

Introduction to Indian Society

CHECK YOUR PROGRESS [PAGE 15]

Check your progress | Q 1 | Page 15

What was the nature of education during the Early Vedic period?

Solution:

1. During the Early Vedic period the content of education was based on sacred literature which was written in Sanskrit.
2. The Yajur Veda commands education for all classes including women.
3. To enter Vedic schools it was a prerequisite for students of the first three Varnas to perform the upanayana (thread) ceremony and they had to observe Brahmacharya for as long as they lived at the school to study the Vedas.
4. There was an oral tradition of imparting knowledge, which was through rote-learning. Enunciation and pronunciation were an integral part of the oral was to sharpen the intellect as well as for character formation. Most scholars hold the view that the art of writing was unknown during this period.
5. Value was attached to being truthful, carrying out one's duties (dharma), devotion to the guru and to one's parents, hospitality, faith and generosity.
6. The Kshatriyas learnt the art of warfare and administration. Vaishyas studied trade and commerce and Shudras learnt agriculture and animal husbandry. The Brahmanas probably stayed in the school until they attained mastery of the four Vedas.
7. In this 'Age of the four Vedas', knowledge was created, preserved and transmitted to the subsequent generations through rishis, sages, seers. They were known as Brahmanas - the possessors of Brahman (supreme knowledge).

Check your progress | Q 2 | Page 15

State two indicators of the declining status of women during the Later Vedic period.

Solution: Medieval Period is from c. 650 CE – c. 1500 CE.

1. The status of women deteriorated further in Medieval India.
2. Invasions from the Central Asian region along with zealous Brahmanical iron laws were the main cause for this degradation.
3. Freedom of women was curtailed; knowledge of the scriptures and literacy was denied to them and their status was reduced to being dependent on men throughout their lifetime.
4. Only women from upper castes and aristocracy were given education in private.
5. Widow remarriage which was permitted in the Vedic period, came to be considered taboo.
6. Women continued to be excluded from family inheritances.
7. Practices of child marriage, sati, purdah system and Devadasi system made women the objects of exploitation.

8. The patriarchal joint family, the customs of polygamy and early marriage etc. all contributed to smothering the free development and growth of women.

Check your progress | Q 3 | Page 15

Mention any two characteristics of the Indian society in the Medieval period.

Solution: Status of women

The status of women deteriorated in Medieval India. Invasions from the Central Asian region along with zealous Brahmanical iron laws were the main cause for this degradation. Freedom of women was curtailed; knowledge of the scriptures and literacy was denied to them and her status was reduced to being dependent on men throughout her lifetime.

Nature of education

Education during the Medieval Period is centred on the Quran. The Prophet Mohammed exhorts all people of faith to acquire knowledge. Unlike the previous systems of learning, there was no requirement for being through with Vedic schools nor renunciation of the world. The Islamic system of education is open to all followers of the faith irrespective of one's status.

Check your progress | Q 1 | Page 19

With reference to the Colonial period: Name two educational changes.

Solution: English as common language of communication between the educated and secular content of education.

Check your progress | Q 2 | Page 19

With reference to the Colonial period: State two economic changes.

Solution:

1. The economic system got transformed by industrial growth and the process of urbanisation. Caste-based skills and occupations and social relationships gradually changed due to the impact of a changing economy and the rise of factories.
2. New revenue systems were started by the British in different parts of India which affected the peasants adversely. There was commercialisation of agriculture also. Subsistence economy was replaced by a market system which was profit oriented.

Check your progress | Q 3 | Page 19

With reference to the Colonial period: The Roads - Cite two administrative changes.

Solution: New judiciary system and the system of services.

EXERCISES [PAGES 21 - 22]

Exercises | Q Q.1 (A) (1) | Page 21

Complete the following statements by choosing the correct alternative given in the bracket and rewrite it.

Monks in Buddhist monasteries were called _____.

1. **Bhikkus**
2. Bhikkhunis
3. Rishis

Solution: Monks in Buddhist monasteries were called **Bhikkus**.

Exercises | Q Q.1 (A) (2) | Page 21

Complete the following statements by choosing the correct alternative given in the bracket and rewrite it.

The Special Marriage Act was passed in the year _____.

1. 1950
2. 1952
3. **1954**

Solution: The Special Marriage Act was passed in the year **1954**.

Exercises | Q Q.1 (B) | Page 21

Correct the incorrect pair and rewrite it.

1. Raj Marg - Hinduism
2. Teerthankar – Jainism
3. **Saint Thomas – Sikhism**
4. Eight-fold Path - Buddhism

Solution: Saint Thomas – Christianity

Exercises | Q Q.1 (C) (1) | Page 21

Identify the appropriate term from the given option in the box and rewrite it against the given statement.

