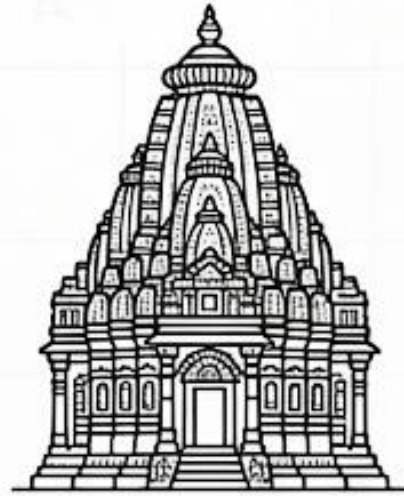




# INDIAN CULTURE AND HERITAGE (223)

## CHAPTERWISE NOTES



## INDIAN CULTURE & HERITAGE

| Sl. No. | Module   | Chapters (Public Examination)                          | Marks |
|---------|--|--|-------|
| 1       | Module 1: Culture                              | L-1: Culture: An Introduction (Sanskriti aur Sabhyata) | 10    |
| 2       | Module 2: History and Culture through the Ages | L-4: Medieval India<br>L-5: Modern India               | 15    |
| 3       | Module 7: Education                            | L-18: Education in India                               | 11    |
| 4       | Module 8: Social Structure                     | L-19: Indian Social Structure                          | 10    |

| Component                                    | Details                 | Marks        |
|--|-------------------------|--------------|
| <b>Public Exam (Selected Module 1,2,7,8)</b> | Total Chapters : 5      | 46           |
| <b>Practical Exam</b>                        | Practical               | 0            |
| <b>TMA</b>                                   | Tutor Marked Assignment | 20           |
| <b>Final Possible Marks</b>                  |                         | <b>66</b>    |
|  |                         | <b>Marks</b> |

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| <b>5</b> | Indian Social Structure  |

# 1

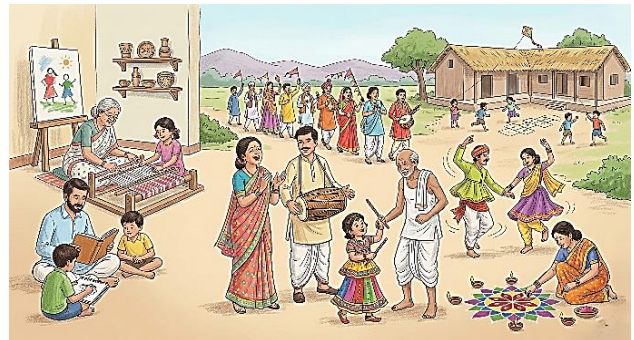
## CULTURE: AN INTRODUCTION

### Introduction

Culture is an important part of human life. It reflects the ways in which we think, understand, behave and live our lives. Through culture, the values, traditions and knowledge of society are passed from one generation to another.

### Culture – An Introduction

- The English word **Culture** is derived from the Latin word **Cult / Cultus** which means to develop or refine.
- In Sanskrit, the word Sanskriti is derived from the root 'Kri' (to do).
- Three words are formed from it –
  - **Prakriti** – original condition
  - **Sanskriti** – refined condition
  - **Vikriti** – deteriorated condition



### Concept of Culture

**Culture:** Culture is that way of life in which a person thinks, works and lives.

### Major Elements of Culture

- Method of taking food
- Dress
- Language
- Method of worship



- Art, music and literature
- Customs and traditions

### **Components of Culture**

Culture has two parts –

- **Material culture**
- **Non-material culture**

### **Material Culture**

- Objects related to the material aspect of life.
- **For example** – clothes, food, house and tools.

### **Non-material Culture**

The aspects related to ideas, beliefs and feelings.

### **Special Position of Culture**

- Culture differs from one place to another.
- Its development takes place through historical processes.

### **Culture and Civilization**

**Civilization:** Civilization means better ways of life and the means to fulfill the necessities of life.

### **Difference between Culture and Civilization**

- **Culture** – is related to the inner feelings of the mind and heart.
- **Civilization** – is related to the external lifestyle and means.
- Culture includes art, music, dance and higher achievements.



### Main Facts

- A person may be poor but still may be cultured.
- A person may be rich but it is not necessary that he is **cultured**.

### Culture and Heritage

**Cultural Heritage:** The culture that we receive from our ancestors is called **cultural heritage**.

### Levels of Cultural Heritage

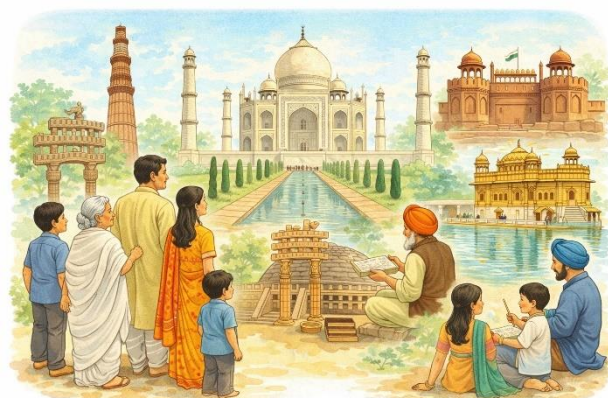
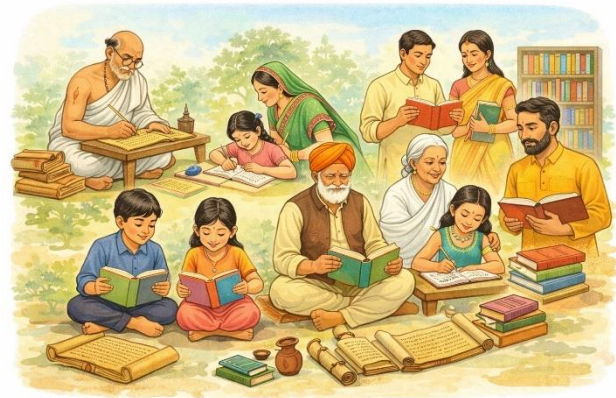
- Heritage of humanity
- National cultural heritage

### Forms of Heritage

- Architecture and monuments
- Knowledge and texts
- Scientific discoveries
- Philosophy and literature

### Examples of Cultural Heritage

- Taj Mahal
- Red Fort
- Qutub Minar
- Sanchi Stupa
- Golden Temple



### General Characteristics of Culture

1. **Culture is learned:** A person learns it from family and society.
2. **Culture is shared:** People of society collectively adopt it.
3. **Culture is cumulative:** Knowledge continues to increase from one generation to another.
4. **Culture is changeable:** It changes with time.
5. **Culture is dynamic:** It does not remain static, it continuously develops.

