the counts, he created a secret department named 'Micci Dominici'. Relief funds were created for helping the poor. A network of educational institutions was established under the leadership of Charlemagne. The resultant intellectual awakening was known as the Carolingian Renaissance. With the death of Charlemagne, the Frankish Empire was divided and gradually collapsed.



The Arab Empire

The region which included Iraq, Iran and Saudi Arabia was known as Arabia. The Arabs made outstanding contributions to the medieval world. The contribution of the Arabs in the realm of culture was already discussed in the previous classes.



In the political sphere also they contributed a lot. Muhammad, the Prophet of Islam was the head of the Arab state. After the death of Prophet Muhammad in 632 CE, Arabia was ruled by the Caliphs. During their reign, the Arab empire was very vast which included regions from Asia Minor to the Arabian Sea. Their capital was Medina.

After the early Caliphs, Arabia was ruled by the Umayyad dynasty. They introduced centralised administration in Arabia. The gold coin Dinar and the silver coin Dirham were issued by the Umayyads. Their capital was Damascus. After the Umayyads, the Abbasids became the rulers. During the period of the Abbasids, the capital was shifted to Baghdad.

Prophet Muhammad



Muhammad was born at Mecca in 571 CE . He belonged to the Qureshi tribe. Mecca was known as the Holy City of Islam. Because of the opposition of the influential class of Mecca, Prophet Muhammad fled to Medina in 622 CE . This was known as Hijra. This event was the starting point of the Hijra Era.

Early Caliphs



- Abu-Bakr (632 CE - 634 CE)
- Omar (634 CE - 644 CE)
- Uthman (644 CE - 656 CE)
- Ali (656 CE - 661 CE)

Observe the map of Arabia and locate the following places. In which countries are they now?

- Mecca
- Medina
- Damascus
- Baghdad



Baghdad



Baghdad is located on the banks of the River Tigris. This city is the background of the book 'Thousand and One Nights'. In the 'Thousand and One Nights', the city is depicted as the biggest and richest city in the world. It was here that the world famous University of Baghdad and the Palace of the Abbasids are situated. Baghdad was conquered by the Mongolian ruler Timur and the Ottoman ruler, Suleiman. During the Mongolian invasion, it is said that there were 36 public libraries in Baghdad city. It was also a cultural centre of that period.

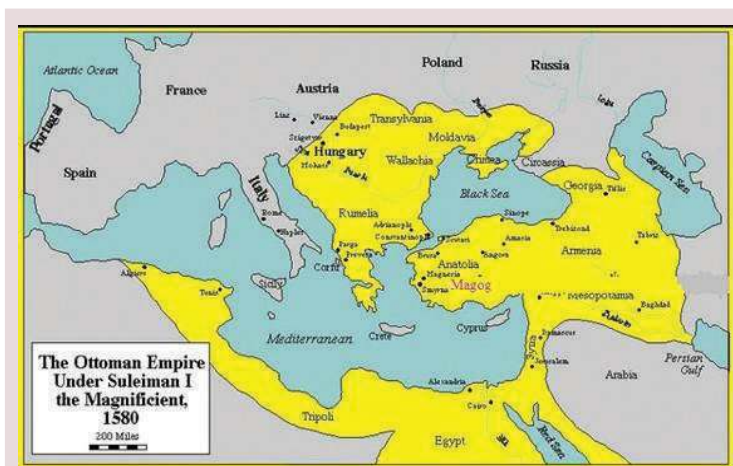
The most famous ruler of the Abbasid dynasty was Harun-al-Rashid. As a benevolent ruler he implemented many welfare measures. It was during his period that hospitals were established in Arabia for the first time. Judicial administration was based on the principles of Islam and the rule of law was strictly observed. The people were free to travel anywhere in the empire without fear. Harun-al-Rashid established contacts with the Holy Roman Empire and sent ambassadors to the palace of Charlemagne.



Why is it said that Harun-al-Rashid was different from other medieval rulers?

The Ottoman Empire

What is the reason for the downfall of the Eastern Roman Empire?



Ottoman empire during the reign of Suleiman

With the capture of Constantinople in 1453 CE by the Turkish leader Muhammad II, the Ottoman Empire was strengthened. By then many territories of Eastern Roman Empire had become a part of the Ottoman Empire.

The Ottoman Empire reached its zenith during the time of Suleiman. He was called

Al-Qanuni (the law-giver). He codified the Ottoman laws, and established centralised administration in the empire. During this period, many regions of Europe became part of the Ottoman Empire. Thus the Europeans realised the military strength of Asia through the Ottoman rulers. The Ottoman Empire disintegrated after the First World War.

The Ottoman Empire



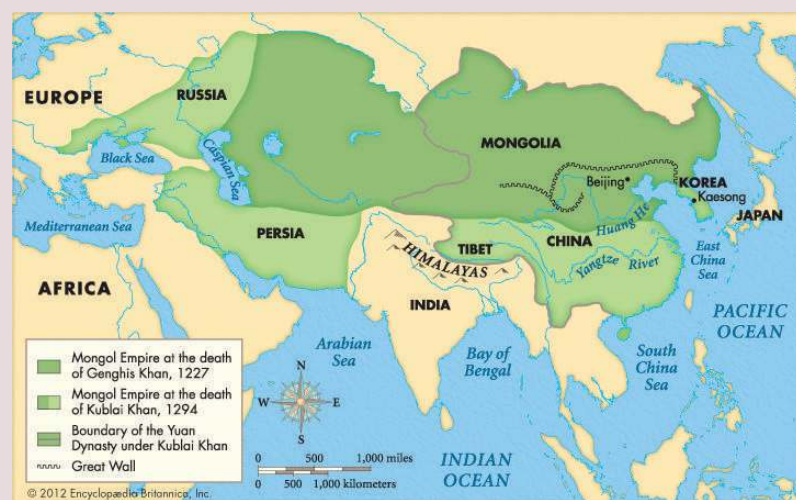
It was believed that the Ottoman Empire was founded towards the last part of the thirteenth century by one of the tribal leaders of Turkey, Usman. He was called 'Uthman' and it was from this that the name Ottoman was derived.

Observe the map of the world and list the regions which were part of the Ottoman Empire.



The Mongol Empire

Mongolia is the region between Russia and China in Central Asia. It is a region characterised by vast meadows, deserts and mountains. The climate of Mongolia is extreme: severely hot in the summer and extremely cold



The Mangolian Empire

in winter. The Mongols were nomads who lived in tents. There were different tribes among the Mongols who always roamed around on horses. It was Genghis Khan who unified them and founded the Mongolian Empire. The seat of Genghis Khan was at Karakorum, on the banks of the River Onon, in Siberia.

Observe the map given and find out the continents in which the Mangolian Empire was spread over.





Statue of Genghis Khan

The chief characteristic feature of the Mongol army was its strong cavalry. The main attraction of the army was the small canons which could be used while sitting on horseback. Genghis Khan also maintained a well organised espionage.

To connect the distant places of the empire with the administrative centre, the Mongolians introduced postal system using horses. This communication system was known as the 'courier'. The courier system of Genghis Khan was speedy and effective.



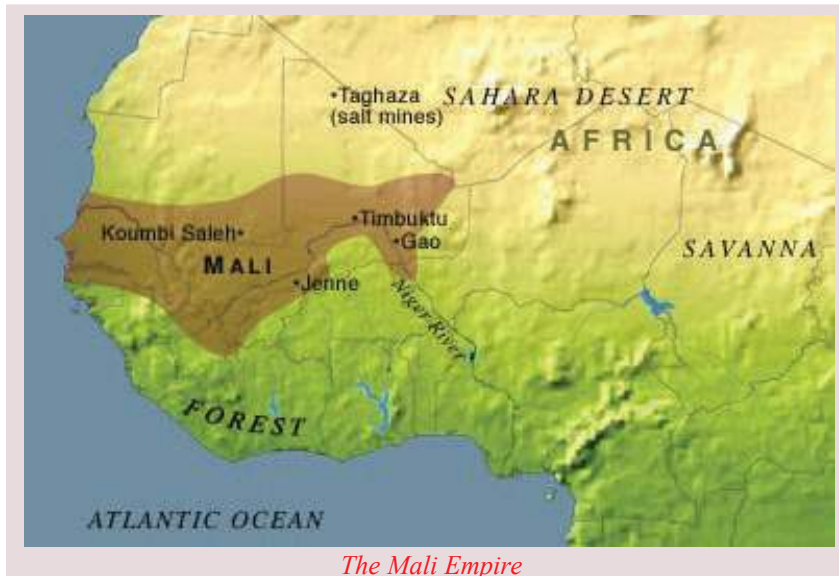
Timur

Timur ruled Mongolia with Samarkhand as his capital. He was the successor of Genghis Khan, who founded the Empire. As he was maimed in a war, he was also known as Tamerlane. In 1398 he crossed the River Indus and reached Delhi. On his way back he took with him a great treasure .

What were the administrative reforms introduced by Genghis Khan that set an example to the modern world? Prepare a short note based on its characteristics.



The Mali Empire



The Mali Empire

The Mali Empire was one of the famous empires of medieval Africa. The centre of administration was Mali in West Africa.

Observe the map and locate the areas that came under the Mali Empire. Kankan Musa was a famous ruler of medieval Africa who was known in European records as Mansa Musa. Mali had huge treasures of gold and hence it was a very wealthy region at that time.

Timbuktu in the Empire of Mali was the most important cultural and commercial centre of medieval Africa. Merchants from Venice, Granada and Genoa reached Timbuktu for marketing their merchandise such as gold and ivory. It was also a centre of slave trade . The University of Timbuktu was one of the leading centres of knowledge of that period. The university attracted students from all parts of the world. The 'Great Mosque' constructed by Kankan Musa at Timbuktu was the leading centre of Islamic studies during the medieval period.

The Journey to Mecca



The Journey of Kankan Musa to Mecca in the year 1324 is world famous. He, along with his retinue, carried with them kilograms of gold. On the way he gave alms to the poor and donated gold to the mosques and the pilgrims. The journey was also intended to invite teachers and religious scholars to the Mali Empire. Ibn Batuta considered Kankan Musa as the richest ruler of the medieval world.



Discuss the economic and cultural development of medieval Africa on the basis of Mali Empire.

China and Japan

China and Japan were the countries in Asia where efficient administrative system existed during the medieval period. Locate these countries in the map.

In the initial stage of the Medieval period, China was ruled by the Tang Dynasty. The sovereignty of the country was vested in the emperor. State officials were selected after conducting competitive examinations based on the criteria of education and excellence. The Tang rulers were tolerant towards all religions and were great promoters of trade and commerce. After the Tang Dynasty, China was ruled by the Song, Ming and Manchu dynasties.

Social Science I



In Medieval Japan also, the emperor was the supreme head in political affairs. But the administration was overhauled by the feudal lords known as Shoguns. Land was under their control. It was under the Shoguns that Tokyo emerged as the centre of power.



Compare the forms of power that existed in medieval China and Japan.

Medieval America

From ancient time onwards, indigenous civilizations prevailed in both North and South America. These civilizations continued to exist in the Medieval period also. The administrative systems in these regions were purely indigenous.



American Civilizations

<ul style="list-style-type: none"> • Mississippi • Caribbean • Magallon • Patayan 	<ul style="list-style-type: none"> Mayan Inca Aztec Toltec
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In their quest for establishing colonies, the Europeans reached America in the sixteenth century. They destroyed the native cultures and started plantations and mines there. The Negroes of Africa were brought to America as slaves to work in these places. The natives were subjected to genocide.



Mayan Calendar

The Mayan calendar consisted of 365 days. One year was comprised of 18 months of 20 days each. The remaining five days were holidays intended for celebrations and festivals.

The Crusades



The Crusades were the wars fought between Western Europe and the Turks from the eleventh to the thirteenth centuries. These wars were fought for appropriating Jerusalem, which is considered as the Holy City of the Jews, the Christians and the Muslims. Crusades were considered as one of the major factors for the spread of eastern culture in Europe.

Decline of Feudalism

The socio-political-economic system existed in medieval Europe based on land was known as Feudalism. You have had a discussion on the structure and features of feudalism in the previous classes. From the fifteenth century onwards feudalism began to decline in Europe.

- Agricultural production decreased due to climate change
- Famine
- Plague and Black Death
- Crusades
- Kings monopoly of gunpowder
- Peasant Revolts
- Emergence of Nation State

What are the causes that led to the decline of feudalism?



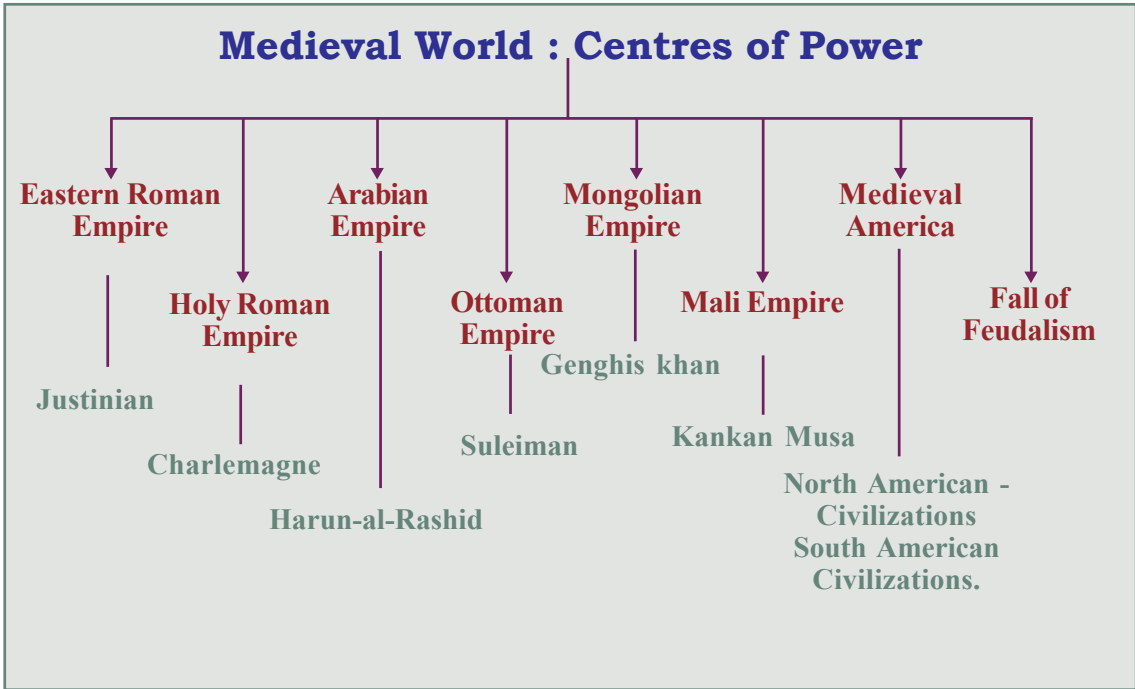
Conduct a seminar on different forms of power that existed in different parts of the medieval world.



In this unit we have become familiar with the different forms of power in the medieval world. Significant administrative reforms were introduced in Asia, Europe, Africa and America during this period. These reforms and centres of power gave vigour to the march towards the Modern Age.

Prepare a wall magazine based on the contributions made to the world by the different centres of power that existed during the medieval period.







Let's assess

- Understand the relationship between the items in 'A' and complete 'B' accordingly.
- 1. A. Byzantine Empire - Justinian
 B. - Charlemagne
- 2. A. Timbuktu - Mali Empire
 B. Baghdad -
- 3. A. Tang Dynasty - China
 B. Shoguns -
- 4. A. Hijra - 622 CE
 B. Invasion of Constantinople
 by Turkey -
- Match Column 'B' with Column 'A'

A	B
<ul style="list-style-type: none"> • Genghis Khan • Kankan Musa • Harun al Rashid • Prophet Muhammad 	<ul style="list-style-type: none"> Thousand and One Nights Hijra Journey to Mecca Courier System

- What are the peculiarities of the Code of Justinian?
- What are the major causes for the fall of the Eastern Roman Empire?
- "Harun-al-Rashid was the most famous among the Abbasid Caliphs". Examine the relevance of this statement.
- What were the major characteristics of the Mongolian army?
- What was the name of the postal system introduced by Genghis Khan? What were its characteristics?
- List the characteristics of the medieval towns such as Constantinople, Baghdad and Timbuktu.

- Analyse the circumstances that led to the disintegration of feudalism.
- Identify the location of Constantinople, Baghdad, Mecca, Medina, Damascus, Karakorum, Mali, Timbuktu and Tokyo on the world map. Prepare the list of the countries in which these cities are located now.



Extended Activities

- Is medieval period a dark age? Conduct a classroom debate on this.
- Prepare a note on Asia, Africa and Europe during the medieval period collecting travelogues.
- Prepare an atlas with maps of empires that existed in the Medieval period.
- Conduct a quiz based on the various forms of power that existed in the Medieval period.



Chapter

02

The East and the West : Era of Exchanges

When a man is riding through the desert by night and by some reason gets separated from his companions and wants to rejoin them, he hears spirit voices talking to him as if they were his companions, sometimes even calling him by his name. Often their voices may lure him away from the path and many travellers have got lost and died. Sometimes in the night, travellers hear a noise like the clatter of the horses and if they head for the noise, they will find themselves in deep trouble. Sometimes they hear the noise of the drums and clash of arms.

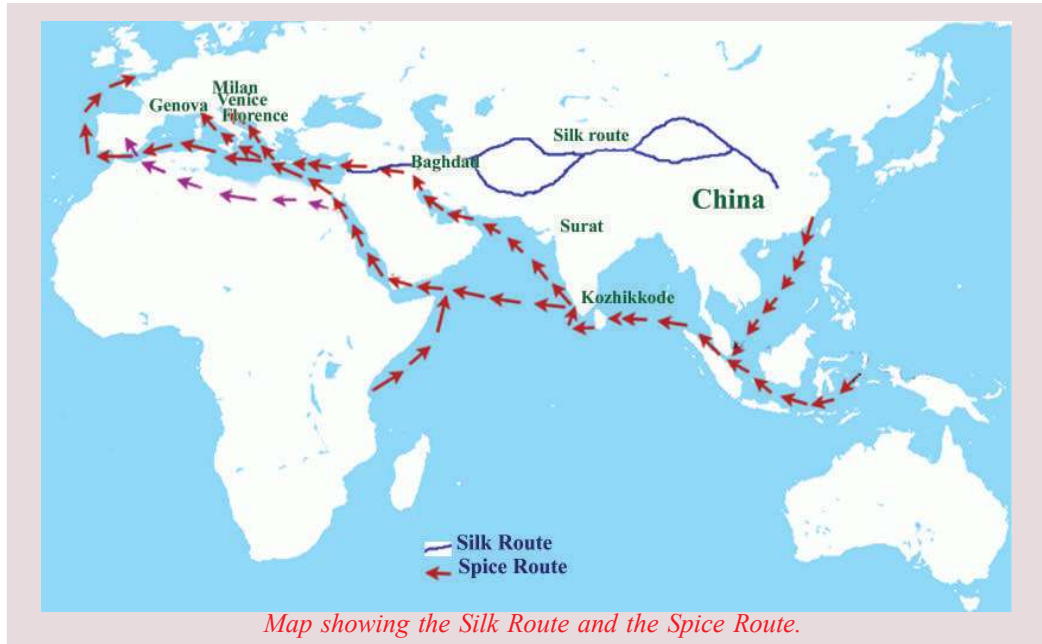
For this reason bands of travellers may make a point of keeping very close to one another. Before they go to sleep, they set up a sign pointing in the direction in which they have to travel, and they fasten bells around the necks of all beasts with them.

Marco Polo

This is an excerpt from the travelogue of the famous European traveller, Marco Polo. He is describing the merchant guilds of the medieval period. As these groups were predominantly trading with the East and the West, they had to travel adventurously through dangerous trade routes.



Two major trade routes of the medieval period are shown in the map below. What all can you find out from it?



The Silk Route

The land route that extended from China to Europe was known as the Silk Route. This trade route which connected the East with the West stretched around 6000 kms. This route and its intervening resting places known as Sarais, helped the commercial, cultural and intellectual development of the regions like China, the Indian sub-continent, Persia, Europe and North Africa.

- These routes extended from Eastern China to Western Europe.
- These trade routes which connected the East and the West were known as the Silk Route and the Spice Route.
- Silk Route was a land route while the Spice Route was through the sea.
- These routes passed through different trade centres.

The comparatively weak trade between the East and the West got a fillip with the beginning of the Crusades. The Italian traders were engaged in long distance trade with Eastern Roman Empire and the Arabs. They had trade relations with towns like Baghdad, Damascus



Merchant group of the medieval period - illustration of an artist

and Jerusalem. The rapid increase in production, diversity of products, construction of roads and bridges, and effective steps to control thieves and robbers resulted in the strengthening of the commercial contacts between the East and the West.

The Spice Route



A network of sea routes that connected the East with the West was known as the Spice Route. This route passed through the regions of coastal Indonesia, India, Japan, Sri Lanka and the Central Asia, and the chief commodity of exchange was spices.

The Cities of Medieval World

Ancient Roman cities once again became active around the 11th century. In addition to them, new cities also sprang up.

- The cities which developed around the castles of the nobles.
- Cities emerged around churches and monasteries.
- Cities sprang up with the expansion of markets.

In the Medieval period, the peasants brought their products to the trade centres. The merchants and the craftsmen stayed in the trade centres and conducted long distance trade. These trade centres eventually developed into cities.

But the emergence of different markets at various places of Europe made the coinage a necessity. By the 13th century, the Italian cities of Florence and Venice began to mint their own coins. Compared to other European regions, the Italian



cities had more favourable conditions such as the ports of Italian sub-continent and the concessions provided by the Italian cities to their merchants. Thus the Italian cities of Genoa, Pisa, Venice, Florence, etc. emerged as great commercial centres from 1050 to 1300 CE .



Observe the map of trade routes and list the major commercial centres of Europe.



Evaluate the circumstances that led to the growth of trade in Italy during the medieval period.

As the transportation of merchandise through the rivers was comparatively easy, many cities began to develop on the banks of the rivers. This facilitated large scale exchange of articles. The facilities provided by the rulers for the production of commodities in the trading centres and the increase in population were the other factors that helped the development of the new cities.

Observe the atlas in the Social Science lab and find out the river banks on which the following cities are located.



Cities	Rivers
• London	•
• Paris	•
• Rome	•
• Vienna	•



The fort surrounding the cities

The fort marked the boundary of villages and the beginning of towns. In order to enter the towns, there were gates, guard rooms, fort and towers. Special arrangements were made for the collection of taxes at the town gates.

The medieval European cities were not similar to the modern cities. They were generally small in size. The roads of these cities were narrow and unhygienic. The buildings were built of wood and were thatched with hay. The possibility of an outbreak of fire was very high as these cities were

overcrowded. Majority of the city dwellers were merchants, craftsmen, and labourers.

The labourers of the cities were poor and hence they depended on others for their livelihood. The cities depended on the villages for food and fodder.



Fort around a medieval town

Curfew



At 8 O' clock every night, a bell rang in England for the people either to extinguish or to cover the fire. This was to avoid the outbreak of fire in the cities. This regulation which was implemented in England is called the curfew. The meaning of this word is to 'cover the fire'. Now the emergency action taken by the government to bring back peace in troublesome areas is known as curfew .

Analyse the characteristics of the medieval cities.



The Eastern Cities

Let's see the regions, other than the Western European cities, where big cities and commercial centres flourished in the medieval period.

Baghdad, the capital city of the Abbasid Empire, was an important centre of trade and commerce during the medieval period.

The markets of Baghdad were flooded with the rare articles from different parts of the world.

Another famous commercial centre was Constantinople (Istambul), the capital of the Eastern Roman Empire. The commodities coming through the Silk Route and the Spice Route were brought to Europe through these cities.

- Basara
- Aden
- Mecca
- Muscat
- Damascus
- Surat

Observe the trade routes on the map provided and list out the important trade cities of Central Asia.



- *Baghdad*
-
-
-

You are now familiar with the important trade centres and cities of the eastern and western parts of the world. Let's examine the social and economic conditions of the people in these cities.



The Guilds

The greatest specialty of the medieval socio-economic structure was the Guilds. These Guilds were the associations of experts



Medieval shoe making centre

in different occupational sectors. There were two kinds of Guilds.

