

IX

Social Science I

PART-1



Government of Kerala
Department of Education

TB/IX/2016/900 (E)

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.

TB/IX/2016/900 (E)

SOCIAL SCIENCE I

Standard IX

Part-1



Government of Kerala
Department of Education

State Council of Educational Research and Training (SCERT), Kerala
2016

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)
Poolappura, Thiruvananthapuram 695 012, Kerala

Website : www.scertkerala.gov.in

e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

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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. P. A. Fathima
Director,
SCERT, Kerala

Textbook Development Team

Abdul Azees V.P. VPKMM HSS, Puthoorpallikkal, Malappuram
Abhilashkumar K. G. Devadhar Govt. HSS, Thanoor, Malappuram
Amar. HSS, Mattannoor, Kannur
Chithra Madhavan. Research Officer, SCERT
Faisal V. GGHSS, Parayancheri, Kozhikkode
Haripradeep S. SVHSS Pulladu, Thiruvalla, Pathanamthitta
Jayakrishnan O. K. KPC HSS Pattannur, Kannur
Jyothishkumar B. MG HSS Idathara, Pathanapuram, Kollam
Muraleedharan Nair P. N. NSS HSS Anickad, Kottayam
Muhammad Mustafa. DIET, Malappuram
Pradeepan T. GHSS Kallachi, Kozhikkode
Prasad V. G. GHSS, Kadammanitta, Pathanamthitta
Ratnakaran T. GB HSS Malappuram
Yusufkumar S.M. Govt. Model Boys HSS Attingal, Thiruvananthapuram

English Version

Dr. S. Unnikrishnan. Assistant Professor, University Collegem, Thiruvananthapuram
Dr. C. Saidalvi. Malayalam University, Tirur, Malappuram
Dr. M. Lalitha. Librarian (Rtd.), SCERT, Kerala
I. P. Joseph. Assistant Professor (Rtd.), SCERT, Kerala
Faisal V. GGHSS, Parayancheri, Kozhikkode
Dr. P.T. Sreekumar. MNKMHSS, Vandithavalam, Palakkad.
Abdul Azees V. P. VPKMM HSS, Puthoorpallikkal, Malappuram

Experts

Dr. V. Kunhali. Head, Department of History (Rtd.), Calicut University
Dr. B. Shobhanan. Head, Department of History (Rtd.), Kerala University
Dr. Abdul Razak P.P. Associate Professor, Department of History, PSMO College, Thirurangadi
Dr. N.P Hafiz Muhammad. Co-ordinator, Department of Sociology, Calicut University
Dr. Vijayalekshmi. Head, Department of History (Rtd.), NSS College, Manjeri, Malappuram
Dr. K. P. Rajesh. NSS College, Manjeri, Malappuram

Academic Co-ordinator

Manoj K V, Research Officer, SCERT



State Council of Educational Research and Training (SCERT)
Poojappura, Thiruvananthapuram 695 012, Kerala

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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



Significant learning outcomes



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

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?

In the previous classes you have learnt about the medieval world. 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 ones among them.

Eastern Roman Empire

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.



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.



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.

"History will judiciously forget the wars of Justinian and remember him for his laws".

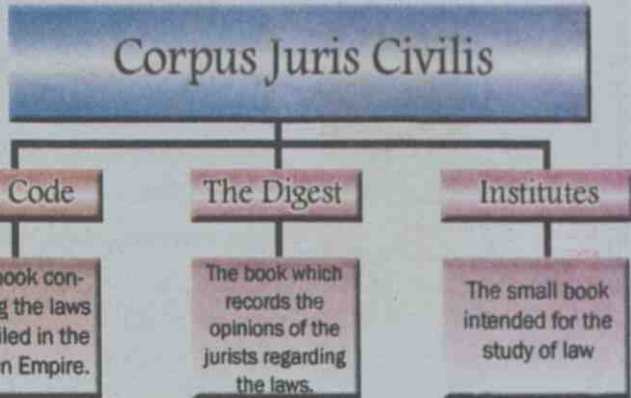
Will Durant
Story of Civilization



Justinian

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.



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 tribes. The most prominent among them was the Franks. The empire established by the Franks was the Frankish Empire. The famous 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.



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



Charlemagne

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



The Arab Empire

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.

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

- Mecca
- Medina
- Damascus
- Baghdad



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.

Early Caliphs



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

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.



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

The Ottoman Empire



Ottoman empire during the reign of Suleiman



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.

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

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.



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 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 Mongolian Empire was spread over.



The Mongolian Empire

The chief characteristic feature of the Mongol army was its strong cavalry. Genghis Khan arranged his army in the multiples of ten (10, 100, 1000, 10000). 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.

What are the measures that we adopt today to communicate with far-off places? 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.



Statue of Genghis Khan

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.



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

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.

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.

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.

| North American Civilizations | South American Civilizations |
|---|----------------------------------|
| <ul style="list-style-type: none"> • Mississippi • Caribbean • Mogollon • Patayan | Mayan Inca Aztec Toltec |

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.



Chinamba

The Aztecs created small islands in their marshy regions by heaping up green leaves. They later planted trees and started cultivation in these regions. These were known as floating gardens (Chinamba).

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.

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

Towards the end of the Medieval period agricultural production decreased considerably, due to climate change. This resulted

in the outbreak of famines in many parts of Europe. The continuous occurrence of plague, known as 'Black Death', wiped off nearly half of the population of Europe. The crusades shattered many of the feudal lords. The monopoly of gunpowder enabled the kings to suppress feudal nobles. The new middle class that emerged as a result of the growth of trade also helped the rulers to subdue feudal lords. The outbreak of many peasant revolts and wars in different parts of Europe weakened the lords and strengthened the authority of the kings. This led to the emergence of nation-states.

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.

