



Government of Karnataka

SOCIAL SCIENCE

(Revised - 2023)

PART - 1



SEVENTH STANDARD

ENGLISH MEDIUM

KARNATAKA TEXTBOOK SOCIETY (R.)

6th Cross, Malleshwaram, Bengaluru - 560 003.

Preface

The Textbook Society, Karnataka, has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From Standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects, namely, mathematics, science and social science.

NCF - 2005 has a number of special features and they are:

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with classroom experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the present and future needs.
- softening the subject boundaries-integrated knowledge and the joy of learning.
- the child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral approach and Intergrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

Mathematics is essential in the study of various subjects and in real life. NCF 2005 proposes moving away from complete calculations, construction of a framework of concepts, relate mathematics to real life experiences and cooperative learning. Many students have a maths phobia and in order to help them overcome this phobia, jokes, puzzles, riddles, stories and games have been included in textbooks. Each concept is introduced through an activity or an interesting story at the primary level. The contributions of great Indian mathematicians are mentioned at appropriate places.

We live in an age of Science and Technology. During the past five decades man has achieved great things and realized his dreams and reached pinnacle of glory. He has produced everything to make life comfortable. In the same way he has given himself to pleasures and reached the stage in which he seems to have forgotten basic sciences. We hope that at least a good number of young learners take to science in higher studies and become leading scientists and contribute their share to the existing stock of knowledge in order to make life prosperous. Ample opportunity has been given to learners to think, read, discuss and learn on their own with very little help from teachers. Learning is expected to be activity centered with the learners doing experiments, assignments and projects.

7th standard Social Science Textbook has been prepared based on the prescribed syllabus. And all the features of NCF 2005 and KCF 2007 have been included in the Text Book. This new Text Book has given importance to enhance the creativity of students by including activities. Many projects are included to help students to gain knowledge. This Text Book has been written in such a way that students need not memorise historical dates and other information.

The Textbook Society expresses grateful thanks to the Chairpersons, Writers, Scrutinisers, Artists, Staff of DIETs and CTEs and the Members of the Editorial Board and Printers in helping the Textbook Society in producing these textbooks.

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Chairperson's Note

'Yesterday, today and tomorrow are inseparable parts of the present' so says great Allamaprabhu. History flows like an invisible river. Now and then it shows itself in its mortal and sometimes in an infinite form. It may appear as individuals, happening or in the form of certain values. The entire social fabric of the world is split into factions such as religions, colour, gender, language, the rich, the poor and raise its ugly heads in different identities. People have begun creating history of their own through various forms of conflicting details. As a result of this tendency history is not allowed to grow in all its true realities. Being a part of history, man has been trying to create new branches of this great tree of history. On the other hand history is like a chain in which every link represents a generation and these generations go on adding to the existing ones. As a result of this, we have to recognize that history has become a complex discipline. Basically history is a continuum. We can master our competence to understand History only by constant and deep study.

History is as vast as Time. In this book we deal with the continents of Asia, Europe and America. We have yet to study the various features of Africa, South America and Australia. A lot of research works have been going on in different fields of human endeavor and it is a challenge at least to give a bird's-eye-view of the results of these research works in our textbooks. Though we follow the spiral approach, our course becomes highly scientific and intricate.

The VII syllabus deals with Asia and Europe. We have made an earnest effort to acquaint the learners with the details of special geographical features of these continents. Indian History has been dealt with in greater detail keeping in mind the latest research findings in various aspects of history. As the syllabus is vast, naturally the pages have become more. It was a problem for writers to decide the depth and extent of details of the materials to be presented in the book.

We faced another problem while designing the book. It was how to present the sensitive issues such as religions, castes and gender. Ours is a multifaceted society. The learners at this level are sensitive to such issues. Therefore we have made a sincere and an objective effort to help learners realize the learning objectives to the best of our ability.

We would like to share the following points with classroom teachers

- The VII textbook is a continuation of V and VI standard textbooks. Therefore teachers have to keep in mind the portions covered in classes V and VI
- Portion to be covered is indicated using icons at the beginning and end of each chapter. Information given in the boxes is not to be tested in the examination. Box items come under the 'going beyond the syllabus', part of the curricular.
- At the beginning of each chapter a list of competencies to be master by the students is given. It is for the guidance of teachers. They have to see that learners have to master the competencies.
- Teachers are expected to bring to the notice of the chief coordinator, the good points and deficiencies well in time so that deficiencies may be set right in the next edition of the textbook. We welcome such suggestions from parents as well.
- Our grateful thanks to all those who have helped us in preparing this textbook.

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach it's logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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Foreword

On review of text books

The textbooks published in the year 2014 went under revision the same year for political reasons. The revised textbooks reached the students only in 2017-18 school year. The changes made in revised textbooks came under wide scrutiny and criticism. Since there was an all-round objection that such a textbook revision was done with an objective of propagation of a certain ideology that benefitted self-interests, side-lining education's core intention, the honourable Karnataka Government in 2021 formed a committee mandating to re-review such textbooks. The committee has reviewed in depth, such textbooks which had attracted objections, and has recommended certain changes. Today's children are tomorrow's nation, they say. The future of our society depends on what we teach the children of today in schools. The textbooks that students study must have healthy thoughts and concepts. It must not be spreading mutual distrust, hatred, neglect amongst the different class and communities of the society; should incite nationalism and patriotism. The textbooks should provide objective information about the past events of state and nation. They must introduce local culture, language and traditions to the students. Overall, the textbooks must make the students fine, responsible, conscious, open minded and honourable citizens. The textbook revision had to be made by bearing this responsibility in mind. We had to build a framework for ourselves for reviewing and revising the textbooks. Primarily, our intention was to ensure that the social science textbook

- (1) contained no content that was disrespectful towards any caste, religion, philosophy, community or individual
- (2) subjects to be presented in a systematic, chronological order
- (3) had to be made knowledge-bank instead of an information dump of unnecessary matters
- (4) had to be made bereft of any self-interest ideology
- (5) had to be devoid of half-truths, falsehoods, exaggerations, judgemental information and instead must present facts which have authoritative basis
- (6) had to contain all subjects with deserving representation
- (7) had to include historically neglected facts, based on their importance
- (8) had to be corrected for the errors, as far as possible.

At every stage of revision, we were cautious that social science textbooks have to make our students conscientious citizens who will have love, pride about our nation, not create a community that has negligence and repulsion for a few castes, communities, languages and religions of this nation.

The 'best textbook' is an ideal state. Our intention is to walk towards such an ideal state. However, to create such a thing in exact sense is not possible. With this humbleness, we have completed re-reviewing the textbooks and present you the revised version. This is only a review, not a comprehensive recreation. The intent and form of the already created textbooks (2014) remain intact. The entire revision has happened following the state syllabus framework which itself is based on the national curriculum framework. In addition, the intent of the Constitution has been upheld. I am grateful to all my colleagues of the review committee who have finished this job in the best possible way. Also, thankful to all the officers and staff of the textbook association who co-operated in the smooth conducting of the committee's functions. This revision, we believe, will reflect the intent of the new National Education Policy and also become the starting point for the comprehensive revision of textbooks to come.

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HISTORY

CHAPTER 1

MAJOR DEVELOPMENTS IN THE WORLD



Introduction to the Lesson

India is a secular country because people who belong to different religions live here in harmony. Now let us learn about some of the major religions.

The rise and spread of Christianity and Islam greatly transformed Europe and Asia. This, in turn, did influence the course of Indian history. Hence we need to study Indian history in the larger context of the significant developments in the world. This Lesson deals with the life and teachings of Jesus Christ and Prophet Muhammad; emergence of the Roman Catholic Church as a vast and powerful organisation; establishment of an Islamic state in Arabia; contributions of the Arab civilization; and the impact of the powerful Arab, Mongol and Turkish empires on Indian history.

Competencies

- 1 Understanding the teachings of Jesus Christ and Prophet Muhammad.
- 2 Understanding the impact of the expansion of the Arab, the Mongol and the Turkish empires on Indian history.
- 3 Marking the places associated with Christianity and Islam on the map.

What is History? History is a systematic study of the past. It narrates the progress of mankind through the ages. While narrating the past events, we need to deal with three questions: When did the event happen? Where? Who were associated with it? Thus date, place and persons form part of any historical event.

Note the three elements in this event: *Shivaji was coronated at Raigad in 1674.*

Christianity

Among the major religions of the world, Christianity and Islam may be mentioned. Let's trace their beginning and growth.

The founder of Christianity was Jesus Christ who lived about 2,000 years ago. *The Bible*, the holy book of the Christians, narrates the life and teachings of Jesus.

Christ - The title given to Jesus; the Saviour.

Life of Jesus Christ: Jesus was born in Bethlehem (in Israel). His mother was Mary. When he was about 30 years old he left his home and moved from place to place serving the weak and the poor. For him compassion was the essence of religious life. He preached through parables.

Influenced by the teachings of Jesus a large number of people followed him. At the same time, the religious leaders opposed him. They accused him of treason. Soon Jesus was crucified. (Crucifixion was the punishment given to criminals in those days).

Teachings: • Jesus stressed that we are the children of God and hence we are all brothers. • He called upon the people to lead a pure life without committing sins. "Love your neighbour as yourself". "When beaten on the right cheek show the left". • Service to mankind is service to God.

After the death of Jesus, his twelve disciples started spreading his teachings. As a result, several Christian communities emerged within the Roman empire. At first the Christians were persecuted. But in course of time, the Roman empire recognized the Christian faith.

Later the Italian city of Rome emerged as the main centre of the Christian Church with the Pope as its supreme head.

Under him missionaries were sent to various parts of the world to spread the new religion. Gradually the Church developed into a powerful religious organisation. With this the economic and political power of the Pope also increased enormously.

Activity: *It was a crime to crucify Jesus the divine messenger of peace. Discuss with your friends and write your opinion.*

Islam

Prophet Muhammad was the founder of Islam. He was born at Mecca in Arabia.

Prophet is one who teaches religion and claims to be inspired by God.

Before the rise of Islam, there were several tribal groups in Arabia. For centuries these groups remained disunited. In Mecca, *Kaba* was a well-known pilgrimage centre where idols were worshipped.

Life of Prophet Muhammad: Muhammad's father was Abdullah and mother Aminah. He had lost his father before his birth. In early stage he helped his uncle in business. A rich widow by name Khadijah gave him a job. Impressed by his simplicity and honesty she married him.

From the age of 40, Muhammad used to engage himself in prayer and meditation. In course of time he began to preach the messages of God. *The Koran (Quran)*, the holy book of the Muslims, contains such messages. It is in Arabic language.

*Islam means "submission to God".
Muslim means "One who surrenders to God".*

By and by a large number of people accepted his teachings. Since Muhammad disapproved the existing religious beliefs and practices, a number of people opposed him. Hence he had to leave Mecca and move to Madina.

This event is known as *Hijrah*. The Muslim era or Hijri era commenced from that year.

The people of Madina welcomed Muhammad. After some time they defeated the Meccans who had opposed him. Muhammad forgave the Meccans who agreed to remove the idols in the Kaba. Soon Islam was accepted throughout Arabia.



Kaba, the holy place of the Muslims, Mecca.

Teachings of Islam

- There is no God but Allah and Muhammad is his Prophet. Idol in any form should not be worshipped as God.
- Every Muslim should become a servant of God and be honest. All human beings are equal.

Merchants should not cheat. Interest should not be collected on the money lent. The Muslims should avoid practising infanticide, eating pork and drinking liquor.

- Every Muslim should pray (*namaz*) five times a day facing the direction of Kaba, and fast during the day time in the month of Ramzan. The rich should compulsorily give charity (*zakat*) to the poor. The Muslims should undertake pilgrimage to Mecca (*Hajj*) at least once, provided one can afford.

Activity: Make a list of the teachings of Jesus and Muhammad Paigamber. Find out the similarities and dissimilarities in them.

Islamic empire: The successors of Prophet Muhammad were known by the title caliph (*khalifa*). Before long, the caliphs, through constant conquests, built a vast Islamic empire. With this Islam greatly expanded. The Arabs also conquered the province of Sindh (in India) and spread Islam in the land.

Later the Turks succeeded the Arabs as the rulers of the Islamic empire. They entered India through Afghanistan and conducted several military campaigns. Their repeated campaigns led to the establishment of the rule of the Sultans of Delhi. The long rule of the Sultans led to the speedy spread of Islam in India.

Contributions of the Arabs

- The Arabs were greatly influenced by the arts and sciences of the Greek, the Roman and the Indian civilizations. They freely borrowed them and evolved a rich civilization of their own. The city of Baghdad was a famous centre of learning.
- The Arabs made their own contributions to the literature.

The Arabian Nights, Omar Khayyam's Rubaiyat and Firdausi's Shahnamah are some of the well-known epics in Persian language.

Activity: *The Arabs took the knowledge of Indian mathematics to different parts of the world. Discuss and prepare a short essay.*

- The Arabs made significant contributions to algebra, chemistry and astronomy. They borrowed from India the use of numbers including zero, and passed them on to the western world.
- The Arabs constructed impressive palaces, mosques, libraries and hospitals. Their magnificent mosques are at Mecca, Madina, Baghdad, Jerusalem and Damascus. The medical system known as *Unani* is an Arab contribution.

The Crusades

Palestine and its capital Jerusalem are holy for the Jews, the Christians and the Muslims even today. In order to gain control over Palestine, the Christians and the Muslims fought nine wars. In history these religious wars are known as *the Crusades*.



Jerusalem

Causes of the Crusades: For a long time, the Christians undertook pilgrimage to their holy places in Palestine. However when Palestine came under the Turks, they stopped the entry of the Christians into Palestine. This was the main cause of the Crusades.

In the first Crusade, about 40,000 Christians participated. They went on foot to Jerusalem and successfully brought it under their control. However, in the subsequent Crusades, the Christians did not attain any success worth mentioning.

The fourth Crusade was the most tragic one. About 50,000 children from Europe participated in it. But a large number of children died on the way to Jerusalem. Hundreds were taken captive and sold as slaves.

Results of the Crusades: On the whole, the Christians failed to gain control over the holy land. However, the Crusades led to more contacts and trade relations between Europe and Asia.



The Crusade - (Religious war) scene

The Mongols

Mongolia in Central Asia is a vast grassland. A nomadic tribe called the Mongols lived in the region. Their means of livelihood was rearing cattle.

Genghis Khan: The credit for unifying the Mongols and establishing a mighty Asian empire goes to a Mongol by name Genghis Khan. He was notorious for his violent deeds.

Qublai Khan: Qublai Khan was the grandson of Genghis Khan. He was a great warrior. He overthrew the ruler of China and became the emperor of China. A good administrator and a kind ruler, he undertook several public works to promote the welfare of the people. He fed the hungry during periods of famine. He encouraged scholars and artists.



Genghis Khan



Qubilai Khan

Influenced by the religion and culture of China, he accepted Buddhism. He adopted the Chinese way of life and values.

Qublai Khan is an example of how good persons do influence those who come in contact with them.

Timur: After the decline of the empire built by Qublai Khan, his successor Timur once again established its reputation. He was an extremely cruel ruler. He built a vast empire by conquering Persia, Iraq, Syria, Afghanistan and

many parts of Russia. Timur also invaded India. Babur, who founded the Mughal rule in India, belonged to the lineage of Timur.

The Ottoman Turks

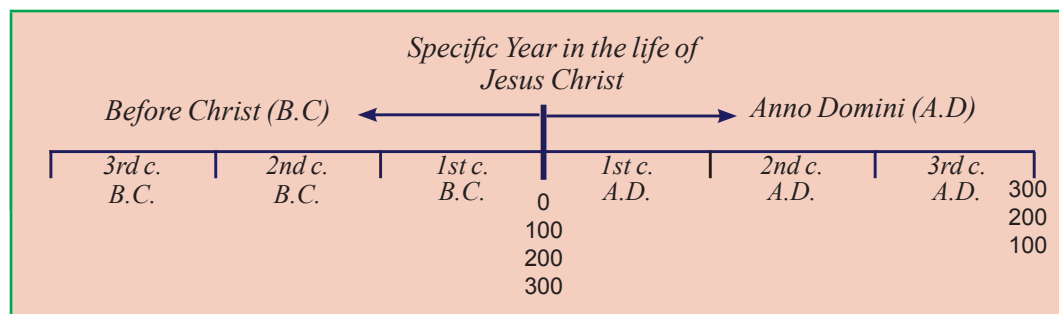
The Turks belonged to a nomadic tribe of Turkistan (in Central Asia). They accepted Islamic faith. After the decline of Qublai Khan's empire, the Turks founded a military kingdom called the Ottoman. By conquering the neighbouring regions they enlarged their kingdom. The Ottoman Turks invaded India several times, looted enormous wealth and caused considerable loss and suffering to the people.

Dates in History

An era begins from a significant year. Historians use Christian era to indicate dates. The Christian era begins from a specific year in the life of Jesus Christ. Its first year is called *Anno Domini* (or A.D.) which means "The Year of our Lord (Jesus)".

For example, when we say that the Vijayanagara empire was founded in A.D. 1336, it means that it was founded 1336 years *from the beginning* of the Christian era. 220 B.C. (Before Christ) means 220 years prior to the beginning of Christian era.

There are also other eras in use such as the Shalivahana, the Gupta, the Vikrama, the Hijri and so on.



o = A specific year in the life of Jesus Christ which marks the beginning of Christian era.

c = Century (100 years). 21st century means from A.D. 2001 to 2100.

circa= approximately.

Dates are useful in understanding the progress made by mankind through the ages. The purpose of the dates is to narrate the events in a chronological order. They are to be remembered in a meaningful way rather than by simply memorising them.

New words

parable - a simple story used to explain a moral lesson.

treason - the crime of being disloyal to one's country.

persecute - treat in a cruel or unfair way.

Chronology

Crusades - 12-13th centuries

Children's Crusade - 1212

Prophet Muhammad - Circa 569-632

Hijri era - begins from A.D. 622

Genghiz Khan - 1162-1227

Qublai Khan - 1215-1294

Timur - 1369-1405

Let's know

Bethlehem - a small town near Jerusalem. It is in the province of Judea in Israel. Jesus was born in a Jewish family.

EXERCISES

Discuss in groups and answer

- 1 Mention the place of birth of Jesus Christ. Who was his mother?
- 2 Which is the holy book of the Christians?
- 3 What are the main teachings of Jesus Christ?
- 4 Who is the Pope?
- 5 What was the main cause of the Crusades?
- 6 Where was Prophet Muhammad born? Name the holy book of the Muslims.
- 7 What are the main teachings of Islam?
- 8 Mention any two contributions of the Arab civilization.
- 9 Who was Qublai Khan?
- 10 Write a note on the Ottoman Turks.

Activities

- 1 *Read the parables of the Bible.*
- 2 *Read the biography of Jesus Christ.*
- 3 *Read the biography of Prophet Muhammad.*
- 4 *Mark the places associated with Christianity and Islam on the map.*





2.1 Beginning of the Modern Age - Renaissance

Introduction

Historians classify the long history of Europe into three ages. They are: Ancient Age (till around 500 C.E), Middle Age (around 500 C.E – 1500 C.E) and Modern Age (from around 1500 C.E onwards). During the Middle Ages, the Catholic Church had exercised supreme control over the lives of people and stifled all independent thinking. However, during the 15th and 16th Centuries, the Middle Ages turned towards the new path of transformation. This marked the beginning of the Modern Age. The three significant historical developments marking the beginning of the Modern Age are: The Renaissance, the Reformation and the Geographical Explorations.