- The merchant guilds
- The craft guilds

The rapid increase of trade in the medieval European cities, the formation of specific occupational sectors, the necessity to withstand

the excessive taxation and exploitation, and the sense of organization were the factors which led to the formation of the guilds. The aims of the guilds were to foster mutual help and co-operation, to maintain the monopoly of the markets and the attainment of economic stability. The merchant guilds were the first to emerge. Inter-city leagues were formed linking the cities for the progress of trade. The Hanseatic League is an example for this which regulated the trade activities of many cities of Europe.

The craft guilds were the associations of different artisans and craftsmen of the medieval period. Every occupational group like the leather workers, carpenters, blacksmiths, etc. had separate guilds.

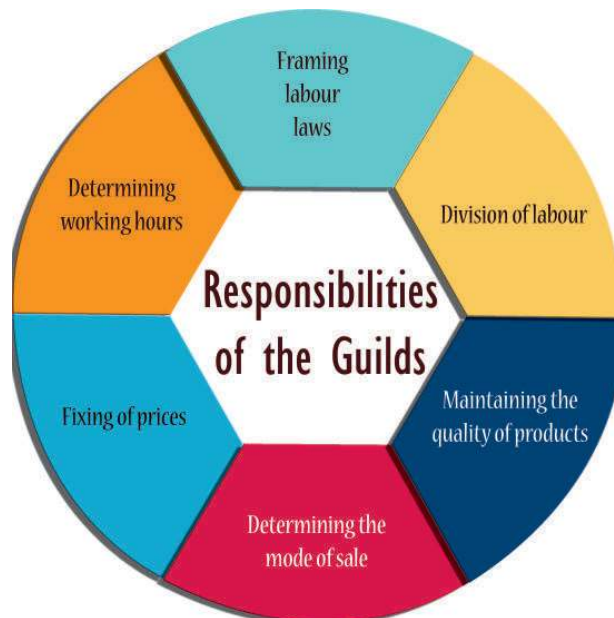
Industrialisation, growth of science and technology, etc. led to the decline of the guild system.



A medieval tailoring shop



A medieval weaver



Analyse the influence of the guilds on medieval European trade.



Medieval Education

The expansion of basic education, universities, Greco-Roman knowledge and Islamic knowledge were the features of the Medieval Age. Many schools sprang up during this period for imparting primary education.

The major subjects taught in the medieval schools were grammar, Latin, astronomy, literature, philosophy, mathematics and laws of nature. Education of women was restricted and those who got the rare opportunity for education were nuns and the children of rulers and nobles.

The medieval education was not confined to the primary level. University education also began to flourish. The main subjects taught in universities were philosophy, literature, medicine, languages, geometry and law. Many universities were established in Europe in the 11th and 12th centuries. Important among them are the following.

- Bologna - Italy
- Constantinople - Turkey
- Paris - France
- Oxford, Cambridge - England



Bologna University



Cordova University

Another important university was the Cordova University established by the Arabs in Spain. One of the important features of this university was the library which had thousands of manuscripts. This university provided facilities for learning languages such as Greek, Syriac, Persian and Sanskrit. Arabic version of books originally written in these languages was available in the library of this university.

The advancement of education was not confined to Europe. It began to prosper in central Asia during the period of Abbasid

Caliphate. Primary educational institutions (Maktabs) were started from the 10th century onwards, where children between the age of 6 and 14 were educated.

There were facilities for women education in the Arab world. Ladies were given the opportunity to become teachers by attaining the degree, 'Ijas'.

The universities of Baghdad and Damascus of Central Asia, the Al-Azhar University of Egypt etc. were the noteworthy educational institutions of the medieval period.

The Far East also witnessed progress of education in the Medieval period. From the ancient period onwards, schools were established at various places in China. This was based on the conviction that along with the development of an individual, education benefits the family as well as the nation.



Carolingian Renaissance

The cultural and intellectual awakening of the 8th and 9th century medieval Europe had been generally characterized as the Carolingian Renaissance. This Renaissance mainly happened during the period of Emperor Charlemagne and his successor Louis. By realizing the necessity of an educated section in the society, Charlemagne issued a royal decree ordering the cathedrals and monasteries of his empire to provide free primary education.



Al Azhar University



Making of Books

Thousands of people were engaged in the profession of preparing manuscripts in the libraries of Cordova, Baghdad and Cairo. They used a kind of paper made of cloth. The types they used were made of wood. The first paper mill of the world was established at Baghdad and the second one, at Cordova.

Learning started in the educational institutions at the age of six in China. In majority of the schools, knowledge was imparted by a single teacher. The Buddhist philosophy was a compulsory subject in the schools attached to the Buddhist *viharas*.

The Gurukula system, where the students lived with the teacher,

prevailed in medieval India also. The main subjects offered in these institutions were grammar, languages, literature, philosophy and astronomy. Many educational institutions attached to the temples prevailed in South India during the medieval period.



CHVAXH



Conduct a discussion on the role of education in the progress of medieval society.

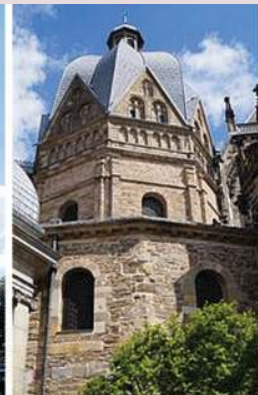
Art and Literature



Romenesque style



Gothic style



Carolingian style

These pictures indicate the advancement of medieval world in the field of architecture. In the previous classes you have discussed the Romanesque and Gothic styles. Emperor Charlemagne formed a new style by combining ancient Roman

styles with the Byzantine style. This is known as the Carolingian style. Its important features are the domes, arch shaped doors, huge pillars and mosaic floor.

The Europeans got acquainted with the Islamic culture during the Crusades. Art and literature were exchanged during this period. The western style was profoundly influenced by the Eastern art and architecture. The Platonic Academy of Florence and the Quinze-Vingts hospital of Paris constructed by the French emperor Louis IX on his return from the crusades are examples.

The western music had its beginning in the medieval period. Along with the church music, secular music also developed during this period. The influence of Arabic music is visible in the European music in the period 500 to 1400 CE.

During the Umayyad and Abbasid caliphates, Arabic music progressed considerably. Ibn Misjah was the greatest musician of the Umayyad period. He started Arabic music by obtaining knowledge of Byzantine and Persian music through his travels in Syria and Persia.

Ibn Muhriz and Ibn Surayi were two other important musicians of the time.

The major themes of the medieval literature were related to religion. Yet other subjects were also treated as themes of the writings of this period. Some authors and their works of that period are given below.



Platonic Academy - Florence



Quinze-Vingts hospital - Paris



Lute - Medieval musical instrument



Statue of Firdausi - Rome

Authors	Works
Omar Khayyam	The Rubaiyyat
Al Firdausi	Shahnamah
Ibn Khaldun	Kitab-al-Ibad
Thomas Aquinas	Summa Theology
St. Augustine	City of God
Peter Abelard	Dialogue
Kalhana	Rajatharangini
Jayadeva	Geethagovindam



Santa - Trinita Madonna

Painting also progressed considerably during the medieval period. Major theme of the paintings was religion. Santa Trinita Madonna by Cenni di Pepo is an example of the progress of painting during this period.



"Medieval art and literature are examples of the synthesis of the east and the west". Examine the relevance of this statement.

Science

Many scholars who made notable contributions to the field of science lived during the medieval period. The following table contains information on some of them.

Scholars	Contributions
Ibn Sina (Avicenna)	Medical scientist, philosopher.
Ibn al Qasim	The father of surgery.
Al Biruni	Formulated the basic ideas of Geology and Anthropology.
Muhammed al Razi	Gave contributions to medical science.
Roger Bacon	Paved the way for the invention of automobiles and aircrafts.
Bhaskara II	Gave notable contributions to astronomy.

Let's see the contributions of the Arabs to the medieval science.

- The Arabic numerals and zero from India were popularized in Europe.
- Chemistry was developed as a science.
- The Arabs were the inventors of the subjects like Algebra and Optics.



The Crusades facilitated the exchange of scientific and technological knowledge. The Europeans got acquainted with technological know-how through their Arab contact. Some of them are given below.

- The instruments used for making telescope.
- Street lights of the cities and waste management programmes.
- Mechanical clocks.
- Principle of the gear.
- Surgical instruments.
- Algebra, Alchemy, Trigonometry

Medieval China also made great progress in science and technology. Gun powder, seismograph, mariners compass, printing and astralab used by astronomers and navigators are the contributions of Medieval China.

The spread of eastern ideas and knowledge of science and technology to Europe in the medieval period led to the emergence of modern world and provided the base for the industrial and scientific progress.

Clock Tower of Kaifeng



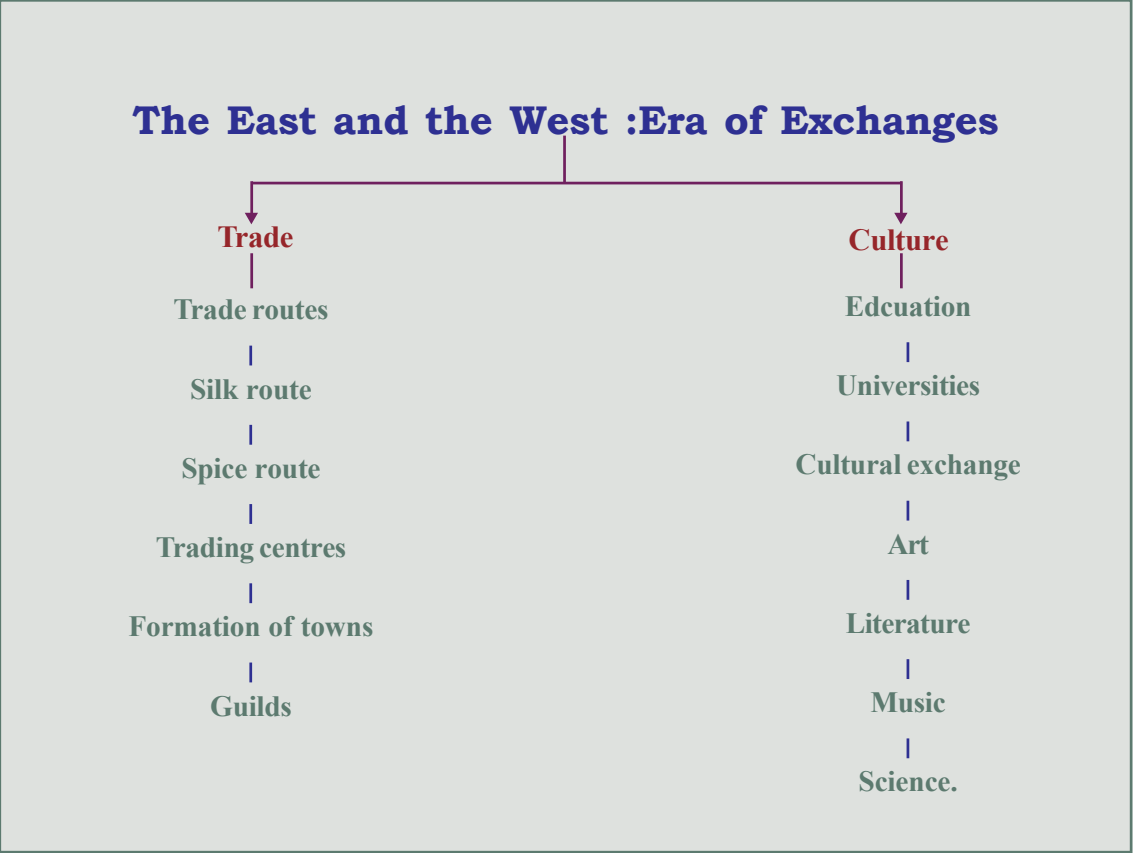
It was the Chinese who made a clock for the first time in the world in the 8th century. There are descriptions in the Chinese records regarding the astronomical water clock with 12 meter height. The small human statues which formed part of this clock rang the bell and beat the drum at regular intervals.

Progress in the field of education and science in the medieval world led to the beginning of the Modern age. Conduct a debate on this topic.



Evaluate the contributions of the Arabs in the fields of medieval art, education and science.







Let's assess

- Trade routes connected the East and the West. Substantiate.
- Examine the circumstances that led to the growth of distant trade.
- What are the causes for the transformation of cities into trade centres?
- Prepare a note on the progress in the field of science and technology in the medieval world.
- Which were the cities that minted their own coins in the medieval world?
- List down the cities given below as directed - Baghdad, Florence, Genoa, Damascus, Venice, Mecca

European Cities	Eastern Cities
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

- List out the important duties of the Guilds.
- Which were the major subjects taught in the medieval European schools?
- Complete the table.

Scientists	Contribution
<ul style="list-style-type: none"> • Ibn Sina • Muhammed al Razi • 	<ul style="list-style-type: none"> • • • Father of surgery



Extended Activities

- Collect information on the universities that existed in different parts of the world in the medieval period and prepare a note.
- Prepare an article on the philosophers and scholars who had made valuable contributions to the medieval world.



Chapter

03

Indian Constitution : Rights and Duties

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

The Preamble of the Indian Constitution is given. In the Preamble it is declared that India is a Sovereign, Socialist, Secular, Democratic, Republic. It also ensures certain socio-political and economic objectives. Which are they?

- Socio-economic and political justice
-
-

Provisions for achieving these objectives mentioned in the Preamble are included in our Constitution. Important among them are given below.

- Fundamental Rights
- Directive Principles
- Fundamental Duties



Fundamental Rights

Rights which are integral part of a democratic society are ensured by India. Most important among them are included in Part III of our constitution as the Fundamental Rights. Why are certain rights known as Fundamental Rights?

Fundamental Rights are those rights which cannot be denied to a person at any cost. They are inevitable for the holistic development of an individual. They are very essential for leading a dignified life. So the Fundamental Rights and their protection are very important in a democratic society.

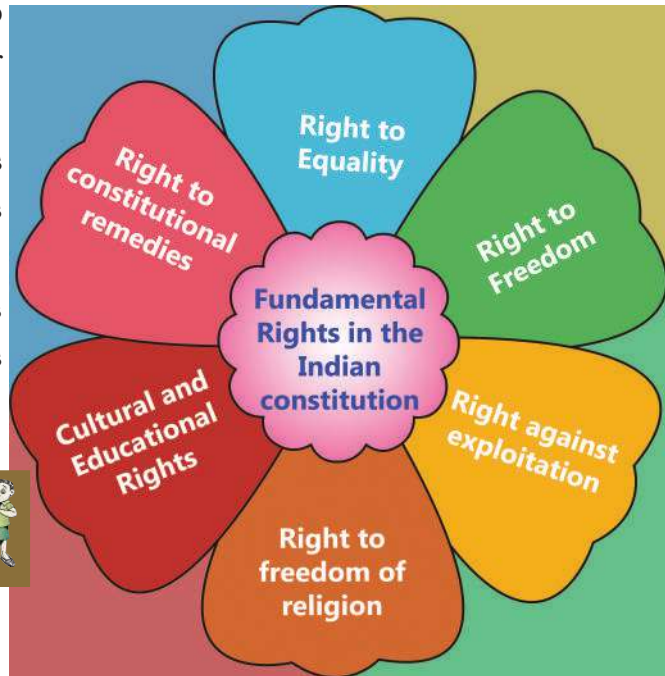
Did the people of India enjoy rights and liberty during British rule?

You might have understood that the Indians had been denied many rights during the British rule. The Indian freedom movement repeatedly raised the demand for ensuring rights of the citizens. The most important among them was the Nehru Committee Report of 1928. This report submitted a list of rights which are to be ensured to the people of India. The framers of the Constitution prepared the Fundamental Rights based on

the rights aimed by the struggle for independence and recommended by Nehru Committee Report. The Bill of Rights in the American Constitution also influenced the formulation of our Fundamental Rights.

Observe the Fundamental Rights in the Indian Constitution as shown in the figure.

There are six Fundamental Rights in the Indian Constitution. Let's look at them in detail.



Fundamental Rights are very essential for leading a dignified life. Discuss.



Right to Equality

Human Rights Associations for demolishing the 'Caste Fort' in Madhyamapuram village.

Delhi: Various Human Rights Associations urged the government to demolish the wall in the north Indian village of Madhyamapuram which was constructed to prevent the entry of Dalit sections in the residential areas of

the upper caste people. The discrimination in Madhyamapuram are not confined to caste alone. Denial of entry for women in streets and restaurants and no entry for outside villagers to this village were also in the news early.....

What are the different types of discriminations mentioned in the news given above?

- Discrimination based on caste.
- Gender inequality
- Discrimination based on place of birth

Our society is one which is having various inequalities and discriminations of different types. Right to equality stands for



Equality before Law

Equality before law means that all are equal before the legal system. Whatever be the official position and powers, one should not be above the law.

abolishing these types of social inequalities and to ensure equality.

The ideas included in the Right to equality are given below:

- Ensure equality before law.
- Prohibition of discrimination on the basis of caste, religion, race, sex, place of birth, etc.
- Ensure equality of opportunity in public employments.
- Abolition of untouchability.
- Abolition of Titles.



Abolition of Titles

During the British regime, the Indian bureaucrats who helped to protect the interest of the British were given titles and positions. The Indian National Movement opposed the misuse of such positions for the protection of colonial interests. Indian Constitution abolished such titles since they caused inequality.

However, giving preference to women, children and backward classes is not against the Right to Equality. On the other hand by giving preference, inequality can be avoided and equality can be established.

Elaborate the list by adding the important measures taken by the government for achieving equality.



- *Untouchability Offences Act 1955*
-
-

Right to Freedom



The picture of Dr. B.R. Ambedkar, the architect of the Constitution of India addressing the public and the peaceful gathering to listen the speech is given. These two are related to certain freedoms guaranteed by the Indian Constitution. Which are they?

- Freedom of speech and expression
- Freedom to assemble peacefully, without arms.

Besides these two rights the following rights are also included in the right to freedom.

- Freedom to form associations.
- Freedom to travel anywhere in India
- Freedom to reside anywhere in India
- Freedom to carry on any occupation, trade, or business
- Right to life and personal liberty.
- Right to free and compulsory education to all children in the age group of 6 -14 years.
- Protection from arbitrary arrest and detention

Right to freedom is very important in a democratic state. The above mentioned fundamental right helped in empowering democratic culture in India. At the same time, all these are subject to restrictions. They cannot be enjoyed in such a way to cause threat to the unity and peaceful atmosphere of the country.

Protection of Life and Personal liberty



No person can be denied life or liberty except through legal procedure based on the Constitution. This right cannot be denied even during the period of emergency. This right will help the people to prevent the autocratic tendencies of the rulers.

Right to freedom empowers democratic culture. Evaluate.



Right Against Exploitation



Observe the picture. What all can you understand from this?

- It is the picture of children who are working in a labour site.
-
-

In India there exist different types of exploitation including child labour. We can see economic exploitation similar to slavery around us. The Right against exploitation is concerned with the prohibition of this type of exploitation and equip the individuals for leading a dignified life.

As per this right:

- Forced labour and trafficking human beings are prohibited.
- Employment of children in factories and other dangerous sectors are forbidden.



How does the right against exploitation protect the citizens? Discuss

Right to Freedom of Religion



“ The government of a country like India, with many religions, can never function in the modern age without orienting to secularism. Our constitution is based on secular conception and gives religious freedom”

- Jawaharlal Nehru.

Haven't you listened to the words of Jawaharlal Nehru, the architect of modern India?

What is meant by secularism?

There is no official religion for India. India does not promote any religion. But religious freedom is ensured by the constitution.

Right to freedom of religion ensures the following.

- Right to profess, practice and propagate any religion.
- Freedom to establish and maintain institutions for religious and charitable purposes.

- Right against taxation for promoting a particular religion. At the same time, religious instruction in any educational institution wholly maintained by the state or receiving aid from the state is prohibited.

How does the Right to Freedom of religion promote secularism? Discuss.



Cultural and Educational Rights

Read the newspaper reports related to the rights of the minority sections. India is a land of diversity. It is inevitable to recognize and respect the diversity for maintaining the unity and development of the country. Hence, our Constitution gives prime consideration for the protection of minority interests. Cultural and

Ten educational institutions in the country have got minority status.

Three crore rupees sanctioned for establishing an academy for the revival of Konkani language.

educational rights have been included in the Constitution for the protection of the interest of the minority sections. According to this, the following aspects have been ensured for the minorities.

- Protection of their language, script and culture.
- Religious and linguistic minorities have the right to establish and administer educational institutions of their choice.

Cultural and educational rights help to protect the cultural progress of the nation. Discuss.



Right to Constitutional Remedies

You have understood the Fundamental Rights. Have you noticed a situation of the violation of any Fundamental Right?

The Constitution proposes remedial measures if the Fundamental Rights are violated. This is known as the Right to constitutional remedies. As per this right, if the Fundamental Rights are violated an individual can approach either the Supreme Court or the High Courts for enforcing them. The orders issued by the respective courts for the enforcement of the Fundamental rights are known as writs.

Listen to the words of the architect of the Indian Constitution Dr.B.R.Ambedkar, about the Right to constitutional remedies.

“If it was asked about the most important provision in this constitution, my answer is the right to constitutional remedies. It is the heart and soul of the Indian constitution.”

Dr.B.R.Ambedkar



Writs

The Supreme Court and the High Courts have the power to issue five types of writs for the protection of fundamental rights. They are Habeas corpus, Mandamus, Quo warrantto, certiorari and prohibition.

These words make us understand the importance and relevance of the right to constitutional remedies.



Analyse the importance of the right to constitutional remedies.



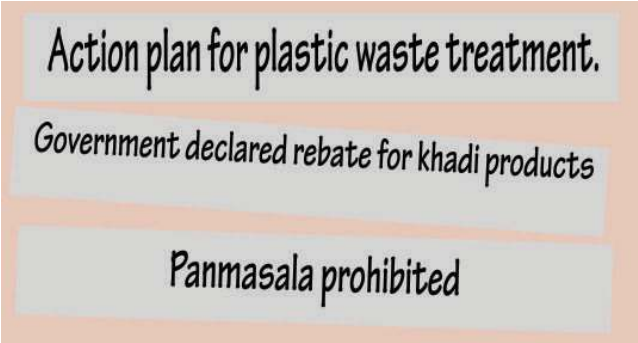
Fill column 'B' with appropriate fundamental rights corresponding to the items given in 'A'

A	B
• Right to freedom of expression	• Right to freedom
• Right to propogate religion	
• Right to form association	
• Right to protect language	
• Protection from arbitrary arrest	
• Abolition of gender discrimination	
• Right to approach the court if equality is negated	
• Protection of children from engaging in dangerous job situations.	

Directive Principles

Look at the collage given. Which are the areas mentioned in the collage?

- Environment protection
-
-

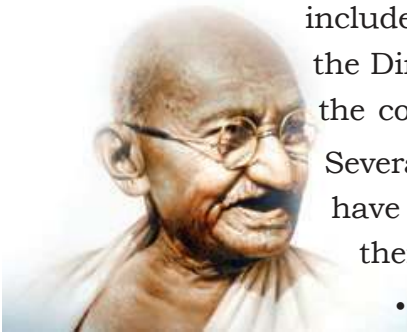


The Constitution directs the central and the state governments to organise and implement programmes like the above keeping the public welfare in mind. Such directives are included in Part IV of the Indian Constitution as the Directive Principles. Socio-economic and political programmes which are helpful for the creation of a welfare state are included in the Directive Principles. As the name indicates, all these are directions. These are the directives to the state, which are to be considered while formulating policies and implementing plans. Certain rights which were impossible to be

Certain provisions of Directive Principles



- Free legal aid
- Equal pay for equal work to both men and women.
- Protection of the educational and economic interests of the scheduled castes and scheduled tribes.
- Ensuring international peace and security.



included in the Fundamental Rights are also included in the Directive Principles. There is no provision to approach the court for the enforcement of the Directive Principles. Several ideas of the Father of our nation, Mahatma Gandhi, have been included in the Directive Principles. Some of them are mentioned below.

- Organization of Grama Panchayaths.
 - Promotion of cottage industries.
 - Prohibition of intoxicating substances.



Welfare State

A welfare state aims to develop and implement policies for the welfare of all the people. Welfare states aim to provide protection and services for the uplift of the people as best as they can. A welfare state ensures the fair distribution of public resources, education and health.

