

# ***SOCIAL SCIENCES***

## **FOR**

## **CLASS - VI**

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## FOREWORD

The Board develops text-books under the National Curriculum Framework, 2005 to keep abreast of the national change in the writing and structuring of text books for the schools of Manipur also. The Board since its inception has been trying to promote education for improving the quality of life in the state.

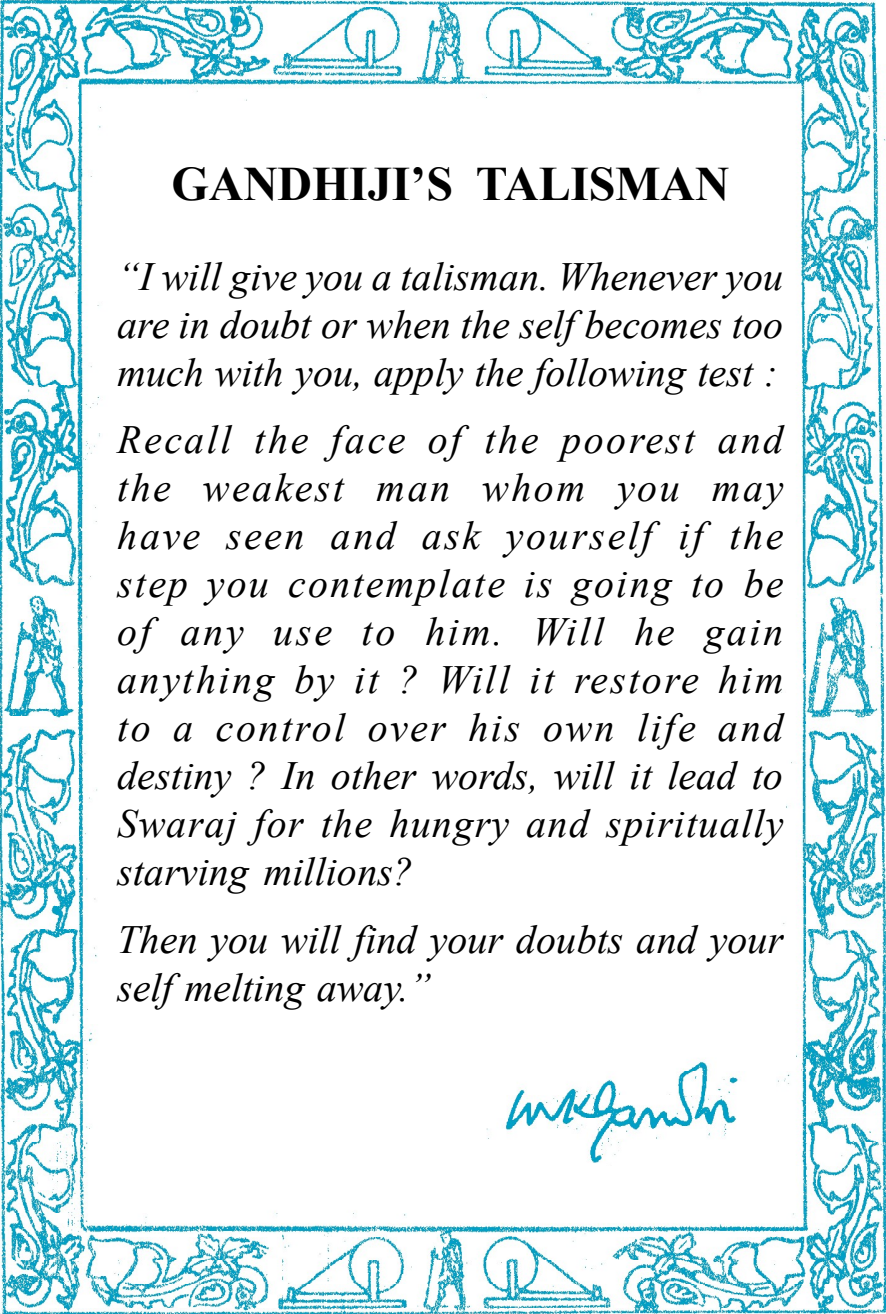
The book developed under NCF-2000 has been taken into consideration while preparing the new text-books in line with NCF-2005. Utmost care has been taken to make it suitable to the local needs and the schools of Manipur. Every effort has been made to make the book worthwhile. In the course of preparation, a series of meetings was held with the authors, the reviewers etc. to bring it to the present form.

I sincerely thank the authors, the reviewers and all others who had helped to make the book presentable and suitable for use by the students.

The Board would welcome any suggestion for the improvement of the text-book.

**L. Rajmohan Singh**  
Secretary





## GANDHIJI'S TALISMAN

*"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away."*

*M.K. Gandhi*

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## SECTION -A

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### THE EARTH - OUR HABITAT

The **Earth** is our home. Therefore, it is called **our habitat**. Our earth was formed about 4,600 million years ago. However, the life on earth began about 3,500 million years ago.

The earth is a member of the sun's family known as the **Solar System**. The sun lies at the centre of the solar system. Thus, the solar system consists of the sun, the eight planets and their satellites, asteroids, comets and meteoroids.

In this unit, we shall learn about the solar system with special reference to the sun, the earth and the moon. We will also learn briefly about the continents, oceans and other landforms of the earth. Moreover, this unit will focus on India and Manipur by giving a brief account of the two in respect of their physiography, climate, natural vegetation and wildlife.

When we have gone through this unit, we will be able to know the facts about the earth and also about the **country** and the **state** we live in.

## LESSON

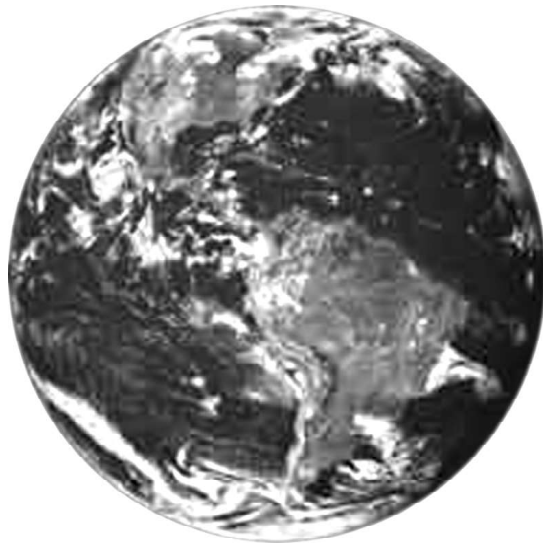
# 1



## THE EARTH IN THE SOLAR SYSTEM

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You must have seen twinkling objects in the night sky. They are called **stars**. Stars have their own light and heat. The sun, which we see in the sky is also a star. But you may ask – **Why does the sun have heating power and a star not ?** This is because the sun is near to us whereas stars are far away. Some of the bright objects in the night sky do not twinkle. They are



*Fig. 1.1 : Photograph of the Earth*

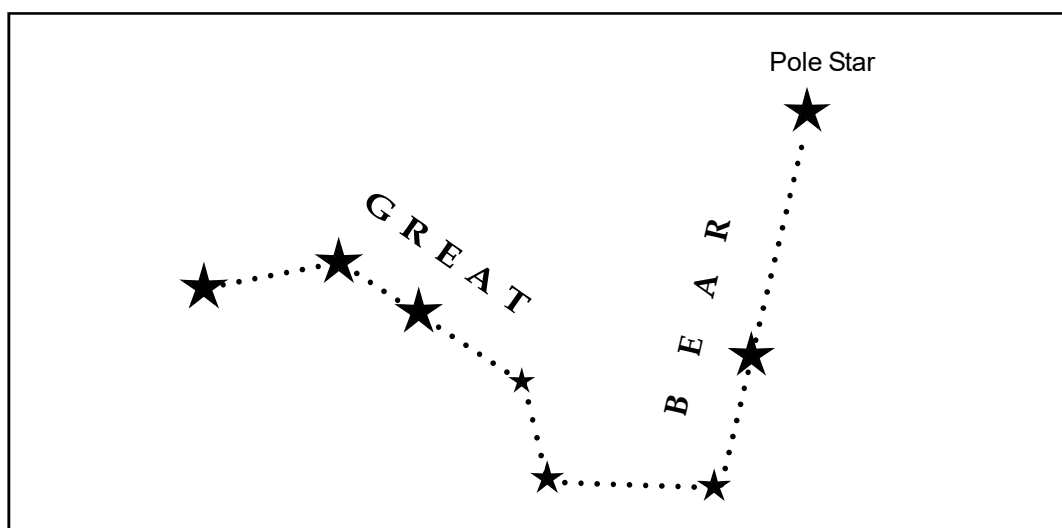
### DO YOU KNOW ?

- The sun is the nearest star to the earth. There are millions of stars in the Milky Way galaxy. The Universe contains billions of such galaxies.

the **planets**. Planets have no light of their own. They are lit by the light of the **sun**. Our earth is a planet.

The sun, the moon, the stars and all objects in the sky are called heavenly or celestial bodies. These celestial bodies constitute the **Universe** which is infinite. Besides celestial bodies, the Universe contains vast clouds of gas and dust.

If we look carefully at the night sky, the stars make different patterns and forms. These patterns may look like animals, humans or other things. A group of stars that forms a definite pattern is called **constellation**. You must have seen a group of seven stars in the northern sky that resembles a question mark (?). This constellation is called **Ursa Major** or the **Great Bear**. Try to locate this group of seven stars in the night sky.



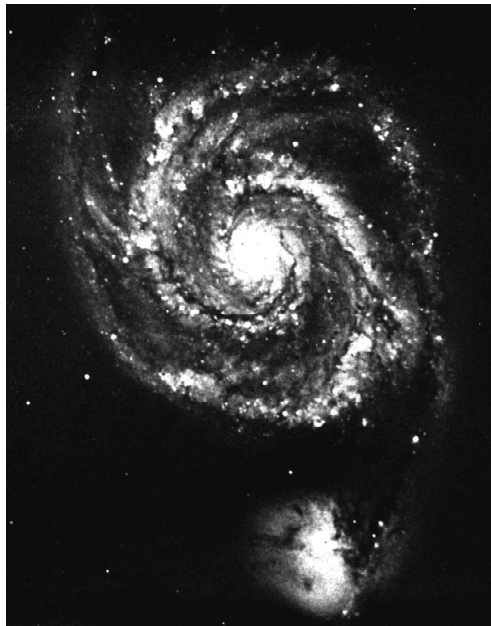
*Fig. 1.2 : To locate the Pole Star with the help of Great Bear*

#### DO YOU KNOW ?

- Venus is called morning or evening star. It can be seen in the sky just before sunrise and after sunset. In Manipuri, we call it Sajik and Thaba.

The people of ancient Greece observed different patterns of stars and gave names to them. The science of studying stars and other heavenly bodies of the Universe is called **Astronomy**. In the olden days, people used to determine directions with the help of stars. The **Pole Star** or **Polaris** indicates the north because it shines directly above the North Pole of the earth.

On a clear night you will be able to see a large system of stars across the sky. That is our galaxy and we call it the **Milky Way**. In Manipuri, it is known as **Ningthou Turel**. A **galaxy** is a huge system of stars. It contains millions of stars. The solar system is a part of the Milky Way galaxy. There are billions of such galaxies in the Universe.



*Fig. 1.3 : Milky Way*

### The Solar System

The sun, eight planets, satellites, asteroids, comets and meteoroids form the solar system.

### The Sun

The sun is made up of hot, gaseous matter. We do not feel much heat of the sun because we are far away from it. Our earth is at a distance of 150 million kilometres from the sun.

#### DO YOU KNOW ?

- Eratosthenes, a Greek mathematician, calculated the size of the earth fairly accurately by applying geometry about 2300 years ago.

## The Planets

The sun is at the centre of the solar system. The eight planets viz., Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune revolve round the sun. These planets have no light of their own. They get light and heat from the sun. Find out the largest planet.

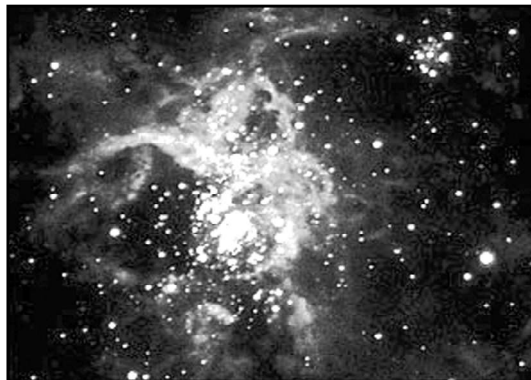
But, *where did the sun and the planets come from* ? It is believed that they were born out of a moving cloud of gas and dust called **Nebula**. The central part of the nebula became the sun. The remaining materials were condensed into balls of gas and dust. Later, they became the planets.

*Have you ever seen a spinning top* ? The planets spin themselves like a top. They also revolve round the sun. The sun controls the movement of the planets. This controlling force is called the **force of gravity**.

The path in which planets move around the sun is called **orbit**. The time taken to complete a full journey round the sun differs from one planet to another.

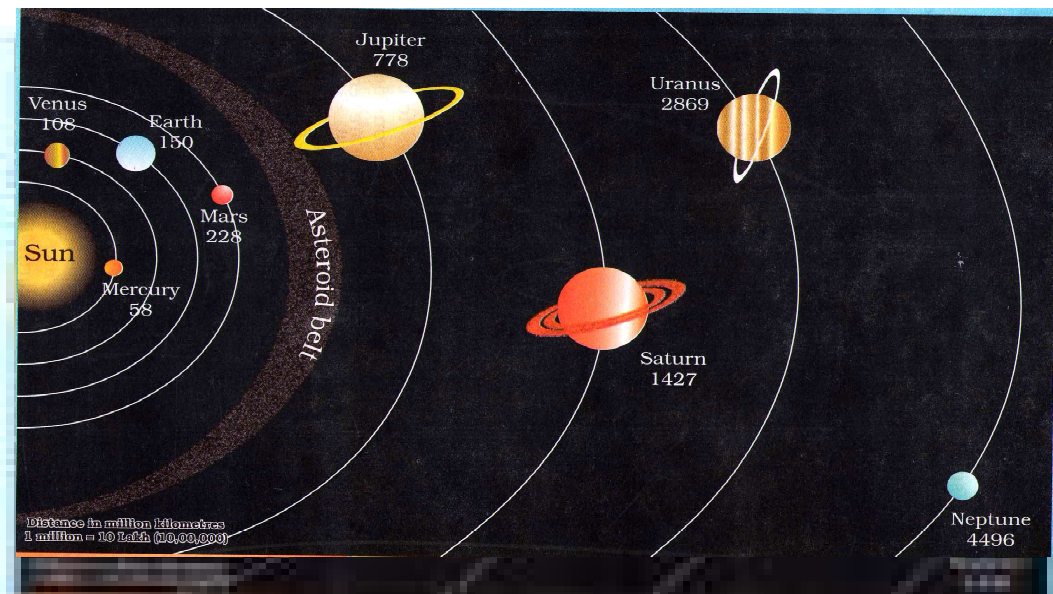
## Our Planet - The Earth

The earth is our planet. The meaning of the word planet is wanderer. Our earth is the third nearest planet to the sun. In size, it is the fifth largest planet. The surface temperature of the earth is most suitable for the existence of life. Therefore, the earth is unique because it is the only planet where we find living beings.



*Fig. 1.4 : Nebula*

The earth takes 365 days and 6 hours to complete a full journey round



**Fig. 1.5 : Solar System**

the sun. We call it one year. Your age is the number of rounds you have made around the sun. *Did you ever think of it ?*

Like other planets, the earth is also spherical in shape. But it is slightly flattened at the poles. Such a shape of the earth is called **Geoid** which means earth-shaped.

Our earth is made up of land and water. But the portion of water is much larger than the land portion. Because of this, the earth appears blue in the photographs taken from space. So, it is called the blue planet.

### Satellite of the Earth - The Moon

Some of the heavenly bodies move around the planets. They are called **satellites**. Satellites also have no light of their own. They reflect the sun's light. The moon is the only satellite of the earth.

#### DO YOU KNOW ?

- Living beings need air water to live. There is no life on the moon because it has no air and water.



The moon is the brightest object in the night sky. It is also our nearest neighbour in the space. The moon is about 3,84,400 kilometres away from the earth.

The moon spins on its own axis and it also revolves round the earth. Every time it circles the earth once, it spins once on its axis. Thus, it takes almost the same time i.e. 27 days and 8 hours to complete both the movements. Because of this, we always see the same side of the moon. The other side is not visible to us.

There is no air and water on the moon. It is extremely hot by day and very cold at night. The surface is covered with dust. There are mountains, valleys and large craters on the moon. Valleys are filled with dry rocky materials.

The moon has no light of its own. It shines because it reflects light from the sun. As the moon circles the earth, the sun lights up different parts of it. From the earth it looks as if the moon is changing shape. When the other side of the moon faces the sun, the side which faces the earth remains dark. So we cannot see the moon. This is called the **New moon**.



*Fig. 1.6 : Photograph of the Moon*

| DO YOU KNOW ? |                                                                                                        |
|---------------|--------------------------------------------------------------------------------------------------------|
| ●             | The nearest star to the earth other than the sun is Proxima Centauri. The distance is 4.3 light years. |



*Fig. 1.7: An Astronaut on the moon's surface*

Gradually, the shape grows in size from a crescent to **Full Moon** in 15 days. The full moon slowly disappears again in another New moon. We call these changing shapes the **phases of the moon**.

### **Asteroids**

Between the orbits of Mars and Jupiter, there are numerous small bodies which revolve round the sun. They are thought to be the parts of some exploded planets. They are called **Asteroids**. The largest asteroid is **Ceres**.

### **Meteoroids**

The small pieces of rocks which move around the sun are called **Meteoroids**. When meteoroids enter the earth's atmosphere, they get heated by friction and burn themselves. Thus we see **shooting stars** or **meteors** in the night sky. Sometimes meteors without being completely burnt fall on to the earth and they are known as **Meteorites**. Meteorites create large craters on the earth's surface.

#### **DO YOU KNOW ?**

- Appolo 11 was the spaceflight that first landed humans on the moon. On 20<sup>th</sup> July 1969, Niel Armstrong became the first human to step on the moon. Ask your teacher who was the second person who landed on the moon ?

**EXERCISES**

1. Answer each question in a word or a sentence :
  - (a) Which is the nearest star to the earth ?
  - (b) What is constellation ?
  - (c) What is meant by orbit ?
2. Answer the following questions in about 30 words each :
  - (a) What are celestial bodies ?
  - (b) How does a planet differ from a star ?
  - (c) What are Asteroids ?
  - (d) Why do we always see the same side of the moon ?
3. Choose the correct answer :
  - (i) The third nearest planet to the sun is
    - (A) Mars
    - (B) Venus
    - (C) Mercury
    - (D) Earth.
  - (ii) Which of the following has light of its own ?
    - (A) Planet
    - (B) Star
    - (C) Moon
    - (D) Meteorite
  - (iii) Which one of the following is a satellite ?
    - (A) Sun
    - (B) Moon
    - (C) Earth
    - (D) Jupiter
4. Fill in the blanks:
  - (a) The Pole Star or Polaris indicates the .....
  - (b) A galaxy is a huge system of .....
  - (c) The earth is also called the ..... planet
  - (d) The distance of the earth from the sun is .....Kms.

**ACTIVITY**

- Draw a diagram of the Solar System and show the Asteroid belt.
- Try to locate the Polaris with the help of the Great Bear.

## LESSON

# 2



## GLOBE: LATITUDES AND LONGITUDES

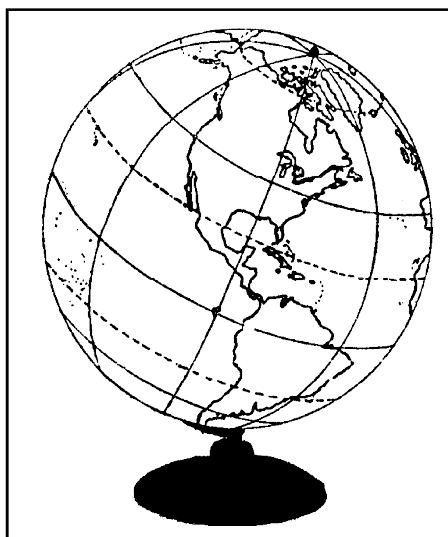
### Globe - The Model of the Earth

We have seen many photographs of the earth. It is spherical in shape. But a model will give us a more realistic view of a sphere. That is why the small model of the earth known as the **globe** is made. Being a three-dimensional model, it can be seen and comprehended easily.

A globe gives us a clear vision of the shape of the earth. It shows the north and the south poles, latitudes and longitudes, oceans and continents etc. Thus, a globe is almost similar to the real earth. Now the question arises as how to handle a Globe. It is very simple.

A globe can be handle or move with left hand towards right because our earth rotates from west to east in the anticlockwise.

Formerly, globes were not convenient to carry around. Nowadays, folding globes which can be inflated are available. They are made of plastics and can be kept in our pockets. Some globes show relief features like mountains, plateaus and plains. You can even feel them by your hands.

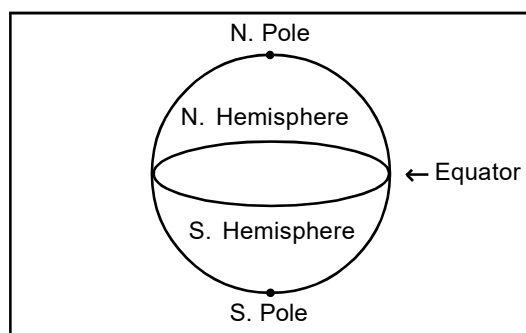


*Fig. 2.1 : Globe*

### DO YOU KNOW ?

- The earliest globe was made in Greece about 2150 years ago.

You can rotate a globe just like the earth does. The north-south line of a globe is tilted because the **axis** of the earth is inclined at an angle of  $66\frac{1}{2}^{\circ}$  to its orbital plane. Because of this inclination, we enjoy different seasons on the earth.



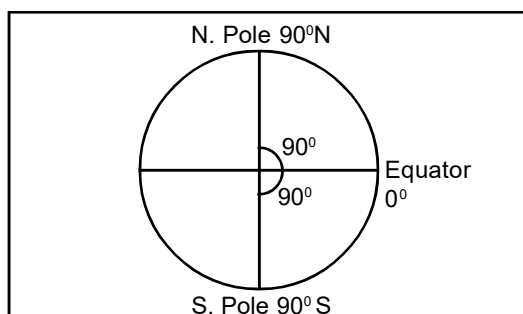
*Fig. 2.2 : Equator*

However, a globe has some disadvantages. As the globe represents the whole earth, the details of a region cannot be shown on it. For example, if you want to know about your state, the district or the town in which you live, a globe is of no use. In such cases, we depend on maps.

It is difficult to locate places on a sphere like the earth. Luckily, we have two reference points on the earth's surface. They are the **North Pole** and the **South Pole**. These are the end-points of the axis of the earth. They act as basic points of reference for locating a place. If you have a globe, just keep it in front of you. The top of the globe is the north pole and the bottom is the south pole. Rotate the globe slowly and draw a line midway between the north pole and the south pole till it becomes a full circle. This is the largest circle we can draw on a globe. Because the centre of this circle is the centre of the globe. Such a circle is called a **great circle**. This imaginary circular line running halfway between the two poles is known as the **Equator**. It divides the globe into two equal halves. The

#### DO YOU KNOW ?

- Equator is a great circle because its centre coincides with the centre of the earth.



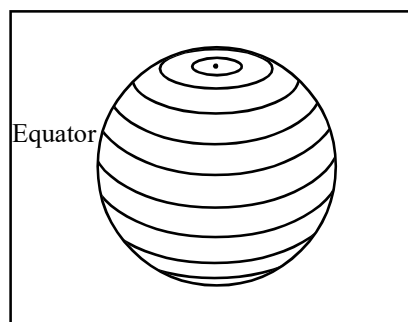
*Fig. 2.3: North and South Poles*

northern half is called the **Northern Hemisphere** and the southern half is known as the **Southern Hemisphere**.

We know that a circle has  $360^\circ$ . Since the globe is a sphere, it has also  $360^\circ$ . If we go from the equator to the pole, we can cover one-fourth of a circle i.e.,  $90^\circ$ . Thus the north pole is located at  $90^\circ$  north of the equator. We call it  $90^\circ$  N. Likewise, the south pole is located at  $90^\circ$  S of the equator. The value of the equator is  $0^\circ$ .

### Latitudes

From Fig. 2.3, we see that the angular distance from the equator to the north pole or south pole is  $90^\circ$ . So we can draw 90 parallels of latitude at an interval of  $1^\circ$  in the northern and the southern hemispheres. These imaginary lines are drawn on the globe parallel to the equator.



*Fig. 2.4 : Parallels of latitude*

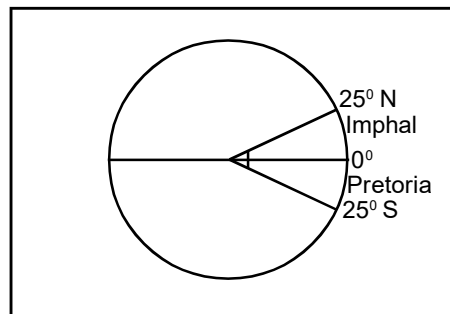
Since these lines are parallel to each other, they are known as **parallels of latitude**. Note that parallels of latitude become smaller and smaller as

#### DO YOU KNOW ?

- Each degree( $^\circ$ ) is divided into 60 equal parts. Each part is known as minute ( $'$ )
- Each minute is divided into 60 equal parts. Each part is known as second ( $''$ )

we go from the equator towards the poles. Thus the latitude of North Pole or South Pole becomes a point. Find out the number of latitudes drawn at  $1^\circ$  interval from Pole to Pole including the equator.

**Latitude** is the angular distance of a place north or south of the equator. It is measured from the centre of the earth. In Fig. 2.5, the angular distance of Imphal from the equator is  $25^\circ$ . This angle is formed at the centre of the earth. It means that the latitude of Imphal is  $25^\circ$  N. It is necessary to write the letters N or S with the value of the latitude. It helps us to know the location of a place north or south of the equator. For example, **Imphal** (Manipur) and **Pretoria** (South Africa) are located at  $25^\circ$  latitude. However, Imphal lies in the northern hemisphere while Pretoria is in the southern hemisphere. So we write  $25^\circ$  N for Imphal and  $25^\circ$  S for Pretoria.



*Fig. 2.5 Latitude*

### Latitudes and Heat Zones

We know that the equator ( $0^\circ$ ), the north pole ( $90^\circ$ N) and the south pole ( $90^\circ$ S) are the important latitudes. Besides these, we have four other important latitudes. They are the Tropic of Cancer ( $23^\circ 30'$ N), the Tropic of Capricorn ( $23^\circ 30'$ S), the Arctic Circle ( $66^\circ 30'$ N) and the Antarctic Circle ( $66^\circ 30'$ S).

The **Tropic of Cancer** is important because on 21st June the sun is

#### DO YOU KNOW ?

- Singapore and Sri Lanka are in the Torrid Zone; United Kingdom and New Zealand are in the Temperate Zone, Greenland and Antarctica are in the Frigid Zone.

overhead at this latitude. Likewise, on 22nd December the sun is overhead at the **Tropic of Capricorn**. The region between these two latitudes is the hottest on the earth. Therefore it is known as **Torrid Zone**. *Do you know that the Tropic of Cancer passes through the middle of India ?*

The areas between the Tropic of Cancer and the Arctic Circle and the Tropic of Capricorn and the Antarctic Circle are neither too hot nor too cold. They are called **Temperate Zones**. North Temperate Zone is in the northern hemisphere while South Temperate Zone is in the southern hemisphere.

The regions between the Arctic Circle and the North Pole in the northern hemisphere and the Antarctic Circle and the South Pole in the southern hemisphere are very cold. So they are known as **Frigid Zones**.

### Longitudes

A number of imaginary lines are also drawn vertically by joining the two poles of the earth. They are called **meridians of longitude**. On a globe you can see that they form semi-circles. The longitude which passes through Greenwich Observatory near London is called the **Prime Meridian**. It is numbered  $0^\circ$ . The semi-circle directly opposite to the Prime Meridian

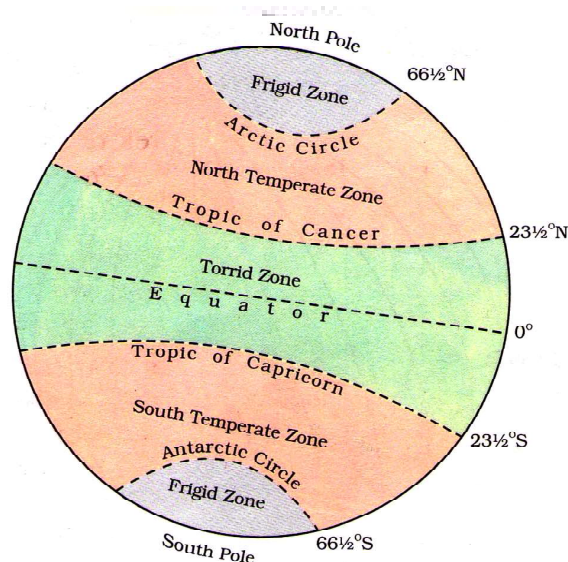


Fig. 2.6: Heat Zones

#### DO YOU KNOW ?

- Imphal is located at the meeting point of  $25^\circ\text{N}$  latitude and  $94^\circ\text{E}$  longitude.



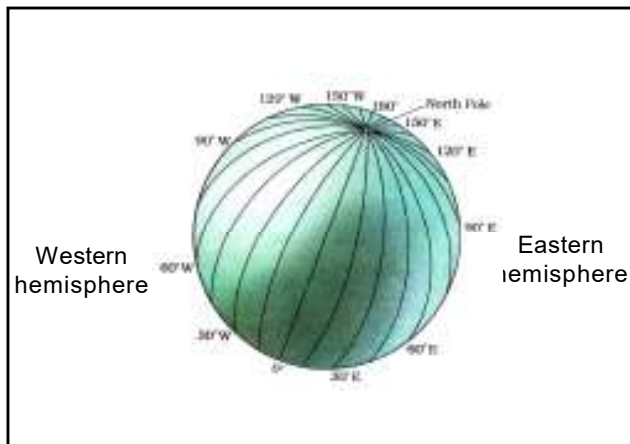


Fig. 2.7: Meridians of longitude

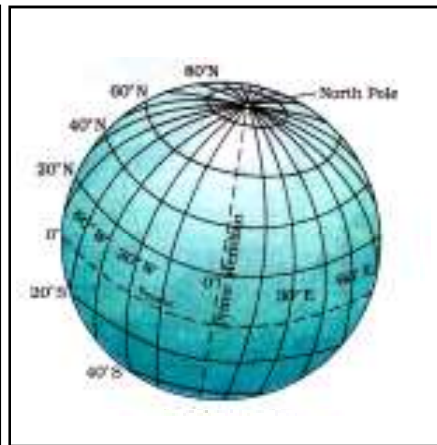


Fig. 2.8: Grid

(on the other side of the earth) is  $180^{\circ}$  longitude. East of the Prime Meridian up to  $180^{\circ}$  is known as the **Eastern Hemisphere** while west of the Prime Meridian up to  $180^{\circ}$  is called the **Western Hemisphere**. We write letter E with the values of meridians for the eastern hemisphere and W with the values of meridians for the western hemisphere. It should be noted that  $180^{\circ}$  longitude is both E and W.

All the meridians of longitude are equal in length. They all converge at the poles. The distance between two meridians decreases as we go from the equator to the poles.

On a globe, you will see that the parallels of latitude and the meridians of longitude form a network. This network is called **grid**. These horizontal and vertical lines meet at every point on the earth's surface. The meeting point of parallels and meridians helps us to locate a place on the earth.

#### DO YOU KNOW ?

- Longitude of a place is the angular distance east or west of the Prime Meridian measured from the centre of the earth.

## Longitude and Time

The word meridian comes from a Latin word meridies meaning midday. All places on the same meridian of longitude have midday at the same time. When the sun is overhead at the longitude where we are, we call it noon or midday. This is our **local time**. The sun cannot be overhead at two meridians at a time. So the local time measured from the noon of the overhead sun varies from one meridian to another.

The earth takes 24 hours to complete a full turning on its axis. It means that the earth turns through  $360^\circ$  in 24 hours i.e.,  $15^\circ$  in 1 hour or  $1^\circ$  in 4 minutes. Thus for  $15^\circ$  of longitudinal difference, the time difference will be 1 hour. A place located at  $15^\circ$  east of Greenwich will have sunrise one hour ahead of Greenwich time. Similarly, a place located at  $15^\circ$  west of Greenwich will have sunrise one hour later than Greenwich time. Accordingly, the earth is divided into 24 time zones of 1 hour each. So when it is noon at Greenwich ( $0^\circ$ ) it is 6 p.m. at  $90^\circ\text{E}$ , 6 a.m. at  $90^\circ\text{W}$ , and midnight at  $180^\circ$  and so on. Large countries like Russia and the United States have several time zones, each differing from the adjacent one by an hour.

Our country extends from  $68^\circ 7'\text{E}$  to  $97^\circ 25'\text{E}$  longitudes. There is a longitudinal difference of about  $30^\circ$  between the eastern and the western parts of the country. It means that when the local time is 12 noon at Arunachal Pradesh it will be only 10 a.m. in Gujarat. This will create problems for the people to function. Therefore, the local time of a central meridian of India is taken as the **standard time** for the whole country. The **Standard Meridian** of India is  $82^\circ 30'\text{E}$ . The local time of this meridian is followed all over the country. This is known as **Indian Standard Time (IST)**. *Do you know that the Indian Standard Time is 5 hours 30 minutes ahead of the Greenwich Mean Time (GMT)?*

### DO YOU KNOW ?

- Russia has 11 time zones whereas the United States has 5 time zones. Each zone differs from the adjacent one by an hour. India has only one time zone.

**EXERCISES****1. Answer each question in a word or a sentence :**

- (a) What is meant by latitude ?
- (b) What is the angle of inclination of the earth's axis to its orbital plane ?
- (c) On which day is the sun overhead at the Tropic of Cancer ?

**2. Answer the following questions in about 40 words each :**

- (a) How is a globe useful to us ?
- (b) What is a great circle ?
- (c) Write about the three heat zones of the earth.
- (d) What is the difference between local time and standard time ?

**3. Choose the correct answer :**

- (i) The areas between the Tropic of Cancer and the Arctic Circle is known as

- (A) Torrid zone
- (B) North Temperate zone
- (C) South Temperate zone
- (D) Frigid zone.

- (ii) The value of the Prime Meridian is

- (A)  $30^\circ$
- (B)  $0^\circ$
- (C)  $90^\circ$
- (D)  $180^\circ$

- (iii) Which one of the following is a great circle ?

- (A) Antarctic circle
- (B) Tropic of Capricorn
- (C) Equator
- (D) Longitude

**4. Fill in the blanks:**

- (a) The standard meridian of India is .....
- (b)  $23^{\circ}30'N$  latitude is known as the .....
- (c) All meridians of longitude are equal in .....
- (d) The value of the Arctic Circle is .....

**ACTIVITY**

- Draw a diagram of the earth showing the Equator, the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle, the Antarctic Circle, the North Pole and the South Pole.
- Capital cities of three Indian States lie very close to the Standard Meridian of India. Name them from north to south and show them on a map of India.

## LESSON

# 3

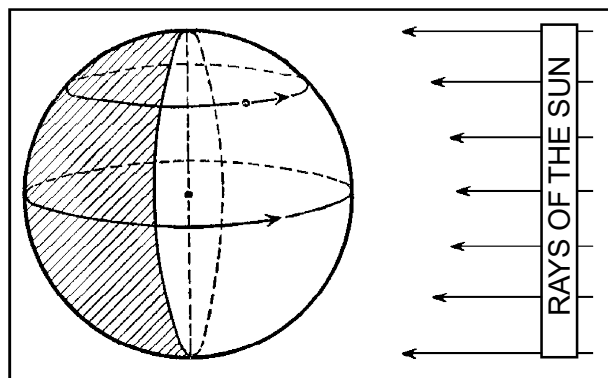


## MOTIONS OF THE EARTH

We know that like other planets our earth has two motions. It spins on its axis and revolves round the sun. This spinning on the axis is called **rotation** while movement around the sun is known as **revolution**.

### Rotation

Axis is the imaginary line that joins the north pole and the south pole through the centre of the earth. The earth spins on its axis just like a spinning top. This motion is called **rotation**. The earth takes 24 hours to complete one rotation. We call it one day.



*Fig. 3.1 : Day and Night*

Due to rotation every part of the earth gets sunlight, turn by turn. *Do you know that living beings need sunlight for their survival ?* The earth is a sphere and therefore, the sun can light up only a half of it. The half,

### DO YOU KNOW ?

- The Earth is spinning on its axis at a speed of 1,666 kilometres per hour.

which gets sunlight, has day and the other half, which does not, has night. So, every place on the earth enjoys day and night alternately.

If the earth does not rotate on its axis, the sun would seem stationary in the sky without any movement. The sun does not move at all. It seems to move from east to west because the earth rotates from west to east. It is just like trees and houses that seem to move in the opposite direction when you are in a running bus or train.

## Revolution

As the earth rotates on its axis, it also moves around the sun. This motion of the earth around the sun is called **revolution**. In this movement, the earth follows a fixed path known as **orbit**. The orbit of the earth is not circular. It is rather oval in shape. Such a shape is called an **ellipse**.

The earth takes 365 days and 6 hours to complete one revolution. We call it a year. But there are only 365 days in a year. The remaining 6 hours, after 4 years, become 24 hours or one additional day. So for every 4 years we add 1 day to the month of February. You will see in the calendar that the month of February has 29 days instead of 28 days once in every 4 years. That particular year has 366 days and it is called a **leap-year**. *Do you know that a leap-year is divisible by four ?*

The axis of the earth is inclined at  $66\frac{1}{2}^{\circ}$  to the plane of the earth's orbit. From Fig. 3.2, you will notice how much the axis of the earth is tilted.

The earth revolves round the sun in an anti-clockwise direction . Look at Fig. 3.3 carefully. On June 21, because of the tilt of the earth's

| DO YOU KNOW ? |                                                                                |
|---------------|--------------------------------------------------------------------------------|
| ●             | The Earth moves around the sun at a speed of about 1 lakh kilometres per hour. |

axis, the northern hemisphere is inclined towards the sun. This hemisphere receives more heat from the sun and, therefore, it enjoys summer season. On this day, the sun is overhead at the Tropic of Cancer ( $23^{\circ}30'N$ ) and the northern hemisphere has the longest day and the shortest night. This is **summer solstice** for the northern hemisphere. Note that there is continuous daylight in the north pole. The sun never sets in the regions around the north pole. In Norway, the sun can be seen even at midnight. It is called **midnight sun**. But during this time, the southern hemisphere is turned away from the sun. This hemisphere receives slanting rays from the sun and it enjoys winter season. Thus, on June 21, the southern hemisphere has the longest night and the shortest day. Also note that there is continuous darkness around the south pole. Here, the sun does not rise at all.

Look at the position of the earth on December 22. It is just the opposite to the June 21 position. The southern hemisphere is tilted towards the sun and the northern hemisphere is turned away from the sun. So, there is summer in the southern hemisphere and winter in the northern hemisphere. On December 22, the sun's rays are vertical over the Tropic of Capricorn ( $23^{\circ}30'S$ ) and the southern hemisphere has the longest day and the shortest night. This day is **winter solstice** for the northern hemisphere. Because on this day, the northern hemisphere has the longest night and the shortest day. Note that there is continuous

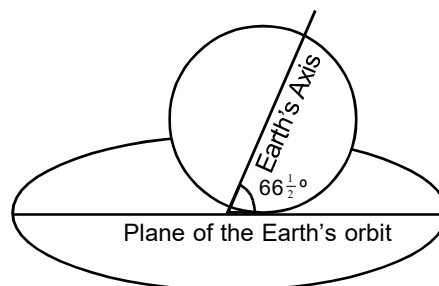


Fig. 3.2: Inclination of the earth's axis

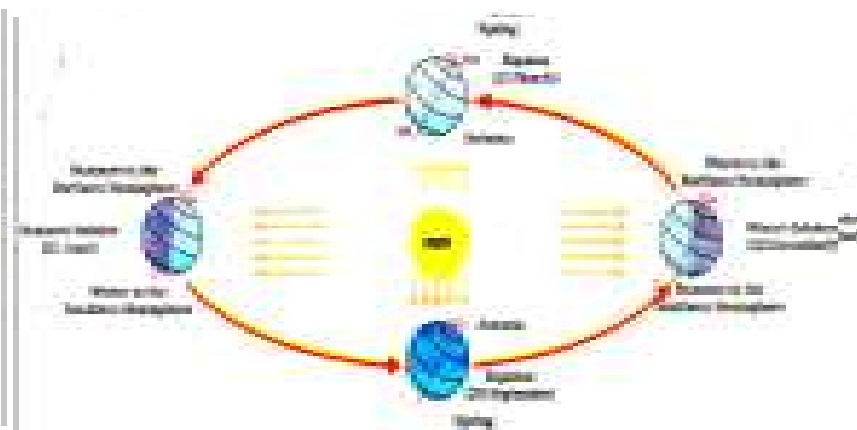
#### DO YOU KNOW ?

- At the North Pole and the South Pole the days and nights are six months long.

darkness around the north pole and constant daylight around the south pole.

On March 21 and September 23, the earth occupies such a position

that the sun's rays fall vertically at the equator ( $0^\circ$ ). As a result, the rays of the sun can reach both the north and the south poles. On these two days, day and night are of equal length all over



*Fig. 3.3 : Revolution of the Earth*

the world i.e., 12 hours of day and 12 hours of night. These two days are called **equinoxes**. March is the spring season in the northern hemisphere and autumn in the southern hemisphere. March 21 is known as **vernal equinox** in the northern hemisphere. Likewise, September is autumn in the northern hemisphere. Thus, September 23 is called **autumnal equinox** in the northern hemisphere.

#### DO YOU KNOW ?

- Places located at the Equator have equal length of day and night all the year round i.e., 12 hours daylight and 12 hours darkness.



**EXERCISES****1. Answer the following questions in a word or a sentence :**

- (a) How long does the earth take to complete one rotation ?
- (b) Why does the sun seem to move from east to west ?
- (c) What is an ellipse ?