The Renaissance movement developed the outlook of questioning traditional beliefs and rituals. The attitude that the people had towards religion till then changed. An intense revolution against the Catholic Church began. Consequently, far-reaching religious reformation movements started in 16th Century Europe. In this lesson, the meaning, causes, nature and effects of Reformation have been explained. Further, every reformation movement has been described.

The significance, causes, nature and effects of the geographical explorations that took place in the 15th and 16th centuries have been explained in this lesson.

Competencies

- 1 Students understand the concept of Renaissance.
- 2 They also learn about the factors leading to the Renaissance, the beginning of Renaissance and its features.

- 3 They get to know about the developments in the fields of literature, architecture, painting and science inspired by the Renaissance.
- 4 Understand Reformation Movement.
- 5 Reasons for Reformation Movement.
- 6 Role of Martin Luther and others in Reformation Movement.
- 7 Learn the meaning of Counter Reformation and role of St. Ignatius Loyola.
- 8 Learn about the effects of the Reformation.
- 9 Students learn about the causes that led to the explorations.
- 10 They also learn about the nature of sea voyages.
- 11 They understand the global impact of the explorations.
- 12 They learn to trace the sea routes on the world map.

Teacher : Children, do you know what is meant by 'Renaissance' or the 'New Awakening'?

Students : No Sir, we do not know.

Teacher : Renaissance' means the 'Revival'. It also means the 'Re Awakening'. The word 'Renaissance' refers to the significant developments that took place around 1400-1600 C.E. in the fields of European literature, art, architecture and science. The Renaissance movement denotes the creative developments in intellectual and cultural aspects. This movement comprises the complex network of multi-faceted changes that occurred during that age, transforming the Europe of the Middle Ages to that of the Modern Age.

Students : Where did this movement originate?

Teacher : It originated in Italy.

Dyamavva: Sir, what are the features of the Renaissance?

Teacher : A very good question. Everyone should know this. The Renaissance had many features. Humanism and rationalism were the most important ones.

Deepali : What is humanism?

Teacher : Humanism is the belief that man is the centre of all events in the world.

The scholars who studied Ancient Greek literature were called 'Humanists'. They believed that Man was the most important creature in the world; he was not a sinner. They declared that he was the greatest creation of God.

Ganesh : Then what is rationalism, Sir?

Teacher : Rationalism is examining every idea in a logical manner and without any prejudices. Any idea is accepted only after it is found to be true.

During the Renaissance, ideas about Heaven and Hell and the Other World were rejected. Matters of the world around man were given lot of attention. Contemporary life was emphasized upon.

Joseph : Are there any other features, Sir?

Teacher : Apart from these, there are two other features. They are: firstly, the Classical languages i.e. Greek and Latin were rejected in favour of the local language in which literature was written. Secondly, original artistic creations were encouraged.

The Renaissance artists chose new topics for their art. Architecture focused more on man. For instance, churches were not just places of worship but also centres of artistic architecture.

Ismail : Sir, we understood the features of Renaissance. But can we know the reasons for the Renaissance?

Teacher : Definitely. Ideological freedom was the primary reason for the Renaissance. The other reasons were: * the attack on Constantinople, *the influence of geographical explorations, *invention of the printing press, *spread of education, *decline of feudalism etc.

Istanbul is the harbour city of modern-day Turkey. It was earlier called Constantinople, and even before that, Byzantium.

Thimmakka : Tell us more about the attack on Constantinople, sir.

Teacher : In the middle of the 15th Century (1453), the Turkish Sultan, Mohammed II, mounted an attack on Constantinople, the capital of the Eastern Roman Empire.

During this invasion, the Turks seized the city from Emperor Constantine XIII. The important fact to be noted here is that for 11 centuries before 1453, this city was the center of knowledge and learning.

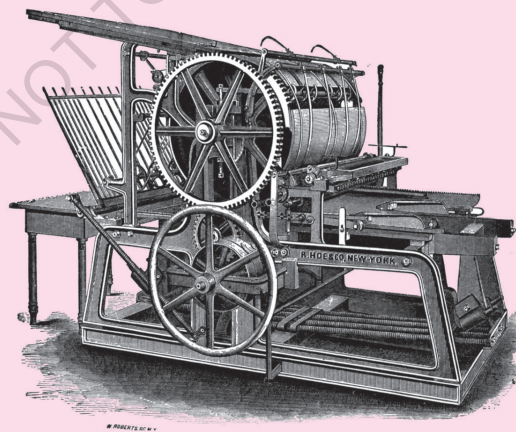
Razia : What was the result of the attack, Sir?

Teacher : The Turks were not broad-minded like the Arabs. They had no respect for learning. Fearing the Turks, the scholars of Constantinople, along with their valuable Greek and Latin works, fled to Italy and other parts of Europe. They settled in various cities of Italy and began to disseminate their knowledge. Thus learning shifted from Constantinople to Italy. This inspired the Renaissance movement.

Besides, the geographical explorations of the time led to an increase in the wealth of the Europeans. They found out sea routes to countries like India, America and others. This development transformed Europe into a colonial power. It also led to the disintegration of the feudal system.

Atul : Sir, how did the printing press contribute to the Renaissance?

Teacher : The printing press, which was invented in the 15th Century, brought about revolutionary changes in the field of knowledge-dissemination. Earlier, a person could print only two books in a year. With the help of the printing machine, now he could print 24,000 prints of a book in a year. As a result, the price of printed books came down, and demand for them increased. The printed word was clearer and looked more beautiful than writing done by hand. All those interested in reading could get books easily.



Pic of Guttenburg's printing press

Around 1450, the German, John Guttenberg, used movable metal types in his press at Maines. Earlier, blocks were being used. New forms of technology spread all over Europe at lightning speed. All scholars and Popes welcomed this development. In 1477, William Caxton established an improved printing machine in England.

Ningappa : Explain the contribution of the Renaissance period to the field of literature, sir.

Teacher : During the Renaissance, literature was written in the national or the local languages. As a result, the spoken languages of the people prospered. Many humanist writers wrote various works of literature during this period.



Petrarch

Petrarch is the prominent one among Humanists. He valued ancient Greek and Roman literature. His lyrics and sonnets are well-known. Young writers were inspired by him. Dante was a great Italian poet. He wrote the epic 'The Divine Comedy'. Boccaccio was an expert story-teller. 'Decameron' is his great literary work.

John Calvin was the religious reformer who gave a new style to French prose literature. Cervantes was an important Spanish writer of the Renaissance period. He satirized the knights of the Middle Ages in his famous work 'Don Quixote'.

Those who rendered exemplary service in the royal military were honoured with knighthood and called 'Knights'.

William Shakespeare (1564-1616) is the most important among English dramatists. He wrote many excellent plays. 'Julius Caesar', 'Romeo and Juliet', 'King Lear', 'Macbeth' are some of his plays. He is a great dramatist like Kalidasa.



Shakespeare

Margaret : Sir, you have explained the contributions of the Renaissance to literature. Now will you please tell us about its contributions to architecture, art and sculpture?

Teacher : We can see the exquisite Renaissance architecture in the vast St. Peter's Church of Rome and St. Paul's Cathedral at London.



Picture of St. Peter's Church, Rome

The Renaissance architects rejected the ornate, ostentatious Gothic style of the Middle Ages, and used circular arches instead of pointed, spiral arches.

Donatello was a prominent sculptor of the period. His 'Image of David' is excellent. Similarly, 'Image of Moses' created by Michael Angelo is magnificent.

Shivamurthy: Sir, tell us about the achievements in the field of art.

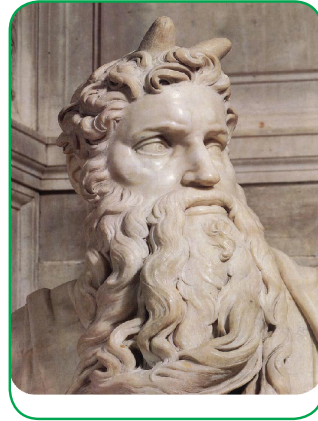
Teacher : In the 16th Century, there were many talented artists in Italy. Prominent among them were Leonardo da Vinci and Michael Angelo.



Picture of Virgin on the Rock-Leonardo Da Vinci



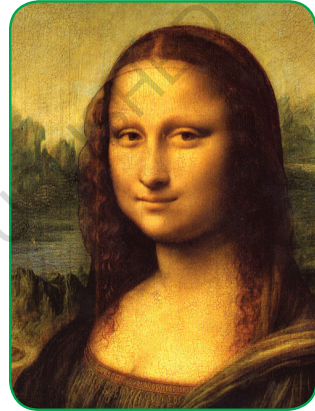
Michael Angelo



Moses by Michael Angelo



Leonardo da Vinci



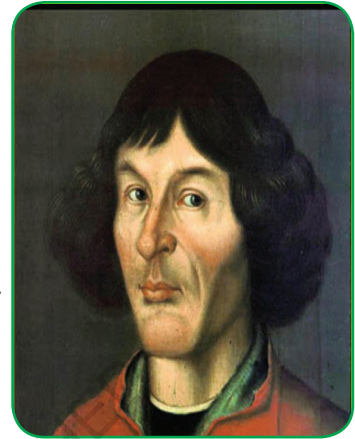
Mona Lisa

Leonardo da Vinci was a wonderful painter, sculptor, scientist, engineer, architect and mathematician. 'Virgin on the Rocks', 'The Last Supper' and 'Mona Lisa' are his famous paintings.

Da Vinci surpassed all his contemporaries in all the fields. He had prepared models of Flying Machine, Submarine, Parachute and Tanker. However, his scientific achievements remained unknown to the public for a long time. He was a great architect too, and had constructed canals and forts in Italy. He had acquired expertise in music and philosophy too. It is said that he could write with both hands at the same time.

Aditya : Sir, please tell us the progress that took place in the field of science during the Renaissance.

Teacher : We can say that the development of modern science began during the period of Renaissance itself. There was revolutionary progress in astronomy. Copernicus of Poland had claimed that the earth was one of the many planets that revolved round the sun. Since his research went against the beliefs of the Church, his findings could not be brought out in book form.

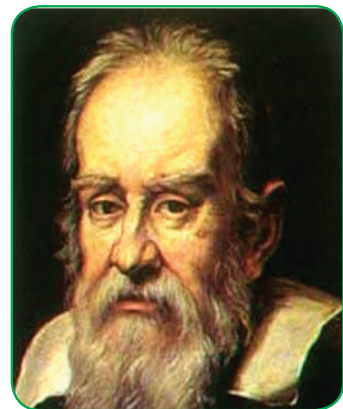


Copernicus

During Copernicus' time, the Church believed Ptolemy's statement that the sun revolved round the earth.

Later, the German mathematician, Kepler, proved that Copernicus' findings were true.

The Italian astronomer, Galileo Galilei, invented the telescope. He strongly supported Copernicus' argument. Hence the Church had him arrested and subjected to Inquisition (the enquiry Court of the Church). After he recanted his statement and admitted his mistake, he was freed.



Galileo Galilei

Sir Isaac Newton of England proved that 'Gravity' was the reason for the falling down of objects which had been thrown up in the air.

William Harvey (1478 – 1557) discovered the circulation of blood in the human body. Vesalius, a Belgian scientist, published a valuable book about blood circulation in the body. He was sentenced to death for questioning the beliefs of the church!

Galileo proved through his experiments that when two objects of different weights fall down from the same height, they touch the ground at the same time. He demonstrated the truth of his findings by letting down cannon balls of different weights from the Tower of Pisa.

In this way, the Renaissance influenced the modern society and civilizations in a significant manner.

2.2 RELIGIOUS REFORMATION

As they came out of the Church after Sunday prayer, Peter and Lily began to ask many questions with great curiosity.

Peter : Father, are there sects in Christianity too?

John : Yes, there are many sects in Christianity. 'Catholic' and 'Protestant' are the two important sects among them.

Peter : What are the reasons for these sects appearing among Christians?

John : During the Middle Ages, many immoral activities were taking place in the Roman Catholic Church. Instead of leading austere, pious lives, the Pope and the clergy were wallowing in luxury.

There were many conflicts between the Kings and the Popes as a result of which respect for the Popes declined in society. The kings could not tolerate the interference of the Popes in political matters. The Popes had sold many positions of the church and accumulated a lot of wealth. This was the reason why John Wycliffe, John Hus, Martin Luther and the others began to reveal, at different periods, the wrongdoings of the church.

John Wycliffe (1324-84): *John Wycliffe is called the 'Morning Star of Religious Reformation'. He was a Professor at Oxford University. He revealed the illegal activities of the church.*

John Hus (1367-1415): *He strongly condemned the immoral activities of the church. The Council (Court of the Church) summoned him and forced him to accept the policies of the Church. Jan Hus replied, "I cannot accept any ideas against my conscience". He was considered a traitor since he had rejected the church and its court, and he was burnt alive at the stake!*

The other important reason for the cracks to appear in the Catholic faith was the sale of 'Letter of Forgiveness'. The Pope, Leo X needed money to reconstruct St. Peter's Church in Rome. To this end, the belief that all those who bought 'sales of indulgences' would be freed of the sin and go to heaven, was cultivated. Martin Luther who understood the hollowness of the claim, questioned why the Pope, if he could take money and wash away the sins of people, did not do it free of cost.

Lily : Who was Martin Luther?

John : Martin Luther was the leader who led the Religious Reformation Movement in Germany. He was a priest at St. Augustine Church.

Martin Luther who witnessed the ostentatious lifestyle of the Pope and the clergy at Rome, rebelled against it. He wrote 95 theses or statements against the sale of indulgences and nailed them on the main door of Wittenburg Church in order to spread awareness among the people.



Martin Luther

Luther translated the Bible into German, thereby enabling even the common people to read it. He began to use German language in the place of Latin during religious services of the church.

The Pope summoned Luther to Rome with an intention to punish him. However, Luther enjoyed the support of many kings and hence could not be punished. The Catholic Church referred to his followers as 'Protestants' (those who rebelled). Gradually, Protestants emerged as a sect of Christianity and spread all over the world.

Peter : What was the effect of this on the Catholic church?

John : Many doubts began to arise in the minds of the people about the Catholic church. They began to move away from the church. Seeing this, the Roman Catholics realized that there had to be some reforms in their church. Towards this end, a movement to cleanse the Catholic church was started. The other purpose of this movement was to curb the growing influence of the Protestant sect.

Lily : What is 'Counter-Reformation'?

John : The attempts of the Catholic Church to bring about reforms in its internal functioning is called 'Counter Reformation' or 'Catholic Reformation'.

Lily : Who was the leader of the Counter Reformation?

John : Ignatius Loyola was the leader of the Counter Reformation. He established the Jesus Association in 1541.

Ignatius Loyola: *Loyola was a General of Spain, was a handicapped. He saw that the popularity of Protestant Church was increasing whereas that of the Catholic Church was decreasing. Honest and enthusiastic that he was, Loyola decided to change matters in such a way that people regained their faith in Christianity.*



Ignatius Loyola

The members of the Jesus Association are called Jesuits. Along with spreading their religion, they concentrated on extending educational and health facilities. As a result of their efforts, the Catholic Church regained the trust of the people.

Peter : What were the effects of the religious reformation movement?

John : The followers of Jesus got divided into two sects – Catholics and Protestants. The illegal activities that were being carried out in the name of religion in the Catholic Church ended. In the struggle for power between the Pope and the kings, gradually the kings became more powerful.

Activity: *Visit a church in your town. Write an essay about the activities there.*

2.3 GEOGRAPHICAL EXPLORATIONS

Nagaratna: What is meant by ‘Geographical Explorations’?

Teacher : Till the 15th Century, the Europeans were not aware of all the places in the world. With the belief that the earth was flat, they carried on trade only upto the coastal areas of Europe. Gradually, their curiosity, desire for trade and adventurous spirit drove them to explore new areas on the earth. These findings are called ‘geographical explorations’.

The Church leaders believed that the earth was flat and that there was a steep precipice at the edge of the earth. This was the reason navigators were afraid to undertake sea voyages.

Santosh : What were the reasons for the geographical explorations?

Teacher : The reasons for the geographical explorations were as follows:

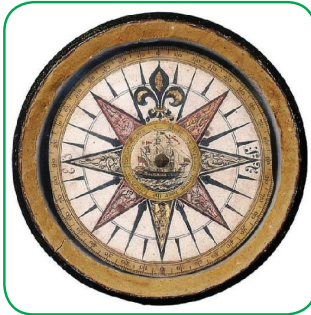
- **Attack on the city of Constantinople :** In 1453 A.D., the Turks occupied the city of Constantinople. They brought in obstacles to the trade of the Europeans that used to take place through this city. Hence, it became imperative for the Europeans to discover a new sea route to the East Asian countries.

- **The reports of Marco Polo :** Marco Polo who had visited the Asian countries of India and China, had reported that Asian countries were very wealthy. His account stimulated the interest of the European traders in geographical explorations.

• **Demand for Asian goods :** There was a great demand for Asian goods and spices in Europe.

The Indian products that were in demand in Europe were saffron, saguvani (teak), cotton textiles, tamarind, black pepper, cloves, cinnamon, sandal, musk (kasturi), cardamom and nutmeg.

• **Scientific inventions :** The new scientific inventions of compass, astrolabs and huge ships called caravel proved to be a boon to the navigators engaged in sea voyages.



compass



astrolabe

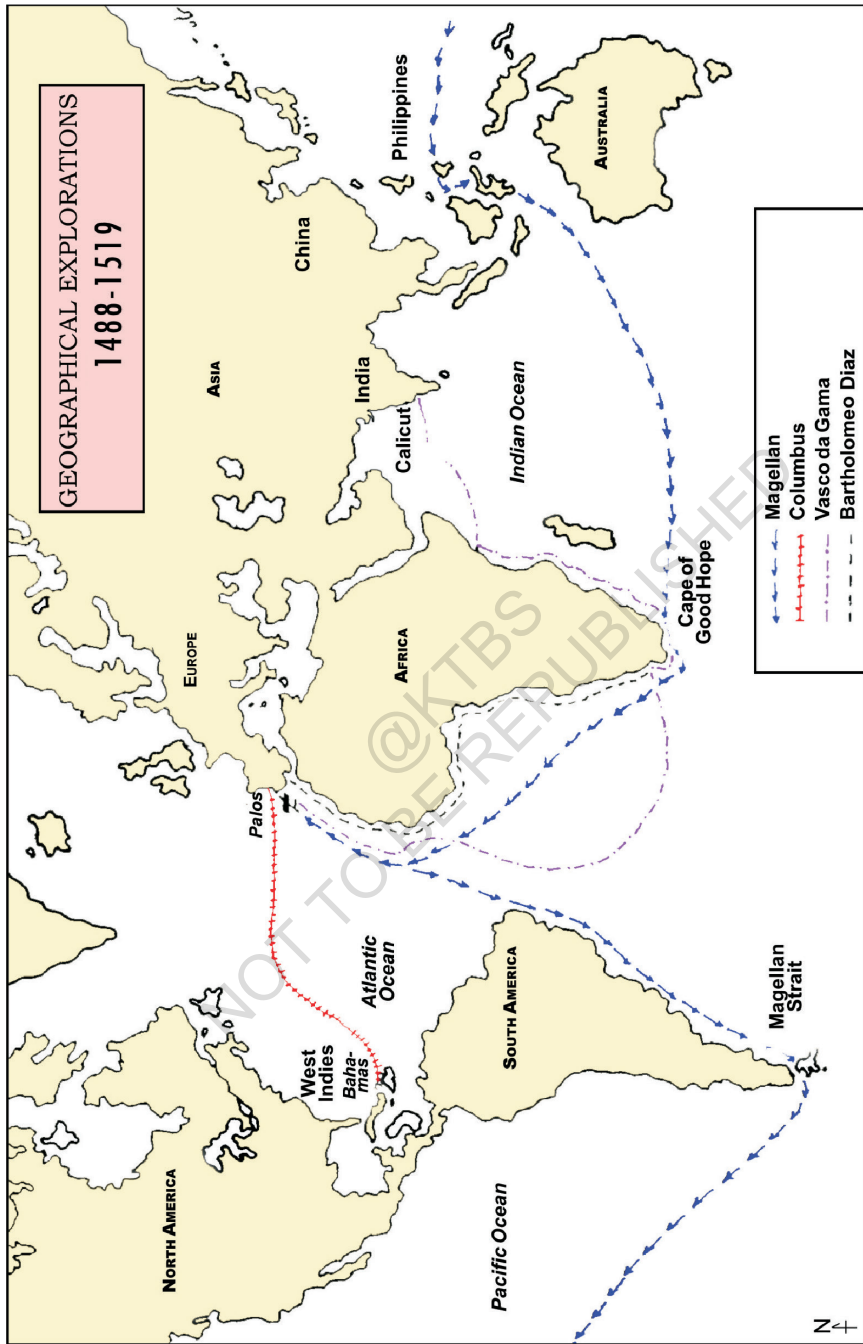


huge ships

Activity: Learn how the compass and astrolabe proved to be a boon to navigators.