There is an indivisible relationship between Fundamental Rights and Directive Principles. Directive Principles are to be implemented for the realisation of Fundamental Rights in its full sense. As a criterion which helped the evaluation and betterment of the governmental activities, no one can deny the importance of the Directive Principles.

Define Directive Principles. Evaluate their importance.

Find out the Directive Principles which are implemented by the government and list them.

Fundamental Duties

Complete the checklist given below.

I stand up while the national anthem is being sung.	Yes	No
I realize that historical monuments are to be protected	Yes	No
I try to foster cordiality among the people	Yes	No
I protect the unity and integrity of the nation	Yes	No
I try to protect the environment	Yes	No

Certain duties which we have to perform are given in the above check list. Along with the enjoyment of the Fundamental Rights, Fundamental Duties are to be performed.

Fundamental Duties are included in Part IV A of the Constitution. Certain duties are to be performed by the citizens towards the state to protect the unity and integrity of the nation. These duties are known as Fundamental Duties. When the state provides us rights and protection, it is our duty to abide the Constitution to develop cordiality among the citizens and to provide help for the betterment of the nation. Accomplishing the Fundamental Duties in this manner will create a better society and its result will reach everyone. In effect the Fundamental Duties can be considered as the responsibilities which the individual have to perform towards themselves.

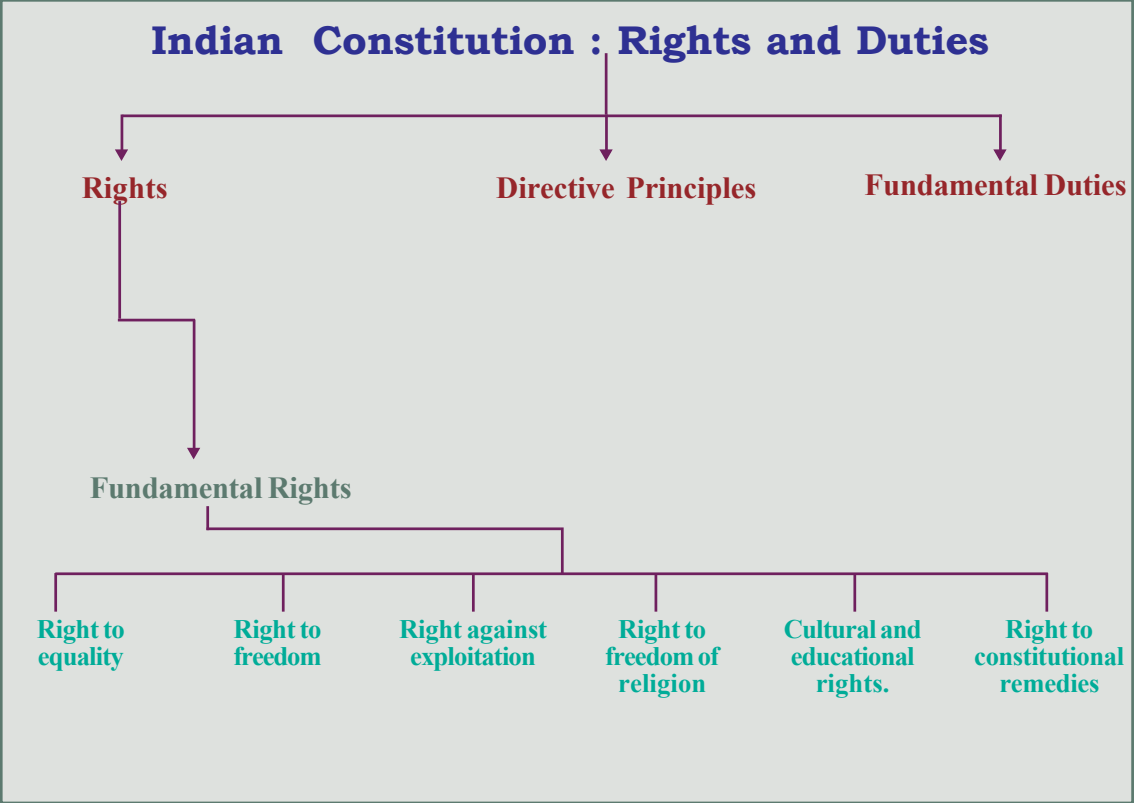
Fundamental Duties are the responsibilities which individuals have to perform towards themselves. Analyse.



Prepare a chart containing the Fundamental Duties.



We have discussed the Fundamental Rights, Directive Principles and Fundamental Duties. They have great influence on the survival of our nation and society. Through the Fundamental Rights and the Directive Principles, the nation tries to ensure maximum freedom and public welfare. Along with this, the duties which we have to perform towards the state are prescribed in the Fundamental Duties. The nation can achieve unity and progress only through ensuring Fundamental Rights, implementing the Directive Principles and fulfilling the Fundamental Duties .





Let's assess

- Define Fundamental Rights.
- Which country's Constitution influenced the formation of Fundamental Rights in India (America, Britain, France)
- What are the Fundamental Rights in the Constitution of India?
- Why are certain rights known as Fundamental Rights?
- Which are the ideas included in the Right to Equality?
- Which are the different types of freedom given in the Fundamental Right to Freedom? Evaluate its importance.
- Free and compulsory education to all children in the age group of 6 to 14 is a part of which Fundamental Right? (Cultural and Educational Rights, Right to Equality, Right to Freedom)
- Which are the areas protected by Right against Exploitation?
- Explain the Right to freedom of religion. Analyse how it protects secularism.
- Which Fundamental right prohibits untouchability?
- (Right against Exploitation, Right to Equality, Right to Freedom of Religion)
- Which Fundamental Right mentions about the right of minorities? (Right to Equality, Cultural and Educational Rights, Right to Freedom of Religion)
- Explain how Cultural and Educational Rights protect the interest of minorities.
- What is meant by Right to Constitutional remedies?
- Find out the Fundamental right which was described by Dr.B.R.ambedkar as the heart and soul of the Constitution and evaluate its importance.
- Arrange the facts given below in the table.

- Right to freedom, organization of village panchayaths, protecting the unity and integrity of the nation, cultural and educational rights, prohibition of intoxicating substances, protection of historical monuments, ensure international peace and security.

Fundamental Rights	Directive Principles	Fundamental duties

- What is meant by writs? Evaluate its importance.
- Explain the Directive Principles. Analyse how it becomes a criterion for the evaluation of the working of the government.
- What is meant by Fundamental Duties?



Extended Activities

- Collect news clippings related to violation of the Fundamental Rights and prepare an album.
- Prepare a wall poster by including the rights and responsibilities of students.
- List out the Directive Principles implemented by the government.

□

Chapter

04



Medieval India : Concept of Kingship and Nature of Administration

The heart of the king is the special repository of God's favour and in this he has no equal among mankind. There should be extraordinary discipline and dignity in the court. Light moods of laughing or smiling in court are not permitted even for the nobles. Princes and chieftains should prostrate before the King. A special dress is prescribed for the courtiers. No one except the Prime Minister is allowed to address the Sultan directly. Armed soldiers should accompany the Sultan everywhere, as part of maintaining the royal pattern of life, court etiquettes, dignity and prestige of the King.

Ziauddin Barani
Tarikh-i- Firuz Shahi

You have already learnt about the Sultanate dynasties who ruled between 1206 and 1526 CE with their capital at Delhi. Five dynasties namely Mamluk, Khalji, Thuglaq, Sayyid and Lodi ruled during that period. Ziauddin Barani here describes the views of Balban, the most important ruler of the Mamluk (slave) dynasty, on kingship.



The Turkish Tradition

The Turkish tradition maintained the view that the king is equal to God. He is considered as the almighty, sovereign and a just person as God. It was from this stand point that the concept of the unlimited authority of kingship was derived. The king rules his country, just like the head of the family controls the members. His decisions would not be questioned by the members. The position of each member in the family and their right to property were determined by him.

The Sultans implemented centralised rule in the administrative system. Let's examine its important features.

- The influence of Turkish tradition
- The Sultan was the head of administration, military and judiciary.
- There were different ministers and officers to assist the king in administration.
- An exact law of succession was absent.
- The leadership of the Caliphate of Baghdad was accepted.
- A strong army was maintained to defend the country from the threat of invasions and for the expansion of the empire.
- The vast country was divided into different regions for the convenience of administration.
- Regional laws prevailed at the village level



Central Administration

Important officials and their duties in the central administration of the Sultanate period:

Wazir	- Revenue
Mamalik	- Military
Chief Sadr	- Judiciary
Divan-i-Insha	- Royal correspondence.

Local Administration

You have learnt about the features of central administration of the Sultanate. Let's

examine the administrative system at the local level. For the convenience of administration, the empire was divided into provinces, *shiqs*, *parganas* and *villages*. Separate officers were appointed for each division. Their authority was not hereditary. The maintenance of law and order, judicial administration, collection of taxes and organization of the army were the chief duties of these officers. They were under the direct control of the Sultan. But the Sultan did not directly intervene in the administration of the villages.

Iqta System

During the beginning of the Sultanate period, the country was divided into different parts and these were entrusted with the nobles who were also the military commanders. These divisions were known as 'Iqtas' and their holders were known in different names as Iqtadar, Muqti and Wali. The revenue collection and judicial administration of these divisions were the main duties of these Iqtadars. They were also duty bound to maintain an army of their own. They used part of the revenue collected from the Iqta for their own expense and the rest for conducting the administration. But they were not provided with independent authority. When the administration at the centre became strong, the authority of the Iqtadars got restricted. The Iqtas later became the provinces.

Discuss the characteristics of the sultanate administration based on the indicators given below.

- *Central administration*
- *Local administration*
- *Law of succession*
- *Military administration*



Local Administration



The local administrative divisions and their respective officers of Sultanate period.

Province	-	Muqti/Wali
Shiq	-	Shiqdar
Pargana	-	Amil
Village	-	Muqaddam



Daultabad fort constructed during the Sultante period

Market Reforms

The Sultanate rule of Delhi was based on the strength of the army. The Sultans always paid attention to maintain a well equipped army. Market regulation of Alauddin Khalji was a reform implemented with the intention of maintaining a large army with less expenditure. It was necessary to control the prices of essential commodities to reduce the military expenditure. As part of this, the government fixed the prices of essential commodities. Hence the merchants were forced to sell their products at the fixed price. Black marketeers and hoarders were strictly punished. The weights and measures were unified. The government established granaries to store the grains bought from the peasants. The corns were

distributed during the time of famines at a moderate price. Officers were appointed for the strict implementation of the market regulations. As a result, the soldiers were able to purchase commodities at a moderate price. Hence there was no need to pay them high salaries. Through these acts, the Sultan curtailed the military expenditure and the amount thus saved was utilized to enhance the strength of the army.



Examine the role of the market reforms in strengthening the military power during the Sultanate period.

The Mughal Administration

It was on a clear, rain-less day in the month of Karthika that the great emperor (Emperor Akbar Shahi Jalal) passed away. The news spread like fire in the forest. The people felt suddenly orphaned and insecure without their sire. Terror raged everywhere; the hearts of men trembled with dire apprehension; their faces became drained of colour...At this time, I was sitting on the threshold of my home. I heard the dreadful news, which came as a sharp and sudden blow. It made me shake with violent, uncontrollable agitation. I reeled, and losing my balance, fell down the stairs in a faint.. At all the houses, doors were kept closed, merchants stopped sitting at the shops. Nice clothes and ornaments were all buried under the ground. People started keeping their swords ready, they started wearing coarse clothes. You could not recognize the status of a person, the rich and poor looked alike. Fear was visible on all faces...But there was no need to, since the country was free from thieves and robbers..”

Banarsi Das
Arthakathanak (1605 CE)



The Mughal Dynasty

The Mughal emperors of India were the successors of the Mongolian rulers, Genghis Khan and Timur. It was the Europeans who named the dynasty as 'Mughal' in the 16th century.

This is the description of Banarasi Das, one of the eye witnesses, on the reaction of the people to the death of Akbar, the greatest ruler of the Mughal dynasty, who ruled Delhi after the Sultanate period. The security provided by the Mughal

administration to the people could be understood from this description. In the previous classes you have discussed the Mughal Empire established by Babur in 1526 CE . The Mughals were able to unify the Indian subcontinent politically, except some parts of South India. The period witnessed many fundamental changes in administration.

The *Akbarnama* written by Abul Fazl is one of the important sources of information on the administrative system of the Mughal period.



Agra Fort - Constructed during the period of Akbar



Abul Fazal explaining Akbarnama to Akbar - an illustration

Let's examine the features of the Mughal administration.

- Divine Right of Kingship
- The influence of Turkish and Mongol traditions.
- Powers centralized in the king.
- Based on military power.
- Assistance of ministers and officials in the administration.
- Existence of local administration.

The Central Administration



Important officers and their responsibilities in the central administration during the Mughal period:

Wakil	- Prime Minister
Wazir	- Revenue
Sadr	- Judiciary
Mir Bakshi	- Military

The Local Administration



The Local administrative divisions and the officers concerned during the Mughal period.

Subah	- Subedar
Sarkar	- Faujdar
Pargana	- Shiqdar
Village	- Chowdhari
Town	- Kotwal

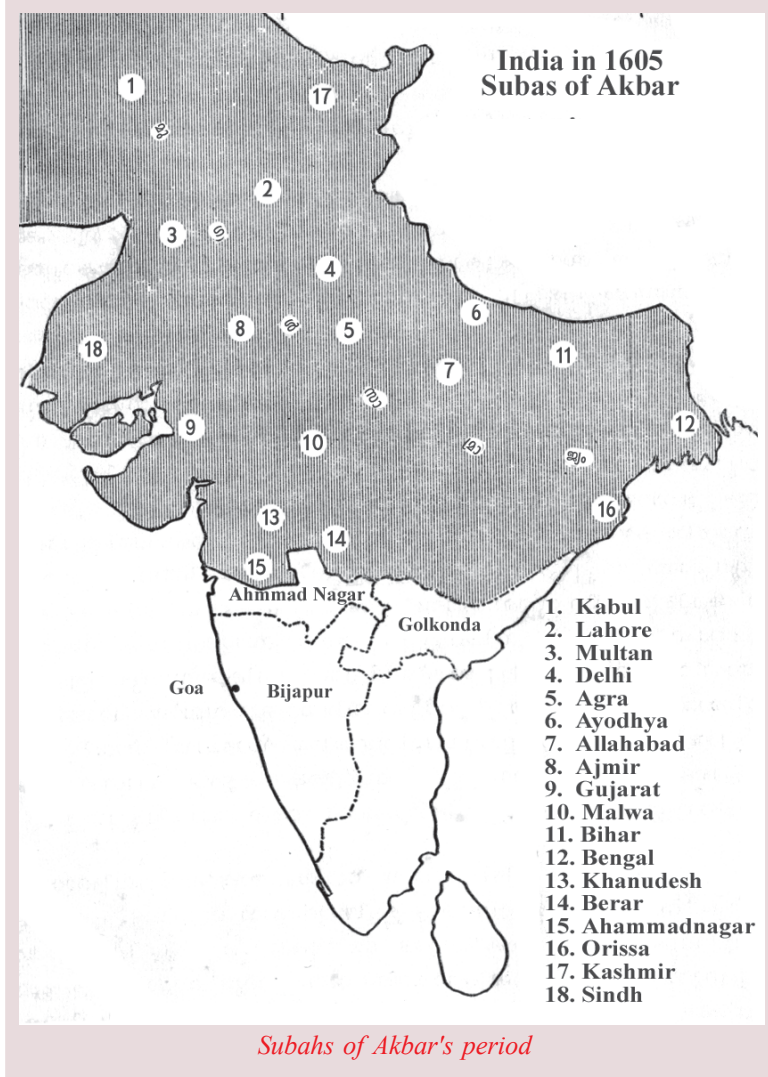
Prepare a note by discussing the common features of the Sultanate and the Mughal administrations.



The Local Administration

The Mughals paid special attention to the local administration. For the convenience of administration, the country was divided into Subahs, Sarkars, Parganas

and Villages. There was a chain of officials for the administration of each division. The collection of revenue, judicial administration and supervision of the army were their responsibilities.



The Mughal administration attained strength during the time of Akbar. As a ruler his aim was to win the support of all sections of people. The policies adopted by Akbar for the same are given below:

- Adopted the title of Badsha-i-Hind (the Emperor of India)
- To maintain religious harmony he formulated a new faith named Din-i-Ilahi by inculcating the ideas of all religions.
- The Rajputs such as Raja Todarmal, Birbal, Mansingh, etc. were appointed as high officials.
- Akbar and his relatives married Rajput ladies.
- The army was strengthened by including different sections.



Akbar became successful as a ruler, acceptable to all through his administrative measures. Substantiate.

Din-i-Ilahi (Tauhid-i-Ilahi)

Akbar wanted to maintain peace, friendship and unity among different sections of people in his country. In order to have intellectual discourses Akbar constructed the *Ibadat Khana* at his capital, Fatehpur Sikri. By inculcating the essence of all these discussions, he formulated the ideology of Din-i-Ilahi. It was a combination of ideas and principles of different religions. He never compelled any one to accept it. It did not have any rites, religious texts, places of worship or priests, except the joining function. Sulh-Kul or 'Peace to all' was its basic tenet.



Religious discourses of Akbar with different religious scholars in Ibadat Khana - an illustration

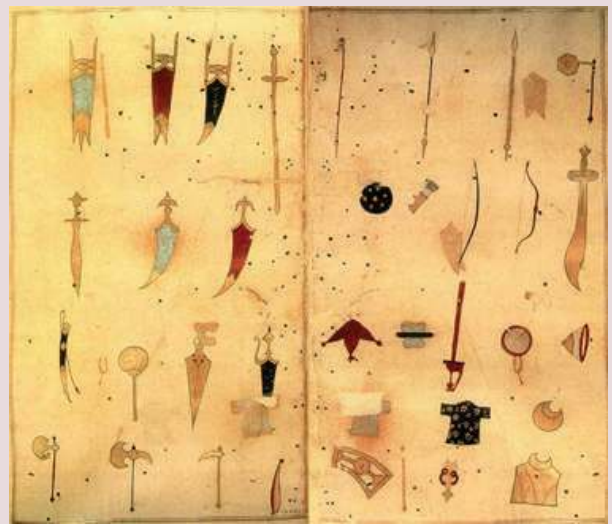
To what extent Din-i-Ilahi, formulated by Akbar was helpful in maintaining administrative stability and religious harmony? Analyse.



Mansabdari System

The base of Mughal administration was a strong military system. Instead of the military strength, the emperors needed the support of the nobles and officials for the maintenance and expansion of the empire. For this, Akbar adopted the Mansabdari system.

The term 'Mansab' denotes the rank or position of a Mughal military officer. Those who held this position were called Mansabdars. The position of the officers, their salary and military responsibilities were categorically determined through the Mansabdari system. The rank of a Mansabdar was determined by the number of horses and cavalymen he maintained. There were more than 30 ranks in the army of Akbar, ranging from mansabdars of 10 horses to 10,000 horses. Each Mansab had two sub-



Weapons of the Mughal army

divisions called the 'Zat' and the 'Sawar'. The word 'Zat' means individual. It fixes the rank and salary of a person in the army while *Sawar* refers to the number of horses a Mansabdar had to maintain.



Mansabdari System was introduced to strengthen the authority of the emperor . Substantiate.

Jagirdari System

Jagirdari system was another reform introduced by the Mughal emperors, to make the administration more effective. The Jagirdari system was a higher form of the Iqta system of the Sultanate period. It was a system which granted land in lieu of salary to the Mansabdars. The land thus granted was known as 'Jagir'. The officers were provided possession right of the Jagir land only. Such officers were known as jagirdars. As in the Iqta system, the Jagirdars never lived in or ruled over the land they received. The position of jagirdar was not hereditary. They were transferred by the king. Their only authority over the ascribed land was the utilization of the revenue collection of this area.



What are the similarities and dissimilarities between the Iqta system of the Sultanate period and the Jagirdari system of the Mughal period?

The Chola Administration

The Cholas were the predominant political power of South India



The Naval power

The Chola kings organized a very strong army. The Cholas were the greatest naval power of that period. The Bay of Bengal was known as the Lake of the Cholas. The Cholas extended their empire upto Malaysia, Indonesia, Ceylon, etc. The major reason for this was their naval supremacy.

between the 9th and the 14th century CE. The country was ruled by a central government which included the king as the sovereign authority, ministers as advisors and the officers. They followed the patrilineal system of inheritance. The Chola administration was regulated through Royal decrees. The orders of the king were circulated to other officers by an important officer known as 'Olainayakam'. An

important feature of the Chola administration was a strong military system including the navy.

The Village Autonomy

As per the decision taken by the Common Sabha at the meeting held at the Gramasabha Mandiram, Chaturvedimangalam, Uttaramerur, it has been decided to elect representatives to the various committees in accordance with the rules laid down by the Gramasabha...



Uttaramerur inscription

(A portion of the Uttaramerur Inscription)

Given above is an excerpt from Uttaramerur inscription that gives information about the village autonomy which was the most important feature of the Chola administration.

Let's see the important features of the village autonomy of the Chola period.

For the sake of administration, the Chola kings divided the country into *Mandalams, Valanadus, Nadus and Kottams*.

A group of autonomous villages formed a Kottam. All the responsibilities and authorities relating to the administration of the villages were vested with the people of the villages. Two councils known as the *Ur* and the *Sabha* functioned for the purpose of village administration. The people of the whole village was included in the *Ur*, whereas the *Sabha* was only a Council of the Brahmins. These councils assembled on the premises of the temples. The features of the *Sabha* are given below:

- There were separate regulations for the functioning of the *Sabha*

The Cholas



Raja Raja Chola and Rajendra Chola were the greatest Chola rulers. The Cholas developed a standing army, navy and an administrative system during the time of their rulers. The construction of the Raja Rajeswara Temple at Tanjore and the conquest of Sri Lanka were made during the period of Raja Raja. Rajendra Chola adopted the title 'Gangai Konda Chola' in commemoration of his victory over the Ganges.

- The Sabha was divided into many panchayats with separate responsibilities for administrative convenience.
- The members of the Panchayats were determined through both selection and election
- The members were elected annually.
- One person could serve as the member of the panchayat for a maximum of three consecutive terms.
- Those who were accused of crimes such as bribery and theft were not given the chance to contest in the election.
- The members of the Sabha were called *Perumakkal* and the members of the panchayats were known as *Variya perumakkal*.

All the responsibilities and powers relating to the administration of villages were vested with the Sabha. Let's see its powers.

- Receive land for the temples.
- Collect tax by surveying land.
- Undertake public works for the welfare of the people.
- Keep accounts and records
- Conduct judicial administration of the village.

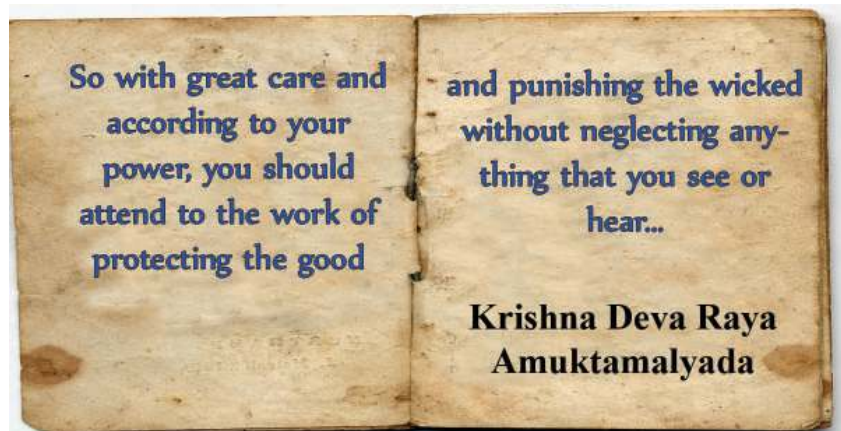


Prepare a note comparing the village autonomy of the Cholas with that of the local self government of present Kerala.

The Vijayanagara Empire



*The statue of
Krishna Deva Raya*



Do you remember the discussion on Vijayanagara Empire of South India in the previous classes? The above mentioned lines of Krishna Deva Raya indicate the relevance of a king in the administrative system. Centralised

administration prevailed in the Vijayanagara Empire. The king had the support of a strong army. To protect the country from the enemies, they constructed large forts. The central administration of the Vijayanagara Empire was called Nayankara system and the local administration as the Ayyagar system.