**2. Answer the questions in about 30 words each :**

- (a) What are the two motions of earth ?
- (b) What is a leap-year?
- (c) What is midnight sun ?
- (d) What are equinoxes ?

**3. Choose the correct answer :**

- (i) In a year Manipur enjoys the longest daytime on
  - (A) March 21
  - (B) June 21
  - (C) September 23
  - (D) December 22.
- (ii) Christmas is celebrated in summer in
  - (A) India
  - (B) South Korea
  - (C) Australia
  - (D) France.
- (iii) Change of season is caused due to the earth's
  - (A) rotation
  - (B) revolution
  - (C) shape
  - (D) gravitation.

**4. Make correct pairs :**

- |                                     |                   |
|-------------------------------------|-------------------|
| (a) Rotation of the earth           | (V) Season        |
| (b) Vernal equinox                  | (W) June 21       |
| (c) Inclination of the earth's axis | (X) December 22   |
| (d) Summer solstice                 | (Y) March 21      |
| (e) Winter solstice                 | (Z) Day and night |

**ACTIVITY**

- There is a place on the earth where the length of day and night is always equal. Find out the place by looking at the diagrams drawn in this chapter.

## LESSON

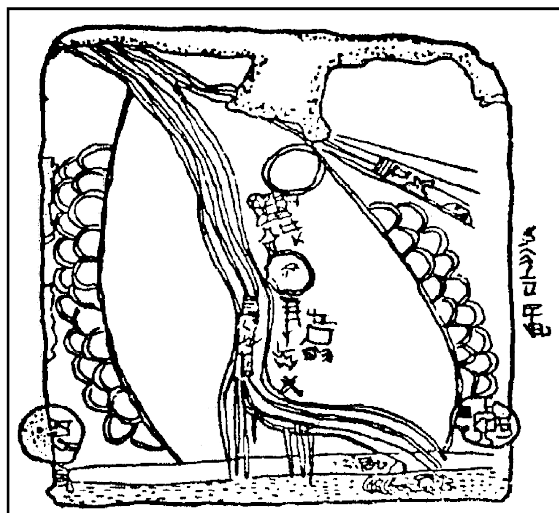
# 4



## MAPS

You know that it is not possible to give information in great details on a globe. So we take the help of maps. Maps can give us more information about a place or region of the earth. A **map** is a drawing of the earth or a part of it on a piece of paper. On maps, the details are shown in the form of symbols, colours, words etc. Thus, a map contains as many facts as a big book.

Maps are very useful not only to the geographers but also to the common people. Before going to any place, you can have all kinds of information you require from the map of that place. The science of map-making is known as **Cartography**. *Do you believe that the oldest map was made in 2500 B.C.? It was in the form of a clay tablet.*



*Fig. 4.1 : The Oldest Map*

### DO YOU KNOW ?

- The word map is derived from the Latin word mappa meaning a napkin or covercloth.

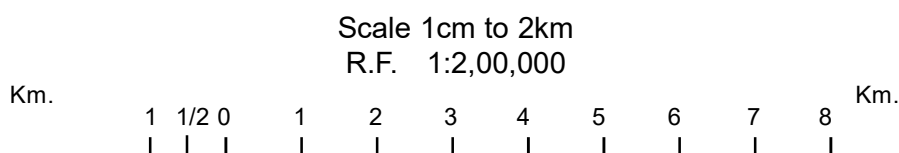
When many maps are put together we get an Atlas. Atlases are of various sizes.

### Components of Maps : Distance, Direction and Symbol

#### Distance:

We can draw the entire earth or a part of it on a piece of paper by reducing the size. This reduction is done with great care so that the distances between the places are kept true. So all maps are drawn to **scale**. A **scale** shows the relation between the distance on a map and its corresponding distance on the ground. For example, you want to show the distance between your school and your home which is 4 kilometres. *Can you show this distance of 4 km on a piece of paper ?* No. You must take the help of scale. If you show this distance of 4 km by 2 cm on a map, it means 1cm on the map will show 2 km on the ground. So the scale of your drawing will be 1 centimetre to 2 kilometres. 1 cm is the distance on the map and it shows a distance of 2 km on the actual ground. With the help of scale we can find out the distance between any two places on a map. Thus scale is a very important component of a map.

We can express scale by statement like 1 cm to 2 km; by a fraction like 1:2,00,000 (since there are 2,00,000 cm in 2 km) or by drawing a graphical or linear scale on the map.



*Fig. 4.2 : A Graphical or linear scale.*

#### DO YOU KNOW ?

- Distance, Direction and Symbol are the three essential components of a map.

When large areas like continents or countries are shown on a small map, it is called a **small-scale map**. For example, the map of India in your atlas is a small-scale map. But if a map of the same size shows a part of Imphal or any other village, it is a **large-scale map**. Small-scale maps give us a general picture of a large area without much detail while large-scale maps give us more details about a small area.

### Direction:

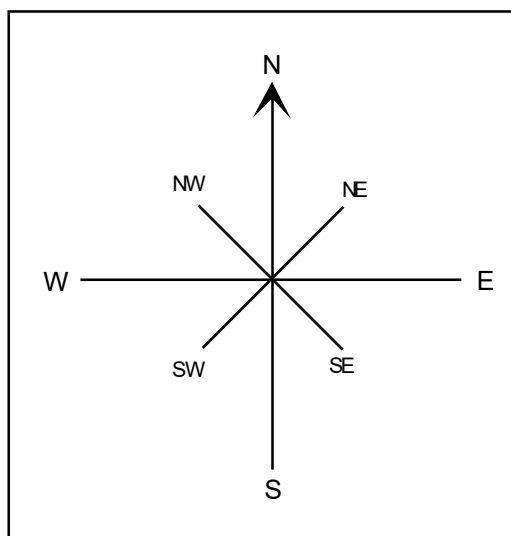
On maps, you can see an arrow with the letter **N**. This arrow points towards north. We call it the **North Line**. If we know the north, we can find out other directions like south, east and west. These are the four major directions of a map. They are called **cardinal points**. Where such an indication is not given, the top of the map is taken as the north, bottom as the south, right as the east and left as the west.

In between the cardinal points there are four intermediate directions viz., north-east (NE), north-west (NW), south-east (SE) and south-west (SW).

*Do you know the instrument used to find the main directions ?* It is known as **compass**. This instrument was first invented by the Chinese.

### Symbol:

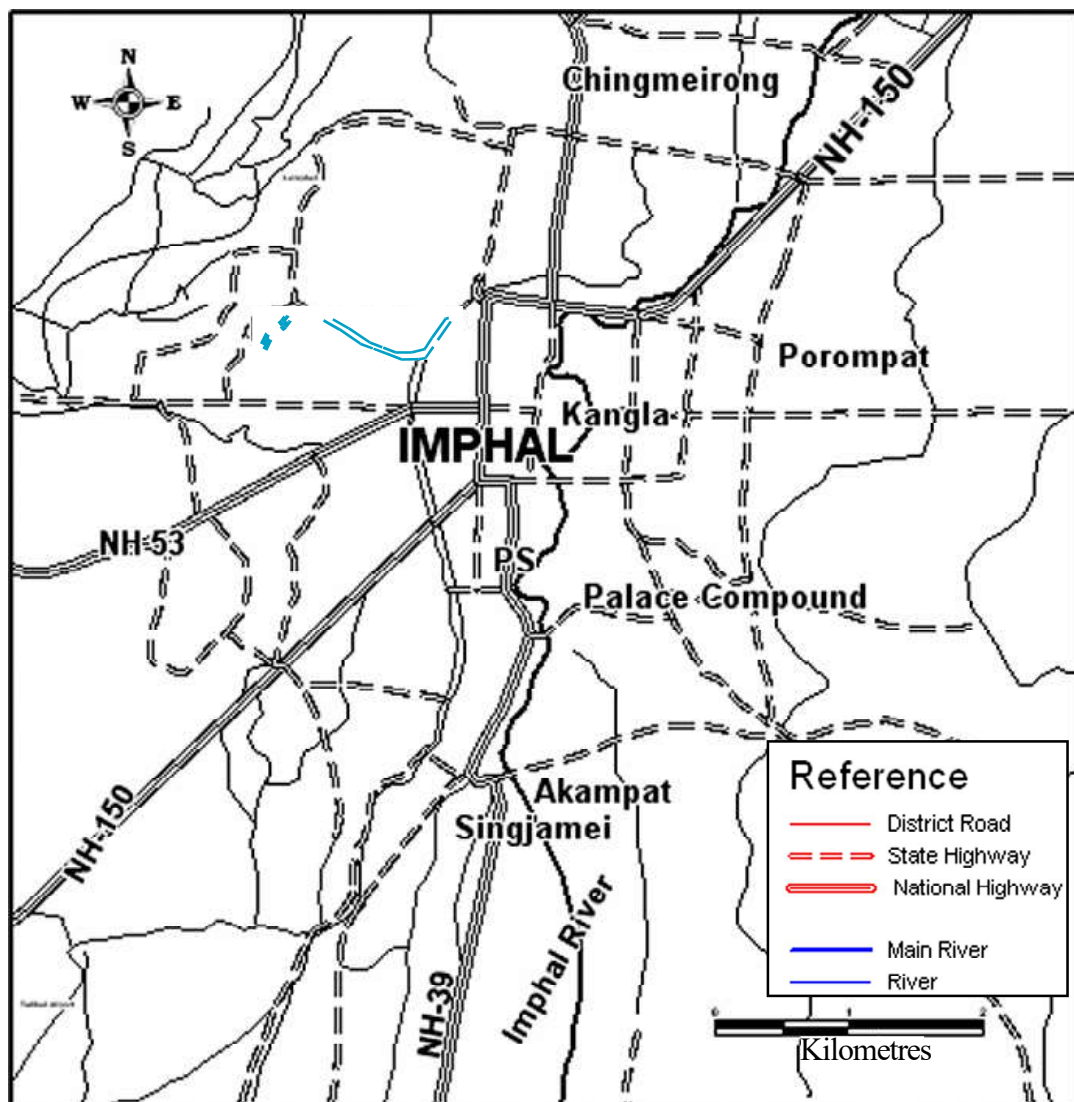
On maps, we cannot show features like trees, roads, buildings, etc., in their actual form. So different



*Fig. 4.3 : Cardinal points of a map*

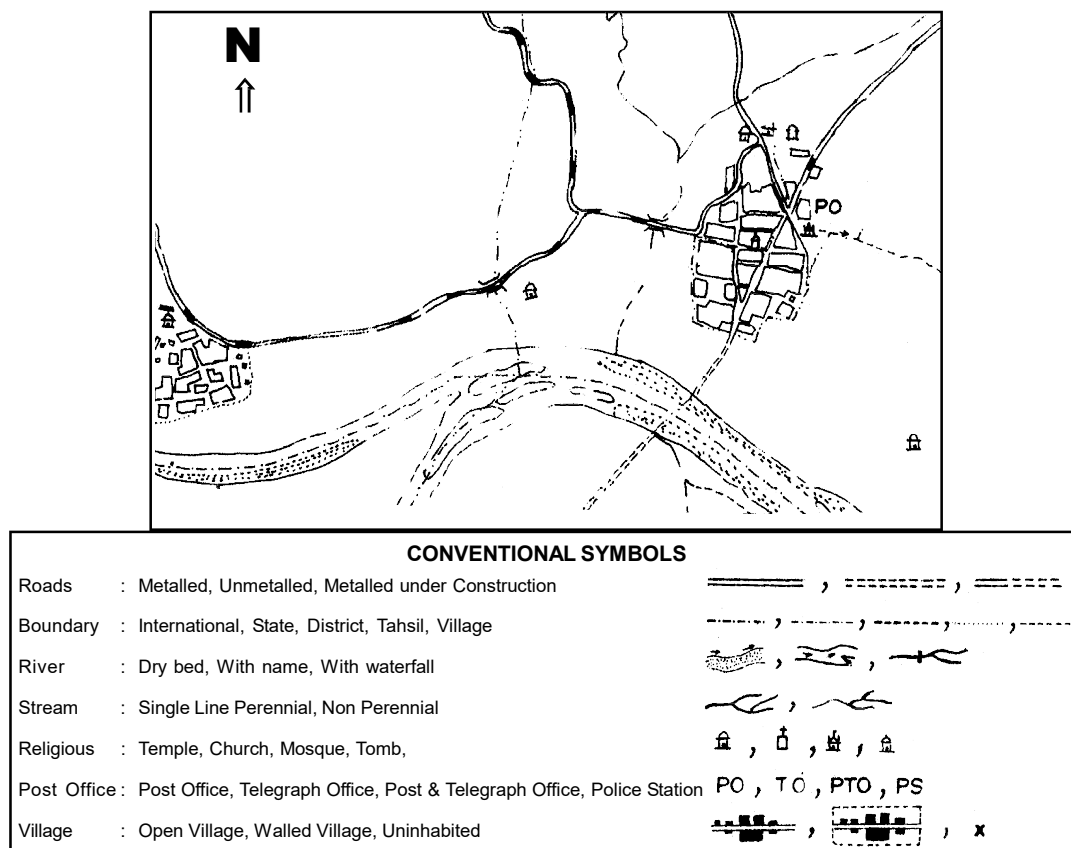
### DO YOU KNOW ?

- The needle of a compass always points to the north.



*Fig. 4.4 : Map of Imphal (Large-scale map)*

symbols are used to show these features. The use of symbols saves space and more information can be given in a map. These symbols are used all over the world. They are called **conventional symbols**. Water bodies are shown in blue. Roads and human settlements are indicated in red. Railway lines are shown in black. Post office and Telegraph office are represented by the letters PO and TO respectively. If you know these symbols you can read a map of any country even if the language is foreign to you. Every year, tourists from many countries visit India. They do not know our language but they easily collect information from the symbols shown on the map. Thus symbols form an important part of maps.



*Fig. 4.5 : Map and Conventional symbols*

Maps are of different types. Physical maps show natural features such as mountains, plateaus, plains, rivers and oceans. Political maps show states and countries with their boundaries. Maps showing a particular topic or theme such as rainfall, vegetation, population, etc., are called **thematic maps**.

### Plan and Sketch

A **plan** is the layout of a building or school. It is also drawn to scale. *What is the difference between a plan and a map?* A plan shows a small area in great detail such as the length and breadth of various rooms, doors, windows, etc., whereas a map shows only important features of an area. There are thousands of natural and man-made features on the ground. Maps show only some of them.

A **sketch** is a rough drawing of anything. Maps and plans are drawn to scale but sketches are drawn without scale. Sketch is meant for guidance of someone to locate places. You can draw a sketch of the route leading to your house. With the help of that sketch your friend can locate your house.

Nowadays, map-making is done in computers. Computer generated maps are very sharp and accurate. You will see the difference when you compare an ancient map with a modern one.

| DO YOU KNOW ? |                                                        |
|---------------|--------------------------------------------------------|
| ●             | Conventional Symbols are called the alphabet of a map. |

**EXERCISES**

1. Answer each question in a word or a sentence :
  - (a) What is meant by Cartography ?
  - (b) Name the cardinal points of a map.
  - (c) What is an atlas ?
2. Answer the following questions in about 40 words each :
  - (a) What are the methods to express a scale ?
  - (b) What is the use of conventional symbols ?
  - (c) What are the essential components of a map?
  - (d) What is the difference between a map and a plan?
3. Tick the correct answer :
  - (i) The instrument used to find the main directions is called
    - (A) thermometer
    - (B) compass
    - (C) scale
    - (D) hygrometer.
  - (ii) Which colour will you apply in drawing the road symbol on a map ?
    - (A) Blue
    - (B) Green
    - (C) Black
    - (D) Red
  - (iii) The map of Manipur showing hills and rivers is known as
    - (A) physical map
    - (B) political map
    - (C) vegetation map
    - (D) thematic map.
4. Make correct pairs:
  - (a) Map showing mountains
  - (b) Atlas maps
  - (c) Town and village maps
  - (d) Map showing population
  - (V) Large-scale map
  - (W) Thematic map
  - (X) Physical map
  - (Y) Small-scale map

**ACTIVITY**

- Draw a sketch of your classroom and show the rows of desks and benches.
- Draw a sketch of your house and show the North Line.



## LESSON

# 5



## FOUR REALMS OF THE EARTH

---

The earth is a unique planet. Unlike other planets of the solar system, life is known to exist on the earth. It is found on land, in water and in the air. The realm of land is called **lithosphere** while the realm of water is known as **hydrosphere**. The realm of air is called **atmosphere**. These are the three major realms of the earth. Thus, all life forms are found in a narrow zone where land, water and air meet. This narrow zone, where life exists, is called **biosphere**. It is the fourth realm of the earth. *What is the reason for the existence of life on the earth ?* One of the reasons is that the earth has plenty of water on its surface. **Did you know that the first life on the earth originated in water ?** In fact, all living beings are made of a considerable amount of water.

### LITHOSPHERE

The outer solid layer of the earth is called crust or **lithosphere**. The word lithosphere comes from a Greek word *Lithos* which means rock. So, the crust or lithosphere is made up of rocks. About one-third of the earth's surface is occupied by land and the rest is covered with water.

#### DO YOU KNOW ?

- About 300 million years ago, all the continents were joined together to form one huge landmass called Pangaea.

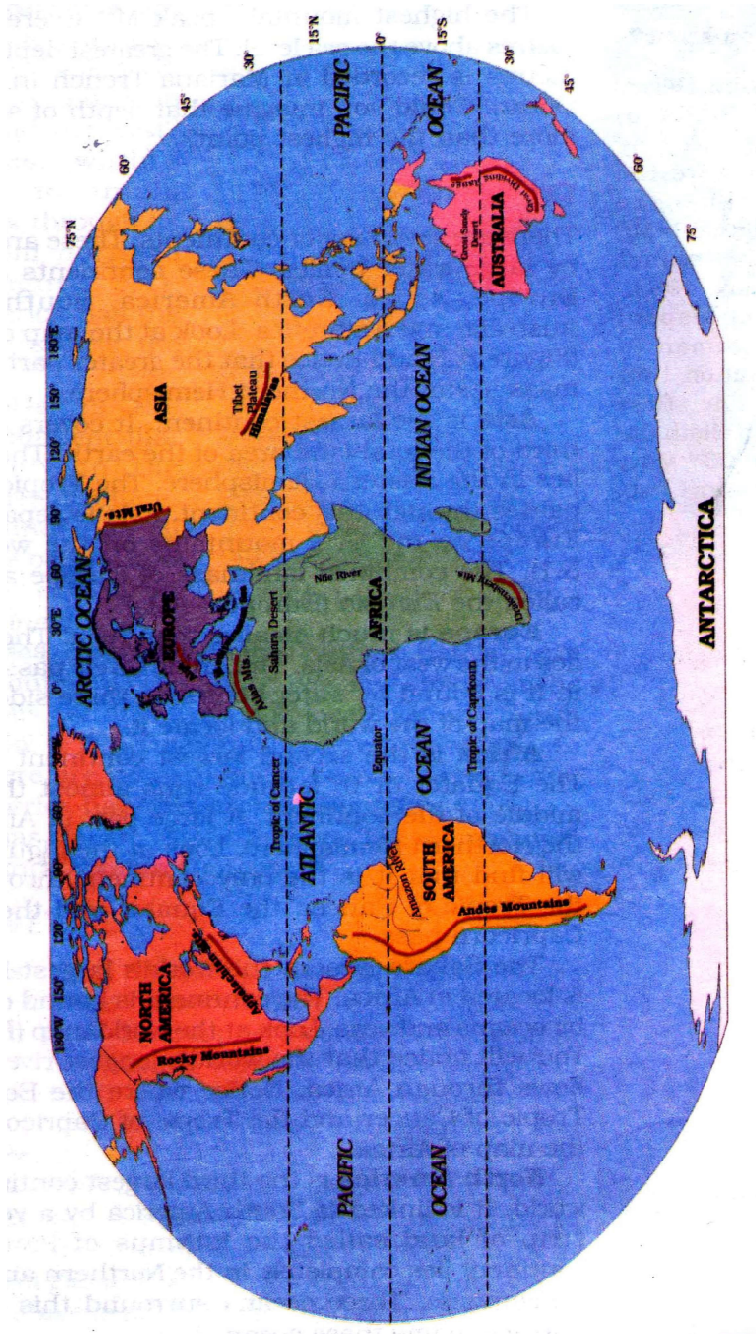


Fig. 5.1 : Continents and Oceans

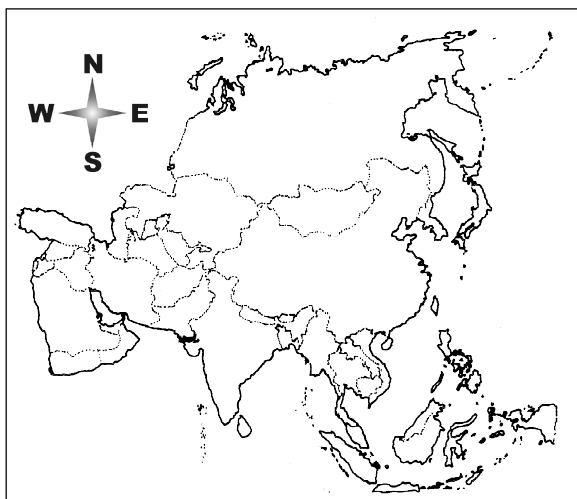
## Continents

Vast land masses rising above the sea level are called **continents**. There are seven continents in the world. They are Asia, Europe, Africa, North America, South America, Australia and Antarctica. From Fig. 5.1 you will see that most of the landmasses are located in the northern hemisphere. The continents are separated from one another by huge bodies of water called **oceans**. The height of the land or the depth of the ocean is measured from the sea level. The highest point on the earth's surface is **Mount Everest** in the Himalayas. It is 8,848 metres high above the sea level.

**Asia** is the largest continent in the world. Our country India lies in the southern part of this continent. Make a list of the countries which are in this continent.

**Europe** extends westwards from the continent of Asia. In fact, these two continents form a single landmass. They are separated by the Ural Mountains and the Black sea. These two continents are collectively known as **Eurasia**.

**Africa** is the second largest continent next to Asia. It is the only continent through which the Tropic of Cancer, the Equator and the Tropic of Capricorn pass.



*Fig. 5.2 : Asia*

### DO YOU KNOW ?

- Mt. Elbrus (5,633 m) is the highest peak in Europe.
- Mt. Kilimanjaro (5,895 m) is the highest peak in Africa.

**North America** and **South America** are connected by a narrow strip of land called the Isthmus of Panama. North America lies in the northern hemisphere while most of South America is located in the southern hemisphere. The Andes mountain which is the longest in the world lies in South America.

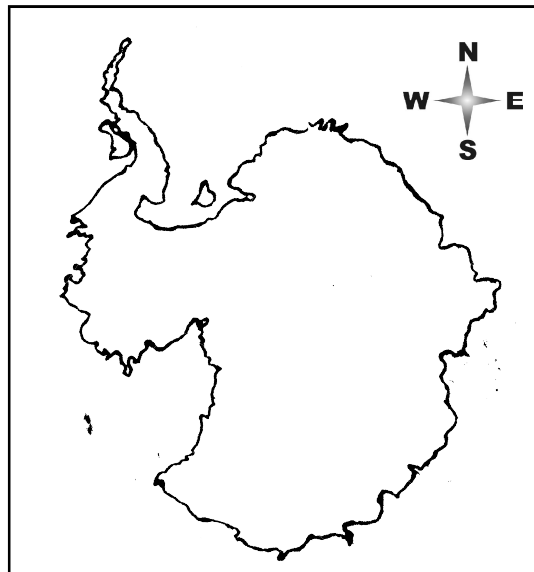
**Australia** is the smallest continent. It lies in the southern hemisphere. Since it is small and surrounded by oceans on all sides it is called an **Island Continent**.

**Antarctica** is situated in the southernmost part of the earth. The south pole lies at the centre of this continent. As the continent is in the South Polar region, it is covered by thick ice all the year round. Because of ice-covering, this continent is seen snow-white. Therefore, it is also known as the **White continent**.

The climate of this continent is not suitable for human habitation.

### Major Landforms

The surface of the continents is not the same everywhere. It is very high at some places and low and levelled at others. Highland regions having pointed peaks are called **mountains**. Some of the highland regions have flat summits. They are known as **plateaus**. There are also lowland



*Fig. 5.3 : Antarctica*

### DO YOU KNOW ?

- Mt. McKinley (6,194 m) is the highest peak in North America.
- Mt. Aconcagua (7,022 m) is the highest peak in South America.

regions of flat and level surface called **plains**. Mountains, plateaus and plains are called the Major Landforms of the earth.

**Mountains** are highlands with pointed peaks. They rise several thousand metres above the sea level. When such highlands form a long chain, they are known as mountain range. At some places, they may occur in a series of parallel ranges. The Himalayas have three parallel ranges. Mountains are said to be young or old according to their age. The Himalayas and the Rockies are young mountains while the Aravallis and the Urals are old mountains. Young mountains are very high but old mountains are low and rounded. Old mountains become low and rounded because they have been eroded over the years. Mountains are not suitable for human settlement because of rugged topography, poor transportation and harsh climate. Find the major mountain ranges of the world by looking at your atlas.

**Plateaus** are also highlands with flat summits. Because of flat summits they look like a table. Therefore, they are known as **tableland**. The Deccan plateau of India is a good example of tableland. A plateau has one or more sides with steep slopes. Sometimes they extend over thousands of square kilometres. Look at the map of Asia in your atlas and find the plateau of Tibet. This plateau is the highest in the world. So it is often called the **roof of the world**. In contrast with mountains, plateaus have well-developed transportation system. Thus, plateaus are moderately populated.

**Plains** are lowland regions of flat surface. They are found along the sea coasts or in the river valleys. Generally, they are not more than 200 meters above sea level. Rivers originating from mountains carry

| DO YOU KNOW ? |                                                           |
|---------------|-----------------------------------------------------------|
| ●             | Mt. Kosciusko (2,230 m) is the highest peak in Australia. |
| ●             | Vinson Massif (4897m) is the highest point in Antarctica. |

large amount of silt. They deposit the materials either in the sea or along their banks. These deposits are responsible for the formation of plains. You will see that the largest plains are formed along the river valleys all over the world. The Ganga plain and the Mississippi plain are the examples. Silt deposits made by rivers are known as **alluvium**. Alluvial deposits form the most fertile lands. Thus, plains are suitable for agricultural activities. The Ganga plain is noted for the production of different agricultural crops. *Can you name the rivers responsible for the formation of this fertile plain ?*

Plains are the most fertile regions. Transport systems are also well-developed. Thus, plains are thickly populated.

## HYDROSPHERE

The earth is called a watery planet because more than two-thirds of its surface is covered with water. Water is collected in large depressions of the earth. Thus, oceans, seas, lakes and rivers are formed. These water bodies are collectively known as **hydrosphere**.

### Oceans

**Oceans** are vast water bodies. All the oceans of the earth are inter-connected. The level of the oceans is all the same. This level of water is called the **Sea Level**. There are four oceans on the earth's surface. They are the Pacific Ocean, the Atlantic Ocean, the Indian Ocean and the Arctic Ocean. The Pacific, the Atlantic and the Indian Oceans meet in the southern part of the earth to form the southern ocean.

| DO YOU KNOW ?                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| ● The island of Mauna Kea in Hawaii, is a submarine mountain. It is 10,203 metres high if it is measured from the ocean bed – higher than Mt. Everest ! |

The **Pacific Ocean** is the largest in the world. It is also the deepest. The **Mariana Trench**, off the Guam Islands in the Pacific, is 11,022 metres deep. This ocean lies between Asia and Australia on one side and the North and the South America on the other.

The **Atlantic Ocean** is about half the size of the Pacific. It resembles the letter **S** in shape. It is bounded by the North and the South America on the west and Europe and Africa on the east.

The **Indian Ocean** does not open out on the north because it is bounded by the continent of Asia. Therefore, it is called **half an ocean**. It is the only ocean named after a country. Find out the continents that bound this ocean on the east and the west by looking at your atlas.

The **Arctic Ocean** is located around the North Pole. It is surrounded by the northern parts of the continents of Asia, Europe and North America. Being situated in the North Frigid Zone, it remains frozen for most part of the year. Therefore, this ocean is not important for trade or navigation.

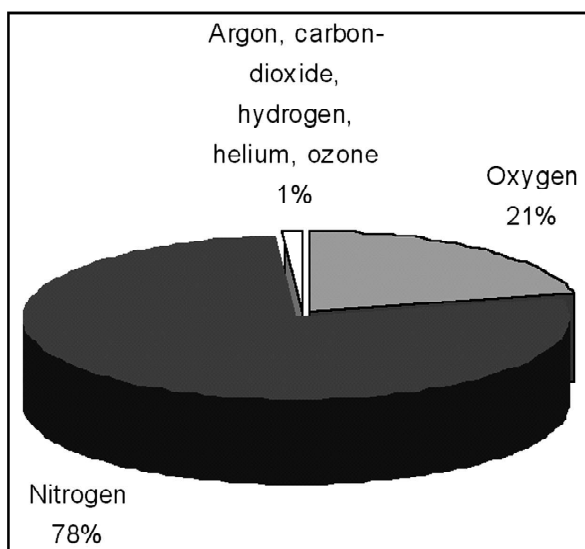
*Do you know that exports and imports of a country are done through ports and harbours ?* These are located along the sea coast. Indented coastlines provide excellent sites for ports and harbours. Look at your atlas and compare the coastlines of the United Kingdom with those of India. *Which coastline will be suitable for the location of ports and harbours ?*

## ATMOSPHERE

The earth is surrounded by a layer of air. This blanket of air surrounding the earth is called **atmosphere**. The atmosphere extends up to 1,600 kilometres from the earth's surface. It is made up of gases like nitrogen, oxygen, carbon-dioxide, argon, etc. Some of these gases are essential for living beings. The air we inhale is **Oxygen**. Carbon-dioxide

| DO YOU KNOW ? |                                                                                                |
|---------------|------------------------------------------------------------------------------------------------|
| ●             | Like the surface of the continents, the ocean floor has also mountain ranges and deep valleys. |

helps plants to manufacture their food. **Nitrogen** is the most dominant gas. It constitutes about 78 per cent of the atmosphere. It helps the living organisms to grow. Oxygen, the life of human beings, constitutes about 21 per cent. Thus, nitrogen and oxygen constitute about 99 per cent of the atmosphere. The remaining 1 p.c. is made up of other gases like argon, carbon-dioxide, hydrogen, etc.



*Fig. 5.4 : Composition of the Atmosphere.*

The air is very dense near the surface of the earth. It becomes thinner and less dense when we go high up in the sky. On the top of high mountains, lesser amount of oxygen in the air makes us discomfort in breathing. That is why mountaineers who climb Mount Everest carry oxygen. The atmosphere keeps us warm and protects us from the harmful effects of the rays of the sun.

The air we exhale is **carbon-dioxide** which the plants take in. The plants, on the other hand, release **oxygen** which we inhale. So there is a **cycle** in the atmosphere which helps in maintaining the **natural balance** on the earth. *Is not it wonderful ?*

## BIOSPHERE

The narrow zone on the earth's surface, where life exists, is called **biosphere**. This is the most important realm of the earth. The word **bio** means life. So it is the realm of life. All life forms are found in a narrow zone where land, water and air meet. This zone extends a few kilometres



above and below the sea level. Human beings, plants, animals, birds, fishes and other microbes are found in this realm.

Life forms are classified into two groups or kingdoms. They are *Animal Kingdom* and *Plant Kingdom*. Human beings are included in the animal kingdom. They are called **Man**. They can make decisions based on reason. Thus, we often say **Man is a rational animal**. Human beings are the most important members of the animal kingdom. We know that there is interdependence between the animal kingdom and the plant kingdom. Therefore, we should work to maintain the balance in nature for the survival of the two.

All the realms of the earth are very much inter-related. When something happens to one realm, that will affect other realms too. *Do you know that the roots of the plants fasten the soil ?* If we cut many trees on land, the soil will be loosen. The loose soils are easily carried away by rain water and deposited in river beds. It leads to the **silting** of river beds. At the time of heavy rain, river will not be able to hold the water in its shallow bed. The river overflows its banks and **floods** occur. Floods destroy lives and properties of people. Moreover, felling of trees will reduce the amount of oxygen in the atmosphere. It may threaten the existence of human beings on the earth. Therefore, we must try not to disturb the realms of the earth as much as we can.

Emission from industries, thermal power plants and vehicles, pollute the air. As we all know that Carbon Dioxide (CO<sub>2</sub>) plays an important role in air but increase in the amount of CO<sub>2</sub> leads to increase in global temperatures. This is termed as global warming. So that we have to use carefully the resources of the earth for the future generation as well as to maintain the balance of the earth.

| DO YOU KNOW ?                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|
| ● The atmosphere of the earth has five different layers. They are Troposphere, Stratosphere, Mesosphere, Thermosphere and Exosphere. |

**EXERCISES**

1. Answer each question in a word or a sentence :
  - (a) Which is the smallest continent in the world ?
  - (b) Why is the Indian ocean called half an ocean ?
  - (c) What is atmosphere ?
2. Answer the following questions in about 30 words each :
  - (a) Explain the four realms of the earth.
  - (b) Name the continents of the world.
  - (c) Which are the three major landforms of the earth ?
  - (d) What are the two most dominant gases of the atmosphere ?
3. Choose the correct answer :
  - (i) Which of the following is the largest ocean ?

|                    |                   |
|--------------------|-------------------|
| (A) Atlantic ocean | (B) Pacific ocean |
| (C) Indian ocean   | (D) Arctic ocean  |
  - (ii) Which one of the following gases do the plants take in?

|                    |              |
|--------------------|--------------|
| (A) Nitrogen       | (B) Oxygen   |
| (C) Carbon-dioxide | (D) Hydrogen |
  - (iii) Which one is not a feature of major landforms ?

|               |              |
|---------------|--------------|
| (A) Plains    | (B) Plateaus |
| (C) Mountains | (D) Hills    |
4. Fill in the blanks:
  - (a) Asia and Europe are collectively known as .....
  - (b) Highland regions with pointed peaks are called .....
  - (c) Water bodies on the earth's surface are collectively known as .....
  - (d) The deepest ocean on the earth is the .....

**ACTIVITY**

- Collect pictures from newspapers and magazines showing mountain ranges, snow-clad peaks, plateaus and river valleys.
- Try to make clay models of a mountain, a plateau and a plain.

## LESSON

# 6



## OUR COUNTRY - INDIA

**India** is a big country. It is the seventh largest country in the world. It extends from  $8^{\circ}4'N$  to  $37^{\circ}6'N$  latitude and  $68^{\circ}7'E$  to  $97^{\circ}25'E$  longitude. It has an area of 3.28 million square kilometres.

India is the second most populous country after China. She has a population of more than one billion. Thus, India is the home of 16 per cent of the world's total population.

India is a land of many religions, languages, cultures and traditions. This variety has enriched the heritage of our country. We are proud of our culture and heritage.



*Fig. 6.1 : India and its neighbouring countries*

## India's Neighbours

Seven countries have common boundaries with India. Bangladesh and Myanmar are India's neighbours on the east. Pakistan and Afghanistan are our neighbours on the north-west. China, Nepal and Bhutan are our northern neighbours. In the south, India has two Island neighbours. They are Sri Lanka and Maldives. Sri Lanka is separated from India by the Palk Strait and Gulf of Mannar. Maldives lie off the southern coast of India in the Indian Ocean.

## PHYSIOGRAPHIC DIVISIONS

India has a variety of landform features. There are hills, mountains, plateaus and plains in different parts of the country. Thus, according to surface features India is divided into **four** physiographic divisions. They are –

1. Himalayan Region
2. Northern Plain
3. Peninsular Plateau
4. Coastal Plains and Islands

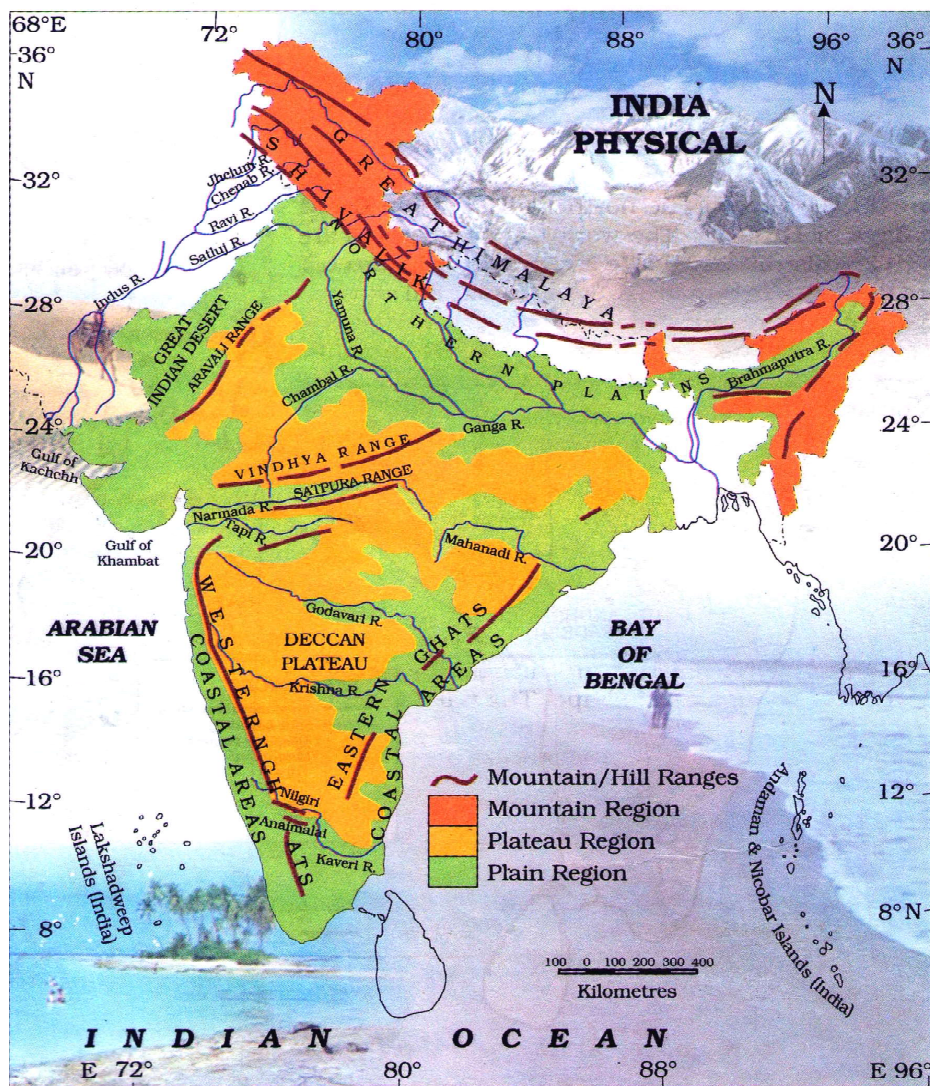
## Himalayan Region

There are high mountain ranges in the north of India. These mountains have some of the highest peaks in the world. They are called the Himalayas which means the **abode of snow**. Most of the Himalayan peaks are covered with snow throughout the year. The Himalayas are young mountains and they are also known as **fold mountains**.

There are three parallel ranges in the Himalayas. They are the Inner or Great Himalaya (Himadri) in the north, the Middle or Lesser Himalaya (Himachal) in the middle and the Outer Himalaya (Siwalik) in the south. The **Inner Himalaya** is the tallest of the three ranges. Mount Everest (8848 m), the highest peak in the world is in the Inner Himalaya.

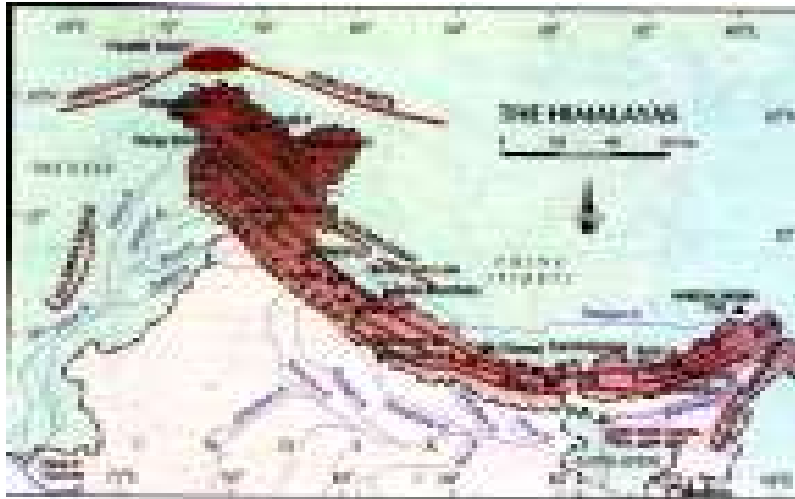
It lies in Nepal. But the highest peak in India is Mount Kanchenjunga in Sikkim. It is 8598 metres high above sea level.

The **Middle Himalaya** lies to the south of the Inner Himalaya. The beautiful hill stations of India such as Shimla, Mussoorie, Nainital and Darjeeling are located in this range.



*Fig. 6.2 : India-Major Physical Features*

The **Outer Himalaya** is also known as the Siwalik. This is the southernmost and the lowest range of the Himalayas. In this range there are some flat valleys called **duns**. *Dehra Dun* is one of them.



*Fig: 6.3. Himalayas*

The Himalayas extend southwards as the Patkai, the Naga, the Manipur and the Mizo hills in the north-eastern part of India. These hill ranges are known as the **North-Eastern Hills** or the **Purvanchal**.