### Importance of Culture in Human Life

- Culture is deeply connected with life.
- It makes a human being human.
- Culture teaches the way of living life.
- It is connected with traditions, beliefs and values.
- Culture gives the message of love, tolerance and peace.



### Basic Values of Culture

- Truth
- Shiv
- Beauty



# TOP 5 QUESTIONS

## Q-1. What is culture?

**Answer-** Culture is the way of living life which includes the ideas, behaviour, traditions, art, language and beliefs of a person. It transmits the values and experiences of society from one generation to another.

## Q-2. What is the difference between culture and civilization?

**Answer-** Culture is related to the inner feelings of the mind and heart, whereas civilization is related to the external means and facilities of life. Culture reflects the ideas and values of a person, whereas civilization reflects the external progress of life.

## Q-3. What is cultural heritage?

**Answer-** The culture, values, traditions and knowledge that we receive from our ancestors are called cultural heritage. It is preserved from generation to generation and becomes the identity of society.

## Q-4. What are the general characteristics of culture?

**Answer-** Culture is learned, shared by society, cumulative and changeable with time and remains continuously dynamic. It also provides ideal behaviour and rules of life in society.

## Q-5. What is the importance of culture in human life?

**Answer-** Culture teaches human beings the correct way of living life. It develops moral values, traditions and social behaviour and promotes qualities such as love, tolerance and peace.



## 2

# MEDIEVAL INDIA

## Introduction

In medieval India, significant development took place in the fields of religion, language, folk art, music and art. During this period Islam, the Sufi movement and the Bhakti movement deeply influenced Indian culture and a composite culture developed in India.

## Life of People under Delhi Sultanate

### Society

Indian society was divided into four main classes –

- **Aristocrats**
- **Priestly class**
- **Town people**
- **Peasant class**



### Aristocrats

- It included the Sultan, his relatives, nobles and zamindars.
- This class possessed both power and wealth.
- These people lived a luxurious life.

### Priestly Class

- Among Hindus there were **priests** and among Muslims there were **Ulema**.
- They were given tax-free land for their livelihood.



### Town People

- Merchants, artisans, officers and soldiers lived in towns.
- Artisans lived in separate settlements.
- Beautiful objects were made in the royal karkhanas.

### Peasant Class

- Farmers lived in villages.
- They paid land revenue to the state.
- Their life was difficult.



### Trade

- Trade was quite advanced.
- Delhi was the main centre of import and export.
- During this time silver **tankas (coins)** were in circulation.

### Religious Environment

- During this time many social evils had increased in Hinduism.
- Islam talked about equality and brotherhood.
- From this contact arose the **Bhakti movement** and the **Sufi movement**.

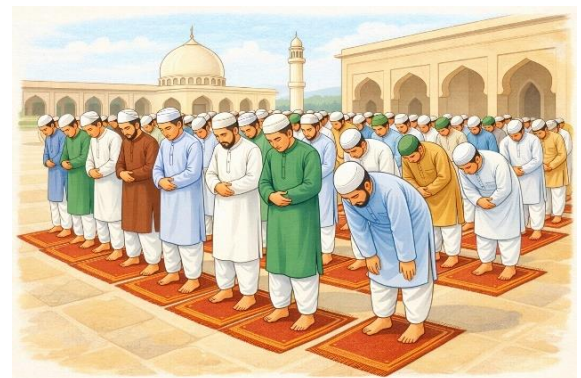
### Rise of Islam and Sufism

#### Islam

- **Prophet Muhammad** preached the religion of Islam in the 7th century.
- The main holy book of Islam is the **Quran**.

#### Five Main Principles of Islam

- **Tauhid** – belief in Allah



- **Namaz** – prayer five times a day
- **Roza** – fasting in the month of Ramzan
- **Zakat** – giving charity
- **Haj** – pilgrimage to Mecca

### Rise of Sufism

**Sufi:** The mystical ideology of Islam is called **Sufism**.

### Sufi Ideas

- Belief in the unity of all religions.
- Emphasis on love, compassion and tolerance.
- Devotion to God through music.

### Major Sufi Saints

- Khwaja Moinuddin Chishti
- Nizamuddin Auliya
- Fariduddin Ganj-e-Shakar

### Sufi Centres

- **Khanqah** – residence place of Sufi saints.
- **Dargah** – tomb place of Sufi saints.

### Political Background

#### Delhi Sultanate

1. From 1206 to 1526 the Sultans ruled Delhi.

#### 2. Major dynasties –

- **Slave dynasty**
- **Khilji dynasty**



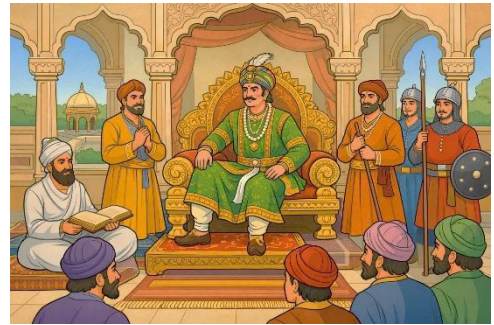
- Tughlaq dynasty
- Sayyid dynasty
- Lodi dynasty

### Mughal Rule

- In 1526 the Mughals established their power.
- **Major Mughal rulers** – Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb

### Akbar

- Adopted a policy of religious tolerance.
- Established **Din-i-Ilahi** by combining the ideas of different religions.
- Built the **Ibadat** Khana at Fatehpur Sikri.