• **Religious motivation :** The Christian missionaries started looking towards Asia and Africa for the propagation of their religion.

Jahanara : Who was the first navigator to undertake a sea voyage?



Geographical Explorations

Teacher : The Portuguese were the first to undertake sea voyages. It was the Portuguese Prince, Henry's ambition to find out a sea route to India and China. He established a navy school for the purpose. Hence, he was popularly known as 'Henry the Navigator'. His encouragement provided a stimulus for explorations.

Henry was the founder of the 'School for Navigators'. Every year, students of this school used to go on a voyage along the west coast of Africa. By the early part of the 16th Century, sailors had gathered sufficient information about winds, waves and sea tides. Many important European sailors, astronomers and geologists were engaged in compiling information for this school.

Ramesh : Which are the areas discovered by the navigators?

Teacher : • The Portuguese sailor, Bartholomeo Diaz, undertook a voyage under royal patronage and reached the southern tip (Cape) of Africa in 1488. His ships were hit by powerful winds in that area. So he named that area 'Cape of Storm'. However, since this voyage had raised the expectations for future voyages, King John II named the southern tip of Africa 'Cape of Good Hope'.

• **Vasco da Gama** : Another Portuguese sailor, Vasco da Gama, started on the route established by Bartholomeo Diaz and reached the 'Cape of Good Hope'. From there, he reached Melindi island on the east coast of Africa. With the help of a Gujarati trader there, he crossed the Arabian Sea and the Indian Ocean, and reached Calicut on the west coast of India in 1498. In this manner, a new sea route to India was discovered. On his return journey, Vasco da Gama took goods worth 60 times the cost of his sea voyage.



Vasco da Gama

The place Vasco da Gama actually arrived at was 'Kappad', around 10 kilometers away from Calicut. At that time, the Zamorin kings used to rule Calicut.



Christopher Columbus

• The Spanish navigator, Christopher Columbus, undertook a sea voyage towards the west with the firm belief that 'the earth was round'. He took the help of the Spanish king, Ferdinand and Queen Isabella for this purpose. He crossed the Atlantic Ocean and reached the Bahama islands. He thought that area was 'India' and so referred to the people there as 'Red Indians'. Actually, the place was a group of islands called the West Indies. The surprising fact about this discovery is that Columbus was not aware till his death that he had discovered a new place on the earth.

Christopher Columbus : He had the ambition of reaching India by sailing towards the west and crossing the Atlantic Ocean. In August 1492, Columbus started his sea voyage towards the Atlantic Ocean from the Paulos Harbour with 88 sailors on board three ships. Although he sailed for around two months, he could not sight land. His sailors began to rebel against him. Columbus motivated them to sail further by declaring that the sailor who first sighted land in the next three days would be given a special prize along with one year's salary. Encouraged by this promise, the sailors continued their journey, and on 12th October 1492, sighted land in the morning.

• **Discovery of South America :** A Portuguese fleet under the leadership of Captain Pedro Cabral started on a voyage towards India. On the way, heavy winds attacked the ships and they lost their way and, drifting towards the west, reached the eastern coast of South America. In this manner, the country Brazil in South America was discovered by Cabral.

Amerigo Vespucci of Italy followed the same route as Columbus and reached the continent of South America. He declared that the land Columbus had discovered was not India but the 'New World'. Therefore, the German Geographer Martin Wald Simuller suggested that the new world should be named 'America' after Amerigo Vespucci. His suggestion was approved and implemented.

• **Ferdinand Magellan** : Ferdinand Magellan was an adventurous Portuguese navigator. The credit for being the first to circumnavigate the world goes to him. Magellan started from Spain with 5 ships, 267 co-navigators touched the southern tip of South America, crossed the Pacific Ocean and reached Philippines. However, he was killed in the skirmish that took place there with the natives. The followers returned to Spain on a ship named 'Victoria' under the captaincy of 'Sebastian Delcano'. The result of their adventure was that people came to believe that the earth was round.



Ferdinand Magellan

Ferdinand Magellan believed that the earth was round. He desired to travel towards the west and discover a route to the eastern countries. He started his journey from Spain in 1519 September with 267 people on board five ships. He travelled across the Atlantic Ocean and, after crossing the narrow strait in the south of South America, he entered a tranquil ocean. The strait that he crossed came to be called 'Magellan Strait' and the ocean came to be known as 'Pacific Ocean'.

Magellan and some of his companions died during the clashes with the natives in Philippines. The rest of the crew returned to Spain in 1522 on a ship named 'Victoria'. Thus 'Victoria' can be called the first ship that completed a circumnavigation of the whole earth.

Michael : What were the effects of the geographical discoveries?

Teacher : The geographical discoveries had a strong influence on not just European civilization but also the people and culture of Asia, Africa and America.

- **Expansion of Trade** : The Europeans converted the newly discovered lands into their commercial colonies. As a result, global trade expanded widely. Asian goods captured a huge market in Europe. The profit gained from all these commercial activities went to the Europeans.

- **Slave Trade** : The Europeans made the natives of West Indies, Mexico, Peru and Brazil their slaves. Gradually, they started selling slaves like goods. This 'slave trade' became inhuman over a period of time. The slaves were made to toil without respite and were treated cruelly.

- **Christian missionaries** : The Christian missionaries actively engaged in converting the natives of the new-found lands into Christianity. Thus the missionaries indirectly helped in expansion of colonialism.

- **Political effect** : Severe competition arose among the European countries for the control of colonies and their wealth. The European countries established their colonies in the continents of Asia, Africa and America.

'Colonisation' means the political and economic control that one country exercises over another country. For ex: India was colonized by England in the pre-independent era.

Important dates:

1488: Bartholomeo Diaz reached the southern tip of Africa

1498: Vasco da Gama reached Calicut.

1492: Columbus reached America.

1519 – 1522: Magellan's circumnavigation.

EXERCISES

I Answer the following in one word or sentence each:

- 1 Where did Renaissance begin?
- 2 What are the two features of the Renaissance?
- 3 How did the printing press inspire the Renaissance?
- 4 What is the modern name of Constantinople?
- 5 Who are the three famous writers of Renaissance period?
- 6 Who wrote the book 'Decameron'?
- 7 Who is William Shakespeare?
- 8 Where is St.Peter's Church?
- 9 Who are the famous artists of the Renaissance period?
- 10 Name the two well-known scientists of the Renaissance period.
- 11 What is 'Sale of Indulgences'?
- 12 Who is Martin Luther?
- 13 Who are Protestants?
- 14 What is 'Counter Reformation'?
- 15 Who established 'Jesus Association'?
- 16 Who is Marco Polo?
- 17 Who referred to the southern tip of Africa as 'Cape of Storm'?
- 18 What name did Columbus give to the natives of America?
- 19 Which was the ship that first circumnavigated the earth?

20 Which sailor's voyage proved that the earth was round?

II Discuss:

- 1 Explain the contributions of Renaissance movement to the fields of art, literature and science.
- 2 What is the role of Martin Luther in the religious reformation movement?
- 3 Discuss with your friends the effects of geographical discoveries.



Activities:

- 1 *Prepare an album by collecting photographs of the architecture, sculpture and paintings of Renaissance period and stick them in a book, along with a description of them.*
- 2 *Collect more information about these leaders of the religious reformation and counter reformation: John Wycliffe, Ignatius Loyola.*
- 3 *Collect more information about the important navigators who discovered new lands.*
- 4 *Read B.G.L.Swamy's book 'South America in our stomach', and make a list of the fruits and vegetables introduced by the Europeans to India.*



**Introduction**

Why did the Europeans come to India? What were their activities in the beginning? How was it possible for only the British, among all the Europeans, to settle down in India? What were its effects? Answers to all these questions have been provided in this lesson.

Competencies

- 1 Students learn about the initial activities of the Europeans.
- 2 They learn about the clashes that took place among the Europeans in India.
- 3 They understand the factors that enabled the British to settle down in India.
- 4 They identify the places on the Indian map where European trade took place.

Seeing the teacher write in big letters on the board 'The Advent of Europeans to India', Ramu asked:.

Ramu : Who are the Europeans? Why did they come to India?

Teacher : The people of different countries of Europe are called Europeans. For ex: the British, French, Portuguese, Dutch, Italians, Germans etc. Some among them came to India to carry on trade.

Rahim : Who was the first among the Europeans to come to India?

Teacher : The Portuguese were the first Europeans to come to India. The King of Calicut, Zamorin, gave permission to the Portuguese sailor, Vasco da Gama, to carry on trade. Albuquerque came

to India in 1509 as the first Governor of the Portuguese. His goal was to establish Portuguese power in India. He seized the rich Goa port from the Vijayapura Sultan. His administration was faulty because people of different religions were being tortured. The governors who succeeded Albuquerque established colonies in Diu, Daman, Salsette, Bessein, Chaul, Mumbai, San Thome and Hoogly of Bengal.

Sangeeta : What were the reasons for the decline of the Portuguese?

Teacher : The Dutch and the British possessed a strong naval force and were thus, powerful rivals of the Portuguese. The Portuguese government officials became corrupt and disloyal. Slowly, the government deteriorated. Bigotry was the main reason for the decline of the Portuguese. They forcibly converted people of different religions into Christianity. Besides, the collapse of the Vijayanagar Empire with whom the Portuguese had good relations, led to the decrease in trade. All these are the factors which led to the decline of the Portuguese power in India.

The Portuguese were the first Europeans to arrive in India and the last to leave it. Only Goa, Diu and Daman remained with the Portuguese till the end. Although the British rule ended in 1947, the Portuguese did not vacate our land. The Indians in Goa fought in a non-violent manner for Goa's liberation. But they were subjected to merciless torture. Finally, in 1961, the Indian military force succeeded in defeating the Portuguese and liberating Goa.

Asha : In which areas in India did the Dutch have their trade centres?



The trade centres of the Europeans in India

Teacher : The Dutch who were from Holland (the Netherlands) had their trade centres in Agra, Machalipatnam, Surat, Karaikal, Patna,

Nagapatna, Kochi etc. The Dutch clashed with the British. But the British defeated them. With this, trade relations in India between the Dutch and the British came to an end.

Mumtaz : Which were the places in India where the British had established their trade centres?

Teacher : The English merchants desired to have trade with the eastern countries and formed 'The British East India Company'. With the permission of Queen Elizabeth in 1600, they began their trade relations with India. In the beginning, the ships of the East India Company docked at Surat harbour. After securing the approval of the Mughal Emperor, Jehangir, they set up trade centres in Surat, Agra, Ahmedabad and Broach. Later, they started business establishments in Madras, Calcutta and Mumbai.

As the time passed, the profits of the Company increased considerably. The British merchants obtained the permission from the weak Mughal emperor to carry on trade without having to pay tax (this practice is called 'Dastak') in the Bengal Province (modern-day Bengal, Bihar and Orissa) and Surat. Soon these merchants grew more powerful than the native merchants.

With an intention to increase their power, the British constructed forts around their residential areas. They employed soldiers to protect these forts, and stocked gunpowder too. Very soon, the British military power became greater than that of the Indian kings.

Mary : Who were the last to come for trade to India? In which areas did they have their trade centres?

Teacher : The French were the last among the Europeans to come to India for trade. They established the French East India Company in 1664 and started their trade centres in Surat, Pondicherry, Machalipatnam, Calicut, Mahe, Karaikal and Chandranagar.

Within a very short time, political clashes began between the British and the French. Who emerged victorious? What was the impact of this on Indian history? Let us learn about this in the next lesson.

EXERCISES

I Answer the following in one or two sentences each:

- 1 Who were the Europeans to sail first to India for trade?
- 2 Which were the trade centres of the Portuguese in India?
- 3 Which was the British trade organization to come to India?
- 4 What is meant by 'Dastak'?



Activity :

Draw a map of India and mark the places of early European settlement



***Introduction***

The 18th Century was a period of transition in Indian history. India underwent many significant political, economic, social and cultural changes. Politically, with the Mughals becoming weak, local political groups began to reassert themselves and expand their area of influence. The Marathas, Hyder Ali, Tippu, the Sikhs etc. came forward to establish themselves. However, the British exploited the selfishness of the native kings for their own benefit and humbled them. Economically, the British brought into force many far-reaching, negative policies like permanent land ownership, mahalvari and peasantry laws and began to suppress India. To sum up, this was a period which witnessed many conflicts.

Competencies

- 1 Students learn about the nature of the political transitory period in India.
- 2 They are able to make a list of the factors that led to the decline of the Mughals and the supremacy of the Marathas.
- 3 They understand the reasons and the effects of the Battle of Plassey that laid a firm foundation for the establishment of the British Empire in India, and the background of the Carnatic wars.

The 18th century was a period of significant changes in Indian history. After Aurangzeb (1707), the Mughal Empire declined rapidly. The reasons for the Mughal decline are as follows: The kings who succeeded Aurangzeb were weak and led a life of pleasure. The Persian king, Nadir Shah, mounted a severe attack on the Mughal Empire and

returned to his country with their wealth (1739). Among the objects that he looted were the famed Peacock throne and the extremely precious Kohinoor diamond. In the same way, even the attack by Ahmed Shah Abdali left the empire poorer. As a result of these events, the Mughal Empire could never recover its lost power.

Activity: *Where did the Mughals get the Kohinoor diamond? Into whose hands did it pass from Nadir Shah? Where is it now? With the help of your teacher, answers all these questions and collect pictures of the Kohinoor diamond.*

The Supremacy of the Marathas

Shivaji was the founder of the Maratha Empire. He succeeded in establishing an independent alternative kingdom when the Mughal Empire and the Bahamani Kingdoms were at the height of glory. He was assisted in the efficient administration of his kingdom by eight ministers known as the 'Ashta Pradhans'. Peshwa was the most prominent among them.

Historians are known to identify the 18th Century as the 'Era of Maratha Supremacy'. During this period, under the leadership of the Peshwas, the Marathas emerged as a strong political and military power of India.

The Prime Minister of the Maratha king is known as the Peshwa. Since the kings were weak, the Peshwas themselves carried on the administration. Seven Peshwas ruled over the Deccan and some areas of North India for around 100 years. (1713 – 1818)

Three are important among the Maratha Peshwas:

- **Balaji Vishwanath (1713 – 20)** : He signed a treaty with the Mughal Emperor. As a result, he earned the right to levy taxes known as chauth and sardeshmukhi in six subhangas (areas) of the Deccan.
- **Baji Rao I (1720 – 40)**: Baji Rao was a young man of 20 years when he came to power. He was strong and shrewd at politics. He took advantage of the political instability of the Mughal Empire and embarked upon a plan to build a huge empire in India. Initially, he captured Hyderabad, and later Malwa, Gujarat and Bundelkhand.

The most important achievement of Baji Rao was marching with his army to North India and attacking Delhi. He came to be hailed as 'Shivaji II'. He declared that his goal was 'Hindu Paadapadashahi' (establishing a Hindu empire).

- **Balaji Baji Rao (1740 – 61)** : He attempted to expand the Maratha Empire not only in South India but also North India. The Maratha army was successful in invading Punjab in the north-west. He captured Orissa in the east and some areas of Tamil Nadu in the south. In this manner, the Marathas ruled as a prominent political force in India.



Balaji Baji Rao

The Marathas who were engaged in expansion of their kingdom in North India, had to confront the Afghan invader, Ahmad Shah Abdali. In 1761, (on 14th January), a decisive battle took place between them. This is called the Third Battle of Panipat. Marathas were defeated in this battle. As a result of this war, the military strength of the Marathas decreased. The weakening of the Marathas gave an opportunity to the British merchants to increase their political influence in India.

THE CARNATIC WARS (1746 – 63)

‘Carnatic’ was a province of the Mughal Empire. The Europeans referred to the Coromandel coast (modern-day coastal areas of Tamil Nadu and Andhra Pradesh) and its hinterland as ‘Carnatic’.

The competition between the British and the French to gain control over South Indian trade soon led to battles between them. The three battles between them took place in Carnatic. Hence these battles are recognized by historians as ‘the Carnatic Wars’.

Causes for the war : Arcot (Tamil Nadu) was the capital of Carnatic. After the demise of the Nawab of Arcot, disputes arose between Chand Saheb and Mohammad Ali about the succession to the throne. Chand Saheb requested the help of the French whereas Mohammed Ali appealed to the British for help. Thus the British and the French entered the fray. Their own far-sighted political aspirations were the reason for their entry.

Clever Robert Clive was the leader of the British army. Ambitious Governor Dupleix led the French army. Finally, the British won the Third Carnatic war. Consequently, politically, the French were relegated to the background.

The French were victorious in the First Carnatic war. It ended with the signing of the treaty 'Aix-la-chapelle'.

By the end of the Second Carnatic war, the British retained their stronghold in Arcot, and the French in Hyderabad.

Reasons for the defeat of the French:

- The French neglected trade and showed more interest in politics. On the other hand, the British focused on trade, and in order to protect their interests in trade, they entered politics.
- The British naval force was stronger than the French naval force.
- The British officials co-operated with one another, and paid more attention to the interests of their Company. The French officials quarrelled among themselves and refused to co-operate with one another.
- The British East India Company was under private ownership, whereas the French East India Company was under government control.



Dupleix

THE BEGINNING OF BRITISH ADMINISTRATION IN BENGAL

The British, who emerged as a political force in South India through the Carnatic wars, established their administration in Bengal too. Bengal was a province of the Mughal Empire. Its provincial officer, Alivardi Khan, became independent when the Mughal Empire started declining. His successor, Siraj-Ud-Daula became the Nawab of Bengal.



Siraj-Ud-Daula

Since Nawab Siraj was a very young man, the British ignored him, and without obtaining his permission, they strengthened the Fort at Port William. Besides, they abused the tax concessions on business. The Nawab concluded that the British had flouted his rules and were plotting with his enemies against him. Enraged, he took control of the British warehouses. This later led to the Battle of Plassey.