An association established by Raja Rammohan Roy.

1. **Brahmo Samaj**
2. Dr. B. R. Ambedkar
3. Harijan Sevak Sangh

Solution: An association established by Raja Rammohan Roy. - **Brahmo Samaj**

Exercises | Q Q.1 (C) (2) | Page 21

Identify the appropriate term from the given option in the box and rewrite it against the given statement.

Head of the Drafting Committee of the Constitution of India.

1. Brahmo Samaj
2. **Dr. B. R. Ambedkar**
3. Harijan Sevak Sangh

Solution: Head of the Drafting Committee of the Constitution of India. - **Dr. B. R. Ambedkar**

Exercises | Q Q.1 (D) (1) | Page 21

Correct the underlined words and complete the statement.

Elementary education was imparted in Khangahs during the medieval period.

Solution: Elementary education was imparted in Maktabas during the medieval period.

Exercises | Q Q.1 (D) (2) | Page 21

Correct the underlined words and complete the statement.

The Theosophical Society was the initiative of Mahatma Gandhi.

Solution: The Theosophical Society was the initiative of Annie Besant.

Exercises | Q Q.2 (1) | Page 22

Write short notes.

Education during the Early Vedic period.

Solution:

1. During the Early Vedic period the content of education was based on sacred literature which was written in Sanskrit.
2. The Yajur Veda commands education for all classes including women.
3. To enter Vedic schools it was a prerequisite for students of the first three Varnas to perform the upanayana (thread) ceremony and they had to observe Brahmacharya for as long as they lived at the school to study the Vedas.
4. There was an oral tradition of imparting knowledge, which was through rote-learning. Enunciation and pronunciation were an integral part of the oral was to sharpen the intellect as well as for character formation. Most scholars hold the view that the art of writing was unknown during this period.
5. The value was attached to being truthful, carrying out one's duties (dharma), devotion to the guru, and to one's parents, hospitality, faith, and generosity.
6. The Kshatriyas learnt the art of warfare and administration. Vaishyas studied trade and commerce and Shudras learnt agriculture and animal husbandry. The Brahmanas probably stayed in the school until they attained mastery of the four Vedas.

7. In this 'Age of the four Vedas', knowledge was created, preserved, and transmitted to the subsequent generations through rishis, sages, seers. They were known as Brahmanas - the possessors of Brahman (supreme knowledge).

Exercises | Q Q.2 (2) | Page 22

Write short notes.

Status of women during the Medieval period.

Solution: Medieval Period is from c. 650 CE – c. 1500 CE.

1. The status of women deteriorated further in Medieval India.
2. Invasions from the Central Asian region along with zealous Brahmanical iron laws were the main cause of this degradation.
3. Freedom of women was curtailed; knowledge of the scriptures and literacy was denied to them and their status was reduced to being dependent on men throughout their lifetime.
4. Only women from upper castes and aristocracy were given education in private.
5. Widow remarriage which was permitted in the Vedic period came to be considered taboo.
6. Women continued to be excluded from family inheritances.
7. Practices of child marriage, sati, purdah system, and Devadasi system made women the objects of exploitation.
8. The patriarchal joint family, the customs of polygamy and early marriage, etc. all contributed to smothering the free development and growth of women.

Exercises | Q Q.3 (1) | Page 22

Write differences.

Status of women in the Early Vedic period and Later Vedic period

Solution:

| Status of women in the Early Vedic period | Status of women in the Later Vedic period |
|--|---|
| 1. Religious scriptures as well as historical studies indicate that Indian women enjoyed a comparatively high status during the early Vedic period. | In this period, the caste system and Brahminic supremacy became entrenched. These caste groups became rigid and hence, women became doubly oppressed and their status declined. |
| 2. Women during the Early Vedic period had access to Vedic education; they were entitled to the upanayana (thread) ceremony which enabled them entry into the Gurukul system of education. Vedas and Vedangas were taught to them, but later it became limited to religious songs and poems. | In this period, education for girls was stopped, so was the sacrament of upanayana which initiated them into the Gurukul. |

| | |
|--|---|
| 3. Women were permitted to choose their life partners. Marriage was considered a sacrament and was irrevocable, though not compulsory. The main form of marriage was monogamy. | Upanayana was replaced with marriage ('vivaha') and more so, child marriage. Marriage now became the only sacrament (samskar) permissible for women. |
| 4. Women were considered as useful and productive members of society. They could participate in social assemblies (vidath). | Women were now restricted to household duties and were barred from attending social assemblies. They were reduced to a subordinate status in the household. |

Exercises | Q Q.3 (2) | Page 22

Write differences.