### **Northern Plain**

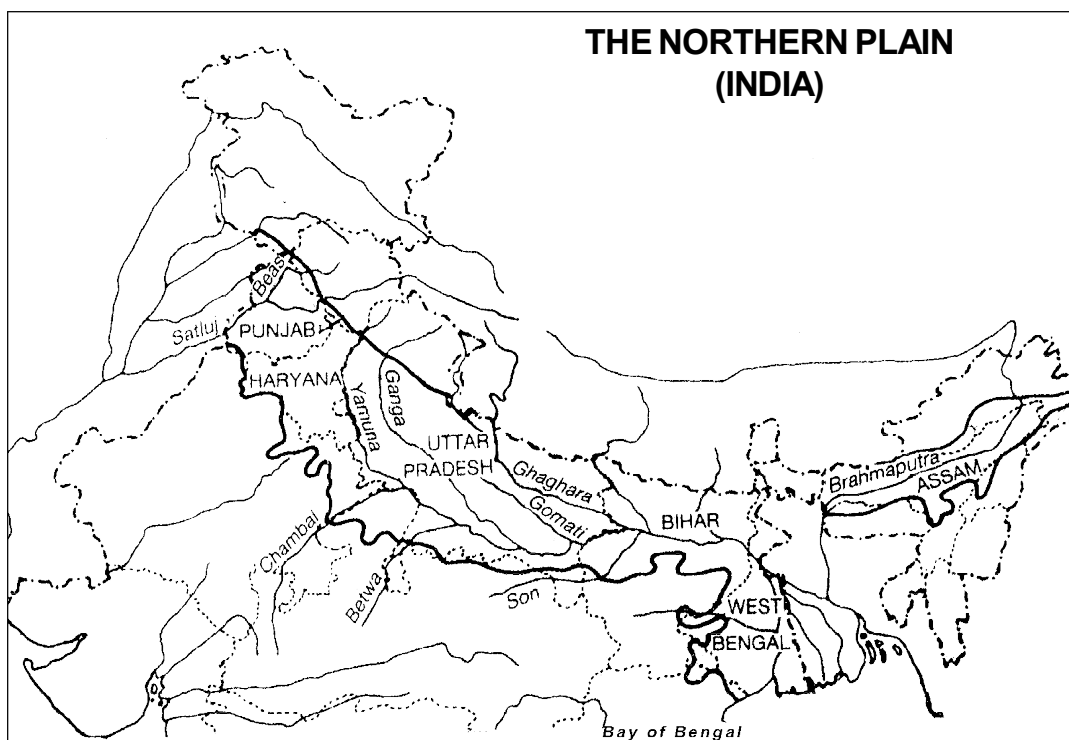
The Northern plain lies to the south of the Himalayas. It extends from Punjab in the west to Assam in the east. This plain is one of the largest in the world. It is formed by the deposition of silt brought by the Indus, the Ganga and the Brahmaputra. These three big rivers have many tributaries. **Tributaries** are the smaller rivers or streams that join the big rivers. River Indus has five important tributaries viz., the Satluj, the Beas, the Ravi, the Chenab and the Jhelum. The Indus and its tributaries flow mainly in Pakistan.

Look at the map and write the names of the important tributaries of the Ganga. *Do you know that the Ganga and the Brahmaputra have formed*

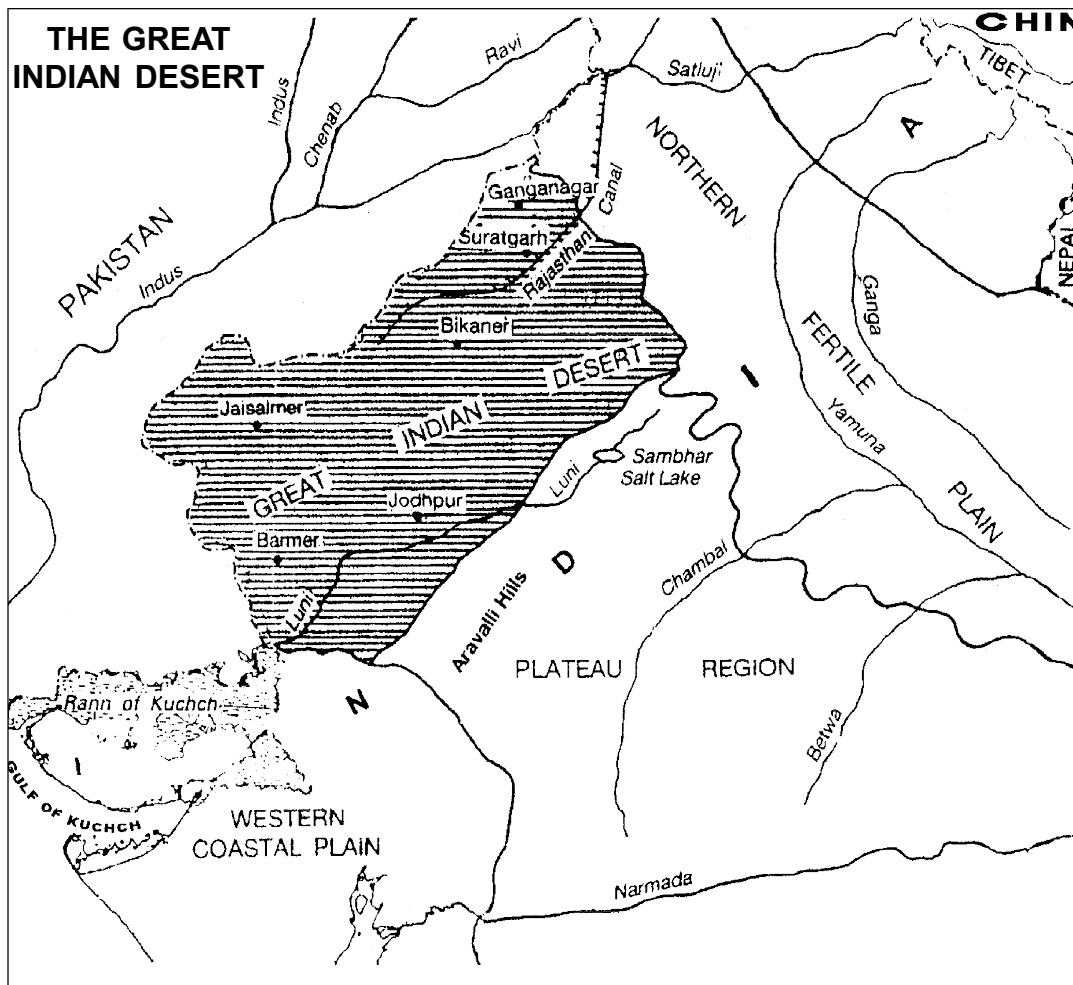
a large delta near the mouth ? This delta is called **Sundarbans**. It is the largest delta in the world. A **delta** is a triangular landmass formed at the mouth of a river due to the deposition of silt. The place where a river enters a sea or a lake is known as its **mouth**.

The northern plain is the most fertile region in the country. It produces a variety of agricultural crops. Because of the level surface, transport systems are well-developed. So, the northern plain is densely populated.

The western part of the northern plain is a dry sandy land. This part receives very little rainfall. So, it becomes a desert. It is called the **Thar Desert** or the **Great Indian Desert**. It is located in the western part of Rajasthan.



**Fig. 6.4(a) : The Northern Plain**



*Fig. 6.4(b) : The Great Indian Desert*

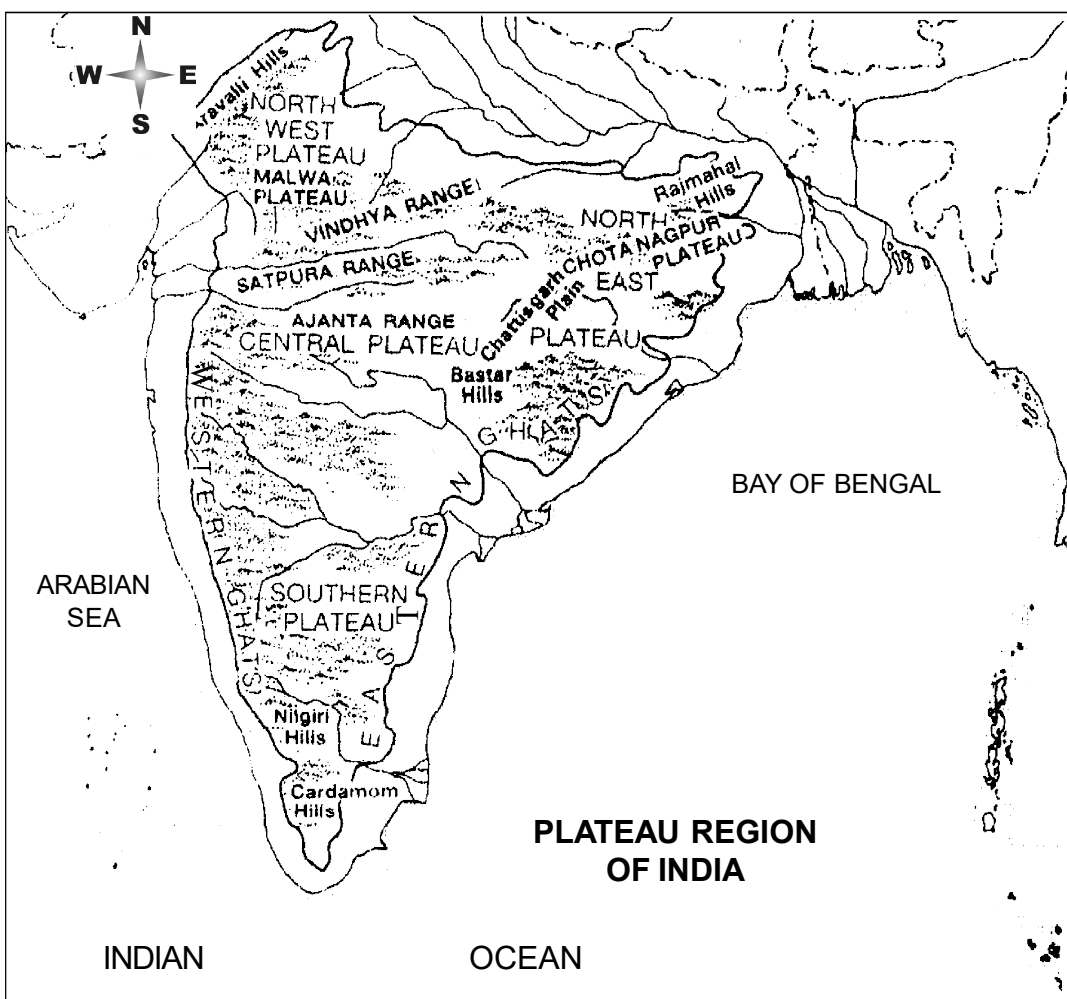
In the Thar Desert, there are low hills of loose sand. They are called **sand dunes**. The strong winds of the desert carry the sand from one part to another. Therefore, the sand dunes keep on moving.

Nowadays, the **Indira Gandhi Canal** carries the water of the Satluj to the dry areas of Rajasthan. This canal has turned parts of the Thar desert into fertile land.



## Peninsular Plateau

Look at the triangular landmass lying to the south of the Northern plain. This is a plateau and it is the oldest part of India. It is surrounded by the Arabian Sea, the Indian Ocean and the Bay of Bengal. Such a landmass surrounded by the sea on three sides is called a **Peninsula**. Therefore, the plateau is known as **Peninsular Plateau**. This plateau is made up of hard rocks and is rich in minerals.



*Fig. 6.5 : Peninsular Plateau*

River Narmada divides the Peninsular plateau into two parts – the **Malwa plateau** in the north and the **Deccan plateau** in the south. The Malwa plateau extends towards east as the Bundelkhand and the Chotanagpur plateaus. The Deccan plateau is bounded by the **Eastern Ghats** on the east and the **Western Ghats** on the west. The Western Ghats are higher and continuous while the Eastern Ghats are lower and discontinuous. The two Ghats meet at the Nilgiris and extend further as the Anaimalai and Cardamom hills in the south. **Anai Mudi** (2,695 m) in the Anaimalai hills is the highest peak of the Peninsular plateau.

The Deccan plateau slopes from west to east. So, the rivers like the Mahanadi, Godavari, Krishna and Cauvery flow into the Bay of Bengal. Note that the Narmada and the Tapti are the two big rivers of the Peninsular plateau that fall into the Arabian Sea.

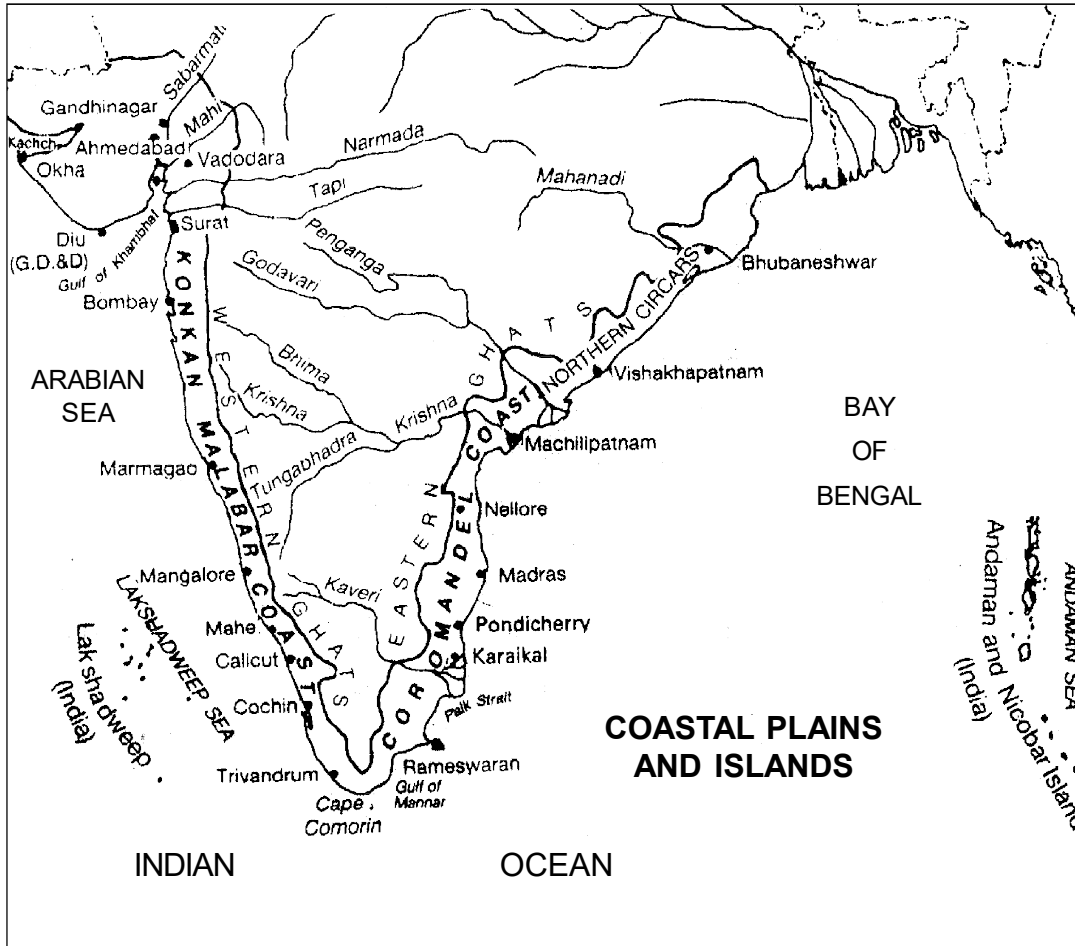
### **Coastal Plains and Islands**

On both sides of the Peninsular plateau, there are strips of plain all along the Arabian Sea and the Bay of Bengal. They are the coastal plains.

The eastern coastal plain is wide and fertile. Rivers like the Mahanadi, Godavari, Krishna and Cauvery pass through this plain. They have formed deltas at their mouths. The southern part of the eastern coastal plain is known as **Coromandel**.

The western coastal plain is rocky and narrow. The northern part of this plain is called **Konkan** while the southern part is known as **Malabar**. The Malabar Coast is famous for its backwaters and lagoons. Lagoons are salt water lakes getting cut off from the main sea.

Our country has two groups of islands. They are the Andaman and Nicobar Islands in the Bay of Bengal and the Lakshadweep Islands in the Arabian Sea. There are more than 300 islands in the Andaman and Nicobar group. Some of them are of volcanic origin. The southernmost



*Fig. 6.6 : Coastal Plains and Islands*

part of India is located in the Nicobar Island. It is called the **Indira Point**. Find out its location on the map of India.

The Lakshadweep Islands lie off the coast of Kerala. These islands are smaller and fewer in number. They are formed by the deposition of skeletons of dead coral polyps (tiny sea organisms). Such islands are called **Coral Islands**.

**TABLE - I**  
**STATES AND UNION TERRITORIES OF INDIA**

| <b>State</b>         | <b>Capital</b>     | <b>State</b>      | <b>Capital</b> |
|----------------------|--------------------|-------------------|----------------|
| 1. Andhra Pradesh    | Hyderabad          | 15. Maharashtra   | Mumbai         |
| 2. Arunachal Pradesh | Itanagar           | 16. Manipur       | Imphal         |
| 3. Assam             | Dispur             | 17. Meghalaya     | Shillong       |
| 4. Bihar             | Patna              | 18. Mizoram       | Aizawl         |
| 5. Chhattisgarh      | Raipur             | 19. Nagaland      | Kohima         |
| 6. Goa               | Panaji             | 20. Orissa        | Bhubaneswar    |
| 7. Gujarat           | Gandhinagar        | 21. Punjab        | Chandigarh     |
| 8. Haryana           | Chandigarh         | 22. Rajasthan     | Jaipur         |
| 9. Himachal Pradesh  | Shimla             | 23. Sikkim        | Gangtok        |
| 10. Telangana        | Hyderabad          | 24. Tamil Nadu    | Chennai        |
| 11. Jharkhand        | Ranchi             | 25. Uttarakhand   | Dehra Dun      |
| 12. Karnataka        | Bangaluru          | 26. Uttar Pradesh | Lucknow        |
| 13. Kerala           | Thiruvananthapuram | 27. Tripura       | Agartala       |
| 14. Madhya Pradesh   | Bhopal             | 28. West Bengal   | Kolkata        |

| <b>Union Territory</b>                        | <b>Capital</b>                      |
|-----------------------------------------------|-------------------------------------|
| 1. Andaman and Nicobar Islands                | Port Blair                          |
| 2. Chandigarh                                 | Chandigarh                          |
| 3. Dadra and Nagar Haveli                     | Silvassa                            |
| 4. Daman & Diu                                | Daman                               |
| 5. Lakshadweep                                | Kavaratti                           |
| 6. Puducherry                                 | Puducherry                          |
| 7. <b>National Capital Territory of Delhi</b> | <b>Delhi</b>                        |
| 8. Ladakh                                     | Lch                                 |
| 9. Jammu and Kashmir                          | Jammu (Winter)<br>Srinagar (Summer) |

**DO YOU KNOW ?**

- The state of Teangana was officially formed on 2<sup>nd</sup> June 2014. Ladakh and Jammu and Kashmir became union territory on 31<sup>st</sup> October 2019.



*Fig. 6.7: Political Map of India*

## CLIMATE

**India** is a land of monsoon climate. You must have heard the word **monsoon**. It is derived from the Arabic word **mausim** meaning season. So, monsoons are the winds that change their direction with the change of seasons. In summer, they blow from sea to land and bring much rain to the country. But in winter, they blow from land to sea and, therefore, they become dry.

A year in India is divided into four different seasons. They are —

1. Cold Season (winter) — December to February
2. Hot Season (summer) — March to May
3. South-West Monsoon Season — June to September
4. Retreating Monsoon Season — October and November

### Cold Season

The season is generally cold and dry throughout the country. Clear skies, warm sunny days and cold nights are the common features of this season. Temperature is low except in the extreme south. During this season, the coastal areas of Tamil Nadu receive abundant rain.

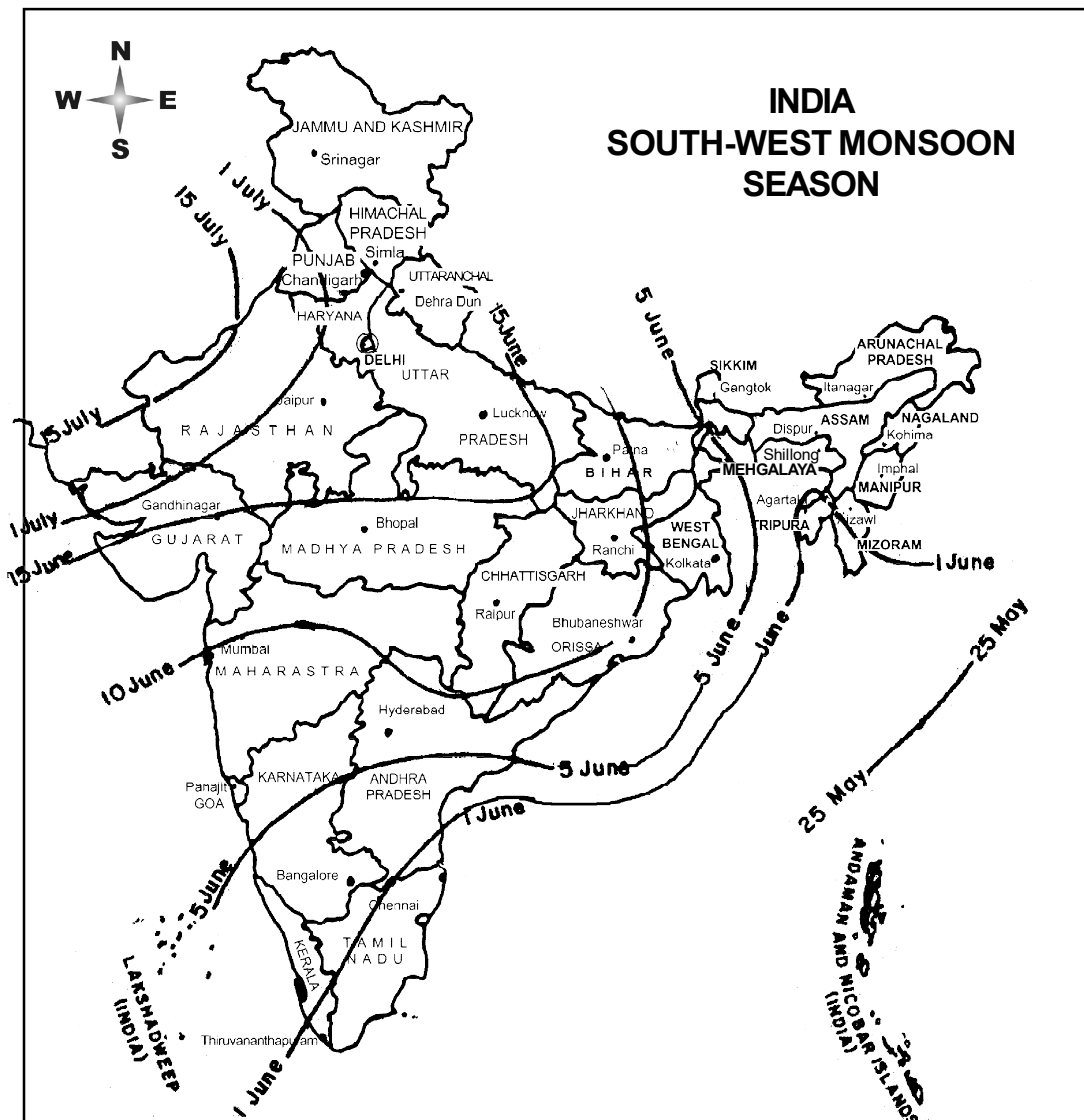
### Hot Season

From March temperature continues to rise and in May it is very hot in the northern plain. Thus, dust storms are very common during this season. In the northern plain, hot and dry winds, locally known as **loo**, blow frequently. Local thunderstorms occur in the north-eastern part of the country.

### South-West Monsoon Season

This is the rainy season of India. It starts in June and continues up to September. During this season, monsoon winds blow over India from

the south-west direction. They bring much rain from the sea. The Indian peninsula divides the monsoon winds into two branches. The Arabian Sea branch provides rain to the western coastal plain, Gujarat, Rajasthan, etc. The Bay of Bengal branch, on the other hand, provides rain to the eastern and northern parts of the country.



*Fig. 6.8 : India – South-West Monsoon Season*

### Retreating Monsoon Season

By the end of September, monsoon winds begin to withdraw from the northern parts of India. They leave the whole country by early November. This withdrawal of monsoon is called **retreating monsoon**. The weather starts to cool further in late November. This is a transitional period from hot-wet season to cold-dry season.

### NATURAL VEGETATION

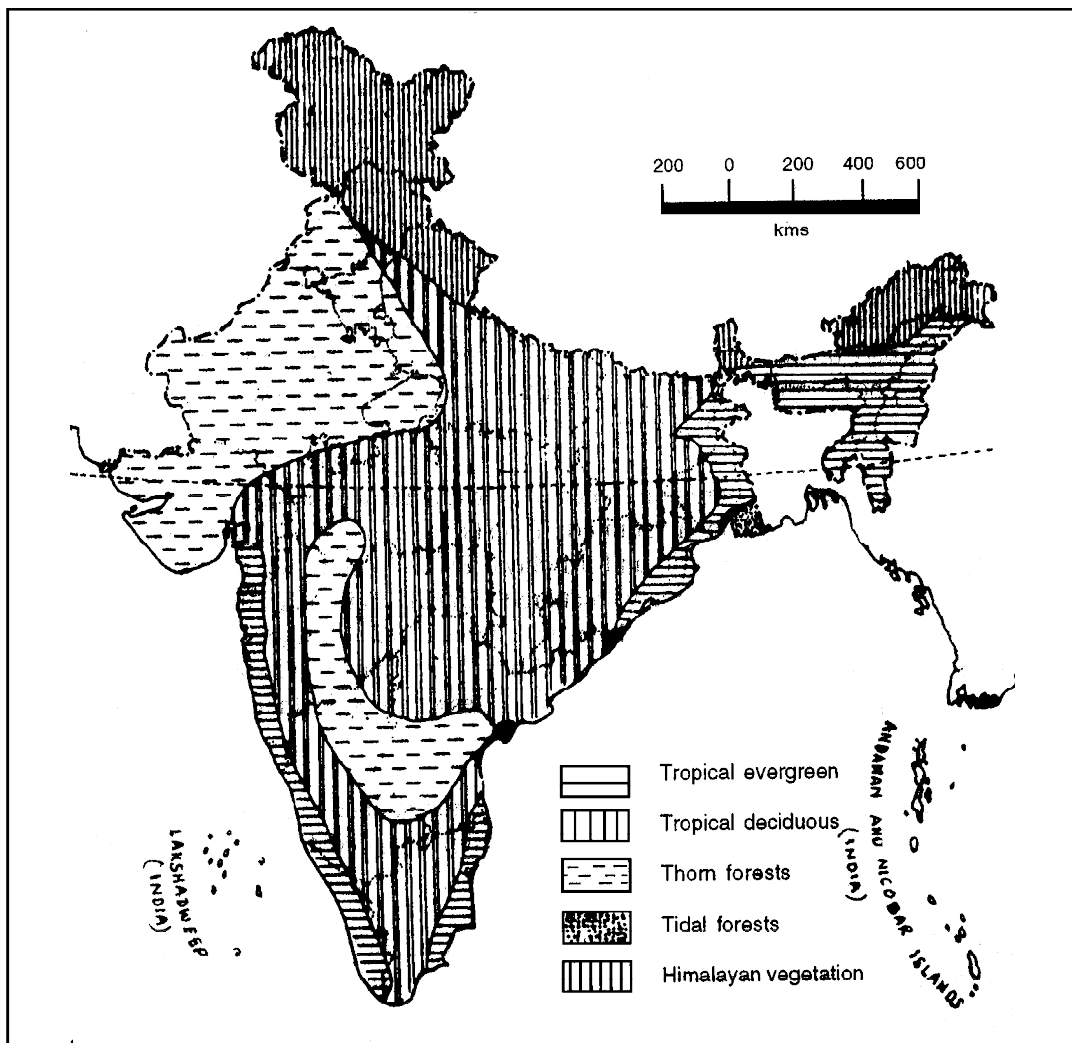
You know that India has different relief features like mountains, plateaus, plains and deserts. Again, climatic conditions also differ from one part of the country to another. Relief and climate of a place determine the type of vegetation of that place. For example, we find evergreen forests in the north-eastern hills, thorny plants in the Thar Desert and mangrove forests in the Sundarbans.

Based on rainfall, we can divide India into five vegetation zones. They are 1. Tropical Evergreen forests, 2. Tropical Deciduous forests, 3. Thorn forests, 4. Tidal forests and 5. Himalayan forests.

**Tropical Evergreen forests** are found in regions where rainfall is heavy. The western slope of the Western Ghats, the north-eastern hills and Andaman and Nicobar islands are the regions where we find these forests. The trees of these forests are very tall and do not shed their leaves. So, these forests look green all the year round. Because of this, they are called **evergreen forests**. Mahogany, Ebony, Rosewood and Bamboos are the varieties found in these forests.

**Tropical Deciduous forests** occur in areas where rainfall is moderate. So, these forests are found in the Siwaliks, eastern slopes of the Western Ghats and in parts of Orissa, Madhya Pradesh, Chhattisgarh and Jharkhand. The trees of these forests shed their leaves during the hot-dry season. These forests are so common in India that they are called **monsoon forests**. Teak, sal, sandalwood, peepal, etc., are the important trees.





*Fig. 6.9 : India – Natural Vegetation*

**Thorn forests** are found where rainfall is low. Punjab, Rajasthan, Gujarat and drier parts of the Deccan are the regions where we find these forests. Babul and Kikar are the important trees. Date palms, thorny bushes and cacti are the other varieties of these forests.

**Tidal forests** can thrive in saline water. They are found mainly in the Sundarbans. They are also known as **Mangrove forests**. Sundari is the important tree of these forests. Sundarbans have been named after the Sundari trees.

**Himalayan forests** differ with increase in height. Thus, in the foot-hills, tropical deciduous forests are found. Higher up, trees such as oak, pine, silver fir, spruce etc., grow. But at high altitudes, we find grasses, mosses and lichens.



*Fig. 6.10 : Tropical Evergreen Forests*



*Fig. 6.11 : Tropical Deciduous Forests*

## WILDLIFE

India is rich in wildlife. There are many species of animals, reptiles, birds, fishes and insects. Some of the important wild animals are elephants, lions, tigers, rhinoceros, leopard and deer. Elephants live in the forests of Assam, Kerala, Karnataka and Tamil Nadu. The **Gir Forest** in Gujarat is the home of the Indian lion. The famous Bengal Tiger is found in the Sundarbans. Tiger is our National Animal. In order to protect this endangered species, **Tiger Reserves** have been set up in different parts of the country. **Kaziranga** in Assam is noted for its one-horned rhinoceros. Snow leopards are found in the higher regions of the Himalayas. The deer can be seen in most of the forests of our country.

A large variety of reptiles such as snakes, pythons, cobras and lizards are found all over the country. Crocodiles and tortoises are common in many rivers of India. A rare variety of turtle known as **Olive Ridely** is found off the Orissa coast.

Various kinds of birds are also found in the Indian forests. Peacocks, pheasants, parrots, mynahs, eagles, woodpecker and cranes are some of them. **Peacock** is our **National Bird**.

Several sanctuaries have been set up in different parts of the country to provide natural habitat for wildlife. Corbett Park in Uttarakhand, Gir in Gujarat, Kanha in Madhya Pradesh, Kaziranga in Assam and Periyar in Kerala are some of the famous sanctuaries of India.

### **Need For Conservation of Forests and Wildlife**

A country should have at least one-third of its total area under forests. But India has less than one-fourth of its area under forests. This is because we have been felling trees for various purposes viz., expansion of agriculture or industries or for settlements. Thus, we have destroyed our forests to a great extent. You know that forests are useful in many ways. They give us timber, fuel-wood, pulp, resin, honey, lac, gum, cane, bamboos and medicinal herbs. They also help in conserving soil. Depletion of forests causes soil erosion. It leads to the silting of river beds. This is the main reason for the occurrence of floods in our country. So we must stop careless cutting down of trees.

Several species of wildlife of India are declining rapidly. Greedy hunters kill the animals for the sake of money. Many species have become extinct and a few animal species are endangered.

Wildlife is an important asset for the nation. Tourists from other countries are attracted by the rich wildlife of India. In order to preserve wildlife in its natural setting, the government has set up national parks, sanctuaries and biosphere reserves in different parts of the country. A **national park** is a reserved area meant for preserving its natural vegetation and wildlife. A **sanctuary** is a reserved area meant for preservation of endangered species. A **biosphere reserve** is a large area where forests and wildlife are protected in their natural surroundings.

**EXERCISES****1. Answer each question in a word or a sentence :**

- (a) How many states are there in India ?
- (b) Name two important trees of Tropical Deciduous forests.
- (c) Mention the two rivers of the Peninsular Plateau that fall into the Arabian Sea.

**2. Answer the following questions in about 40 words each :**

- (a) What are the four different seasons of India ?
- (b) What are the three parallel ranges of the Himalayas ?
- (c) Where do we find the Tropical Evergreen forests in India ?
- (d) What are the two island groups of India ?

**3. Choose the correct answer :**

- (i) The triangular landmass of silt formed at the mouth of a river is known as
  - (A) sand dune
  - (B) delta
  - (C) lagoon
  - (D) coral island.
- (ii) In India, the south-west monsoon winds blow from
  - (A) hills to plain
  - (B) plateau to plain
  - (C) land to sea
  - (D) sea to land.
- (iii) To which part of India does Manipur belong ?
  - (A) Himalayan mountain
  - (B) Northern plain
  - (C) Deccan plateau
  - (D) Eastern Ghats.

**4. Fill in the blanks:**

- (a) The Outer Himalaya is also known as the .....
- (b) The rainy season of India starts in ... ..
- (c) The ... .. is our national bird.
- (d) A land mass surrounded by the sea on three sides is called .....

**ACTIVITY**

- On Sundays, go to a nearby sanctuary and make a list of the animals and birds you have seen there.
- Collect pictures of wild animals and birds from newspapers and magazines and name them.
- Make your surroundings green by planting a sapling every year on your birthday.
- Write the names of five Indian States located in the Northern Plain.

## LESSON

# 7



## OUR STATE - MANIPUR

**Manipur** is located in the north-eastern border of India. It is bounded on the east by Myanmar, on the west by Assam, on the north by Nagaland and on the South by Myanmar and Mizoram. The state lies in

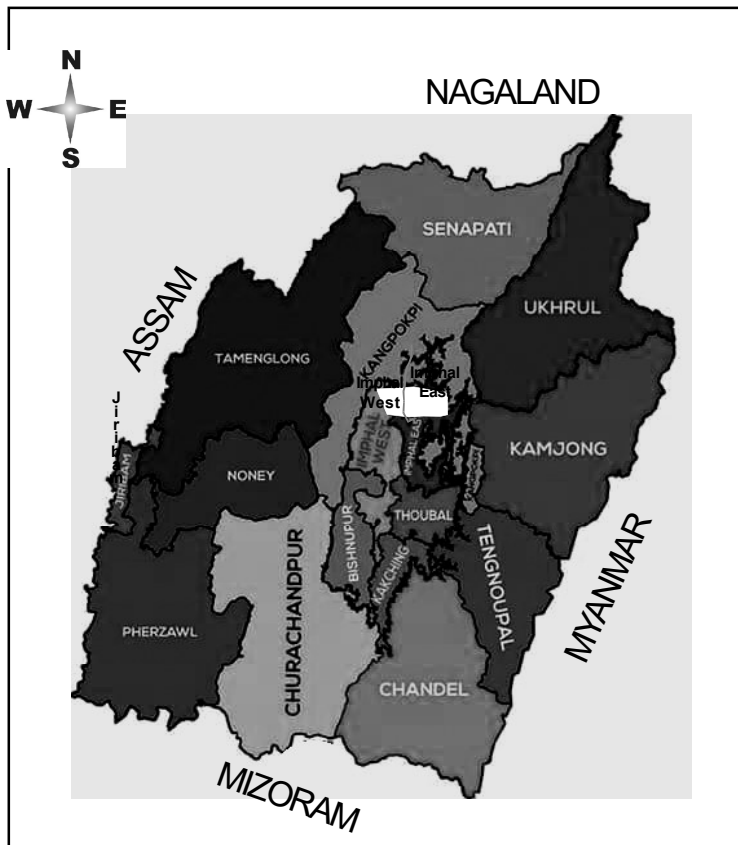
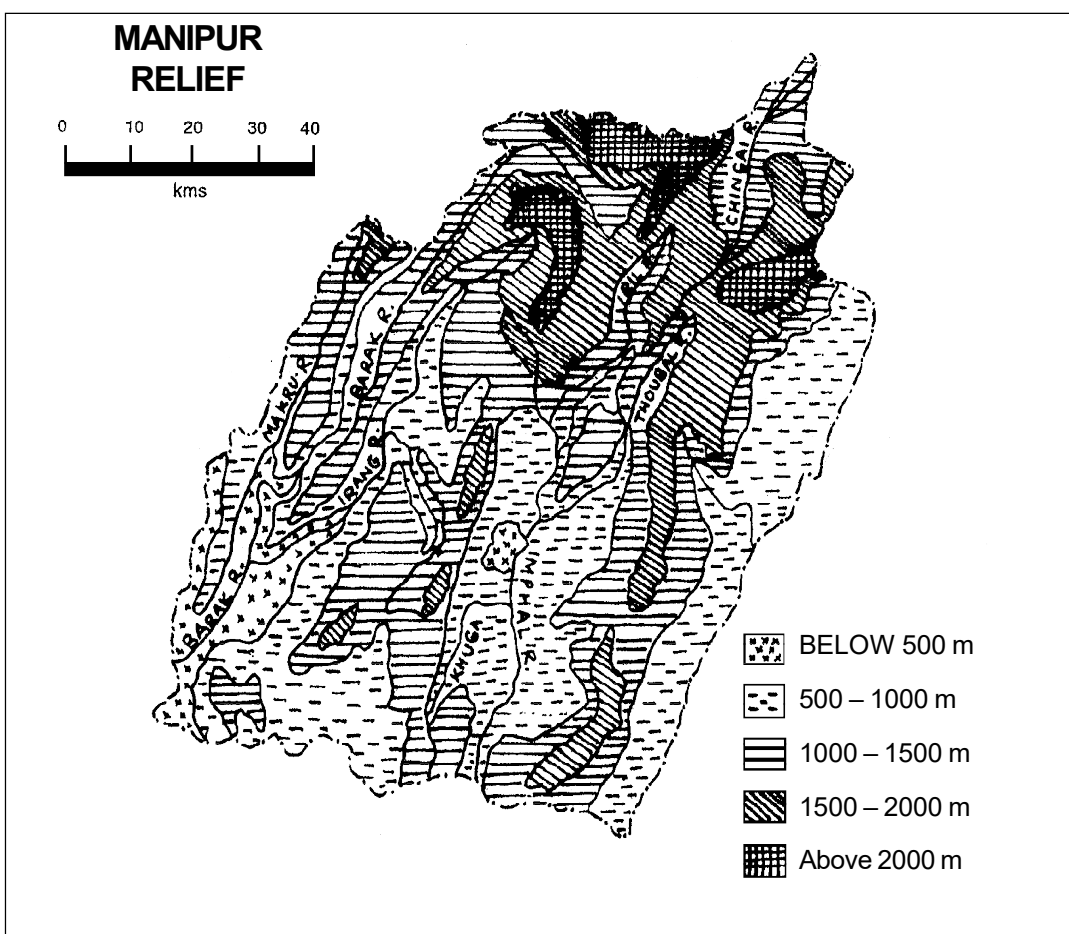


Fig.7.1 : Manipur – Districts of Manipur

between  $23^{\circ}50'N$  and  $25^{\circ}41'N$  latitudes and  $93^{\circ}2'E$  and  $94^{\circ}47'E$  longitudes. The **Tropic of Cancer** runs very close to the southern boundary of Manipur.

Manipur has a total area of 22,327 square kilometres. The Imphal Valley covers only 1,843 square kilometres while the hills surrounding the valley cover the remaining area of 20,484 square kilometres. Thus the hills of Manipur constitute more than nine-tenths of its area.



*Fig. 7.2 : Manipur – Surface Relief*

For administrative purposes, Manipur is divided into **sixteen districts**. They are 1. Imphal East District, 2. Imphal West District, 3. Bishnupur District, 4. Thoubal District, 5. Senapati District, 6. Tamenglong District, 7. Ukhrul District, 8. Chandel District, 9. Churachandpur District, 10. Kakching District, 11. Jiribam District, 12. Kangpokpi District, 13. Noney District, 14. Tengnoupal District, 15. Kamjong District and 16. Pherzawl District. The first four districts lie in the central plain while the remaining twelve districts are located in the surrounding hills. *Can you name the district to which Jiribam belongs to earlier?*

## PHYSIOGRAPHY

The hills of Manipur were formed as a part of the Himalayan mountain system. In general, Manipur is a land of hills with narrow valleys in between.

According to relief features, we can divide Manipur into two major physiographic divisions viz, (i) *the Central Plain* and (ii) *the Surrounding Hills*.

### The Central Plain

This plain lies in the central part of Manipur. It is also known as the **Imphal Valley**. It is located at a height of about 800 metres above sea level. The north-south extent is about 60 kilometres while the east-west extent is about 30 kilometres. This plain is not smooth and flat like that of the Ganga Plain. Isolated hills and ridges are found in this plain.

The Imphal valley was formed by filling up of an ancient lake. A part of the ancient lake is still found in the southern part of the valley. This lake is called the **Loktak**. It is a fresh water lake and has a great economic importance. It is about 12 kilometres long and 8 kilometres wide. Hills in the form of islands such as *Thanga, Karang, Ithing*, etc., are located in the midst of the lake.

The south-western part of Manipur is a small plain formed by the deposition of alluvium brought by the Barak and its tributaries. The total area of this plain is less than 250 square kilometres. This region has the lowest elevation in Manipur i.e., about 200 metres above sea level.



