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Regional Cultures and Customs

Lesson Plan

Contents

- ▶ An overview of the culture and customs during the Medieval Period
- ▶ Understanding the growth and development of the arts through the Medieval Period

Objectives

- ▶ To understand the different types of cultures that grew in various parts of India during the Medieval Period
- ▶ To learn about some of them in some detail – languages, literature, painting, music and dance
- ▶ To know about the influences and styles that developed
- ▶ To appreciate the amalgam of Indian and outside influences that came to India

■ Teacher's Aids

- ▶ Globe
- ▶ Pictures, charts, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

■ Tips for Teacher

- ▶ Explain the manner in which languages and arts developed during the Medieval Period.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on the interchange and churning of ideas that resulted in new art styles and forms.

Growth of Language and Literature

- ▶ Period of Rajput rulers–regional languages and literature encouraged.
- ▶ Sanskrit remained the main language for writing–Pali and Prakrit also used.
- ▶ Many forms of poetry and biographies written in Apabhramsha–the mixed language of the common people.
- ▶ Literature: Poetry, drama, science, medicine, romance, grammar, religion.
- ▶ Important works–‘Rajatarangini’ [Kalhan]; ‘Prithviraj Raso’ [Chand Bardai]; ‘Geet Govind’ [Jayadev]; ‘Katha Saritsagar’ [Somadeva]; ‘Charaka Samhita’, ‘Sushruta Samhita’ [also translated into Persian].
- ▶ Other famous writers: Drama- Banabhatta, Bhavabhuti.
- ▶ Jain philosophy: Hemachandra, Meratunga, Someshwara.
- ▶ Kannada writers called three jewels: Pampa, Ponna and Ranna.
- ▶ ‘Ramayana’ in Tamil: Kambab.
- ▶ ‘Mahabharata’ in Telugu: Tikkanna and Nannayya.
- ▶ In the North–Hindi and Braj literature–Keshavadasa, Chintamani and Bihari.
- ▶ Urdu–a fusion of Hindi and Persian–developed in the Deccan.
- ▶ Assam: Sankaradeva–poet; disciple Madhavdas wrote ‘Bhakti Ratnavali’; others translated epics and ‘Puranas’; Gopal Chandra Divya wrote a story on Krishna.
- ▶ Odisha: Sailadasa, Balramadasa and Jagannadasa wrote in Odia.
- ▶ Punjab: Guru Nanak–poems in the ‘Adi Granth’.
- ▶ Maharashtra: Eknath, Tukaram, Ramdas–poetry; Sant Gyaneshwar–‘Bhagavad Gita’ and abhangas in Marathi.
- ▶ Tamil: Alwars–Prabandham, Nammalwar, Thirumalisai; Nayanars–‘Thirumarai’–collectively by Sambhandar and Sundarar; Sekilar–Periya Puranam.

Regional Art and Literature

Music

- ▶ Indian classical music–Hindustani in North India and Carnatic in South India.
- ▶ Nataraja–bronze statue of Chola period–shows Shiva dancing.
- ▶ Temple panels show carvings of dance and musical performances.

Paintings on Temple Walls

- ▶ Temple walls decorated with murals.
- ▶ Miniature painting developed–Rajputs known for rich paintings.
- ▶ South–Brihadeeswara Temple paintings.
- ▶ Painting and music during Sultanate period.
- ▶ Amir Khusrau–musical genius–invented sitar and tabla, introduced many ragas.
- ▶ Persians–introduced Qawwali–popularised by Sufi saints.

Literature and Art during the Mughal Period

Literature

- ▶ Significant period for growth of regional languages and literature.
- ▶ Sanskrit continued—along with Persian, Turkish and Arabic.
- ▶ 'Baburnama'—by Babur; 'Humayunama'—Gulbadan Begum; Akbar illiterate, but respected learned men—established department to translate the 'Ramayana', the 'Mahabharata' and the 'Panchatantra'—scholars like Abul Fazl ['Akbarnama', 'Ain-i-Akbari'], Faizi, Abdur Rahim Khan-I-Khana.

Painting

- ▶ A blend of Indian and Persian styles—portraits, scenes of court life, wildlife, hunting scenes, etc.—bright colours like red and peacock blue—'Hamzanama'—a collection of 1200 paintings.
- ▶ Miniature paintings and illuminated art developed.

Books

- ▶ Jahangir—autobiography—'Tuzuk-i-Jahangiri'.
- ▶ Abdul Hamid Lahiri—'Padshahnama'.
- ▶ Dara Shikoh—translated the 'Bhagavad Gita' and the 'Upanishads'.
- ▶ Ishwardas—'Futuh-i-Alamgiri', 'Pharsi Prakasha' [first Persian-Sanskrit dictionary].
- ▶ Jahangir—gave grants to painters—Mansur, Murad and Abdul Hassan.
- ▶ Shah Jahan—Mir Sayyid Ali and Abdus Samad—painters.
- ▶ Schools of art developed—in Rajasthan, Kangra and the Deccan—royal festivities, court scenes, hunting scenes, stories of Krishna, etc. Kangra—depicted natural sceneries, also the devotional love of Radha and Krishna—gods depicted in human form.

Music

- ▶ Mughal emperors encouraged—Tansen—Khayal, Thumri, Ghazal: new styles developed.

Literature and Music of Bengal

Literature

- ▶ Pala rulers—patrons of learning—literature, language and music flourished.
- ▶ Proto Bengali form used by Buddhist poets to compose Bengali poems called 'Charyapada': Sandhyakara Nandi ['Ramcharitram']; Gaudapada ['Gaudapadakarika']; Shridhara Bhatt ['Nyayakandali']; Bhatta Bhavadev ['Karmanushthan Paddhati']; Chakrapani [medical treatises]; Bangasena [commentary on 'Sushruta Shastra'].

Painting

- ▶ Pala rulers—Buddhists—most paintings of Mahayana Buddhism.

- ▶ Taranatha, Dhiman, his son, Vitpala were painters and sculptors during period of Dharmapala.
- ▶ Pancharaksha and Ashtasahasrika – some of the beautiful paintings of the time – around 400 paintings survive till now.

Music

- ▶ Bengali music grew by association with Vaishnava bhakti songs – Shri Krishna Kirtan by Chandidas – Sharangdev wrote 'Sangeet Ratnakar' – Jayadev's 'Gita Govinda' was a forerunner of the dhrupada style of Hindustani classical music.
- ▶ Carnatic music – Vijayanagara empire: Purandara Dasa, Thyagaraja, Kanakadasa, Dikshitar.

Dance

- ▶ Classical dance forms in temples – based on mythological themes – later royal dancers received patronage.
- ▶ Medieval period – Bharata Natyam [Tamil Nadu]; Kathakali and Mohiniattam [Kerala]; Kuchipudi [Andhra Pradesh]; Odissi [Odisha]; Manipuri [Manipur]; Kathak [North India].

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

Written Assignment

- B–F. The teacher has two options – (i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and they can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

Think Tank

- G. **HOTS questions:** Discuss the three questions in the class and let the students write the answers to G and H as homework. Teacher should assess individual work.