

CBSE Class 6 Social Science History Notes Chapter 10: These notes are important for students preparing for their CBSE Class 6 exams. They focus on the rise of new empires and kingdoms in ancient India, which shaped the political landscape of the time. The chapter explains how different rulers expanded their territories, established strong administrative systems and built powerful armies.

By studying the Class 6 History notes for Chapter 10 students can develop a deeper understanding of ancient India's political history, its impact on society and the foundations of governance.

CBSE Class 6 Social Science History Notes Chapter 10 New Empires and Kingdom Overview

These notes for CBSE Class 6 Social Science History Chapter 10 New Empires and Kingdoms have been prepared by subject experts of Physics Wallah.

The overview focuses on the rise of powerful empires and kingdoms in ancient India, exploring the reigns of prominent rulers and their contributions to administration, warfare and culture.

CBSE Class 6 Social Science History Notes Chapter 10 New Empires and Kingdom PDF

For your convenience the CBSE Class 6 Social Science History Notes for Chapter 10 New Empires and Kingdoms are available in a downloadable PDF format. These notes provide a detailed overview of the chapter, covering important topics like the rise of new rulers, administrative systems, and military strategies. The notes are prepared by subject experts to ensure easy understanding and effective revision.

You can access the PDF through the link provided below to help enhance your study experience and prepare confidently for your exams.

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Below we have provided CBSE Class 6 Social Science History Notes Chapter 10 New Empires and Kingdom-

Prashastis and What They Tell Us

Prashastis are inscriptions composed in praise of kings and rulers. One of the most famous prashastis is the one dedicated to Samudragupta, a prominent ruler of the Gupta dynasty. This inscription, found on the Ashokan pillar at Allahabad, was composed by Harishena, a poet and minister in Samudragupta's court. The term *prashasti* comes from Sanskrit and means “in praise of,” highlighting its purpose of glorifying the ruler.

Samudragupta's Prashasti

In Samudragupta's prashasti, Harishena describes the king as a brave warrior, a learned man, and even compares him to the gods. The inscription, written in long and elaborate sentences, provides valuable insights into Samudragupta's reign and military achievements. It also outlines his relationships with different groups of rulers:

1. **Rulers of Aryavarta** – Nine rulers were defeated, and their kingdoms were integrated into Samudragupta's empire.
2. **Rulers of Dakshinapatha** – Twelve rulers in southern India surrendered after defeat but were allowed to continue ruling under his supremacy.
3. **Neighboring States** – Rulers from regions like Assam, coastal Bengal, and Nepal paid tribute, followed his orders, and attended his court.
4. **Outlying Areas** – Rulers of distant territories, including those linked to the Kushanas, Shakas, and Sri Lanka, submitted to him, some even offering daughters in marriage.

Genealogies

Samudragupta's prashasti not only praised his achievements but also highlighted his ancestors, reflecting the importance of lineage in ancient Indian society. His prashasti mentions his great grandfather, grandfather, and parents. His mother, Kumara Devi, came from the Lichchhavi gana, a powerful clan, while his father, Chandragupta I, was the first ruler of the Gupta dynasty to adopt the grand title of *maharaj-adhiraja* (king of kings), a title that Samudragupta also embraced.

Samudragupta's legacy continued through his son, Chandragupta II, who is also featured in genealogies of later Gupta rulers. Chandragupta II led a successful campaign in western India, defeating the last of the Shakas. His court is said to have been filled with scholars and learned men, including the famous poet Kalidasa and the astronomer Aryabhata, which further elevated the prestige of the Gupta dynasty.

Harshavardhana and the Harshacharita

Harshavardhana, who ruled about 1400 years ago, had his life documented by his court poet Banabhatta in a biography called the *Harshacharita*, written in Sanskrit. Despite not being the eldest son, Harsha ascended to the throne of Thanesar after the deaths of his father and elder brother. His brother-in-law, who ruled Kanauj, was killed by the ruler of Bengal, prompting Harsha to take control of Kanauj and launch a military campaign against Bengal.

Harsha was successful in expanding his empire in the east, conquering Magadha and Bengal. However, his attempt to extend his rule into the Deccan was halted by Pulakeshin II, a ruler from the Chalukya dynasty, who prevented Harsha from crossing the Narmada River. This marked a key moment in Harsha's reign and highlighted the power struggle between northern and southern kingdoms.

The Pallavas, Chalukyas, and Pulakeshin's Prashasti

During this period, the Pallavas and Chalukyas were the two most powerful dynasties in south India. The Pallavas ruled from their capital at Kanchipuram, with their kingdom extending to the Kaveri delta. The Chalukyas, on the other hand, were centered around the Raichur Doab, situated between the Krishna and Tungabhadra rivers. Aihole, the Chalukya capital, was not only a major trading hub but also a religious center, home to numerous temples.

Pulakeshin II, the most renowned Chalukya ruler, is celebrated in a *prashasti* written by his court poet, Ravikirti. This inscription traces his lineage through four generations, emphasizing his royal ancestry. Pulakeshin II led successful military campaigns along both the west and east coasts of India, and notably, he stopped the northern king Harsha from advancing into southern India. Ravikirti's prashasti contains a clever wordplay, stating that after his defeat, Harsha (whose name means happiness) was no longer *Harsha*, indicating his loss of joy after the defeat.

How Were These Kingdoms Administered?