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



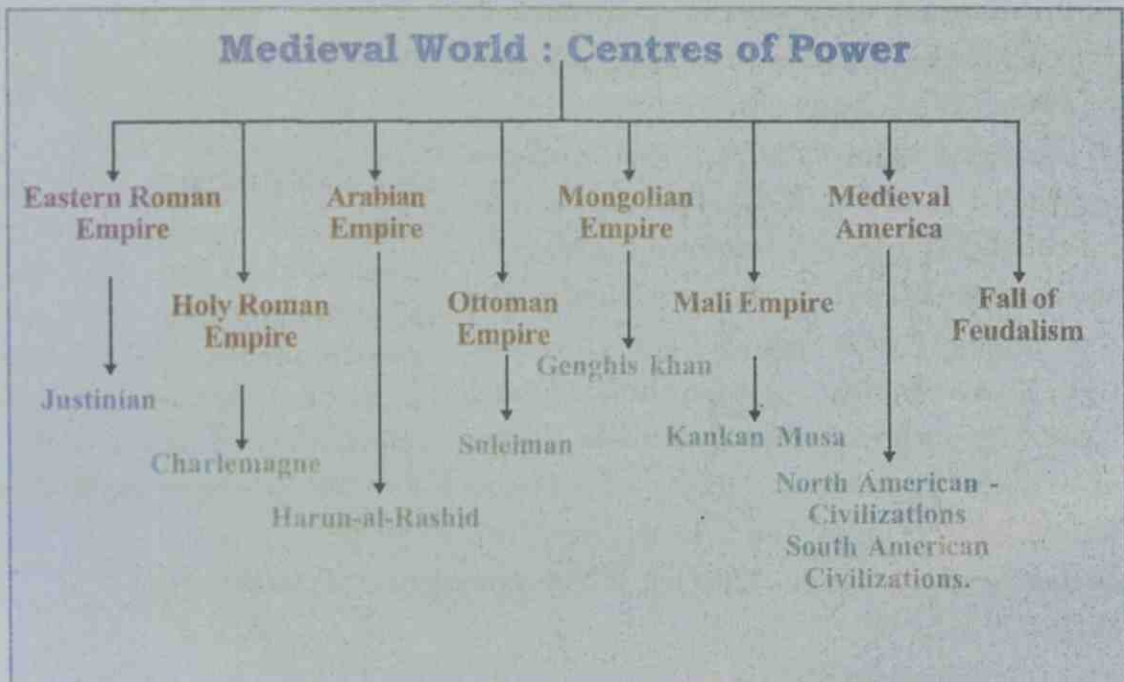
Conduct a seminar on different forms of power that existed in different parts of the medieval world.



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.





Significant learning outcomes

The learner:

- analyses the major centres of power in the world from 5th century to 15th century CE.
- identifies the characteristics of the Eastern Roman Empire.
- identifies the political contributions of the Arabs to the medieval world.
- analyses the circumstances that led to the formation of the Ottoman Empire.
- explains the peculiarities of the Mongols.
- identifies the uniqueness of Charlemagne in the medieval European politics.
- explains the forms of power in medieval Africa.
- compares the forms of power that existed in medieval Japan with that of China.
- lists down the names of the medieval American civilizations.



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 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

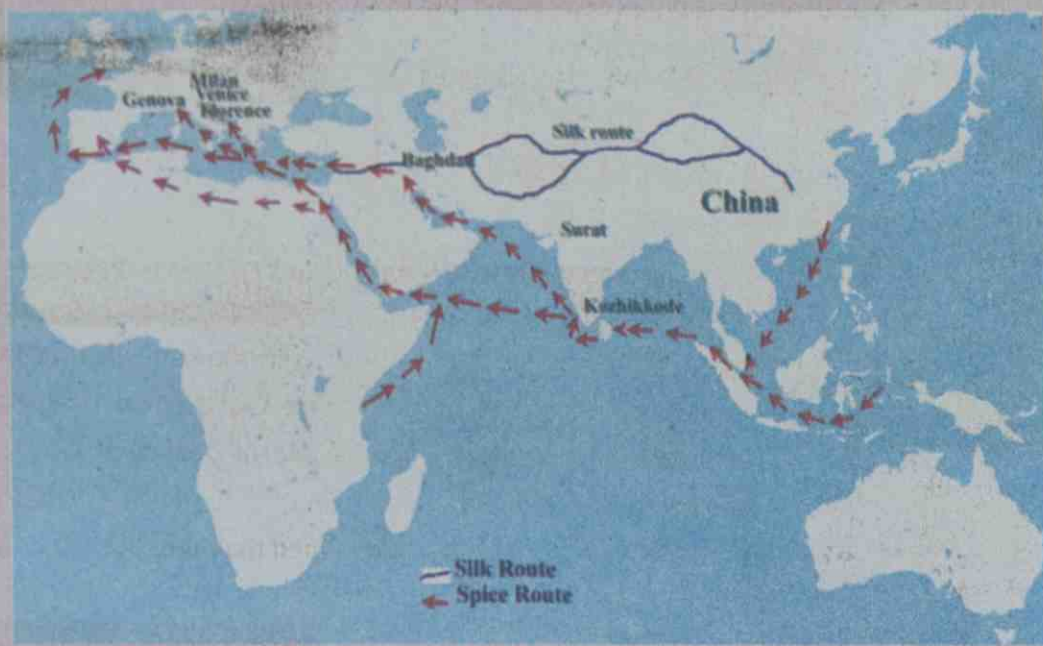
When a man is riding through the desert by night and by some reason gets separated from his companions and wants to rejoin them, he hears spirit voices talking to him as if they were his companions, sometimes even calling him by his name. Often their voices may lure him away from the path and many travellers 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?



Map showing the Silk Route and the Spice Route.



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, 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 and Jerusalem. The rapid increase



Merchant group of the medieval period - illustration of an artist

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.

You have learnt about feudalism in the previous classes. Coinage had no significance in feudalism. 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.



Medieval town in Europe- an illustration

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 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.

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.



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.

Many travellers described that the markets of Baghdad were flooded with the rare articles from different parts of the world. Another famous commercial centre was Constantinople (Istanbul), 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. One important port city of that time was Basara, on the banks of the river, Tigris. Other important cities of the medieval period were Aden, Mecca, Muscat and Damascus. Calicut was an important commercial centre and a sea port of the silk route. Many ships from Central Asia and Europe anchored at Calicut to load them with spices. Surat in Gujarat was another trade centre.