## The Surrounding Hills

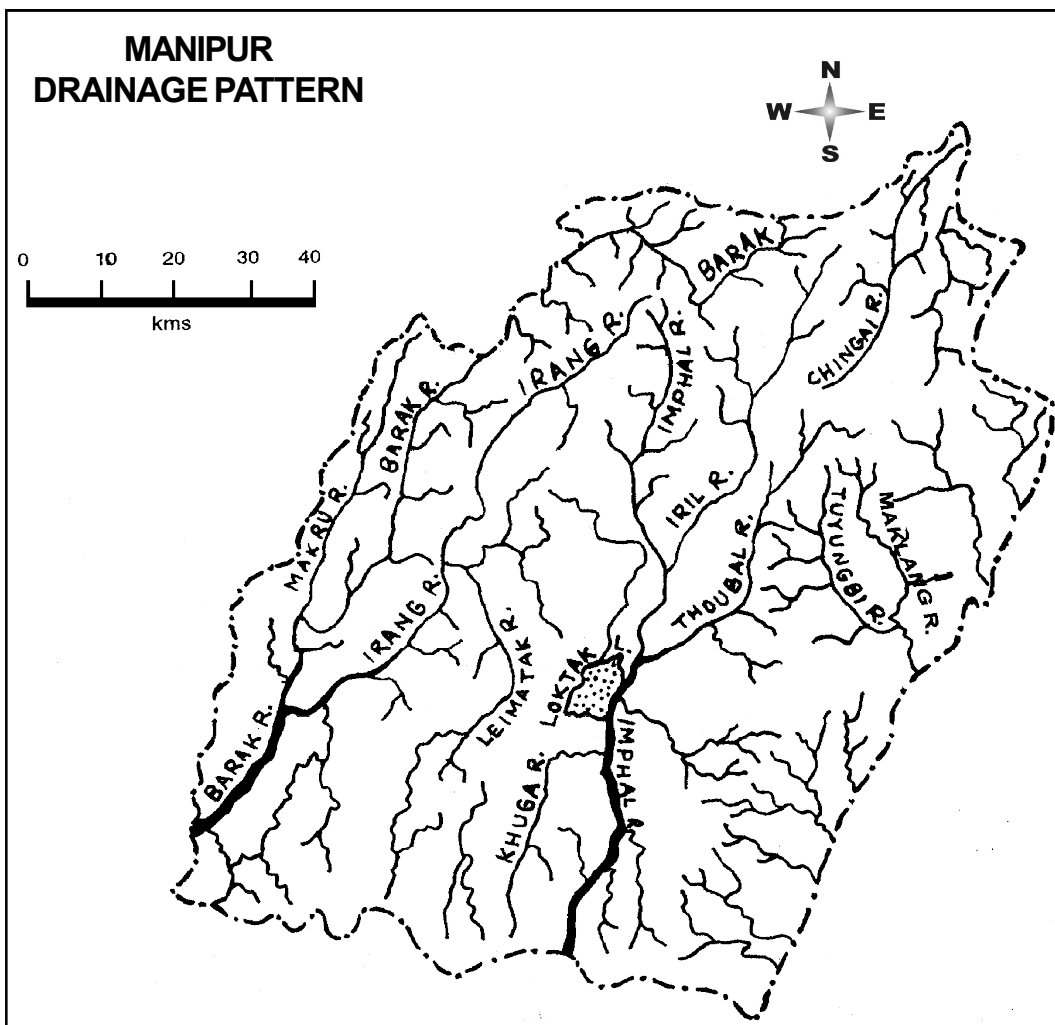
The Imphal valley divides the hill ranges into two groups. The group that lies to the east of the Imphal valley is known as the *Eastern hills* while the group to the west of the valley is called the *Western hills*. These two groups of hill ranges meet in the southern part of Manipur.

**The Eastern hills** run as a continuous chain in the eastern part of Manipur. Their average height is 1,500-3,000 metres above sea level. The length of these ranges is about 200 kilometres. Their width varies from 50 kilometres in the north to about 30 kilometres in the south. The *Mapithel*, *Chingai*, *Mulain*, etc., are the important ranges of the Eastern hills. Important peaks are *Khayangbung* (2833m), *Shiroi* (2568m), *Kachaobung* (2498 m).

**The Western hills** spread over the entire western part of Manipur. A number of valleys are also found in between the ridges. **Khoupum valley** is one of them. The valley is located in Tamenglong district and locally called Gaidimgjang. It is situated at 83 Km on Old Cachar Road (Tongjeimaril). Next to Imphal Valley, Khoupum Valley (Khoupum Tampak) is the second biggest Valley of Manipur with an area of 600 hectares surrounded by evergreen forests. Other important valleys in the state are Zeilad in south-western part of Tamenglong district, Dzuko valley near Mao sub-division and Sajik Valley (Sajik Tampak) in Chandel district, Cachar valley of Jiribam etc. The total length of these ranges is about 180 kilometres. Their width varies from 50 kilometres in the north to about 70 kilometres in the south. The *Yangpujilong*, *Daimikilong*, *Vangai*, *Kalanaga*, etc., are the important ranges of the western hills. **Mount Iso** (Tenipu), which lies to the north-western part of Mao, is the highest peak in Manipur. It is about 2,994 metres high above sea level. Other important peaks of the Western hills include *Leikot* (2,831 m), *Tampaba* (2564 m) and *Koubbru* (2652m). Among them, Mount Koubbru is easily recognized by its humped peak.

## DRAINAGE

The general slope of the Central Plain or Imphal valley is from north to south. So, most of the rivers of the valley flow towards the south. This valley is mainly drained by the **Imphal river** and its tributaries. The *Imphal river* rises in the highlands to the west of Kangpokpi and flows towards the south. Many tributaries such as the *Leimakhong*, *Sekmai*, *Kongba*, *Iril* and *Thoubal* join the Imphal river. Among them, the Iril and the Thoubal are the most important.



*Fig. 7.3 : Manipur – Drainage Pattern.*

The Imphal river does not fall into the Loktak Lake. It flows to the eastern part of the lake. *Khordak* drains the water of the Loktak to the Imphal river. Henceforth, the Imphal river is known as Manipur river in its southward course. To the south of the Loktak lake, the Manipur river is joined by the *Khuga* and the *Chakpi*. The Khuga river rises from the Singhat hills of Churachandpur district and the river does not fall into the Loktak Lake but merge to the Manipur River, ahead of the Ithai Barrage. The Manipur river crosses the southern part of Manipur through narrow and deep valleys and enters Myanmar. It finally falls into the *Myittha river*, a tributary of the Chindwin river of Myanmar.

Another river that drains the valley is the **Nambul**. It rises in the Kangchup hills. The Nambul river passes through the heart of Imphal city. It falls into the Loktak. Other rivers of the valley that fall into the Loktak are the *Nambol* the *Moirang*, the *Khujairok*, the *Thongjaorok*, the *Nambol*, the *Tuyungbi*, the *Awang Kharok*, the *Ningthoukhong*, the *Potsangbam*, the *Oinam*, the *Keinou*, the *Irulok*, etc.

There are many lakes other than the Loktak in the Imphal valley. Among them, *Waithou*, *Ikop*, *Pumlen*, etc., are important. Most of these lakes are dry during the hot-dry season and feels fear of extinction. The Loushi pat of Langthabal, the Yaral pat of Imphal East, the Lamphel pat, etc has been only name due to siltation and anthropogenic forces.

**The Barak** and its tributaries drain the western hills of Manipur. The Barak is the largest river of Manipur. It rises in the northern highlands to the east of Mao. On its way to the south, it is joined by the tributaries viz., the *Makru* and the *Irang*. Further south at Tipaimukh, the Barak is joined by the *Tuivai*. At Jirimukh, the Barak is again joined by the *Jiri river*. It then flows westwards towards Cachar and Sylhet plains.

The Makru and the Irang are the two important tributaries of the Barak. The Makru river rises in the Barail Range. It joins the Barak at a place about 5 kilometres south of the Kalanaga village. The Irang river rises in the Yangpujilong range to the west of Karong. It joins the Barak at a place about 32 kilometres north of Tipaimukh.

The rivers of the Eastern hills are small and swift flowing. The *Chalou* and the *Chingai* drain the northern parts of the Eastern hills. In the south, the *Maklang* and the *Tuyungbi* join to form the Yu river in the Kabow valley of Myanmar. Further south, the *Lokchao* and the *Taret* flow south-eastwards and join the Yu river.

## CLIMATE

India is a land of monsoon climate. You know that Manipur lies to the north of the Tropic of Cancer. So the state enjoys a **Sub-tropical monsoon climate**. The name sub-tropical is given because Manipur lies close to the tropics or torrid zone.

*Elevation* and *topography* modify the climate of Manipur to a great extent. Elevation above sea level varies from 200 metres in the Barak basin to about 3000 metres near Mao. The central plain is at a height of about 800 metres above sea level. In general, temperature decreases with increase in height. Therefore, temperature is neither too high nor too low throughout the year. In other words, we can say that Manipur has a temperate climate.

The climate of this state is affected by the *temperate cyclones* in winter and *tropical cyclones* in summer. The temperate cyclones (Western Disturbances) are brought by the Westerlies that blow to the south of the Himalayas. The tropical cyclones originate in the Bay of Bengal and very often they move towards north during the period from April to October. Thus, this state receives adequate amount of rain from cyclones.

Based on temperature and rainfall, we divide a year in Manipur into **four** different seasons. They are –

1. Cold season (December, January and February)
2. Hot season (March, April and May)
3. Rainy season (June, July, August and September)
4. Retreating monsoon season (October and November)

### Cold Season

The cold or winter season starts in December and continues till the end of February. This season is the most pleasant period of the year. Temperature rarely drops below freezing point. Morning fogs are very common and sometimes we cannot see the sun up to 10 a.m. In January, frost is seen on the

roof of thatched houses and on the grass. Clear skies, warm sunny days and cold nights are the common features. Such a fine weather is disturbed by the temperate cyclones. They cause light winter rain in January. In Manipuri, we call it **Wakchinggi Nong**. As the temperature increases in February, gusty winds start blowing in Manipur.

### Hot Season

The hot season starts in March and lasts till the end of May. With the beginning of March, there is a gradual increase in temperature. Because of lower elevation, the central plain is warmer than the surrounding hills. The hot air over the plain, being light, rises upward. So, cool winds from the surrounding hills blow towards the plain. As a result, gusty winds blow during the month of March. We call it **Ashit Awan Tha**. As the temperature rises further in April, thunderstorms are very common and they are associated with hailstones. In May, the heat of the sun is so great over the plain that educational institutions are closed for summer vacation. Such a hot weather is often checked by cyclones from the Bay of Bengal which bring much rain.

### Rainy Season

The rainy season starts in June and continues till the end of September. It is a season of high temperature and heavy rainfall. The south-west monsoon winds enter Manipur from the west and the south. The western hills, that lie across the monsoon winds, receive heavy rain. **Tamenglong**, which is located in the Western hills, is the rainiest place in Manipur. It has an average annual rainfall of 400 centimetres. The Imphal valley receives lesser amount of rain i.e., about 140 centimetres annually. The amount of rainfall increases towards the Eastern hills. Ukhrul has an average annual rainfall of 180 centimetres. Rainfall is heavy during June and July but it is moderate in August and September.

| DO YOU KNOW ? |                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------|
| ●             | Elevation is defined as the height above the ground or sea level and topography is the study of the shape and features of land surfaces. |

## Retreating Monsoon Season

The retreating monsoon season is a period of transition from rainy season to cold season. In October, the monsoon winds begin to withdraw from Manipur. This withdrawal of monsoon is known as **retreating monsoon**. In general, rainfall decreases considerably and skies become clear. It is becoming cooler and fogs of short duration occur in the early morning. The season is noted for its cool moonlit nights. Sometimes, such a pleasant weather is affected by the cyclones that come from the Bay of Bengal. They bring much rain and sometimes cause floods in the Imphal valley. The weather starts to cool further in November.

## NATURAL VEGETATION

Forests are the important natural vegetation of Manipur. They cover about 78% of the total area of this state. These forests are found mainly in the surrounding hills.

The forests of Manipur vary according to altitude. In the Barak basin, tropical semi-evergreen forests are found. Higher up, sub - tropical deciduous trees occur. Between the altitudes of 1,200 to 2,400 metres coniferous trees are found. Above 2,400 metres, grasses are predominant.

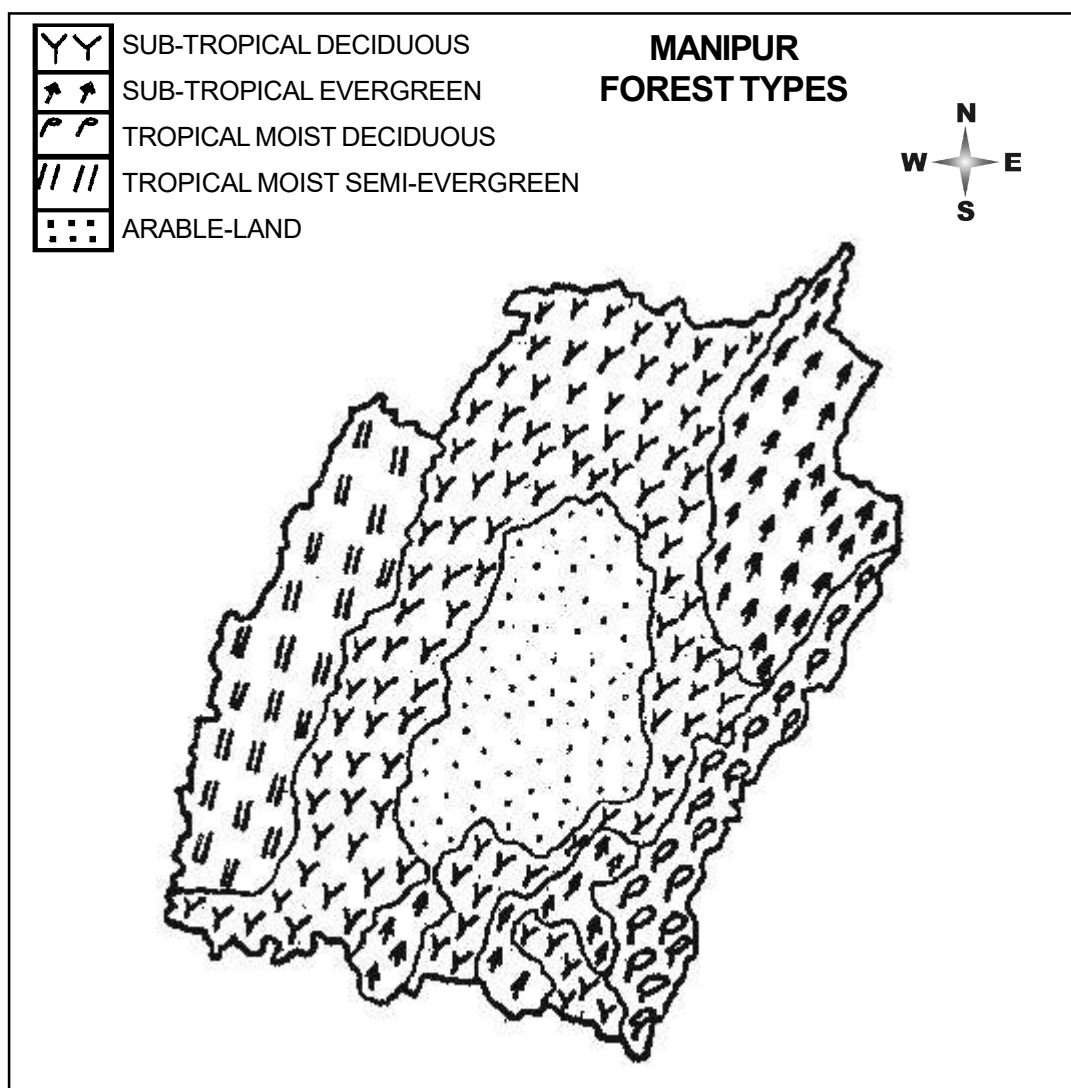
Four different types of forests are found in Manipur. They are  
1. Sub-tropical deciduous forests 2. Sub-tropical evergreen forests  
3. Tropical moist deciduous forests and 4. Tropical moist semi-evergreen forests.

**Sub-tropical deciduous forests** occur in the hill slopes around the central plain. These forests have been exploited for their timber and firewood. So they present a denuded appearance. Oak, toon, chestnut etc., are the important trees of these forests. Isolated hills and ridges in the valley are also covered with oak and chestnut.

**Sub-tropical evergreen forests** are found mainly in the Ukhrul District. They occur at elevations varying from 1,200 to 2,400 metres. The cold climate

of this region favours the growth of coniferous trees like pine. Pine forests cover about 1,300 square kilometres. At lower altitudes pine is mixed with oak and chestnut.

**Tropical moist deciduous forests** occur along the boundary with Myanmar. Because of lower elevation, this region has hot and moist



*Fig. 7.4: Manipur – Forest Types*

climate. Such a climate is suitable for the growth of trees like teak, gurjan and khi. Teak grows well on the alluvial banks of the rivers such as Maklang,

Tuyungbi, Lokchao, Taret, etc. Nowadays, teak is widely used for making furniture. These forests cover about 900 square kilometres.

**Tropical moist semi-evergreen forests** are found in the Barak basin. You know that the Barak basin is the lowest part of Manipur. So this region is hot and wet. Such a climate favours the growth of dense vegetation. Bamboos form the most important vegetation. These forests contain more than 15 major species of bamboos. Important trees are Agar, Toon, etc.



*Fig. 7.5 : Shiroi Lily*

The hill forests of Manipur abound in various types of **orchids**. **Kwaklei** (*Vanda caerulea*), the rarest blue orchid in the world, is found in the forests of Western hills. Among the flowering plants, **Shiroi Lily** and **Dzuko Lily** are famous for their beauty. Shiroi Lily is the **State Flower**. It grows on the heights of



the Shiroi Hills in Ukhrul while Dzuko Lily grows in the Dzuko valley to the north-west of Mao in Senapati district of Manipur.

## WILDLIFE

Wildlife includes animals, reptiles, birds, fishes and insects. This state has some animal species that do not exist anywhere else. The brow-antlered deer, locally known as **Sangai**, lives only in Manipur. You know that Sangai is the State Animal. **Keibul Lamjao**, in the south-eastern part of the Loktak lake, is the home of this rare species. The Keibul Lamjao National Park has been set up by the government to protect and preserve this endangered deer species. The Phumdi (floating weed) and marshy



*Fig. 7.6 : Sangai*

surrounding of Keibul Lamjao provide the natural habitat for Sangai. In the olden days, leopard, tiger and elephants were abundant in the forests of Manipur. Wild pig, bear and Santhou live in the forests of the south-east and south-west. Porcupine, mole and rats are found in large numbers particularly in the forests of Western hills.

Reptiles such as snakes, pythons, lizards etc., are found throughout the state. Snakes and pythons live in marshes and swamps while lizards are found on land.

Birds like partridge, fowl, quail, snipe, duck etc., are found mainly in the lake basins. The Loktak lake is famous for these game birds. In the past, the



**A view of Loktak Lake**

*Britishers* and the *Kings* of Manipur went to the Loktak for shooting of these birds. Now killing of these birds has been banned. Can you name the **State Bird** of Manipur ?

Fishes such as *Khabak* (*Bangana dero*), *Ngaton* (*Labeo bata*), etc., are native to Manipur. The Waithou pat of Thoubal district was once known to be the breeding place for indigenous fish species Ngaton. Today, it has been completely vanished from the lake. These fishes were noted for their special taste. Nowadays, these fishes are endangered and the government is trying to save these species by establishing fish-seed farms.

Wildlife is a valuable gift of **Nature**. It attracts tourists from different parts of the world. Forests are the home of wildlife. Loss of forests and wildlife is a matter of great concern. Government and other organizations are working hard to protect the forests and wildlife. Moreover, every one of us has a responsibility to protect and preserve them.

**EXERCISES****1. Answer each question in a word or a sentence :**

- (a) Name the rainiest place in Manipur.
- (b) Mention the highest peak in Manipur along with its height.
- (c) Name the hill on the heights of which Shiroi Lily grows.

**2. Answer the following questions in about 30 words each :**

- (a) What are the two major physiographic divisions of Manipur?
- (b) What are the four different seasons of Manipur ?
- (c) Why is there light winter rain in Manipur ?
- (d) Name the four different forest types of Manipur.

**3. Choose the correct answer :**

- (i) Which one of the following rivers is not a tributary of the Barak?
  - (A) The Irang
  - (B) The Tuivai
  - (C) The Khuga
  - (D) The Makru
- (ii) The longest season in Manipur is the
  - (A) Cold season
  - (B) Hot season
  - (C) Rainy season
  - (D) Retreating monsoon season.
- (iii) In Manipur the lowest elevation is found at
  - (A) Imphal
  - (B) Jiribam
  - (C) Khoupum
  - (D) Moreh

**4. Make correct pairs:**

- |                       |                                      |
|-----------------------|--------------------------------------|
| (a) Mapithel range    | (g) A tributary of the Manipur river |
| (b) Vangai range      | (h) A tributary of the Barak river   |
| (c) Tuivai river      | (i) Pine                             |
| (d) Khuga river       | (j) Teak                             |
| (e) Deciduous forests | (k) The Eastern hills                |
| (f) Evergreen forests | (l) The Western hills                |

**ACTIVITY**

- During vacation make a trip to Mao or Ukhrul or Imphal and see how temperature decreases or increases with the increase or decrease in elevation.
- On Sundays and holidays, go to a nearby National Park, Wildlife Sanctuary or Zoological Garden and make a list of the animals, birds, etc., you have seen.
- Draw a map of Manipur and show the location of seven important rivers.



## LESSON

## 8



## Trade and its Benifits

### What is Commerce?

Commerce provides the necessary link between producers and consumers and therefore embraces all those functions which are essential for maintaining a free and uninterrupted flow of goods and services.

Commercial activities include

- a) Trade and
- b) Aids to trade (banking and finance, insurance, transport, advertising, warehouse and packing)

### What is trade?

Trade denotes direct transfer of goods and services between the producers and the consumers. It does not include the ancillary functions like transportation, insurance, banking and finance, warehouse, advertising and packing etc.



### Types of Trade

Trade may be classified broadly into two categories

- a) Domestic trade
- b) Foreign / International trade

Domestic trade is an exchange of goods and services within the geographical boundary of a nation. For example, a shopkeeper from Thangal Bazar Imphal buying clothes from Delhi base cloth merchant for further selling in Imphal is domestic trade.

Further, domestic trade is classified into wholesale trade and retail trade. Wholesale trade involves the sale of goods in comparatively larger quantities to those traders (retailers) who are in direct contact with the consumers on the other hand a retail trade is a type of trade consists in the supply of requirements of the consumers in small quantities needed by them. It provides the link between the wholesalers and the consumers.

Foreign trade refers to the supply of the goods to buyers located in foreign countries. When goods are moved from one country to another, payments have to be converted into the currency of the other country and means of international transportation have to be used. Foreign trade may be further classified into a) Import trade b) Export trade and c) Entrepot trade

## **Benefits of Trade**

### **Significance of Trade**

In the previous para, we have discussed about the trade and its different types of trade, in this para we shall try to understand the significance of trade and why it is so important in socio economic development of a country.

Countries trade with each other when , on their own, they do not have the resources or capacity to satisfy their own needs and wants. By developing and exploiting their domestic scarce resources, countries can produce a surplus, and trade this for the resources they need. For example, India produces surplus tea which exports to other countries demand for tea. In the same manner, India imports oil from oil producing countries. Thus trade gives benefits to both countries to sell their surplus in one side and satisfy their needs on the other side.

Goods and services are likely to be imported from foreign countries for several reasons. Import may be cheaper or of better quality. They may also be more easily available or simply more appealing than locally produced goods. In many instances, no local alternatives exist, and importing is essential.

Trade increases competition and lowers global prices of the goods and services, which provides benefits to consumers by raising the purchasing power of their own income and leads to a rise in consumer surplus. It is also likely to increase employment, given that employment is closely related to production. It will also encourage the transfer of technology between countries. In summary, trade increases the overall economy of the nation.

### Exercise

1. Trade is the ..... of ownership of goods and ..... from one person to another.
2. The two types of trade are ..... and .....  
.
3. When we purchase goods from other countries to satisfy our needs is .....  
a) Import    b) Export    c) Trade    d) Entrepot
4. When we sell our surplus goods to other countries to generate revenue is .....  
a) Import    b) Export    c) Trade    d) Entrepot
5. ....increases competition and lowers global prices of the goods and services.  
a) Trade    b) Export    c) Import    d) Economy
6. By developing and exploiting their domestic ..... , countries can produce a surplus .  
a) Scarce resources                      b) Cheap resources  
c) Highly demand resources              d) Low demand resources



## **SECTION - B**

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### **PEOPLE AND SOCIETY IN THE ANCIENT PERIOD**

## LESSON

# 9



## HISTORY AND ITS' SOURCES

### Meaning of History

N. Tomba read to one of his granddaughters, the story of the kings of Manipur from one of the puyas. Graceson, tells a group of young Zeliangs, the finding of human settlements in the Tharon caves of Tamenglong in the early days. The Superintendent of Archaeology of Manipur shows the monuments of Kangla to a group of Class VI students. He tells them that in the early days Kangla was the seat of the kings of Manipur.

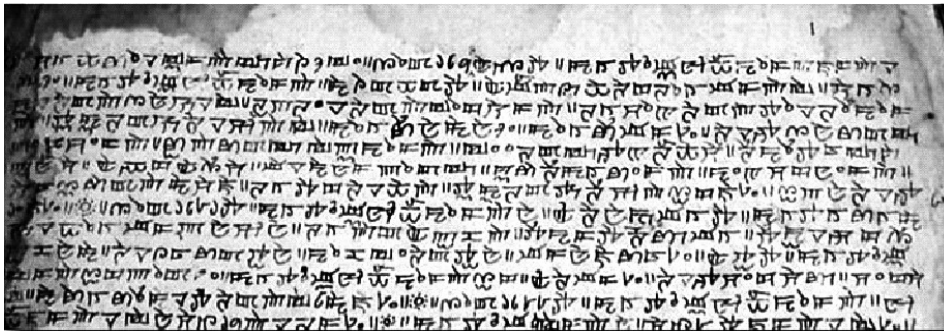


Fig. 8.1 Historical sources of Manipur written on the dried palm, birch barks, etc.

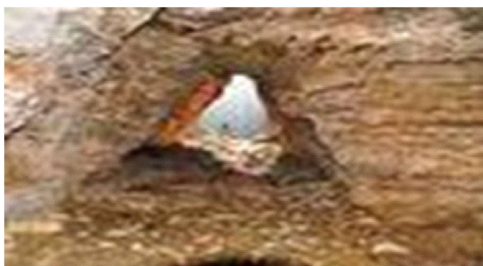


Fig. 8.2 Tharon Caves

Tharon Cave is about 27 km from Tamenglong, the district headquarters of Tamenglong District. The cave is 655.6 meters in length and features 34 joints and five exits.



Fig. 8.3 Kangla Sha

N.Tomba, Graceson, and the Superintendent of Archaeology all give an account of the past of Manipur. This study of the past is called History.

### **Time frame under study**

N.Tomba, Graceson, and the Superintendent of Archaeology all also give an account of the past of Manipur that occurred in a particular period.

In the very early period men, often took shelter in trees, caves, etc. The early men often draw on the wall of the caves. From their drawings on the wall of caves one can get a good idea of man's past. Then man came to know how to write. In early days, they wrote on the dried palm, birch barks, etc. They wrote about the reign of the kings, the social and economic system of the period, etc.

Gradually, the state came to be ruled by the kings. Many kings often built many forts, minted coins, built many buildings, etc. From the forts, coins and building, one can also know about the reign of the kings.

Similarly, the Indian history can also be known by studying written, archaeological sources, numismatic sources, etc. From here one can know that history is also the record of man's life in different time periods.

### **Geographical framework**

From the experience of the students with Graceson and the Superintendent of Archaeology, the past of every society can be studied. One can know of the past by visiting pre-historic caves, monuments, etc. We can know some of the past of Manipur by visiting Tharon cave in Tamenglong or Meizailung in Somsai in Ukhrul, by a visit to Kangla, etc.

#### **Meizailung**

**Meizailung is an account of the migration of the Tangkhul. 'Mei' mean fire, 'zai' strike and 'lung' stone. Today the spot referred to is within the Assam Rifles complex at Somsai in Ukhrul.**

**It is believed that long ago Tangkhuls came from Samsok of Kabow Valley. They gathered at Meizailung and lit their torch. From Meizailung they moved towards different directions.**



*Fig. 8.4 Meizalung.*

### Sources of History

The account of the past told by N. Tomba, Graceson and the Superintendent of Archaeology differs from one another. One told from the written source, another from prehistoric and the other from the monument of the past. Likewise, there are various sources of history. Broadly, it can be classify into -literary sources, archaeological sources and oral sources.

### Literary sources

As mentioned earlier, N. Tomba told the history of Manipur from what is written in a book. In early days, historical sources were written on dried palm leaves, birch barks, parchment and later on paper. This type of history written on dried palm leaves, birch barks, parchment and later on paper are known as literary sources.

From the story told by N. Tomba, one can know that the accounts of past are available in written sources. Some of the important sources written in Manipuri are the **Cheitharol Kumbaba**, **Ningthourol Kumbaba**, **Moirang Ningthourol Lambuba**, **Loiyumba Shilyen** etc. The Cheitharol Kumbaba is a royal diary of the kings of Manipur. Among others this book deals with the reign of the kings of Manipur; the welfare works taken by the kings, etc. It starts from 33AD, from the year when Meidingu Nongda Lairen Pakhangba became the king to 1955 AD, the last day of Bodhachandra. Ningthourol Kumbaba is another diary of the kings of Manipur. Moirang Ningthourol Lambuba is a diary of the Moirang kings.

Many historical accounts of Ancient India are found in literary sources. Important ones among them are the Vedic literatures, the Epics, the Jainas and the Buddhist texts, the works of Kalidasa, Banabhatt, Kalhana etc and the accounts of the foreigners like Menander, Fa-Hien, Hieun Tsang, etc.

**Classroom Activity**

**Keep a dairy. Write in it what you do daily. At the end of the year see what you have written about yourself in the year gone by.**

**Archaeological sources**

From the account of the past told by Graceson and the Superintendent of Archaeology, we can know that sources of history can also be obtained from the material remains of the past. This is called archaeology. Many of the material remains such as pottery, fossils, coins, inscriptions, tools, etc. have been found buried under the ground. Through archaeology, we can also know about man's past. From the Kangla we know about the kings who ruled in Manipur. From the Tharon cave we know about the pre-historic past of the man in Tamenglong district of Manipur. From the archaeological sources also we know about the ancient civilisation of India like the Indus Valley Civilisation, the Mauryan Empire, Edict of Ashoka, etc.

**Archaeology**

The study of the past by studying the remains of buildings and objects found in the ground.

**Look at the pictures given in the three boxes:**



*Fig. 8.5 Kangla fort*



*Fig. 8.6 Coins*



*Fig. 8.7 Willong Monoliths*

The pictures in the three boxes show the material remains of the past. They, however, show the materials of the past in different forms. One show the material remains of the past through buildings. Others show through coin. Another shows the material remains through the erection of stone.

**The Study of the materials past by studying early coins is called Numismatics. The Study of the materials past by studying writing on stone, metals, etc. is called Epigraphy.**

### **Oral History (Folklore, myths and legends.)**

Very often when you were very young you must have been told a story about a great king or man or woman of your community. Such a story was indeed told to your grandmother by her mother or grandmother. These stories are told from generation to generation. They are known as oral history.

#### **Oral History:**

The collection and study of historical information using sound recordings of interviews with people who remember past events

Folklore, myths and legends are important sources of history. They are parts of the oral tradition. Folklore consists of the traditional beliefs, stories and customs of a community. It has been passed on orally from generation to generation.

Good numbers of folklore exist in Manipur. Some of the popular folklores are the LendouTe U-Cha and Meizailung, etc.

### **Lendoute U-Cha (The Two Charitable Brothers)**

LendouTe U-Cha is a story of the Thadou-Kuki tribes of Manipur. It is a story of two brothers – Lendou and his younger brother Thanghao. Their father died when they were young. Their mother Tingnem left for another man. They managed themselves. They became prosperous and led a successful life. They gave charity to the poor and needy. For this charitable their name spread far and wide.

By this time, their mother who left them for another man became very old. Plague broke out in her village. With her second husband she came to Lendou village to beg for paddy. She did not know the identity of her sons. But Lendou recognised her. She asked for the name of the parents of the two brothers. Lendou, parabolically, narrated the story of the two brothers to her. She, then realised they are her sons. She cried and asked for forgiveness. Thanghao was very angry and told her to go away. But Lendou prevailed upon him.

Lendou told his brother that their mother was very old and they should not be vengeful. Then the two brothers gave her a sack of rice. She left them with the sack of rice carrying her remorse for leaving them when they were very young.

Myth is often a tale recited in association with a religious ceremony. One of the remarkable myths of Manipur is the oblation to the Willong Stone by the Marams of Manipur in the early period.

Legends are traditional stories commonly regarded as historical. The Puranas are the store houses of Indian folklore, myths and legends. Manipur has plenty of myths and legends. Some of the popular ones are Panthoibi Khongul, Khamba and Thoibi, etc.

*On the dairy maintained by you write any folktale of your community.*

### **DO YOU KNOW ?**

- From the year when Meidingu Nongda Lairen Pakhangbam ie, 33 AD to the last day of Bokhachandra Maharaj, ie, 1955 AD, Manipur was ruled by Seventy Six (76) kings.

## EXERCISES

**1. Answer each question in a word or a sentence :**

- (a)** Why is the account of the past of Tharon Caves told by Graceson known as Prehistory?
- (b)** Name any one Oral History of your community.

**2. Answer each question in about 30 words :**

- (a)** What did Cheitharol Kumbaba mention?
- (b)** What do the archaeological sources state?

### 3. Tick the odd one out.

- |    |                    |      |                              |
|----|--------------------|------|------------------------------|
| a) | Cheitharol Kumbaba | i.   | royal diary                  |
| b) | N. Tomba           | ii.  | read the history of Manipur. |
| c) | G Kamei            | iii. | told the monument of Kangla. |
| d) | Loiyumba Shilyen   | iv.  | work to be done.             |

#### 4. Complete the words:

- a) The caves found in Tamenglong - - a- o -
- b) Superintendent of Architecture told the student of - - n - -a



## LESSON

# 10



## EARLY MAN AND HIS LIFE

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**Salma's father puts an empty LPG cylinder into his car to get a filled one.**

**Salma asks her mother what will happen if filled LPG cylinder is not available.**

**Her mother tells her that they will use fire wood.**

**Salma again asks how they will cook their food if no firewood is available.**

**Her mother in a light hearted manner tells her that as the people of Stone Age, they will collect food and eat them raw.**

**Salma again asks how the people of the Stone Age lived.**

Many young children like Salma ask this type of question to their parents, brothers, sisters, teachers, etc. Thus, it is necessary for one and all to know about the lives and times of the early people to get a clear picture of how people lived in early days. One cannot answer this type of question asked by children like Salma in a single word or in a sentence.

**Do you know that Human species appeared on earth around two million years ago?**

**When human species first appeared on the earth, they were quite different from the modern man.**

From the time when human appeared on this earth to the present day, man passed through many stages. One of the important stages that quickened the evolution of man was the period of Stone Age. In the Stone Age, man used stone as tools and weapons. The period when man used stone as their tools and weapons was divided into three periods – the Old Stone Age, the Middle Stone age and the New Stone Age.

**CLASSIFICATION OF STONE AGE**

| Common Term      | Scientific Term     | Period                         |
|------------------|---------------------|--------------------------------|
| Old Stone Age    | Palaeolithic Period | 25,00,000 B. C. – 10,000 B. C. |
| Middle Stone Age | Mesolithic Period   | 10,000 B. C. – 3,000 B. C.     |
| New Stone Age    | Neolithic Period    | 3,000 B. C. – 1,800 B. C.      |

**From Place to Place:**

From the discussions about the Tharon Caves, one knows that the Old Stone Age people lived in caves. They also lived in rock shelters or on river banks or under the leafy branches of trees.

Unlike how we eat today, the Old Stone Age men did not know how to cook food. They ate raw food. They did not know how to grow crops. They also did not know how to store their food. They gathered fruits, roots and honey for their food. They also hunted animals. The Old Stone Age man was also known as the food gatherer or food hunter. They, thus, moved from one place to another in search of food and shelter.

**Classroom Activity****What is your house made of?****Where do you sleep?****Where do people who have no house sleep?****Where do you cook your food?****Where do you store your food?****Classroom Activity**

**Assume that there are places A, B and C. In these places are available food, fruits, plants to eat, animals to hunt and water to drink.**

**A group of people are living in place A for a long time. They eat the fruits and foods and drink the water available. They also hunt animals of the place. After some time, the water of the place A dries up. No animals are available to hunt. Fruits and other types of food are also no longer available.**

**What will the people of Place A do in such circumstances?**

The life of the Old Stone Age is like that of the people living in place A. When they did not get adequate food to eat, water to drink and animal to hunt, they moved to new places.

### Tools:

#### Classroom Activity

**Name one tool that is used to dig the ground.**

**What is that tool made of?**

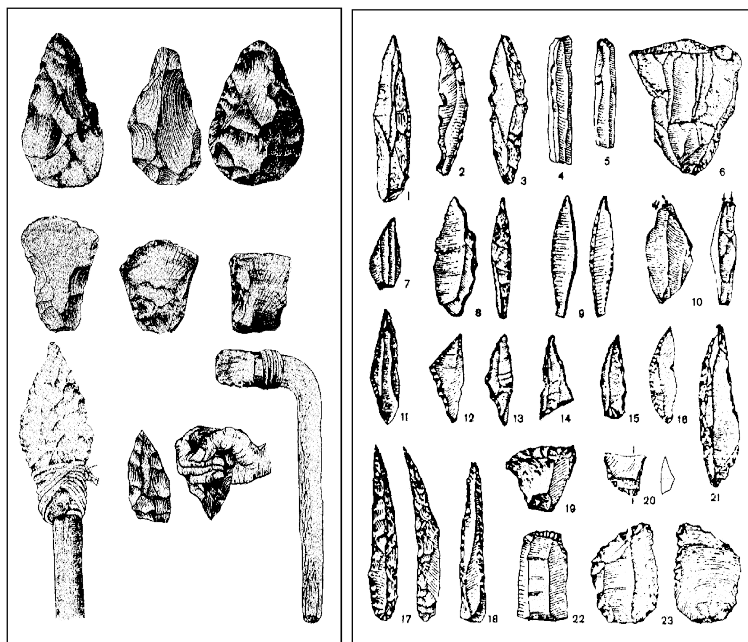
**What tool does your mother use to chop cauliflower?**

**What is that tool made of?**

**What would happen to human beings if all these tools are not available?**

The Stone Age people used tools and weapons made of stone. They used stone tools to chop fruits and roots, cut meat and bones and scrap bark from trees and hides of animals. They attached stone to handles of bone or wood to make arrows or spears. They used them to hunt their prey.

The Old Stone Age people made stone weapons by hammering two stones together. One stone to be used for the desired shape was hammered hard by the other one.



*Fig. 9.1: Palaeolithic Tools*

**Rubbing stones to make Fire:**

The people of this period also knew how to make fire. One day, when they rubbed two stones very hard to make stone tools they saw a fire sparking out of them. Thus, by accident, the people of the Old Stone Age learnt how to make fire.



*Fig. 9.2: Fire lightning of Gaan-ngai*

This legend of fire making was also found among different communities of Manipur also.

**Fire making legend of the Maring:**

There is a legend that the Marrings who now lived in Chandel once lived in the Imphal valley. Because of heat and mosquitoes they migrated to the hills. They carried with them fire which was extinguished when they were on the ridge between Hundung and Ukhrul. This misfortune was set straight by the timely intervention of the Deity, who taught them to get fire from the stone. They struck the stone with a dao and thus got fire.

Excerpt from T. C. Hodson's *The Nagas Tribes of Manipur*

**Clothing:**

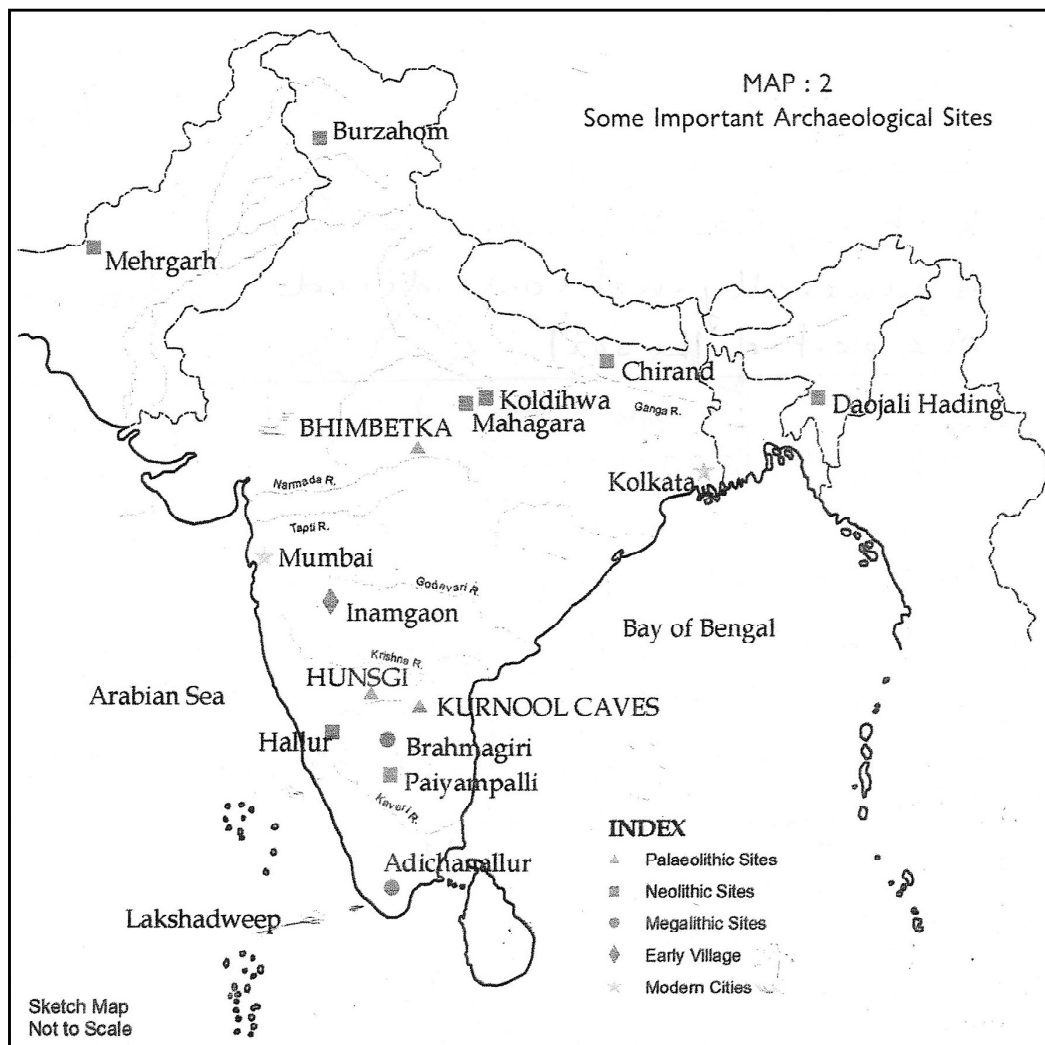
The people of the Old Stone Age did not even know how to make handloom clothes. They covered themselves with the hides of animals and leaves and barks of tree.