Let's see their features.

The Nayankara System

The King was the head of the central administration of the Vijayanagara Empire. There were ministers and royal officers to assist the king in administration. There was only a small army under the direct control of the king. The provincial governors maintained fixed number of soldiers of their own. They provided the service of the army to the king whenever necessary. As they were also military heads, the king awarded them with the title of 'Nayak' along with a specific area of land. This system that prevailed at the centre was known as the Nayankara system.

The Ayyagar System

For the convenience of administration, the empire was divided into provinces, nadus and villages. Village was the basic unit. The village assemblies functioned in the same way as it did during the period of the Cholas. The day-to-day administration of the village was done by the officers known as 'Ayyagars', who inherited the post. This administrative system is known as Ayyagar System. The position of Ayyagars in the village administration was equal to that of the Nayaks in the central administration.



Belur Fort



The Dynasties of Vijayanagara



The Vijayanagara Empire was ruled by four dynasties Sangama, Saluva, Tuluva and Aravidu. Krishna Deva Raya was the ruler of Tuluva dynasty.

The Maratha Administration

You might be familiar the Maratha kingdom which ruled India in the 17th century. Like all other medieval Indian rulers, the Maratha king was also the supreme authority with powers over the legislature, executive, judiciary and military.

Observe the diagram which shows the functions of the ministers in the council called *Ashtapradhan*, which helped the Maratha ruler Shivaji in his administration.



Shivaji



Prepare a note after comparing the portfolio of the Ashtapradan Council with that of the present day ministers.

From this it can be understood that the central administration had the support of an elaborate ministry. The ministers were the mere advisors of the king. Their office was not hereditary. Let us discuss some other features of the Maratha administration.

- There was an espionage to observe various officers and state affairs.
- Local administration was prevailed.

The Local Administration of the Marathas

The Maratha kingdom was divided into many parts for the convenience of administration. These divisions were provinces, districts (pranthatas), parganas and villages. The officers were directly appointed by the king. The country was further divided into two : 'Swarajya' and 'Mogalai'. The Swarajya was the territories of the Marathas whereas the Mogalai was the regions annexed to the kingdom. In addition to the land tax collected from the Maratha country (Swarajya) two kinds of taxes, Chawth and Sardeshmukhi, were collected from the annexed regions.

How did Maratha administration differ from the medieval administrative system? Discuss.



During the medieval period, many fundamental changes occurred in the administrative system of India. The administrative system implemented by the medieval rulers influenced the later administrative systems considerably.

Conduct a seminar on the various administrative systems that prevailed in medieval India.



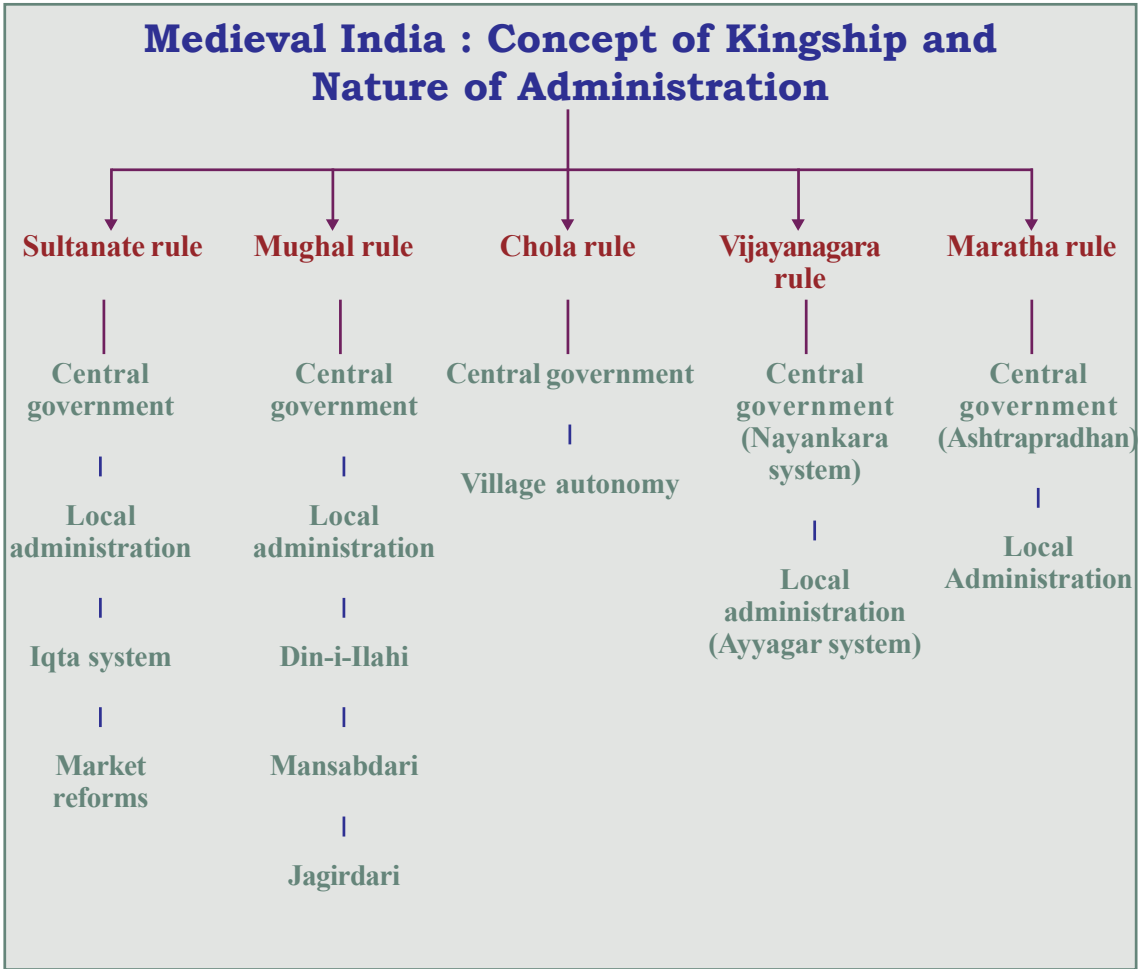
Chathrapathi



The coronation of Shivaji was held in 1674 at Raigarh Fort, after which he assumed the title, Chathrapathi



Raigarh Fort





Let's assess

- What were the circumstances that prompted the Sultans of Delhi to establish a centralised system of administration in India?
- Evaluate the characteristics of the Mansabdari system introduced by Akbar.
- Match column 'B' with 'A' and arrange the table properly.

A	B
Mansabdari System	Chola administration
Iqta System	Shivaji
Village autonomy	Krishna Deva Raya
Ashtapradhan	Sultanate rule
Amuktamalyada	Akbar

- Prepare a note on the Naynkara and the Ayyagar systems introduced during the Vijayanagara period.
- Prepare a short note on the Ashtapradhan Council of the Maratha period.



Extended Activities

- Prepare an essay on the various administrative systems that prevailed in medieval India.
- Prepare a digital album of the pictures of important rulers, their administrative centres and empires of medieval India, with the help of the Internet.
- Prepare an album of the pictures of the Mughal emperors, with footnotes.



Chapter

05

Society and Economy in Medieval India

India was the final destination for all the gold and silver that got exchanged through trade all over the world. The gold and silver amassed by the Europeans from the American continent reached Turkey and Persia and finally from there to the Hindustan.

- Giovanni Serari

The above observation was made by Giovanni Serari, an Italian traveller who visited India in the 17th century. From this narration, it is evident that India was an important trade centre in the world during the medieval period. The prosperity of India resulted from agricultural progress attracted traders from different parts of the world.

Let's see how India attained agricultural prosperity during that period.

Agricultural progress in medieval India

Ibn Battuta, a traveller to India in the 14th century has described the agricultural progress of India, in his work 'Qitab-ul-Rihla'. In this book, it is mentioned that there were three harvests in a year. Paddy, wheat, barley, sugarcane, cotton, oilseeds, and indigo were the major crops. The rulers provided all facilities for agricultural progress. To extend cultivation, Balban, the Sultanate ruler, allotted Doab region (the region between the Ganga and the Yamuna) to farmers.



A model of Persian water wheel

Firoz Shah Tughlaq sanctioned money in advance to the peasants for digging wells to facilitate irrigation. Canals were constructed to carry water from the Yamuna to farmlands. Consequently, agricultural products and wealth increased.

Abul Fazl describes different varieties of paddy cultivated in Delhi and Bengal. In 'Ain-i-Akbari', he attests that thirty nine varieties of crops were cultivated in Agra.

Maize brought from Spain and Africa became a major crop of Western India. Tomato, potato, chilli, pineapple, and pappaya also became popular in India.

The advent of new tools and technology accelerated agricultural progress. The Persian wheel used for irrigation was important one among them. The lightweight ploughs with ploughshare and sowing 'drill' were used at that time. They were drawn by oxen.

Collect information about the technical knowhow for the agro based industrial opportunity.



Complete the table related to agricultural progress in medieval India.

Crops	Measures by rulers	Equipments
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • •

The Chola kings who ruled South India at the beginning of the Medieval period adopted several measures to ensure agricultural progress.

Let's see the factors that helped agricultural progress in South India.

- Water prosperity in River Kaveri
- Alluvial deposit of its distributaries
- Canal constructed for irrigation by the Chola Kings
- The measures taken by the *Samitis* that worked under the *Sabhas*, the body for village administration



Water reservoir during the Chola period

Analyze the progress in the field of agriculture during the Chola period



Handiwork and handicraft

Let's examine other means the people of medieval India adopted for their livelihood.

Several industries based on agricultural products developed. For example, products like oilseeds, sugarcane, indigo, and cotton led to the development of small scale industries like edible oil, jagery, weaving, and dyeing. Weaving was the important among them. The use of charkha

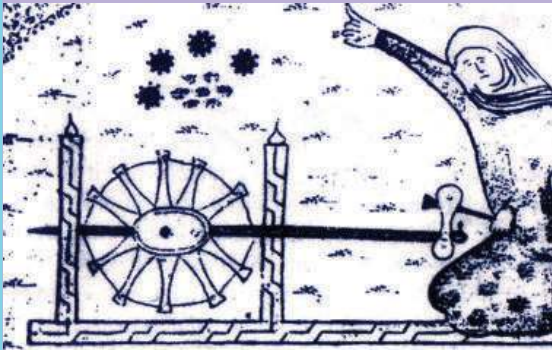
Types of farmlands

The historical sources of the Chola period confirm that there were four types of farm lands.

Brahmadeya	:	The land received by Brahmins as gift
Devadana	:	The land donated to temples
Vellan Vakai	:	The land owned by peasants
Pallichandam	:	The land donated to the Jain institutions



Charkha



The earliest reference to charkha can be found in Futuha-I-Salatin written by Isami in 1350. The above given picture is taken from Miftahul Fazala written in the 15th century CE.

(a domestic spinning wheel) was the key factor that facilitated the development of textile industry. It was in the fourteenth century that charkha began to be used in India. Indians adopted this technology from the Chinese. With the advent of charkha, the production of yarn increased by six times.

Weaving also advanced along with spinning. The invention of loom brought tremendous changes in weaving. The technology for the production of silk from silkworms also spread widely during that period. It was Bengal that pioneered the production of silk in the fourteenth century.



Salt production at Sambar lake

The production of carpet and paper were other major handicrafts prevalent then. There was great demand for Indian carpets in the foreign market.

In India paper began to be used in the thirteenth century. Metallurgy and mining were other industries that flourished in this period. Those who

Identify the technical knowhow appropriate for the newly generated value added products in traditional employment sector.

were engaged in metallurgy mostly produced agriculture tools and war equipments. The production of horse shoe, and iron stirrup made drastic changes in war technology. Copper and gems were mined from Rajasthan and Golkonda respectively. Salt production was another important occupation that thrived much in this period. Seashore, salt rocks, and salt lakes were the major sources of salt. West Punjab, and Sambhar in Rajasthan were the chief salt producing centres.



How did the technological advancement help occupational field? Conduct a discussion and prepare a note.

Trade and commerce

The surplus production helped the growth of commerce. The commercial centres in India attracted traders from all over the world. The major countries that had trade relations with India during medieval period are listed below.

- Sumatra and Java (Indonesia) • Persia (Iran)
- Holland • England • China • Portugal • France

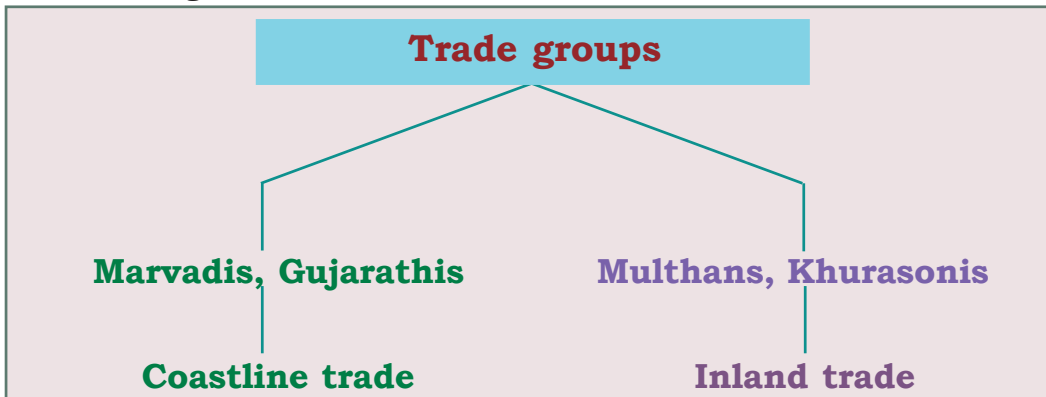


India had inland and maritime trade relations with foreign countries. The two major inland trade routes were from Lahore (in the present Pakistan) to Kabul (in the present Afghanistan), and from Multan (in the present Pakistan) to Kandahar (in the present Afghanistan). The maritime trade was also known as coastline trade. Cambay, Broach, Surat, Goa, Nagapatanam, Masulipattanam, Kozhikode, and Kollam were the major ports.

Mark the major medieval ports in the map of India and identify the states where they are situated now.



The major trade groups and the domains of their influence are given below.



The major export items were cotton fabrics, indigo, salt, and sugar. The imported items included metals, leather, velvet, dry fruits, and horse. The Arabs were the middlemen in the import of horse from Central Asia. In South India the horse traders were known as *Kuthirachettis*. Earlier, the Arabs had upper hand in these trades. With the arrival of the Portuguese, the Arabs lost their influence over this trade and the Portuguese gained the upper hand.

The direct trade between India and Europe began with the arrival of Vasco da Gama at Calicut in 1498. The Dutch, the English, and the French landed in India for trade following the Portuguese. The chief items they collected from India were spices, fabrics, indigo, sugar, and salt. The major shift in the trade relations was the mutual rivalry among the Europeans for establishing monopoly of trade which

converted India as a ground for the imperialist wars. It was the English who emerged as the winners in the competition. Rulers adopted several measures for the progress of trade. Let's see some of them.

- Constructed roads connecting major cities
- Granted loans to traders



Ullookh and Dava

Ullookh and Dava were the postal systems that prevailed in India. For carrying posts, horses and foot runners were used in Ullukh and Dava respectively. There were three collection and distribution centers within a distance of one mile.

- Constructed Sarais (rest houses)
- Implemented uniform taxation
- Postal facilities were made efficient
- Implemented efficient coinage system

An efficient coinage existed in the Sultanate period. *Tanka*, the silver coin and *Jital*, the copper coin were in use at that time. Sher Shah made drastic reforms in coinage. The Rupee, a silver coin he introduced, survived for long. Emperor Akbar issued the silver coin called Jalali and the gold coin called Ilahi.



Coins in vogue in the medieval India

Discuss the role of the government in the promotion of medieval trade and commerce.



The cities in Medieval India

Agricultural and commercial progress accelerated the growth of cities. The urban population rapidly increased during this period. In the earlier period, majority of the inhabitants in the cities were the kings, Brahmins, and soldiers. During the sultanate period, different sections of people including cooks, weavers, and leather craftsmen migrated to the cities. The major cities were Agra, Lahore, Delhi, Khandesh, Ahammedabad, Dacca, Daulathabad, and Banaras.

The rulers brought a large number of slaves captured from battles to cities. Subsequently the urban population went up. With the effort of the new sections of people inhabited the cities, handicrafts advanced much.

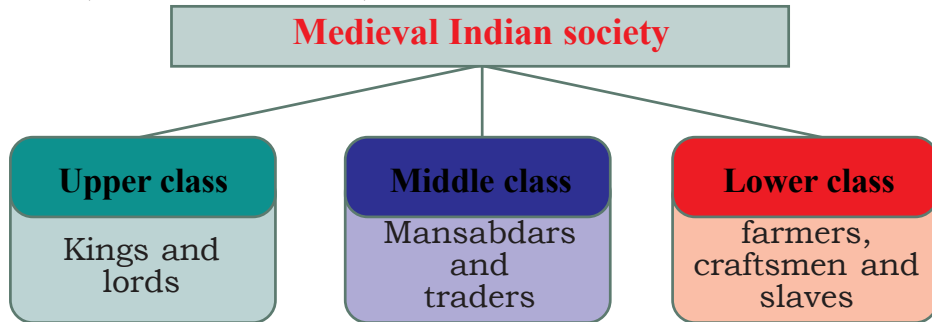
In the previous class, we have discussed the Karkhanas, the major handicraft centres in the cities. The demand for the products increased with the growth of urban population. The cities had to depend extensively on the products from villages. It empowered the village economy, as villages were the major production centres.

What were the factors that facilitated the growth of medieval Indian cities and population?

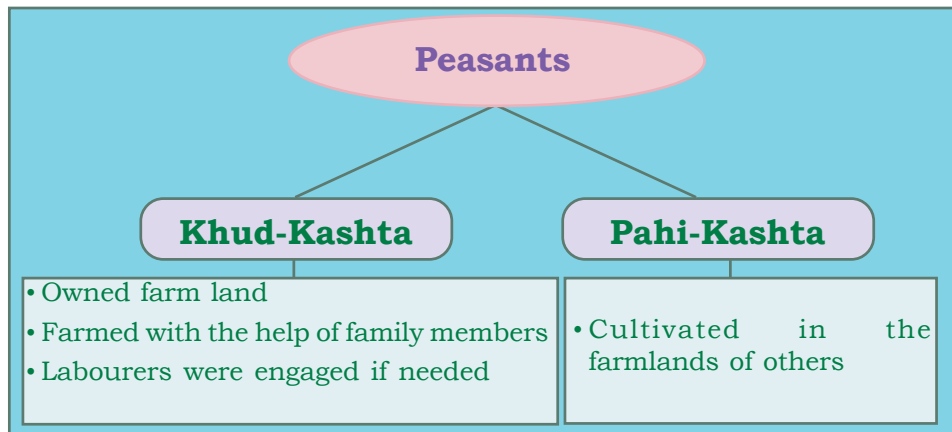


Medieval Indian society

We have seen the economic condition of medieval India. Now let's examine the social condition of that period. Three social strata were apparent in medieval India. They were the upper class, the middle class, and the lower class.



Majority of the people were farmers. When landlords lived luxuriously, the common mass had to struggle with a pathetic life. They were burdened by excessive tax. Majority of the farmers could not own land, oxen, and plough. According to the historical sources of the Mughal period, there were two types of peasants-Khud-Kashta and Pahi-Kashta.



The Zamindars were the dominant class in the agricultural sector during the Mughal period. They were the owners of vast agricultural fields. They did not cultivate directly. They used others to cultivate. They enjoyed high position in the society and collected tax from peasants on behalf of the rulers.

They maintained their own castles and troops. The Zamindars who belonged to high castes were known as Deshmukh, Patil, and Naik.

'The medieval period was plagued with inequalities'. Analyze the statement.



Slavery

The travelogues of the medieval period record that slavery had prevailed in India then. Ibn Bathuta, a traveller to India in the 14th century, revealed that he had bought horses, camels, and slaves to present to Muhammed Bin Tughlaq, the then ruler. He also states that the slaves in the courts excelled in music and dance. Markets exclusively for slave trade existed then. Majority of the slaves were detainees of the battles. They were imported from Africa.



Exploitation of slaves- an illustration



Status of women

Child marriage and the practice of Sati prevailed in many parts of the country. Francois Burnier, a French traveller to India in the 17th century, recorded that he had witnessed Sati. There were restrictions for remarriage. Since girls were married at a very tender age, they did not get the opportunity for education. The role of women in agricultural and non agricultural sectors was significant. They involved themselves in all the stages of farming from sowing to harvesting. They were engaged in weaving, pottery, and embroidery too.



Women at work - an illustration from Akbarnama

There were several women who had adorned higher political and social position. Noorjahan, the wife of the Mughal Emperor Jahangir and Sultana Rasiya were excellent administrators. Gulbadan Begum (sister of Humayun), Jahanara (daughter of Shah Jahan), and Jeeja Bai (the mother of Shivaji) were women who held higher positions.



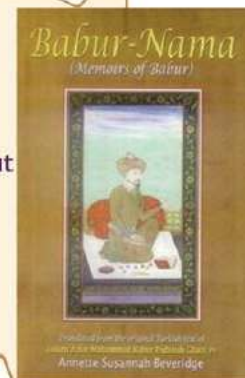
Prepare a note on the condition of women in medieval India.

Caste system

As in the past, the hierarchy based on caste system prevailed in medieval period too. The Brahmins enjoyed a higher status. Increase in the number of castes was a major feature of this period. The newly formed occupational groups gradually evolved as castes. In his memoir, Babar, the Mughal ruler, describes the occupational groups and castes as follows.

Another feature of Hindustan was the abundance of skilled labourers in varied professions. Those who engaged in each profession belonged to a separate caste. These professions were hereditary, handed down to the coming generations.... Right about 680 masons were engaged daily in the construction of my building at Agra. Just like this there are innumerable occupational groups throughout Hindustan.

Babur-Nama

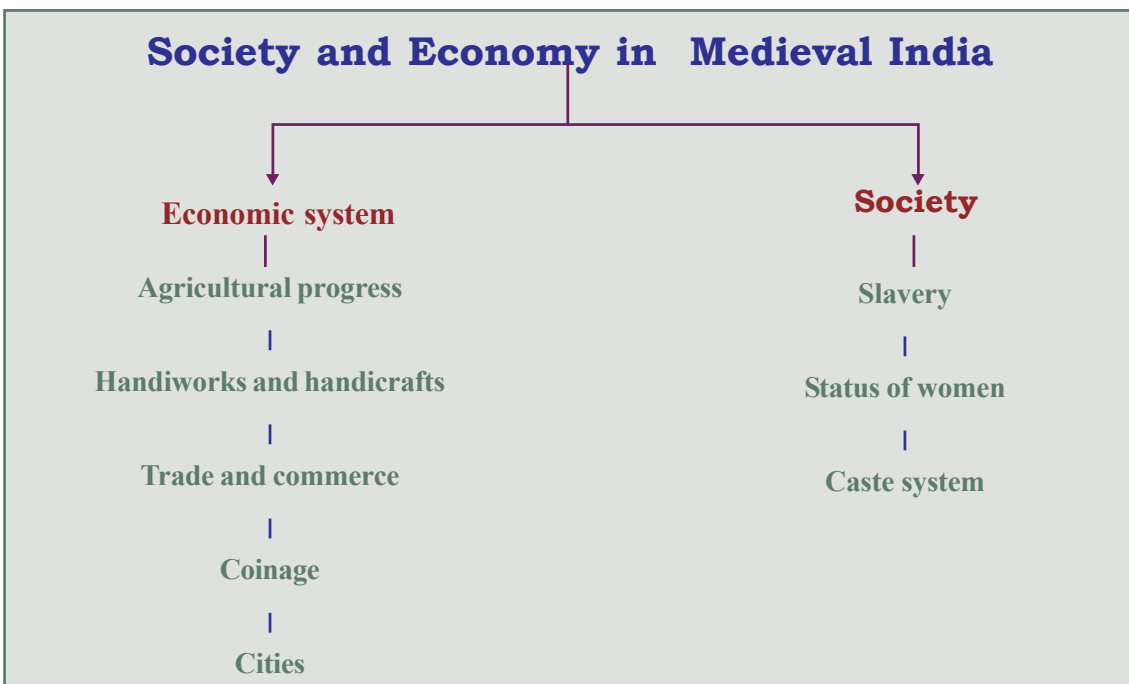


The caste system in South India too was based on occupation similar to that in North India. The castes in South India were broadly divided into *Idankai* and *Valankai*. Those who engaged in trade and handicrafts were known as *Idankai* castes and those who engaged in agriculture sector were known as *Valankai* castes.