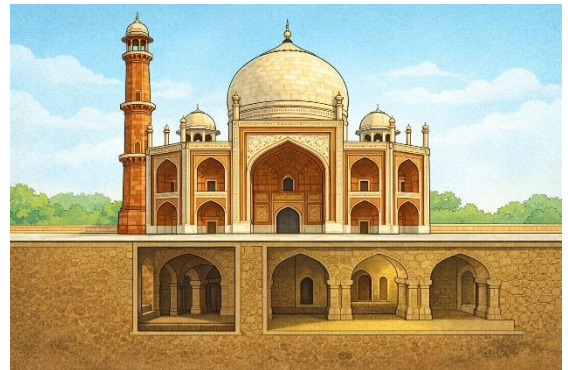


### Cultural Development

**Architecture:** During this time the Indo-Islamic style developed.

### Main Features

- Dome
- Minaret
- Arch
- Vault



### Mughal Gardens

- Mughal rulers built beautiful gardens.
- **For example** – Shalimar Bagh and Nishat Bagh.

### Marble Art

- The art of decoration with coloured stones is called **pietra dura**.
- Its beautiful example is found in the Taj Mahal.



## Coin

### Numismatics

- The study of coins is called numismatics.
- It provides important information about history.



## Bhakti Movement

**Bhakti Movement:** A religious movement based on love and devotion towards God.

### Main Features

- Belief in God.
- Opposition to caste discrimination.
- Preaching in simple language.

### Major Saints

#### Guru Nanak

- Belief in one God.
- Opposition to idol worship and rituals.

#### Ramanuja

- Saint of South India.
- Propagated Bhakti in the language of the people.

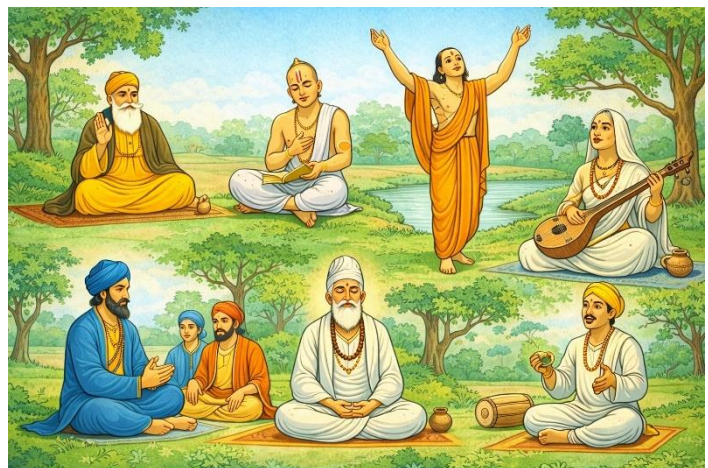
**Ramananda:** Gave the right of devotion to people of all castes.

#### Kabir

- Emphasised Hindu-Muslim unity.
- Propagated monotheism.

**Chaitanya Mahaprabhu:** Propagated devotion to Lord Krishna.

**Mirabai:** A major saint poet of Krishna devotion.



**Namdev:** Wrote devotional compositions in Marathi language.

### Two Streams of the Bhakti Movement

- **Nirguna Bhakti** – worship of the formless God.
- **Saguna Bhakti** – worship of the God with form.

### Development of Folk Arts

- Many folk arts developed in rural society.
- Dance and music were performed on festivals and social occasions.

### Major Folk Dances

- **Garba**
- **Kalbelia**
- **Bhangra**
- **Giddha**
- **Lavani**



### Other Forms of Folk Art

- Embroidery
- Textile decoration
- Puppet art
- Folk drama

### Painting

- During this period painting was influenced by Persian art.
- Humayun brought Persian painters with him to India.
- This led to the development of the **Mughal painting style**.



## Music

- Music developed greatly in medieval India.
- Both Indian and Persian traditions influenced music.

## Major Forms of Music

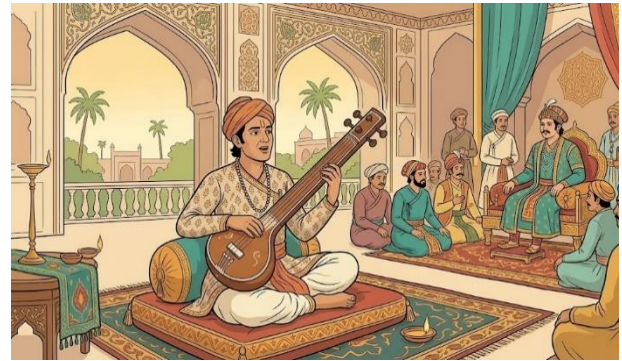
- Dhrupad
- Khayal
- Qawwali

## Contribution in the Development of Music

- Music received patronage in the Mughal court.
- Many famous musicians promoted music.

## Major Musician

- **Tansen** – the great musician of Akbar's court.
- He composed many ragas.



## Development of Languages

- During the medieval period many modern Indian languages developed.
- Regional languages became more popular.

**Major Languages:** Hindi, Urdu, Bengali, Marathi, Gujarati, Punjabi

## Reasons for the Development of Languages

- Bhakti saints gave sermons in the languages of the people.
- Because of this common people could easily understand religious ideas.

## Rise of Sikhism

### Sikhism

Sikhism was founded by **Guru Nanak**.