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



Medieval shoe making centre

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

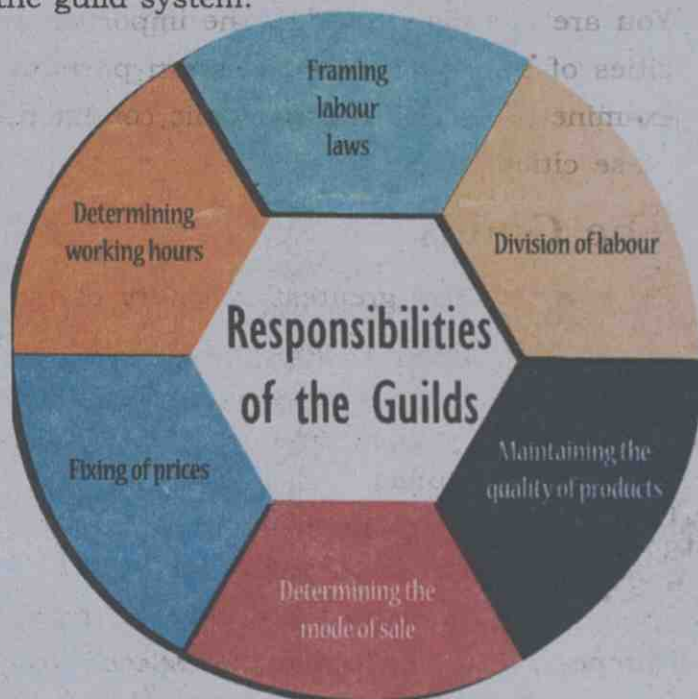
Industrialisation, growth of science and technology, etc. led to the decline of the guild system.



A medieval tailoring shop



A medieval weaver



Analyse the influence of the guilds on medieval European trade.



Medieval Education



A medieval learning centre - an illustration

Have you noticed the pictures? These pictures give us glimpses of the medieval primary and higher education. During medieval period Europe attained remarkable progress in education.



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.

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, astrology, 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.



Discuss the functioning of schools in medieval Europe.

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

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



Bologna University



Cordova University



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.

nation. 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 astrology. Many educational institutions attached to the temples prevailed in South India during the medieval period.

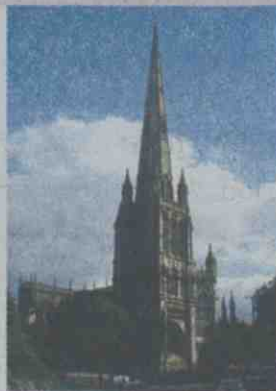


Conduct a discussion on the role of education in the progress of medieval society.

Art and Literature



Romanesque 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 secular 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-Ibar |
| 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.



Ibn Sina

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.

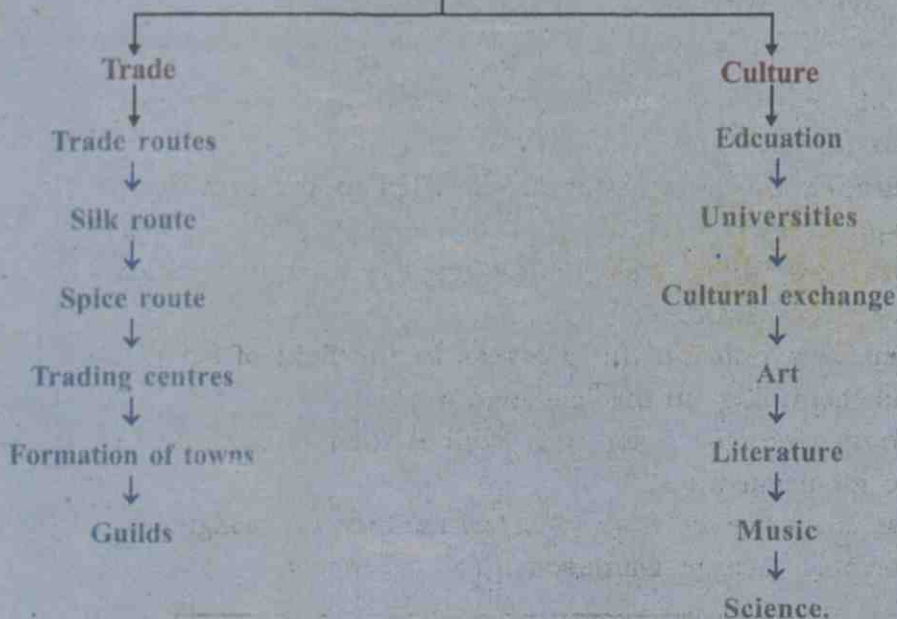
Progress in the field of education and science in the medieval world led to the beginning of the Modern age. Conduct a debate on this topic.



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



The East and the West :Era of Exchanges



Significant learning outcomes

The learner:

- identifies the trade relations and trade routes that connected the East and the West.
- lists the trade centres and cities.
- explains the importance of trade in the medieval world.
- explains the features of Guild system that existed in Europe.
- analyses the progress achieved in the fields of science and education in Europe, Central Asia and China.
- evaluates the contributions of Arabs in different fields during the medieval period.

- analyses the changes in the field of art in different parts of the world during the medieval period.



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.



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

In the previous classes we have discussed 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.

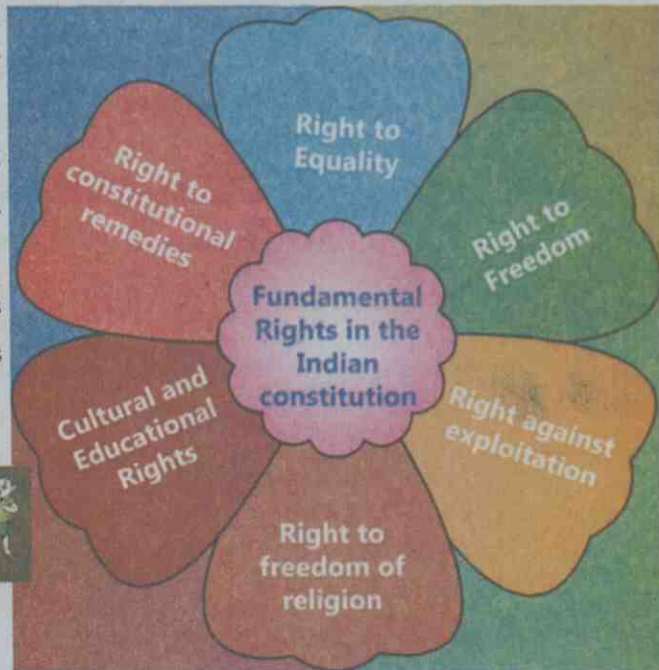
Did the people of India enjoy rights and liberty during foreign rule?

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 Madhyampuram village.

Delhi: Various Human Rights Associations urged the government to demolish the wall in the north Indian village of Madhyampuram which was constructed to prevent the entry of Dalit sections in the residential areas of the upper caste people. The discrimination in Madhyampuram 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.



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.

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 Titles.

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.