**Painting:**

In the last chapter, Graceson told a group of young Zeliangs about paintings on Tharon caves. Many pictures were found drawn on the wall of the caves said to be inhabited by the people of the Old Stone Age. From the pictures of the cave painting of Fig. 9.3 one, can depict the life of the people of the Old Stone Age.



*Fig. 9.3: Cave painting*



**Fig. 9.4 Map of India**

In India, the sites of the Old Stone Age have been found in places like Punjab, Uttar Pradesh, Madhya Pradesh etc. Some important sites of the period discovered in Manipur till date are – the Tharon Cave in Tamenglong, Kangkhui cave in Ukhrul and the Machi Village in Chandel.



*Fig.9.5 : Map of Manipur*

The two maps show the various sites in India and Manipur inhabited by the Stone Age people.

### **Case Study – the Deccan**

Many sites of Old Stone Age have been found at the Peninsular India. The Old Stone Age tools in Peninsular India includes hand axes, cleavers, chopper and chopping tools made out of pebble or pebble-halves and scrappers. Some tools were regular, well made to facilitate holding. Others as found in Krishna basin in northern Mysore in Karnataka are beaked tools which could have been used for engraving or cutting.

**Case Study – Manipur****Kangkhui Caves:**

Kangkhui Caves are located near Kangkhui; a Tangkhul Village of Ukhrul District of Manipur. It lies at a distance of eleven kilometres south east of Ukhrul. O. K. Singh, excavating the caves found stone, bone tools, and animal remains.

**Tharon Caves:**

Tharon Caves are located at a Liangmei Village in Tamenglong District of Manipur. The caves were first explored by the State Archaeology Department of Manipur in 1979.

**Machi:**

Machi is located in the Chandel District in Manipur. One of the most valuable finds of Machi is the pebble chopper (tool) found on a hill top.

**HUNTER TO DOMESTICATOR OF ANIMAL:**

Between 10,000 to 3,000 years ago a change happened in the lifestyle of the Stone Age. This age is known as the Middle Stone Age or the Mesolithic Age. In this age, a major change occurred in the climatic conditions of the earth. This led to the growth of grasslands in many parts of the world. It led to the increase in the number of animals that survived on grass like cattle, deer, goat, sheep, etc.

The people began to herd and rear animal. They domesticated dog, cattle, goat and sheep. The people of the Middle Stone Age used small stone tools known as microliths. They made spearheads and arrowheads from microliths. The people of the Middle Stone age began to know about several grains like rice, wheat and barley which were grown in a particular region. This helped them to harvest the food grains.

**FOOD PRODUCER- Beginning of Agricultural Life:**

**Zenia again asks her father where people grow paddy.**

**“At the paddy field”, he answered.**

**She further asks - How plant emerged?**

By 3,000 B.C years ago, another shift occurred in the life style of the Stone Age people. This age came to be known as the New Stone Age or the Neolithic Period. The people began to observe how plants emerged from the place where the seeds were dropped by them. They, then, began to know the life cycle of grains, vegetables and other types of plants. They began to throw seeds of plants and fruits they ate at some particular places. The Stone Age people learnt how to grow crops.

**Agricultural Implements:**

With the people of the New Stone Age developing the concept of growing food, new tools and weapons also developed. Some of them were digging axe, stick, sickle and grinding stone. One important tool of the Neolithic people was the celt, a polished axe. It was made of a large piece of fine-grained stone. One end of it was sharpened to cut down the trees. It was used to cut trees to clear forest and as hoe to till the land. Sickle was another important tool of the Neolithic people.

It was made of wooden handle into which blades of flint flakes were set. The Neolithic people also developed the grinding stone. The tools and the weapons of the New Stone age were polished and had greater utility.

**No More Place to Place:****Classroom Activity**

**Zenia is reading a book on the practice of shifting cultivation of Manipur.**

**She wonders why people who involve in shifting cultivation always move from one place to another.**

**Can you help her?**



The practice of cultivation means that the people had to dig the ground, throw the seeds, wait for the grains to yield and reap them. This means that the people could no longer move from one place to another. Instead, they had to stay at one place. They started to build their house. Gradually, more and more people came to live together. This resulted in the emergence of village.

They built their houses along the banks of the rivers or lakes where water was easily available and the soil was fertile.

**Pottery:**

The people of the New Stone Age learnt the art of making vessels and jars of clay and baskets of bamboo. In the beginning, they made clay pots by hand. They then dried these pots in the sun. Later, they learnt to burn the pots. The burnt pots were harder than the sun baked pot.

**Wheel:**

One of the remarkable inventions of the New Stone Age was the invention of wheel. The use of the wheel helped the people of the New Stone Age to make better pots. They also used wheel carts to transport men and heavy things. Later, wheel was also used in spinning cotton and wool and weaving cloth.

**Clothing:**

The invention of wheel also brought change in the clothing of the people. New additions were made to the earlier clothing of animal skins and leaves. The people began to wear the cotton and woollen cloth spun by the wheel.

**Sites:**

Look at the Map of India given above in Fig. 9.4. The New Stone Age sites are found at Mehrgarh now in Pakistan, Burzahom and Mahagara in Kashmir,

**Case study – North West & North East****Mehrgarh:**

Mehrgarh lies along the Bolan river about 150 miles to the north west of Mohenjodaro at the foot hills of Bolan Pass. It contains six mounds with different strata of early settlements.

The oldest mound belongs to 6th millennium B. C. It shows a large Neolithic Village. The most important finds were traces of grain and innumerable flint blades which was probably used as sickle.

**Napachik:**

Napachik is a small hillock near Wangu Village. It lies on the southern part of Imphal Valley. It is located on the right bank of the Manipur river which flows into Chindwin river in Myanmar. The site was dug up through seven layers. The excavations have yielded pieces of potsherds, stone tools like chopper, flakes, broken grinding stone, etc.

**EXERCISES****1. Answer each question in a word or a sentence :**

- (a) Why did the Old Stone Age people eat raw food?
- (b) What finding at Machi confirms the existence of Stone Age man in Manipur?
- (c) Why didn't the New Stone Age man move from place to place?

**2. Answer each question in about 30 words :**

- (a) Why did the Old Stone Age people move from place to place?

- (b) What differences do you find regarding the clothes of the people of the Old Stone Age and that of the modern man?
- (c) How did the Stone Age man become agriculturist?
- (d) Write the lifestyle of the Old Stone Age people in regards to their tools, painting and clothing.
- (e) Explain the life of the people which lived in 10,000 B. C. to 8,000 B.C.

**3. Choose the odd one out:**

- (i) The Old Stone age people
  - a) used stone to cut meat and bones.
  - b) lived on river banks
  - c) knew the life cycle of plants.
  - d) covered themselves with hides of animals.

**(ii) Which of the following is incorrect about the people of the Old Stone Age?**

- a) Discovered fire making.
- b) Discovered wheel
- c) Moved from place to place
- d) Painted on Caves

**4. Fill up the blank column by using appropriate terms.**

| Common Term   | Scientific Terms  | Time Period                |
|---------------|-------------------|----------------------------|
| Old Stone Age |                   |                            |
|               | Mesolithic Period |                            |
|               |                   | 10,000 to 5,000 years ago. |

## LESSON

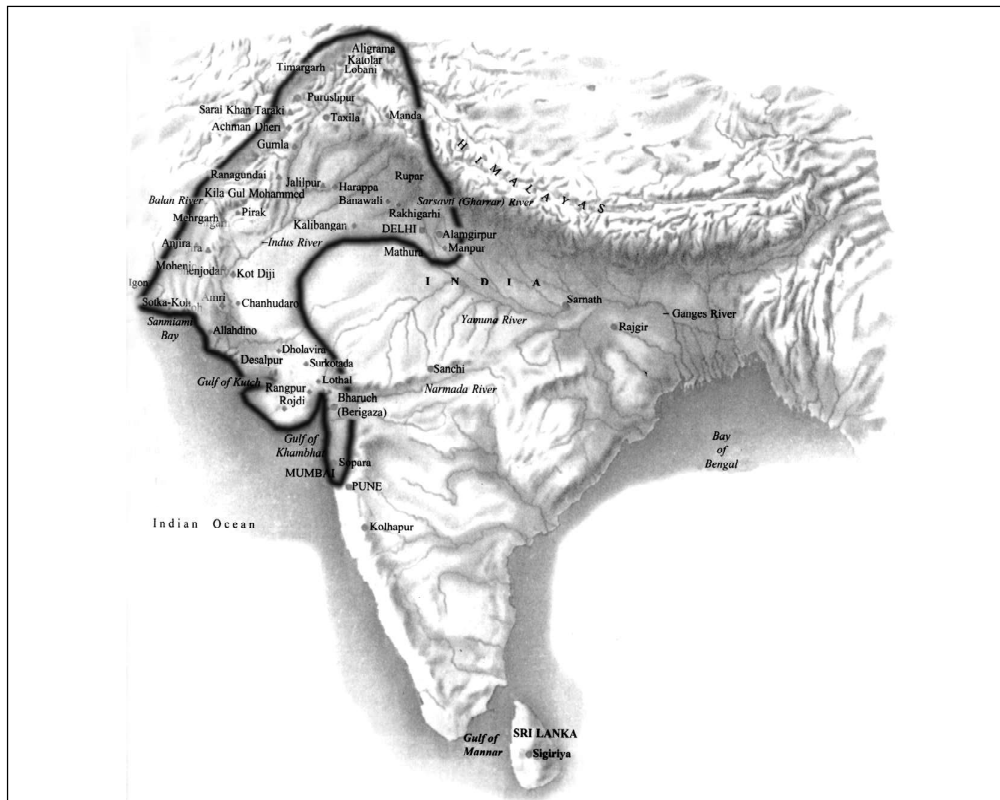
# 11



## INDUS VALLEY CIVILIZATION

Jeetaraj is reading a magazine. In it, Chandigarh is mentioned as one of the best planned cities built in independent India. He asks his father what is meant by a planned city.

Look at the symbols that of the cities given at map of Indian subcontinent in Fig. 10.1 of year 2000 B. C. Where are the cities located?



**Fig. 10.1** Map of Indian Subcontinent in the year 2500 B. C.

**First Urbanisation:**

The Indus Valley Civilisation is the earliest known civilisation of the Indian sub continent. It existed between 2,500 B. C. to 1,500 B.C. It extended from Manda district of Jammu and Kashmir in the north to Bhagatray in Gujarat in the south. It extended from Meerut district of Uttar Pradesh in the east to Sutkagendor in the Pakistan-Iran border in the west.

**Do you know**

**The total distance of the Indus valley Civilisation from north to south is about 1,100 km and from east to west is about 1,600 km. The total area covered by it is 1.3 million square kilo metres, making it one of the biggest civilisations of the then contemporary world.**

So far more than 250 Indus sites have been discovered. But only a few of them have been discovered as cities. Some of the Indus sites that have been considered as cities are Harappa on the left bank of the River Ravi in Punjab of Pakistan; Mohenjodaro on the right bank of Indus River in Sindh province of Pakistan; and Lothal, probably a sea port of the Indus in Gujarat .

**Do you know**

**The Indus Valley is so called because it flourished on the River Indus and its tributaries. It is also called Harappan Culture because Harappa was the first site to be discovered.**

**City Lay out:**

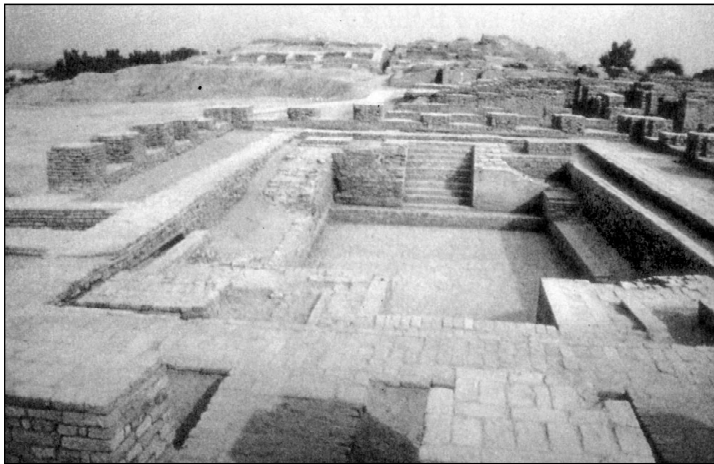
One of the remarkable features of the Indus Valley Civilisation is its town planning. The Indus cities were divided into two or more parts. One part was generally higher. Archaeologist called this part as the citadel. The other part was a lower one. This part is known as the Lower town.

In the citadel part, the road of Indus city ran in a straight line. One road intersected with another one in a right angle. All the houses in a lane or a by-lane were of the

same size. Below the citadel was the lower town, consisting of the houses of the commoners. The houses in the lower town were built in barrack style. Here, houses generally had single entrance door and no window.

### **Uniqueness of a city:**

Every Indus city had a peculiar feature of its own. For instance, in Mohenjodaro was found the Great Bath. It was believed to have served as the bathing ritual. In Harappa was found the working floors consisting of rows of circular brick platform. In Lothal was found artificial brick dockyard. It must have served as the sea port of the Indus people.



*Fig. 10.2: The Great Bath*

### **Occupations:**

The Indus people were engaged in different occupations. Some of them were farmers others were engaged in crafts, trade, etc.

### **Agriculture:**

Agriculture seems to be the main occupation of the people of the Indus Valley Civilisation. The main crops of the people were wheat and barley. The people also grew dates, mustard, sesame, cotton varieties. The Indus people were taken as the first one to grow cotton.

**Craftsmen:**

One of the important crafts of the Indus people was pottery. They made pots by using the potter's wheel. They painted their pots in black and white. Making of seals and ornaments of gold, silver and copper with semi-precious stones was another popular craft. Many metal sculptures have also been discovered. A good example is the Bronze Statue of a dancing girl.

Many engraved seals of lions, tigers, humped-bull, etc. have been found. These seals are known as terracotta. One seal of three-faced god resembling Shiva Pashupati has been found.



*Fig. 10.3: Dancing Girl—  
a bronze statue*

**Trade and Commerce:**

More than two dozen Harappan seals have been found at Mesopotamia (present modern Iraq). Many Mesopotamian seals have also been found at various sites. The discovery of one's seals at other sites strongly suggests that trade relations existed between the two countries. The presence of brick dockyard at Lothal further shows it as the port city of the Indus civilisation.

**Animals and the Indus people:**

Many engraved seals of animals like sheep, goat, humped bull, cattle, buffaloes, boars, dogs, cats, pigs, fowls, deers, camels, rhinoceros, tigers etc. have been found at various Indus sites. The discovery of engraved animal seals shows that the Indus people were familiar with such animals. Many of them had been domesticated by the Indus people.

**Classroom Activity:**

**Form the list of the above given animals,  
Name the animals which were likely to be domesticated by the Indus people.  
Give reason/s  
Which animal must have been used by the Indus people in their agricultural works? Give reason/s  
Which animal must have been used by the Indus people in hunting? Give reason/s  
What would be the use of fowl to the Indus people?  
What would be the use of pig to the Indus people?**

**Religious Beliefs:**

The religious life of the Indus people is generally described from the remains of the seals, amulets, copper tablets etc. The chief male deity seems to be Pasupati Mahadeva. The chief female deity was Mother Goddess. They also worshipped animals and trees. The Pipal tree also seems to have been worshipped by the Indus people. Animals were also worshipped by the Indus people. The most important animal worshipped was the humped bull.

**Scripts:**

No evidence of the script used by them had been discovered so far. They probably used the pictograph as a means of communication. Evidences of pictograph are found on seals. More than 400 pictographs have been discovered. The scripts are yet to be deciphered satisfactorily.



**Fig. 10.4: Mother Goddess**

**End of the First Urbanisation:**

By 1500 B.C. the Indus Valley Civilisation came to an end. It is very difficult to give



exact causes for the end of the civilisation. It is believed that there are many causes for the decline of the civilisation.

Some have given the cause for the decline of the civilisation to decreasing fertility. Others have traced it to floods, the changing course of the rivers, drying of rivers, deforestation, gradual decay of the culture and arrival of the new people, the Aryans.

### EXERCISES

**1. Answer the following question in a word or a sentence :**

(a) How were the Indus cities divided?

**2. Answer each question in about 30 words :**

(a) Write the extent of the Indus Valley Civilisation.

(b) Describe the town planning of the Indus cities.

(c) How did the Indus Valley Civilisation come to an end?

**3. Fill in the blank column by using appropriate terms.**

(a) The Indus Valley Civilisation existed between ..... to .....

(b) The important god of the Indus valley Civilisation was .....

### ACTIVITY

Write a layout of your locality. Mention in it the intersection of the roads and the type of drains.

## LESSON

# 12



## VEDIC CIVILIZATION

### Vedic Period

Anubhav once recited a mantra which he heard from a radio.

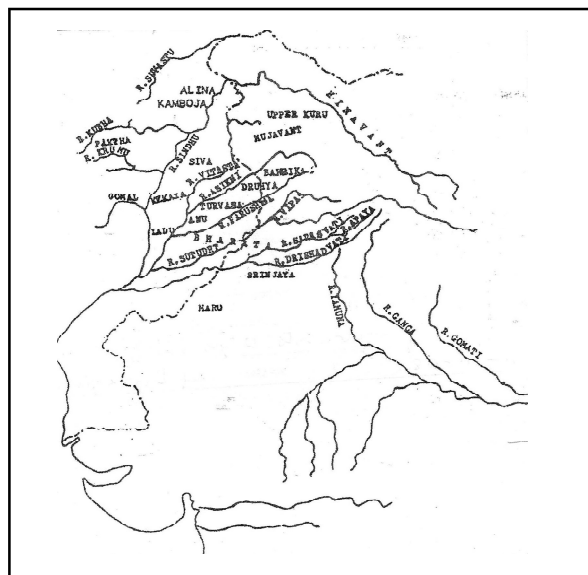
His grandfather told him that what he recited is a Gayatri mantra from Rig Veda.

He asked what Rig Veda is?

### Vedic Age

Around 1500 B.C. a group of people from Central Asia settled on the plains of northern India. This group of people were known as the Aryans. The Aryans developed Vedic culture based on Vedas.

The Vedic period is broadly classified into two groups – Early Vedic Period (1500 BC to 1000 BC) and the Later Vedic Period (1000 BC to 600 BC). The two Vedic periods can be known by their differences in their places of settlement, polity, socio-economic and religious activities. Look at Fig. 11.1.



*Fig. 11.1: Map of India depicting the settlement of the Early Vedic Period.*

In the Early Vedic Period (1500 BC to 1000 BC), the Aryans first settled in northern part of India. In the Later Vedic Period (1000 BC to 600 BC), the Aryans settlement gradually spread to Indo-Gangetic plains. The Aryans, however, were the first people in India to know the use of iron and brought horses along with them.

### **Vedic Literature**

In the Vedic Period four Samhitas were written— Rig Veda Samhita, Sama Veda Samhita, Yajur Veda Samhita and Atharva Veda Samhita. The first one was written in the Early Vedic Period.

### **Polity**

The administrative machinery of the Aryans in the Rig Vedic period worked with the tribal chief in the centre. He was called rajan. The chief was the protector of the tribe or Jana. He protected its cattle, fought its wars and offered prayers to gods on its behalf.

The Rig Veda mentions several tribal assemblies. They were Sabha, Samiti, Vidhata and Gana. In the day-to-day administration, the king was assisted by a few functionaries. The two most important assemblies of the Rig Vedic Period were the Sabha and Samiti. Women attended Sabha and Vidhata in Rig Vedic times.

In the Later Vedic Period, tribal authority tended to become territorial. The term rashtra, which indicates territory, first appears in this period. The formation of wider kingdoms made the king more powerful. The king performed many sacrifices.

In later Vedic times, the vidatha completely disappeared. Women were no longer permitted to sit in the sabha and it was now dominated by nobles and Brahmanas.

## **SOCIAL LIFE OF THE VEDIC PERIOD**

### **Distinction in Man to Man**

In the Early Vedic Period the tribal society was divided into three groups-warriors, priests and the people. The fourth division called the Shudras appeared towards the end of the Rig Vedic period.

The later Vedic society came to be divided into four varnas called the Brahmanas, Kshatriyas, Vaishyas and Shudras. Each varna was assigned with its duty.

**The Brahmanas occupied the highest position in the society. They were expected to study and teach the Vedas, performed Yajnas and received gifts.**

**The Kshatriyas came next to the Brahmanas in the social hierarchy. They were expected to be warriors and to protect the people.**

**The third position was occupied by the Vaishyas. They were expected to be the farmers, herders and traders.**

**At the bottom of the hierarchy lay the Shudras. Their task was to serve the first three varnas. They could not perform any rituals. They were also deprived of the sacred thread ceremony (upanaya) which was granted to the higher three Varnas.**

### **Economic Activity**

#### **Agriculture:**

**How do the farmers cultivate their fields?**

**What is the importance of drains and rivers near the paddy field?**

The people of the Early Vedic Period seem to have been mainly pastoral. Agriculture was practised to a limited extent. Bulls were used to plough the field. Canals were used to irrigate the field. Wheat was the main staple diet. They also grew barley, beans, sesamum and cotton.

In the Later Vedic period, agriculture became their main occupation. Rice was also cultivated extensively.

### **Animal rearing**

The main occupation of the Early Vedic Period was cattle breeding. The term for war in the Rig Veda is gavisthi or 'search for cows'. Apart from cattle they also domesticated horse, sheep, goat, dog and ass for different purposes. Animal rearing also continued in the Later Vedic Period. But the primary economic importance was shifted to agriculture.

| Animal | Purpose                                     |
|--------|---------------------------------------------|
| Cattle | Meat, dairy products, agriculture           |
| Horse  | Drawing chariots, mounts for war            |
| Sheep  | Meat                                        |
| Goats  | Meat                                        |
| Dog    | Hunting, guarding, tracking and night watch |
| Ass    | Beast of burden                             |

### Industry

The Rig Veda mentions artisans like the carpenter, the chariot-maker, the weaver, the leather worker, the potter etc. This indicates that they practiced all these crafts. They also knew various metals like gold, tin, copper, bronze, lead, silver and iron.

### Metals Known to Rig Vedic People

|        |         |
|--------|---------|
| Gold   | Hiranya |
| Iron   | Shyama  |
| Copper | Ayas    |

In the Later Vedic Period many new occupations were developed. Some of them were chariot makers, dyers, washer men, hide-dressers, bows and arrows makers, basket makers etc. The use of iron became common towards the end of the Later Vedic Period.

### Rig Vedic Gods

The religion of the Early Vedic Period was simple. They worshipped the forces of nature in the form of gods and goddesses. Indra was their most important god. Other important gods worshipped were Agni, Varun, Soma, Yama, etc. The female deities worshipped by them were Usha, Savitri etc. They also worshipped trees, particularly the Pipal tree.

They prayed and offered simple sacrifices to the gods seeking favours or boons.

| Divinity | God / Goddess     |
|----------|-------------------|
| Indra    | Thunderstorm      |
| Agni     | Fire              |
| Varun    | Water             |
| Soma     | Intoxicant drinks |
| Yama     | Death             |
| Usha     | Dawn              |

In the Later Vedic Period, Brahma, Vishnu and Rudra emerged as the three important gods. Important female deities during the Later Vedic Age were Usha, Prithvi, Aryani and Saraswati.

Prayers no longer remain the dominant mode of placating the gods. Sacrifices became far more important and they assumed both public and domestic character.

## EXERCISES

### 1. Answer each question in a word or a sentence :

- (a) Name the first metal to be used by the Indus people.
- (b) What is the Chalcolithic period also known as?
- (c) Name the hill on the heights of which Shiroi Lily grows.

### 2. Answer each question in about 30 words :

- (a) Write the life style of the Chalcolithic people.

(b) Write the agricultural activity of the Early Vedic Period.

(c) Write the social life of the Vedic Period.

**3. Choose the correct answer :**

(i) Which of the following is not a Rig Vedic god?

- a) Indra                      b) Agni                      c) Varun                      d) Brahma

**4. Fill in the blank column by using appropriate terms.**

(a) The age of the Aryans in India is also known as .....

(b) The main occupation of the Early Vedic period was ..... .

## LESSON

# 13



## RISE OF STATES

Nehashree reads that India is a Union of States.

She asks her father what it means.

Her father says that India is a country made up of 28 states and nine Union Territories.

### Tribe to Territory

### THE MAHAJANAPADAS



*Fig. 12.1: The Mahajanapadas*



Before 6th century B.C. the north western parts of the Indian sub-continent was inhabited by different tribes like Bharatas, Purus, Matsyas, Kurus, Panchalsa etc. In this period, the people owed their allegiance to the Jana they belonged. Gradually, over the course of time, the people shifted their loyalty from 'Jana' to 'Janapada'.

### **Jana: Tribe**

### **Janapada: the territory or the state where the tribe belonged.**

In the 6th century B. C., sixteen powerful Janapadas emerged in the northern half of the Indian sub-continent. These powerful sixteen states came to be known as Mahajanapadas. They were Anga, Magadha, Kashi, Kosala, Vatsa, Panchala, Surasena, Avanti, Chedi, Kuru, Matsya, Asmaka, Gandhara, Kambhoja, Vajji, and Malla. Of these fourteen are kingdoms and two republics.

The names of the Mahajanapadas, their location and the nature of their governance are given in the following chart:

|    | <b>Mahajanapadas</b> | <b>Location</b>                                  | <b>Kingdom / Republic</b> |
|----|----------------------|--------------------------------------------------|---------------------------|
| 1  | Anga                 | Eastern (Bihar)                                  | Kingdom                   |
| 2  | Magadha              | Patna, Gaya (Bihar)                              | Kingdom                   |
| 3  | Kashi                | Varanasi (UP)                                    | Kingdom                   |
| 4  | Kosala               | Awadh (UP)                                       | Kingdom                   |
| 5  | Vatsa                | Allahabad and adjoining areas (UP)               | Kingdom                   |
| 6  | Panchala             | Barielly, Badaun and Farrukhabad districts of UP | Kingdom                   |
| 7  | Surasena             | Mathura (UP)                                     | Kingdom                   |
| 8  | Avanti               | Malwa (MP)                                       | Kingdom                   |
| 9  | Chedi / Cheti        | Near Jamuna & Narmada (MP)                       | Kingdom                   |
| 10 | Kuru                 | Delhi                                            | Kingdom                   |

|    |          |                               |          |
|----|----------|-------------------------------|----------|
| 11 | Matsya   | Jaipur (Rajasthan)            | Kingdom  |
| 12 | Asmaka   | On the Godavari (AP)          | Kingdom  |
| 13 | Gandhara | Peshwar, Rawalpindi, Pakistan | Kingdom  |
| 14 | Kambhoja | South east Kashmir            | Kingdom  |
| 15 | Vajji    | Muzaffarpur district of Bihar | Republic |
| 16 | Malla    | Janakpur in Nepal.            | Republic |

**Fig. 12.2 Chart of the Sixteen Mahajanapadas**

**Name the Mahajanapadas that existed in south-western part of the India sub-continent.**

**Locate the two republics.**

**Name the empire that existed in the southern most part of India.**

The 6th century B.C. was a period of political struggle among these Mahajanapadas. The smaller or weaker kingdoms either were eliminated or submitted to the stronger states. By the turn of the 5th century B.C. four Mahajanapadas remained as the most successful ones. They were Avanti, Kosala, Magadha and Vatsa.

### **Polity**

Hereditary kingship was the form of government in the fourteen kingdoms of Mahajanapadas. The king was assisted by a Council of Ministers, the Purohitas (priests) and Senapati (Chief of the armed forces). In the republic the people used to elect their rulers.

### **Economy**

#### **Classroom Activity**

**Look at map 12.1 and also the chart of the Mahajanapadas.**

**In which region are the Mahajanapadas number 1 to 10 located?**

**What does it mean?**

**Which rivers flow in that region?**

Many Mahajanapadas lay in the fertile alluvial plain of the Gangetic basin. This basin like all the other river basin is good for cultivation. Agriculture, thus, was the main occupation of the people of the period. There were also blacksmiths, goldsmiths, carpenters, physicians, weavers, traders etc.

### Society and Religion

The society was divided into four castes. Hinduism was practised widely. Vedic culture was followed by most of the people. At the same time, Buddhism and Jainism were also popular among the people. These two religions denounced caste system. This we will study in the next chapter.

#### Supremacy of Magadha

##### Classroom Activity

**Dinesh's cat gave birth to five kittens.**

**His daughter asked him why two kittens were very strong and healthy and the other three were very weak and thin.**

**Dinesh asked his daughter to observe the food habit of the five kittens.**

**He asked her what she noticed.**

**She told him that the two strong and healthy kittens drank most of the milk from their mother and was always at the fore front to eat the food.**

**Dinesh asked what it meant.**

Magadha emerged as the most powerful Mahajanapada. In the 6th century B. C. Magadha was ruled by Bimbisara (544 B.C. – 492B.C.) of Haryanka dynasty. Bimbisara was a contemporary of Gautama Buddha. Bimbisara, by the policy of aggression and conquest, conquered many states. He also made friends with many rulers. One of his wives was a Kosalan princess. His Kosalan wife brought Kasi as a gift. Bimbisara, thus, expanded his empire through the process of conquest, friendship and proximity.

Bimbisara was succeeded by Ajatshatru (492B.C. – 460 B.C). He also added to Magadha many regions. He also defeated the confederacy of Lichchhavi tribe after fighting them for 15 years.

Ajatshatru was succeeded by his son Udayain (460 BC- 444 B.C). Udayain shifted the capital of Magadha from Rajgir to Pataliputra (Patna). At Pataliputra he built a formidable fort. His reign was also marked by the extension of the Magadh territory from the foothills of the Himalayas to the Chotanagpur hills. Udayin's successors were weak and their dynasty was usurped by the Shisunaga dynasty.

The Shishunagas were succeeded by the Nanda dynasty. One of the most powerful king of the Nandas was Mahapadma Nanda. He conquered Kalinga and Koshala. His successors were weak. The Nandas were gradually overthrown by Chandragupta Maurya of the Mauryan dynasty.

### **Evolution of the Meitei Kingdom**

According to the surface configuration, Manipur can be geographically divided into two regions- the valley region and the hill region surrounding it. The population of Manipur predominantly consists of two groups – those living in the central plains and those living in the hills area. In the early times, they were divided into groups and occupied various parts of the state. The inhabitants of the hills are about 36 communities.

The Meitei constitutes the majority of the population. There were seven principal Yeks or salais of Manipur. The seven Yeks or Salais are Ningthouja, Angom, Luwang, Khuman, Moirang, Sarang-Leishangthem/Chenglei and Khaba Nganba/Kha-Nganba.

The seven groups carved out their strongholds in different regions for themselves.

The early history of Manipur was a relative struggle for supremacy among the clans, which ultimately resulted in the supremacy of the Ningthouja clan over the others. Clans like Sarang-Leishangthem, Khaba-Nganba and Luwang were absorbed into the Meitei without much difficulty. But the Ningthouja had to face a stiff resistance from politically powerful principalities like the Khuman and Moirang. By the mid-15th century, the Ningthoujas succeeded in bringing the whole of the central plain of Manipur under their suzerainty.

**EXERCISES****1. Answer each question in a word or a sentence :**

- (a) Name the capital of Magadha.
- (b) Why is the sixth Century called a period of political struggle?

**2. Answer each question in about 30 words :**

- (a) Why was agriculture the main occupation of many of the Mahajanapadas?
- (b) Why did Magadha emerge as the most successful Mahajanapada?

**3. Fill in the blank column by using appropriate term.**

The Shisungaga was succeeded by the .....

**4. Choose the odd one out:**

- |           |           |
|-----------|-----------|
| a) Anga   | b) Kosala |
| c) Vatsya | d) Malli  |

## LESSON

# 14



## NEW IDEAS

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In Lesson 11 we have studied about the religious activities of the Later Vedic Period. Towards the end of the Later Vedic Period, sacrifices became far more important. They assumed both public and domestic character. Rituals became complicated. Prayers no longer remained the dominant mode of placating the gods.

By the beginning of the 5th century B.C. some thinkers began to think about the practices and customs they were following. They asked questions on why they were performing sacrifices. They also asked questions on what would happen to their soul after death and if there is anything permanent in this universe. Many of these ideas were recorded in Upanishads.

### **Upanishads**

The Vedic literatures consist of two parts – Samhitas (which we have discussed in Lesson 11) and the Brahmanas. The Brahmanas is divided into three parts – the Brahmanas pure and simple, the Aryankas and the Upanishads.

The term Upanishad is derived from upa (near), ni (down) and s(h)ad (to sit), i.e. sitting down near. Upanishads means groups of pupils sitting near the teacher and learns his teaching. The teaching takes place through the conversation between the teacher and the students.

One of the main figure in the Upanishads is the sage Yajnavalkya. He taught that truth can be found only through the negation of all thoughts about it. Other important Upanishadic sages are Uddalaka Aruni, Shwetaketu, Shandilya, Aitareya, Pippalada, Sanat Kumara. One of the famous Upanishad woman thinker was Gargi.

### How Siddhartha became Gautama Buddha



*Fig. 13.1: Buddha*

**Nivedita's mother tells her that tomorrow is Buddha Purnima.**

**Nivedita asks her mother what Buddha Purnima is.**

**Nivedita's mother tells her that on Buddha Purnima day Lord Buddha attained nirvana.**

**Nivedita further asks who Lord Buddha is.**

In the fifth century B. C. Suddhodhana was ruling in Lumbini which lies in Nepal. He belonged to the Sakya Kshatriya clan of Kapilavastu.

A prince was born to his wife Mahamaya. He was called Siddhartha. The prince was also known as Gautama. Siddhartha was given all the comforts of the royal life by his father. When he was sixteen, he married Yasodhara.

#### **Why did Siddhartha want to be a mendicant?**

**When Siddhartha went out, of the palace he saw an old man. He also saw a sick man and a dead person. He was disturbed by these sights. This made him think**

**there were many persons who suffered in one form or the other. Later on, Siddhartha saw a young mendicant walking on the street. The young mendicant was walking calmly. He seemed to be walking without any concern with the difficulties of the world. To Siddhartha, the young mendicant seemed to be free from the suffering of the world. He also liked to be a mendicant.**

At the age of 29 Siddhartha left the comfort of his home to find causes for the suffering faced by the human being. For many years he travelled from one place to another. He met many learned persons and talked with them. He also practised severest penances and most rigid austerities. One day, while meditating under a pipal tree at Bodhgaya in Bihar, he attained Nirvana. He attained Nirvana at the age of 35. Siddhartha then came to be known as Buddha, the wise one or the enlightened one.

#### **Nirvana: Enlightenment or true knowledge**

Buddha then went to the deer park at Sarnath near Varanasi. There, he gave his first religious teaching. Buddha said the world is full of suffering and unhappiness. He spoke of four noble truths –

- the world is full of suffering;
- suffering is caused by desire;
- one can become free from suffering by removing desire, and
- desire can be removed by following the eight- fold path.

The eight-fold path of the Buddha were right aim, right belief, right conduct, right effort, right livelihood, right meditation, right speech and right thinking.

#### **Classroom Activity**

**What do you mean by right conduct?**

**What do you mean by right thinking?**

**What do you mean by right speech?**

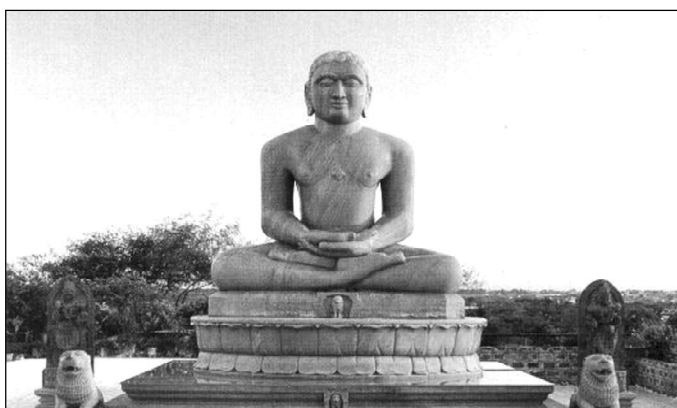


According to Buddha, the teaching of the eight fold path would lead a person to Middle Path. Middle path means not desiring too much of anything. By following eight fold path, a person could attain Nirvana, a state of perfect peace and freedom from sufferings.

Buddha was against killing of animals in religious sacrifices. He stressed on Ahimsa i.e. non-violence. He was against the practice of caste system.

After the death of Buddha, his teachings were collected and compiled in the form of a book called Tripitaka (three baskets). Buddhism is widely followed in Sri Lanka, Tibet, China, Japan, Korea and many other countries in South East Asia.

### **Mahavira - The 24th Trithankaras of the Jain:**



*Fig. 13.2 Mahavira*

Jainism emerged out of the religious teaching of twenty four religious teachers. These twenty four religious teachers were known as Trithankaras.

Trithankaras (path-finder) is the title of the Jain patriarchs of the highest order. They show men, the passage through the dark waters of life. They are also known as Jina, conquerors. Vardhaman Mahavira was the twentyfourth Trithankara of the Jain. He was a contemporary of Gautama Buddha.

Vardhaman was born in Kundagram, a suburb of Vaishali 540 B.C., to Siddhartha and Trishala. Since his early days, Vardhaman had a meditative bent of mind. At the age of thirty he left home to lead an ascetic life. After twelve years of meditation and penance he attained Kaivalya, the supreme knowledge under a sal tree at Jrimbhikagrama in eastern India. He thus came to be known as Mahavira, the great hero. He passed away in 468 B.C. at Pavapuri near Rajagriha.

**In Fig 12.1. the Map of India on Mahajapadas locate where Vaishali is?**

Mahavira taught in Prakrit, the language used by the common people. He did not believe in the existence of God, the Vedas, sacrifices and rituals. He was against caste system. He believed in Karma, i.e. man's action determine his future. He also believed in Ahimsa or Non-Violence.

Jainism taught five simple doctrines;

- i) do not commit violence ,
- ii) do not steal other property ,
- iii) possess no property ,
- iv) speak the truth and
- v) observe chastity.

The last doctrine was added by Mahavira.

Jainism stressed on Tri-ratna, the three Jewels of life. They are right action, right belief and right knowledge. These three jewels of life will help a person to lead a good life and obtained Moksha (Mukti) i.e. salvation. The Angas and the Purvas are the religious books of the Jains.

Jainism was later on developed into two sects – the Shvetambaras and the Digambaras. The Shvetambaras wore white dresses. They were less rigid in their practices. Some of the Digambaras at times wore yellow dresses. Other Digambaras did not wear any dress at all.

Jainism gradually spread from the middle Gangetic valley to the southern and western parts of India. It spread to Kalinga in Orissa in the fourth century B.C. Badrabahu, in the

wake of the great famine went to Karnataka. There, he spread Jainism. Later on, Jainism also became popular in Rajasthan, Gujarat, Malwa, and Tamil Nadu.

### **Traditional Belief of Manipur**

The Manipuris worshipped many gods and goddesses. They worshipped natural objects like the Sun, the Moon, the Stars, the Fire, the Water, etc. They also worshipped their ancestors and apokpa. Some of their important gods are – Koubru, Wangbrel, Moirang and Thangjing Tengbanba Mapu (Supreme Lord), Atingkok Sidaba (God of Infinity), Atiya Sidaba (Immortal Sky God), etc. All these were in later periods considered to be the manifestations of the Supreme Lord, Tengbanba Mapu. They believed that the whole universe was created by Tengbanba Mapu. He created all the living organisms and also human beings.

Lainingthou Sanamahi is one of the most important Gods of the followers of the traditional religion. They worshipped Sanamahi since very early times. Sanamahi was also known by different names such as Asiba, Taibang Khaiba, Laiwa Haiba, Santhong Ningthou, etc. Particularly Meitei worshipped Sanamahi in every south –west corner of their household.

Another important God is Ibudhou Pakhangba. Pakhangba means one who knows his father. The religious belief system associated with the worship of Pakhangba is known as Pakhangba laining.

#### **How Sanamahi became a household deity?**

**Atiya Sidaba had two sons -Sanamahi and Pakhangba. When they became of age, Atiya Sidaba, their father asked them to go round the Nongkhong (the Universe) seven times. He said that the one who returned first would be given the throne.**

**Sanamahi started immediately to go round the universe. The second son, Pakhangba, was not in a position to go round the universe. Pakhangba, then went to his mother, Leimaren Sidabi. He told her about his inability to go round the universe. His mother consoled him. She told him that the seat of his father is the universe itself. If he goes round his father 's Phankhong (throne) seven times it is like to going round the universe.**

**Following her advice Pakhangba directly went round the throne of his father seven times. His father then made him the king.**

Sanamahi came back after going round the Universe seven times. He found his brother seated on the throne. He became very angry. Their father, Atiya Sidaba, pacified him by granting the status of household deity while Pakhangba will be publicly worshipped by all.

## EXERCISES

**1. Answer each question in a word or a sentence :**

- (a) What is Upanishads ?
- (b) How was education carried out in the Upanishads?
- (c) What are the other names of Sanamahi?
- (d) What does it mean by Pakhangba ?

**2. Answer each question in about 30 words :**

- (a) How did Siddhartha obtain Nirvana?
- (b) Write the teachings of the Buddha.
- (c) What did Jainism teach ?