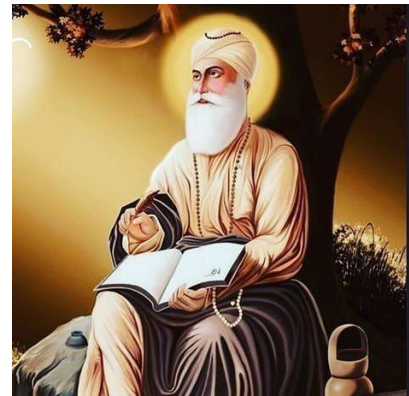


### Teachings of Guru Nanak

- Belief in one God
- Equality of all human beings
- Importance of love and service

### Sikh Tradition

- After Guru Nanak there were nine other Gurus.
- The Guru tradition has special importance in Sikhism.



### Parsi Religion (Zoroastrianism)

- **Establishment:** In the 8th century (BC) Zarathustra laid the foundation of this religion in Persia (Iran).
- **Main teaching:** He preached 'monotheism' (one God), fire worship, and compassion and charity.
- **Holy book:** All the teachings of this religion are compiled in the book called 'Zend Avesta'.
- **Arrival in India:** The Parsi community settled in Navsari in Gujarat and made great contributions to Indian culture.
- **Major personalities:** Great people like Dadabhai Naoroji and Jamsetji Tata belonged to this community.

### Development of Folk Arts

- Creativity
- Connection with agriculture
- Cultural unity
- Inclusive nature



### Cultural Development in South India

#### South India

- During the medieval period art and culture also developed in South India.
- Progress took place in temple architecture and literature.



**Main Features**

- Rich tradition of temple construction
- Development of dance and music
- Development of regional literature

**TOP 5 QUESTIONS****Q-1. Write the features of the Bhakti movement.**

**Answer-** The Bhakti movement was a religious movement based on love and devotion towards God. It opposed caste discrimination, emphasised monotheism and gave sermons in simple language. This movement promoted the feeling of equality, love and brotherhood in society.

**Q-2. What is Sufism? Write its main ideas.**

**Answer-** Sufism is the mystical ideology of Islam. It emphasises love, tolerance, human equality and devotion to God. Sufi saints showed the path of attaining unity with God through music and spiritual practice.

**Q-3. Describe the cultural development in medieval India.**

**Answer-** During medieval India art, architecture, painting, music and literature developed. Indo-Islamic architecture developed in which domes, minarets and arches were prominent. During the Mughal period gardens, monuments and painting also developed significantly.

**Q-4. Describe the teachings of Guru Nanak.**

**Answer-** Guru Nanak preached belief in one God, equality of all human beings and the message of love and service. He opposed idol worship, rituals and caste discrimination and emphasised living a simple and moral life.

**Q-5. Briefly describe the society of medieval India.**

**Answer-** Medieval society was divided into four classes - aristocrats, priests, town people and peasants. The aristocrats included the Sultan and nobles while the peasants lived in villages and paid taxes. Trade and craft activities were also important parts of society.



## 3

# MODERN INDIA

## Introduction

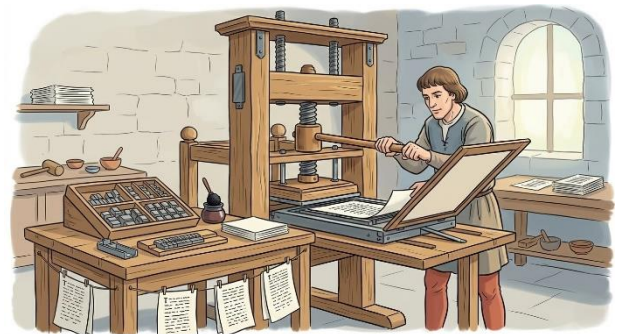
Modern India was formed as a result of social, religious and political changes. During this period, major changes occurred in Indian society, economy and culture due to British rule, social reform movements and the new education system.

## Rise of the West and Its Impact on India

- After 1450 AD several important changes took place in Europe.
- These changes made Europe powerful.

## Major Changes

- Invention of the printing press.
- Spread of the **Renaissance** and the **Reformation movements**.
- Discovery of new sea routes for trade.



## Progress of Europe

- Advancement in science and technology.
- Development of powerful army and navy.
- Development of logical and scientific thinking.

## European Trade in India

- The Portuguese, Dutch, French and British came to India.
- India was a major exporting country of the world at that time.
- The British gradually took control of India's trade.



### Establishment of British Rule

- The British took advantage of the political situation of India.
- After the **Battle of Plassey** in 1757 AD they gained control over Bengal.

### Phases of British Rule

- **First phase** – control over Indian trade.
- **Second phase** – control over production and industries.
- **Third phase** – political control and economic exploitation.



### Impact on Indian Industries

- Cheap goods made by British machines began to come to India.
- Indian handicraft industries became weak.

### Railways and Communication

- The **first railway** started in 1853 AD (Bombay to Thane).
- Telegraph and postal system were also started.
- This increased contact among people and increased national awareness.

### India in the Eighteenth Century – Economy, Society and Culture

#### Economic Condition

- Agriculture was the main occupation.
- Economic condition became weak due to continuous wars.

#### Trade

Many goods were exported from India: **silk, cotton cloth, sugar, spices, indigo**

Goods imported from foreign countries: **pearls, wool, coffee, gold**

#### Social Condition

- There was lack of unity in society.



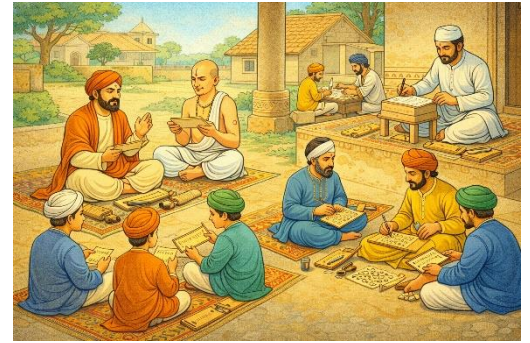
- There was discrimination on the basis of caste, religion and language.