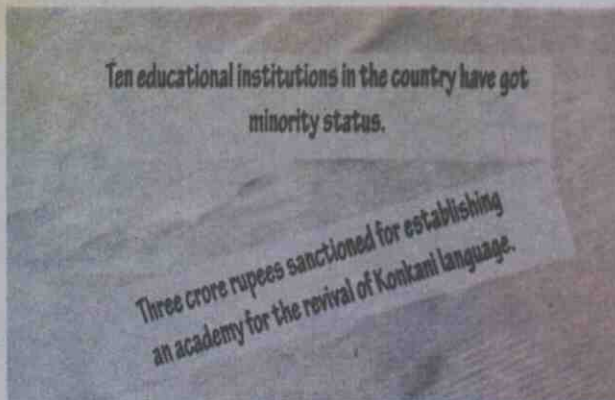
How does the Right to Freedom of religion promote secularism? Discuss.



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 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.



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 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 included in the Fundamental

Action plan for plastic waste treatment.

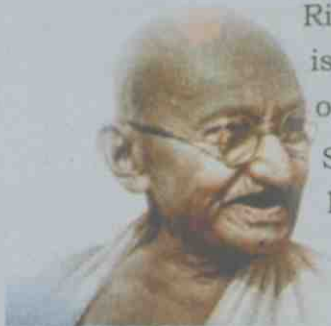
Government declared rebate for khadi products

Panmasala prohibited

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.



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.

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.

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.

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.

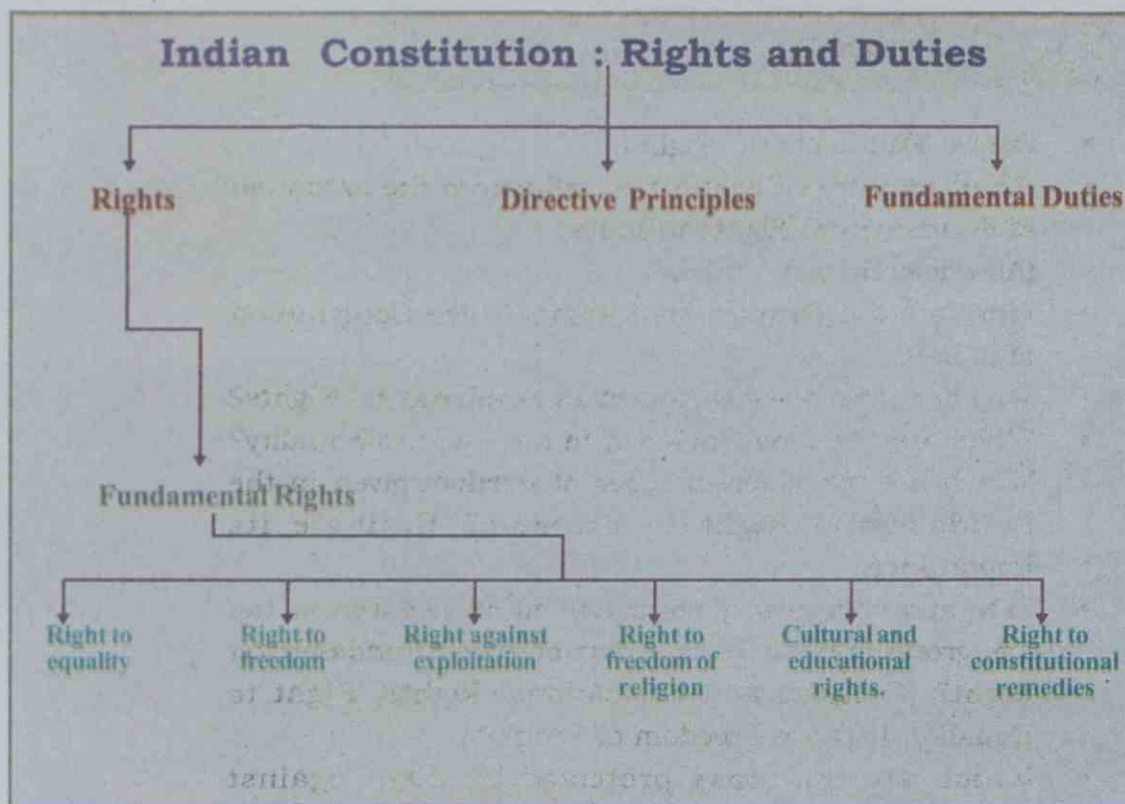
Fundamental Duties are the responsibilities which individuals have to perform towards themselves. Analyse.



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 .



Significant learning outcomes

The learner:

- explains the importance of Fundamental Rights.
- lists the Fundamental Rights
- explains Right to equality
- lists out the freedoms guaranteed by Indian constitution under the Right to Freedom
- analyses the protection guaranteed by the Right against Exploitation.
- evaluates the components of the Right to Freedom of religion
- explains Cultural and Educational Rights
- evaluates the importance of the Right to Constitutional remedies.
- defines the Directive Principles
- explains the importance of 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 of Religion)
- 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.



Sultanate

The name 'sultanate' is derived from the word 'Sult' which means power. This word refers to the authority and suzerainty of one person over the others.



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.



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. |

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

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.

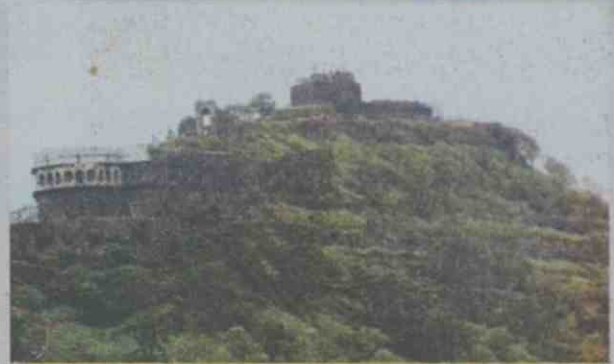
- Central administration
- Local administration
- Law of succession
- Military administration

Local Administration



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

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



Daulatabad fort constructed during the Sultanate 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

The Mongol Tradition



The foundation of Mongol tradition is in the concept that the king was selected for implementing the interests of the God. The Mongolian ruler Genghis Khan declared that he got the destiny of God through a revelation and hence he is following that path. The view that the king is the representative of God helped maintain the unquestioned authority of the king.



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.

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

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.