**3. Fill in the blank column by using appropriate terms.**

- (a) Siddhartha belongs to ..... clan
- (b) Mahavira was the .....Trithankaras.
- (c) ..... created all the living being

**4. Choose the odd one out:**

**(i) Scene saw by Siddhartha**

- |                |                |
|----------------|----------------|
| a) Old man     | b) sick man    |
| c) dead person | d) rich person |

## LESSON

# 15



## THE FIRST EMPIRE

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**Singsing reads in her book that every country has its own national emblem.**

**Singsing asks her father what the national emblem of India is.**

**“Lion capital”, says her father.**

**Singsing again asks, “What is a Lion Capital?”**

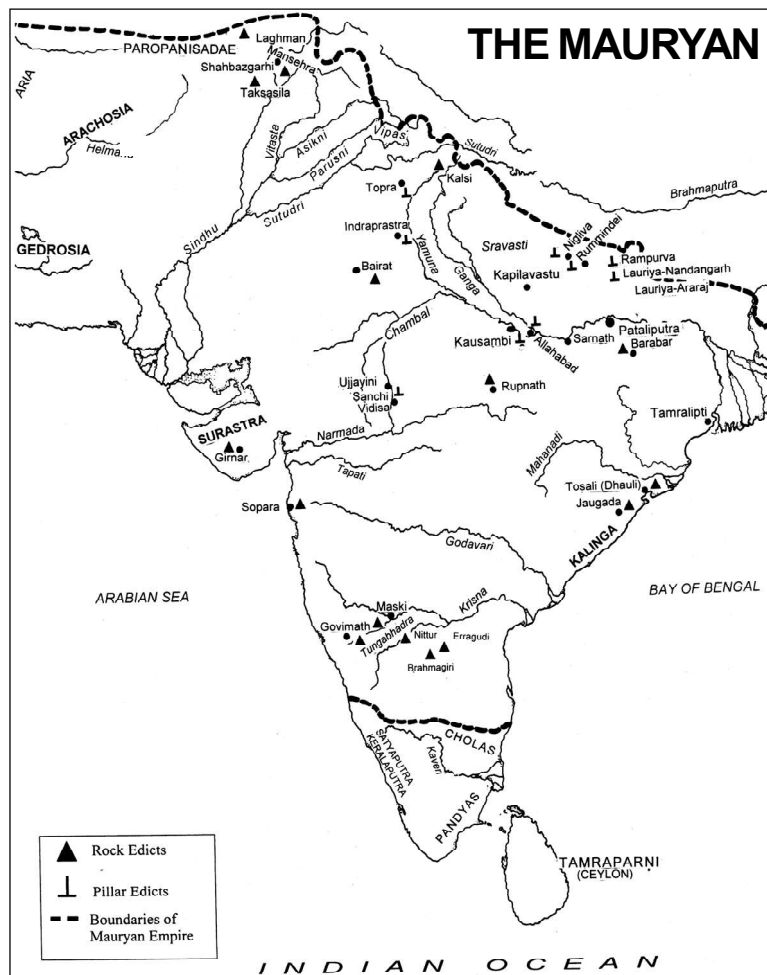
We have already studied in Lesson 12 about the emergence of Magadha as one of the most important Mahajanapadas of the 6th century B. C. In 322 B.C. the last of the Nandas was overthrown by Chandragupta Maurya.

Chandragupta Maurya was ably guided by Chanakya also known as Kautilya. The empire founded by Chandragupta Maurya came to be known as the Mauryan Empire. Chanakya was appointed as the Prime Minister.

Chandragupta was a great warrior and ruler. During his reign, he expanded the territorial boundaries of Magadha. In 297 B. C. he defeated Selucus, the Greek ruler of north-western India. He occupied Afghanistan, Baluchistan and the territories on the western bank of the Indus River. His empire included Bihar, some parts of Orissa, Bengal, north-western India, Deccan etc. He was succeeded by his son Bindusara (297-272 B.C.). Bindusara extended the Mauryan empire up to Mysore in the south.

### **ASHOKA - Warrior King to Preacher King**

Bindusara was succeeded by his son Ashoka. Ashoka was the most famous of the Mauryan Kings. Ashoka is regarded as one of the greatest kings of India. Ashoka after becoming the king, wanted to be the emperor of the whole India. His empire extended from the present-day state of Assam in the east to the territory of present-day Iran and Afghanistan in the west; from the Pamir Knots in the north almost to the peninsular of southern India.



**Fig. 14.1: The Mauryan Empire**

To consolidate his empire, he undertook military campaign against Kalinga. Ashoka defeated Kalinga in a bloody war and annexed it. The whole of Kalinga was plundered and destroyed. Ashoka's later edicts state that about 100,000 people were killed on the Kalinga side. Thousands of men and women were deported.

The sight of the large-scale carnage moved Ashoka. It marked the turning point in the life of Ashoka. He shunned all forms of violence and became a strict vegetarian. He embraced Buddhism. For the rest of his life, Ashoka preached the principles of Buddhism.

**Turning point in Ashoka's Life**

**One day after the war was over, Ashoka ventured out to roam in the city. All he could see were burnt houses and scattered corpses. This sight made him sick and he cried the famous monologue:**

**What have I done? If this is victory, what's defeat then?**

**Is this victory or defeat? Is this justice or injustice?**

**ASHOKA'S DHAMMA**

As Ashoka became a devout Buddhist, he began to spread the teachings of Buddha. Ashoka believed in high ideals. According to Ashoka, high ideal could lead people to live peacefully and co-exist in a harmonious environment. These ideals, if followed correctly lead one to a higher level of living. These came to be known as Dhamma of Emperor Ashoka. The word Dhamma is the Prakrit version of the Sanskrit word Dharma.

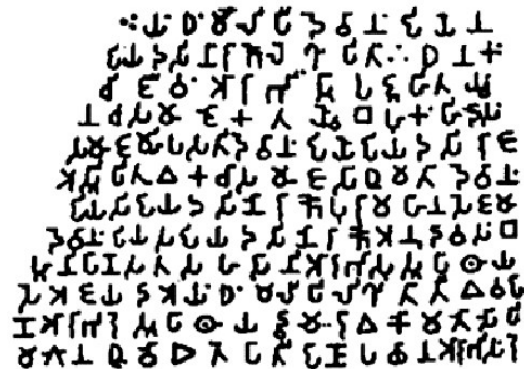
Ashoka used the language understood by the common man. Ashoka built a number of rock edicts and pillars to spread the message of Buddhism. The principles of Ashoka's Dhamma are inscribed on those rock edicts. These edicts are code for how to lead life in a way for his people. These edicts were sent to different parts of the empire, where they were engraved on rocks or pillar, for the common people to see and read them. These edicts were written in different scripts.

Ashoka appointed Dhamma Mahamattas. They were officers responsible for promoting the policy of Dhamma. They looked after these welfare activities across the empire.

Ashoka propagated the principles of Dhamma not just in India but outside India also. He sent his son Mahendra and daughter Sanghamitra to Sri Lanka to preach Buddhism there. He also sent Buddhist missions to Burma and other Southeast Asian countries.

**DO YOU KNOW ?**

- **The Lion Capital of Ashoka is a sculpture of four Asiatic Lions standing back to back. It was adopted as the official Emblem of India in 1950. It was originally placed on the top of Ashoka pillar at the important Buddhist site of Sarnath by emperor Ashoka in about 250 BC.**



*Fig. 14.2 Inscriptions of Asoka propagating his Dharma in Pali Script.*

### Administration

The Mauryans ruled over a vast portion of India. The king was at the head of the administrative system. He was helped by a council of ministers. They were in charge of different ministries like taxation, army, agriculture, justice etc.

The Mauryans were well known for their administrative system of urban administration, provincial administration and military administration.

#### Urban administration

**2011 Census- What does it mean?**

**Seiminthang Tuboi hears on the radio that census enumerators will be visiting every house in their locality. It also appeals to all to give full co-operation to the enumerators.**

**Seiminthang asks his father why they should give co-operation to the enumerator.**

**His father tells him that census enumerators will come to collect records of their house.**

**Seminthang further asks what they will record.**

**His father tells him that the enumerators will come to their houses to collect records like-**

**How many persons live in their house?**



**How many are adults and how many are children?**  
**How many are males and how many are females?**  
**What are the educational levels of each member of the house?**  
**What are the types of occupation held by every member of the house?**  
**What are the incomes of the earning members of the houses?**  
**Seiminthang Tuboi wonders why the enumerators will ask such types of questions.**  
**Can anyone help Seiminthang in answering these questions?**

Arthashastra states that the city was divided into four wards. Each ward was put under the charge of a Superintendent. The officials of the city maintained records of census, name and occupations of the household, income and expenditure etc. The authorities of the towns were also expected to know who came in and went out of the city.

#### **Provincial administration**

The Mauryas had a well - organised provincial administration. Their Provincial administration was a replica of their urban administration. Each province was put under the charge of a prince. Each was sub divided into three districts. Each district was again sub divided into a group of villages. The final unit of administration was the village.

#### **Military administration**

**One day a teacher asks her students about the occupations of their fathers.**  
**Haopu says that his father serves in the Indian armed forces. He is an Indian Air Force pilot.**  
**Mempi also says that his father serves in the Indian armed force. He is a Commandant in the Indian Navy.**  
**Thumra also says that his father serves in the Indian armed force. He is a Colonel in the Indian Army.**  
**Lalit asks his teacher why they say their father is a pilot, Commandant or a Colonel when they all serve in the Indian armed forces.**  
**The teacher says that Indian Air Force, Indian Navy and the Indian Army are all different branches of the Indian armed forces.**

Another striking feature of the Mauryan administration is their military administration. A Greek ambassador, Megasthenes, visited the Mauryas during the reign of Chandragupta. He said that the administration of the Mauryan armed forces was divided into six wings – infantry, cavalry, elephants, chariots, navy and transport. There were superintendents of each wing of the armed forces of the Mauryas.

## EXERCISES

### 1. Answer each question in a word or a sentence :

- (a) Who helped Chandragupta Maurya in the foundation of the Mauryan Empire?
- (b) What did Ashoka want to be when he became the king?
- (c) Who were Dhamma Mahamattas?

### 2. Answer each question in about 30 words :

- (a) How did Chandragupta Maurya expand his empire?
- (b) What did Ashoka inscribe on rock edicts?
- (c) Write the importance of Kalinga War in the life of Ashoka.
- (d) Describe the Dhamma of Ashoka.

### 3. Fill in the blank by using appropriate terms

- (a) The last of the Nandas was overthrown by Chandragupta in the year.....
- (b) The word Dhamma means.....
- (c) According to Arthashastra the city was divided into.....

## LESSON

# 16



## CONTACTS WITH DISTANT LANDS

**Kiki asks his father where his grandfather is going.**

**His father tells him that his grandfather is going for a pilgrimage to the Sangam of the rivers Ganga, Yamuna and Saraswati.**

**Kiki further asks what a Sangam is.**

**His father tells him that a Sangam is the meeting place of the three rivers.**

One can know the history of the Tamils clearly only from the Tamil Sangam. The word Sangam means an association. The Tamil Sangam refers to an association of Tamil poets which flourished in ancient Tamil Nadu. These Tamil poets had composed the Sangam literature. The period in which these literatures were composed is called the Sangam Age in the history of Tamil Nadu. Sangam age corresponds to the post-Maurya and the pre-Gupta period (300 B. C. to 300 A. D.).

Three Sangamas were held. The works of the first Sangam have been lost. From the second Sangam, only Tolkappiyam (Tamil grammar) has survived. The entire works of Sangam literature comes from the third Sangam.

| Sangam | Place      | Presided    |
|--------|------------|-------------|
| First  | Madurai    | Agastya     |
| Second | Kapatpuram | Tolkappiyar |
| Third  | Madurai    | Nakkirar    |

Fig.15.1 The places where the Sangams were held along with the priests who presided over them.

Sangam literature comprises of some of the oldest extant Tamil literature and deals with love, war, governance, trade and bereavement. Unfortunately, much of the Tamil literature belonging to the Sangam period has been lost. The literature, currently available from this period is perhaps just a fraction of the wealth of material produced during this golden age of Tamil civilization.

#### **The works of the Sangam**

**The Sangam literature has been broadly divided into three categories. They are: the Major Eighteen Anthology Series comprising the Eight Anthologies and the Ten Idylls and the Five Great Epics. Tolkappiyam, a commentary on grammar, phonetics, rhetoric and poetics is dated from the Sangam.**

During the Sangam age, there existed three important Tamil Kingdoms, - Chera, Chola and Pandya kingdoms. They were popularly known as Moovendar. The Pandyas ruled over an area consisting of modern day southern Tamil Nadu. Its capital was at Madurai. They maintained trade relations with the Roman Empire. The Cholas ruled over present day northern Tamil Nadu and southern Andhra Pradesh. Uraiyur was its earlier capital. Later, its capital was shifted to Puhar identified as Kaveripatnam. They maintained a strong navy and also trade relations with the Romans and South East Asia. The Cheras ruled over part of modern Kerala. It also carried out trade relations with the Romans.

#### **Long distance exchange**

**What was the common point that the Pandyas, the Cholas and the Cheras have in regards to the Romans?**

**As the three kingdoms lay near the coast of Bay of Bengal and Arabian Sea what would be their advantages?**

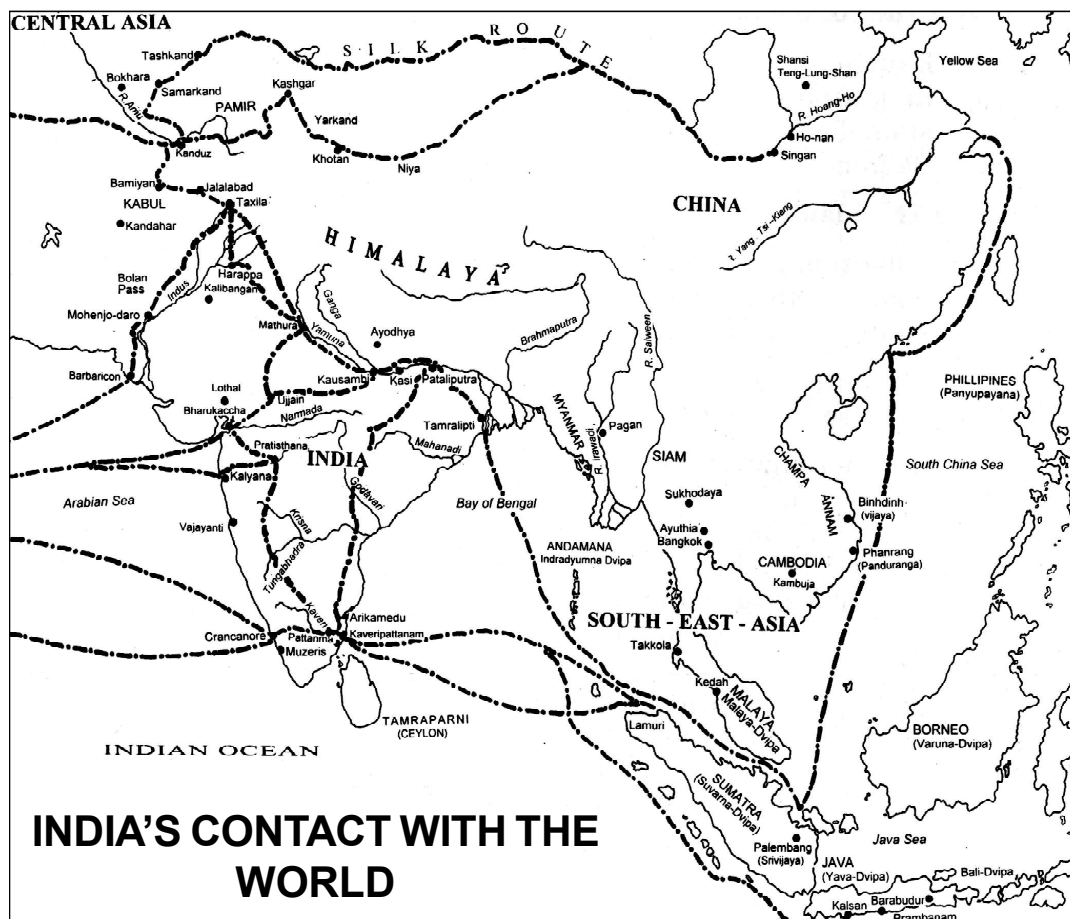
**What would be their most easiest of transport?**

The Sangam period also witnessed the growth of long distance exchange by land and by sea. This period is also known as the 'Age of Mercantilism'. During this period trade was carried on both by the sea and land routes. In this period India also carried trade with the west like the Romans and with South East Asia and China in the east.

### Discovery of monsoon by Hippalus.

**In 45 AD, Hippalus (a Greek sailor) discovered the movements of the monsoon over the Arabian sea. Ships from the west sailed to India during the time of south east monsoon. It went back during the time of North east monsoon.**

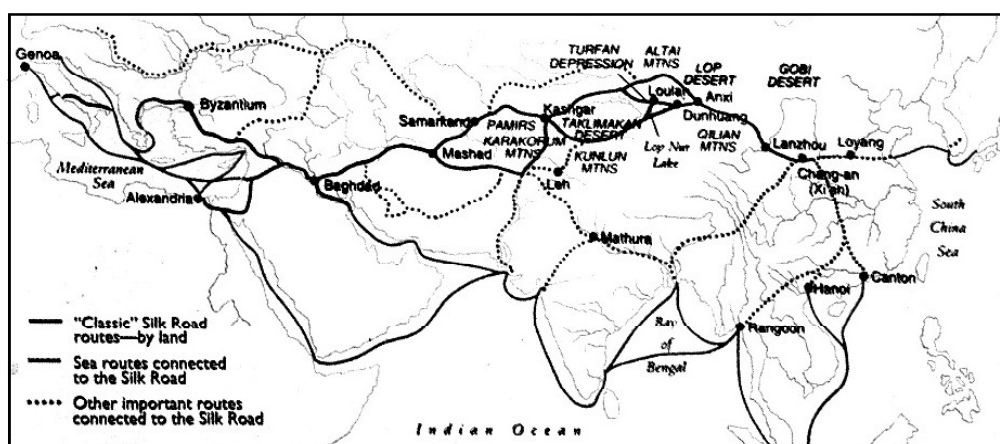
Till 45 A.D. India's trade with the west was carried on through the land routes. After 45 A.D. monsoon along the Arabian Sea was discovered. The discovery of the monsoon gave the sailors a better knowledge of navigation. The Indians exported pepper, cardamom, cinnamon etc. The Indian imported large number of gold and silver coins.



*Fig. 15.2: India's contact with the world*

By the third century A.D., India's trade with the Romans declined. On the other hand, there was an increase in India's trade with South East Asia. Many states in South East Asia came under the cultural influence of India during this period. Mention may be made of the states of Srvarnabhumi – Survanadvipa (Malay – Indonesia and Indonesian Archipelago), Kambuja (Cambodia), Champa (Annam) etc.

India's trade with China was carried on both by the land and sea routes. In the early centuries of the Christian era, China was connected with north western India by several land routes. These routes further went to Europe. These routes from China to Europe through India was known as the Silk Route. The sea route to China was known from the first century A. D. It was more frequently used from the second century onwards.



*Fig. 15.3 The Silk Route*

### Conquerors from distant lands

In the third century B.C., many Central Asian states Sakas and Kushanas were not able to sustain themselves in their own countries. These communities moved eastward.

### Indo-Greeks

The first to invade India was the Indo-Greeks. When the Mauryan Empire was toppled by the Sungas around 180 B.C., the Indo-Greeks expanded into India. This invasion of the Graeco – Bactrians led to the establishment of the "Indo-Greek kingdom" in India.

Prominent Indo-Greek kings were Demetrius and Menander. Demetrius founded the Indo-Greek kingdom in India. His kingdom was confined to Punjab and Sind. Menander was the most famous Indo-Greek king. His kingdom reached as far as Pataliputra. During his reign, a famous Buddhist text Milindapanho was written. It was a discussion between Menander and a Buddhist sage, Nagasena.

The Indo-Greeks were the first to issue gold coins in India. The Indo-Greek period led to the emergence of Graeco-Buddhist art which is also known as Gandhara art. In the Gandhara art, the theme is Indian but the style is that of the Greek.

The Indo-Greeks ultimately disappeared as a political entity around 10 A. D. However, pockets of Greek population probably remained for several centuries longer.

### **SAKAS**

The Sakas replaced the Indo-Greeks. They belonged to the Scythian race of central Asia. In the first century B. C., they founded the Saka kingdom in western Punjab. Gradually, they established their political dominance in Mathura, Ujjain, Taxila, Malwa and Kathiawar. Their most famous king was Rudradaman I. He is famous for his military conquest and public works. He repaired the Sudarsana Lake.

### **Parthians**

The Parthians came from Iran. They replaced the Sakas in north – western India. However, the areas controlled by them were smaller than that of the Sakas or the Indo-Greeks. Their most famous king was Gondophernes.

### **Kushanas**

The Kushanas were the most powerful of the five Yuechi tribes of Central Asia. They replaced the Parthians in north western India. They further expanded their control to the lower Indus basin and the upper and middle Gangetic basin. The most famous king of the Kushans was Kanishka. He established his capital at Peshawar (which was then known as Purushapura) in Pakistan. He is famous for starting the Saka era in 78 A.D. He was a great patron of Mahayana group of Buddhism.

### **The spread of Buddhism**

During the time of Buddha, Buddhism was mainly confined to Koshala and Magadha. Buddhism spread rapidly when Ashoka embraced the religion and sent various missionaries to different parts of the world. The Kushana king, Kanishka was a great patron of Buddhism. He was a firm believer of Mahayana sect of Buddhism. It was a popular Buddhist sect of the time.

He organised a Buddhist Council at Kashmir. It was presided by Vasumitra. Vasumitra was helped by Ashvagosha. Kanishka took great interest in spreading Mahayana Buddhism to places like Central Asia, Tibet and China.

## EXERCISES

### 1. Answer each question in a word or a sentence :

- (a) Where can one find the oldest extant Tamil literature?
- (b) What is Milindapanho?
- (c) What did India export to and import from the Romans?

### 2. Answer each question in about 30 words :

- (a) Why was there a change in the mode of trade route in 45 A.D. ?
- (b) What was Kanishka's contribution?
- (c) Write the Buddhist Council organised by Kanishka.
- (d) Write about India's trade relation with China.

### 3. Fill up the blank column by using appropriate terms

| Tamil Kingdoms | Location | Capital        |
|----------------|----------|----------------|
| Madurai        | Cholas   | Modern capital |

- (a) The Sangam means.....

### 4. Choose the odd one out:

- a) Agastya
- b) Tolkappiyar
- c) Naakirar
- d) Kalidasa



## LESSON

# 17



## POLITICAL DEVELOPMENTS

**Thoinu tells her parents that her school annual function will be held very soon.**

**Her teacher wants her to play the role of Sakuntala.**

**Her mother say that she is going to play the role of Sakuntala of Kalidasa.**

**Thoinu asks her mother who Kalidasa is.**

**Her mother tells her that Kalidasa was a famous poet of India who lived in the age of the Guptas.**

**Thoinu asks when the Gupta age occurred.**

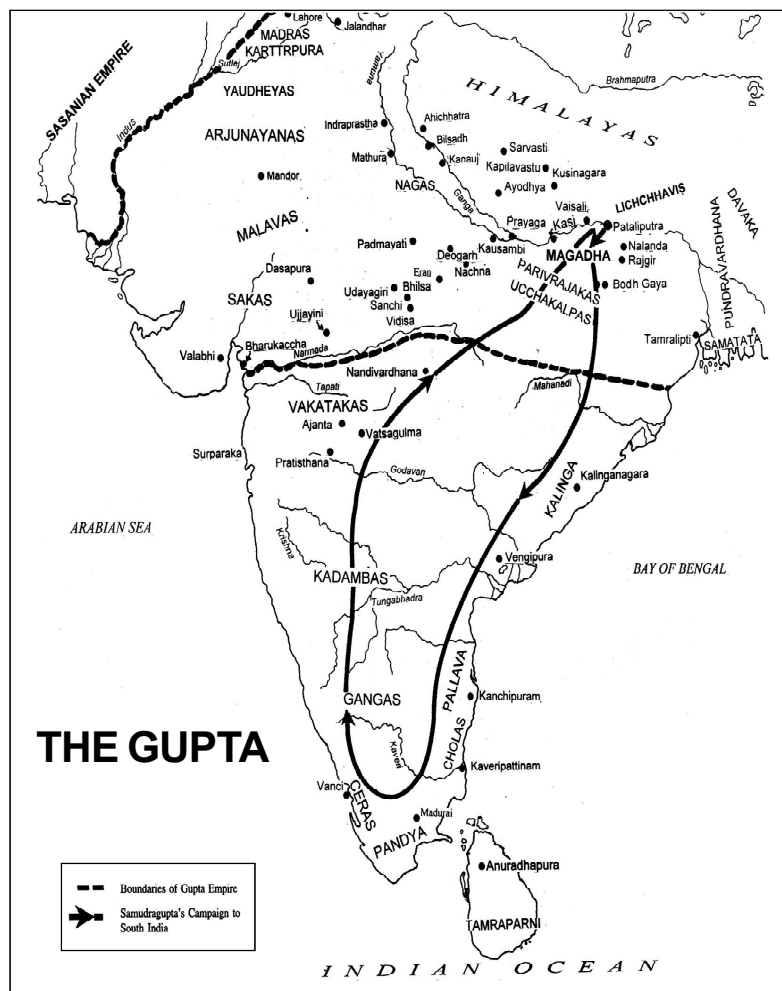
After the decline of the Mauryans, no big empire emerged in north India for a long time. Around 320 A.D., the Gupta dynasty ascended the throne. They consolidated the entire Northern India by subjugating the local and provincial powers that became independent after the downfall of the Kushanas.

The Gupta Empire was founded by Maharaja Sri-Gupta. He was succeeded by his son Ghatotkacha. Ghatotkacha was succeeded by his son Chandra Gupta. This Gupta king was commonly known as Chandra Gupta I. Chandra Gupta I married Kumaradevi, a Lichchhavi princess—the main power in Magadha. As a dowry, he received the kingdom of Magadha. This increased the power of the Guptas. He assumed the imperial title of Maharajadhiraja.

Chandra Gupta I was succeeded by his son Samudragupta. Samudragupta undertook many campaigns to expand the Gupta Empire. He is also described as the "Napoleon of India". He performed Ashwamedha yajna (horse sacrifice) to underline the importance of his conquest.

Samudragupta was succeeded by his eldest son Ramagupta. He was soon removed from the throne by his younger brother Chandragupta II. He was also known as Vikramaditya. Chandragupta II then became the new king of the Guptas.

Chandra Gupta II defeated the Saka Western Kshatrapas of Malwa, Gujarat and Saurashtra and expanded his control westwards. He also defeated the Bengal (Vanga) chiefdoms. The Gupta Empire during the reign of Chandragupta II extended from the Bay of Bengal to the Arabian Sea. He established a second capital at Ujjain.



*Fig. 16.1: The Gupta Empire*

Chandragupta II was succeeded by his second son Kumaragupta I. Kumaragupta I was succeeded by his second son Skandagupta. Skandagupta is generally considered to be the last of the great rulers. He defeated Pushyamitra. He repulsed a Hunas attack in. 455 A.D.

Skandagupta's successors were not strong and wise enough like their forefathers. After the death of Skandagupta, the Gupta Empire soon disintegrated.

### **Relations**

The Guptas also maintained relations with nearby kingdoms and regions in Burma, Sri Lanka, Malay Archipelago and Indo china. Many pilgrims from outside India visited during the Gupta period. The most prominent one was Fa Hien, who was also known as Fa Xian.

Fa Hien was the first of the Chinese pilgrims who visited India during the reign of Chandra Gupta II. He started his journey from China and went on a pilgrimage to Mathura, Kanauj, Vaishali, Pataliputra, Kashi and Rajgriha and made careful observations about the empire's conditions.

### **Gupta administration**

There was a hierarchy of administrative divisions from top to bottom. The empire was divided into 26 provinces. Provinces were also divided into Vishayas and put under the control of the Vishayapatis. A Vishayapati administered with the help of the council of representatives.

### **Legacy of the Gupta Empire**

The Gupta period was marked by extensive achievements in science, technology, engineering, art, dialectic, literature, logic, mathematics, astronomy, religion and philosophy.

### **Art**

Fine arts like architecture, sculpture, painting, music etc. were well developed during the Gupta period. The architecture of the Guptas consists of rock cut caves, structural temples and stupas. The most notable rock caves of the Gupta period were the **Ajanta** and **Ellora** caves in Maharastra and the Badami cave in Madhya Pradesh. The Gupta period was also

famous for their paintings. The Ajanta paintings display skills in depicting human and animal figures. They represent various events in the life of the Buddha and his previous birth.



*Fig. 16.2: Ajanta Cave*

### Literature

The Gupta period produced many eminent scholars. The most prominent one was Kalidasa. Some of the famous literary works of Kalidasa were Abhijanam Sakuntalam, Raghuvamsha, Meghdutt etc. Other well known scholars of the Gupta period include Amarashima and Vatsyayana.

### Science

**Zuzu reads in her general knowledge book that Aryabhata was the first Indian satellite to be launched into the sky.**

**Zuzu asks her father why the first Indian satellite is called Aryabhata.**

**He tells her that Aryabhata was a famous scholar who lived in the Gupta period.**

**Zuzu further asks what Aryabhata was famous for.**

The Gupta period is also well known for the development in the field of science and technology. One of the prominent scholars of this period was Aryabhata. Aryabhata is believed to be the first to come up with the concept of zero. Aryabhata also proposed that the earth is not flat, but is instead round and rotates about its own axis. He also discovered that the Moon and planets shine by reflected sunlight. He also stated the theory of the Earth moving round the Sun. He explained eclipses in terms of shadows cast by and falling on the Earth.

### **Harshavardhana**

**A teacher asks her student what her name is.**

**The student answers Ratnavali.**

**The teacher tells the class that there was a famous drama called Ratnavali.**

**The students of the class ask the teacher to tell the story of Ratnavali.**

**It is a story of love between a king called Udayana and a princess Ratnavali. They got married and went to the home of the king after their marriage. They travelled by ship. Their ship was wrecked by a heavy storm. Both of them survived the storm. But they were separated from one another. After great pain and suffering, they met again and lived together happily.**

**The teacher tells her students that Ratnavali was written by a great king Harsha Vardhana. He was famous for both his fighting and literary skills.**

After the downfall of the Gupta Empire in the middle of the sixth century A.D., North India was split into several independent kingdoms. The Hunas had established their supremacy over the Punjab and parts of central India. Prabhakaravardhana, the ruler of Sthanvisvara, who belonged to the Pushyabhuti family, extended his control over neighbouring states. After Prabhakaravardhan's death in 606 A.D., his eldest son, Rajyavardhana, ascended the throne. Rajyavardhana had a younger brother called Harshavardhana and a younger sister called Rajshree.

Rajshree's husband Grahavarman, a Maukhari king, was defeated and killed by Devagupta of Malwa. Rajshree was imprisoned by the victor. Rajyavardhana marched

against Devagupta and defeated him. At this moment, Shashanka, king of Gauda in Eastern Bengal, befriended Rajyavardhana. He however, had a secret alliance with the Malwa king. Shashanka treacherously murdered Rajyavardhana.

On hearing about the murder of his brother, Harsha ascended the throne at the age of 16. Harsha formed an alliance with Bhaskaravarman, king of Kamarupa. He defeated Shashanka. Harsha brought Bihar, Kanauj and northern Bengal under his rule. He conquered Gujarat and a part of the modern Orissa.

Harsha also planned to extend his power to the Deccan and Southern India. But it was stopped by Pulakeshin II, the Chalukya king of Vatapi in Northern Karnataka. Pulakeshin defeated Harsha's army on the banks of the river Narmada in 620 AD. A truce was agreed upon and the river Narmada was marked as the southern boundary of Harsha's kingdom.

### **Significance of Harsha's reign**

**What do you feel when you stand beneath the tree on the roadside in the summer time?**

**When one goes to Gauhati via Dimapur one takes food either at Mao or Kangpokpi or Sekmai. There one relieves oneself, wash his body and take food.**

**What will happen to the travellers if no food hotels are available?**

**These facilities were provided by Harsha to the travellers in the 7th century A.D. For instance, he planted trees on the roadside. He also constructed rest houses along the routes.**

Early in his life, Harsha seems to have been a follower of Sun Worship. Later on, he became a patron of Shaivism. Towards the end of his life, he became a Buddhist. He held a Buddhist religious assembly. During his reign, Hieun Tsang, a Chinese pilgrim visited India.

Harsha also became a patron of art and literature. He made numerous donations to the University at Nalanda. Harsha wrote three Sanskrit plays – Nagananda, Ratnavali and

Priyadarsika. His reign is comparatively well documented by Banabhata, his court poet and Hieun Tsang, the Chinese Buddhist pilgrim. Banabhata composed an account of Harsha's rise to power in Harsha Charitha, the first historical poetic work in Sanskrit language. Hieun Tsang wrote a full description of his travels in India.

### **Pallavas and Chalukyas**

In the middle of the fourth century A.D., the Pallavas established principality at Kanchi (Kanchipuram). The Pallavas became powerful during the 7th and 8th centuries A. D.

From the beginning, the Pallavas fought with the Chalukyas which lay to its north and the Pandyas which lay to its south. Simhavishnu was one of the first important kings of the Pallavas. However, the greatest king of the Pallavas was Narasimhavarman. Narasimhavarman defeated Pulakeshin II of Chalukya. He sent two naval expeditions to Sri Lanka. By the end of the 9th century A.D., the Pallavas were defeated by the Cholas.

### **Significance of the Pallavas:**



*Fig. 16.3: Mahabalipuram Temple*

The Pallavas were famous for their contributions in the temple architectures. The rock cut temple at Mahabalipuram and the Kailasnath temple at Kanchi were built by the Pallavas.

Kanchi, the capital of Pallavas was a great centre of Sanskrit learning. Bhairavi who wrote Kiratajuniyand and Dandin who wrote Dashakumaracharitan adorned the Pallava court.

The Pallavas took a great role in the spread of Indian culture in South East Asia. Till the 8th century A.D., Pallava influence was predominant in Cambodia. Pallava types of temples were found in the temples of Java, Cambodia and Annam.



*Fig. 16.4: Angkor Wat Temple in Cambodia*

### **Chalukyas:**

The Chalukyas rose into prominence in Deccan in the beginning of the 7th century A.D. Pulakeshin I was the founder of this empire. Badami (Vatapi) was established as the capital of his empire. The greatest king of the Chalukya was Pulakeshin II. He stopped Harsha's military advancement to south India.



Another important king of the Chalukyas was Vikramaditya II. Vikramaditya II successfully invaded the Pallava three times. He also defeated the Arab invasion of South Gujarat.

### **Significance of the Chalukyas**

The Chalukyas were Brahmanical Hindus. They, however, gave respect to Buddhism and Jainism. The Chalukyas perfected the art of stone building. Their building made of stone was finely joined without mortar.

## **EXERCISES**

### **1. Answer each question in a word or a sentence :**

- (a) Write the extent of the Gupta Empire in the reign of Chandragupta I.
- (b) Which Chinese pilgrim visited India during the Gupta period?
- (c) Name the brothers of Rajshree.
- (d) What public works did Harsha do?

### **2. Answer each question in about 30 words :**

- (a) Write the provincial administration of the Guptas.
- (b) Why did Harsha stop his plan to extend his empire to southern India?
- (c) Write the significant contributions of the Chalukyas.
- (d) Write the development of science during the reign of the Gupta dynasty.
- (e) Write the literary works carried out during the reign of Harsha.

**3. Fill up the blank column by using appropriate terms.**

(a) Around ..... the Gupta dynasty ascended the throne.

(b) Harsha ascended the throne at the age of .....

| (c) Name of Book(s) | Name of Writer |
|---------------------|----------------|
| Meghdutt            | .....          |
| Bana Bhatt          | .....          |
| Priyadarshika       | .....          |
| Kritajuniyand       | .....          |
| Dandin              | .....          |

**4. Choose the odd one out:**

- |                   |                                           |
|-------------------|-------------------------------------------|
| a) Ghatokacha     | (i) Founded the Gupta dynasty             |
| b) Chandragupta I | (ii) Assumed the title of Maharajadhiraja |
| c) Samudragupta   | (iii) Napoleon of India                   |



## CULTURE AND SCIENCE

### Literature

Literary sources form one of the most important sources of history. Hand written records have been found on dried palm leaves, birch barks, parchment, etc. These written records provide useful information about the past.

Among the literary sources of Ancient India, mention can be made of the Vedas, the Upanishads, Samhitas, the Epics, the Jain and Buddhist texts, the works of Kalidasa, Banabhatta, Kalhana, etc.

**The Vedas consist of Rig Veda, Yajur Veda, Sama Veda and Atharva Veda.**

**The Rig Veda is a collection of 1028 hymns in Vedic Sanskrit. Most of the hymns are in praise of different Vedic deities and are intended for recitation at the Yajnas or sacrifices. Many of them are beautiful descriptions of nature. Some of the most enchanting are addressed to Usha the goddess of dawn.**

**The Yajur Veda gives directions for the performance of the Yajna.**

**The Sama Veda prescribes the tunes for the recitation of the hymns of the Rig Veda.**

**The Arthava Veda prescribes rites and rituals.**

The epics consist of the Ramayana and the Mahabharata. The Arthsashtra by Kautilya is a treatise on the science of governance. The Smritis deal with the performance of duties, customs and laws prescribed according to Dharma. The most famous of them is the Manusmriti.

Some of the important Buddhist works of the period were Sutta pitaka, and the Jataka stories. The period before the reign of the Guptas ushered in the glorious period of Sanskrit literature. The great well-known writers of this period were Kalidasa, Bhavabhuti, Bharavi and Bana.

In the south, the four Dravidian languages - Tamil, Telugu, Kannada and Malayalam developed their own distinct scripts and literature. According to tradition, three literary gatherings or Sangams as mention in Lesson 15 were held at which many sages and poets recited their compositions.

Literary sources form one of the most important sources of the history of Manipur. One of the main sources of the early Manipur history is the Cheitharol Kumbaba (the royal chronicle of Manipur). Literary works like Numit Kappa Konthoujam Lairembi Nongaro, Sandrembi Cheishra, Panthoibi Khongjum, Thawanmichak Kheljonglang and Khongjomnubi Nongaron are some of the literary works of early Manipur.

### **Numit Kappa**

**Khommadon Aton and Taohuirengba were two brothers. The two brothers took turns to light the whole world without any stoppage. There was no night. All the living beings suffered. They could neither sleep nor rest. They tried hiding inside caves but it did not do them much good.**

**Ekma Haotangla was a slave of Khwai-nongjengbam Piba. Since the two suns shone alternately one after another, there was no end to daylight. He had to continue working and do twice the work he normally did. He was angry as he neither could caress his children nor share intimacy with his wife, Haonuchangkhanu.**

**With the bamboo, Ekma Haotangla made a bow and some arrows. He smeared poison on the arrowheads and kept them in a quiver.**

**Ekma Haotangla practised his skill with the bow and arrows.**

**When he was sure of his ability to handle the bow and arrows he left home to shoot the two sun brothers, Khommadon Aton and Taohuirengba.**

**Unaware of Ekma Haotangla's plan, Taohuirengba rose and shone brightly in the sky. Taking his opportunity, Ekma Haodongla shot an arrow but missed the target. The arrow hit the horse, Taohuirengba was riding. Taohuirengba fell near the Maring villages.**

**Khommadon Aton, afraid of the attack on his brother, went into hiding at his father's place. The land was engulfed into darkness. It prevailed for many days.**

**After much persuasion the sun came out again.**

### **Architecture**

The earliest remains of recognizable building activity in India dates back to the Indus Valley cities.

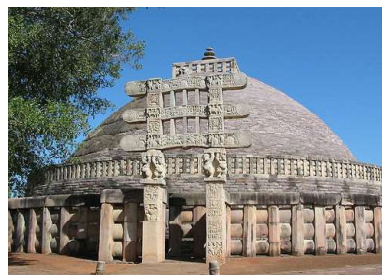
Extensive town planning was the characteristic of the Harappan civilization. The houses were built of baked bricks. The most imposing of the buildings is the **Great Bath** of Mohenjodaro.

The Mauryan period was a great landmark in the history of Indian art. Chandra Gupta Maurya had built many buildings, palaces and monuments with wood. Ashoka's reign witnessed lofty free-standing pillars, railings of the stupas, lion thrones and other colossal figures. These rock-cut sanctuaries served as the residences of the monks.

**The Ashokan rock-edict at Dhauli, near Bhubaneshwar, is considered to be the earliest rock-cut sculpture in India. A number of cave-shrines belonging to this period have been excavated in the Barabar and Nagarjuni hills and Sitamarhi in Bihar.**

Ashoka was responsible for the construction of several stupas. The stupas are large halls, capped with domes and bear symbols of the Buddha. The most important ones are located at Bharhut, Bodhgaya, Sanchi, Amravati and Nagarjunakonda.

After Ashoka's death in 232 B.C. came the Sungas and Kushans in the north and the Satavahanas in the south. During the Kushan period the Buddha was represented in human form instead of symbols. The Kushans were the pioneers of the Gandhara School of Art. A large number of monasteries, stupas and statues were constructed during the reign of Kanishka.



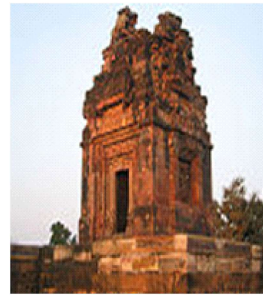
**Fig. 18.1 : Sanchi stupa**

### THE SCHOOLS OF ART

**The origin of Gandhara art can be traced to the Greek rulers of Bactria and Northwest India. But it was during the reign of Kanishka that the art received great patronage.**

The Gupta Age heralded a new epoch in the history of temple architecture. For the first time, the Guptas had initiated permanent materials like brick and stone, instead of perishable materials like bamboo, wood etc. Structural temples, instead of cave temples, were erected during this period for the convenience of idol worship.

The stone temple in Deogarh of Dasavatara with its excellent carvings and panels on the walls is an extant remain of Gupta architecture.



***Fig.18.2 Dasavatara Temple of Deogarh***



***Fig. 18.3: The Shore Temple of Mahabalipuram***

The evolution of Dravidian art and sculpture was primarily concentrated in South India. It had emerged in this part of India thousands of years ago and was patronized by the Pallava, Chola, Chalukya, etc. This art was concentrated in the Indian states of Tamil Nadu, Andhra Pradesh, Kerala, and Karnataka.

### Sculpture and Paintings

Ancient Indian sculptures date back to the days of the Indus Valley Civilization. Indus Valley sculpture includes **terracotta** seals and statues.

Mauryan sculpture brought in the trend of using rock instead of wood as the building material. The Mauryan sculpture was famous for its lofty pillars, lion thrones, the railings of the stupas and other colossal sculptures.

The finest specimen of Mauryan sculpture was the pillars built by Ashoka. These monolithic pillars were carved out of single rocks. The well sculpted pillars bear Buddhist inscriptions. The pillars have supporting stones and had capitals on the top of them.

The Kushan period was marked for setting the principles for making sculptural images. During the time of Kushans, Buddha was first shown in human form in this region.

The period of the Gupta Empire is marked as the Golden Age in India especially in the field of art and sculpture. The cave temple of Elephanta is a good example of the Gupta sculpture.