### **Social Rules**

- It was necessary to follow caste rules in marriage, food and profession.
- If the rules were broken a person was expelled from the caste.

### **Education**

- Education was not controlled by the state.
- Education was supported by local rulers and donors.



### **Science**

- India was earlier advanced in science.
- But at this time the development of science and mathematics declined.

### **Hindu-Muslim Relations**

- Generally there was friendship between the two communities.
- People participated in each other's festivals.
- There was an atmosphere of religious tolerance.

### **Social Conditions**

#### **Condition of Women**

- The condition of women was very weak.
- Child marriage was prevalent.
- Women had no right to property.



**Major Social Evils:** child marriage, polygamy, sati system, purdah system

#### **Condition of Widows**

- Widows were not allowed to wear coloured clothes.
- They were not allowed to participate in social functions.

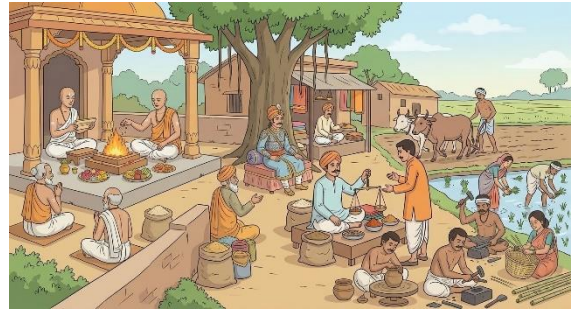


### Caste System

- Inter-caste marriage was not allowed.
- Eating with lower castes was prohibited.

### Slavery

- Slavery was also prevalent in society.
- Slaves were sometimes given as dowry.



### Social and Religious Reformers

#### Activities of Christian Missionaries

- Christian missionaries came to India with the employees of the East India Company.
- They started religious preaching and education work.
- They used **printing press** and magazines.
- Western ideas spread in India through English education.

#### Raja Ram Mohan Roy

- He is considered the major social reformer of modern India.
- He opposed many social evils of Hindu society.
- He raised his voice against the **sati system**.

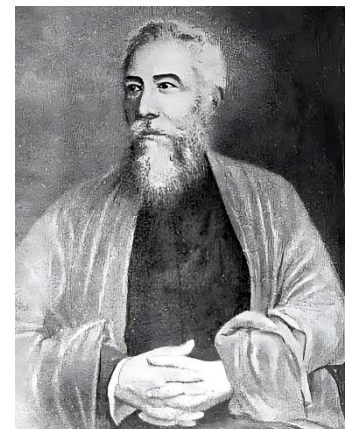


#### Major Works

- Founded the **Brahmo Samaj**.
- Supported monotheism.
- Opposed idol worship and rituals.

#### Debendranath Tagore

- Became the leader of the Brahmo Samaj after Raja Ram Mohan Roy.
- He propagated the ideas of the Brahmo Samaj.



### **Keshab Chandra Sen**

- He was a major leader of the Brahmo Samaj.
- He promoted social reform and national awareness.

### **Prarthana Samaj and Ranade**

The **Prarthana Samaj** was established in 1867.

#### **Objectives**

- Support for inter-caste marriage.
- Support for widow remarriage.
- Improvement of the condition of women and Dalits.



### **Ramakrishna Paramhansa and Swami Vivekananda**

Swami Vivekananda founded the **Ramakrishna Mission**.

#### **Main Ideas**

- All religions are equal.
- Emphasis on freedom and equality.

Propagation of Vedanta philosophy.

### **Theosophical Society and Annie Besant**

The Theosophical Society was established.

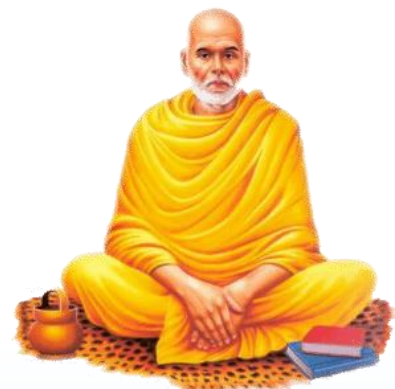
#### **Objectives**

- Study of ancient Indian religions and philosophy.
- Promotion of education.



### **Narayana Guru**

A major saint and social reformer of South India.



## Ideas

- Social and spiritual reform.
- Promotion of equality in society.

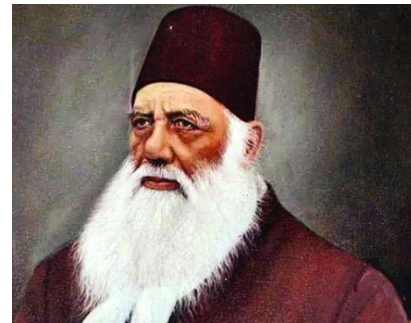
## Muslim Reform Movement

### Sir Syed Ahmad Khan

He was a major reformer of Muslim society.

### Major Works

- Started the **Aligarh Movement**.
- Established the **Muhammadan Anglo-Oriental College**.



## Press and the Growth of Modern Indian Languages and Literature

### Development of Press

- **Lithography** was invented in 1798.
- This increased the publication of books and magazines.

### Impact of Press

- Awareness increased among the people.
- Development of national consciousness took place.

### Development of Literature

- Literature developed in Indian languages.
- Writers produced both original works and translations.

### Major Newspapers

**Bengal:** The Hindu Patriot, Amrita Bazar Patrika

**Bombay:** Kesari, Maratha

**Madras:** The Hindu, Swadesmitra



**Punjab:** The Tribune, Kohinoor

### **Role of Newspapers**

- Criticized British policies.
- Promoted the national movement.
- Provided political education to the people.