Battle of Plassey (1757) : Learning about the attack by Siraj-ud-Daula, the Company officials at Madras sent an army under the leadership of Robert Clive to Calcutta. Grasping the situation at Bengal, Clive hatched a plot against the Nawab. He tempted Siraj's General, Mir Jafar, with the offer of Nawabhood, and arrived at a secret agreement.



Robert Clive



Mir Jafar

The Nawab's General, Mir Jafar, came to an agreement with the intention of becoming the Nawab. As per the agreement, he was to give 175 lakh rupees to the British as soon as he became the Nawab. Aminchand, a merchant, was the mediator in this shady deal.

A battle took place in 1757 at Plassey between the British and Siraj-ud-Daula. Mir Jafar supported the British during the war. Finally, Siraj-ud-Daula was defeated and killed. Due to Mir Jafar's betrayal, the British became victorious.

Consequences:

With the help of the British, Mir Jafar became the Nawab of Bengal. However, he remained only a puppet in the hands of the British. The Company amassed lot of wealth and gained zamindari rights over 24 Paraganas. This was the first area to be grabbed by the Company in India. The Battle of Plassey paved the way for the Battle of Buxar. The English, who had come as merchants, suddenly gained the authority to carry on administration over the land. The victory at Plassey led to the establishment of the British Empire in India.

Important Dates:

- 1711-1761 - The period of Maratha supremacy in India
- 1739 - The year Nadir Shah attacked the Mughal Empire
- 1757 - Battle of Plassey
- 1761 - Third Battle of Panipat

EXERCISES

I Answer the following in one or two sentences each:

- 1 Which century is called 'The Era of Maratha Supremacy' by historians?
- 2 Between whom did the Third Battle of Panipat take place?
- 3 Who finally won the Carnatic wars?
- 4 Between whom did the Battle of Plassey take place?

II Answer the following in two or three sentences each:

- 1 Mention the achievements of Peshwa Bajji Rao I.
- 2 What were the causes for the Battle of Plassey?
- 3 Why is the Battle of Plassey significant?



Activity: Collect more information about Robert Clive and Duplex.



CHAPTER 5

THE GROWTH OF BRITISH SUPREMACY (1758 – 1856)



Introduction

The main topic of this lesson is the manner in which the British emerged as a political and economic power in the period 1758 – 1856 in India. Towards this end, the decisive battle of Buxar, Attainment of Diwani Right, Anglo-Mysore, Anglo-Sikh and Anglo-Maratha wars have been explained. The ‘Doctrine of Subsidiary Alliance’ and the ‘Doctrine of Lapse’ have been revealed to be the cunning schemes of the British. This lesson gives the background to the reason why the Indians, fed up with the British, revolted in 1857 against them.

Competencies

- 1 Students learn about the political and economic aspects of the attainment of Diwani rights.
- 2 They learn about the consequences of the Mysore, Sikh and Maratha wars.
- 3 They understand the cunningness behind two important policies of Wellesley and Dalhousie.
- 4 They identify on the India map and compare the areas under British control in 1805 and 1856.

The East India Company appointed Robert Clive as the Governor of Bengal (1758). Credit goes to him for laying the foundation for British supremacy in India. When Clive returned to his native country after two years in India, he had become immensely rich through his ill-gotten wealth.

The Maladministration of the British

After Clive’s departure, the Company employees involved themselves in private trade more than before and earned huge profits. There was no end to their greed.

The Company workers including the British Governor, were corrupt. The common people were frustrated with the maladministration. A British historian has described this period as 'the period of open and shameless looting'. Hence the prosperity of Bengal started to decline very fast.

The British soon realized that they wouldn't get money or wealth from Nawab Mir Jafar anymore. Therefore, they dethroned him and brought his son-in-law Mir Qasim to the throne. In return, Mir Qasim gave the zamindari rights of three districts to the British.

Battle of Buxar (1764) – Causes and Results

Mir Qasim was an independent-minded man. He noticed that the British were abusing 'dastak' and hence abolished the tax on all trades in Bengal. Furious at this, the British removed him from the post of Nawab. With an intention to take revenge on them, Mir Qasim formed a military alliance with the Nawab of Oudh and the Mughal king. The British defeated this alliance in the battle that took place at Buxar. After their victory, the British became more powerful. The weakened Mughal king sought refuge with the British.

'Dastak' was the special pass given to the British merchants to carry on trade without paying tax..

Attainment of Diwani Rights (1765)

In order to set right the affairs of the Company, the British government sent Clive to India again as Governor. As soon as he came here, Clive set about making the Company's authority legitimate, and entered into an agreement with Shah Alam II (1765). According to the agreement, it was decided that the Company had to pay 26 lakh rupees to the Mughal King. In return, the British obtained 'Diwani' rights in the provinces of Bengal (along with Assam), Bihar and Orissa. 'Diwani' means the right to collect land tax.

Effect of Diwani

Through the Diwani right, the East India Company acquired official sovereignty in Bengal. It also gained freedom in matters of levying and collecting taxes. As a result, Bengal was subjected to severe economic exploitation. The Company collected millions of rupees in the form of land tax and filled its coffers.



Areas under British control 1805

Robert Clive returned to England in 1767. Maladministration was being carried on in Bengal. At this time, a terrible famine struck the land. Around one third of the population of Bengal succumbed to hunger! Taking advantage of this situation, the Company bought all the rice in the market, sold it at maximum price and gained enormous profit. This was the other face of British economic exploitation.

Regulating Act (1773)

The British officials working in the East India Company began to misappropriate money of the Company. In order to put an end to this, the British government decided to properly regulate the activities of the Company and keep it under control. In this direction, the British Parliament passed the 'Regulating Act'. According to this law, Warren Hastings got appointed as the First Governor General. After him, more than 20 people carried on the administration in the post of Governor General. During this period, the British converted Calcutta into their centre of power and took control of the activities of the provincial governments.

In order to correct the defects of the Regulating Act, the British Government enacted Pitts India Act in 1784.

Anglo-Mysore Wars (1767 – 1799)

In 6th standard, you have learnt about the four wars that Hyder Ali and Tippu Sultan waged against the British. As a consequence of these wars, the British captured the kingdom belonging to Tippu and divided it into four divisions. The British kept one division for themselves. They gave one division to the Nizam, another to the Marathas and the fourth division to the Mysore Wodiyar family to

look after. Due to this, the strength of the British in South India gradually improved.



Areas under British control, 1856

Anglo-Maratha Wars (1775 – 1818)

The Marathas who were defeated in the Third battle of Panipat, soon recovered. However, within a short time, internecine disputes erupted. Seeing this, the British tried to take advantage of the situation in many cunning ways. In addition, they fought three wars with the Marathas. These wars are called Anglo-Maratha wars. Ultimately, Peshwa surrendered to the British. As a result of the wars, all the areas belonging to the Marathas came into the possession of the British. The British abolished the post of Peshwa.

Anglo-Sikh Wars

There were many sects among the Sikhs in the later part of the 18th century. Those sects were called 'Misal'. An adventurous youth named Ranjit Singh was the leader of one Misal. At the age of 18, he became the king of Lahore (Punjab). Credit goes to him for bringing together all the Sikhs and transforming them into a strong political force. He ruled Punjab for over four decades. He is one of the memorable kings of modern India



Ranjit Singh

After the death of Ranjit Singh (1839), political turmoil surfaced in the state. The British were waiting for a time like this. Four battles were fought between the Sikhs and the English. Ultimately the Sikhs lost and Punjab came under British rule in 1849.

The Afghan king had taken political patronage from Ranjit Singh and had gifted the Kohinoor diamond to Ranjit Singh..

CUNNING BRITISH POLICIES

Doctrine of Subsidiary Alliance

Lord Wellesley (1799 – 1805) made a plan to establish the supreme power of British in India. He encouraged the kings to engage British army support to avoid possible danger of attack from the neighbouring kings. In this direction, some of the kings were forced to take support. These kings had to retain the British army in their kingdoms and pay for their expenses in cash, failing which they had to transfer a portion of land to the British. The British called this 'Doctrine of Subsidiary Alliance'.



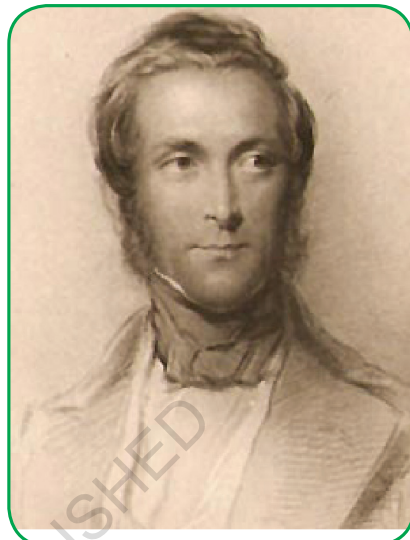
Lord Wellesley

The effects of Doctrine of Subsidiary Alliance

- The massive burden of military expenses weakened the financial position of the kingdoms.
- The British took large areas of land under their control. The kings who agreed to this system came indirectly under the British control.
- The state agreeing to this system lost their sovereignty.

Doctrine of Lapse policy

The Governor General Lord Dalhousie (1848 – 1856) brought into force a peculiar rule. Any Indian king who had no descendants lost the kingdom, since adopted children were denied the right to the throne. Consequently, many kingdoms which did not have royal descendants, came under British control. This rule was against the ancient traditions of India. As a result of this cunning Act, Audh, Satara, Nagpur, Jhansi and other eleven states directly became British property. In effect, by the time of Dalhousie's return to England in 1856, Two Thirds of the Indian sub-continent was under the British rule.



Lord Dalhousie

In India, the British victory was due to practical political sense and might of their military. This was supplemented by the infighting among the local kings. Interests of people of India were never in the mind of the British. Earning enormous wealth and exercising authority were foremost in their minds. As a result of this, the frustrated people revolted in 1857. Some writers named it as the first war of Indian Independence.

Important dates:

1764	:	Battle of Buxar
1765	:	Attainment of Diwani Rights
1799-1805	:	Wellesley's Administration – Doctrine of Subsidiary Alliance
1848	:	Dalhousie's Administration – Doctrine of Lapse policy

EXERCISES

I Answer the following in one or two sentences each.

- 1 Between whom was the Battle of Buxar fought?
- 2 What is meant by 'Diwani' right?
- 3 Who is Ranjit Singh?
- 4 Who brought into force the 'Doctrine of Subsidiary Alliance'?

II Answer the following in two or three sentences each.

- 1 How did the British obtain Diwani right? What were its effects?
- 2 What are the effects of the Doctrine of Subsidiary Alliance?
- 3 Why was the 'Doctrine of Lapse' policy unjust?



***Introduction***

The British East India Company remained a trading company from 1600 to 1757. The British who came to India with trading interests slowly developed political interests. Initially, they kept on appealing to various political powers and improving their trade. Subsequently, they started using military might in place of appeals and requests. As a result, they became politically mighty. They framed far-sighted plans to win over the Indians intellectually. To achieve their political dreams, they used administrative reforms as a tool. They implemented various laws in political, economic and social spheres. Protecting their multiple interests was their objective. They called these rules 'reforms'. Initially, Indians believed them. If there were any good effects in the Indian society due to their so-called reforms, it can be considered accidental. In this lesson, reforms related to six fields have been discussed. Administration, judiciary, revenue, English language, trade and commerce are the six areas.

Competencies

- 1 Students learn about the various reforms brought into effect by the British Governor Generals and the Viceroys.
- 2 They get to know about the reforms in Civil services, military forces, police department and the judiciary system.
- 3 They learn about the advantages and disadvantages of the rules in revenue system like Permanent Land ownership system, mahalvari system and peasantry system.
- 4 They get information about the system of English education that came to India.
- 5 They make a list of the influences brought about by trade and industry.
- 6 They learn about the rules brought into practice in order to abolish inhuman practices of the society

6.1 ADMINISTRATION

The pillars of British rule in India were the Civil Service, Military force and Police system. Let us look at each in detail.

1 Civil Service

The East India Company had its own work force to look after its administration. The workers earned, besides their salary, huge amount of money through trading. As the British Empire grew, their workers got opportunities in administrative jobs in addition to trading.

Lord Cornwallis was the first Governor General who attempted to divide the public services into different branches and call it Civil Service.

Lord Cornwallis believed that the low salary of the workers was the reason for bribery and corruption. Hence, he increased their salary and banned receiving bribes. In addition, he introduced promotions based on seniority in service.

Lord Wellesley started a college at Calcutta for providing education and training to officers. Earlier, the Company directors used to appoint the Company officials. Later, the Government started appointing the officials through competitive examinations like the I.C.S. These competitive examinations were being conducted only in England.

I.C.S. means the Indian Civil Service. It was equivalent to the present I.A.S. (Indian Administrative Service).

The Congress Party had been demanding that the competitive examinations should be held simultaneously in England and India, and also more number of Indians should be employed in the Civil Services. Gradually, these demands were also fulfilled.

Ravindranath Tagore's brother, Sathyendranath Tagore was the first Indian to pass the ICS . (Indian Civil Service) Exam in the year 1863

The Civil Service sector played a dominant role in ensuring that the British ruled India for a long period of time. Actually, it was this section that was responsible for the implementation of various administrative rules. It was a very powerful lobby and had considerable influence on the government policies. This was the section which viewed the Indians with contempt. It opposed the progressive philosophies that arose during the freedom struggle.

Today the Union and State Public Service Commissions select employees through competitive examinations

2 Military Administration

The military was like the second pillar of British rule in India. The main objectives of the military were to attack and occupy various kingdoms in India, suppress internal revolts and expand the British Empire in Asia and Africa.

The military had a majority of Indians. In 1857, of the 3,11,400 soldiers, 2,65,900 were Indians. The condition of the Indians in the army was pathetic. They were permitted to occupy positions only upto Subedar level. They were employed through agents from Uttar Pradesh and Bihar. Indian soldiers had to work under European officers. The British soldiers were never ready to work under Indian officers. The highest level an Indian soldier could achieve was that of Subedar.

All the officials of the military were the British. A school called Indian Military Academy was set up in Dehradun.

3 Police System

The third pillar of British rule was the police system. Lord Cornwallis had established a police force to maintain law and order. Towards this end, all areas under the British administration were divided into Circles and a police station was established in each Circle.

The British used the police force to subjugate Indians. The Indian police tortured the Indians just to prove their loyalty to the British. There were many Indians who lost their lives due to torture in police custody. The same police force was also used later to suppress the freedom struggle. After 1861, the British government brought many major changes in the police system. The foremost reason for this was the Indian War of Independence in 1857.

6.2 JUDICIARY

Before the British set up the judiciary in India, justice was being dispensed in village panchayats. The Patel and Shanbhogs used to take part in the judicial process. The British brought the European model of judiciary in place of this system. Courts were established in every district to provide justice effectively. High courts were set up in Calcutta, Bombay and Madras. In the year 1774, the first Supreme Court was established in Calcutta by Warren Hastings.

The Macaulay committee wrote the first draft of the Indian Criminal Code. Based on that, Civil Procedure Code

and Criminal Procedure Code were brought into force. Civil courts were called 'Diwani Adalats' and criminal courts were called 'Fauji Adalats.'

Activity: Learn more about the Civil Procedure and the Criminal Procedure Codes.

In the judiciary that was brought into practice in India, there was a lot of discrimination between Indians and Europeans. In the British judiciary system, there was intolerance to colour. The British had the higher posts in the judiciary. In the lower courts called munsiff and amins, Indian judges were appointed. This was the highest post Indians could occupy.

6.3 LAND TAX SYSTEM

This system came into force to ensure that a fixed amount of revenue filled the treasuries consistently. Besides, in order to meet the expenditure incurred due to wars in India, exorbitant salary paid to British officers and to meet other objectives, the British needed lot of revenue. Hence, they resorted to collect of huge amount of money as land tax from the farmers.

During his tenure, Warren Hastings introduced auction system to collect revenue. During auction time, although landlords fought among themselves to pay more tax, later on they invariably failed to make the payment. Thus, there were a lot of irregularities in the collection of revenue. To sort out this discrepancy, the British brought three revenue reforms into force.

(i) **The Permanent Land Ownership Act (1793)**

Governor General Lord Cornwallis introduced a fixed way to collect tax in Bengal, Bihar and Orissa. The agreement reached between Lord Cornwallis and the landlords on the

system of collection of tax is called Permanent Land Reform Act. According to this, the landlords acted as agents of the British. The lease amount of the Company was fixed. Thus there was a definite amount of revenue collection. In addition, the burden of spending money in the process of collection of tax was also reduced. The powerful landlords supported the government in most difficult situations. The British adopted such tactics to get the support of the mighty.

Effects on the farmers : The landlords ruled over the peasants by collecting exorbitant rates of tax. The landlords did not show any interest in enhancing the agricultural produce. The farmers had to pay the dues even when the crops were completely ruined. In effect, under this permanent land reform act, the agricultural sector suffered severely. The mighty landlords forced the farmers to grow commercial crops that were required for their industries, which further worsened the condition of farmers. Due to this, bonded labour system grew.

(ii) Peasantry system (1820)

This means, without the involvement of any middlemen, the farmers directly paid the tax to the government. The direct relation between the tiller of the soil and government is the main feature of this system. This system was brought into effect in south and west India. In effect, this system was no different from the permanent land reform act.

Under this system, the land was measured and based on the fertility and irrigation facilities, the tax amount was determined. 50% of the value of the agricultural produce was fixed as the tax. The tax amount was decided periodically.

The fixed tax was very high. During floods or drought, even if the crops failed, the farmers had to pay the tax. This system of taxation was brought in Madras province by Sir Thomas Munroe in 1820.

(iii) Mahalvari system or Estate Taxation

Mahal means village or estate. This is a modification of permanent land reform act. The local leader (lambardar) would be held responsible for the tax amount due by all the farmers. This act which came into being in 19th Century was in force in Uttar Pradesh, Madhya Pradesh and Punjab.

The Cumulative Effects of Land Taxation Systems

- Land was converted into a commercial commodity.
- *Incidents of sale and auction of land increased.
- Since tax was being paid in cash, money gained importance.
- To enhance their income, the landlords forced the farmers to grow commercial crops like cotton, jute, groundnuts and sugarcane instead of food crops.
- Commercial crops were suitable for export and hence proved to be beneficial to the British. As a result, there was a severe shortage of food grains.
- Different types of peasant classes surfaced in the landlord system.

6.4 ENGLISH EDUCATION

Education is a tool to make every person independent. It is possible to lead a comfortable life through the awareness gained through education. The English government, the Christian missionaries and many Indians got involved in the spread of English education. The English government and Christian missionaries brought English for the purpose of administration and propagation of their religion. Since they made English education universal, Indians benefitted from it. All sections of the society were able to get education.

Under the charter Act of 1813, one lakh rupees was reserved for education in India. But till 1823, not a single pie was spent on education. Indian thinkers and foreign Christian missionaries started a movement demanding modern education. The calculation of the East India Company was different. They wanted lower level Indians working for a meagre salary and with the knowledge of English. They wanted to create a loyal Indian educated class. The credit for initiating a new education system goes to Lord Macaulay and Charles Wood.