**Fig 18.4**    *Iron Pillar*

The sculptures and wall paintings at the Ajanta cave are the marvellous examples of the greatest and most powerful works of Guptas. The Ajanta frescos thus beautify a religious establishment. The themes of sculptures and paintings from the Ajanta dominate the influence of Buddha.

### **Science In Ancient India**

Science in the ancient India prospered to a great extent. It includes mathematics, astronomy, physics, chemistry, medical science and surgery etc. The most remarkable works of the period are perhaps those by Aryabhata. He is attributed with a series of important contributions. He developed the theory that the earth is a sphere and rotates on its axis, and provided a rational explanation for eclipses. He was the innovator of the value of correct to four places of decimal. He also developed an alphabetical system for expressing numbers on the decimal place value model. He was also reckoned for the use of Zero in Algebra.

**Aryabhata**

Aryabhata wrote *Aryabhatiyam*. It describes mathematical, planetary, and cosmic theories. Aryabhata says that the earth spins on its axis. He also considered the heavenly motions to go through a cycle of 4.32 billion years.

**Varahamihira**

Varahamihira (died 587) lived in Ujjain. He wrote three important books- *Panchasiddhantika*, *Brihat Samhita*, and *Brihat Jataka*. *Panchasiddhantika* is a summary of early astronomical systems. *Brihat Jataka* is a book on astrology.

**Medicine and Surgery**

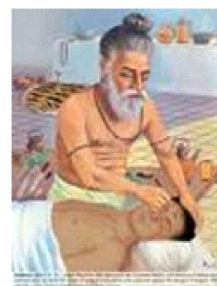
In ancient India, several advances were also made in the field of medical surgery. This is so because surgery (*Shastrakarma*) is one of the eight branches of Ayurveda, the ancient Indian system of medicine.

Charaka and Shushruta were the two famous physicians of ancient India. Charaka compiled a compendium of Ayurvedic principles and practices in his treatise *Charaka-Samhita*. Shushruta compiled *Shushruta-Samhita*.

In *Charaka-Samhita*, Charaka has theorized that blindness from the birth is not due to any defect in the mother or the father, but owes its origin in the ovum and the sperm.

**Shushruta-Samhita**

Shushruta was a medical practitioner. He lived in 800 B. C. He lived in the city of Kasi, now called Varanasi. He was one of the first to study the human anatomy. He wrote a medical book called '*Shushruta-Samhita*'. Shushruta was an expert plastic surgeon and an ophthalmologist in removing of cataracts.



*Fig. 18.5 : Shushruta examining patient*



### Metallurgy

In any early civilization, metallurgy has remained an activity central to all civilizations from the Bronze Age and the Iron Age. It is believed that the basic idea of smelting reached ancient India from Mesopotamia and the Near East.

**By the side of Qutub Minar, stands an Iron Pillar shown in Fig 19.3. The pillar is believed to be cast in the Gupta period around circa 500 AD. The pillar is 7.32 meters tall, tapering from a diameter of 40 cm at the base to 30 cm at the top and is estimated to weigh 6 tonnes. It has been standing in the open for the last 1500 years, withstanding the wind, heat and weather, but still has not rusted, except very minor natural erosion. This kind of rust proof iron was not possible till iron and steel was discovered few decades before.**

In the 5th century BC, the Greek historian Herodotus has observed that the Indian and the Persian army used arrows tipped with iron. The advance nature of ancient Indian chemical science also finds expression in other fields, like distillation of perfumes and fragment ointments, manufacturing of dyes and chemicals, polishing of mirrors, preparation of pigments and colours.

Paintings found on the walls of Ajanta and Ellora (both World heritage sites) which look fresh even after 1000 years, also testify to the high level of chemical science achieved in ancient India.

**EXERCISES****1. Answer each question in a word or a sentence :**

- (a) What did the rock cut sanctuaries of the Mauryan period serve?
- (b) Who discovered zero?

**2. Answer each following question in about 30 words :**

- (a) What changes did the Mauryan sculpture bring?
- (b) Write the contributions of Ayrabhatta
- (c) Describe the temples of the Gupta.

**3. Fill in the blank by using appropriate terms.**

The early text was written in .....

During the Gupta period ..... language prospered.

**4. Choose the correct answer :**

**(i) Which of the following is not a Dravidian language?**

- |            |             |
|------------|-------------|
| a) Tamil   | b) Telegu   |
| c) Marathi | d) Kannada. |

**(ii) Which of the following pair is incorrect ?**

- |                    |            |
|--------------------|------------|
| a) Buddhacharita   | Ashvagosha |
| b) Arthasastra     | Kautilya   |
| c) Charaka-Samhita | Charaka    |
| d) Milinda Panha   | Kalidas    |



## LESSON

## 19

## BARTER SYSTEM AND EVOLUTION OF MONEY

---

### 1. The Barter System

Long time ago, in the kingdom of Manipur, our people were very hard-working and were engaged in different productive activities. In our both hill and valley, there were farmers, weavers, tailors, cobblers, fisherman, hunters etc. But each person could not produce all the goods required by him for his use. But the people of hill and valley used a system by which one person could exchange the goods and services produced by him with goods and services produced by someone else because there was no money circulation like today. Thus, if the farmer needed to get cloth, he would give food grains to the weavers. Like the same way, if the cobbler required fish, he would give the fisherman shoes made by him. This exchange of goods and services by one person in return for goods and services from another person is known as barter system.

But there were inconveniences and difficulties in this system. There was no double coincidence of wants so often, for example, when the farmers wanted to have shoes, the cobbler would not exchange his shoes for food grains because he had enough food grains and required clothes, which the farmer cannot provide him. Besides, there were lack of standard unit and account and impossibility of subdivision of goods. Also we all know some commodities are perishable and cannot be kept for a long time in the store while some are not perishable. It would be difficult to exchange in between perishable and non perishable commodities.

The barter system works on the double coincidence principle. Two coincidences have to happen at the same time. The first coincidence is that you find someone who is willing to sell something that you want to buy. The second coincidence is that the seller wants to buy that something that you are willing to sell.

**Class-VI Subject: Social Science ( History)****EVOLUTION OF MONEY**

Money, as we know it today, is the end-product of a long process. At the beginning, there was no money, People engaged in barter, It was a moneyless economy. The barter system had various problems like lack of standard unit and account, impossibility of subdivision of goods, exchange in between perishable and non perishable commodities etc.

Thus the exchange of goods was not free of difficulties. Therefore, the need for money arose. With the discovery of metal, it began to be used as money. In the 6<sup>th</sup> century B.C. the first coins resembling the current ones appeared. They were small metal pieces - with a fixed weight and value and bearing an official seal, which is the mark of the Government that has minted them and also a guarantee of their value. The first metals used in coinage were gold and silver. Even that being practiced in our Manipur kingdom- Coins made of the metal gold and silver were also issued from time to time in Manipur and they were known as “SANA TANGA” (Gold coin) and “LUPA TANGA” (silver coin). These gold and silver coins were issued by King Bheigyachandra (1763 - 1798 A.D.) and his other successors.

During the Mauryan period, silver, gold and copper coins were being used. King Sher Shah Suri also issued a coin of silver, weighing 178 grams which was termed as ‘Rupya’. The Hindi word ‘Rupiya’ is derived from the Sanskrit word” Rupya”, which means “a coin of silver”. The silver coin remained in use during the Mughal period, the Maratha era as well as in British India. Among the earliest issues of paper rupees is - the issue of Rupee by the Bank of Hindusthan (1770 - 1832). Following the independence of India in 1947, and the accession of the princely states to the new Union, the Indian rupee replaced all the currencies of the previously autonomous states. After its formation, the Reserve Bank of India issues notes and coins on behalf of the Government of India.



**Exercise :-**

1. What is barter system?
2. In a barter system, if a person needs some goods or services what does he do?
3. What are the demerits of a barter system?

State whether True or False :-

1. In a barter system, money was used to buy things .....
2. It was difficult to exchange big commodities under the barter system  
.....
3. People used to exchange different goods or services in the barter system .....
4. The barter system works on the double coincidence principle  
.....

**JUMBLE WORDS -**

| <b>Jumble words</b>                                | <b>Clue</b>                                        | <b>Solution</b> |
|----------------------------------------------------|----------------------------------------------------|-----------------|
| Barter system                                      | Exchange of goods and services without using money |                 |
| Exchange                                           | Give and Take                                      |                 |
| Example is Bread and Tailor                        |                                                    |                 |
| Marketable item produced to satisfy wants or needs |                                                    |                 |

1. Give and take of commodities is known as  
a) Exchange b) Barter c) Selling d) Marketing
2. Exchanging goods and services without using money is called  
a) Selling b) Exchange c) Barter system d) Marketing
3. The system through which one person exchanges goods and services in return to goods and services from another person is known as  
a) Barter b) Carter c) Tartar d) Exchange
4. The Barter system works on the principle of  
a) Single coincidence b) Double coincidence  
c) Single incidence d) Double incidence
5. What was generally exchanged in a barter system?  
a) Goods b) Services c) Commodities d) All of the above

**Exercise:-**

1. The first paper rupee was made by.....
2. Who issues notes and coins on behalf of the Govt. of India?  
.....

**JUMBLE WORDS:-**

| Jumbled words   | Clue                   | Solution |
|-----------------|------------------------|----------|
| Dectri eagEnchx | Forms of exchange      |          |
| Sehr Sakh Sriu  | Introduces metal coins |          |

1. The Hindi word “Rupiya” is derived from a Sanskrit word. Tick the right word  
a) Rupaya    b) Rupia    c) Rupya    d) Rupay
2. The ..... issues coins and notes on behalf of the Government of India.  
a) RBI    b) RPI    c) SBI    d) SPI
3. Which discovery helped in the introduction of money as a medium of exchange?  
a) Chemicals    b) Fire    c) Forging Techniques    d)

**Metal**

4. When was coin first introduced?  
a) 5<sup>th</sup> century B.C.    b) 6<sup>th</sup> Century B.C.    c) 7<sup>th</sup> Century B.C.  
d) 8<sup>th</sup> Century B.C.
5. What were coin first made of?  
a) Gold and Silver    b) Silver and Copper  
c) Copper and Gold    d) Silver, Copper and Gold
6. Who introduced a silver coin termed the “Rupiya.”?  
a) Aurangzeb    b) Babur    c) Shahjahan    d) Sher Shah Suri
7. The Rupee was issued in the period between 1770-1832 by  
a) Bank of India    b) British Government  
c) Bank of Hindustan    c) Bank of Bharat
8. At present notes and coins are issued by  
a) State Bank of India    b) Reserve Bank of india  
c) State Government    d) Bank of India

**SECTION - C**

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**DIVERSITY AND INTERDEPENDENCE**

## LESSON

# 20



## DIVERSITY

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When you go to Khwairamband in the market area, can you see anyone who looks exactly like another ? Similarly you cannot find a class mate in your class who looks exactly like you. Not only in appearance, some of them are Meiteis, Nagas, Kukis, Pangals, Punabis etc. They belong to different cultural and religious backgrounds. As students they might have stayed in some area but come from different districts of Manipur. Not only human beings, we find several animals and plants in this world. They have different shapes and sizes. Nature itself is full of diversities.

### Section 1: Diversity as a fact of human being

People have different regional, cultural or religious back grounds. These differences make our India so interesting and so diverse. These differences enrich our lives in many ways and make us more fun. There are several people in your locality who are poor and do not have enough food to eat or clothes to wear and sometimes not a place to live. If you go to a big city like Kolkata, Mumbai or Delhi you will find many people including women and children spending nights on the railway platforms or footpaths.

Here we are talking not of difference but of inequality. When persons do not have the resources and opportunities that are available to other persons inequality comes in.



### **What does diversity add to our lives ?**

Many young people feel happy when they read a good story because it gives them lots of ideas to make up more stories. People who write stories get their ideas from different people living in different places. They get their ideas from book, real life and from their imagination. For writing books some people might have lived in forest or mountains or deserts. Travellers write many books about the land and people they meet there. For example 'My three years in Manipur', 'The Meiteis', 'The Naked Nagas', 'The Kukis', 'The Man-Eaters', 'The Jungle Book' etc. may be cited. Some Manipuri writers also visited some foreign countries and wrote about Russia, Japan, Greece, Bangladesh etc. These are what diversity adds to our lives.

### **Diversity in India**

India is a country full of diversities. Indians speak different languages, have various types of food, celebrate different festivals, practise different religions, have different art and culture. But actually we do many things that are similar except that we do them in different ways.

In the long past, people travelled from one part of the world to another. They did so in search of new lands or new places to settle in or people to trade with. As they took so long to travel once they got a place they stayed there often for a long time. Many others left their homes because there were famines and drought and they could not get enough to eat. Some went in search of work while others left because there were wars and fights.

When they began to make their homes in new places, they began to change a little and at other times they managed to do things in the old ways. So their language, food, music, religions became a mixture of the old and the new. Out of this intermixing of cultures came something new and different. The history of many places shows us how many

different cultural influences have helped to shape life and culture there. Therefore, regions became very diverse because of their unique histories. Similarly diversity also came when people adapted their lives to the geographical area in which they lived. Living near the seas or river banks is quite different from living in a mountainous areas.

Historical and geographical factors influence the diversity of a region. This can be seen easily when we see the lives of the people and geographical area of two regions – Kerala and Ladakh. Ladakh is a cold desert in the mountains in the eastern part of Jammu and Kashmir. For a large part of the year it is covered in snow and the region does not receive any rain. A very little agriculture is possible. The People rear sheep and the sheep in Ladakh are special because they produce Pashmina wool. This wool is very costly. Traders from Kashmir came there to collect the wool of the sheep. Ladakh was considered as a good trade route as it had many passes through which caravans travelled to Tibet for trading. Buddhism reached Tibet via Ladakh. Islam was introduced in Ladakh and there was a significant Muslim population. Both Muslims and Buddhists sing Kesar Saga, a Tibetan national epic.

Kerala is a state in the south west corner of India. It is surrounded by the sea on one side and hills on the other. Large quantities of spices like peppers, cloves etc are grown on the hills. Traders are attracted by this region for its abundant spices. Jewish and Arab traders came there for the first time. St. Thomas is credited with bringing Christianity to India. Many Arab traders including Ibn Battuta came and settled there. The Portuguese discovered the sea route to India from Europe when Vasco da Gama landed with his ship here. As a result of these historical influences, people in Kerala practise different religions such as Judaism, Islam, Christianity, Buddhism and Hinduism. The fertile land and climate are suited to grow rice and the majority of people here eat rice, fish and vegetables.

While Kerala and Ladakh are quite different in terms of their geographical features, the history of both regions has similar cultural influences. Both regions were influenced by Chinese and Arab traders. The Chinese fishing nets are being used in Kerala. Thus history and geography are often tied in the cultural life of a region. The influence of diverse cultures is not merely a thing of the past. In our own neighbourhood we live close to people from different communities. Our ways of lives are about the ways in which we do things together. We hear stories about each other's lives, customs and traditions. All are found to have diversity and mixture.

### **Unity in Diversity**

It was Nehru who coined the phrase 'Unity in Diversity'. Nehru says that Indian Unity is not something imposed from the outside but rather something deeper and within its fold. India's diversity has always been recognised as a source of its strength and unity. When the British ruled India, men and women from different cultural, religious and regional backgrounds came together to oppose them. India's freedom movement involved thousands of people of different backgrounds in it. They worked together to decide joint actions, they went to jail together and they found different ways to oppose the British.

The British thought that they could apply Divide and Rule Policy because Indians were so different and they could continue to rule them. But the people showed how they could be different and yet be united in their battle against the enemy. A patriotic song was composed and sung to honour the memory of those brave people killed in the Jallianwalla Bagh massacre in Amritsar. Songs and symbols that emerged during the freedom struggle served as a constant reminder of our country's rich tradition of respect for diversity. The story of Indian tricolour flag was used as a symbol of protest against the British everywhere.

Like India's diversity, the state of Manipur is full of diversities in many respects. The Meiteis, Pangals, Nagas, Kukis, Lusais, Hmars, Paites, Sikhs, non Manipuris from UP, Bihar, etc. all are living together with their different religions. There are different festivals of different religions like Mera Houchongba, Holi, Ningol Chakouba, X-mas, Idul Fitr, Idul Zuha, Lui-Ngaini, Kut festival, Durga Puja, Muharram, Dushara etc. Mera Hou Chongba is enjoyed by the Meiteis and tribals. For the Miss Kut Contest Manipur girls irrespective of castes and races join the festival. Christmas day is enjoyed by not only Christians but also the Hindus and other religious groups. Thus, different communities are seen attending and enjoying different cultures and festivals. Sometimes conflicting situations may arise that may lead to ethnic violence. But ultimately people in this state recognise how to respect each other without any discrimination. They know that all of them are Indians and must be united emotionally to defend the unity and integrity of the state. In spite of its various differences and diversities, the Manipuris have been able to live together peacefully. Each community must know this valuable mantra. Otherwise community tension may threaten the integrity of the state.

In fact, diversity in India and Manipur is a source of unity, strength and composite identity. There are eight major religions in the world. Every single one of them is practised in India. We have more than 1600 languages that are people's mother tongue. We have more than a hundred dance forms. Yet this diversity is not always exposed because we feel safe and secure with people living like us. In Manipur food fair and cultural festivals are very helpful in strengthening our diversity as well as unity.

## **Section 2 : Prejudice and Discrimination**

Prejudice means to judge other people negatively or see them as inferior. When our opinions about certain people are always negative, seeing them lazy, cunning, stingy then these become prejudices that we

carry about them. When we say villagers are dirty, ignorant and superstitious these are negative opinions. Similarly if we say people in cities are money minded, lazy and cunning, These are also negative opinions. If we think Meiteilol is the best language and other languages in Manipur are not important, we are judging the other languages negatively. As a result we might not respect people who speak languages other than Manipuri. These are prejudices. Prejudices may be about many things; people's religious beliefs, the colours of their skin, the regions they come from, the clothes they wear, the languages they speak etc Often our prejudices about others are so strong that we do not want to make friends with them. Sometimes we may even act in ways that hurt them. This is not good and prejudices are the product of human weakness and immaturity.

### **Discrimination and Inequality**

Discrimination happens when people act on their prejudices. If you do something to put other people down, if you stop them from taking part in certain activities and taking up jobs or stop them from living in certain neighbourhoods, prevent them from taking water from the same well or hand pump or not allow them to drink tea in the same cups or glasses as others, you are discriminating against them. During the British rule we hear stories of discriminations against Indians. Indians were not allowed to travel in first class boggies of a train. In South Africa the white minority discriminated against the majority Negroes in different ways. Only after 1994 when South Africa got independence under the leadership of Nelson Mandela racial discrimination has stopped.

Between two friends one may be rich and educated, the other illiterate and poor. This is a case of inequality and diversity. Sometimes, diversity can also be a source of discrimination. Groups of people speaking a certain language, follow a particular religion, live in specific region may be discriminated against as their customs or practices may be seen

as inferior. People who are poor do not have the resources or money to meet their basic need, of food, clothing and shelter. They experience discrimination in offices, hospitals, schools etc. where they are treated badly because they are poor. This is also inequality.

People are engaged in different kinds of works like teaching, carpentry, pottery, weaving, fishing, farming etc, to earn a livelihood. However, certain kinds of work are valued more than others. Activities like cleaning, washing, cutting hair, picking garbage are seen as works of less value. People who do such kind of works are seen as dirty or impure.

The caste system in India is another example of inequality. According to caste system society was divided into different groups depending upon their works. They were supposed to remain in these groups for ever. If your parents were blacksmith you could only become a blacksmith, nothing else. You could not change your profession and this system was irreversible. It was not necessary to know or learn a new profession. In the caste system communities or groups of people were placed in a sort of ladder where each caste was either above or below the other. Those who were placed at the upper level called themselves as **higher caste and saw themselves as superior**. The group who were placed at the bottom of the ladder were seen as unworthy and called 'untouchables'. They were not allowed to enter the homes of upper caste. Their children could not sit next to children of higher castes. They could not take water from the village wells or even enter temples. Thus, caste system created inequality in the society.

Dr. Bhim Rao Ambedkar, the father of the Indian constitution was a dalit. **Dalit** is a term that people belonging to so called lower caste use to address themselves. They prefer this word to untouchable. Dalit means those who have been broken. Social prejudices and discriminations have

broken as scheduled castes. Dr. Ambedkar had a bitter and shoking experience in his life when he and his cousins tried to hire a bullockcart. They were denied of the advantage as they belonged to dalits. The incident denied them the respect and dignity given to others. Later in his life Dr. Ambedkar converted into Buddhism in his search for a religion that treated all members equally.

### **Striving for Equality: The Constitution and Respect for diversity :**

The struggle for India's freedom from the British rule also included within it the struggle of large groups of people. They not only fought against the British but also fought for equal treatment. Dalits, women, tribals and peasants fought against inequality. When India became a nation in 1947 our leaders were concerned about the different kinds of inequality existed. These leaders set out a vision and goals in the constitution to ensure that all the people of India were considered equal. This equality of all persons is seen as a key value that unites us all as Indians. Every one has equal rights and opportunities. **Untouchability** is seen as a crime and has been legally abolished. Government jobs are open to all people. The constitution also placed responsibility on the government to take specific steps to realise this right to equality for poor and other such marginalised communities. The writers of the constitution also said that respect for diversity was a significant element in ensuring equality.

These framers of the constitution felt that people must have the freedom to follow their religions, speak their languages, celebrate their festivals and express themselves freely. Therefore, India became a secular country. There is freedom to practise and follow their religion without any fear of discrimination. This is seen as an important element of unity that we all live together and respect one another.

**Glossary :**

**Constitution** : Supreme law of a country, containing fundamental rules governing the politics and society in a country.

**Dalits** : It means those who have been 'broken'. Social prejudices and discrimination have broken the Dalit people. The people of lower caste prefer Dalit to untouchables. The government refer Dalits as scheduled castes (SC).

**Prejudices** : It means to judge other people negatively or see them as inferior.

**Discriminate** : To make or see a difference between;  
To treat differently, make distinction.

**Caravans** : Company of persons e.g. pilgrims, merchants making a journey together for safety.

**EXERCISES****1. Answer the following questions in one word or a sentence:**

- (a) What is inequality ?
- (b) Under whose leadership did South Africa get independence ?
- (c) Who coined the phrase 'Unity in Diversity'?

**2. Answer the following questions in about 30/40 words each:**

- (a) What is the difference between inequality and discrimination?
- (b) How can you say that nature itself is full of diversities ?
- (c) Why are poor people discriminated against in hospitals and offices ?
- (d) What were the targets of the freedom fighters when they fought against the British ?



**3. Choose the correct answer :**

(i) For which of the following is St. Thomas credited with bringing to India ?

(A) Hinduism

(B) Judaism

(C) Christianity

(D) Buddhism

(ii) Which of the following animals produce Pashmina wool in Ladakh ?

(A) cows

(B) sheep

(C) goats

(D) bears

(iii) Which of the following is seen as works of low status ?

(A) teaching

(B) garbage collection

(C) social service

(D) fishing

**4. State true or false**

(a) Jews and Arab traders came to Kerala for the first time

(b) Historical and geographical factors do not influence the diversity of a region.

(c) It was Nehru who coined the phrase 'Unity in Diversity'.

## LESSON

# 21



## GOVERNMENT

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### SECTION - 1

#### Why do we need government

Man is a social being, he likes to live in society. For a fuller and comfortable life, it is impossible to produce all the necessities of life by a single family. A family cannot produce rice, vegetables, clothes, furniture etc without the help of other families. Therefore, people started living together is society. In course of time they felt the necessity of an organisation for the maintenance of peace and discipline among them. That organisation is called government. No ordinary human being can live without such an organisation. This organisation is for the benefit of the whole society.

When human beings live and work together some kind of organisation is needed so that decisions can be made. Some rules and regulations have to be made that apply to everyone. For example, there is a need to control resources and protect the territory of a country to ensure security to the people. Governments do this on behalf of their people by exercising leadership and taking decisions. The government also implement these decisions among all the people living in their territory.

Every country requires a government to make decisions and gets things done. The government will decide where to build roads and schools or how to reduce prices of sugar or onions or way to improve the supply of electricity. It will take several programmes to help the poor. It also

does other important things like running postal and railway services, coinage, defence etc. It must also protect the boundaries of the country and maintain peaceful relations with other countries. It must ensure the supply of goods under public distribution system. When there are natural calamities like Tsunami or earthquake the government must organise aid and assistance for the affected people. If someone commits a crime he or she will be punished.

The government works at different levels, i.e. at the local level, at the state level and at the national level. The local level means in our villages or towns, the state level means in our respective states and the national level relates to the entire country. The government makes laws and everyone living in the country has to obey these laws. With the help of laws the government can function. The government has the power to implement decisions taken by it. Without these laws the decisions taken by it would be of no use.

### **Various forms of Government**

In democracy it is the people who give the decision making power. Representatives are elected directly by the people. Once elected, the elected members form the government. The representatives have to explain the actions of the government and defend the decisions taken to the people.

Monarchy is another form of government. Monarchy may be absolute or limited (constitutional). In monarchy, the monarch (King or Queen) has the power to make decision and run the government. The monarch may be assisted by a small group of people to discuss matters. But the monarch reserves the final decision making power. In monarchy, the kings or queens need not explain their actions nor defend the decisions they made. The monarch sometimes may become a tyrant or an autocrat.

The third form of government is dictatorship in which an **Army General or a Military Junta** may grab the power of the government. Dictatorship usually come into existence as a result of **Coup de tat**, sudden capture of power by use of force. In such governments the people have no freedom of speech and expression. No one can oppose or criticise the the ruler. Generally there are no regular elections in such governments. Sometimes, a strong single party may also rule dictatorship.

### **Democratic Government**

India is one of the greatest democracies of the world. This is a great achievement of the Indian people after a long and eventful struggle. There are many countries where people are struggling to have democracies. In democracies people have the power to elect their rulers. It is a government ruled by the people. The basic idea is that people rule themselves by participating in law making.

Democracy is of two kinds : Direct democracy and indirect (representative) democracy. Direct democracy is almost impossible at the present age because of the big size of population and vast territory of the state, eg. Switzerland can be given as an example of direct democracy. Therefore, we have only representative democracy. In such government, people do not participate directly but choose their representatives by election. These representatives meet and make decisions for the entire population. A government cannot be called itself democratic unless there is **Universal Adult Franchise**. This means that all adults in the country are allowed to vote.

### **Universal Adult Franchise**

There was a time when governments did not allow women and the poor to participate in elections. In those days, governments allowed only men who owned property and were educated to vote. This meant that women, the poor, the propertyless and uneducated were not allowed

to vote. The country was governed by the laws made by these few men. In India, before independence, only a small minority was allowed to vote. They came together to determine the fate of the majority. The unfairness of this practice shocked many people including Gandhiji and demanded that all adults have the right to vote. He could not bear the idea that a man who had got wealth should get the vote but a man who had got character but no wealth or literacy should have no vote. A man who honestly works by the sweat of his brow day in and day out should not have the vote for the crime of being a poor man.

All over Europe and the USA, women and the poor have had to fight for participation in government. Women's struggle to vote got strengthened during the **World War I**. This movement is called the **Women's Suffrage Movement**. The term Suffrage usually means right to vote. During the war the women were called upon to do work as many men were away fighting. Like men, many women began organising and managing different kinds of work. So, women began to be seen as being equally capable of making decisions. The suffragettes demanded the right to vote for all women and to get their demands heard. They chained themselves to railings in public places. Many suffragettes were imprisoned and went on hunger strikes. They were fed by force. American women got the right to vote in 1920 while women in the UK got to vote in 1928. Thus, the right to vote was extended to every adult irrespective of sex, colour, literacy, poverty etc. This system of suffrage is known as **Universal Adult Franchise**. In India this right was extended to all citizens because everybody from all sections of background joined the freedom struggle of the country. Political equality i.e. '**One man , One vote**' led to economic equality and social equality has been granted to citizens.

## Section 2

### Key Elements of a Democratic Government

South Africa is a country that has people of several races. There are black people who belong to South Africa, whites who came to settle there and Indians who came as labourers and traders. The country was earlier governed by **Apartheid Laws**. **Apartheid** means separation on the basis of race. In South Africa, people were divided into White, Black, Indian and Coloured races.

According to the law, these races were not allowed to mingle with each other, to live near each other or even to use common facilities. In those days hospitals were separate so were ambulances. The ambulance meant for the white people were well equipped while for black people was not. Separate trains and buses were also arranged for the whites and the black. Even bus-stops were separate.

Non-whites were not allowed to vote. The best land in the country was reserved for the white people. Blacks and coloured people were not considered to be equal to whites. Inequality and discrimination against the black clearly existed in the society. Once some students protested against learning the '**Afrikaans**' language in schools. **Afrikaans** was the language that the white people spoke. They wanted to learn **Zulu**, their language. The police beat up the protestors and fired killing a student named Hector.

The African National Congress under the leadership of **Nelson Mandela** fought the **Apartheid System** for several years. Finally, in 1994 they succeeded and South Africa became a democratic country. In this country now people of all races are considered equal and voting right is granted to all citizens alike.

## Participation and Accountability

We have already read that in democracy people make the decisions. People elect their leaders through elections. These representatives take decisions on behalf of the people. While making decisions the representatives will keep in mind the voices and interests of the people. All governments are elected for fixed periods. In India, this period is five years while it is four years in the United States. Once elected, governments can stay in power only for the fixed periods. If the representatives want to continue in power then they must be re-elected by the voters. People can sense their power in a democracy. In this way the power of the government gets limited by regular elections and representatives are accountable to the people. They must remember that they are responsible to the people. Thus, in democracy ultimate power rests in the hands of the people.

In India elections are usually held once in five years. Besides voting, there are other ways of citizens' participation in the process of government. People participate by taking an interest in the working of the government by criticising it when required. Whenever there is a disapproval of a government policy, people will react sharply. They will take out rallies and also organise signature campaigns. They may hold public meetings or sit dharnas. The government has to change its decision by listening to the people's opinion. Only democracy can get collective sanction of the people but not in other forms of government.

People express their views and make governments understand what actions they should take. These include dharnas, rallies, strike, sit-in - protests, signature campaigns etc. The people bring forward unfair and unjust things. Mass media like news papers, magazines and TV also play a role in discussing government issues and responsibility.

Another way for people to participate in the decision making is by organising themselves into social movements. They seek to challenge the functioning of the government. The members of the minority community, dalits, adivasis, women and others are often able to participate in this manner. If the people are alert and interested in how the country is run, the democratic character of the government of that country will be stronger. Therefore, if we see any rally we must find out what the rally is about, who is participating in it and what they are protesting about. This will educate people how their government works.

### **To resolve conflicts**

Conflicts can often lead to violence and death. Because, one group decides that it is all right to use force to prevent the other group from protesting. Conflicts occur when people of different cultures, religions or economic backgrounds do not get along with each other. or some among them feel they are being discriminated against. People may use violent means to settle their differences. This lead to fear and tension among others living in an area. The government is responsible for helping to resolve conflicts by adopting peaceful methods.

Religious processions can sometimes lead to conflicts. For example, the route a procession takes may lead to a conflict. Police as an agent of the government play an important role in getting representatives of concerned communities to meet and try to arrive at a solution. There is fear among the participants that violence may erupt, with people throwing stones or trying to disrupt the procession. The police is responsible for ensuring that violence does not take place.

Sometimes use of river water too can become a source of conflict between states. A river may begin in one state, flow through another and end in a third state. Everybody hears the use of Cauvery river water. **Cauvery water dispute** between Karanataka and Tamil Nadu is the best



example. The water stored in Krishnasagar dam in Karnataka is used for irrigating a number of districts and for meeting the needs of the city of Bangalore. The water stored in Mettur dam in Tamil Nadu is used for crops grown in the delta region of that state. A conflict arises because both dams are on the same river. The down stream dam in Tamil Nadu can only be filled up if water is released from the up stream one located in Karnataka. Therefore, both sides cannot get as much water as they need for people in their states. This leads to conflict. The central government is trying to resolve the conflict in an amicable way. A democratic country usually seeks to resolve conflict in an easier way.

### Concerns for equality and justice

Another important key idea of a democratic government is its commitment to equality and justice. Equality and justice are inseparable. The practice of **untouchability** which once practised widely has been now prohibited by law. Many leaders including **Dr. Ambedkar** realised that such practices must not continue and that justice can only be achieved when people are treated equally.

A government of India also recognised this and therefore, untouchability has been banned by passing an act. In our society there is a general tendency to take value and more care for male child than the female child. This is a great injustice. To overcome this injustice the government has stepped in to protect the interest of girl child. Abortion of girl child during pregnancy period is declared illegal. Many schools are encouraged to be established for the education of girl children. Their fee in government schools and colleges may be waived or lowered. More facilities must be given to families having girl child to raise their status. At present we find many girls and women holding higher government posts including active service in different categories. The number of lady

teachers, lady doctors, even lady pilots , lady police officers become common scenes. There are one third reserved seats for women in the local self government. These are for the removal of inequality and injustice between boys and girls.

### Glossary

**Tyrant** - A ruler who rules the country according to his whims neglecting peoples interests

**Suffrage** - Right to vote, right to elect

**Afrikaans** - The language of the whites in South Africa. The black students were forced to learn it.

**Coup de tat**- Sudden capture of political power in a country specially by military general/juntas

**Apartheid** - Discrimination on the basis of race - racial separation

## EXERCISES

**1. Answer the following questions in one word or a sentence:**

- (a) Why direct democracy has become almost impossible ?
- (b) Why poor people were not allowed to vote ?
- (c) How can a king become a tyrant ?

**2. Answer the following question in about 30/40 words each:**

- (a) What was Gandhiji's argument against limited franchise ?
- (b) How is the process of decision making in a Monarchy ?
- (c) Suggest one measure for raising the status of girl child.
- (d) Why is representative government called the rule by the people ?

**3. Choose the correct answer:**

- (i) Which equality is involved in the principle of one man, one vote?
- (A) Social equality                      (B) Religions equality  
(C) Economic equality                (D) Political equality
- (ii) Which one of the following is NOT an element of dictatorship ?
- (A) Sudden capture of power  
(B) no freedom of speech and expression  
(C) regular elections  
(D) no opposition and criticism
- (iii) Which of the following was demanded by Mahatma Gandhi?
- (A) Capitalism                      (B) Social inequality  
(C) unemployment                (D) Universal adult franchise



## LOCAL GOVERNMENT

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India as a democratic country has three levels of governance : National, State and Local i.e. the grass roots. The grass roots governance refers to **Panchayati Raj Institution** in rural area and **Municipal Institutions** in urban area. These third level institutions are known as **Local Self Government**. Local self government is a democratic government in a very real sense.

When some power is taken away from central and state governments and given to local governments it is called **decentralisation of Power**. People have better knowledge of problems and issues which are best settled at the local level. The local people know the needs of their locality and can manage things more efficiently. It makes possible for the people to directly participate in decision making. This also inculcate the habits of democratic participation. Local self government is the best way for realisation of one important principle of democracy.

### Section 1 : Panchayat Raj

Panchayati Raj is the popular name of Rural Local Government. It works at three levels: village level, block level and district level. Each village or a group of villages in some states has a Gram Panchayat. This is a council consisting of several ward members, often called Panchs and a President or Sarpanch. They are directly elected by the adult population living in that village. It is the decision making body for the entire village.

The Panchayat works under the overall supervision of the Gram Sabha. All the voters in the village are the members of the Gram Sabha. The Sabha has to meet at least twice in a year to approve the annual budget of the Panchayat. It has to review the performance of the Gram

Panchayat. The Gram Sabha is the general body while the village Panchayat is a small committee. The Gram Sabha elects its head, the Pradhan, the Sarpanch or Mukhiya. The Sarpanch convenes the meetings of the Panchayat and presides over them. The Upa Pradhan acts as pradhan in the absence of the latter. The Gram Panchayat is elected for five years. The Gram Panchayat has a secretary who is also the secretary of the Gram Sabha. This person is not an elected person but appointed by the government. He will keep a record of the proceedings of the meetings of Gram Sabha and Gram Panchayat.

The Gram Panchayat meets regularly and one of its main task is to implement development programme for all villages that come under it. The work of the Gram Panchayat has to be approved by the Gram sabha. In some states, Gram Sabha forms committees. These committees include some members of the Gram Sabha and some from the Gram Panchayat. They work together to carry out specific tasks. A Gram Panchayat meeting has lot of discussion and to get many more information, the Panchayat would approach the Block Development Officer (BDO).

The work of Gram Panchayat includes

- (i) Construction and maintenance of water resources, roads, drainage, School buildings and other common property resources.
- (ii) Levying and Collecting local taxes
- (iii) Executing government schemes related to generating employment in the village.

### **Source of Fund for the Panchayat**

- \* Collection of taxes on houses, market places
- \* Government scheme funds recieved through various departments of the government through the Janpad and Zila Panchayats.
- \* Donations for community works

The Panchs and the Gram Panchayat are answerable to the Gram Sabha because it is the members of Gram Sabha who elect them. The village level structure goes right upto the **Block level**. A few gram Panchayats are grouped together to form what is usually called a **Panchayat Samiti** or the **Janpad Panchayat**. The Panchayat Samiti has many Gram Panchayats under it. Broadly speaking the functions of the Panchayat Samiti are of two kinds, civic facilities and development functions. Rural health programme, rural water supply, rural roads and regulation of markets, agriculture, animal husbandry and fisheries, cottage industries and social welfare, rural employment etc. The Panchayat Samiti also supervises the work of the Gram Panchayats. The Samiti examines the budget of the Panchayats.

Sources of Income of the Panchayat Samities :

- (i) Grant given by the State government,
- (ii) Taxes levied by the Samiti,
- (iii) A fixed percentage of land revenue.

**Zila Parishad** is an apex body under the Panchayati Raj. It co-ordinates the activities of the various Panchayat Samities. Under the new **Panchayati Raj Act** all the Zila Parishads shall have a uniform 5 years term. Each Parishad has a chairperson who is elected by the members of the Parishad. One third of the office are reserved for women.

Functions - civic facilities and welfare functions, co-ordinating and supervisory functions, advisory and financial functions etc.

Sources of Income of the Zila Parishad:

- (i) Share in the revenue
- (ii) Taxes and cesses, licence fees and market fees
- (iii) Grants from state government

- (iv) Income from property of the Zila Parishad
- (v) Funds for centrally sponsored schemes.

Within the guidelines given in the constitution each state in the country has its own laws with regard to Panchayats. The idea is to provide more and more space for people to participate and raise their voice.

## **Section 2: Rural Administration**

### **A land dispute**

Chaoba is a farmer with a small agricultural field. His family have been farming the land for many years. Next to his field is Amuchou's land which is separated from his by a band. One morning, Chaoba found that Amuchou had shifted the boundary band by a few feet. Thereby, he increased the size of his own field by taking over some of Chaoba's land. Really, Amuchou was a rich man having many agricultural fields. Chaoba was angry but also a little frightened.

Chaoba picked up his courage and went to Amuchou's home. A heated argument followed between them and at last chaoba was assaulted by Amuchou and his men. The neighbours heard and rushed to the spot. They found Chaoba injured with blood shed. He was given first aid by one of them. His friends suggested him to go to the local police station.

After much discussion on merits and demerits, it was decided that chaoba would go to the police station. He accompanied some neighbours who had seen the incident. On the way to the village police station one of them asked, "Why should not we go to the main police station in the town by spending some money more?"

"It is not a question of money. We can register the case only in this police station. Because our village come under the jurisdiction of this

local police station", explained Chaoba. Every police station has an area that comes under its control. All persons in that area can report cases or inform the police about any theft, accident, injury, quarrel etc. It is the responsibility of the police of that station to enquire, to investigate and take action on the cases within its area.

### **Work at Police Station**

When they reached the police station Chaoba went to the Station House Officer and reported him what had happened. He also said that he wanted to give the complaint in writing. The SHO neglected his report and showed reluctantly. Chaoba went outside and called in his friends. They argued strongly that Chaoba had been beaten up in front of them and had they not rescued him he would have been injured very seriously. They insisted that the case be registered. Finally, the officer agreed and asked Chaoba to write down his complaint. The SHO, further told the people that he would send a constable to investigate the incident next day. These are the duties of a local police station of a village.

### **Maintenance of Land Records**

We saw that Chaoba and Amuchou were arguing heatedly whether the common boundary of their field had been shifted. Are there records that show who own what land in the village ? Let us see how this is done.

### **Functions of Patwari or Kanugo/Aamin**

Measuring and keeping land record in a village is the main work of the **Patwari** who is also called **Lekhpal** or **Kanungo**. Each Patwari is responsible for a group of villages. He maintains and updates land records of the village. Agricultural fields are measured by the Patwari with a long chain. In the above incident, the Patwari would have measured both Chaoba's and Amuchou's fields and compared them with



the measurement found on the map. If they did not match then it would be clear that the boundary of the field had been changed.

The Patwari is also responsible for organising the collection of land revenue from the farmers and providing information to the government about the crops grown in the area. It is important for the Patwari to regularly update the records. Senior people in the department supervise the works of the Patwari.

### **Tehsildars or Revenue Officers**

In India, all states are divided into districts. For land management these districts are further sub-divided. These sub-divisions of a district is known by different names such as tehsil, taluka etc. At the head the district collector and under him are the revenue officers known as tehsildarsb SDO. They hear disputes and supervise the work of the Patwaris. They ensure that records are properly maintained and land revenue is collected. They make sure that the farmers can easily obtain a copy of their records, students can obtain their caste certificates etc. Farmers require a copy of their records, because it is necessary when a farmer wants

- \* to buy a plot of land from another
- \* to sell his product to another
- \* a loan from the bank
- \* to purchase fertilizers for his field
- \* to divide his property among his children

### **The New Inheritance Law**

This new law is also known as the **Hindu Succession Amendment Act, 2005**. Often we think of farmers who own land, we think of men

only. Women are seen as workers on the fields but not as people who own agricultural land. Till recently in some states, Hindu women are not allowed to have a share in the agricultural land of the family. After the death of the father his property was divided equally only among his sons and not daughters. This is injustice and discrimination against women. In Manipur women in rural areas work in the agricultural lands more than the man. Most of the agricultural works are done by women folk. Why should not be given women an equal share.

Luckily for women in India, recently the law was changed. In the new law of inheritance sons, daughters and their mothers can get equal share in the land. The same law applies to all states and union territories of the country. This new law has already given benefit to a large number of women.