### **India after Independence**

#### **Achievements of Independent India**

- India became a **secular and democratic nation**.
- Parliamentary system of government was established.

#### **National Movement – Early Phase (Beginning)**

- The main cause of the national movement in India was British colonialism.
- Farmers, workers and traders were affected by British policies.
- Educated Indians first understood the reality of British rule.

#### **Early Nationalists**

- Educated Indians played an important role in spreading national awareness.
- They began to raise their voice against British rule.

#### **Early Objectives**

- **Period – 1919 AD to 1934 AD**
- During this period the Indian freedom movement became more widespread and organized.
- During this time **Mahatma Gandhi** emerged as the main leader of the national movement.

#### **Major Events**

- **1919** – The Rowlatt Act was passed which was opposed across the country.
- **1919** – The Jallianwala Bagh massacre occurred which spread anger in the country.



- **1920** – The Non-Cooperation Movement was started.
- Strengthening **national unity**.

### Home Rule Movement

- This movement was started under the leadership of Annie Besant and Bal Gangadhar Tilak.
- Its objective was to obtain self-government for India.

### Main Features

- Spread **political awareness** throughout the country.
- Connect people with the freedom movement.
- Prepare public opinion against British rule.



### Period 1905 AD – 1918 AD

#### Major Events of this Period

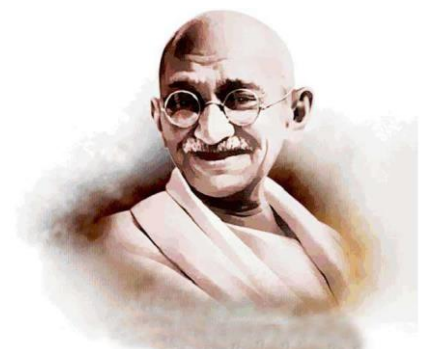
- In 1905 the **partition of Bengal** took place.
- In protest the Swadeshi movement started.
- Indians boycotted foreign goods.
- The national movement became more widespread.

### Characteristics of the movement

- Increase in national consciousness.
- Use of Swadeshi goods.
- Spread of political awareness.

### Period 1919 AD – 1934 AD

- During this period the Indian freedom movement became more **widespread and organized**.
- During this time **Mahatma Gandhi** emerged as the main leader of the national movement.



### Major Events

- **1919** – The Rowlatt Act was passed which was opposed across the country.
- **1919** – The Jallianwala Bagh massacre occurred which spread anger in the country.
- **1920** – The Non-Cooperation Movement was started.

### Civil Disobedience Movement

- In 1930 the **Civil Disobedience Movement** started.
- Mahatma Gandhi protested the salt law by undertaking the **Dandi March**.
- People violated British laws peacefully.



### Features of the Movement

- Participation of farmers, workers, students and women increased in the movement.
- The national movement spread across the country.
- Public awakening against British rule intensified.

### Achievement of Independence

- After a long struggle India achieved independence on 15 August 1947.
- Many leaders contributed to the Indian national movement.
- With independence India became a free nation.

### Importance of the Freedom Movement

- Strengthened national unity.
- Laid the foundation of democratic governance.
- Developed the spirit of freedom and rights among Indians.



# TOP 5 QUESTIONS

**Q-1. What was the impact of the rise of the West on India?**

**Answer-** After the rise of the West, European countries began to trade in India. Gradually the British gained control over India's trade and politics. This caused damage to Indian industries and India came under British rule.

**Q-2. Describe the economic and social condition of India in the eighteenth century.**

**Answer-** In the eighteenth century India's economy was mainly based on agriculture. Due to continuous wars and political instability the economic condition became weak. In society there was discrimination on the basis of caste, religion and language.

**Q-3. Describe the social reforms of Raja Ram Mohan Roy.**

**Answer-** Raja Ram Mohan Roy was a major social reformer of modern India. He opposed the sati system and founded the Brahmo Samaj. He supported monotheism and opposed idol worship and social evils.

**Q-4. What role did the press and newspapers play in the development of national consciousness?**

**Answer-** The press played an important role in spreading awareness among the people. Newspapers criticized British policies and strengthened the national movement. This increased political consciousness and national unity among the people.

**Q-5. Briefly describe the major phases of the Indian national movement.**

**Answer-** The national movement began with educated Indians. After this the Home Rule Movement, Swadeshi Movement, Non-Cooperation Movement and Civil Disobedience Movement took place. After a long struggle India achieved independence on 15 August 1947.



## 4

# EDUCATION IN INDIA

## Introduction

**Education** has an important place in the development of India's culture. Through education, society passes its experiences, knowledge and traditions to the next generation. With time, the Indian education system has continuously undergone change and development.

## Education in the Ancient Period

### Vedic Period

- Education was given in the **Gurukul system**.
- Students lived in the teacher's ashram and received education.
- The medium of education was mainly **oral**.
- Study began with the **Upanayana** ceremony.
- Vedas, Dharmashastra, grammar, logic etc. were taught.
- There was a deep relationship between the teacher and the student.



### Mauryan Period

- Economic and social changes took place in society.
- Guilds of traders became helpful in providing education.
- Technical education developed.
- Astronomy, Ayurveda and medicine developed.
- **Charaka Samhita** and **Sushruta Samhita** were important texts of medicine.
- Chanakya's **Arthashastra** was an important text related to education and administration.



### **Gupta Period**

- Jain and Buddhist educational institutions developed.
- Education was given in monasteries and viharas.
- Nalanda, Varanasi, Ujjain were major centres of education.
- Students also came from foreign countries to receive education.
- Sanskrit was the main medium of education.

### **Post-Gupta Period**

- New centres of education were established in temples and monasteries.
- Major centres of higher education:
  - Takshashila
  - Ujjain
  - Gaya
  - Nalanda
- Sanskrit was the main medium of education.
- Education was mainly limited to the upper class.