Discuss the social life in medieval India and prepare a note.



India attained considerable economic progress during the medieval period. It facilitated the development of arts and culture. It was the prosperity that laid the foundation for the construction of several temples and monuments in that period. However, only a minor section of society benefited from this progress. Majority were affected by poverty.





Let's assess

- How did the development in agricultural sector help the economic progress of medieval India? Evaluate
- What were the major means of livelihood of Indians during the Sultanate and the Mughal periods?
- How far did the invention of new technologies help the progress in occupational and industrial sectors?
- What were the steps taken by the rulers of India in medieval period for the progress in trade?
- What were the two major trade groups in India? Which were the areas of trade they engaged?
- Prepare a note on the life of peasants in medieval India
- What was the socio-economic status of women in medieval India?



Extended Activities

- Present a seminar paper on 'the socio-economic conditions of medieval India'.

SOCIAL SCIENCE I

Standard IX

Part-2



Government of Kerala
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State Council of Educational Research and Training (SCERT), Kerala
2019

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THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

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

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

State Council of Educational Research and Training (SCERT)

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Dear children

Social Science is the study of different dimensions of societal development and the multi-faceted growth of mankind. Learning of Social Science is essential for analyzing social life and the various social phenomena in a comprehensive and objective manner. Awareness of time and space, cause-effect relationship, scientific outlook, values and broad outlook are all to be made possible by the study of Social Science.

Even though History, Political Science and Sociology are distinct disciplines this textbook has been prepared keeping in mind the possibility of integrating them. The section on History provides a comprehensive picture of the World, India and Kerala during the medieval period. As the citizens of the largest democracy in the world, you are sure to benefit from the chapters included under Political Science. These chapters will give you a clear picture of the importance and irrevocability of a citizen's fundamental duties. The Sociology section in the textbook deals with various social issues and their solutions.

I am sure this Social Science textbook will definitely help you honour diversity, be tolerant and develop an attitude of equanimity towards all organisms, including fellow human beings.

With best wishes

Dr. J. Prasad
Director,
SCERT, Kerala

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

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Icons used for the convenience
of the learners



For further reading (Need not be
subjected to assessment)



Learning activities



Let us assess



Extended activities

About the textbook

Social Science I consists of nine chapters on History, Political Science and Sociology. Six of them deal with History, two with Political Science and the last one, with Sociology.

The chapters in History are arranged in such a way as to ensure continuity and progress focusing on advanced thinking and analysis. Medieval history has been already discussed in standard six. In this textbook, it has been dealt with at a higher level, with more emphasis on facts, concepts and their analysis. The attempt is to present historical processes comprehensively, based on a thematic approach. Various areas depicting the medieval life have been subjected to a detailed analysis, further segregating them as Medieval World, Medieval India and Medieval Kerala.

‘Medieval World : Centres of Power’, discusses the different power centres that existed in different parts of the world. The chapter presents the powerful nations spread over various continents. Instead of adopting the method of analysing a Europe-centric medieval history, this chapter has tried to record in an objective manner the growth and development of the medieval world in various fields.

‘The East and the West :Era of Exchanges’ dwells on the progress attained in trade, urbanization, and the cultural progress in different parts of the world during the medieval period. This chapter reveals the brighter side of the Middle Ages, a period usually described as ‘the Dark Ages’ by the European historians.

The next three chapters deliberate on the history of Medieval India. **‘Medieval India : Concept of Kingship and Nature of Administration’** explains the achievements and the salient features of governance in Medieval India. **‘Society and Economy in Medieval India’** focuses on the development in the economic and social sectors. **‘India, the Land of Synthesis’** discusses the cultural unity that existed in India during the medieval period and explains how the inter-relationship among various philosophical orders and the mutual give and take gave shape to public spaces.

‘Kerala : From Eighth to Eighteenth Century’ is a detailed description of the life in medieval Kerala and its journey to the modern era.

The next two chapters present some important areas in Political Science. **'Indian Constitution : Rights and Duties'** highlights the fundamental rights, directive principles and the fundamental duties as envisaged in the Constitution of India. **'Election and Democracy'** discusses the importance and relevance of the election process and the various electoral systems.

The last chapter, **'Towards a Bright Future'**, deals with social issues one of the major areas in Sociology and their reasons.



Chapter

06

India, the Land of Synthesis

I went to the Juma Masjid and later visited the unpretentious residences of the minister Abul Fazl and Abul Faizi. As I entered the modest house of Faizi, I felt as if the saint poet were singing a Sri Krishna kirtan sitting in front of the Emperor...I stepped into the Juma Masjid through the royal entrance. The rock surfaces were glowing like gold, reflecting the red hue of the setting sun. Salim Chishti's pure white Samadhi Mandir was shining like a white jewel at that time. No sign of any 'Din-i-Ilahi' followers on the verandahs of the mosque today. I am the lone pilgrim there today...I climbed up the stairs and reached the door. There was a silver horse shoe on the door opening to the tomb of the Emperor Akbar. It was the sound of horse hooves that reminded me of something. I could see in my imagination thousands of mounted Rajputs rushing to my father's side, to help him....

Given above is an excerpt from the autobiography written in Persian language by Jahanara, the daughter of the Mughal emperor, Shajahan. This description throws light on the cultural synthesis of India during the medieval period.

The information on medieval Indian culture could be obtained from different sources such as the autobiographies of the rulers, biographies, travelogues, chronicles and historical works. It was an age of fusion of different cultures. New styles developed in literature, music, painting and sculpture during this period. You have an understanding of different religious beliefs and practices in India. Different religions came to India at different periods. This led to the formation of new ideas in the medieval period. As a result of the mutual influence of these ideas the Bhakti and the Sufi movements emerged.

The Sufi Movement

You have acquainted with Sufism in the previous classes. The



Sufism

In the Islamic texts Sufism was represented by the word 'tasavvuf.' Historians ascribe different meanings to this word. According to some historians the word Sufism was derived from the word 'Suf' meaning wool. They opine that this word represents the loose dress worn by the sufis. To some other scholars it was derived from 'safa', meaning cleanliness.

Sufis were those who showed reluctance to luxurious life and gave predominance to spiritual life. They came to India in the 11th century from central Asia. The sufis settled in different parts of India. They got many followers. They consider devotion as a means to reach close to the God. They believed that one who really loves the God will be close to God as well as the people around him. They preached to respect all human beings. The Sufi saint was known as *Pir* or *Shaikh* and his follower, *Murid*. You have familiarised with Khanqahs, the residences of the Sufis

in the previous classes. These were the centres of socio-cultural life of that period. Khwaja Moinudeen Chishti of Ajmir (Rajasthan) was one of the famous Sufi Saints. He opined that reciting devotional songs is a way to get close to God. The devotional songs reciting in the Sufi centres are the Qawwalis. Shaikh Nizamudin Auliya was a Sufi saint who was respected by the rulers and the people alike. His centre of activity was

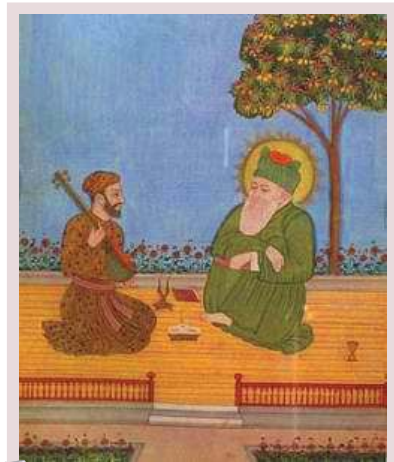
Delhi. The sufis helped to maintain relations among different religions during the Sultanate and Mughal periods.

Observe the table given below. From this you will get a picture of the important Sufi saints of the period and the places related to them.



Qawwali in front of Durga of Nizamudin Auliya

Sufi Saints	Place
<ul style="list-style-type: none"> • Baba Farid • Sayyid Muhammed Jesudaras • Shah alam Bukhari • Bahaudheen Sakaria • Shaikh Shihabudeen Suhrawardi 	<ul style="list-style-type: none"> • Ayodhan • Gulbarga • Gujarat • Multan • Sathette

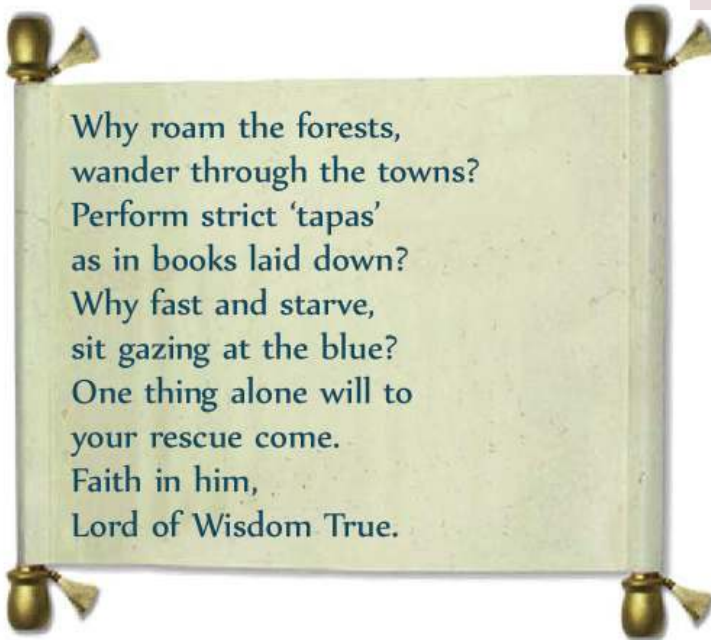


Shaik Nizamudin Auliya and his disciple Amir Khusrau - an illustration of the 17th century

Examine the role of Sufism in developing culutral synthesis among different sections of people during the medieval period.



The Bhakti Movement



The above lines are taken from the poem of Appar, the famous Saivite saint of the Bhakti movement.

You have discussed the Bhakti movement in previous classes. Bhakti aims at self dedication to the God. The ideas and activities that emerged in the medieval period on the basis of devotion to God is generally known as the Bhakti cult. The Bhakti movement became popular first in South India. The features of early Bhakti traditions are given below.

- Its propagators were the saints who were Bhakti poets.
- Challenged the conservative Brahmanic traditions.
- Provided representation to the lower castes and women.
- Rendered contributions in the field of culture and music.



Why was the Bhakti movement called a revivalist movement?

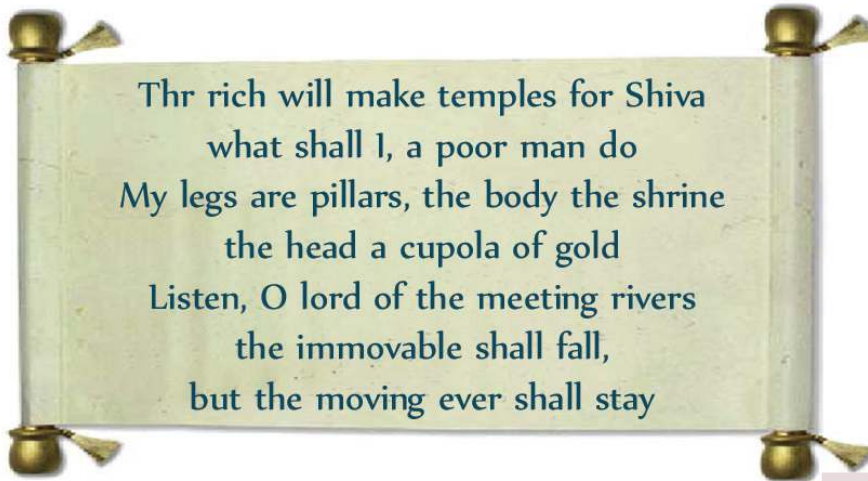
The Alwars and the Nayanars

The Bhakti movement emerged at first in Tamil Nadu. This movement was led by the Alwars and the Nayanars. The Alwars were Vaishnavites and the Nayanars, Saivites. They composed and propagated devotional songs. Both the Alwars and the Nayanars opposed caste inequalities. Among them there were women saints also. The woman saint Andal was one of the famous Vaishnavite saints. Another woman saint Karakkal Ammayar was a Saivite.



Discuss the role played by Alwars and Nayanars in propogating the Bhakti movement in South India.

The Virasaiva Movement

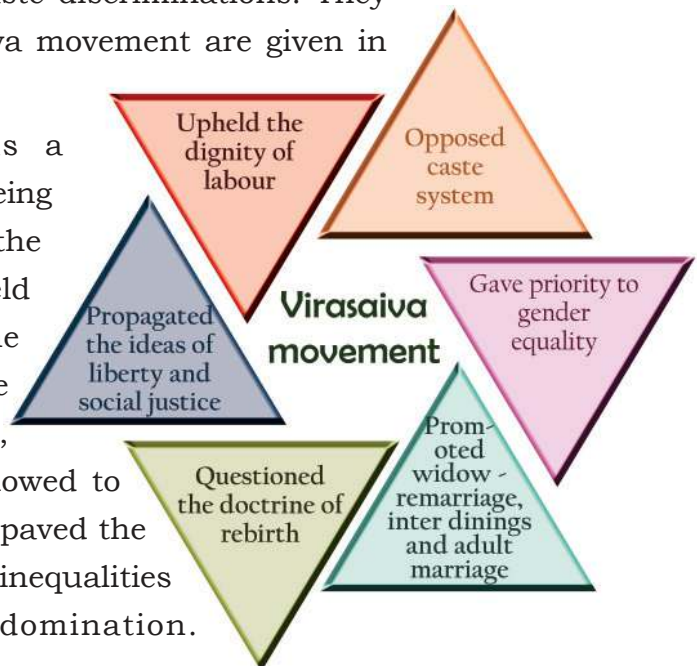


The lines given above are from the *Vachana Sahityam* by Basavanna, who lived in Karnataka.

The Virasaiva movement was a popular one that emerged in Karnataka in the 12th century. As the Virasaivas wore siva linga in the neck, they are known as the Lingayats. The leader of this movement was Basavanna. The Virasaiva movement was one of the early movements which stood against gender and caste discriminations. They were Saivites. The ideas of Virasaiva movement are given in the following diagram:



The Anubhava Mandapam was a democratic platform that came into being in connection with the Lingayats in the 12th century. In the conference held at Anubhava Mandapam under the leadership of Basavanna, people irrespective of caste, religion, gender, etc. were given entry and were allowed to participate in the discussions. This paved the way for the protests against social inequalities and also led to question caste domination.



Basavanna was the first to speak about the dignity of labour. Basavanna instructed every individual to accept a job and do it sincerely. He said that we can understand God through the duties we perform. He also reminded that every job of this world has its own greatness.

Vachana Sahityam, the literary form of Kannada language, became famous in connection with the Virasaiva Movement. Basavanna, Allamaprabhu, Akka Mahadevi, etc. made tremendous contributions to Vachana Sahityam. Through the Vachanas, Basavanna challenged the primacy of the Vedas and also encouraged social reforms. The Vachana Sahityam helped in the progress of Kannada language.



Discuss the contemporary relevance of the ideas put forward by the Virasaiva Movement.

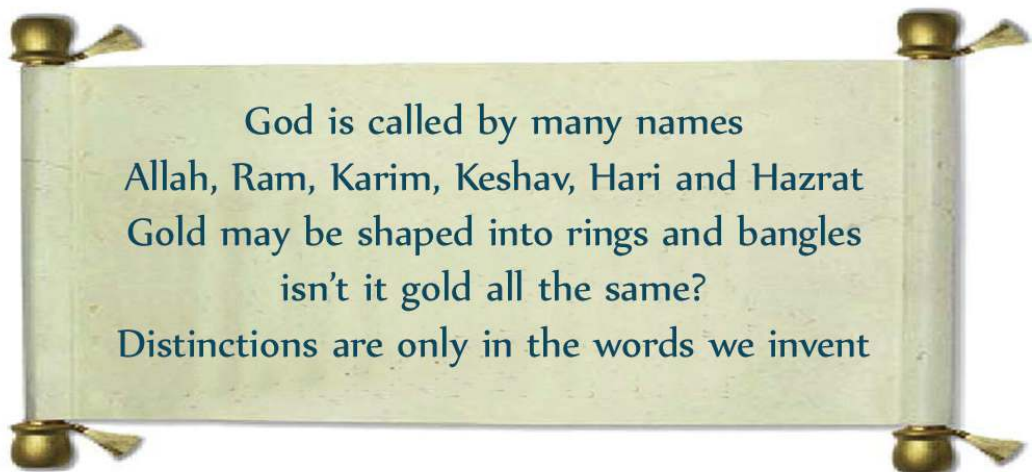


Analyse the ideas put forwarded by the Sufi, Bhakti and Virasaiva movements.

The Bhakti Movement in North India

The Bhakti Movement, which had its beginning in Tamil Nadu, later spread to North India.

KABIR



A part of the *doha* (meaningful couplets) of Kabir, who was an important figure in the Bhakti Movement is given above. He reminds that the Hindu and the Muslim are two wares made out of the same soil and he tried to promote brotherhood between Hinduism and Islam. The aim of Kabir was to propagate a religion of love uniting people of all castes and religions. He strongly opposed all discriminations on the basis of caste, religion, class, family and wealth. He focused on the unity of humanity and vehemently opposed caste system and untouchability. He rejected idol worship, pilgrimages and bathes in holy rivers. He was not in favour of forsaking family life for accepting sainthood. The ideas of Kabir developed through discussions and deliberations on the basis of the Bhakti-Sufi traditions.

*Kabir*

Examine the role of the idea of Kabir in promoting religious harmony among different sections of people.

Guru Nanak

Guru Nanak was another preceptor who focused on the idea of monotheism. He tried to combine the ideas of Hinduism and Islam. He was a spokesman of the ideals of religious tolerance and universal brotherhood. He opposed the rituals of both Hinduism and Islam. He said that one has to maintain purity in character and behaviour to reach God. He vehemently opposed idol worship and pilgrimages. He promoted a middle path which permitted spiritual life along with the responsibilities of a householder. The prayer songs known as 'Shabad' were the contribution

*Guru Nanak*

of Nanak. He strongly opined that all human beings are equal and hence there is no need of caste distinction among them. He instructed his followers to have food from the common kitchen (lunger). He also instructed that the people from all castes could take food from the lunger. The ideas of Nanak later led to the emergence of Sikhism.



Prepare a note on the ideas of Guru Nanak.

Women representation in Bhakti Movement



Meerabai

Many women were attracted to the Bhakti Movement. Poetess Mirabai of Rajasthan was famous among them. She was a devotee of Krishna. She composed a number of bhajans. All these were prayer songs addressing Lord Krishna. The songs of Mirabai are recited by the people of Gujarat and Rajasthan even today. Mirabai did not have a band of followers or group of her own. Yet she was considered as a source of inspiration even after centuries. Besides Mirabai, the presence of women was visible in the Bhakti movement in different parts of India. Lalded of Kashmir, Bhahinabai of Maharashtra, Akka Mahadevi of Karnataka and Andal and Karakkal Ammayar of Tamil Nadu were prominent among them.

Results of the Bhakti Movement

Even though the Bhakti Movement evolved with the aim of dedication to God, it created certain qualitative changes in the Indian social system. The propagators of the Bhakti cult, through their words and songs, maintained that every one was equal in front of God. This strengthened the concept of social equality against caste discriminations. The idea of gender

equality also began to take shape. The idea of social equality got wide popularity since the Movement was led by low caste people like Thiruppana Alwar, Kabir and Lalded. Regional languages developed. Evil practices were questioned.

What are the changes brought about by the Bhakti movement in the social system of India?



Growth of Regional languages

The propagators of the Bhakti - Sufi movements spread their ideas through their vernacular languages. This was to enable the common people to understand them. This resulted in the growth of the regional languages. Many languages such as Punjabi, Kannada, Telugu, Oriya, Assamese,

Marathi, Bengali, Sindhi and Malayalam evolved during this period. In almost all parts of the country, Persian was the court language of the medieval period. Hence many Persian words can be found in many regional languages. Out of the relationship between Persian and Hindi, a new language, Urdu, came into being. Urdu is the most important example of the cultural synthesis of India during the medieval period. Urdu, which was spoken in the Deccan, was strongly influenced by the languages such as Telugu and Marathi. Gradually Urdu became the most popular spoken language of the towns. In the Western Coast, merchants used Arabic. Soon it began to influence the regional languages of that area. Because of the influence of the Arabic language, a new mixed dialect, Arabi - Malayalam, evolved in Kerala.

People also used Sanskrit during the Middle Ages. Sanskrit was used in the court of Vijayanagara on festive occasions. Sanskrit prevailed as the language of higher education. The popular literature of Sanskrit such as the Puranas, Ramayana

Urdu



The word Urdu means camp. The language which was spoken by the army men of different languages was Urdu. Its grammar is that of Hindi. Its words are taken from Persian, Turkish and Hindi languages.



Surdas



Thulsidas

and the Mahabharata were available in the regional languages.

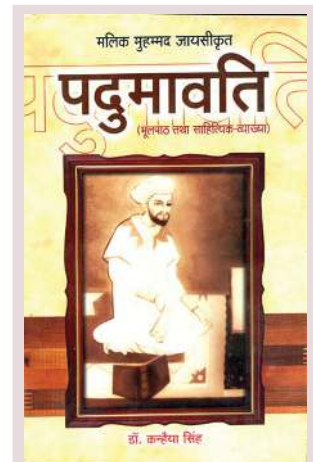
The Persian literature influenced some poets and writers of the period. The most notable Persian writer of the period was Amir Khusrau. His love towards India and the pride of being an Indian is clearly revealed through the content of his works.

During this period a large number of Indian works were translated into Persian language. Ramayana, Mahabharata, Adharveda, Upanishads, etc. belong to this category. The historic chronicle of Kalhana, Rajatarangini, was translated into Persian during the reign of the Kashmir king, Zain-ul-abdin.

Hindi received tremendous impetus during the medieval period. Ramananda and Kabir delivered their moral advice in Hindi. The dohas of Kabir were the finest example of Hindi literature. The Sursagar of Surdas, Ramacharitmanes of Thulsidas, the Bhajans of Mirabai and Padmavati of Malik Muhammed Jayasi enriched

Hindi language.

Examine the table given below. The progress of regional languages can be understood from this.



Padmavati of Malik Muhammed Jayasi

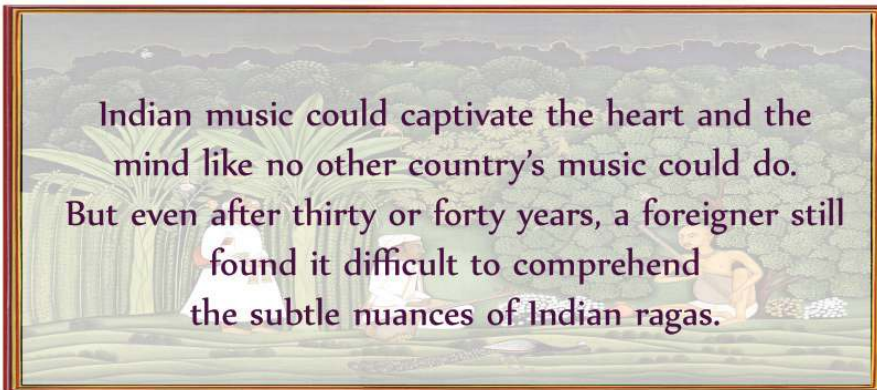
Languages	Works/Branch of literature	Authors
<ul style="list-style-type: none"> •Bengali •Marathi •Oriya 	<ul style="list-style-type: none"> • Translated Mahabharata into Bengali • Bengali Ramayana • Geethas • Kavyas 	<ul style="list-style-type: none"> • Sreekaranandi, Kaveendran • Krithivasa Ojah • Vamana Pandit • Saraladasa

<ul style="list-style-type: none"> •Telugu •Tamil •Kannada •Malayalam 	<ul style="list-style-type: none"> • Translated Mahabharata into Telugu • Tirumurai • Nalayira Divayprabandham • Kaviraja Margam • Adhyatma Ramayanam Kilipattu 	<ul style="list-style-type: none"> • Nannayya, Thikkana, Yarapragada • Appar, Sambandhar • Alwars • Amoghavarshan • Ezhuthachan
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How did the Bhakti-Sufi movements promote the growth of regional languages? Discuss.