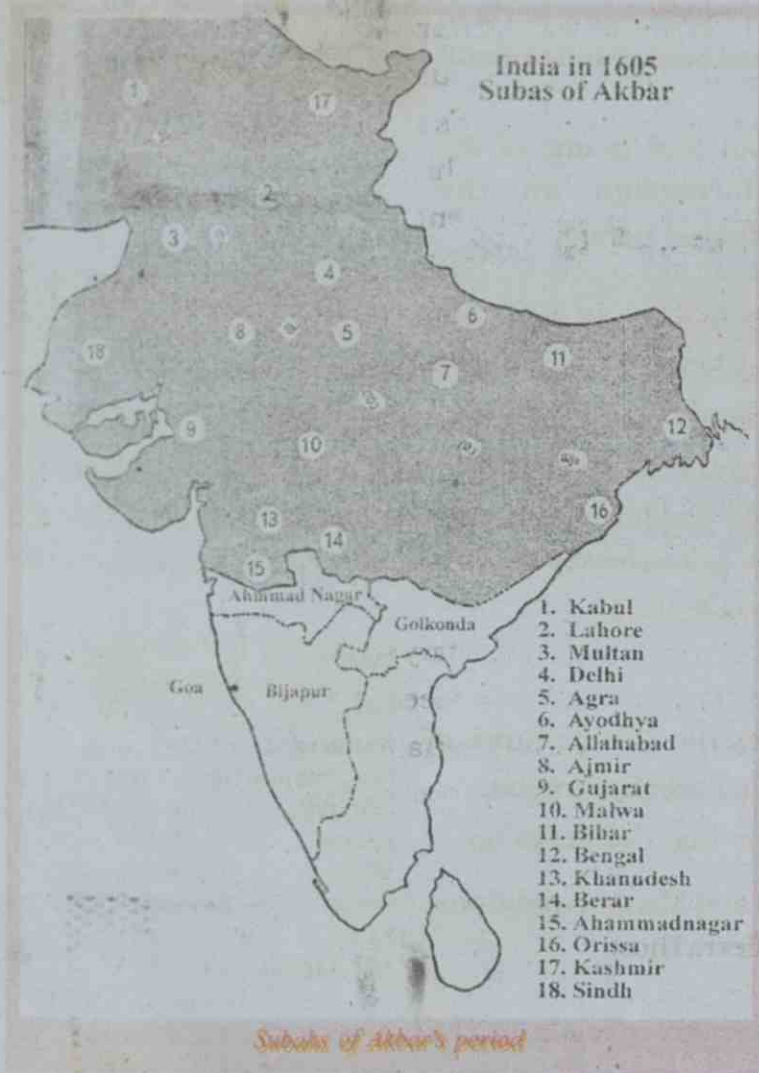
| | |
|---------|-------------|
| Subah | - Subedar |
| Sarkar | - Faujdar |
| Pargana | - Shiqdar |
| Village | - Chowdhari |
| Town | - Kotwal |

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

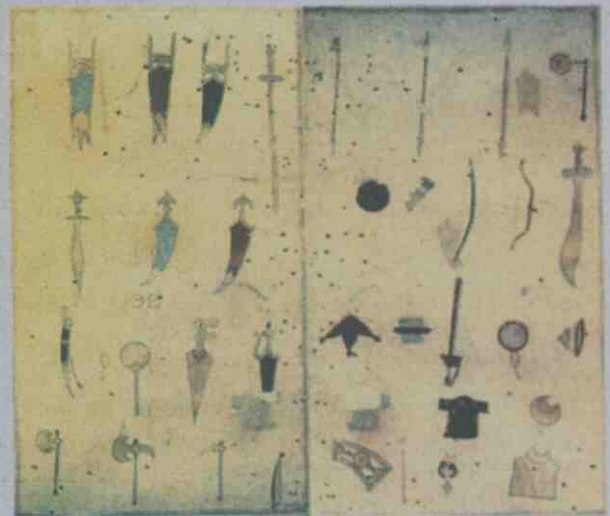
To what extent Din-i-Ilahi, formulated by Akbar was helpful in maintaining administrative stability and religious harmony? Analyse.



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



Weapons of the Mughal army

horses. Each Mansab had two sub-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

So with great care and according to your power, you should attend to the work of protecting the good

and punishing the wicked without neglecting anything that you see or hear..

**Krishna Deva Raya
Amuktamalyada**

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.



Fort in Vijayanagara

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.

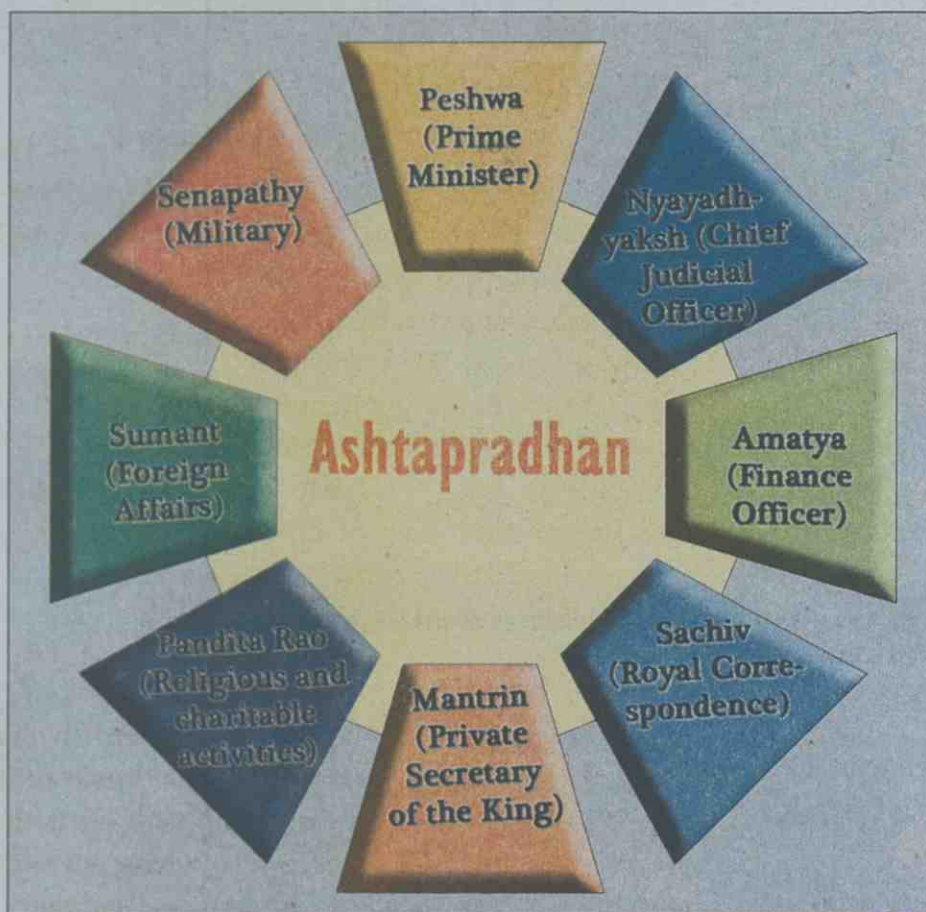
The Maratha Administration



Shivaji

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.