Education in the Ancient Period and Colonial period in Indian society

Solution:

| Education in the Ancient Period in Indian society | Education in the Colonial Period in Indian society |
|--|---|
| 1. In ancient times, education was provided on the basis of the caste system under the guidance of a guru. | Schools and colleges were open to all individuals, irrespective of caste, creed, gender, etc. |
| 2. During the ancient period the content of education was based on sacred literature which was written in Sanskrit - which was not the language of the masses. The language of teaching was also Sanskrit. | The medium of instruction in high school during the colonial period became English which was the common language of communication among the learned people. |
| 3. The content of education was religion-oriented. (The Kshatriyas learnt the art of warfare and administration. Vaishyas studied trade and commerce and Shudras learnt agriculture and animal husbandry. The Brahmanas attained mastery of the four Vedas) During the later Vedic period there was an emphasis on the institution of sacrifice. | The content of education was not religion-oriented It was secular - which included subjects like Mathematics, Science, Philosophy, Sociology, History etc. |

| | |
|--|--|
| 4. The aim of education was to sharpen the intellect as well as for character formation. The value was attached to being truthful, carrying out one's duties (dharma), devotion to the guru, and to one's parents, hospitality, faith, and generosity. | New values like rationality, equality, social justice, secular approach and individualism gained firmer ground in the colonial period. |
|--|--|

Exercises | Q Q.4 (1) | Page 22

Explain the following concept with examples.

Varna

Solution: The Varna System during the Vedic period referred to the social order or class of people. There was flexibility and fluidity with respect to the occupation. Towards the end of the Vedic period, Varna turned into a rigid jati (caste) hierarchy.

Example:

Brahmin - priests, teachers, intellectuals

Kshatriya - rulers and warriors

Vaishya - merchants' traders, farmers

Shudra - menial work

Exercises | Q Q.4 (2) | Page 22

Explain the following concept with examples.

Social legislation

Solution: It refers to laws passed to promote social justice, social welfare, desirable social change, as well as protection of vulnerable and weaker sections of Indian society. The increase in the number of reformative groups enabled Indians to exert pressure upon the British government, for passing laws against prevalent social evils. Concerns and problems of people and administration get recognised through academic research, scientific studies, media, advocacy groups, and interest groups. Laws are enacted accordingly. It may be noted that laws by themselves cannot transform society, but they provided hope to those who were victims of injustice oppression, exploitation, and abuse.

Example:

The Sati Prohibition Act (1829),

The Indian Slavery Act (1843),

The Caste Disabilities Removal Act (1850),

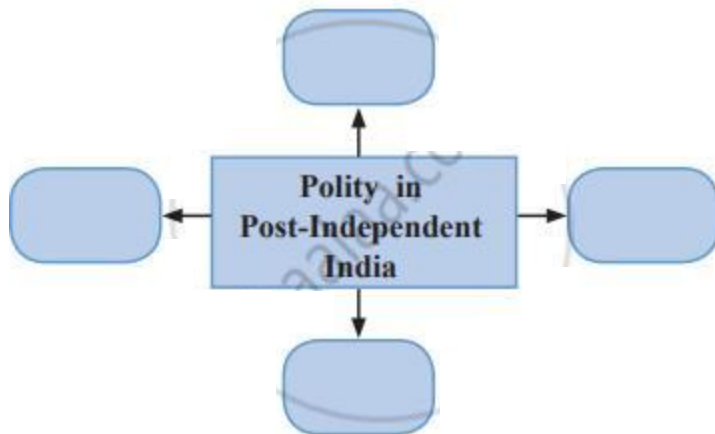
The Hindu Widow Remarriage Act (1856),

The Female Infanticide Prevention Act (1870),

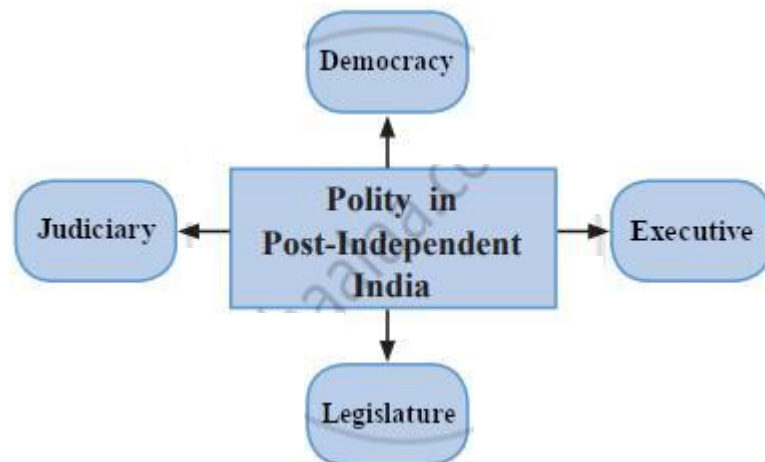
The Civil (or Special) Marriage Act (1872),

The Child Marriage Restraint Act (1929).