Takshashila

### **Objectives of Education**

- To develop the complete **personality of the individual**.
- To increase mental and intellectual capacity.
- To attain self-knowledge and self-satisfaction.
- To develop creative ability through knowledge.

### **Subjects**

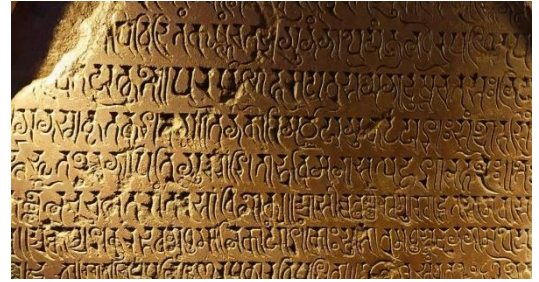
- Knowledge of metallurgy, brick making and measurement.
- Study of medicine and drugs.



- Main branches of mathematics: arithmetic, geometry, algebra
- Study of astronomy and astrology.
- Aryabhata's **Aryabhatiya** was an important text of mathematics.

### Language

- Sanskrit was the language of education and scholars.
- Prakrit developed as the language of the people.
- Pali language was used in Buddhist literature.
- Apabhramsha language was used in literature.
- Dravidian languages were prevalent in South India.
- Opportunities for women's education in society were limited.



### Education in Medieval India

- During the Delhi Sultanate the Muslim education system developed.
- Primary educational institutions were called **Maktab**.
- Higher educational institutions were called **Madrassa**.
- Educational institutions functioned with the support of rulers and donors.
- The curriculum included law, history, mathematics, philosophy and medicine.

### Education in the Mughal Period

- Mughal rulers patronized education.
- Education was given in temples and mosques.
- Persian and Sanskrit were the main mediums of education.
- Akbar made efforts for educational reforms.
- There were many scholars in Akbar's court.



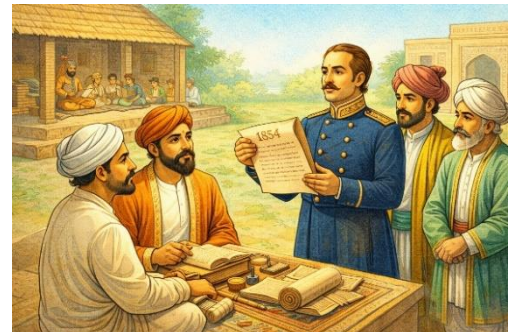
## Education in the Modern Period

### 18th Century – Beginning of the Modern Period

- The British initially did not pay attention to education.
- Warren Hastings established the Calcutta Madrasa.
- A Sanskrit College was established in Varanasi.
- Missionaries opened primary schools.

### 19th Century

- In the Charter Act of 1813 funds were allotted for education.
- Macaulay's Minute promoted English education.
- **Wood's Dispatch** of 1854 was an important document of education policy.
- In 1857 the universities of Calcutta, Bombay and Madras were established.

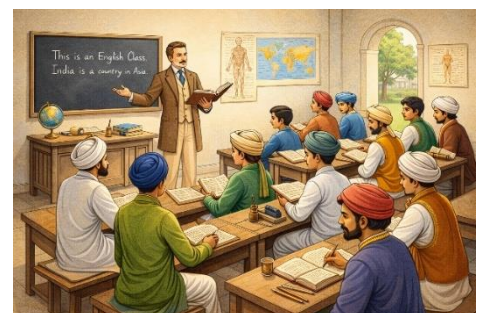


### Beginning of the 20th Century

- The Universities Act of 1904 was implemented.
- Efforts were made to reform education.
- A new educated class emerged due to English education.
- Newspapers increased national consciousness.

### Impact of English Education

- English education was promoted for administrative work.
- English became a common contact language.
- Ideas of freedom, democracy and equality began to spread.
- National consciousness developed among educated Indians.



## Education in India after Independence

### Primary Education

- Provision of **free and compulsory education** for children up to 14 years.
- Recognition of education as a fundamental right.
- **Sarva Shiksha Abhiyan** was started.
- Emphasis was given on improving the quality of education.

### Secondary Education

- Education from class 9 to 12.
- Emphasis on personality development and skill development.
- Development of **vocational education**.
- National Secondary Education Mission was started.

### Higher Education

- Universities and colleges are centres of higher education.
- Higher education plays an important role in the development of the country.
- Institutions like IIT and IIM were established.
- There is a need to improve quality in higher education.



# TOP 5 QUESTIONS

**Q-1. What were the main features of the education system in ancient India?**

**Answer-** In ancient India education was given in the Gurukul system. Education was oral and the guru-shishya tradition was important. Subjects like Vedas, Dharmashastra, grammar and logic were taught and the objective of education was personality development.

**Q-2. Describe the education system in medieval India.**

**Answer-** In the medieval period education was given in maktabas and madrasas. Primary education took place in maktabas and higher education in madrasas. The curriculum included law, history, mathematics, philosophy and medicine.

**Q-3. What was the importance of Wood's Dispatch (1854)?**

**Answer-** Wood's Dispatch laid the foundation of modern education policy in India. It emphasized the establishment of universities, teacher training, women's education and the spread of modern education.

**Q-4. What was the impact of English education on India?**

**Answer-** English education led to the development of an educated class. English became a contact language and Western ideas like freedom and democracy spread. This strengthened national consciousness and the freedom movement.

**Q-5. What were the main objectives of education in India after independence?**

**Answer-** After independence the objective of education was to provide education to all, increase social equality and promote national development. Special attention was given to the expansion of primary, secondary and higher education.



## 5

# INDIAN SOCIAL STRUCTURE

## Introduction

Indian society is very diverse, in which differences of language, religion, traditions and customs are found. All these elements together form the social structure of Indian society and different institutions of society function within it.