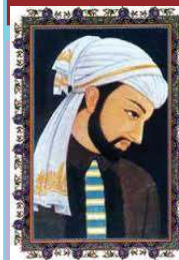
Music



The above words are of Amir Khusrau, the greatest musician of Medieval India.

It was during the medieval period that music was enriched with different forms. Considerable progress was attained by the Carnatic music, the musical style of South India. The famous Carnatic musician of the period was Naik Gopal. A large number of musicians migrated from Deccan to North India during the medieval period. During the same period, a new music style evolved in North India, due to the influence of Persian music. It came to be known as the Hindustani music. Amir Khusrau, who lived in the Sultanate period was one of the famous Hindustani musicians of the Sultanate period.

Amir Khusrau



Amir Khusrau was a great poet and musician. He played musical instruments and was a singer too. He gave shape to Sama, the special sufi custom of playing musical instruments and singing songs. This is the custom of praising God by chanting a prayer just before and after the Qawwali.



Tanzen

Amir Khusrau received training in different aspects of Indian music from the Carnatic musician, Naik Gopal. The medieval rulers were patrons of this category of music. New forms of music emerged during this period. The techniques of Persia were experimented in Indian music. The singing styles such as Khayal and Thumri got popularity. Many musical instruments like sitar, sarangi, tabala, etc. also became popular. The special interests of some Sufis in singing also were responsible for this. It was through the Sufi saints that Khayal and Gazal became widespread in India. The musical works of Sanskrit were translated into Persian during this period. The work on *Music Ragadarpan* was translated into Persian during the regime of Firoz Shah Thuglaq. Emperor Akbar was a great lover of music. Abul Fazl states that 36 musicians were patronized by Akbar. The most famous among them was Tanzen. The Durbar raga, which enriched the Hindustani music was his contribution. The work *Sangeeta Ratnakaram* authored by Sarngadevan of the 13th century was an important contribution of medieval India to music. The carnatic music of South India was influenced by the Persian and Arabic music during the Vijayanagara rule.



How did music help the cultural symbiosis of medieval India?

Architecture and Painting



Brihadeeshwara Temple - Tanjore (Dravida architecture)

Architecture and painting attained progress in India during the medieval period. You had a discussion on the important constructions and their features of the period in the previous classes. It was during the medieval period that the new styles of architecture such as Dravida, Nagara, Indo-Persian, etc. developed. The blending of different sculptural styles was a speciality of the age.

Observe the pictures. They were painted during the medieval period.

See the specialities of the paintings of the age. The painting style that came into vogue during the Mughal period is known as miniature painting. This is the style of drawing pictures like the pictures in books. It was a combination of both Indian and Persian styles.



Red fort - Delhi (Indo-persian architecture)



Kandarya temple-Khajuraho (Nagara architecture)



Mughal paintings

The Mughal Emperor Humayun contacted Persian artists, and Mir Sayyid Ali and Abdu Samad were brought to his court. The Mughal style of painting was developed by them.

Painting competitions were organized in the royal institutes (Kharkhana) during the reign of Akbar. People from different sections participated in them. The stories of Mahabharata were completely compiled into a series of painting called Raznama by Daswant who lived during the period of Akbar. Indian subjects and natural scenes gradually became the themes of painting. The painters of the period showed their proficiency in drawing the pictures of birds and animals. The quality of paintings increased considerably during the reign of Jahangir. Bishandas and Abul Hassan were the greatest painters of the period. Kalyandas was a painter during the period of Shajahan.



Illustration of Raznama



Wall painting of Rajasthan



Wall painting of Chola period

There were groups of painters during the medieval period. They were from many parts of India such as Gujarat, Kashmir, Deccan, etc. Their paintings were influenced by their respective regional styles. Their paintings were based on the themes of the puranas and stories of both India and Persia. The wall paintings of that time were also remarkable. The wall paintings on the Tanjore temple during the period of the Cholas were an important feature of medieval painting. The Rajastani style was another style developed during this period. It was a combination of the traditional and the Mughal styles of painting.

Explain the features of painting in the medieval period.

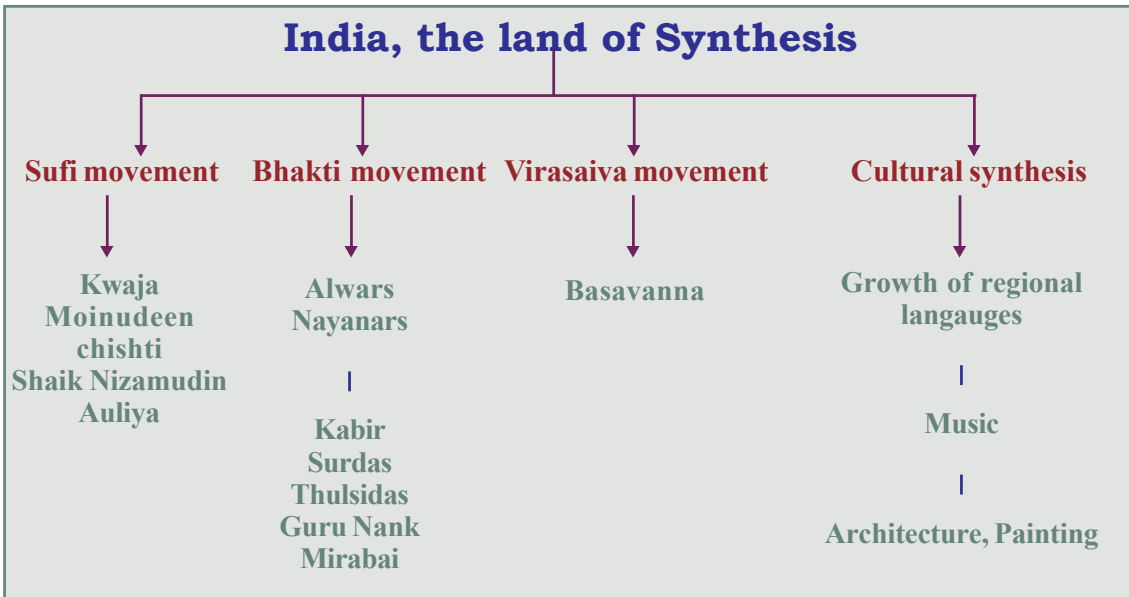


The cultural synthesis shaped in medieval India brought many changes in the history of India. The greatest models of this synthesis were Din-i-Ilahi and Sikhism. Din-i-Ilahi was developed by the king where as Sikhism emerged from among the people. The new styles introduced in the fields of architecture, painting, literature and music enriched the mixed culture of India. People from different regions of India, followers of different religions and institutions did make their contributions to this cultural synthesis.



Conduct a seminar on the topic 'the cultural life of medieval India' . Areas to be considered:

- *Regional languages.*
- *Music*
- *Painting and architecture.*



Let's assess

- Explain the features of Sufi Movement in the medieval period.
- Evaluate the contributions of Nayanars and Alwars to the Bhakti Movement.
- "Virasaiva Movement formulated revolutionary ideas" Substantiate the statement.
- Kabir and Guru Nanak are the symbols of Hindu - Muslim unity. Evaluate the statement.
- Explain the circumstances that led to the growth of regional languages in the medieval period.
- Who wrote 'Sangeetharatnakaram'?
 - A. Sarngadevan B. Tanzen
 - C. Amir Khusrau C. Raja Mansingh
- 'Medieval period is considered as a period of significant changes in Indian music'. Examine the validity of this statement.
- Do you think that painting as an art made significant progress in the medieval period? Why?



Extended Activities

- Collect the songs of Kabir and Guru Nanak and discuss the social relevance of them.
- Conduct a seminar on the growth of regional languages in the medieval period.

Chapter
07



Kerala : From Eighth to Eighteenth century

The period between the 8th and the 18th century is considered as the Medieval period of Kerala. Many political, social and economic changes took place during this period.



Tarisappalli copper plate 849 CE

“ സ്വസ്തി രാജാവ് സ്ഥാനുരവി പല നൂറായിരം വർഷം ശത്രുക്കളെ എതിർത്തു കീഴടക്കുത്തി ഭരിക്കാനുള്ള വർഷങ്ങളിൽ പോയവർഷം അഞ്ച്. ഈയാണ്ടിൽ വേണാട് വാഴുന്ന അയ്യനടികൾ തിരുവടിയും...”

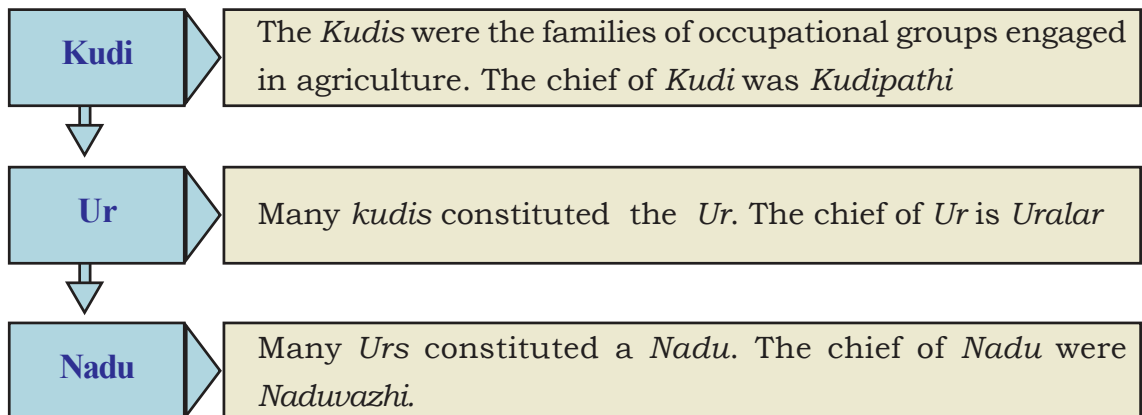
Given above is an excerpt from the Tarisappalli copper plate of 849 CE and its translation.



Tarisappalli Copper Plate

This plate is in the *Vattezhuthu* script which was prevalent in Kerala during the medieval period. From this document we get the information about land donation to Tarisappalli of Kollam town by the ruler of Venadu, Ayyanadikal Thiruvadikal during the fifth regnal year of Sthanu Ravi, the Perumal who controlled all *Nadus* of Kerala.

The most important source of information about the *nadus* of Kerala the *Vattezhuthu* documents. *Nadus* emerged during the period of Tamizhakam about which we have studied earlier. The *nadus* were the places where the people established their agricultural settlement. *Nadus* consisted of numerous *kudis* and *Urs*. Observe the table given below.



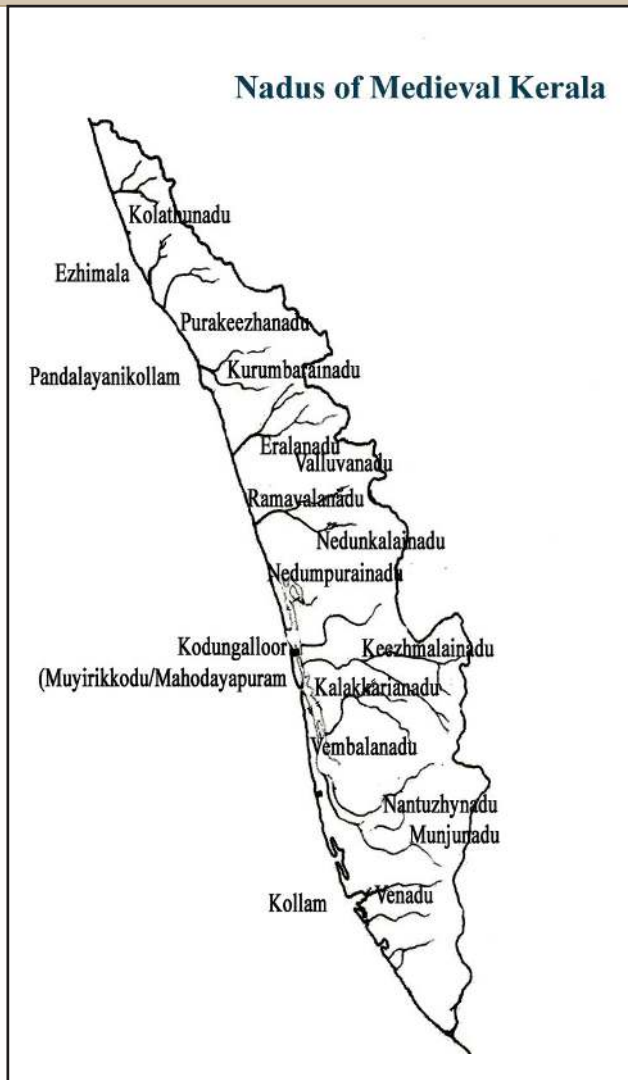
Perumals of Mahodayapuram (800-1122 CE)

- Rajasekharan
- Sthanu Ravi
- Kota Ravi
- Kotakota Kerala kersari
- Indu Kota
- Bhasakara Ravi
- Ravi Kota
- AdhithyanKota
- Rama Kulshekharan

The *Nadus* were under the *Perumals* who ruled Kerala with their capital at Mahodayapuram (present Kodungaloor). All the 14 *nadus* from Kolathunadu in the north to the Venad in the south accepted the rule of the *Perumals*. It was during this period that a centralised rule came into being in Kerala for the first time. Rulers from Rajasekharan to Ramakulasekharan ruled during 800-1122 CE with Mahodayapuram as their capital. Let us examine the characteristics of the rule of the *Perumals*.

- *Perumals* had representatives called *Koyiladhikarikal*.
- In the matters of administration the *Perumals* were assisted by *Naluthali*, the council of Brahmins.
- *Perumals* had a militia called *Ayiram* (*Thousand*).
- *Perumals* levied taxes from the Nadus, Nagaras (towns), Brahmin Gramas, temples, etc.

Examine the map and list out the nadus of medieval Kerala.



Had the administration of the Perumals a centralised nature? Discuss.



Swaroopams

By the 12th century CE, the centralized rule of the Perumals came to an end. The *Nadus* became independent. The positions of power that developed in the *Nadus* were known as *Naduvazhi Swaroopams*. The major *Naduvazhi Swaroopams* are given below.

Kola Swaroopam (Kolathunadu)

Nediyiruppu Swaroopam (Eranadu)

Perumpadappu Swaroopam (Kochi)

Thrippapur Swaroopam (Venadu)



Marthandavarma

Marthandavarma was instrumental in leading Venadu into modernity. It was under him that Travancore became a modern state. Marthanda Varma developed Travancore into a strong princely state in the 18th century by bringing out many administrative reforms and strengthening its militia.

The Swaroopams were the ruling families with the right of self-rule and they followed matrilineal system of inheritance (*Marumakkathayam*). The *Swaroopams* had their own military. *Arisippadijanam* of Venadu, *Padamalanayanmar* of Kolathu Nadu and *Lokaru* of Nediyiruppu were such armies.

In order to increase their power, the *Nadus* used to clash with one another and used to join forces against the common enemy. The Portuguese and the Dutch who reached the Kerala coast by the end of the 15th century used to intervene in such clashes for their trade interests.



Mysore Sultans

Hyder Ali and his son Tipu Sultan were the Mysore sultans who marched to Kerala. They ruled Malabar between 1766 and 1792.

Until the 18th century the *Naduvazhi Swaroopams* continued without much

change. By the second half of the 18th century the Sultans of Mysore, Hyder Ali and Tipu Sultan led military campaigns which created frenzy among the *Naduvazhis* of northern Kerala. *Nediyiruppu*, *Kola* and other smaller *Swaroopams* quickly came under the Mysore Sultans. Fearing the attack from Mysore Sultans many *Naduvazhis* and *Desavazhis* fled to Venadu. The Perumpadappu Swaroopam of Kochi soon accepted the suzerainty of the Mysore Sultans. Only Travancore resisted the attacks.

It was during this period that Kerala was divided into three regions namely Travancore, Kochi and Malabar. By the close of the 18th century, the East India Company defeated Tipu Sultan. As a result of this the Malabar region which was under Tipu Sultan, came completely under the British rule. With this the independent rule of the *Naduvazhis* of Malabar came to an end. Travancore and Kochi continued to be princely states.

Analyse the political history of Kerala from the eighth to the eighteenth century.



Rights on land

We have been discussing the political history of Kerala till the 18th century. Now let us examine the ownership of land during this period.

There were three broad types of land based on the ownership right during the Medieval period.

Cherikkal	The land under the control of the Naduvazhis
Brahmaswam	The land under the control of Brahmins.
Devaswam	The land under the control of temples.

Owners of devaswam land were called *Ooralars*. The rulers, Brahmins or the people of the temple did not directly cultivate in this land. They used to give the land for cultivation to middle men called, *Karalar*. Accordingly a power hierarchy was formed with *Naduvazhis* at the top, and *Ooralars* and *Karalar* below them.

There were further changes in the land ownership rights between the 12th and 18th centuries CE.

- The rights over the land passed on from one generation to another and became a birth right. This kind of land came to be known as Janmam Land and the people who had the ownership right over those lands as *Janmis*.

Thirunelli Edicts




“...തിരുനെല്ലി ദേവർക്ക് നിത്യം പത്നീരടിക്ക് അരി മൂന്നാഴിയാൽ ആറുനാഴിയും ഒരു നന്താവിളക്കും ഏർപ്പെടുത്തി കീഴ്ക്കാട്ടീയ്പ്പോഴച്ചേരിക്കൽ ഭൂമി അട്ടിക്കോടുത്ത് മുത്തകുറു വാഴുന്ന കുഞ്ഞിക്കുട്ടവർമ്മൻ എന്ന അടികൾ വീരക്കുറുമ്പുറയാർ തിരുവടി അരുളിച്ചെയ്തു...” (Translation of the edict of Thirunelli referring to the ownership of the land).

- A custom called *Verumpattam* became widely prevalent during this period. The *Verumpattam* land was the land given to the *Kudiyans* by the *Janmis* with the agreement that a predetermined share of the produce would be given to the *Janmi*.

The *Panayapattam* system which was also known as *Kanam* and *Otti* became prevalent after the period of the *Perumals*. According to this, the person who took the land on lease (*kanakudiyani*) used to give an amount as security to the landlord when he leased the land for cultivation. The *Kanakudiyani* did not have the right to sell or transfer this land. He just had the right to cultivate in this land.

Kuzhikanam was a kind of tax rebate that existed during this period. According to this, all the plants which had not yet started yielding were exempted, when the *pattam* was calculated by the *Janmis*.




List out the different systems pertaining to rights of land ownership that existed in Kerala till the 18th century.

- *Cherikkal* •
- •
- •

Findout the profession relating with Land Survey

It was in the second half of the 18th century that the land was measured. Malabar was under the Mysore Sultans during this period. The system of tax, the Mysore Sultans had developed was based on the total production from the land, of which a share was fixed to be collected as tax. Later the British conducted a land survey, divided the land in terms of acres and cents, and allotted them survey numbers. Similar land surveys were conducted in Kochi and Travancore. In Kochi it was known as *Kettezhuthu* and in Travancore, *Kandezhuthu*. Accordingly tax was fixed on the assessed land.



*Examine a property deed and find out whether there is any indication of land categories like *Cherikkal*, *Pandaravaka*, *Janmam*, *Brahmaswam*, *Kanam*, *Otti*, *Kuzhikanam*, etc. in it.*

Agriculture and Occupational Groups

Read the details given by an old woman about the varieties of paddy during the medieval period.

"തവളക്കണ്ണൻ, അരികാളി, ഒറ്റലമുടൻ, കോഴിവാലൻ എന്നീ വിത്തുകൾ വിതച്ചുള്ള രണ്ട് വിളകൾ (കന്നി/മകരം) വയലിലും മൂന്നു മാസത്തെ മുപ്പുള്ളി ഏച്ചിലാടൻ, കറുത്തേടക്കൻ, ചോമാല, പെരുവിത്ത് (പെരിയവിത്ത്), നകര തുടങ്ങിയ വിത്തുകൾ വിതച്ചുള്ള ഒറ്റവിള പറമ്പിലും കെയ്യാള, വെളുത്തകൊയ്യാള, കറുത്ത കൊയ്യാള, കരാള, വില്ലൻ, എറയൻ, കവുങ്ങുംപുത്താള തുടങ്ങിയ വിത്തുകൾ വിതച്ചുള്ള ഒറ്റവിള മലയിലും കൃഷിചെയ്തിരുന്നു."

Find out the varieties of paddy cultivated in your locality. Farming was done in *vayals*, *parambus*, *purayidams* and *malampradesangal* in those times. Paddy was the main crop in *vayals*. They used to cultivate paddy, horsegram, millets and tubers in *parambu*. Coconut, arecanut, pepper, ginger, tumeric, pulsus and tubers were also cultivated. Upland paddy was grown in highlands. Forest produces were also collected from highlands.

Farming in those times was dependent on the south-west monsoon (*Edavapathy*) and the north-east monsoon (*Thulavarsham*). Organic manure such as cow dung and leaves was used.

It was during this period that communities engaged in various occupations were formed and they in turn got categorized into castes. Let's have a look at the different occupational groups during the Medieval period.

- People engaged in agriculture and the making of agricultural equipments.
- People involved in handicrafts and the making of metal equipments.
- People engaged in trade.
- People involved in weaving and oil production.
- People involved in temple rituals.
- Officials connected to the *Naduvazhi Swaroopams*.

The descendants of those who were engaged in a particular occupation followed the same occupation. People engaged in the same occupation evolved into one caste. The *Adiyalars* who used to farm during the medieval times occupied the lowest rung in the caste hierarchy whereas the Brahmins were at the top.

Find out the possible profession commuting with handicraft small industries



Sudham and Asudham

According to the medieval caste system the upper castes were considered pure (sudham), and the lower castes, impure (asudham). It was believed that touch or sight even proximity of a person belonging to the lower caste would make the upper caste person 'impure' (asudham).

Based on the family occupation, all other castes came in between these two categories. On the basis of the caste the concept of purity and impurity sprang up.

By the beginning of the 19th century the population of Malabar, Kochi and Travancore were officially categorized on the basis of caste. Subsequently caste came to be decided on the basis of birth irrespective of the occupation .



Discuss how the caste system formed in Kerala.

Trade Relations

Trade continued through the land route as well as the sea route during the medieval period like during the ancient period. Kodungalloor, Kollam, Kozhikode, Panthalayini, Madayi, Valapattanam, etc. were the major trade centres during this period. Let's examine the different kinds of trade prevailed in the medieval period.



Regional Trade

Chanthas and *Angadies* were the major regional trade centers. Commodities used daily such as paddy, rice, vegetables, betal nut, salt, fish, etc, were the major items exchanged.

Long distance Trade

Long distance trade was mainly with Tamil Nadu, Karnataka, Andhra Pradesh and Orissa. Tamil Brahmins and Chettis were the main traders. Rice, chilli, cotton, other cloth materials, silk, and horses were brought to Kerala. Black pepper and other spices were taken from here.

Foreign Trade

The Arabs, Chinese, Europeans, etc. were the main foreign traders. Black pepper, ginger, cardamom, cinnamon, other spices, coconut, etc. were taken from here. Gold, copper, silver, china clay pottery, silk, etc. were brought to Kerala.



"കൊവലാതച്ചട്ടി അഞ്ചുവണ്ണം
കുട്ടുംമണിക്കിരാമന്താർ മക്കൾ
നമ്മളാൽ നാലു നകരത്തിലും
നാലെരക്കൊൾക കുടിക്കുചൊന്നാ"

(പയ്യന്നൂർപ്പാട്ട്)

These verses are from the 18th century *Payyanurpaattu*. The Chettis mentioned in these verses were traders.

What is meant by *Anjuvannam* and *Manigramam*?

Anjuvannam and *Manigramam* are the trade guilds existed in medieval Kerala till the 14th century. They were active in both sea and land trade. Until the arrival of the Portuguese by the end of the 15th century, the Arabs and the Chinese were the main traders. With the arrival of the Europeans the Arab- Chinese trade with Kerala got disrupted. The Europeans monopolised the sea trade. They gained the upper hand in sea trade. Consequently the Europeans started controlling the rich resources of Kerala.