Prepare a note after comparing the portfolio of the Ashtapradhan 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.

Chathrapathi

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



Raigarh Fort

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.

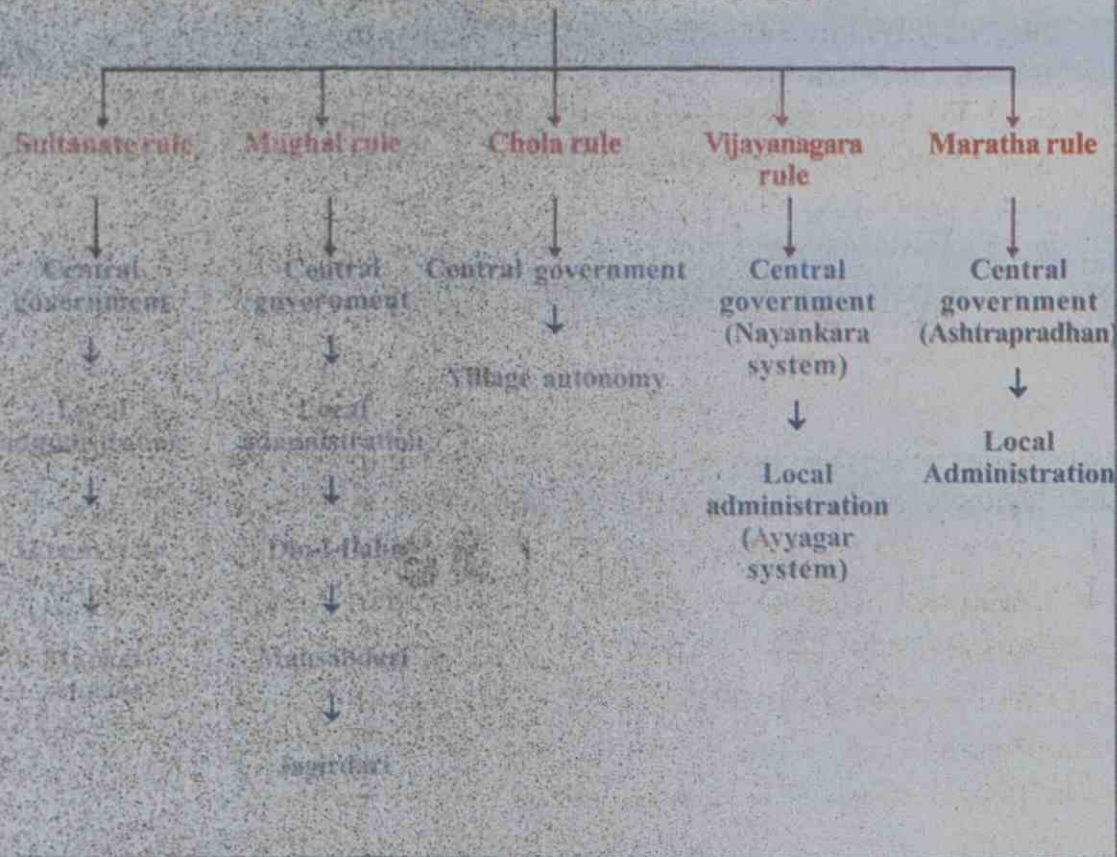


During the medieval period, many fundamental changes occurred in the administrative system of India. The administrative system implemented by the medieval rulers influenced the later administrative systems considerably.

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



Medieval India : Concept of Kingship and Nature of Administration



Significant learning outcomes

The learner:

- identifies the features of the Sultanate administration.
- compares the features of the Mughal and Sultanate administration.
- identifies the features of the military organisation of the Mughal period by analysing the Mansabdari system.
- explains the administrative features of the Chola kings who ruled South India during the medieval period.

- compares the administrative system that prevailed during the Chola period with the existing Panchayathi Raj Nagarpalika rule and identifies the features of the Chola village autonomy.
- explains the characteristics of the administrative system that existed in the Vijayanagara Empire.
- analyses the characteristics of the Maratha administration.



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.

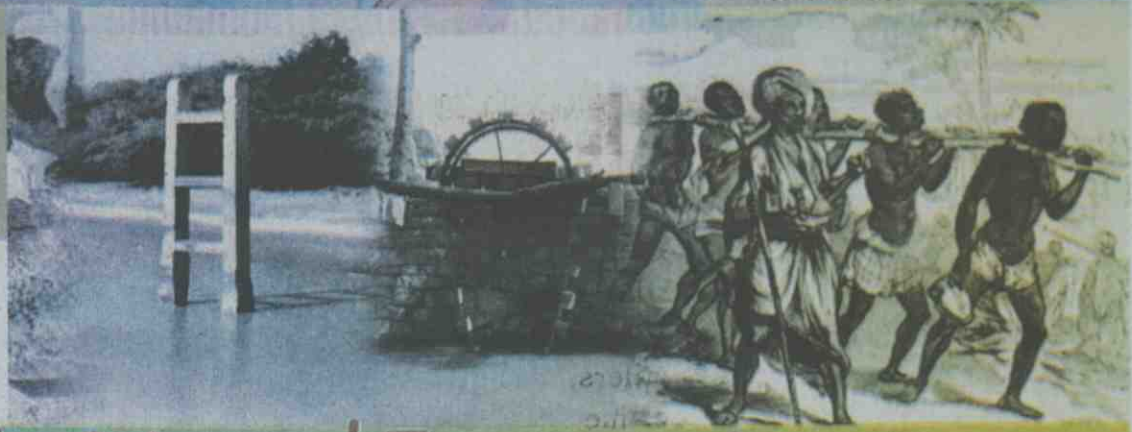


Extended Activities

- 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 monuments 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



Varieties of paddy

During the Mughal period, fifty varieties of paddy were cultivated in Bengal itself and 48 in Delhi. Most of them are still being cultivated. Many varieties of paddy were able to survive droughts and floods.

cultivation, Balban, the Sultanate ruler, allotted Doab region (the region between the Ganga and the Yamuna) to farmers. 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.