Controversy about medium of education

Some English experts felt that Indians should be taught in Indian languages about the subjects related to India. Others argued that Western science and literature should be taught in English. Finally, the controversy was resolved in 1835, and Governor General Lord William Bentinck promulgated an educational policy in support of western science and English medium.

Some European intellectuals introduced the richness of Indian culture to the world. In the year 1784, Sir William Jones who came as the Supreme Court judge, established 'Asiatic Society of Bengal'. He propagated the greatness of Sanskrit. Sir Charles Wilkins translated the Bhagavadgita into English in the year 1785. Max Muller translated Rig Veda and other works.

Macaulay's note was the basis for the declaration of Lord William Bentinck. Macaulay was an ardent Anglophile. He felt that all other knowledge was of a lower level. He condemned Sanskrit grammar severely. His main objective was to distance Indians from their cultural roots. His declaration that the entire eastern knowledge was not equal to even one row of books in one cupboard in a European library is proof of his base mentality.

The British formulated a new education policy for India in 1854. This was based on the report of Charles Wood. In a short span of time, universities were established in Calcutta, Bombay and Madras (1857). Primary schools, high schools, colleges and universities came into force in phases. To supervise the educational system, education departments were set up in the provinces. In the year 1844, English became the official language of administration.



Bombay University



Madras University

Effects of Western Education

Due to the new education system, Indians of different languages were able to converse with one another in English. This also helped in inspiring the feeling of nationalism among the people. Gradually, the European materialistic thinking entered the Indian society and had far-reaching consequences. It had a lot of serious influence on Indian literature and led to literary revolutions too.

6.5 TRADE AND COMMERCE

Industrial revolution of the 18th and 19th centuries in England had a serious influence on the Indian trade and commerce. Between 1600 and 1757, the East India Company was only a business establishment. After the battle of Plassey in 1757, to gain monopoly over trade and production in India, the Company utilized its political power in Bengal. During the same time, it established its monopoly in raw cotton trade. As a result, the weavers had to buy their raw material at an exorbitant rate. In short, the aim of the British trade policy was only to fulfil their own industrial requirements and nothing else. They wanted India to be an importer of their machine-made goods and exporter of raw material. By introducing open trade policy, the British pushed cottage industries of India to their doom.

The main reason for India becoming a poor country during the British rule was the transfer of enormous wealth of the nation to England. As Dadabhai Naoroji said, it was a drain of wealth. In addition, the huge profits gained by the British citizens through investments in various areas was another source of loss of wealth.

The main effect of the drain of wealth was that India not only became a poor nation, but also was subjected to a severe capital deficiency. Due to this, the Indian industrial sector suffered without any development. The father of economics, Adam Smith, has referred to the British who ruled over India as 'Dacoits'.

EXERCISES

I Answer the following in one word or sentence each:

- 1 Expand I.C.S.?
- 2 Mention any one duty of the British military force.
- 3 For what purposes did the British use the police force?
- 4 What is meant by peasantry system?
- 5 Which were the universities established in 1857?

II Answer the following in two or three sentences each:

- 1 What were the effects of the permanent land tax system?
- 2 What was the result of western education?

III Discuss.

The taxation system during the British period and at present.



***Introduction to the Lesson***

The Lesson introduces the history of the Wodiyars of Mysore and mentions the reforms undertaken by Chikkadevaraja Wodiyar, a well-known ruler among the early Wodiyars. The Lesson also describes the interim rule of Haider Ali and Tipu Sultan, their wars and achievements.

Within a few decades after the decline of the Vijayanagara Empire, Karnataka came under three different administrations, namely, Vijayapura, Keladi and Mysore. After a while, when the Vijayapura rule ended, the Mughals and the Marathas occupied the political space in most parts of Karnataka. Even under these difficult conditions, Keladi and Mysore Kingdoms retained their independence and continued to follow the traditions of Vijayanagara. During the same period a few local regions such as Chitradurga, Yelahanka and others were being ruled by the chieftains known as the *Nayakas*. The Lesson takes up the study of the *Nayakas* of Keladi, Chitradurga and Yelahanka.

Understanding the history of smaller regions is as important as the study of kingdoms and empires of Karnataka mainly for two reasons: the regional history touches the people more closely, and it helps us to get a comprehensive view of Karnataka history. Keeping this in mind, the Lesson takes up regional history of Kodagu, Kittur, Tulunadu and Hyderabad-Karnataka.

Competencies

- 1 Appreciating the pro-people reforms of Chikkadevaraja Wodiyar.
- 2 Understanding the causes and results of Mysore wars fought by Haider and Tipu against the British.
- 3 Understanding the achievements of Haidar and Tipu.
- 4 Marking on the map places associated with the kingdom of Mysore.

- 5 Understanding the achievements of the Keladi Nayakas.
- 6 Appreciating the heroic career of Rani Chennammaji.
- 7 Appreciating the religious attitude of the Keladi Nayakas.
- 8 Appreciating the valour and achievements of Madakari Nayaka V.
- 9 Understanding the achievements of the Yelahanka Nadaprabhus.
- 10 Understanding the landmarks in the history of Kodagu.
- 11 Appreciating the bold fight of Rani Chennamma of Kittur and her follower Sangolli Rayanna against the British.
- 12 Understanding the history, culture and contributions of Tulunadu.
- 13 Appreciating the revolts of the people of Hyderabad-Karnataka against the British, the local zamindars and the Nizam.

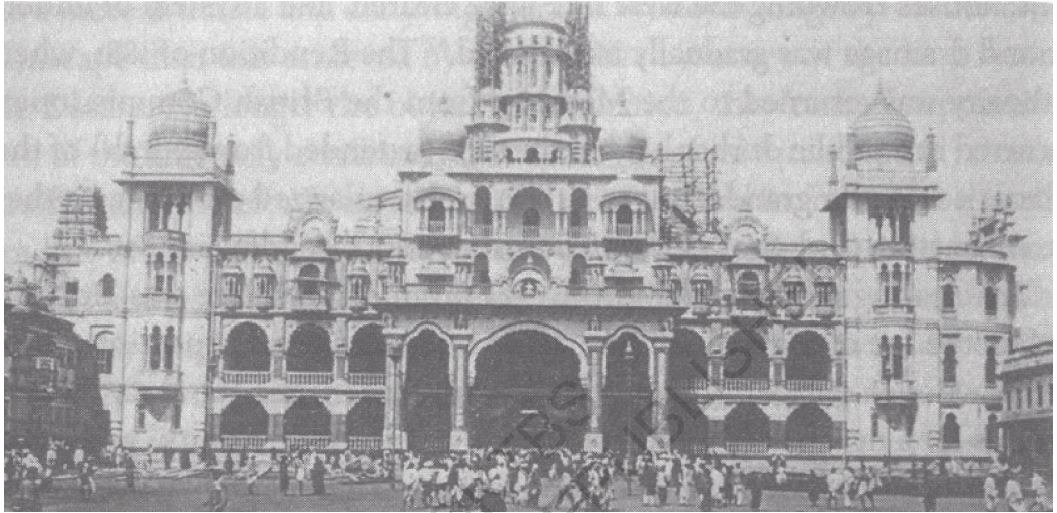
7.1 Wodiyars of Mysore

The city of Mysore adjoins the Chamundi hill. On the hill is the temple of Chamundeshwari-devi, the family deity of the Wodiyars. The Wodiyars continued the traditions of the Vijayanagara and made immense contributions to society and culture. Ruling for a long period of time, they earned love and respect of the people whom they ruled.

The capital of the Wodiyars was Mysore. Their royal emblem was *Ganda-Bherunda*. The *Navaratri festival (Dasara)* was started by one of the early Wodiyar rulers. It continues to be celebrated every year even now with great pomp and splendour.

The Mysore palace is one of the marvellous palaces of India. Look at the pictures of the palace and the royal throne.

The existing palace was built in 1912. The earlier wooden palace had been burnt down by fire. For building the new palace artisans were drawn from India and abroad. The royal court (Darbar Hall) was decorated with paintings by Raja Ravi Varma.



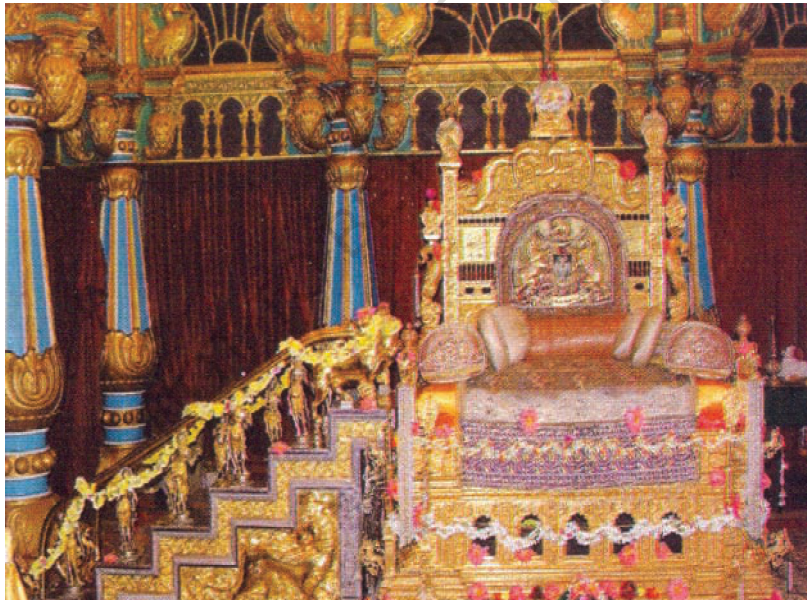
Mysore Palace prior to 1894



Mysore Palace built in 1912



Present day Mysore Palace



Royal Throne

Chikkadevaraja Wodiyar

Among the early Wodiyars, Chikkadevaraja was a notable ruler. A valiant ruler, he expanded the kingdom.

Chikkadevaraja introduced several pro-people reforms.

- He set up a central office in Mysore. It had 18 departments and was called the **Athara Kacheri**.
- He regulated weights and measures so that the people were not cheated.
- He took steps to put down corruption in the administration.



Athara Kacheri, Mysore

Chikkadevaraja accepted Bengaluru on lease from the Mughals by paying a sum of three lakh varahas.

Near Srirangapattana, he built across the river Kaveri a dam for the purpose of supplying water to irrigate lands. By reducing expenditure on administration, he accumulated enormous wealth, and rightly assumed the title *Navakoti Narayana*. For the purpose of delivery of government letters and articles he set up a postal (*anche*) system.

The kingdom of Mysore under Chikkadevaraja enjoyed great prosperity and he emerged as a notable ruler of south India of his time.

Singararya, who was in the court of Chikkadevaraja, wrote Mitravinda-govinda, the earliest known Kannada drama. Sanchi Honnamma wrote Hadibadeya Dharma. Since she was serving the king as sanchi-bearer, she came to be called Sanchiya Honnamma. (Sanchi is a small bag for betel leaf and nut.)

After the death of Chikkadevaraja Wodiyar the kingdom was under weak rulers. Hence the administration fell into the hands of the *Dalavays* (generals).

Haidar Ali

Haidar Ali was an ordinary army captain under the Dalavayi Nanjarajayya. Being bold and adventurous, he won battles, stage by stage, strengthened his contingent and amassed wealth. Soon he defeated the Marathas and reconquered Bangalore. For this the king honoured him. He saved the Mysore kingdom which was facing political crisis. When the soldiers revolted in the capital, Haidar dismissed Nanjarajayya and assumed all political powers and emerged as the most powerful figure in the Mysore court. He called himself the *Karyakarta* of the kingdom, and set the king Krishnaraja Wodiyar II aside.



Haidar Ali

Soon after assuming power Haidar started expanding his kingdom. He defeated kingdom of Keladi and acquired a vast booty, and thereby further increased his financial power.

Conflict with the British: The British, who had come as merchants to India, gradually settled as a political power. The British could not tolerate Haidar's territorial expansion in south India. Therefore conflict between the two became inevitable.

The four wars that Haidar and his son Tipu Sultan fought against the British are known in history as Mysore wars or Anglo-Mysore wars.

In the *First Mysore war* the British incurred huge losses. The victory enhanced Haidar's prestige.

At this time, the Marathas were a strong political power in south India. An agreement had been concluded that the British would come to the support of Haidar whenever he was attacked by the Marathas. However, when the Marathas attacked Haidar, the British broke the agreement and kept neutral. Enraged by this, Haidar dragged the British for a war. This led to the *Second Mysore war*. Haidar died during the war, and his son Tipu Sultan continued it.

Achievements of Haidar Ali : Though Haidar was illiterate he knew several languages including Kannada. During the period of his rule the territories of the Mysore kingdom more than doubled in size. A valiant warrior and an efficient administrator, Haidar has earned an important place in Karnataka history. Lalbagh Garden at Bengaluru was his creation.

Tipu Sultan

A daring youth, Tipu Sultan had participated in the battles fought by his father and secured victories. He declared that Mysore was a "God-given kingdom" (*Khudadad sarkar*) and proclaimed himself to be its sultan.



Tipu Sultan

After the death of his father, Tipu continued the war which was still going on. No power came to his help. Isolated thus, he could not face the British and was compelled to conclude a treaty with them at Mangaluru. The *Treaty of Mangaluru* somehow satisfied both the parties. They restored each others territories seized during the war and released the prisoners-of-war on both sides.

Map 10

MYSORE UNDER TIPU (1789)

--- Kingdom of Keladi



Within a short span of time the British and Tipu fought two more wars. Mutual hatred and distrust between the two was the main cause of these wars.

During the course of the *Third Mysore war*, the British besieged his capital Srirangapattana. Rendered helpless, he signed a peace treaty with the British and surrendered one-half of his kingdom to the British. He also agreed to pay a huge amount of indemnity. Besides, he surrendered his two sons as hostages to the British.

As a result of the war, Tipu suffered much humiliation. Hence he resolved to drive away the British from the country. Soon the *Fourth Mysore war* broke out. The British forces besieged Srirangapattana. Tipu died fightly bravely. He is popularly known as the *Tiger of Mysore*.

After Tipu's death, Mysore came under the British. The British transferred the kingdom to Krishnaraja Wodiyar III. However, the kingdom remained a 'protected state' under the British.



7.2 KELADI, CHITRADURGA AND YELAHANKA

Nayakas of Keladi

During the rule of Vijayanagara, there were several small chieftains who paid tributes to the empire. In Karnataka they were popularly known as the *Nayakas* or *Paleyagars*, and the small territories under them called the *Paleyapattu*. Among them the Nayakas of Keladi and Chitradurga are well-known in Karnataka history.

The kingdom of Keladi was founded in Shivamogga during Vijayanagara period. Later it became independent and ruled the *malenadu* and coastal Karnataka. (Refer Map 10)

The Keladi kingdom was vast and prosperous. It included Shivamogga, Dakshina Kannada, Udupi, Kodagu, Hassan, Tumakuru, Chitradurga, Dharwad, Uttar Kannada districts and Kasaragod (Kerala).

Hiriya Venkatappa Nayaka: Hiriya Venkatappa Nayaka was the most competent among the Keladi rulers. During his rule Keladi became an independent kingdom. He conquered west coast upto the Chandragiri river. He defeated the Portuguese in Mangaluru with the help of Abbakka, the Queen of Ullala. He also defeated the army of the Adil Shahis and built a pillar of victory at Hanagal. He patronised all religious sects.

Shivappa Nayaka

Shivappa Nayaka was a well-known ruler of Keladi. He seized the forts held by the Portuguese in the west coast and drove them away from there. To mark this he assumed the title *Lord of the Western Sea (Padugadalodeya)*. For defensive purpose he built strong forts at Bekal, Chandragiri (in Kerala), Mangaluru and several other places. Being deeply religious, he performed *yagas* like *Vajapeya* according to the Vedic rites.



Shivappa Nayaka

To encourage business activities in his kingdom, he encouraged various Goan mercantile communities to come and settle at his capital. He also encouraged Christians from Goa to settle in his kingdom and granted them lands as they were good in agriculture. He insisted on appointment of only local priests in his kingdom.



The Palace of Shivappa Nayaka, Shivamogga

Shivappa Nayaka's sistu: Shivappa Nayaka introduced a well-known revenue system known as *sistu*. As per the system the land revenue was fixed on the basis of classification of land. The basis was fertility of the soil and the availability of irrigational facilities. The land revenue was fixed at one-third of the gross produce. This type of revenue assessment was called *Shivappa Nayaka's sistu*. The *sistu* brought prosperity to the *malenadu*.



Aghoreshwara temple, Keladi

Rani Chennammaji: After Shivappa Nayaka, his daughter-in-law Rani Chennammaji ruled the kingdom. She gave shelter to Shivaji's son **Chatrapati Rajaram** who was being chased by the Mughal army. A symbol of valour and sacrifice, Chennammaji had also fought with the Mysore army.

The Keladi rulers built temples, *agraharas* and *Veerashaiva mathas*. The Aghoreshwara temple at Keladi is remarkable for its sculptural wealth. The *mathas* became the centres of education. The rulers gave huge donations to all religious sects. Chennammaji donated a plot of land in

Mangaluru for construction of a church. In course of time, Keladi became weak on account of its constant rivalry with Mysore kingdom as well as internal quarrels. It was finally conquered by Haidar.

Nayakas of Chitradurga

Next to Mysore and Keladi, the Nayakas of Chitradurga occupy an important place in the history of Karnataka. They ruled as *Paleyagars* from the 16th to the 18th centuries.

Madakari Nayaka: Madakari Nayaka was the most powerful and famous ruler of Chitradurga. He was only twelve years old when he ascended the throne. Madakari Nayaka assisted Haidar Ali in many battles. In spite of this, Haidar was jealous of the bravery of Madakari Nayaka. Determining to destroy him, Haidar laid siege to the fort of Chitradurga. But he failed to take possession of the fort which had seven concentric walls. But his soldiers discovered a secret path into the fort, and tried to slip in when the watchman had gone to take food. But **Obavva**, watchman's wife, discovered the movements of the soldiers in time. Wielding a large **onake** (wooden pestle used for pounding paddy), she killed many soldiers. Even today this secret path on the western side of the fort is pointed out as **Obavva's Kindi**.



Obavva's Kindi



The fort of Chitradurga

Refusing to accept defeat, Haidar Ali again laid siege to the Chitradurga fort. In the pitched battle that followed, Madakari was defeated. He was imprisoned and killed. With this the rule of the Nayakas of Chitradurga ended.

Chitradurga was a hill-fort with seven fortifications (defensive structures). There are temples and tanks in the forests on the hill. The Nayakas of Chitradurga built several temples. Baramasagara and Bhimasamudra, the huge water reservoirs, were the contributions made by the Nayakas. They are ever remembered for their bravery. There is a rich folk literature on the Nayakas of Chitradurga.

Nadaprabhus of Yelahanka

Popularly known as the Kempegowda family, the Yelahanka Nadaprabhus are renowned in history as builders of modern Bengaluru. They were *paleyagars* under Vijayanagara. From 16th-18th centuries they ruled most parts of Bengaluru district. Bengaluru was their capital. Later they shifted it to Magadi.



Kempegowda I

Kempegowda I: Kempegowda I became famous as the founder of Bengaluru city. He built a fort in Bengaluru and ruled from there. He constructed the Basavanagudi temple of Basava and the Ulsoor Someshwara temple at Bengaluru. He also expanded the Gavi Gangadhareshwara temple in Bengaluru. The credit of constructing four tanks in the capital goes to him.

These four tanks were Kempambudhi, Dharmambudhi, Ulsoor and Sampangi.