### Section 3: Urban Local Government

Self government in towns and cities have a long history. Municipal Corporations were first established in the Presidency towns of Mumbai, Kolkata and Chennai in the later nineteenth century. Thereafter the Municipal bodies were set up in other towns and gradually their number increased. The 74th Amendment Act, 1993 of the constitution provides for three types of Municipal Institutions and reservation of seats for SCs and STs and women in every Municipal Institution.

The urban local bodies are organised differently from the rural bodies. The urban bodies are set up according to the size and population of the towns or cities. Some towns are small and some others are thickly populated. **Small Town committees** are now renamed as the **Nagar Panchayats**.

Municipalities or Municipal Councils are set up for medium sized town and cities. There are Municipal Corporations in the metropolitan

cities. The city of Imphal has a Municipal Council whereas Mumbai, Delhi, Kolkatta, Chennai, Bangalore, etc have Municipal Corporations.

The work of Urban local self government is more difficult than that of rural local government because there is rapid growth of population in the cities. It puts a lot of pressure on the available resources. The Urban self government are to meet more demands for housing, water supply, electricity and sanitation.

**The Nagar Panchayats** are set up for the small towns in our country including Manipur. **The Manipur Municipal Act, 1994** states that the Governor shall by notification constitute a Nagar Panchayat for a transitional area. That means an area in transition from a rural area to an urban area. The main functions of a Nagar Panchayat or small town committee are to provide civic amenities like

- i) supply of drinking water and electricity,
- ii) maintenance of hospitals and dispensaries,
- iii) cleaning of public roads and ensuring facilities for sanitation,
- iv) maintenance of schools,
- v) registration of births and deaths,

### **Sources of Income :**

The sources of income of the Nagar Panchayats are the collection of taxes like house tax, sales tax, vehicle tax, building tax etc. But major source of income is the grant- in-aid from the state government.

### **Municipal Councils :**

Municipal councils are also called Municipalities and Municipal

Boards in some states. In Manipur some small town committees have been converted into Municipal Councils.

The members are called councillors in Manipur. For election purpose, the towns or cities are divided into wards. Each ward elects its own representative. Imphal is divided into twenty seven wards with twenty seven elected councillors. Some seats are reserved for the scheduled castes and scheduled tribes. One third of the total seats are reserved for women. The members of the Municipal councils are elected for five years.

The Chairperson and Vice chair person are elected by the councillors. In some states the chairperson of a Municipal Council is elected directly by the people. The Vice Chairperson performs the function of the Chairperson in his absence. The Chairperson presides over the meetings of the council. He acts as a channel of communication between the Municipal Council and the state government.

The Municipal Council works through different committees like work committee, the project committee, the bazar committee and so on. Each committee has a chairman and some members.

The executive officer heads the administrative staff of the council. He acts as the secretary. In Manipur the council may appoint the executive officer with the concurrence of the state government or the state government may appoint a person as such an officer.

**Functions :**

The Functions of the Municipal Councils are similar in most cases with the functions of small town committee. But their functions cover a larger number of people. The functions of the council include

- (i) the supply of drinking water and electricity,
- (ii) establishment of hospitals and towns,

- (iii) construction and maintenance of roads, shopping centres and community halls,
- (iv) maintenance of accounts of births and deaths and provision of educational facilities.

**Sources of Income :**

- (i) Property tax, tax on business and profession, vehicles and water tax
- (ii) Receive annual financial grant from the state government
- (iii) Octroi tax is an important source of income

**Municipal Corporations :**

Municipal corporations have been established in all major cities. We have at present Municipal corporations in Delhi, Agra, Varanasi, Lucknow, Kanpur, Allahabad, Patna, Kolkata, Mumbai, Bangalore, Chennai, Trivandrum and many other cities. Imphal also is likely to be converted into Municipal corporation in near future. Municipal corporations are for very big cities. Such cities are metropolitan in nature. Many people speaking different languages come and settle in such places.

**Composition of the Municipal corporation**

The strength of the Municipal corporation is determined according to the size of the population. The members are elected by the people of the city. Usually the administration of the corporation rests in an elected council and the powers of the corporation are exercised by the General Council, Mayor, Standing committee and Municipal commissioner.

**The General Council :** The General Council consists of members elected by all the adult citizens registered as voters in the Municipal area. They are known as councillors.

Under the 74th Amendment Act every Municipal corporation should have a term of 5 years. Most of the officials of a corporation are appointed by the General Council. But the Municipal commissioner is appointed by the state government. The head of the Municipal corporation is called the Mayor. The Mayor holds a very dignified position. He is elected annually by the members of the corporation from among themselves. In that case, he would have a five year term. The Mayor is the first citizen of the town. His main functions are to preside over the meetings of the corporation and conduct business in such meetings. He also acts as a channel of communication between the corporation and the government. The corporation also elects a Deputy Mayor who will act as Mayor in the absence of the latter.

The Municipal commissioner is the chief executive officer of the corporation. He is appointed by the state government. He attends the meetings of the corporation. He does not have the right to vote at these meetings :

Functions of the corporation :

1. Public Health Sanitation
2. Electricity and Water supply
3. Education and Sports
4. Public works
5. Records of birth and deaths
6. Cultural activities
7. Welfare Services etc.

Providing and running so many services require a lot of money. The Municipal corporation collects funds in different ways. A tax is a

sum of money that people pay to the government for the services the government Provides. People who own homes have to pay a property tax as well as for water and other services. There are also taxes for education and other amenities. If you own a hotel or a shop then you have to pay a tax. When you go to see a movie look carefully at your ticket because you pay amusement tax as well. Cars and other motor vehicles owners also pay parking fees to the corporation etc.

The work in the city is divided into different departments. So, there is the water department, the garbage collection department, a department to look after garden, another to look after road. Towns and cities are to be kept neat and clean. Therefore, garbages are to be removed regularly. If this remains uncollected it attracts dogs, rats and flies and people get ill from bad smell. Municipal corporations is responsible for ensuring that diseases do not break out in the city. It has to replace fused street lamps in the corporation area. Maintenance of proper lighting is a duty of the corporation. It runs schools, hospitals and dispensaries.

Cities are usually quite large. So, the Municipal Corporations has to make a lot of decisions as well as do a lot of work to keep the city clean. The decisions like where a park or new hospital should go are usually made by the ward coucillors. The city is divided into different wards and ward councillors get elected. The complicated decisions that affect the entire city are taken by groups of councillors who form commitees to decide and debate issues. It is these committees for water, garbage collection, street lighting etc, that decide on the work to be done. All the ward councillors meet and they make a budget and the money is spent accordingly. In doing so, in addition to different taxes collected, the corporation recieves annual financial grants from the government.

We can say that most of the Municipal Councils and the Municipal Corporations usually neglect removal of garbages from the bazar areas and cleaning of drainages running in the city areas. In the city of Surat in 1994 there was an outbreak of plaque killing people due to uncollected garbages. But now Surat has become the second most cleaned city in India after Chandigarh.

### Glossary

Patwari - The person who maintains land records of a village. He collects revenues also by measuring the lands. He also updates land records

Zila parishad - It is the apex body of the rural local government

Nagar Panchayats - The small Town committees have been renamed as Nagar Panchayats.

Mayor- Chairperson of the Municipal Corporation is called a Mayor. He is called the first citizen of the town.

Tehsildar - He is a revenue officer of a tehsil that is the sub -division of a district. He supervises the functions of a Patwari.

### EXERCISES

1. Answer the following question in a word or a sentence:

- (a) Who is a patwari ?
- (b) What is a Municipal Corporation ?
- (c) Who elects a pradhan ?



**2. Answer the following questions in about 30/40 words each:**

- (a) Why a copy of land record is necessary to the farmers ?
- (b) State the functions of a patwari of a village ?
- (c) What are the sources of revenue of a Municipal council ?
- (d) If there is a change in the boundary band of agricultural fields how can it be justified ?

**3. Choose the correct answer :**

- (i) Which of the following determines the strength of a Municipal Corporation ?

- (A) Literacy
- (B) Size of population
- (C) Area
- (D) Volume of works

- (ii) Which one of the following is NOT a function of the Imphal Municipal Council ?

- (A) Supply of drinking water
- (B) Electricity
- (C) Registration of births and deaths
- (D) Supply of petrol and diesel

- (iii) When was the Hindu succession Amendment Act is passed ?

- (A) 2004
- (B) 2005
- (C) 2006
- (D) 2007

**4. Match the following :**

- |                                                                           |                                                             |
|---------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>a.</b> The patwari is also responsible for</p>                      | <p><b>1.</b> the work of the patwaris</p>                   |
| <p><b>b.</b> The tehsildars hear dispute and supervise</p>                | <p><b>2.</b> the functions of the small town committees</p> |
| <p><b>c.</b> The functions of the Municipal Councils are similar with</p> | <p><b>3.</b> came - settle in metropolitan cities</p>       |
| <p><b>d.</b> Many people speaking different languages</p>                 | <p><b>4.</b> organising the collection of land revenue</p>  |

## LESSON

# 23



## OUR LIVELIHOODS

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A livelihood is the means for sustenance. We have to engage ourselves in a variety of activities to earn our livelihood. This is in a way a contribution to the society of which we are a part. Your parents have to get your requirements, look after the family members when they fall sick and also save some money for the future. What you cannot produce at home has to be purchased. To meet these requirements your parents have to earn money through some activities. Do you know, what your parents do to send you to school? Let us take some examples of what the parents of your friends do. Rabina's father is a teacher. Tomba's father is a farmer. Rahim's mother owns a tailoring shop. Jacob's mother is a nurse. Gyaneswori's father is a priest who looks after the needs of a local temple. Ibechaobi's mother is a vegetable vendor. Prasad's father is a shopkeeper. Ali's father is a rickshaw driver. Hemo's father is a doctor. Songboi's father is a police officer. Babina's father runs a hotel.. What the parents of your friends are doing are what we call livelihoods. Teaching, farming, tailoring, nursing, looking after the temple, shop keeping, selling vegetables and repairing vehicles as a mechanic are all examples of livelihoods. Livelihoods differ in terms of their earnings and respectability in the society. Even though, your parents would do everything to give you the best education, they have to strike a balance between your education and their earnings. Now, the government is providing free education in government run schools upto the age of 14 years through the Sarva Shiksha Abhiyan.

However, rural livelihoods are quite different from urban livelihoods. The classification of localities into rural and urban are based

on certain criteria .Most of the male workers in rural areas earn their livelihoods from agriculture. The density of population i.e. the number of persons per square km is also low in rural areas. In the following sections we will discuss rural and urban livelihoods in detail.

### **RURAL LIVELIHOODS:**

Rural areas are characterised by the dominance of agricultural activities and this is reflected in the livelihoods pursued by the people. The National Sample Survey Organisation (NSSO) defines 'rural' as follows:

- An area with a population density of up to 400 per square kilometer,
- Villages with clear surveyed boundaries but no municipal board,
- A minimum of 75% of male working population involved in agriculture and allied activities.

Most of them are cultivators and agricultural labourers. Rural livelihoods are centred around agriculture. For a vast majority of the rural population, the main occupation is agriculture and allied activities. Table 1 shows the importance of agriculture in the occupational distribution in rural areas. About 68% of usually working rural persons in Manipur work in agriculture.

**Table 1: Per 1000 distribution of usually working persons  
by broad industry division-RURAL**

| Activity                     | Manipur | All India |
|------------------------------|---------|-----------|
| Agriculture                  | 678     | 708       |
| Mining                       | 6       | 6         |
| Manufacturing                | 77      | 82        |
| Electricity,watersupply etc. | 0       | 2         |
| Construction                 | 35      | 54        |
| Trade,hotels& restaurant     | 70      | 67        |
| Transport                    | 24      | 27        |
| Other services               | 110     | 54        |

Source:NSS Report No.515: Employment and Unemployment situation in India 2004-05.

About half of the rural population in India own or lease land to cultivate it for their livelihood. Another 27 per cent are dependent on these cultivators for jobs as agricultural labourers. Thus, a total of 77 per cent of rural population solely depend upon land only for their living and land is the source of their income. There are others, constituting a small proportion, who are engaged in business, like petty shopkeepers or small merchants, and salary earners like teachers, health workers, and village level officials. The implication of this type of occupation pattern is that the income generation in rural areas entirely depend upon how the land is used, what crops are cultivated, how much is marketed, how much is consumed and the marketing arrangements for the production. If the rainfall is adequate, weather conditions are favourable and appropriate technology is available, the rural areas prosper as it has happened in Punjab, Haryana and Western Uttar Pradesh. If the weather is unfavourable, the rural income suffers a great deal, as it often happens in drought prone areas. So, the **disposable income** in the hands of rural people is very much conditioned by the status of agriculture and other allied activities.

Understanding the livelihood systems of the poor is crucial to effective poverty reduction. The livelihood approach puts households of the poor as its central focus. It takes holistic consideration of things that the poor might be vulnerable to assets and resources that help them thrive and survive, policies and institutions that affect their livelihoods, how the poor respond to threats and opportunities and what sort of outcomes the poor aspire to. In recent years, land based livelihoods of **small and marginal farmers** are increasingly becoming unsustainable, since their land has not been able to support the family's food requirements and fodder for their cattle. As a result, rural households are forced to look at alternative means for supplementing their livelihoods.

### LIVELIHOOD FROM THE LOKTAK LAKE

Our Loktak lake also supports many livelihoods based on **fishing**. The primary livelihood of the people of Thanga, an island village in Bishnupur district, is fishing because most of their income are derived from fishing in the lake. Some of them may also be engaged over a short period in activities such as collecting edible plants when they are not fishing. Such activities become their secondary livelihood.



**Fig: 22.1 Fishing in the Loktak Lake**

A floating mass of biomass called Phumdis, support a large number of fishing families. The houses built on the phumdis used to be a tourist attractions. Recently the government has taken several steps to discourage the people from settling on Phumdis to cleanse the lake. Selling the fishes in the market is also a livelihood mainly pursued by the women. They may catch the fishes themselves or they may collect the fishes caught by many individuals. Normally the fishes are taken to urban markets. Because most of rural livelihoods yield low income, costly goods are not in demand and not available in rural areas. Let us examine the nature of the livelihoods pursued by the parents of your friends a little more in detail. There should be adequate demand for the goods produced by the people and the price also should be in line with the income of the people.

### TEACHING AS A LIVELIHOOD:

Rabina's father Sanahal, popularly known as **Oja Sanahal**, teaches in the local school. The school building needs major repair. The desks

and benches are not only inadequate but also in bad shape.

Yet he regularly goes to school by 9 am and stays there upto 3 p.m. He has to teach many subjects because there are very few teachers. He uses chalk and blackboard which are the only teaching aids available in the school. He really loves to lecture throughout the day to the group of eager and young students. Every one respects him.

#### **FARMING AS A LIVELIHOOD:**

Tomba's father Biren owns a small plot of land. He is more fortunate than his neighbours who do not own even a small piece of land. He has taken a bigger plot on lease from a landowner based in the city. He cultivates the land with the help of all of his family members. The field has to be prepared either with bullocks or tractors.



**Fig: 22.2 A Farmer with bullocks**

The seedlings have to be transplanted. Adequate and timely water supply should be made available to the plants through irrigation. Weeds and pests need to be taken care of. Fertiliser has to be applied. During the busy seasons i.e. the plantation and harvesting seasons he has to hire additional workers. When the crop is harvested the landowner gets one fourth of produce in normal times. However, when the harvest is very poor due to drought or flood it is not uncommon for the landowner to forgo his entire share. After the harvest in November he does not work in the field because there is no practice of multiple cropping and there is little irrigation facility. This is the most difficult period faced by Tomba's family every year. They manage by doing odd jobs like repairing houses, fences or making bamboo baskets here and there. They even go to the cities in search of jobs.

**NON AGRICULTURAL LIVELIHOODS:**

Rahim's mother Nirulissa owns the Nirulissa tailors, the only **tailoring shop** in the locality. She with her stitching machine takes care of the local demands for small tailoring jobs such as mending torn clothes and making simple wears. She has been in this business since the death of her husband Kamaruddin. For more sophisticated demands people have to go to the city. She knows this yet is unable to upgrade her shop due to shortage of fund. She does not know how to approach the bank for a loan and the interest rate charged by the local money lender is very high.



**Fig:22.3 Tailoring shop**

Jacob's mother Mary is a trained **nurse** and is very popular in the locality. She is everyone's sister. There is hardly any ailment for which she cannot give some advice. Her main duty is to assist the doctor in the local dispensary. She gives injection to sick persons, dresses up the wounds when someone is hurt, helps in delivery of children. She is ready to help anyone anytime and unlike a school teacher's job there is no off time for her. She is content with whatever she gets from her work.

Gyaneswori's father is a **brahmin** who looks after a local temple. So Gyaneswori belongs to a Brahmin family and her father popularly known as Eigya Gopal is a highly respected personality in the locality. No sacred ritual can be complete without his blessing. He is well versed in Sanskrit. Invocation of the gods is a must in every religious function which cannot be complete without Eigya Gopal. He is also an expert cook and he supervises the preparation of meals for feasts.



Ibechaobi's mother Tembi, popularly known as Ine Tembi, is a **vegetable vendor**. They have a field where they grow vegetables. Throughout the year they grow seasonal vegetables. Everyday she picks the vegetables and next morning takes them to the city. Sometimes her neighbours also supply her with some vegetable to be sold in the city. Everyday by 8 to 9 a.m. she is ready to return after selling her vegetables



**Fig :22.4 A vegetable vendor**

to her contacts. Having contacts make it easier for her, otherwise she may have to scour the market for buyers.

Prasad's father Kailas is a **shopkeeper**. They are originally from Bihar and have settled down here for many years. In his small shop he sells the requirements of the locality which he has procured from the city. He knows almost everyone in the locality by name. Besides being a shopkeeper he is also a money lender. People find him more accessible

than the banks despite his high interest rates. There is hardly anyone in the locality who has not availed of a loan from Kailash one time or the other. You can get loan from Kailash anytime for anything ; daughter's marriage, a family feast, children's education etc.

Priya's father Raghu, popularly known as engineer Raghu, is the **village mechanic**. Though he has not had any formal training, he has acquired through practice the skill for repairing any machine in the village. He can repair from bullock cart to radio transistor. It is jokingly said , of course with justification, that his fingers have eyes. Anytime of the day whether in his small shop or at home, he will be found busy with some gadgets. He encourages Priya and her brothers to watch him doing the work in the hope that one day one of them may take up his profession. Though, he knows that he can upgrade his shop by acquiring more up-to-date machines, he doesnot have the money.

Chaoba's father does not own any land. He is a **daily wage earner** who has to manage with any type of unskilled job that comes to him. It is also not regular. Though, sending Chaoba to a good school may be one of his wishes he cannot afford to meet the expenses for his education in a good private school. So he will send Chaoba to a government school where fees are nominal.

These are not exhaustive list of rural livelihoods. Besides, the difference in earnings, livelihoods also differ in terms of stability. The earnings from some livelihoods are stable while those of some are highly volatile. Rabina's father and Jacob's mother are government employees. They get their salaries every month. When they fall sick, the expenses incurred will be reimbursed by the government. When they retire from their jobs they will get pension as they have been working for many years. The rest are self employed without any fixed working schedule. They do not get any regular salary. When they fall sick they have to meet the medical expenses themselves . They pursue their

livelihoods as long as they can. There is not going to be any pension for them.

The common characteristic of these livelihoods is the slow pace of change, smallness of scale and simplicity. Some livelihoods like smuggling, drug trafficking are illegal and persons with such livelihoods may be arrested and sent to jails. **Some children are unfortunate because their parents cannot afford to send them to a proper school.** Sending children to a proper school is important because many schools cannot provide proper education due to shortage of teachers and inadequacy of teaching aids. The students will be wasting their time in such schools. In rural areas - there is not much choice in schooling. There are few schools.

Rural Children's lives are quite different from urban children's lives in term of facilities and life choices. Their daily routine includes extensive participation in domestic and household activities. Cultural values, traditional limits, economic needs, family responsibilities and participation in household activities as prescribed by the family system they belong to, are important part of their lives. Children's work is not only regarded as an important economic activity but also it is considered as a part of socialization process.

### URBAN LIVELIHOOD

The livelihoods pursued by people in urban areas and rural areas are quite different as an economy develops, the importance of agriculture and allied activities gradually declines. Agriculture-based activities are no longer dominant. Let us describe the typical characteristics of urban areas as we did for rural areas in the beginning of this chapter

**The Census of India 2001 defines urban India as:**

- All statutory places with municipality, corporation, cantonment board or notified town area committee

- A place which satisfies the three criteria
- Minimum population of 5,000
- Density of population of at least 400 per sq. km. (1,000 per sq. mile)
- At least 75% of male working population engaged in non-agricultural activities.

In general, non agricultural activities pursued in urban areas are much more remunerative than those in rural areas. This difference in income is also reflected in much more diverse collection of activities observed in urban areas. These Urban activities have developed due to the existence of their markets.

**Table 2: Per 1000 distribution of usually working persons by broad industry division.**

**URBAN**

| Activity                      | Manipur | All india |
|-------------------------------|---------|-----------|
| Agriculture                   | 259     | 76        |
| Mining                        | 0       | 8         |
| Manufacturing                 | 137     | 239       |
| Electricity,water supply etc. | 0       | 7         |
| Construction                  | 48      | 84        |
| Trade,hotels& restaurant      | 197     | 253       |
| Transport                     | 44      | 90        |
| Other services                | 314     | 243       |

Source:NSS Report No.515: Employment and Unemployment situation in India 2004-05

In Manipur only 25.9% of the population stay in urban areas. Table. 2 shows per 1000 distribution of usually working persons by broad

industry division. It shows that agriculture is no longer the overwhelmingly dominant sector.

An urban school has many things unlike a rural school. The desks and benches, the teaching aids, the building and overall cleanliness are much better than a rural school. Roads leading to the school are better. There are many schools in urban areas and these schools have to compete for students. That invariably makes them very competitive. The choices open to students in urban areas are not available to students in rural areas.

The needs of urban dwellers are much more diverse than the needs of a rural family which is a reflection of higher income. You need TV, motor vehicles, generators etc. The market for these goods also develops gradually. The different characteristics of the urban areas will be reflected in the livelihoods pursued by the parents of your class mates. Even the livelihoods pursued in rural areas become more complex in urban areas.

Jaya's father is a **doctor**. Thoiba's father is a **computer engineer**. Thaibipou's mother is a **bank manager**. Biren's father is a teacher. Tomba's mother is a vegetable vendor. Kishor's father owns a big **shopping centre**. Shyam's aunt is a **domestic worker**. These are **urban livelihoods**. In addition to these livelihoods, other livelihoods such as singing, rickshaw pulling, mobile vegetable selling become economically viable and hence pursued.



*Fig: 22.5 A doctor*

Jaya's father is a doctor who works in a government hospital. He is a cardiologist, a specialist in heart ailments. He has visited many foreign

countries. Every morning many patients , even from far off places, come to take his advice. In the evening, he visits many clinics in the locality . He is an active member of Rotary International, a philanthropic international organisation. He is satisfied with his work. It is not that there are no doctors in rural areas. Every public health centre in remote areas also has doctors. But the doctors in rural areas have to operate with minimal infrastructure and even for routine ailments the patients have to be referred to urban centres. There is also no social life familiar to them. Thus, job satisfaction elude most of the doctors in rural areas.

Thoiba's father who is a computer engineer runs a big computer institute known as Global Infotech in the city. He graduated from IIT, Delhi. His institute trains many students in information and communication technology skills. There is so much of competition in this field that skills become obsolete rapidly. In other words he has to keep on running to be where he is now. He now employs 30 computer personnels in his institute. Being a private organisation, Global Infotech has to buy group medical insurance plans from insurance companies and invest in pension plans.

Thaibipou's mother is a manager in the ICICI bank. After passing her M.Com. from Mumbai University she qualified as a probationary officer in ICICI and now after having worked in many capacities in many branches, she is back in her home state as a branch manager . She is also in charge of the loan section and scrutinises the numerous loan applications for sanction of loans. She has to check whether the necessary documents have been submitted by the applicants and are in order. After that she has to do physical verification of the information provided in the applications. The bank takes care of her family's medical expenditure, children's education and occasional holidays in other parts of India. After her retirement, she is assured of a handsome pension.

Biren's father runs a very famous **coaching centre**. He **specialises in coaching for aspirants of medical and engineering profession**. In a way he is a dream merchant. Every year hundreds of aspiring candidates flock his coaching centre and many of them have been selected for the medical and engineering courses over the



**Fig :22.6 A Coaching Centre**

years. Being a private organisation, he has to take care of his expenditure all by himself. There is no separate medical expenses and retirement benefits. This can be done by buying medical policies from insurance companies and by investing in pension plans. Now, he has become a role model for unemployed educated persons for showing that not getting a government job is not the end of the world. This is the similar story for most of the coaching institutions found in Imphal particularly along the Airport road. Some coaching centres are getting into formal education system by establishing schools for junior classes. The **COMET** school is one such example.

Tomba's mother goes to the market early in the morning to buy vegetables from her contacts. She has a shop in the city vegetable market. She buys them in bulk and sells them to other vegetable vendors for a commission. She does not have to scour the rural vegetable markets. So high in the demand for vegetables in urban areas, she proudly says that there has never been any problem of unsold stock. She is actively considering diversification of her sources of supply even from outside the state so as to protect her supply chain. Of course, there are also other vegetable vendors who regularly visit the rural vegetable markets to buy and then sell in the urban markets.



Kishor's father who is a Marwari owns the biggest shopping complex in the city. He has inherited this from his forefathers who had adopted Manipur as their home state many years ago. He is engaged in selling construction material taking advantage of the construction boom in the state. He visits the government departments frequently to explore the possibility of some business. He also takes active role in **philanthropic institutions** like the Lions Club.

Ratna's father is a Brahmin. Yet unlike his rural counterpart who is confined to worship and cooking, he has diversified into a home delivery kitchen service popularly known as **Eigy Krishna's Chakshang**. The customer can place orders both for vegetarian and non vegetarian items. His team can organise a feast anywhere at short notice thus sparing the host the troubles of taking care of the details of the feast from hiring cooking utensils to buying vegetables. If you ever go to Bamon leikai, a Brahmin dominated locality in Imphal East district, you will be amazed to find many 'Chaksangs' being advertised in proper sign boards.



Fig :22.7 Advertisement of Brahmin Kitchen

Sobita's father is an engineering graduate who became a special contractor specialising in supply of electrical goods to all major departments in the state. He keeps in touch with renowned companies across India and also does careful liaisoning work with the bureaucrats and technocrats. He has established a good reputation for himself by supplying good quality materials only. His name invokes confidence. It is also true that some contractors are also notorious for supplying sub



standard materials. The popular explanation for contractors doing sub standard work is the layers of authority that need to be bribed for getting the contract and implementing it.

Shyam's aunt is a domestic worker who does the domestic chores in several households such as washing dishes and clothes, cleaning the floor etc. She has a very tight schedule as she rushes from one household to another. She is needed because women in these households work in offices and institutions outside their homes. She is paid in both cash and kind. Though, she does not have any social security worth the name, in most households where she works she is respected and consulted on many matters. She is treated like a family member.

The picture is that of a Myanmarese lady selling fish at Moreh. She is selling fish and does the cutting also for her customers. In rural areas, cut fish is normally not available in the market. In urban Manipur we see women folk selling fish only and men selling and cutting fish.



**Fig :22.8 Selling Fish**



**Fig :22.9 Transportation of goods**

This person derives his livelihood by transporting goods from one place to another. The picture is that of a driver getting ready for transporting these foreign goods to Imphal's Paona international market from Moreh. The demand for foreign goods in Imphal has created this livelihood.

### WHY DO LIVELIHOODS DIFFER?

What stand out are the fast pace of life, the complexity of activities and of course, the variety of job opportunities. As you see the urban livelihoods that we have discussed can be in rural areas also. However these would not flourish as in urban areas simply because there is inadequate demand for them. Coaching centres will not get adequate number of students and the fee also would be too high for most of rural families to send their children. Big shops will not flourish in rural areas due to inadequate demand. Opening an imported goods shop in rural areas may not be sustainable for similar reasons. Service is an important component of urban livelihood. Unlike in rural areas where friends and relatives help you, in urban areas you have to hire people to get most of your work done. In urban areas, they have to outsource i.e. get it done by other professional persons. People are richer and their tastes are also varied. Everyone is in a hurry. The demand for various types of services create a market and there are many alternative livelihoods in urban areas. Lawyers, insurance agents, event managers and many others have a thriving activity in urban areas.

The picture above is that of a fruitseller going around the urban locality. Urban customers would like the sellers to come at their doorsteps. Such shops are not visible in rural areas normally because of low purchasing power of the people and small population size. The mobile shop is in response to competition and demand.



**Fig :22.10 A mobile fruitseller**

### IS EVERY URBAN LIVELIHOODS ATTRACTIVE :

It does not mean that all urban livelihoods are equally remunerative and every parent can send their children to a proper school. The government employees and employees of big corporations enjoy not only higher income but also higher social security. People in the unorganised sector have to face a hard life choice. The porters in the busy markets, the ever polite waiters in the numerous hotels in the city, the rickshaw pullers found everywhere, the labourers thronging the urban centres in search of jobs etc. are some examples. They are faced with hard livelihood choices.

### LIVELIHOODS IN UNORGANISED SECTOR

Many people from rural areas commute daily to urban areas in search of jobs. Many decide to live in urban slums to be near their place of work. They have no place to complain. If they ever complain they are

likely to be thrown out of their works. When they fall sick they have only themselves to help. There is also no guarantee that they will get regularly the work however undesirable it may be. This is the lot of the unorganised sector workers. Low wage, poor working conditions, extended period of work, irregular engagement and absence of any security are



**Fig :22.11 A porter in Moreh**

the characteristics of unorganised sector. Recently the government has passed some acts for the benefit of the unorganised sector workers. But there is a big difference between passing an act and actually

implementing it.

### CATEGORISING EMPLOYMENT:

One of the many ways of categorising employment is in terms of types of household. Employment can be of three types i.e. self employment, regular salaried/wage employment and casual wage labour. They become very distinct in urban areas.

A Self employed person is the entrepreneur, manager and owner rolled into one. Self employment is encouraged as the government is not in a position to provide jobs to all who want to work. Out of these categories the lot of the casual wage labour is the worst.

Table 3: Per 1000 distribution of persons by household type

| Household type        | Rural   |           | Urban   |           |
|-----------------------|---------|-----------|---------|-----------|
|                       | Manipur | All India | Manipur | All India |
| Self employed         | 794     | 565       | 448     | 433       |
| Regular wage/salaried | 9       | 241       | 328     | 396       |
| Casual labour         | 21      | 106       | 15      | 118       |

Source: NSS Report No.515: Employment and Unemployment Situation in India 2004-5.

Around 80% of the rural population in Manipur belong to self employed households with only 0.9% belonging to regular wage/ salaried category. In urban area as much as 33% of the population belong to the latter category.

### RURAL URBAN MIGRATION:

Rural and urban lives are connected inter alia through the process of migration. Not only goods move between rural and urban areas, people also move. **Migration refers to the movement of people away from their normal places of residence or the place of birth.** People have regularly migrated for various reasons. The pressure of population in rural areas

results into smaller and smaller plot which gradually render agriculture economically non viable. This compels rural people to migrate to urban areas. The push factor from rural areas is supplemented with the pull factor from urban areas. Urbanisation always creates lots of job opportunities both for skilled and unskilled labourers. Cobblers, barbers, dhobis, dry cleaners, porters are some examples.

Rural people migrate to urban areas in search of work to earn a livelihood as agriculture, the dominant livelihood in rural areas is highly seasonal. Migrant workers are very popular in urban areas and they would be migrating to urban areas doing jobs like digging ponds and canals, constructing bamboo fencings, developing kitchen gardens, repairing houses etc. They would be staying there for many days. Now because of the improvement in transportation, the workers would commute daily indulging in circular migration. Some such migrant workers can be seen in our Khwairamband market thronging the old bridge competing with each other to catch the attention of those who come to hire them. They do all types of manual work and return home in the evening.

Many migrant workers work in the construction sector. Every year during the harvest time this sector suffers from acute shortage of workers as most of the rural migrant workers would have stayed back for family agricultural activities. In rural Manipur, Khullang or reciprocal labour is widespread where people work in other's fields in return of work done by others in their fields. Labour is paid with labour.

| Table 4 : Distribution (per 1000) of internal migrants -male & female |                 |                 |                 |                 |              |
|-----------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|--------------|
|                                                                       | <b>Rural to</b> | <b>Urban to</b> | <b>Rural to</b> | <b>Urban to</b> | <b>Total</b> |
|                                                                       | <b>rural</b>    | <b>rural</b>    | <b>urban</b>    | <b>urban</b>    |              |
| Manipur                                                               | 394             | 80              | 303             | 223             | 1000         |
| All India                                                             | 617             | 57              | 195             | 131             | 1000         |

**Source:** NSS report no.533 Migration in India 2007-2008

There are four types of internal migrant by direction. About 30.3% of the internal migrants in Manipur migrate from rural to urban areas. About 39.4% migrate from rural to rural. All India proportion exceeds Manipur's proportion in 'rural to rural' only.

**Table 5:** Distribution (per 1000) of migrants by reason of migration.

|                                     | Manipur     | All India   |
|-------------------------------------|-------------|-------------|
| Employment related reasons          | 222         | 99          |
| studies                             | 241         | 24          |
| Forced migration                    | 0           | 8           |
| Marriage                            | 36          | 681         |
| Movement of parents/earning members | 412         | 134         |
| others                              | 21          | 51          |
| <b>Total</b>                        | <b>1000</b> | <b>1000</b> |

**Source: NSS report no.533 :Migration in India 2007-2008**

'Movement of parents or earning members' constitutes the most important reason for migration in Manipur followed by 'studies'. Only about 22.2% migrate for employment related reasons.

Everyone should have a livelihood which can provide him with a decent standard of living. These livelihoods also may change as the economy develops. As it is, there is a wide difference in the remuneration in rural and urban livelihoods. Yet the sense of dignity of labour should be inculcated among the people. All work are complementary directly or indirectly. Besides a little bit of reorganisation for example, introduction of improved techniques of cultivation can substantially narrow down the gap in rural and urban remuneration. Narrowing down the gaps in

livelihoods should be a prime objective for development.

## EXERCISES

1. **Answer the following questions in one sentence:**
  - (a) What is your parent's livelihood?
  - (b) Is an urban livelihood always more remunerative than a rural one?
  - (c) What happens to the importance of agriculture as the economy grows?
2. **Answer the following questions in 30/40 words each:**
  - (a) Point out the differences in the livelihood of an urban doctor and a rural doctor.
  - (b) What are the characteristics of work in unorganised sector?
  - (c) How many types of migration are there?
  - (d) What is the most important reason for migration?
3. **Choose the correct answer**
  - (i) One of the criteria for classification into urban area is
    - (A) 75% or more of male workers are in non agricultural activities.
    - (B) 75% or more of workers are in non agricultural activities
    - (C) 70% or more of male workers are in non agricultural activities.
    - (D) 70% or more of workers are in non agricultural activities.
  - (ii) The most important reason behind migration in Manipur is
    - A. Marriage
    - B. Study
    - C. Employment related reasons
    - D. Movement of parents/earning members

(iii) The proportion of self employed category in rural areas is

- A. 100%
- B. 80%
- C. 85%
- D. 90%

**4. Fill in the blanks:**

- (a) Most of the male workers in rural areas earn their livelihoods from.....
- (b) When the harvest is poor , it is not uncommon for the landowner to-----.
- (c) Most of the male workers in urban areas earn their livelihoods from.....
- (d) Urban livelihoods cannot flourish in rural areas because there is -----

**ACTIVITY**

- Prepare a list of livelihoods in your locality.
- Prepare a list of livelihoods where you find migrant workers.



## LESSON

## 24



## Needs and Wants

**Definition of Needs and Wants**

By the term needs, we mean those requirements which are extremely important for human being to live a healthy life. They are personal, psychological, cultural, social etc. that are important in one's life. In ancient times the three basic needs of the human beings are food, clothing and shelter but with the passage of time, education and healthcare also became integral, as they improve the quality of life. They are a person's first priority as they are the things that they keep us healthy and safe. Therefore, if needs are not satisfied in time, it may result in illness, inability in functioning properly or even death.

On the other hand, man is perpetually a wanting animal. Their wants may vary from person to person and even it varies from time to time of an individual. Thus, wants are defined as something that a person would like to possess, either immediately or at later time. They are optional, i.e. an individual is going to survive, even if not satisfied.

Also, one person's wants may be another person's needs. An individual's needs are limited while his wants are unlimited. Thus, needs are something that you must have, in order to live. Wants are something that adds comforts in your life. Before you buy something ask yourself, "Do I really need this item to buy, or do I just want it? It will really help in making your financial budget.

Remember, needs are basic necessities one cannot wish away. For example in summer fan becomes a need. On the other hand wants make your life comfortable. An air conditioner makes life more comfortable in summer.

**Exercise**

List a minimum of five each of your needs and wants in the space below in priority.

| Sl. No. | Needs | Sl. No. | Wants |
|---------|-------|---------|-------|
|         |       |         |       |
|         |       |         |       |
|         |       |         |       |
|         |       |         |       |
|         |       |         |       |

### Budgeting: Prioritizing the needs!

Budgeting is a balancing act. The secret to sustaining yourself from day to day while also reaching your financial goals is building a budget that balances your needs with your wants.

The first step in your financial planning is budgeting. Budgeting is a process for tracking, planning and controlling the inflow and outflow of your income be it daily, weekly, monthly and yearly. It entails identifying all the sources of income and taking into account all current and future expenses, with an aim to meet an individual's financial goals. The primary aim of a budget planner is to ensure savings after the allocation of spending.

### Plan your budget

Tomba is a 15 year old boy and he stays in Imphal with his family. His family consists of his father, mother and sister Thoibi. Tomba gets Rs.1,500 as monthly allowance from his parents. Out of Rs1,500 he has to pay Rs500 as school van fees. He has to pay Rs.300 for Yoga classes, Rs.300 for Stationery. Out of the remaining amount he uses Rs.200 for recharge voucher for his mobile. He is an avid fan of comics and hence he spends Rs.150 on 4 to 5 comics issues in a month. Rest of the money he spends on ice cream and other items.

His sister Thoibi always give him a birthday present but he never gave anything to her birthday. But this year he has decided to give a surprise gift . Thoibi's birthday is after 3 months. But as of now he has no savings with him and he does not want to get extra money from his parents or even from his friends and relatives for the purpose.

He wants to give a dress to his sister which costs Rs.500 . He is unable to find any way to get money to buy it. Can you help Tomba to attain his goal?

| Tomba's personal monthly budget |       |         |
|---------------------------------|-------|---------|
| Sl. No.                         | Items | Amounts |
| 1                               |       |         |
| 2                               |       |         |
| 3                               |       |         |
| 4                               |       |         |
| 5                               |       |         |
| 6                               |       |         |
|                                 | Total |         |

## LESSON

## 25



## Bills / Cash Memo

### What is a Bill?

A bill is a written statement of money that you owe for goods or services. It is a legal document made by a seller to a buyer that records the transaction between seller and buyer. A bill contains important information like item description, price, quantity, payment mode, warranties, tax, date and signature.

An invoice and a bill are documents that convey the same information about the amount owing for the sale of goods or services but the term invoice is generally used by a business looking to collect money from its clients, whereas, the term bill is used by the customer to refer to payments they owe suppliers for their goods and services.

### What is a Cash memo?

It is a document stating cash received for the goods sold and services rendered. It is a paid bill for cash sales. Cash memo serves as an evidence of cash being paid to the seller by the buyer in exchange of goods and services.

| CASH MEMO                              |                      |              |        |        |
|----------------------------------------|----------------------|--------------|--------|--------|
| <b>R.K Enterprises</b>                 |                      |              |        |        |
| Keishampat, Imphal, Manipur .795001    |                      |              |        |        |
| Party Name.....                        |                      | GST No. .... |        |        |
| Delivery No.....                       |                      | Date : ..... |        |        |
| Sl. No.                                | Description of Goods | Quantity     | Amount | Remark |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
|                                        |                      |              |        |        |
| Total Rs.                              |                      |              |        |        |
| Goods once sold will not be taken back |                      |              |        |        |
| Authorised Signatory                   |                      |              |        |        |

**Why should we insist on taking a cash memo?**

It is very important that we always ask for a cash memo on every purchase or payment made. In the absence of a cash memo buyer loses the right to complain under the consumer protection law if the goods or services turn out to be faulty or not up to the mark. On the other hand, seller can't refuse from payment of taxes to the government which is the main source of revenue for the government.

**Exercise**

1. Give two examples of your needs and wants.
2. What is the difference between needs and wants ?

| Jumble words | Clue                                             | Solution |
|--------------|--------------------------------------------------|----------|
| Ndese        | basic things we require to live                  |          |
| Wstan        | thngs which makes life enjoyable and comfortable |          |

- 1) Basic necessities of life are
  - a) Demands
  - b) Wants
  - c) Goods
  - d) Needs
- 2) Things which make our life more comfortable and enjoyable are
  - a) Demands
  - b) Wants
  - c) Goods
  - d) Needs
- 3) Food clothing and housing are
  - a) Demands
  - b) Wants
  - c) Goods
  - d) Needs
- 4.) Which of the following would not be a need for an elderly person?
  - a) Visit to a hospital
  - b) Warm clothes
  - c) Walking stick
  - d) Trip to Australia

**Excercise**

1. A bill of sale is a ..... document made by a seller to a buyer.
2. A bill records ..... between two parties.
3. A bill offers ..... and ..... for both buyers and seller.
4. A bill is a document for ..... sale and cash memo is a document for ..... sale.

Jumble words

| Jumble words | Clue                                                                                  | Solution |
|--------------|---------------------------------------------------------------------------------------|----------|
| lbil         | Legal document made by seller to buyer recording the transaction between two parties. |          |
| asCh mome    | Buying against cash                                                                   |          |

5. Identify any three places / vendors who issue a bill .

- |                        |                        |
|------------------------|------------------------|
| a) Roadside vegetables | e) Book shop           |
| b) Pharmacy            | f) Bus / Train         |
| c) School canteen      | g) Auto rickshaws      |
| d) Movie theatre       | h) Hair-cutting saloon |

6. What right does the consumer lose when he does not receive a cash memo ?

- |                            |                      |
|----------------------------|----------------------|
| a) Right to purchase       | b) Right to complain |
| c) Right to receive change | d) Right to choose   |