A model of Persian water wheel



Complete the table related to agricultural progress in medieval India.

| Crops | Measures by rulers | Equipments |
|-----------------------|--------------------|-----------------------|
| • • • • • | • • | • • • • • |

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

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



Water reservoir during the Chola period

Types of farmlands



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

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

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



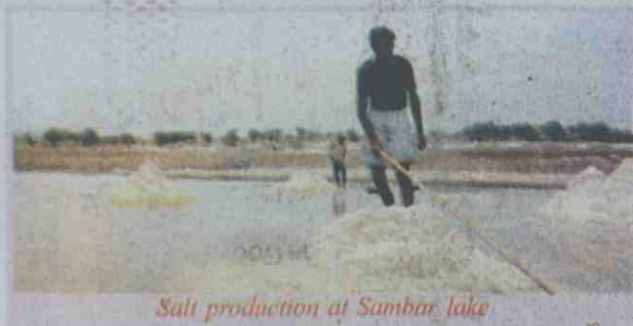
Charkha

The earliest reference to charkha can be found in *Futuha-l-Salat* 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.

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



Salt production at Sambhar lake

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

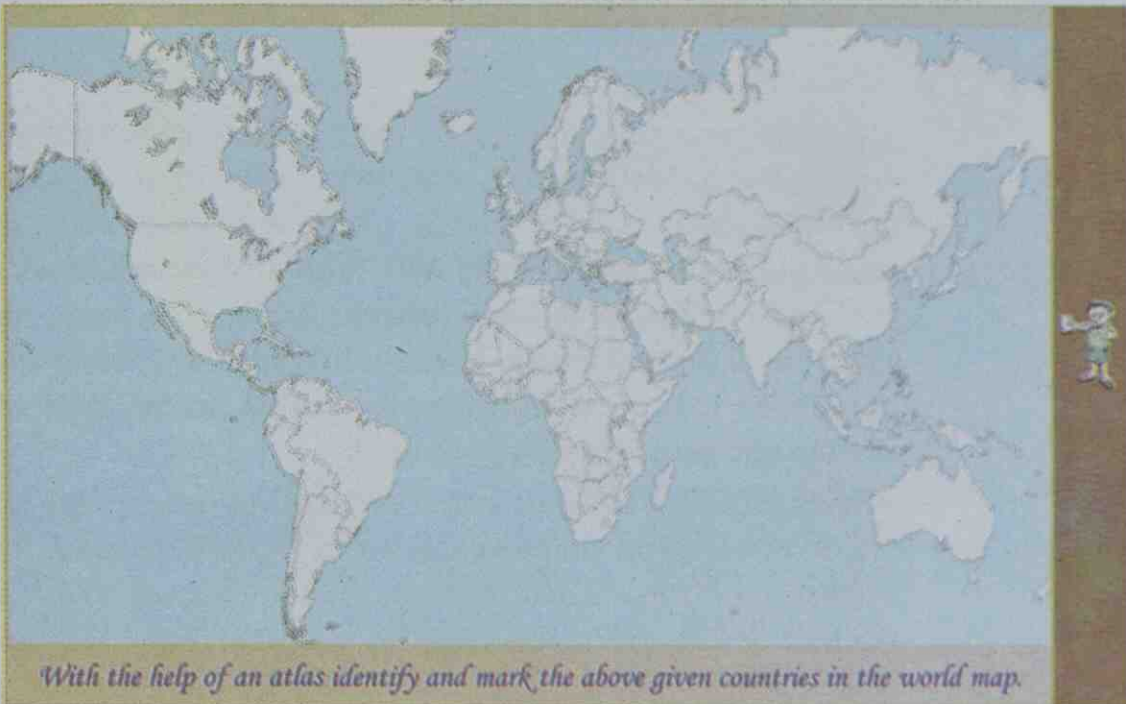


How did the technological advancement help occupational field? Conduct a discussion and prepare a note.

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



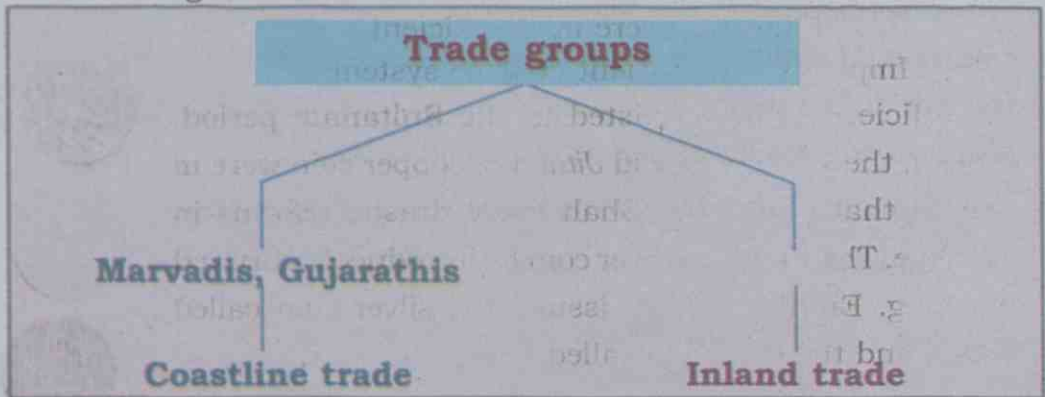
With the help of an atlas identify and mark the above given countries in the world map.

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, Kozhikode, and Kollam were the major ports.

Mark the major 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 Ullookh 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.

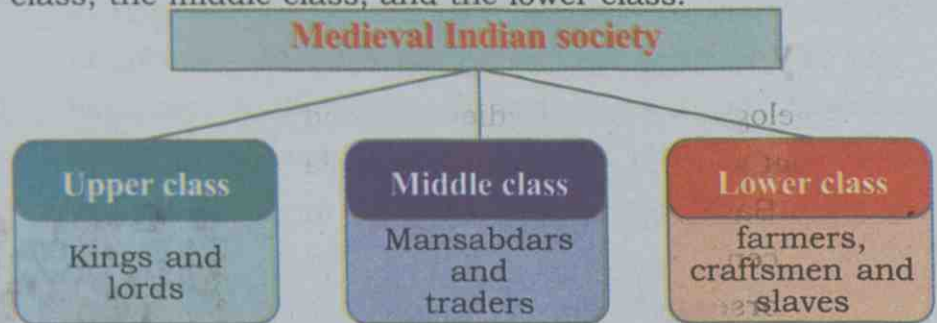
In the previous class, we have discussed the Karkhanas, the major handicraft centres in the cities. The demand for the products increased with the growth of urban population. The cities had to depend extensively on the products from villages. It empowered the village economy, as villages were the major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