The administration of these kingdoms continued to rely heavily on land revenue, with the village serving as the fundamental unit of governance. However, several new administrative practices emerged to strengthen the ruler's control. Key features included:

- **Hereditary Administrative Posts:** Some high-ranking administrative positions were passed down through families.
- **Multiple Offices Held by One Person:** Occasionally, a single individual managed several important offices, increasing their influence.
- **Local Influence:** Prominent local figures, whether due to wealth, social standing, or military power, likely played a role in local governance, helping the king maintain stability and control.

These administrative strategies helped rulers win the loyalty and support of powerful men, ensuring the stability and prosperity of their kingdoms.

A New Kind of Army

During this period, kings maintained well-organized armies composed of elephants, chariots, cavalry, and foot soldiers. Military leaders, known as *samantas*, provided troops when required, but instead of receiving regular salaries, they were often given grants of land. The *samantas* collected revenue from their land, which they used to support their soldiers, horses, and military

equipment. This system allowed rulers to maintain a strong army without the need for direct financial compensation to their military leaders.

Assemblies in the Southern Kingdoms

In the southern kingdoms, inscriptions of the Pallavas mention various local assemblies. One such assembly was the *sabha*, a gathering of Brahmin landowners, which managed local affairs through different subcommittees. These subcommittees handled tasks such as irrigation, agricultural operations, road construction, and the maintenance of local temples. There was also a village assembly in regions where the landowners were not Brahmins, and the *nagaram*, an organization of merchants, played a significant role in commercial activities.

Ordinary People in the Kingdoms

Kalidasa, a renowned poet and playwright, is well-known for his plays that offer glimpses into the lives of people in the king's court. One striking feature of his works is the distinction in language use: kings and Brahmins are portrayed as speaking Sanskrit, while other characters, including women and common people, speak Prakrit. Kalidasa's famous play, *Abhijnana Shakuntalam*, tells the love story of King Dushyanta and a young woman named Shakuntala, reflecting the cultural and social life of that era.

Important Questions for CBSE Class 6 Social Science History Chapter 10 Buildings, Paintings and Books

Here are the important questions and answers of Chapter 10 for Class 6 students:

Q.1. Name the chapters in which you find mention of objects of metals.

Ans: The following chapters talk about metal objects:

- Buildings, Paintings, and Books: Mentions an iron pillar and gold jewellery.
- Traders, Kings, and Pilgrims: Gold is discussed as part of presents.
- Vital Villages and Thriving Towns: Discusses iron tools.
- Kingdoms, Kings, and Early Republic: Mentions metal mines.
- What Books and Burials Tell Us: Talks about gold jewellery, iron utensils, and weapons.
- In the Earliest Cities: Mentions copper for tools and gold and silver for ornaments.

Q.2. Tell a story from any epics.

Ans: The Mahabharata tells the story of Dronacharya, the teacher of the Pandavas and Kauravas. One day, he placed a wooden bird on a tree and asked his students to aim for the bird's eye. When he asked them what they saw, everyone except Arjun mentioned seeing many things. Arjun only saw the bird's eye. When Dronacharya asked Arjun to shoot, he hit the target perfectly. This story teaches us the importance of focus to achieve success.

Q.3. Have you ever visited any place mentioned in this chapter? If yes, explain your thoughts.

Ans: I have visited Mahabalipuram, where there are many monolithic temples. These temples are carved from top to bottom and are very well-maintained. I was amazed by the beauty of these stone temples, especially since they are located so close to the sea. I would love to visit again to explore these wonderful historical sites.

Q.4. Read the story of the Monkey King. How do you think the story of the chapter *Kingdoms, Kings, and Early Republic* differs from the chapter *New Empires and Kingdoms*?

Ans: The story of the Monkey King has both similarities and differences compared to the kings mentioned in the chapters.

Similarities:

- The Monkey King cared for the needs of his people, just like other kings.
- He worked hard to protect his followers, like other rulers.

Differences:

- The Monkey King and his people lived by eating mangoes, while other kings enjoyed luxurious food.
- The Monkey King did not go to war or harm the human king, unlike other rulers who often fought wars to show their power.

Q.5. How can we make the visiting of monuments and buildings easily available for differently-abled people?

Ans: To make monuments more accessible for differently-abled people, we can:

- Provide wheelchairs and helpers for those who need assistance.
- Offer affordable guides who can explain the history of the monuments.
- Create special entrances and facilities designed for differently-abled visitors.
- Install elevators to help them move easily within the monuments.
- Set up temporary lifts to allow access to higher levels, ensuring everyone can enjoy the experience.

Benefits of CBSE Class 6 Social Science History Notes Chapter 10

Focused Review: The notes highlight the most important information from Chapter 10, so students can focus on what they need to know for their exams.

Quick Revision: Students can quickly go over the notes to refresh their memory before the exam, saving time and effort.

Clear Understanding: The notes simplify complex ideas making it easier for students to understand and remember key concepts.

Better Time Management: With the notes summarizing the chapter students can use their study time more efficiently and cover all the important topics.

Highlight Key Points: Important dates, events and people are emphasized in the notes making it easier to remember what's most important.

Less Exam Stress: Well-organized notes boost students confidence and help reduce anxiety by making them feel more prepared.

Reinforces Learning: The notes help reinforce what students learned in class, improving their understanding and memory of the material.

Better Answer Writing: The notes provide clear information that helps students write better answers during the exam.