Kempegowda I also built rest houses and *agraharas*. Ruling as *Dharmaprabhu* he had the title *Praja Vatsala*.

Kempegowda II: Kempegowda II was the son of Kempegowda I. The Kempegowda rulers made Magadi their capital. Hence the rulers of this family are called the Magadi Kempegowdas. Kempegowda II set up four watch towers after identifying the boundaries of Bengaluru. During his reign Bengaluru began to grow as a great centre of weaving. Like his father, Kempegowda II attained fame by developing new villages and building temples and tanks. The ***Paleyapattu*** of Yelahanka Nadaprabhus finally merged with the Mysore kingdom.



***Watch Tower,
Bengaluru***



7.3 KODAGU, KITTUR, TULUNADU AND HYDERABAD-KARNATAKA

KODAGU

Kodagu district lies in the slopes of the Western Ghats. Most people in the district speak Kodava and Arebashe.



Talakaveri

River Kaveri is the lifeline of Karnataka. It takes birth at *Talakaveri* in Kodagu. Talakaveri is worshipped by lakhs of people. Kodagu is rich in forest wealth. The Nagarhole National Park is in Kodagu.

Haleris: An important royal family which ruled Kodagu in the recent past was the Haleri. It was founded by **Veeraraja** in the 17th century. Later Mudduraja built Muddurajakeri and made it his capital. Muddurajakeri later came to be called Madikeri.



Madikeri fort

In the second half of the 18th century, Kodagu was ruled by Haidar Ali and Tipu Sultan. They imprisoned the ruler of Kodagu, *Veeraraja*. However, he managed to escape and, with the help of the British, recovered his lost kingdom. After Tipu's death, the British and the Kodagu rulers were on friendly terms.

Kodagu and the British: Being militarily strong, the British seized Kodagu (1834). They deported the ruler Chikkaveera Rajendra. He was the last Kodagu ruler. After a while, the British transferred Amarasullia, a part of Kodagu, to the Canara district.

Revolt of Amarasullia: Since the peasants of Amarasullia found it hard to bear the heavy burden of land revenue, they rose in an armed revolt against the British. They resolved to drive out the British from Kodagu. The revolt, which broke out in 1837, is known as ***the Amarasullia revolt***. The rebels held Sullia, Puttur, Kasaragod and Mangaluru for thirteen days. However, the British succeeded in suppressing

the revolt, and sent several rebels to the gallow. The main leaders of the revolt were Puttabasappa, Kalyanaswami, and Guddemane Appayya Gowda.



Statue of Guddemane Appayya Gowda, Madikeri

Freedom struggle in Kodagu: The nationalists of Kodagu actively participated in freedom struggle. After Independence, for a while, Kodagu remained as a separate State. In 1956 Kodagu was merged with Karnataka.

Two outstanding sons of Kodagu: Kodagu is known outside India mainly on account of its illustrious son Field Marshal K M Cariappa. During the British rule Cariappa was the first Indian General of the Indian Army. He was also the Chief of Indian Army, Navy and Air Force of Independent India. Known for his administrative acumen, courage and bravery, he was the recipient of the highest rank of **Field Marshal**.



Field Marshal K.M. Cariappa



General K.S. Thimayya

Another great patriot of Kodagu was General K S Thimayya. He brought victory to the nation in the war between India and Pakistan. These are the two outstanding sons of Kodagu. Though Kodagu is generally identified with military prowess, it is also well-known for sports, adventure, folklore and scenic beauty.

KITTUR

At present Kittur is a small place in Belagavi district. About two centuries ago, the territory of Kittur was politically powerful and well-known for its trade, agriculture and good administration.

Rani Chennamma

Rani Chennamma of Kittur was the younger wife of Mallasarja, the Desai of Kittur. Both Mallasarja and his son and successor died. Rani Chennamma, adopted Shivalinga Sarja and started administering Kittur.



***Statue of Chennamma,
the brave Rani of Kittur.***

The Collector of Dharwad *Thakeray* objected to the adoption as improper. He suggested to the British Government to take over the administration of Kittur. Hearing this Chennamma became extremely angry. She opposed the British policy of suppressing Kittur, and decided to fight for the freedom of her land. Thakeray with an army of 500 soldiers attacked Kittur. A fierce battle took place. Chennamma led her army and fought valiantly. The British army was shattered, and Thakeray, hit by a bullet, died in the battle.

The British army, after a while, besieged the fort of Kittur. Though Kittur had an army of just 6000 soldiers, Rani fought against the huge British army for three days. Meanwhile a few traitors of Kittur betrayed her. Thus Kittur was defeated. Chennamma was taken captive and imprisoned at Bailahongal. She continued to be in the prison for five years, secretly guiding and inspiring the people to carry on the freedom struggle.

Rani Chennamma has earned immortal fame as *the first Indian woman* to have fought the British in India. The valiant queen is remembered through folk songs which are sung even today.

Sangolli Rayanna: Sangolli Rayanna was a loyal follower of Rani Chennamma. A brave freedom fighter, he emerged from the rank of common people. After Chennamma's imprisonment he assumed the leadership of Kittur and organised an army. He attacked British offices and looted their treasuries. An adept in guerilla warfare, Rayanna was like a frightening dream to the British.

As the British could not defeat him, they resorted to foul means. They bribed a few persons who turned traitors. They captured Rayanna by deceit and handed him over to the British. Soon Rayanna and his associates were hanged. Before being hung, Rayanna fell at the feet of his mother Kenchavva who had come to see him for



Sangolli Rayanna

the last time, and got her blessings. Then he walked to the scaffold and, with a smile on his face, embraced death. All the martyrs were buried nearby. After the death of Sangolli Rayanna, several others continued the revolt of Kittur.

One of Rayanna's followers Bichhugatti Channabasappa planted a seedling of banyan tree on the grave of Rayanna. For many years thereafter, Channabasappa remained near the grave as a bairagi. The banyan tree that he planted is seen even today.

TULUNADU

In ancient times a part of coastal Karnataka was called *Tulunadu*. It corresponded, more or less, to the present Dakshina Kannada and Udupi districts. In the Puranas, the western coast is referred to as *Parasurama Kshetra*. Most people of Tulunadu speak Tulu language. A number of people also speak Kannada, Konkani and Byari languages.

During historical times Tulunadu was ruled by the Kadambas, the Alupas, the Hoysalas, the Vijayanagara and other smaller dynasties. The Alupa rule was the longest. Udayavara (Udayapura), Mangaluru (Mangalapura), Barakuru and other places were the capitals of Tulunadu.

Abbakka Rani of Ullala (16th Century) of the Chauta family had fought with the Portuguese and defeated them.

Religions: Most of the rulers of Tulunadu were Jains. Others followed Buddhism, Jainism, Hinduism, Veerasaivism, Natha Pantha, Islam and Christianity. The two popular forms of worship in Tulunadu are the *Naga* and *Bhuta* worship.

Naga is worshipped by an elaborate ritual known as Nagamandala and the Naga and Bhuta by Kola and Nema.

- The founder of the Dvaita Philosophy sect Madhavacharya belonged to Tulunadu. Sri Manjunatha temple at Kadri in Mangaluru is an ancient temple of Tulunadu.
- By starting educational institutions, the Christians have made their contributions to the field of education. They had started printing press in Mangaluru. The Kannada dictionary compiled by Ferdinand Kittel was printed at the Basel Mission Press in Mangaluru.
- A German by name Manner compiled a Tulu dictionary. Foreign missionaries were the earliest to propagate their religion in Tulunadu. Later their work was continued by the Indian missionaries. There are several impressive churches in Tulunadu.
- From ancient times Tulunadu had commercial contacts with Arabia. As a result Islam began to spread here. Muslims have built several attractive mosques.

Architecture and sculpture: At Kadri Manjunatha temple, there is a huge bronze of **Avalokiteshvara** which is about a thousand years old. The **Thousand-Pillared basadi**, the gigantic Gommata statue at Karkala, Venur and Dharmasthala represent Jain culture.



Avalokiteshvara, Mangaluru



Thousand-Pillared basadi, Moodabidri

The popular *daivas* of Tulunadu are Koti-Chennayya whose shrine is called the *garodi*.

Folklore: *Kambula* (**Kambala**), cock-fight, and **chenne** are some of the folk sports and games. **Yakshagana** and **Talamaddale** are the famous ancient arts of Tulunadu.

British rule in Tulunadu: The British rule in coastal region commenced from the beginning of the 19th century. The coastal region was then called **Canara district**. Later the Canara district was divided into **North Kanara** (northern part) and **South Kanara** (southern part) districts.

Freedom Struggle: Inspired by Mahatma Gandhi, the people of Tulunadu actively participated in the freedom struggle. The foremost among the freedom fighters were Karnad Sadashiva Rao and Attavara Yellappa.



A Yakshagana artiste

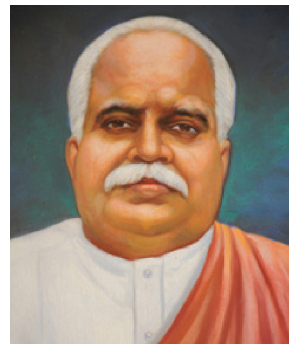
- Known as the *Deshabhakta*, Karnad Sadashiva Rao rendered unforgettable service to the cause of the Harijans. He offered meals to the Harijan children in his home. He sacrificed everything for the freedom of his motherland.
- Born in Mangaluru, Attavar Yellappa, a London-returned Barrister, was a Member of the Council of Ministers of the Indian National Army (*Azad Hind Fauj*) founded by Netaji Subhas Chandra Bose. He was also an adviser to the War Council of I.N.A.
- Kudmul Ranga Rao led a social reform movement for the upliftment of the Harijans. He actively worked for the education of the Harijan girls and removal of untouchability. While in Mangaluru, Gandhiji saw the social activities of Kudmul Ranga Rao and appreciated them.



Karnad Sadashiva Rao



Attavara Yellappa



Kudmul Ranga Rao

In the field of Banking, the record of Tulunadu is remarkable. Canara, Corporation, Syndicate, Karnataka and Vijaya Banks were established here prior to the attainment of Independence. Thousands of branches of these banks, spread over the length and breadth of the country, have made a special contribution to India's economic growth. They have also created thousands of job opportunities.

In 1956 the North and South Kanara districts were merged with Karnataka State. (Prior to this South Kanara was under the Madras Presidency). Udupi district was later created out of South Kanara district (1997).

Hyderabad-Karnataka

Revolts of the Bedanayakas: After the decline of Vijayanagara the Bedanayaka *paleyagars* became dominant in Hyderabad-Karnataka (Now it is known as Kalyana-Karnataka). They were brave warriors. After 1800 they revolted against the British several times.

Causes: • Exploitation by the local zamindars. • Oppression by the British, and the passing of the Arms Act and the Forest Act. Provoked by the oppressions, the local rulers, the *paleyagars* and common people revolted. After 1800 there were more than twenty-five revolts. In most of these, the Bedanayakas played a major role. The aim of the revolts was to drive out the British.

The revolt of the Bedanayakas of Halagali

Halagali is a village in Mudhol taluk of Bagalkot district. Well-known for its wrestlers even today, the village rose to fame during the Freedom Movement. In Halagali most of the villagers were Bedanayakas who possessed arms for hunting and self-defence.

The Arms Act passed by the British in 1857 had put a condition that the Indians could own arms only with the prior permission of the Government. The brave and self-respecting Bedanayakas could never accept such a condition. In order to impose the condition, the British resorted to force. The leaders who fought valiantly against the British were *Jadaga, Baala, Rami* and others. In the conflict, several died, 290 taken captives and 19 hanged. Though the revolt was

suppressed, it occupies a permanent place in the history of Freedom Struggle.

Rami: Rami was a valiant Bedanayaka woman who actively participated in the revolt. She shot dead three British soldiers and became a martyr.

A ballad on the Halagali revolt begins thus:

ಹಲಗಲಿಯ ಬೇಡರು ಹುಲಿಗಿಂತ ಶೂರರು
ಚಲಿಸ್ಸದೆ ನಿಂತು ಹೋರಾಡಿ ಮಡಿದವರು
ಕುಲಹಿರಿಮೆ ಮೆರೆಸಿ ಹೋಗ್ಯಾರ ||

The Bedas of Halagali are braver than the tiger; without looking back they moved forward fighting and died: they brought glory to their clan and went away.

Sindhura Lakshmana

Sindhura Lakshmana was a remarkable leader who fought against the British.

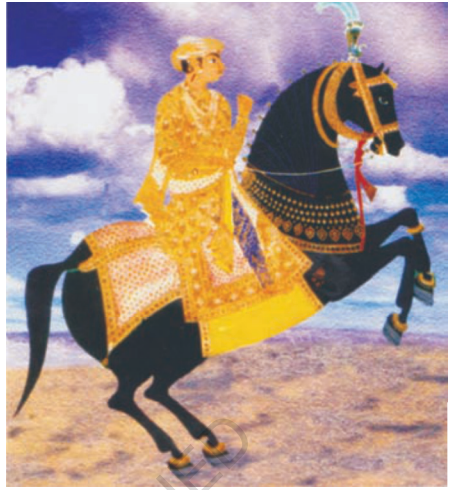
Lakshmana was born in Sindhura village of Jat taluk in Sangli district. His parents were Bedara Sabu and Narasavva. His tomb is at Bilagi.

Sindhura village was under the firm hold of the local Inamdar (Gowda). Lakshmana openly challenged him. Soon he became the enemy of the British.

Lakshmana was plundering money from the rich and the British treasury, and distributing it to the poor. He was also helping the oppressed. Meanwhile, the village assembly accused him of robbery. Greatly hurt, Lakshmana went into hiding. The British tried their best to capture him on charge of murdering a police officer. Later, in an encounter he was shot dead. A martyr, Sindhura Lakshmana will be ever remembered in history as a revolutionary who passionately fought for freedom.

The Nayakas of Surapura

Surapura in Yadagiri district is situated in between the rivers Krishna and Bheema. From 1637 to 1858 CE, twelve Nayakas ruled it. Gaddipidda Nayaka was the founder of this dynasty. His ancestors were in the Vijayanagara army. They are one among the scattered groups after the fall of the Vijayanagara Empire. Later, after getting the official permission from Bijapur Adilshahis, they started to rule from Vaginageri. Peethambari Baharipidda Nayaka [1687-1726 CE] made Surapura his capital after constructing it.



*Surapura Raja
Venkatappa Nayaka*

Later, in accordance with the agreement between the British and the Hyderabad Nizam, Surapura came under the control of Hyderabad. Raja Nalvadi Venkatappa Nayaka (1843-1858 CE), the son of Raja Krishnappa Nayaka came to power. The news of the First War of Independence in India reached Surapura. Nalvadi Venkatappa Nayaka had a plan to fight against the British by unifying the kings of South India. He enlisted Arabs and Rohilas in his army. And he also started to train the army. On hearing these developments, the British officer Thornhill wrote a letter to Captain Campbell on 24th December 1857 and directed him to take immediate action against Raja Nalvadi Venkatappa Nayaka.

The British regiment entered Surapura in 1858 and a battle ensued. The enraged army of Surapura broke the bones of Stuart. Newberry also fell. Meanwhile, Nalvadi Venkatappa Nayaka travelled to Hyderabad to bring the

special forces of Arab and Rohil. The British forces entered Surapura and destroyed it. The Prime Minister of Hyderabad Nizam Salar Jung handed over Nalvadi Venkatappa Nayaka on the pretext of helping him, with the intention of getting a favour. British kept Nalvadi Venkatappa Nayaka in a prison at Secunderabad. Later, he was subjected to enquiry and was awarded death sentence.

On the plea made by a British officer Meadows Taylor, the Governor General of India dropped the death sentence condemned him for four years deportation. While he was taken to a fort in Chengalpet near Madras, the British betrayed and shot the resting Venkatappa dead. Later, they spread the false news that he committed suicide.

Later, the British gifted Surapura to the Nizam of Hyderabad. The successors of Surapura province spent their time under the Nizam. Finally, when the province of Nizam of Hyderabad merged with the Indian Union on September 17, 1948, Surapura also merged with India.

The Surapura Nayakas have contributed to the field of culture. Their rule still finds resonance in the minds of people due to their pro people programmes. They built tanks, temples, wells, forts and palaces. Many Jahagirs (Land gifts) were given. They had provided Inam land to sustain the worship of their Patron God Venkataramana at Tirupati and Gopalaswamy. They had offered patronage to many artists, sculptors and musicians. Many literary works of good value were written during their reign. They were known for their religious tolerance.

The Surapura rulers always accorded prominent place to paintings. The design and techniques of Surapura paintings are of high quality. The Surapura paintings stand unique from Vijaynagara, Vijayapur and Mysuru Paintings. These paintings can be seen in the museums of London and Salarjung Museum in Hyderabad.

Struggle for Liberation of Hyderabad-Karnataka

The Freedom Struggle in Hyderabad-Karnataka is a shining example of a glorious revolt of the people against an oppressive and anti-people ruler. It is also a saga of remarkable sacrifice and courage.

Prior to 1947, there were 562 kingdoms, big and small under the British. They were called the princely states. Hyderabad was the largest among the princely states.

Background of the struggle: The condition of the Hindus was extremely miserable in Hyderabad state. No religious festival could be celebrated by them in public.

Education was neglected in the state. Everywhere Urdu dominated and Kannada language and literature received a great blow.

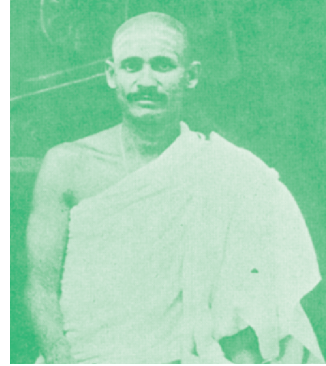
The Nizam brought into force 53 rules called the *kalagapti*, which took away the fundamental freedom of the people.

Course of the struggle: One of the popular leaders of the freedom struggle in Hyderabad was **Swami Ramananda Tirtha**. He travelled all over Hyderabad state organising peaceful satyagraha. Another famous leader was **Hardikar Manjappa**. He was popularly known as **Gandhi of Karnataka**. He undertook such constructive programmes as **khadi**, prohibition and removal of untouchability and popularised them.

Vande Matram movement: In the meantime, the Government banned the singing of **Vande Mataram**. It was **Ramachandra Rao**, a brave leader, who led the struggle against the ban. He was popularly called Vande Mataram Ramachandra Rao. Soon the Vande Mataram movement began to spread rapidly. Thousands of those who sang Vande Mataram were imprisoned.



Swami Ramananda Tirtha



Hardikar Manjappa

In the liberation struggle the Arya Samaj played a prominent role. The Muslim fundamentalists formed an organisation known as Ittehad-ul-musalmeen. Under the leadership of Kasim Rizvi, it followed the policy of terrorism.

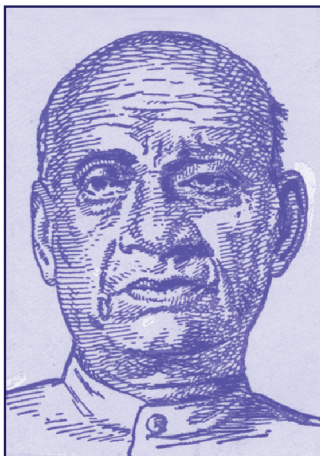
In the Hyderabad state, the Congress Party had been banned. The Congress demanded that Hyderabad should merge with the Indian Union. On August 15, 1947 the people decided to hoist the Indian National Flag in Hyderabad. The Nizam's government forthwith imposed more restrictions on the people. At the same time, the *Razakars* started looting and killing in the state. They enjoyed the support of the Nizam. In spite of the terror let loose by the Razakars, Vande Mataram was heard all over the state.