Cultural Synthesis



തപോധനൻ വാണിദുമാശ്രമങ്ങളിൽ
വസിച്ചിടും വന്യമൃഗങ്ങളെന്നപോൽ
പരസ്പരം ഭിന്നതയാർന്ന ദേവതാ - ഗണം
വസിച്ചെച്ചുകൊടുത്തുരതിലായ്
(മുഷകവംശം 12-ാം സർഗം 112-ാം ശ്ലോകം)

These verses from the *Mushakavamsakavyam* explains that all the people who worshipped different Goddesses co-existed peacefully in the Medieval Kerala like in tan ashram premises where the wild animals forgot their rivalry and lived peacefully. Along with the exchange of goods in trade, different cultures also got exchanged.

Tuhafatul Mujahideen



Tuhafatul Mujahideen, written by Sheikh Sainuddin Makhdoom, features the political, social and economic history of medieval Kerala. This 16th century work was written in Arabic language. The book discusses the colonization by the Portuguese, their atrocities and the resistance to such actions. Scholars consider it as the first historical document written in Kerala.

Mushakavamsakavyam



Mushakavamsakavyam, written in the 11th century, is said to be the first royal lineage ever penned in Kerala and India. This poem narrates the rule of about 150 kings from Ramaghata to Srikantan of the Mushaka dynasty that ruled Kolathunadu till the 11th century. It was written by Athula who was the court poet of King Srikantan.

The trade relationships played a crucial role in developing cultural integration in Kerala. It was during the medieval period that Kerala became a land where people of different religions started living in peace and harmony. The Brahmins, the Jains, the Buddhists, the Jews, the Christians and the Muslims spread during this period. The rulers of Kerala viewed all religions equally. As mentioned earlier, the Naduvazhis used to donate land to the Brahmins and temples. Naduvazhis also used to grant the Jains, the Buddhists, the Jews, the Christians and the Muslims different kinds of rights.



Rights conferred by Naduvazhis

- Rights given to the Buddhist mandir at Sreemoolavasam by the Ay King Vikramaditya Varagunan of south Travancore in the 9th century (Palium copper plate)
- Gifts granted to the Jain Mandirs in Thazhekkavu, Kinalur, Alathur, Thirumannur and Chitharal during the 9th, 10th and 11th centuries (Thirumannur Edict)
- Rights granted to the Christian trader Mar Sapir Easo belonging to the Manigramam trade association by the Venadu Naduvazhi Ayyanadikal, in the 9th century CE for trade in Kollam town and to construct Tharisappali. (Tharisappali copper plate)
- Rights granted to the Jewish trader Joseph Rabban of Anchuvannam trade association by Bhaskara Ravi of the Perumal dynasty in the 10th century to do business in Kodungallore town. (Jewish copper plate)
- Land at Kunmangalath and Pulikkal gifted to the Muchunthi mosque by the Zamorin of Nedyiruppu Swarupam in the 13th century CE. (Muchunthi Sasanam)

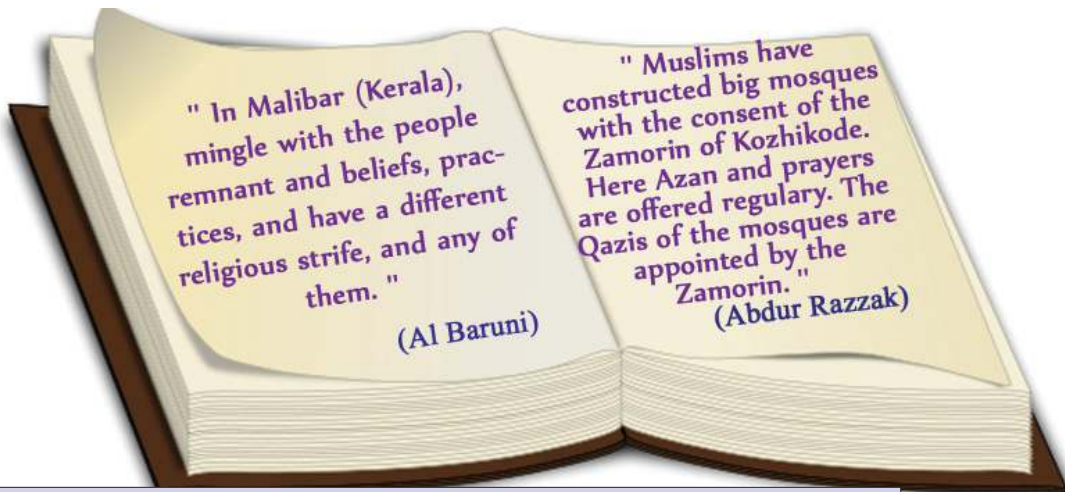


Muchunthi Mosque



Chithral

Read the description given by Al-Baruni who visited Kerala during the 10th and 11th centuries and the description given by Abdur Razzaq who visited Kerala in the 15th century CE.



How did the trade relations help in developing cultural integration in Kerala?



Societal Controls

There were rules and norms control the social relationships during the Medieval period. During the Perumal period there was a custom called *Muzhikkulam Kacham*. It was mainly applicable to the Brahmins and the temple communities. During the Perumal period traditional customs mainly controlled the society. After this period, "Kachams" disappeared and another set of customs and mores known as "*Keezhmaryada*" gained prominence. There were different *Maryadas*.

- *Desamaryada*
- *Thozhilmaryada*
- *Swaroopamaryada*
- *Shudramaryada*
- *Jathimaryada* which was followed by the occupational groups.

Generally these societal rules were not violated. If they did, it led to conflicts. Previously mentioned land ownership rights and relationships as well as the caste religious relationships were all based on these rules of society.

Tests of Truth



- **Poison test** : The accused person has to keep his hand inside the nest of a poisonous snake. If he was bitten, he was considered as guilty.
- **Water test** : The accused was descended to a pond of crocodiles. If it captures him, he would be considered as guilty.
- **Fire test** : Finger of the accused was dipped into boiling oil or ghee. If the finger singed, he was deemed to be guilty. Finger dipping at Suchindarm was one such fire test in those days.
- **Weigh test** : The person was initially seated in a weighing balance and his weight would be recorded. He was weighed again after tying Palmyra leaves around his body. His crimes were written on the palmyrea. If there was an increase in the weight, he was punished.



Kanthaloor Sala

The centres where the Vedas were taught in the medieval Kerala were known as 'salas'. Kanthaloor sala was very prominent among them. It was established during the reign of the Ay king Karunanthatakan. Besides the Vedas, language, grammar, logic, philosophy, law, sciences and martial arts were taught at the *salas*. Some of the other important centres were *Parthivapuram sala*, *Thiruvalla sala* and *Mzuhikkulam sala*.

During the time of *Naduvazhis* truth tests like poison test, water test, fire test, weigh test etc. were conducted in order to punish those who were guilty. Weigh test was applicable for Brahmins and other upper castes. All other tests were applicable to the *Avarna* castes. During the medieval period justice was not rendered equally to all. There were differences in the punishments given to *Savarnas* and *Avarnas*.

The above mentioned customs continued to be practised in the society till the British rule. From the 19th century onwards unified laws came into force.



'Equal justice to all' was maintained during the Medieval period? Discuss.

Language, Literature, Art and Science

We have already discussed in the previous classes the language, literature and science of medieval Kerala.



Manipravalam

Manipravalam was a literary style used in Medieval liturgical texts in South India, which used an admixture of Sanskrit and Malayalam. Many Sandesha Kavyams and Chambus (combination of prose and poetry) were written in Manipravalam.

Kerala was part of the Tamilakam in ancient times. Malayalam language during this period had the influence of Tamil and Sanskrit. We can see examples of this kind of Malayalam from the 9th century in the plates inscribed in *vattezhuthu* script. As indicated earlier Tharisappally and Thirunelli edicts are examples for this.

This kind of script can be seen in the documents till the 12th century CE. Influence of Malayalam is more evident in the works after this period. *Ramacharitham* written in the 12th century is considered as an early Malayalam book. By the 14th century books were written in *Manipravalam*. Some of the famous books in *Manipravalam* during this period were:

- Unnuneelisandesham
- Chandrotsawam
- Vaishikathanthram
- Unniyachee charitham
- Anthapuravarnanam

By the 15th century the writing of this style of literature came to an end.

Ramayanam, Bhagavatham, Shivarathri mahathmyam, etc. written by Rama Panicker (Kannasan) who belonged to the Niranam poets, were important in the growth of the Malayalam language in the 15th century. Another important work of the time is Cherushery's *Krishnagadha*.

We have discussed the Bhakti movement during the medieval period in India. Bhakti literature was present in Kerala. In the 17th century *Jnanapana* and *Srikrishnakarnamritham* written by Poonthanam Namboodiri, *Adhyathmara mayanam kilipattu* and *Mahabaratham killipattu* written by Thunjathu Ramanujan Ezhuthachan, etc. belong to the genre of Bhakti literature. The 18th century *Thullal* songs by Kunjan Nambiar and *Kuchelavritham Vanchipattu* by Ramapurathu Warriar made a major contribution to the growth of Malayalam language. The *Vadakkan Pattu* and *Thekkan Pattu* also spread orally during this period.

Discuss the role played by the literary works of the medieval period in the development of Malayalam language.



The language and dialects of the people who migrated to Kerala contributed to the growth of the language. Tamil influenced Malayalam in the southern Kerala and influence of Kannada is evident in Malayalam in northern Kerala.

Malayalam was also influenced by the language of the people who had come through the sea route for trade. Influence of the Arabs led to the development of Arab- Malayalam. *Muhyudheen mala* written in the 17th century by Khasi Mohammad is an example of Arab- Malayalam literature. The Christian missionaries who came to Kerala also developed literature in Malayalam. Let's look at the literary works of the missionaries.

- *Samkshepavedartham*
- *Puthan Pana* by Arnos Pathiri
- *Varthamanapusthakam* of Paremakal Thoma Kathanar

Vaymozhipattukal



- **Vadakkan pattukal** : Songs praising the mighty of these. Thacholi pattu extolling the warrid Thacholi Othenan and Puthooram pattu praising Aromal Chekavar are very popular.
- **Thekkan pattukal** : The ballads of the South Kerala covers history, marriage, deities, praises of the brave and the valient egs aare Erankutty pillappore paattu.
- **Thottam pattukal** : The songs related to rituals and practices such as theyyam and thira.
- **The harvest songs** : Songs chanted in group by those working in fields or farms.
- **Ballads** - Songs formed in related to leading a battle.



9DUX15

It was during the medieval period that distinct art forms of Kerala developed. Some of these art forms are given below.



Sangamagrama Madhava

Sangamagrama Madhava was an Astronomer and Mathematician who lived in Kerala during the 15th century CE. It is believed that he was born in Iringalakuda, Thrissur district. He discovered the infinite series in mathematics and defined the value of Pi precisely. 'Venuvaroham' is the major work of Madhavan who has given valuable contribution to Trigonometry and Algebra. Contributions of Mdhavan, Vadassery Parameswaran and Neelakanta Somayaji become famous in the western world as Kerala school of Mathematics.



Mohiniyattam



Kathakali



Ottanthullal



Theyyam



Padayani



Oppana



Margamkali



Duffmuttu



Parichamuttukali



Koodiyattam



Chakyarkoothu



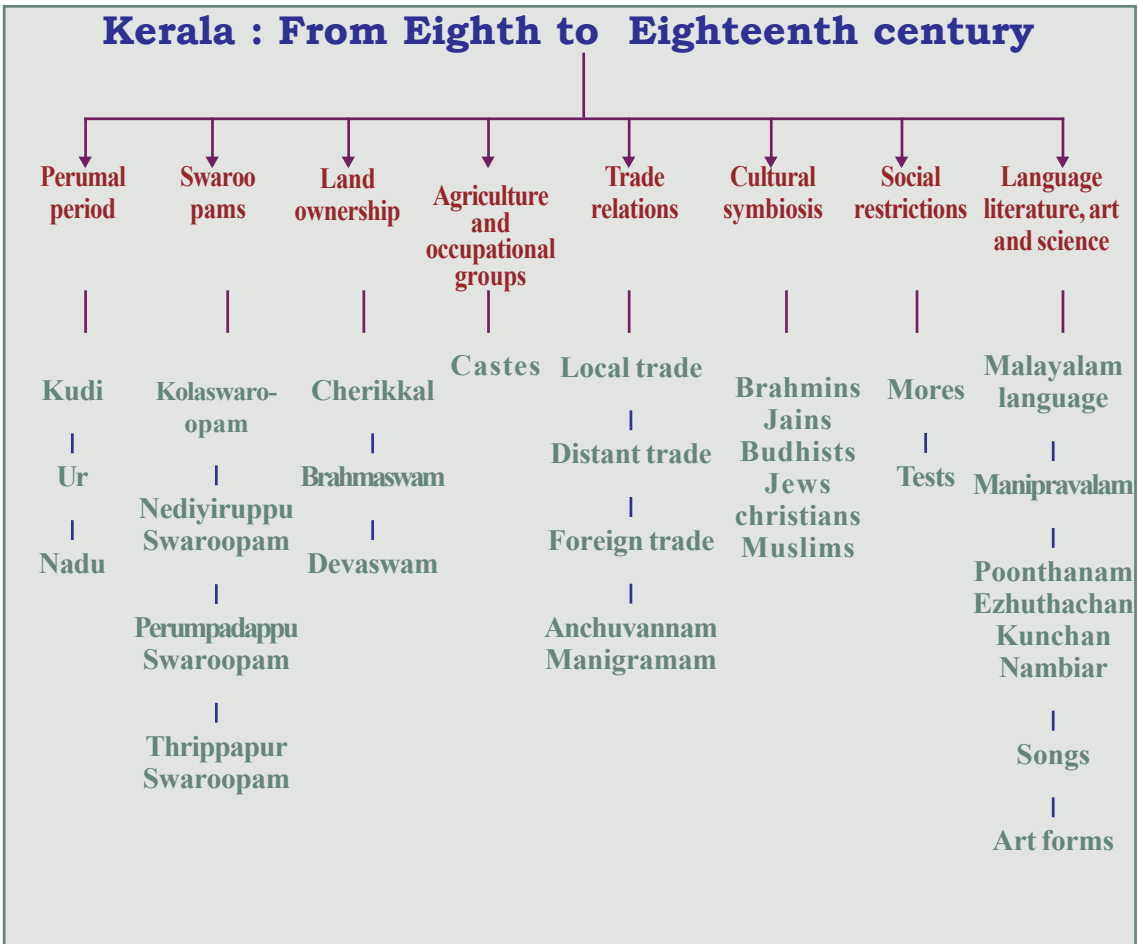
Chavittunatakam

During the medieval period there was progress in the fields of Ayurveda, Mathematics, Astrology and Architecture. In depth experiments were conducted in the field of Mathematics and Architecture. Sankaranarayanan, Sangamagrama Madhavan, Vadassery Parameswaran and Neelakanda Somayaji were the prominent mathematicians of this period.

It was during the medieval period that growth in literature and poetry in Malayalam language, distinct art forms, important socio-economic institutions, growth in scientific field etc. happened. In brief, the salient features of Kerala culture developed during this period.



Medieval period is a decisive period in the shaping of Kerala culture - Substantiate.



Let's assess

- Prepare a note on the administrative system of Medieval Kerala.
- How did the growth of agricultural villages create the society based on caste? Evaluate.
- Evaluate the role of trade relations in the cultural fusion of Kerala.
- Malayalam language, literature, art forms and sciences flourished during the medieval period. Substantiate.



Extended Activities

- Prepare a political map of Kerala.
- Prepare a short note on about the agricultural crops of Kerala, the related occupational groups and their habitations.
- Conduct an inquiry on the role of the medieval trade relations that led to cultural fusion in Kerala.
- Prepare an article on the growth of Malayalam literature using the library.
- Collect the oral songs and stories popular in your region.
- Collect the pictures of medieval art forms and prepare a digital album.



Chapter 08

Election and Democracy

FIRST VOTER NEGI TO BOOTH AGAIN TODAY

Kinnar (Himachal Pradesh):

The Kalpa polling booth in Kinnar of Himachal Pradesh is waiting for a VIP voter., the 97 year old Shyam Saran Negi. The vote he cast on 25 October 1951 is the first vote in independent India. The first election in independent India was held in 1952. However in Kinnar, a place 2759 m above sea level and where snow falls continuously, the Government decided to hold election six months earlier. Thus Negi



became the first to cast his vote and that became a part of history. "We were all excited when we got independence. I felt unlimited happiness and pride when I came out of the

booth after casting my vote", says Shyam Saran Negi. Since then he executed his vote in 27 elections held thereafter. He is determined not to waste his right to vote even in this election. He is the propaganda ambassador for the 2014 Lok Sabha election.

He tells the youth of India, "Don't abstain from casting your vote. This is our duty towards the nation".

The above given news report contains the message of free India's first voter Shyam Saran Negi to the voters of India. The importance of voting is clear from Negi's words. In democratic nations, elections are held at regular intervals. Election is the method by which the representatives of the people are elected in a democratic system. Without election, democratic system will not exist.

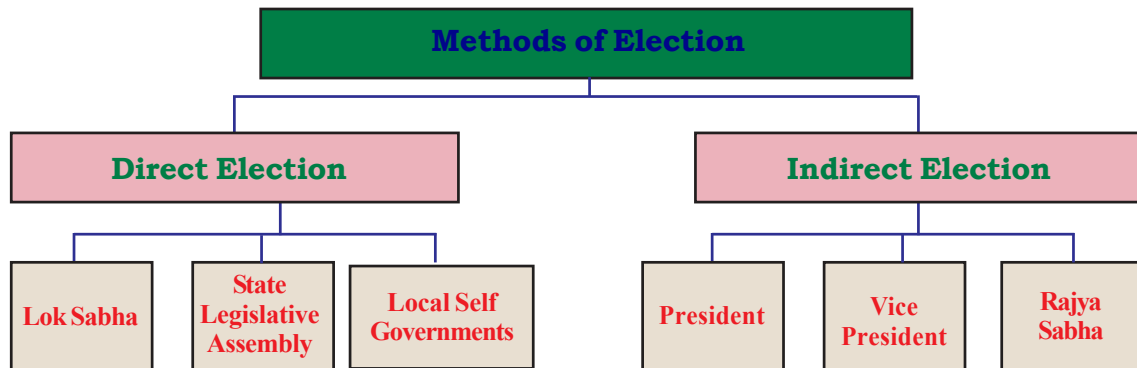
Examine the importance of election in a democratic system.

- Elections reflect the aspirations of the people.
- People can select the rulers of their choice through elections.
- People can participate and respond in democratic process.
- Election is a good reason for the rulers to act according to the aspirations of people.



Elections are indispensable in a democracy. Substantiate

You have understood the importance of election in democracy. Majority of nations in the world have adopted democratic form of Government. However, the methods of election in these countries differ from one another. Some countries follow direct election while in some others it is indirect election. Observe the method of election adopted to various Representative institutions of India in the chart given below.




Secret Ballot

In India, voters cast their vote through secret ballot. Thus a voter is able to cast his/her vote maintaining confidentiality. The voter marks his vote against the name of the candidate of his choice in the ballot paper/EVM.

How do we elect our representatives to the Lok Sabha, State Legislative Assembly and Local Self Government Institutions?

People directly elect their representatives. This method is called direct election. But do the people directly participate in the election of the President, Vice President and members of the Rajya Sabha? The elected representatives of people elect them. The

method of election in which representatives are chosen by the elected representatives of people is indirect election.

<p><i>Some examples are given for direct and indirect elections. Find more examples and complete the table</i></p> 	Direct Election	Indirect Election
	<ul style="list-style-type: none"> • Class representative • Panchayat member • • • 	<ul style="list-style-type: none"> • School Chairman • Panchayat President • • •

Simple Majority System

You have familiarised direct and indirect methods of election. We have adopted simple majority system for election to Lok Sabha, State Legislative Assemblies and Local Self Government Institutions. According to this system, elections are held in the following manner.

- The country is divided into various electoral districts known as constituencies.
- One representative is elected from one constituency.
- Any number of candidates can contest.
- The candidate who gets the highest number of votes is elected.

Simple majority system is simple and easy to manage. So majority of the democratic nations in the world, have adopted simple majority system.

Conduct a model election in the class to understand the salient features of the simple majority system.



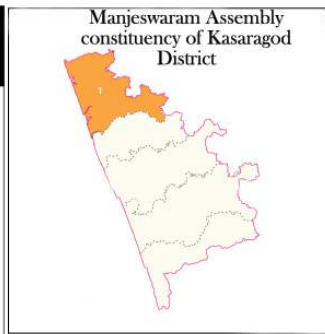
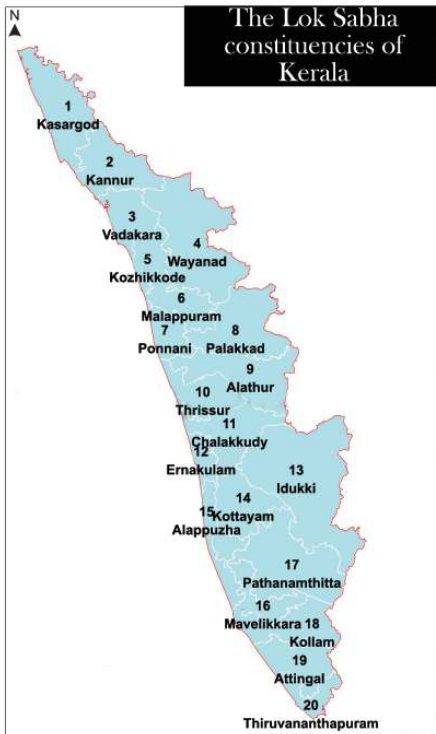
Proportional Representation

In India, proportional representation is adopted to elect the President, Vice-President and members of the Rajya Sabha where we follow indirect election. In India, MLAs of State Legislative Assemblies from each state elect members of the Rajyasabha. In proportion to their strength in the state

legislative assemblies at each political party can elect representatives to Rajya Sabha.

Constituencies

The map of Lok Sabha constituencies of Kerala and



Manjeswaram assembly constituency of Kasargod district is given. Do MPs elected from the state to the Lok Sabha and the MLAs elected to the State Legislative Assembly represent the same

constituency?

They represent different constituencies. To elect people's representatives, the states and union territories are divided into small geographical areas. These geographical areas are constituencies. Each constituency has almost equal number of population. In proportion to the population, our country has been divided into 543 constituencies for the Lok Sabha election. One representative is elected from each

constituency. Similarly each state has assembly constituencies in proportion to its population. At present Kerala has 20 Lok Sabha Constituencies and 140 Assembly Constituencies.



Make a list of the Lok Sabha constituencies of Kerala from the map given.

Reserved Constituencies

There is a possibility of some powerful and dominating group winning in all constituencies in the simple majority system. Shouldn't we ensure the representation of the weak and the oppressed section of the society also in the Lok Sabha and the State Assemblies?

The principle of reserved constituency has been introduced by the makers of our Constitution to ensure the representation of such groups. Accordingly seats have been reserved in Lok Sabha and State Assemblies for Scheduled Castes and Scheduled Tribes in proportion to their population. Only those belong to the reserved category can contest in elections from the reserved constituencies. However, people belonging to various categories can cast their votes. At present, 84 seats are reserved for the Scheduled Castes and 47 seats for the Scheduled Tribes in the Lok Sabha.

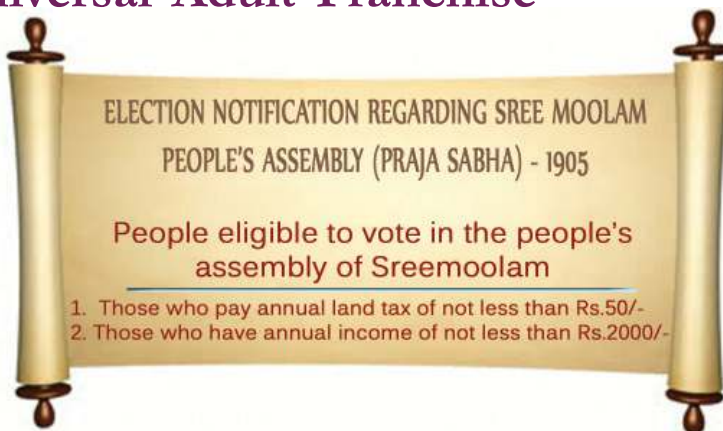
Should the reservation granted to the scheduled castes and the scheduled tribes be extended to the other backward classes and women? Organise a discussion in the class.