## Structure of Indian Society

- In India the earliest social organization was **tribal groups**.
- In these groups all members were considered equal.
- All members believed that they were descendants of the same ancestor.
- All had equal rights over the resources of the group.
- Social discrimination was mainly on the basis of age and gender.



## Development of Varna System

- Initially society was divided into four varnas: **Brahmin, Kshatriya, Vaishya, Shudra**
- **Brahmin** – performed religious duties.
- **Kshatriya** – performed duties related to governance and war.
- **Vaishya** – practised agriculture and trade.
- **Shudra** – performed service work.

## Development of Caste System

- With time the number of castes kept increasing.
- New castes were formed due to new occupations, arrival of new people and marriage relations.



- In the Dharmashastras the duties of each caste were prescribed.

### Untouchability

The practice of keeping distance from some people by considering them untouchable in society is called untouchability.

### Main Points

- This practice developed in the last phase of the Vedic period.
- Untouchables were considered outside society.
- They had to live outside the village.
- Their work was removing dead animals and performing last rites.
- Mahatma Gandhi gave the name **Harijan** to untouchables.
- The Government of India made laws to abolish untouchability.



### Slavery

A system in which a person is forced to serve another person is called **slavery**.

### Main Points

- Slavery was prevalent in India since ancient times.
- Slaves served in the house of their master.
- A person could become a slave by birth or by being captured in war.
- Some people also became slaves by selling themselves.
- With time this practice ended.



### Purushartha, Ashrama and Samskara

**Purushartha:** The four main aims of human life are called Purushartha.



**Four Purusharthas:** Dharma, Artha, Kama, Moksha

### Ashrama System

Human life was divided into four ashramas: Brahmacharya, Grihastha, Vanaprastha, Sannyasa.

#### Main Points

- Education was received in the Brahmacharya ashrama.
- In the Grihastha ashrama the family was maintained.
- In Vanaprastha a person practised spiritual discipline away from worldly life.
- In the Sannyasa ashrama a person tried to attain moksha.



### Samskara

Religious rituals performed at different stages of life are called **samskara**.

**Main Samskaras:** Garbhadhana, Jatakarma, Upanayana, Vivaha, Antyeshthi

### Jajmani System

The traditional relationship between the service providing and service receiving classes in rural society is called the **Jajmani system**.

#### Main Points

- Artisans and service classes provided services to the zamindars.
- In return they received grain or land.
- This relationship was traditional and permanent.
- In modern times this system is gradually disappearing.



### Family

Family is the smallest and most important unit of society.



### Main Points

- **Joint families** were prevalent in traditional India.
- In a joint family many generations lived together.
- The head of the family was usually the eldest male member.
- In modern society nuclear families have also become common.

### Marriage

The social and religious relationship established between a woman and a man is called **marriage**.

### Main Points

- Marriage is the basis of the establishment of family.
- In traditional society marriages were decided by parents.
- Generally one man marries one woman.
- Polygamy has been prohibited under modern laws.



### Women

### Main Points

- In the Vedic period the position of women was comparatively good.
- Later their position gradually became weaker.
- Women had limited rights to education and property.
- Social evils like child marriage and sati system became prevalent.
- Social reform movements improved the condition of women.

### Tribal Communities of India

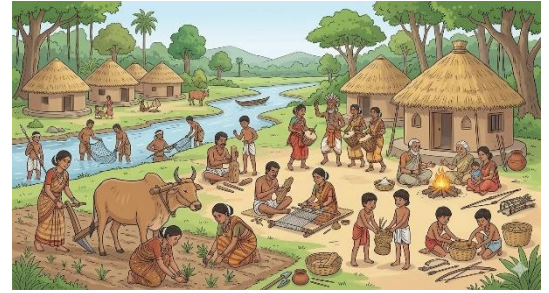
### Tribe

Communities that have lived in particular regions since ancient times and have their own distinct culture are called **tribes**.



### **Main Points**

- Tribes generally live in hilly and forest areas.
- They have their own language, traditions and social system.
- • In India they are also called **Adivasis**.
- In the Indian Constitution they have been given the status of Scheduled Tribes.



### **Seven Regions of Distribution of Tribal Population**

**Northern Region** – Tribes living in the Himalayan mountainous regions are found here.

**North-Eastern Region** – The greatest diversity of tribes is found in Assam and the north-eastern states.

**Eastern Region** – Many major tribes live in Jharkhand, Odisha and West Bengal.

**Central Region** – Madhya Pradesh and Chhattisgarh are considered the largest tribal region of India.

**Western Region** – Tribes live in the hilly and forest areas of Rajasthan and Gujarat.

**Southern Region** – Tribes live in the forests of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

**Island Region** – Ancient and distinct tribes are found in the Andaman and Nicobar Islands.



# TOP 5 QUESTIONS

## Q-1. What is meant by the structure of Indian society?

**Answer-** The structure of Indian society refers to the different classes, institutions and relationships of society. It includes caste, family, marriage, tribe and social institutions which determine the organization and functioning of society.

## Q-2. What is untouchability?

**Answer-** Untouchability is the social practice in which some people are considered untouchable and distance is maintained from them. They were kept outside society and deprived of many social rights.

## Q-3. What was the Jajmani system?

**Answer-** The Jajmani system was a traditional arrangement of rural society in which artisans and service providers gave services to zamindars or farmers and in return received grain, clothes or land.

## Q-4. What are the four stages of the Ashrama system?

**Answer-** The four stages of the Ashrama system are – Brahmacharya, Grihastha, Vanaprastha and Sannyasa. In these four stages a person performs the different duties of life.

## Q-5. What is meant by tribe?

**Answer-** Tribes are communities that have lived in particular regions since ancient times and have their own language, culture, traditions and social system. In India they are also called Adivasis or Scheduled Tribes.