Complete the concept map.



Solution:



State whether the following statement is True or False with reasons.

Colonial rule has significant impact on Indian society.

1. True

2. False

Solution: This statement is True.

Reason: Though India has been influenced to a certain degree by Portuguese, Dutch, and French, it is the British (Colonial) impact which

is significant. This impact is seen in the areas of administration, social legislation, education, transport and communication, social reform movements, growth of the nationalist movement, etc.

Exercises | Q Q.5 (B) (2) | Page 22

State whether the following statement is True or False with reasons.

Buddhism spread to several parts of India and beyond.

1. True

2. False

Solution: This statement is True.

Reason: Buddhism was associated with less rigid rules and regulations in comparison to Jainism. So, Buddhism spread far and wide even beyond the boundaries of India due to the patronage of the Mauryan emperor, Ashoka. As a missionary religion, it spread to foreign lands like Tibet, China, Japan, Mongolia, Burma, Java, Sumatra, and Sri Lanka.

Exercises | Q Q.6 (1) | Page 22

Give your personal response.

Jainism and Buddhism provided hope to all people.

Solution: In the Later Vedic period, the caste system and Brahminic supremacy became entrenched. Caste groups became rigid with the passage of time. The varna system now turned into an oppressive Jati (caste) system. In all this, women became doubly oppressed. Jainism and Buddhism are perceived as "protest religions". Both these religious traditions opened their doors to all sections of society. The right to salvation was no longer limited to a particular stratum of society. Understandably, Buddhism with its fewer rigid rules and regulations in comparison to Jainism was embraced by many. Gautama Buddha permitted women to join his monastic community

and to fully participate in it. Buddhist doctrines do not differentiate between women and men, since everyone, regardless of gender, status, or age, is subject to old age, illness, and mortality, thus suffering applies to all. Several Jain nuns have played a very active part in the abolition of sati practice, the abolition of slavery of women, and the prohibition of animal sacrifices. Jainism, being a religion of religious equality, is devoted to recognising the rights of all living creatures. Jainism and Buddhism opposed the caste system in India. Thus, Jainism and Buddhism provided hope to all people.

Exercises | Q Q.6 (2) | Page 22

Give your personal response.

Social reform movements are present even in 21st century India.

Solution:

- a. Social reform movements work towards reforming obsolete, repressive, and regressive religious practices.
- b. e.g. in recent times, homosexuality was decriminalised in India by the Supreme Court of India as a result of the efforts of the LGBT community.
- c. Society continually changes. In this process of change, socially harmful trends may also emerge and they need to be tackled.
- d. However, there is a need for these movements even in the present day to ensure the welfare of different segments of society.

Exercises | Q Q.7 (i) | Page 22

Answer the following question in detail. (About 150 words)

Discuss with relevant examples, how the following factors have changed Indian society today.

English medium of instruction

Solution: Education in the English language was introduced by the British in India. The increased economic and cultural influence of globalisation has spread English, as has the rapid spread of the Internet and other technologies. As a result of this, in many states throughout Indian society where English is not the predominant language, there are English-medium schools. Also in higher education, due to the recent trend towards internationalisation an increasing number of degree courses, are being taught through the medium of English.

Exercises | Q Q.7 (ii) | Page 22

Answer the following question in detail. (About 150 words)

Discuss with relevant examples, how the following factors have changed Indian society today.

Lowering the age for voting

Solution: Lowering the age of voting enabled a larger part of the population to participate in democratic decision making.

E.g. any person who has completed 18 years of age can vote in various elections at local, regional, and state levels.

Exercises | Q Q.7 (iii) | Page 22

Answer the following question in detail. (About 150 words)

Discuss with relevant examples, how the following factors have changed Indian society today.

Social legislations

Solution: Social legislations have made it possible to bring about the changes which are necessary for ensuring social welfare. E.g. decriminalising homosexuality. It was earlier punishable. However, it is ethically wrong to punish someone just because they have different

sexual orientations. The decision of the Supreme Court in this regard on 6th September 2018 has resulted in bringing about social change.

Exercises | Q Q.7 (iv) | Page 22

Answer the following question in detail. (About 150 words)

Discuss with relevant examples, how the following factors have changed Indian society today.

Transport and Communication

Solution: Transport facilitates trade and commerce by carrying goods from the areas of production to that of consumption. Goods from the areas that have surplus are shifted to those areas which are deficient in those items. Movement of people from one place to another place in search of job, education and emergency through transport facility. Communication keeps us informed about the world's events and trends. It has brought in positive changes in the life of the people and thereby enhancing their economic conditions.