Free and Fair Election

A free and fair system of election is essential to make elections impartial and transparent. To fulfill this vision, provisions like universal adult franchise, right to contest in elections, independent election commission, etc. have been included in the Constitution.

Universal Adult Franchise



Have you read the notification given above? What are the indications you get about the right to vote to the Sreemoolam Praja Sabha of Travancore?

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Now, you know aware about the criteria for the right to vote in Travancore. What is the present criteria of Right to Vote ? Let's examine.



Observe the picture,

The voters of the country are waiting in queue to cast their vote. The right to elect the representatives is the right to vote. Those who elect their representatives are called the electors.

The right to vote is the most effective method to ensure a citizen's participation in a democratic system.

The right of all adult citizens to vote irrespective of caste, religion, race, language, sex, place of birth, etc. is universal adult franchise. In India, everyone who has attained 18 years of age has the right to vote.



Universal Adult Franchise

- Universal adult franchise came into effect with the introduction of Constitution of India on 26 January, 1950
- The Article 326 of the constitution refers to the universal adult franchise.
- The minimum age for the right to vote was 21 years till 1989.
- The 61st amendment of the constitution reduced the voting age from 21 to 18.

How an Indian citizen can be enrolled in voters list

- Complete 18 years of age on January 1st
- Settle in a constituency atleast 6 months.
- Give application in form no. 6A



Changing voting methods

Since the first general election several changes have taken place in voting. In the first two elections, separate ballot boxes displaying the name and symbol of each candidate were arranged in the polling booth. The voters had to drop the blank ballot paper in the box earmarked for his/her preferred candidate. The method of giving ballot papers with the names and symbols of the candidates was started after the second general election. As per this method every voter has to cast his vote in the ballot paper and put it in a common ballot box.



Towards the end of the 1990s, the Election Commission introduced Electronic Voting Machines (EVM). In India as an experimental basis, the EVM was used first time in Kerala. Today, EVM are used all over India.

The Right to Contest in Election

Every citizen has the right to contest elections and become a representative of the people. As per 'The Representation of People's Act', every Indian citizen whose name is enrolled in the electoral roll has the the right to contest elections if not disqualified otherwise. The minimum age has been fixed for contesting elections.

Observe the table showing the age limit for contesting different elections.

Election	Age limit
• The President	35 years
• The Vice-President	35 years
• Member of Rajya Sabha	30 years
• Member of Lok Sabha	25 years
• Member of State Legislative Assembly	25 years
• Member of Panchayat	21 years
• Councillor of Municipality	21 years



Is there any change in the age limit for Universal Adult franchise? Conduct a group discussion in your class.

Independent Election Commission

Democracy to be effective, elections should be independent and impartial. To make it possible, there should be an independent body. The Constitution of India has constituted an independent Election Commission.

At present the Election Commission of India is a multi member body with one Chief Election Commissioner and two Commissioners. They are appointed by the President. To help the election commission Chief Electoral Officer are appointed in all states. The Election Commission does not maintain many officials to conduct the elections. The central and state government employees are deputed for election duty whenever needed. The elections to the offices of the President, Vice-President, Rajya Sabha, Lok Sabha and the state Legislative Assemblies are conducted by the Election Commission of India.



*Sukumar Sen
First Election
Commissioner*



Office of the Election Commission of India



The State Election Commission

The elections to Panchayats and urban local bodies are supervised by the State Election Commission. State Election Commissions were constituted in all the states through the 73rd and 74th amendments of the Constitution.

Observe the collage given. They indicate various activities of election commission. Examine them, and conduct a discussion in the class regarding the functions of the Election Commission. Compare your findings with the functions of the

Election Commission given below.

THE FUNCTIONS OF ELECTION COMMISSION

- Supervise the election
- Prepare voters' list
- Declare the dates of different stages of election
- Allot election symbols
- Frame code of conduct
- The appointment and training of election officials
- Voting, counting of votes and declaration of results
- Examine election expenses of candidates



Contact the B.L.O. (Booth Level Officer) of your area to know more about the formalities of enrolment and removal of names from the voters' list. Collect necessary data and present in the class.



Undesirable tendencies of the Indian Electoral System

You have understood the procedure adopted to make the electoral process a free and fair affair. But no electoral system is completely free from limitations. The electoral system of India has certain drawbacks. Examine the chart given below.

	<p>Influence of money</p> <ul style="list-style-type: none"> • Voters are influenced by offer of money. • Political parties spend large amount of money for election campaign.
	<p>Election related violence</p> <ul style="list-style-type: none"> • Violence on the polling day. • Bogus voting and booth capturing.
	<p>Influence of caste and religion</p> <ul style="list-style-type: none"> • Caste and religious considerations influence selection of candidates.
	<p>Lack of representation of women</p> <ul style="list-style-type: none"> • Women do not get due consideration during the selection of candidates. • Poor representation of women in the parliament and legislative assemblies.

Collect newspaper reports of election time and prepare a note on the draw backs of electoral system.



Electoral Reforms

The limitations of the election process make its reform essential. How can the election process be reformed by solving its drawbacks? Some reforms implemented by the Election Commission to correct the election process are given below.

- Identity card with the voter's photo has been introduced.
- Limit has been set on the election expenses of candidates.
- Implemented code of conduct for political parties and candidates.

- Electronic voting machine (EVM) has been introduced in elections.
- Published voters' list with photo of the electors.
- Negative voting system has been introduced.
- Included the photo of candidates on ballot paper.



Negative Vote

In India, negative vote has been introduced, which gives the opportunity to the voters to reject all the candidates contesting in elections. In the electronic voting machine at the end of the names of the candidates, NOTA (none of the above) has been included. The voter can press the NOTA button and cast his negative vote.



The photo of the candidate in the ballot paper

The Election Commission has decided to include the candidate's photo along with the name and symbol. As candidates with same names contest elections and there for confuse the voters, this decision was made by the Election Commission. This will help even the illiterate voters to use their right to vote in the right way.



Prepare a list of the creative suggestions for election reforms.

Election and Political Parties

Many political parties are functioning in India. Political parties are an essential element of democratic system. What is meant by a political party? Political parties are organisations formed on the basis of an ideology which works continuously for attaining political power. Their main functions are given below.



Election Manifesto

Every political party comes out with an election manifesto as part of their campaign. This is a document which states the views of the party in the local, national and international affairs and the programmes and plans the party would introduce if it comes to power.

- Connect the government and the people.
- Form public opinion.
- Create political awareness.
- Contest elections and the party attains majority of seats form the government.
- The parties which do not get majority of seats, functions as responsible opposition.

- Correct the wrong policies of the government.
- Put forward various policies and programmes.

In a democratic system, any individual has the freedom to form a political party.

Make a list of the political parties in India.



Political parties in India	
National Parties <ul style="list-style-type: none"> • • • • 	State Parties <ul style="list-style-type: none"> • • • •


Every political party functioning in our country should register with the Election Commission.

National parties and state/regional parties are functioning in India. The Election Commission has set the criteria for political party to be a national or state party.

Generally those parties which function across the nation and have influence in more than one state are called national parties. Political parties which have influence in only one state are called state parties. There are many political parties functioning in our country which are not able to fulfill the criteria of national or state parties. These parties are called registered parties as they are registered with the Election Commission.

National parties 

If a political party is to be declared as national party it should have secured at least 6% of the total votes polled in the Lok Sabha election, from four or more states . Moreover it should have won at least four Lok Sabha seats from one or more states.

State parties 

If a party is to be declared as a state party it should have secured at least 6% of the total votes polled and 2 seats in the state assembly election.

Coalition Politics and Election

Lok Sabha election Announced
Prominant fronts in great expectation

Delhi: The sixteenth election to Lok Sabha has been notified. The important coalitions at the centre are approaching the election with great expectations.

Examine the news given above. Now, many political parties form coalition and contest elections at the centre and the state. Let us examine what coalition politics is. On occasion where no political party can get majority in elections, parties who can co-operate, form coalition fronts based on a common minimum programme and contest elections. This is coalition politics. When such coalition fronts win the election and form government it is a coalition government.

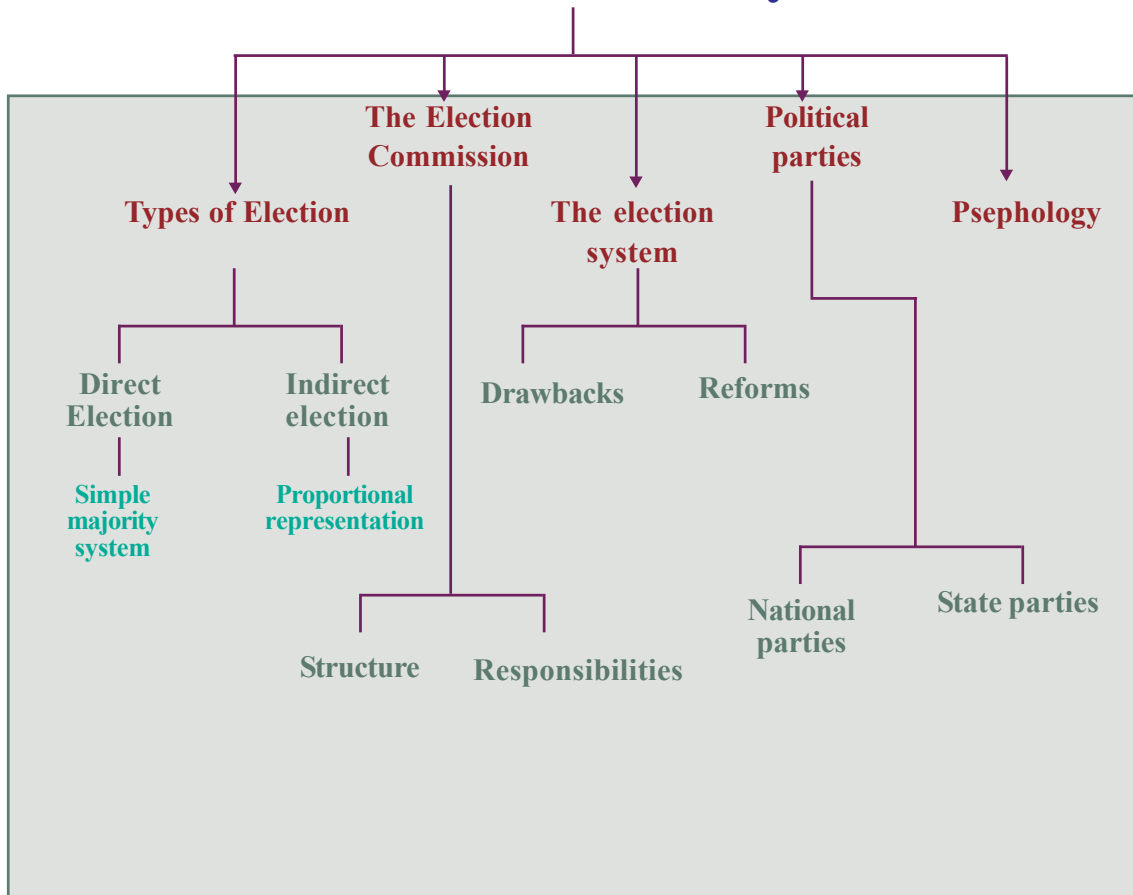
Unlike other states, Kerala has brought coalition politics into practice. Way back in 1960s Coalition Government was established in Kerala. After that, most of the governments which came to power were coalition governments. Coalition Governments have become the order of the day both at the centre and in states.

Psephology

Psephology is the science of predicting election results before the declaration of results, after analysing the possibilities of political parties and coalition fronts. The results are predicted based on opinion polls, media analysis, interviews, exit polls and the previous election results. Through predictions we can understand the public opinion in favour or against the political parties. The election prediction may not be always correct. Election Commission has brought certain restrictions on the prediction of results.

You have familiarised the features of the electoral system of India. From the analysis so far, we can assume that an unbiased independent and impartial election commission, elections at regular intervals, universal adult franchise, freedom of the people to elect their governments etc. have helped to strengthen Indian democracy. In addition to this, the high level of political awareness of the people, their ability to take logical decisions and active political participation also help reinforce democracy. Only then democracy will be meaningful.

Election and Democracy



Let's assess

- Which of the statements given below agrees with adult franchise?
 - A. Every citizen of the country with basic education has the right to vote.
 - B. Every adult of the country irrespective of his/her caste, religion, language or gender, has the right to vote, .
 - C. Every male adult in the country has the right to vote.
 - D. Everyone in the country who pays income tax has the right to vote.
- Find out the importance of election in democracy.

- How is direct election different from indirect election? Find examples.
- The Election Commission has vast duties. Substantiate this view.
- Indian election system has drawbacks. Find ways to rectify them.
- Who allots the symbols for the candidates who contest election?
A. Government C. The Election Commission
B. Political parties D. The District Collector
- What is the minimum age for contesting elections to different representative bodies?
- What is Psephology?



Extended Activities

- Prepare an election magazine, by collecting news paper articles and photo clippings of the Lok Sabha/ State Assembly elections.
- Observe the functioning of the political parties and prepare the role played by them in the process of democracy.



Chapter

09

Towards a Bright Future



The photograph that appeared in the New York Times on 26 March 1993 is given above. We can see the image of a hungry child who has fallen down due to poverty in the southern part of Sudan in Africa and of a vulture stalking to make the child its prey.

What does the picture convey to you?

The picture shows one of the major social problems, poverty, that the world faces today. Besides poverty, we can see many other social problems around us. Such big and small problems that the society faces are discussed in this chapter.

Social problems and solutions

Those problems which affect the society directly or indirectly are considered as social problems. Problems, whether individual or common that exist for a long time affecting the society, are called social problems. To have a better picture of social problems, let's examine the definitions of some sociologists.

Social problem... a way of behaviour that is regarded by a substantial part of society as being in violation of one or more generally accepted or approved norms.

Robert Merton and Robert Nisbet

If individuals exhibit such behavioural changes that can destroy existence of a tolerant society, it can be considered as a social problem.

Lenberg

What are the inferences you can make about social problems from the above definitions?

- Violation of common etiquettes in the society
- Violation of social laws
- Threat to the very existence of society
-
-



Write a short note on different social problems after analysing different news items on the media.

What are the problems faced by the society today?

- Poverty
- Lack of shelter

- Insecurity of the old age people
- Juvenile crimes
-
-
-
-

Assess whether the following are social problems or not on the basis of the indicators given in the table.



Social problems	Social peace is destroyed	Social laws are violated	Individual life is muddled	Social security is lost	Exist for a long time in the society
• Poverty					
• Unemployment					
• Problem of shelter					
• Insecurity of the old age people					
• Offences against women					
• Use of intoxicants					
• Juvenile crimes					
• Cyber crimes					
• Crimes against children					

Poverty

Poverty is the inability to secure the minimum consumption requirements for life, health and efficiency. As per the World Bank records of 2015, 702 million people are poor in the world. Poverty is a social problem not only in India but the whole world. According to the report of the UNO one fifth of the population in developing countries are living below the



Poverty Line. As per the statistical data of the Planning Commission, 22% of people in India suffer from poverty.



Find out the percentage of people living below the Poverty Line in your locality, by examining the records of the self-government institution.

Unemployment



Unemployment is a social problem related to poverty. While a section of people in the world finds employment of any kind, many people cannot find any. Unemployment is a situation in which a person is physically and mentally able and willing to work but cannot get a job. You can see the consequences of unemployment in your locality also. Have you thought of the number of people from other states coming to

Kerala in search of jobs?



How does unemployment cause poverty?

Problem of shelter

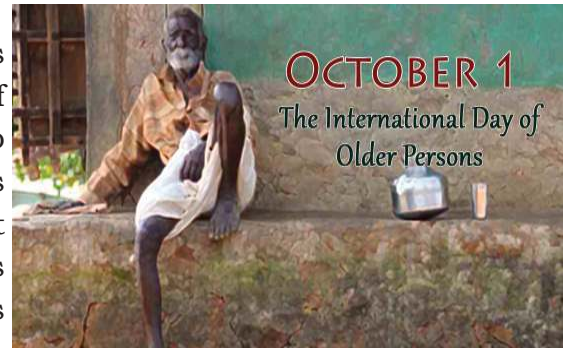
Shelter is one of the basic needs of man. Society has different views about shelter. Lack of shelter is a major social problem in India. To have a house where an individual and the family can live in a healthy way is one's right. Lack of shelter is the situation in which an individual is not able to secure and keep a suitable house.



Discuss whether the construction of these houses is ostentatious?

Insecurity of old age people

The number of insecure old age people is increasing in our country. The increase of the nuclear families and families moving to cities in search of better living conditions hardly provide the care and consideration that the old age people have enjoyed. This causes loneliness. The old age people face problems like disaffection, disregard, loneliness, uncertainty, economic crisis, health problems and stress. They cause internal conflicts in them. Their loneliness has been growing as a big social problem. That is why old-age-homes are increasing in our country.



You can help the old age people in many ways. Do you keep practising the following things in your life?



	Always	Occasionally	Never
Do you help the old age people by recognising their needs?			
Do you offer your seat in a bus for senior citizens?			
Do you provide priority to the senior citizens when you are in a queue?			
Do you help to the senior citizens while getting in to a bus or a train?			
Do you spend time talking with the senior citizens in your home or in the neighbourhood?			
Do you visit old-age-homes?			
Do you celebrate the Day of Older Persons in your school?			

Violence against women

Violence against women is a big social problem. Have you ever noticed the problems faced by women in the society?

- Crimes against women
 - Atrocities against women.
 - Crime such as denial of the right to education
 - Different wages for the same job
 - Denial of opportunities for proving their abilities
 - From public activities
 -



Kerala Womens Commission



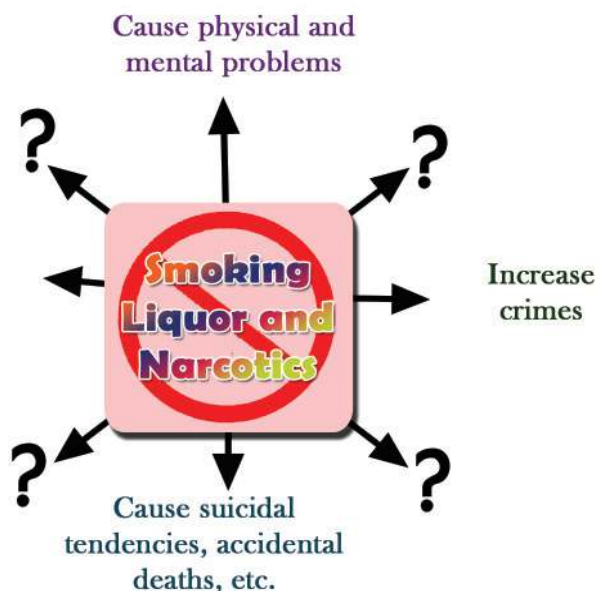
Find out the government facilities for the protection of women and present them in the class.

Use of intoxicants

The use of narcotics is increasing in the society. Those who believe that the use of intoxicants such as tobacco, liquor, cocaine, etc can be controlled, may yield to them gradually. Then they become addicts to them. The use of narcotics causes health problems in individuals, family problems, social avoidance, etc. The excessive use of intoxicants is a mental disorder.



Cause family problems and economic crises.



We have seen that the use of narcotics adversely affects not only the individuals but the society as a whole. So the use of intoxicants can be treated as a social problem.

What can we do to orient people about the consequence of the use of narcotics?



Make anti-intoxication posters in your Social Science Club and exhibit them.



Juvenile crimes

Crimes among children have become a big social problem. The crimes done by children of below fourteen years of age are called juvenile crimes. They are called juvenile offenders. Different types of such crimes appear in the newspapers. There are many reasons for children to engage in crimes.

- Defects in family relations
- Use of intoxicants
- Misuse of media
- Deterioration of social values
-

It is the duty of the society to avoid impulse to do crimes towards children. Schools, police, orientations, support mechanism, social actions, etc. help prevent criminal tendency among children. The following institutions help to avoid juvenile crimes.

Counselling centres



The family has a major role in moulding the character and the personality of children. Counselling centres help the family to realise the needs of children.

Juvenile courts



Juvenile courts deal with juvenile crimes. Their activities are different from those of the ordinary courts.

Child line



The child line is an agency under the Ministry of Women and child development of the central government to identify the problems and difficulties of children and to help and protect them. The credit of establishing it goes to Prof. Jero Billimore, Professor of Tata Institute of Social Sciences(TISS). It was started in Bombay in 1996. Later in 1998-99, its activities were extended nation-wide by the Union Government. The services of this agency can be availed with the help of the toll free number 1098.

Child guidance clinic: The facility helps to find and analyse problems of children.

Counselling centre: This centre helps to provide solution for the behavioural problems of children.



Prepare an enquiry report on the causes and solutions of juvenile crimes.

Cyber crimes



Information Technology has been changed tremendously. Within seconds we can get information of any kind. Almost all people make use of internet, directly or indirectly. The electronic media that we use to collect information and for entertainment include computers, mobile phones, tablets, television, etc. some people tend to misuse Information Technology. Crimes using information technology are increasing. Social media causes many problems in the personal and social life. Cyber Cells deal with crimes done using information technology.



Organize a debate on the merits and demerits of social media.

Crimes against children

Children are the wealth of the nation. It is the responsibility of the society to provide them food, education, recognition and affection. Withdrawal from this responsibility badly affects the future of the nation and the society. Violence against children is increasing in the world. The given pictures indicate injustice against children. Can you say what are the injustices that these pictures convey?



Prepare a report on different kinds of violence against children

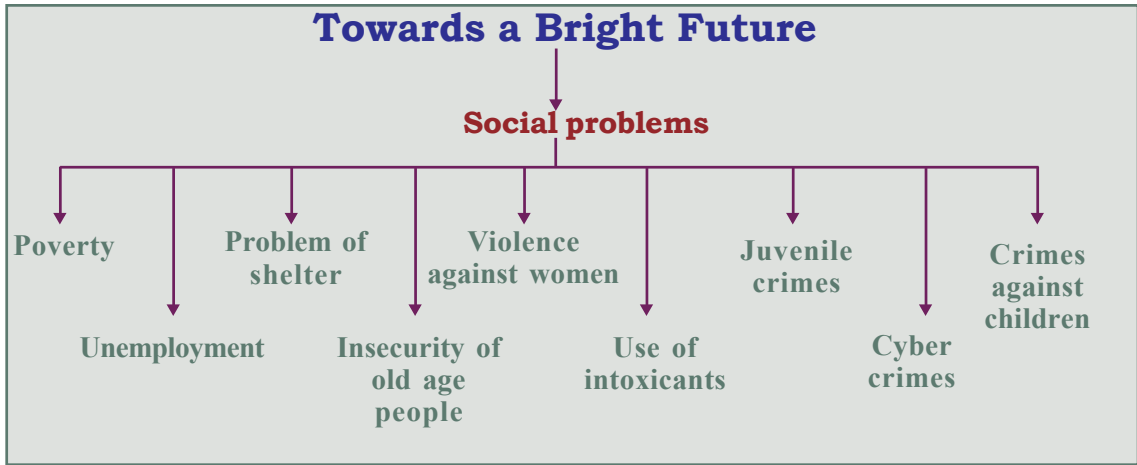
The discussions in the chapter make us aware of the following things.

- Many of the social problems are interrelated.
- The consequences of social problems have common features.
- Social problems change according to the changing times.
- Joint effort and actions are necessary to solve social problems.

You might have got an idea of the social problems existing in our society. Such social problems prevail in all countries. In certain countries they are severe. The social problems of rural areas are different from those of urban areas. Sociology tries to analyse and defend these problems.



How can we solve different social problems around us? Conduct a discussion. Submit the suggestions to the the government.



Let's assess

- What is meant by a social problem?
- Describe different problems that a society faces.
- Analyse the interrelationship of different social problems.



Extended Activities

- Identify a social problem in your area. Conduct a field work and collect data related to the problem. Analyze and prepare a report on the same.
- Make a documentary on any one social problem faced in your area.