Sharanagowda Inamdar : It was Sharanagowda Inamdar, the young leader, who organised the underground activities by enrolling the youths. They made lightning attacks on the Razakars. As a result, many villages were freed from the atrocities of the Razakars. The people called Sharanagowda **Sardar** out of great respect.



**Sharanagowda
Inamdar**

On account of the atrocities of the Razakars, lakhs of people left Hyderabad state and migrated to the nearby territories of the Indian Union. Thousands of young men set up camps along the borders of Hyderabad state and carried on armed struggle against the Razakars.



**Sardar
Vallabhbhai Patel**

Even after India attained Independence, Hyderabad state did not join the Indian Union. The terrorist activities of the Razakars were continuing. Finally, the Government of India authorised the Union Home Minister Sardar Vallabhbhai Patel to resolve the problem of Hyderabad. As directed by the Home Minister, the Indian Army units entered Hyderabad on **September 17, 1948**. The Nizam, seeing no way out, surrendered. Immediately the Hyderabad state was merged into the Indian Union.

In 1951, elections to the Lok Sabha were held in Hyderabad Province and the people elected their representatives for the first time. Swami Ramananda Tirtha, the most beloved leader, was elected from Kalaburagi Constituency.

Chronology

Chikkadevaraja	-	1673-1704
Bengaluru taken on lease in	-	1689
Mysore under the Dalavays	-	1704-1761
Haidar Ali	-	1761-1782
First Mysore war	-	1767-1769
Second Mysore war	-	1780-1784
Tipu Sultan	-	1782-1799
Third Mysore war	-	1790-1792
Fourth Mysore war	-	1799

Keladi rule	-	1499-1763
Hiriya Venkatappa Nayaka	-	1586-1629
Shivappa Nayaka	-	1645-1660
Rani Chennammaji	-	1672-1697
Annexation of Keladi by Haidar Ali	-	1763
Madakari Nayaka V	-	1754-1779
Kempegowda I	-	1510-1570
Kempegowda II	-	1585-1633
Kittur Chennamma	-	1824
Sangolli Rayanna	-	1829
Rule of the Alupas	-	7-14 th century
British rule in Tulunadu	-	1801-1947
British aggression on the Bedanayakas of Halagali Death of Rami	-	1857
The period of rule by Surapura Chieftains	-	1636 -1858 CE
Peethambari Baharipidda Nayaka	-	1687-1726 CE
Nalvadi Venkatappa Nayaka	-	1843-1858 CE
The fall of Surapura	-	February 09, 1858
Merger of Surapura with Indian Union	-	September 17, 1948
Sindhura Lakshmana shot dead by the British	-	1922 July 22
Surrender of the Nizam of Hyderabad and the integration of Hyderabad state with the Indian Union	-	1948 September 17

New words

- 1 *Ganda-berunda* - an imaginary bird having two heads. *varaha* - gold coin bearing the seal of varaha (the mythical boar).

- 2 *assessment* - estimation of the value.
- 3 *betray* - act treacherously by helping the enemy.
- 4 *missionary* - a person sent by a religious organisation to spread its faith.
- 5 *Garodi* - place of worship

Know it

- 1 The word *anche* was derived from the swan (=anche) which exchanged letters between Nala and Damayanti.
- 2 The four watch towers built by Kempegowda II are: in the north - Mekhri Circle; south - Lalbagh; east - Ulsoor; and west - Gavi Gangadhareshwara.

EXERCISES

Discuss in groups and answer

- 1 What was the later capital of the Wodiyars?
- 2 Name the ruler who set up a postal system in the Mysore kingdom.
- 3 What were the pro-people reforms of Chikkadevaraja Wodiyar?
- 4 What are the achievements of Haidar Ali?
- 5 Where is Daria Daulat located?
- 6 What were the results of the Third Mysore war?
- 7 Who secured the throne of Mysore after Tipu's death?
- 8 What were the achievements of Tipu Sultan?
- 9 What were the achievements of Hiriya Venkatappa Nayaka?
- 10 Who was known by the title *Padukadalodeya* in the history of Keladi?
- 11 In what way Shivappa Nayaka encouraged the Goan Christians?
- 12 What is *sistu*?
- 13 Who was Rani Chennammaji?

- 14 Write a short note on the main achievements of the Keladi Nayakas.
- 15 Write a short note on Madakari Nayaka.
- 16 Why do we remember Onake Obavva even now?
- 17 What were the important achievements of Kempegowda I?
- 18 Write a note on Kempegowda II.
- 19 Name the place of origin of the Kaveri river.
- 20 Name the foremost royal house of Kodagu.
- 21 Why did the Amarasullia rebellion break out?
- 22 Why did Rani Chennamma of Kittur fight against the British?
- 23 Who is Sangolli Rayanna? How did he meet his end?
- 24 Name the royal family which ruled for the longest period in Tulunadu.
- 25 Who was Ullala's Rani?
- 26 Who was Ferdinard Kittel?
- 27 Where is the *Thousand-Pillared basadi* located?
- 28 What are the ancient popular arts of Tulunadu?
- 29 Why is Karnad Sadashiva Rao remembered?
- 30 What was the social work undertaken by Kudmul Ranga Rao for the upliftment of the Harijans?
- 31 Name the major banks of India established in Tulunadu.
- 32 What were the causes for the revolt of the Bedanayakas?
- 33 What was the Act that the Bedanayakas of Halagali opposed?
- 34 Who was Rami?
- 35 Who was Sindhura Lakshmana?
- 36 Who was the founder of the Surapura Province?
- 37 Name the king who built Surapura Capital.
- 38 Write a note on the achievements of Nalvadi Venkatappa Nayaka.

- 39 Explain the architectural contributions of the Surapura Chieftains.
- 40 What was *kalagapti*?
- 41 Who was Swami Ramananda Tirtha?
- 42 Who is called *Karnataka Gandhi*?
- 43 Who was the brave leader of the Vande Mataram movement?
- 44 What was the role played by Sharanagowda Inamdar in the Hyderabad Liberation Struggle?

Activities

- 1 *Mark on the map historical places associated with the Mysore kingdom.*
- 2 *Tipu Sultan tried his best to put an end to foreign rule in India. But why did he not succeed? Discuss and prepare an answer.*
- 3 *Nadaprabhus of Bengaluru built a number of tanks in and around Bengaluru, but most of them have disappeared. Discuss the effects of this. Prepare a report with suggestions to be sent to the Government.*
- 4 *Collect information about the life and achievements of Field Marshal Cariappa and General Thimayya*
- 5 *Collect the folklore relating to Kittur Chennamma.*
- 6 *Read the biographies of Kudmul Ranga Rao and Karnad Sadashiva Rao.*
- 7 *What are the contributions of the coastal districts of Karnataka in the economic development of India? Organise a seminar and prepare a report.*
- 8 *Collect the ballads and songs relating to the revolts of the Bedanayakas.*
- 9 *Organise a symposium on "The Role of Sardar Patel in the unification of India". Prepare a report.*



LESSON
8

BHAKTHI CULT AND
SUFI HERITAGE



Introduction

In South and North India Alvars and Daasas and in north India Sanths (Saints) and Sufis created social awakening through Bhakthi Cult. In this lesson, the objectives, meaning and features of Bhakthi cult are discussed. In southern India Aandal, Akkamahadevi, Kanakadasa, Purandaradasa and Shishunala Sharif are introduced. Similarly, in North India Kabirdas, Gurunanak, Tulasidas, Meerabai, Sri Chaithanya and Sufi Saints are introduced. The harmony these faiths together have achieved, despite their diverse religious faiths, and their contribution towards enriching the vernacular languages are discussed here.

Competencies

- 1) Understanding the contributions of Bhakthi Cult in forging religious harmony.
- 2) Understanding the preachings of Dasas and Saints.
- 3) Understanding and appreciating the unique philosophy of Sufis.

Indian society is inclusive of many cultures. In this society caste system, superstitions and pseudo rituals were deeprooted. It was believed that attaining Moksha (salvation) for the common man was impossible. The medieval society was under the impression that the common people were not eligible for such a destiny. During this period, saints of Bhakti cult and Sufi tradition brought in a social and religious reformation.

They stressed the importance of global brotherhood and taught that Bhakthi is the best way to attain Moksha.

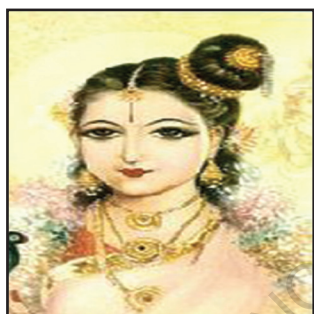
This path is called Bhakthi Cult. The word Bhakthi is from the Sanskrit word 'Bhuj' Bhuj means the knowledge.

Gist of Bhakthi cult:

1. Bhakthi cult condemned discrimination. It preached equality.
2. The Saints of Bhakthi cult opposed and condemned superstitious practices.
3. They undertook the task of uniting the hearts of people
4. According to Sufi Saints dharma is love and service to mankind. God is one, not many, they preached.

3.1 Bhakthi Heritage in South India:

Aandal:



Aandal

Aandal is one among the twelve Alvars, the Vishnu Devotees, of Tamilnadu. She was an adopted daughter of Vishnuchitha. Vishnuchitha was an alvar, who was also called Periyalwar. Aandal's original name was Godadevi. They were devotees of Krishna. Her father was making flower garlands and offering it to Krishna temple of Srivilliputhur. Aandal loved Krishna and she claimed that he was her husband. She wrote 'Thirupaavai' and dedicated to God. In Tamilnadu Tiruppaavai Vrata (a ceremony / religious observance) is very famous. According to Alvars all Vishnu devotees are equal and their birth should not be questioned. Caste discrimination is a criminal offence, they believed.

Akkamahadevi:

Akkamahadevi was an enterprising woman in the Vachana movement of twelfth century. She has made immense contributions to Vachana literature. She was born in Uduthadi of Shivamoga District. Her father was Nirmalashetty and mother Sumathi. Akka



Akkamahadevi

immersed in Shivabhakthi since her childhood. She claimed Channamallikarjuna himself to be her husband. Her parents forcibly got her married to king Koushika. She found it a hindrance to her service to Guru, Linga, Jangama, so she left the palace. Later, she stayed at Anubhava Mantapa in Kalyana for sometime. There she wrote many Vachanas under the pen name Channamallikarjuna. She was respected by all Shivasharanas. She left Kalyana and went to Srishaila towards the end of her life. She left her mortal body in the Kadali forest of Srishaila.

Purandaradasa (1480-1564 CE)

He is one of the important persons in Kannada Dasa literature. Purandaradasa was born in Purandaragada. His original name was Srinivasa Nayaka. His father was Varadappa Nayaka and mother Leelavathi. Wife Lakshmibai was a religious woman. Srinivasa Nayaka was a miser and an atheist. Later he distributed all his wealth to the needy people and spent rest of his life in the thought of God. He travelled



Purandaradasa

to many places, singing Keerthanas and at last, he reached Krishnadevaraya's court. Vyasarayya gave him deeksha and called him as Purandara. Later he became Purandaradasa. We can see humaneness in all his songs. He condemned caste system. We also see the combination of philosophy, moral and musical qualities in his songs. He is known as Karnataka Sangeetha Pithamaha (Father of Carnatic music). He wrote Keerthanas with the pen name of Purandara Vittala. He was praised by his own Guru (teacher) Vysarayya as "Purandara Dasa is Ultimate as a Dasa".

Kanakadasa (1508-1606 CE)

Kanakadasa is one of the famous Keerthanakaras of Daasa Literature. He was born about 1508 CE at Bada village of Bankapura Taluk in Haveri District. Thimmappa was his original name. Beerappa and Bachamma were his parents. He was a warrior and also a poet. He headed a group of over 78 villages. It is said that he found a potful of Gold and he came to be known as Kanakanayaka. He renounced wordly things and became a disciple of Vyasarayya. Later, he came to be known as Kanakadasa. He has composed many Kirthanas with a pen name Adhikeshava. Adikeshava was his personal God. He has criticized the superstitious of the society in his songs and has preached the simple path of attaining Moksha in them. He has also criticized caste system in his songs.



Kanakana Kindi: The priests of Udupi temple stops Kanaka from entering the temple. It is said that, Lord Krishna pleased by his devotion turned his face towards west for Kanaka. This was named as Kanakana Kindi. Kanakadasa wrote Haribhakthisara, Nalacharithre, Ramadhanya Charithe (Shatpadi epics), Mohana Tharangini (The Sangeetha Kavya)

Shishunala Sharifa:

Shishunala Sharifa is the first Kannada Muslim mystic poet. He is known as Kabeera of Karnataka. He was born in 1819 CE at Shishunaala. His parents were Imam Saheb, mother Hajjamma. He studied both Hindu and Islamic religion in his childhood. Later he passed his Mulki exams and served as teacher for sometime. He took Deeksha from Govindabhatta and wrote many Thathvapadas. In his poems one can find Rewayath (Moharam words). Among those songs Kalagapada, Dharmika Neethipada, Alaavipada, Savaal Jawab Pada are famous. We can see his grave in Shishunala. He tried to spread humanity beyond the barriers of caste and religion.

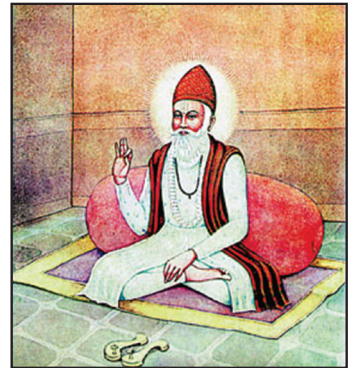


**Shishunala
Sharifa**

3.2 Bhakthi Heritage of North India:

Kabirdas (1398-1518 CE)

Kabirdas is a famous saint of Bhakthi cult and was a disciple of Ramananda. He tried to bring harmony between Hindu and Muslim religions. He was an adopted son of Muslim weaver couple Neeru and Neema of Varanasi. He condemned caste system, luxurious life, and



Kabirdas

discrimination based on religion. Allah and Rama are the two names of one God, he said. He described Hindu Muslims as pots of same clay.

Kabir told that he is the son of Rama and Allah. According to him, it is not possible to see God by fasting, torturing the body, sacred pilgrimages. It is only possible by sacred devotion. He taught his philosophy through Doha (Two lines poems) which is simple and easy to understand by common man. His followers are called Kabir Panthis.

Gurunanak (1469-1539 CE):



Gurunank

Gurunank is the founder of Sikh religion. He was born in 1469 CE at Thalavandi in Punjab, now it is in Pakistan. Mehtakalu (Kaaluchanda) and Thruptha were his parents. He stressed on good views of Hindu and Muslim religions. His songs called as Japji are in Grantha Sahib, sacred book of Sikhs. Sikh cult has given importance for Japa and good deeds. He stressed on gender equality. Nanak had great belief in the existence of the God. God is one and eternal, he proclaimed. He said, one can gain Guru through Bhakthi and with Bhakthi one can attain Mukthi. He opposed social evils like Idol worshipping, casteism, Sathi System etc., During one of his travels he visited Karnataka. He stayed in Bidar, the place called Naanak Jhira (Sweet water spring).

Tulasidas (1532-1623 CE)

Tulasidas was the first to support bhakthi Maarga in North India. He was born in a Brahmin family. He has contributed to the Hindi literature. He wrote Ramacharithamanasa. This is a great book in Hindi in the North, it is famous as Tulasiramayana. Ramabhaktha Tulasidasa. He sowed devotion, pure life, love, affection, patience, generosity among the people.



Tulasidas

Meerabai (1498-1569 CE)



Meerabai

Meerabai is a renowned saint of India and is called as Radha of Kaliyuga. She was born in a Rajput family in Rajasthan. She was Raja Rathansingh's daughter. She married prince of Mewar. She loved philosophy from her childhood, so she spent her time in offering Puja, meditation and singing. Her mother-in-law opposed her worshipping lord Krishna. Meerabai could not tolerate this and she left for Brindavan, the pilgrimage place of Srikrishna. Her songs are full of devotion and love. Giridhara Gopala is her favourite God. She has remained eternal due to her thousands of Bhajans.

Chaithanya (1485-1533 CE)

Chaithanya was born in Nabadwip Dham (Nadia) in Bengal in 1485 CE. Jagannatha Mishra and Sridevi were his parents. Vishwambara was his original name. Eshvarpuri was his Guru. Chaithanya left his family life and took Sanyasa at the age of 25. He rejected casteism. Bhakthi is the only way to attain Mukthi. Universal love is the first step towards the God, he said. He travelled to holy places of India and spread the message of love.



Chaithanya

Love, brotherhood and generosity are the essence of his teachings. Today's Hare Krishna cult has been influenced by him. The Bengalis call him Chaithanya Mahaprabhu and also treat him as the incarnation of lord Krishna

Influences of Bhakthi cult:

Result:

- Bhakthi saints created harmony between Hindu and Muslims.
- Bhakthi saints wrote in simple common man's language. This enriched the languages of the common man.

3.3 Heritage of Sufi:

Just as Kabir, Kanakadas, Chaitanya and others brought new awareness among the Hindus, Sufi saints brought awareness among the muslims. They worked for the harmony between Hindus and Muslims. The Sufi cult originated in Arabia and entered India later.

The word Sufi comes from the word 'Saaf' which means clean and clear. The Sufi saints were Mystics and used to wear woollen dress.

Essence of Sufi cult:

1. God is one. He is powerful. We are all his children.
2. Encouraged good deeds
3. All are equal
4. Opposed caste system.

Later on, Sufis were influenced by Yoga, Vedantha, and Buddhist thoughts. 'Dharma means love', 'service to mankind is important' are some of the philosophical thoughts of Sufis.

Nizamuddin Auliya:

He is one of the main Sufi saints. He lived in Delhi and lived a life of poverty. Masjid with thatched roof was his centre of activity. He refused the village gifted by Sultan of Delhi.



He preached to the devotees who visited him, to practise good qualities and kindness.

Khwaja Bande Nawaz:

Bande Nawaz is a famous Chisthi Sufi saint. He was the disciple of Nasiruddhin of Delhi. Bandenawaz means protector of those who came to his shelter. His original name was Gesudaraj means long haired. He knew Sanskrit, Arabic Parsi, Dakhani (Urdu) and many more languages. He settled in Kalaburagi. He was respected by

the king Firoz Shah. He wrote in Dakhani language. His literature is still preserved in Kalaburagi library. Every year his Urs is held in Kalaburagi.

Chisthi Sect:

In Sufi cult Chisthi sect is important. Moyinuddin Chisthi is the founder of this. He came and settled in Ajmer. Devotion towards God, service to Guru, good life are the main features of Chisthi followers. He had concern for harmony of Hindu and Muslims. He wrote in Dakani (urdu) language. Salim Chisthi from Fatehpur Sikri was famous among them.



Salim Chisthi Tomb, Agra

Lahore (Today's Pakistan): Sheik Ismail

Ajmer : Kwaja Moyinuddin Chisthi

Delhi : Nijamuddin Aulia

Arcot : Tippu Masthara Aulia

Kalaburagi : Kwaja Bande Nawaz.