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

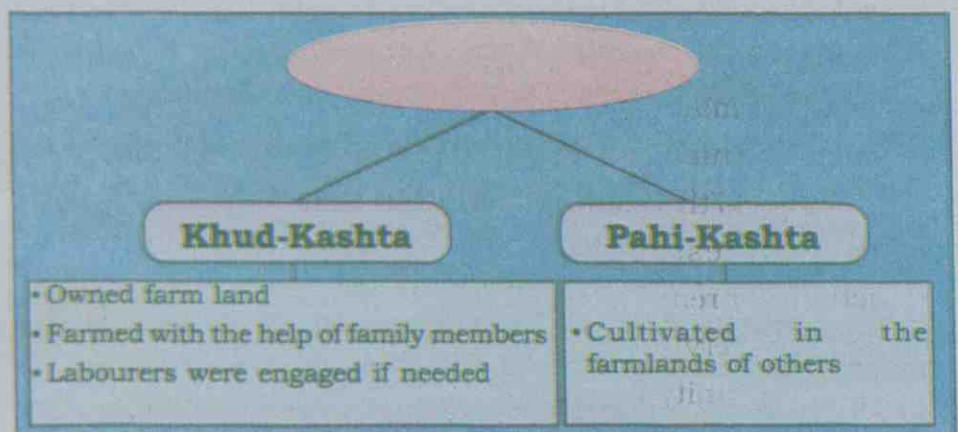


Medieval Indian society

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.

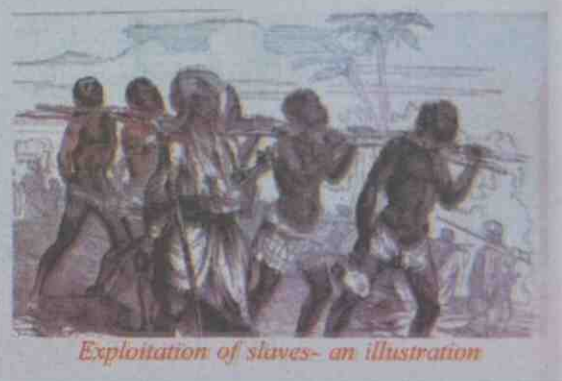
They maintained their own castles and troops. The Zamindars who belonged to high castes were known as Deshmukh, Patil, and Naik.

'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.

The caste system in South India too was based on occupation

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



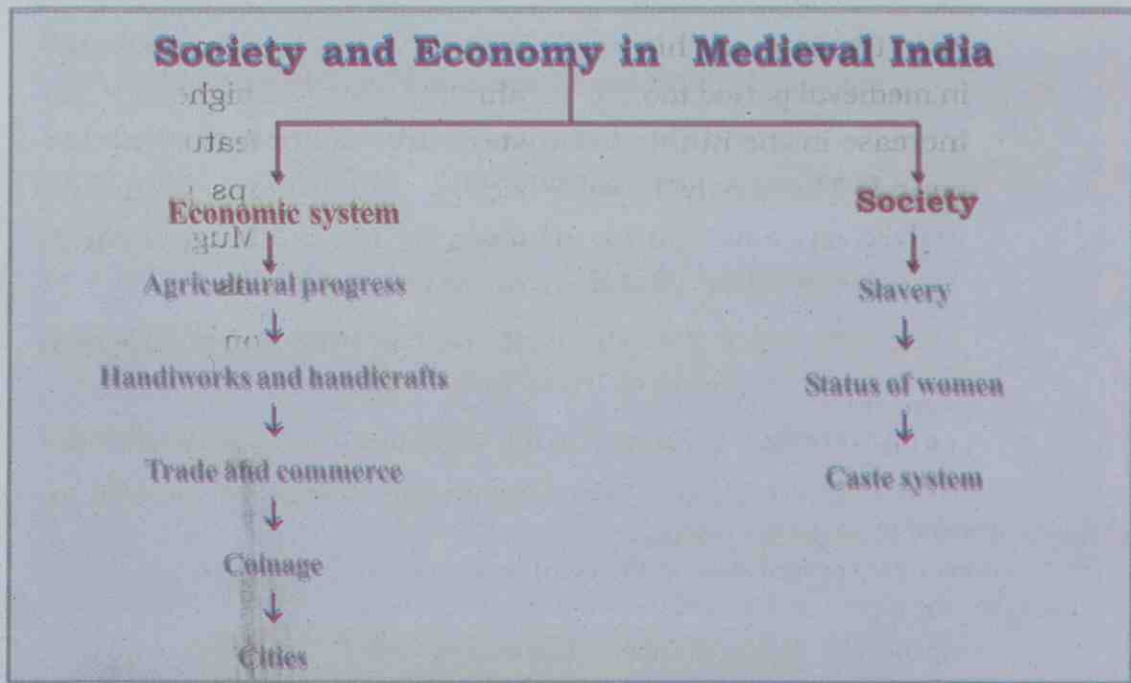
similar to that in North India. The castes in South India were broadly divided into *Idankai* and *Valankai*. Those who engaged in trade and handicrafts were known as *Idankai* castes and those who engaged in agriculture sector were known as *Valankai* castes.

India attained considerable economic progress during the

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



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.



Significant learning outcomes

The learner :

- evaluates the agricultural progress in the medieval India
- explains the measures adopted by the ruler for agricultural progress
- analyses the development in the field of handiwork and handicrafts in medieval India

- lists the countries and ports that had trade relation with India during the medieval period
- explains the factors that favoured the growth of medieval Indian cities and urban population
- analyses the major features of social system in medieval India



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'.

Preserve Historical Heritage...

Our country has a rich and varied heritage. It is our prime duty to preserve the monuments and places that carry our rich heritage.

What we can do

- Visit historical monuments, museums and other protected areas as part of activities for learning.
- Collect pictures, information and other details about them and organise discussions and exhibitions.
- Undertake activities that help others know about these places.
- Schools can take up protection of the heritage of their locality. Record and keep the history of your school and the locality.
- Set up a museum and a social science lab in your school.
- Inform the authorities when you notice the misuse of such places or monuments.

What we should not do

- Do not deface the historical monuments and sources making drawings or carvings and pasting posters and notices.
- Do not trespass on such places or possess them.
- Do not engage in any activity that adversely affects the existence of such monuments.

*Preserve rich heritage
transfer them to the future generation.*



**State Council of Educational
Research and Training (SCERT)**
Vidyabhavan, Poojappura, Thiruvananthapuram
Kerala-695 012. Website www.scert.kerala.gov.in
e-mail scertkerala@gmail.com



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