Chronology:

Nijamuddin Aulia	1238 to 1325 CE
Kabirdas	1440 to 1518 CE
Gurunanak	1469 to 1539 CE
Purandaradasa	1480 to 1564 CE
Chaithanya	1485 to 1533 CE
Meerabai	1498 to 1569 CE
Kanakadasa	1508 to 1606 CE
Tulasidas	1532 to 1623 CE

EXERCISE

I. Fill in the blanks with suitable words:

- _____ is the pen name of Akkamahadevi.
- Purandaradasa was in the court of _____
- Adikeshava is the pen name of _____
- Kabir of Karnataka is _____
- Chaithanya's first name is _____
- Sufi saint Khwaja Bande Nawaj's other name is _____

II. Answer the following questions in one sentence:

- What is the original name of Aandal?
- Where was Akkamahadevi born?
- Who is Karnataka Sangeetha Pithamaha?
- Name Kanakadasa's parents.
- Which is the sacred book of Sikhs?
- Who is called as Radha of Kaliyuga?
- What is the meaning of the word 'Sufi' ?

8. Name Sufi saints of India.
9. Who was the founder of Chisthi cult?
10. Who is the first Kannada Muslim poet?

III. Answer the following in two-three sentences each:

1. Write the message of Kabirdas
2. List out the teachings of Gurunanak.
3. What are influences of Bhakthi cult?
4. Summarise the essence of Sufi cult.

IV. Match the following:

A

1. Gurunanak
2. Chaithanya
3. Nijamuddin Aulia
4. Meerabai

B

- a) Sufi Saint
- b) Sikh religion
- c) Radha of Kaliyuga
- d) Harekrishna cult

Discuss:

Discuss the relevance of preachings of Bhakthi cult.

Activities:

1. Collect the photos of Bhakthi saints with their details.
2. Read the Biographies of Sri Chaithanya, Guru Nanak, Meerabai, Tulasidas, Kabir, Surdas and Sufisaints.
3. Listen to Meera Bhajans
4. Collect more information about Sufi cult. Discuss their influences on India's multi religious society and their relevance in the present context and make short note.



CIVICS

CHAPTER 9

UNION GOVERNMENT



Introduction to the Lesson

In this Lesson, the structure and functions of the Legislature and the Executive of the Union Government (Central Government) have been introduced. In addition, the qualifications and functions of a Member of Parliament; the power and functions of the President and the Prime Minister; and the composition and functions of the Cabinet have also been narrated.

Competencies

- 1 Understanding the structure and functions of the Union Government.
- 2 Analysing the structures of the Legislature and Executive, and their powers.
- 3 Understanding the powers and functions of the Lok Sabha and the Rajya Sabha.
- 4 Understanding the powers and functions of the President and the Prime Minister.

The Union of India: The Union of India consists of 28 States and 8 Union Territories. The Union Government is called the Central Government. The Central Government has three organs:

Legislature : The function of this organ is to make laws. Besides, it checks the Executive.

Executive : This organ implements the laws through the administration.

Judiciary : This organ gives judgements.

The Judiciary gives clarifications and decisions relating to the Constitution and the laws. It also settles disputes (for example, between individuals; between individual and the State; and between States).

How are these organs formed? What are their power and functions? Let's try to know this now.

Union Legislature

The Union Legislature is called *the Parliament*. The Parliament of India consists of the President of India and the two Houses. The two Houses are the *Lok Sabha* and the *Rajya Sabha*. The sessions of the Parliament are held in the Parliament House at New Delhi. Here the Members of the Parliament discuss various issues and make laws which are applicable to the whole of India.

Lok Sabha: The Lok Sabha is the Lower House of the Parliament. The Members of the Lok Sabha are directly elected by the citizens who are above the age of 18. The maximum number of seats in the Lok Sabha is 552.

Members of the Lok Sabha: The Lok Sabha Members are elected for a term of *five* years. A Member may contest election any number of times. The Lok Sabha is dissolved on the expiry of its full term of five years.

Qualifications of Members of the Lok Sabha: (1) To become a Member of the Lok Sabha, one should be a citizen of India. (2) They must be at least 25 years of age. (3) They should not have been sentenced to imprisonment. (4) They should not be insolvent (i.e., not having enough money to pay one's debts).

Lok Sabha Speaker: The Members of the Lok Sabha elect from among themselves the *Speaker*. The powers and functions of the Speaker are: deciding the matters to be

discussed in the House; maintaining the discipline and dignity of the House; and conducting the discussion in a proper manner, and taking decisions.

Rajya Sabha: The Rajya Sabha is the Upper House of the Parliament. The maximum number of seats in the Rajya Sabha is 250. The Members are not directly elected by the citizens. 238 Members are elected by the Members of the State Assemblies. The remaining 12 Members are nominated by the President of India.

Members of the Rajya Sabha: To become a Member of the Rajya Sabha, one must not be less than 30 years of age. The term of the Rajya Sabha Members is six years. The Vice-President of India is the Chairman of the Rajya Sabha.

Privileges of the Members: The Members of the Lok Sabha and the Rajya Sabha are called M.Ps (Members of Parliament). The Members enjoy freedom of speech in the Parliament. The opinions expressed by them in the Parliament cannot be questioned in a court of law.

The Leader of the Opposition occupies a respectable place. His role and functions are: pointing out the lapses, if any, on the part of the Government; reviewing the policies and programmes of the Government; and giving timely advice to the Government, Cabinet and administrators.

The powers and functions of the Parliament

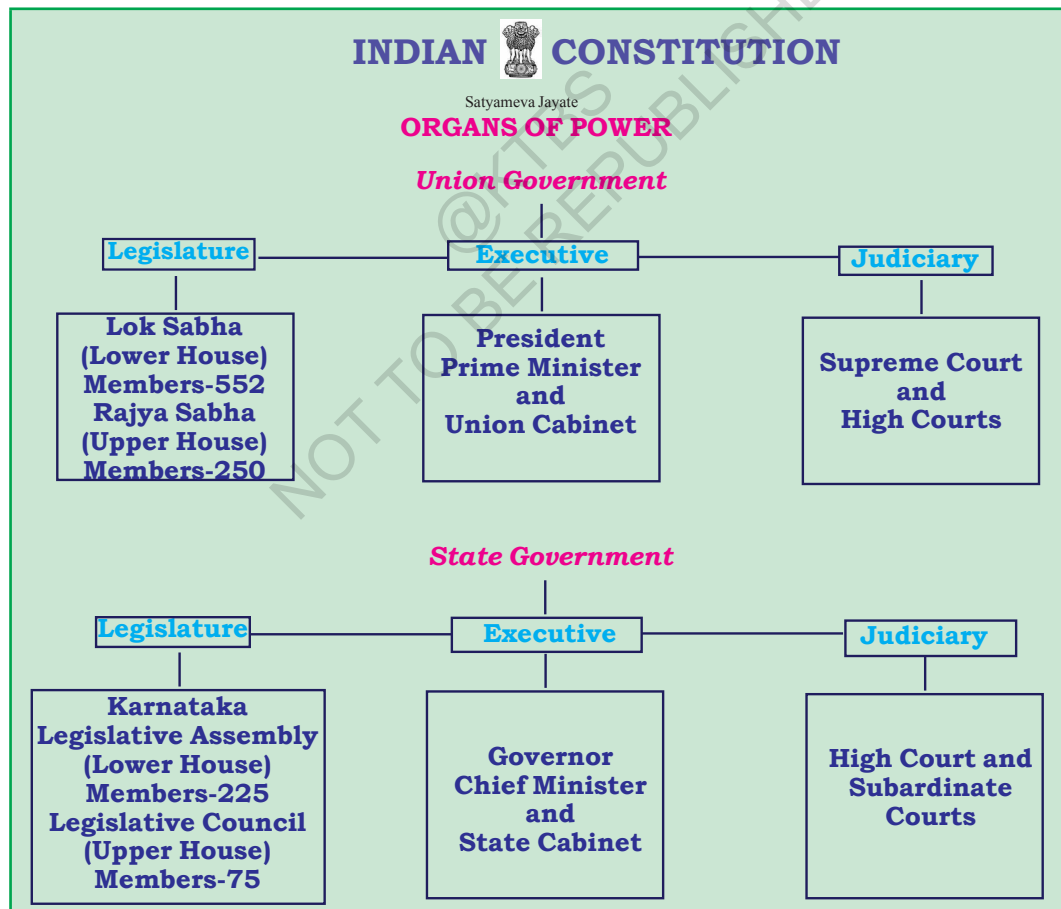
The important powers and functions of the Parliament are as follows:

1. Legislative powers: The main function of the Parliament is to make laws. When necessary, the Parliament can also amend or revoke the existing laws. The Council of Ministers is responsible to the Parliament. When the majority of the M.Ps find the Government policies unsatisfactory, they may, through a No-confidence motion make the Council of Ministers resign.

2. Financial powers: The Financial Bill must be presented and discussed first in the Lok Sabha. The Union Government cannot collect taxes or spend money without the approval of the Parliament. Thus, the Parliament has full control over the financial matters of the country.

3. Administrative powers: The questions put by the Members must be answered by the Ministers in a responsible way. The Members may keep a watch over the functioning of various Ministers. They may also point out the lapses and the misuse of powers on the part of the Ministers.

4. Authority to amend the Constitution: The Parliament has the power to amend the Constitution.



The Union Executive

The Union Executive is composed of the President, Prime Minister and his Council of Ministers.

President: The President is the head of the Indian Republic. He is called the first citizen of the country. His official residence is the *Rashtrapati Bhavan*. The elected Members of both the Houses of Parliament and Members of the Legislative Assemblies of all States elect the President of India.

A person must have completed 35 years of age to become the President of India. He must possess all the qualifications necessary to become a Member of Lok Sabha. His term of office is five years.



The Parliament House, New Delhi

Powers: (1) The President appoints the Leader of the majority party in the Lok Sabha as the Prime Minister. On the advice of the Prime Minister, he appoints the other Ministers. (2) The assent of the President is necessary for any Bill to become an Act. (3) The Supreme command of the Defence Forces is vested in the President. He has the power to declare war or peace. (4) The President has the power to appoint the Judges of the Supreme Court and the High Courts. (5) He has the power to grant pardon or confirm the punishment.

Vice-President: The Members of both the Houses of Parliament elect the Vice-President. The Vice-President must be over 35 years of age and have all the qualifications required to become President. His term of office is five years. He is the Chairman of the Rajya Sabha. He will discharge the functions of the President during the absence of the President.



The Rashtrapati Bhavan, New Delhi

The Prime Minister

Importance of the Prime Minister: The Prime Minister plays an important role in the Parliamentary system of Government. His responsibility is enormous in the matter of national security. The powers and functions of the Prime Minister are:

- 1 He is the Leader of the Lok Sabha.
- 2 He is the Head of the Government.
- 3 On the advice of the Prime Minister, the Ministers are appointed by the President.

- 4 He has the power to allot portfolios to the Ministers.
- 5 He has the power to reshuffle the Cabinet.
- 6 He recommends to the President the removal of the Ministers.

Union Cabinet - Composition: The President invites the Leader of the majority party elected by the people to form the Government, and appoints him as the Prime Minister. Later, he appoints the remaining Ministers on the advice of the Prime Minister. The Prime Minister and the Ministers form the *Union Cabinet*. The process of forming the Cabinet in this way is known as the *Parliamentary system* or the *Cabinet system*.

The Ministers are the *political* heads of various Departments. Ministerial responsibility is the essence of the Cabinet system. Each Minister will be personally responsible for the proper functioning of his Department.

The Prime Minister allocates Departments to the Ministers. On certain occasion he can demand the resignation of any Minister. When the Prime Minister resigns, the Cabinet will dissolve. When a majority of the Members of Lok Sabha supports a *No-Confidence motion*, the Cabinet resigns.

New word

assent - approval or agreement. *No-Confidence motion* - a formal proposal put to Lok Sabha expressing lack of confidence in the ruling government.

Let's know

- *The magnificent structures such as the Parliament*

House, Rashtrapati Bhavan and others in New Delhi were built during the British period. The construction of Rashtrapati Bhavan, which has 340 chambers, was completed in 1929.

- The Members of Parliament receive salaries and allowances every month. Besides, they are given facilities such as mobile phone, landline telephone, office expenses, road mileage allowance, free electricity, water and local phone calls.

EXERCISES

Discuss in groups and answer

- 1 Which are the three organs of the Union Government? What are their functions?
- 2 What are the qualifications required to become a Member of Lok Sabha?
- 3 Who has the authority to amend the Constitution?
- 4 Who is the Head of the Indian Republic?
- 5 State the composition of the Union Cabinet.
- 6 What is the role of the Prime Minister?

Discuss

What can we do to enable the Lok Sabha Members to function effectively?

Activities

- 1 Meet the Lok Sabha Member of your Constituency and learn about his functions and duties.
- 2 Conduct a model Parliament Session in your school.
- 3 Prepare a list of the Prime Ministers of India and display it in your school.



TERRITORIES OF INDIA
28 States and 8 Union Territories
(Capitals given in brackets)

States

- 1 Andhra Pradesh (Amaravathi)
- 2 Arunachal Pradesh (Itanagar)
- 3 Assam (Dispur)
- 4 Bihar (Patna)
- 5 Goa (Panaji)
- 6 Gujarat (Gandhinagar)
- 7 Haryana (Chandigarh)
- 8 Himachal Pradesh (Shimla)
- 9 Karnataka (Bengaluru)
- 10 Kerala (Thiruvananthapuram)
- 11 Madhya Pradesh (Bhopal)
- 12 Maharashtra (Mumbai)
- 13 Manipur (Imphal)
- 14 Meghalaya (Shillong)
- 15 Mizoram (Aizawal)
- 16 Nagaland (Kohima)
- 17 Odisha (Bhubaneswar)
- 18 Panjab (Chandigarh)

- 19 *Rajasthan (Jaipur)*
- 20 *Sikkim (Gangtok)*
- 21 *Tamil Nadu (Chennai)*
- 22 *Tripura (Agartala)*
- 23 *Uttar Pradesh (Lucknow)*
- 24 *West Bengal (Kolkata)*
- 25 *Chattisgarh (Raipur)*
- 26 *Jharkhand (Ranchi)*
- 27 *Uttaranchal (Dehra Dun)*
- 28 *Telengana (Hyderabad)*

Union Territories

- 1 *Jammu & Kashmir (Srinagar - Summer Capital,
Jammu - Winter Capital)*
- 2 *Ladakh (Leh)*
- 3 *Andaman and Nicobar
Islands (Port Blair)*
- 4 *Chandigarh (Chandigarh)*
- 5 *Dadra and Nagar Haveli, Daman and Diu
(Silvassa)*
- 6 *Lakshadweep (Kavaratti)*
- 7 *Puducherry (Puducherry)*
- 8 *Delhi (National Capital Territory of Delhi)*



Introduction to the Lesson

In this Lesson, the organs of the State Government – the Legislature, the Executive and the Judiciary – are introduced. Besides, the Bicameral system and the importance of the Lower House and Upper House have been explained. The qualifications and functions of the Legislators, and the qualifications and powers of the Governor have also been described.

Competencies

- 1 Understanding the structure and functions of the State Government.
- 2 Understanding the Jurisdiction of the State Government.
- 3 Comparing Rajya Sabha with Vidhana Parishat, and Lok Sabha with Vidhana Sabha and understanding their functions.
- 4 Understanding about the qualifications and powers of the Governor, and the powers and functions of the Chief Minister.

Look at the following pictures



Joint session of the Legislature

The Legislative Assembly and Legislative Council makes the laws.



***Vidhana Soudha,
Bengaluru***



***High Court of Karnataka,
Bengaluru***

In States, there are State Governments. Their powers are not very extensive. However, they enjoy autonomy of their own. The States have been created on linguistic basis. In Karnataka, Kannada is the State language.

Our Constitution has laid down a uniform system of administration in all the States. The State Governments follow the model of the Central Government.



Suvarna Soudha, Belagavi

The State Legislature

The three organs of the State Government are the Legislature, Executive and Judiciary. The State Legislature is composed of the Governor and the two Houses (*Vidhana Mandala*). The Legislature makes the laws.

Only in six States of India, the Legislature consists of two Houses, namely, Legislative Assembly and Legislative Council. A Legislature having two Houses is known as *Bicameral Legislature*. In all other States, there is only one House, namely, the Legislative Assembly. Such Legislature is called *Unicameral Legislature*. The Legislature of Karnataka is bicameral.

Legislative Assembly (Lower House)

Composition: The Legislative Assembly (Lower House) is the House of the elected representatives of the people. There are 224 seats in the Karnataka Legislative Assembly.

The Governor nominates one Anglo Indian to the Legislative Assembly

The Members of the Legislative Assembly (M.L.As) elect one among themselves as the *Speaker of the House*. The M.L.As are elected for a term of five years. However, the Assembly is not a permanent body. The qualifications of the Members of the Assembly are as follows:

- Should be a citizen of India.
- Should not be less than 25 years of age.
- Should not hold any office of profit under the Government.
- Should not be an insolvent.

Responsibilities of the M.L.As: The main responsibility of the M.L.As is to keep in touch with the people of their respective Constituencies and solve their problems. They

must take special interest in the welfare programmes in their Constituencies. In order to facilitate the Members to carry on their work, they are given monthly salary and certain facilities. They also enjoy certain rights and privileges.

The powers and functions of the Legislative Assembly are:

- The Legislative Assembly is, in reality, the Legislature of the State.
- In all financial matters, the decision of the Assembly is final.
- The Council of Ministers is responsible to the Assembly. When the majority of the Members of the Assembly find the Government policies unsatisfactory, they may, through a *No-confidence motion*, make the Council of Ministers resign.
- The Members participate in the election of the President of India.

Legislative Council (Upper House)

Composition: The membership of the Legislative Council is not more than one-third of the membership of the Legislative Assembly. The number of Members in the Karnataka Legislative Council is 75. Some Members are nominated by the Governor. Others are elected by the Members of the Legislative Assembly, Local Bodies, Registered Graduates and Teachers.

The M.L.Cs are elected for a term of six years. They should not be less than 30 years of age.

The State Executive

The State Executive consists of the Governor of the State, the Chief Minister and his Council of Ministers. Generally, its composition and functions are similar to the Union Executive.

The Governor

The Governor is the Constitutional Head of the State Executive. But in actual working, the Chief Minister is the chief executive. The President nominates the Governor whose term of office is five years.

Qualifications of the Governor: • Should be a citizen of India. • Should have completed 35 years of age. • Should not be a Member of either Parliament or State Legislature.

Powers of the Governor: • The Governor appoints the Chief Minister and, on his advice, appoints the rest of the Ministers. • When the President dissolves the State Government, there is the President's rule in the State, and the Governor takes charge of the administration of the State.

The Chief Minister

Just as the Prime Minister is the Head of the Government at the Centre, the Chief Minister is the Head of the State Government. After the elections to the Legislative Assembly is over, the Governor appoints the Leader of the majority party or the group as the Chief Minister.

The Chief Minister's powers and functions

- The Governor appoints the Ministers on the advice of the Chief Minister.
- The Chief Minister has the power to allocate the Departments to the Ministers, or change the Departments.
- The Chief Minister has the power to drop the Ministers.
- He plays an important role in maintaining good relationship between the Centre and the State.

In brief, the progress of the State depends upon the good governance of the Council of Ministers under the leadership of the Chief Minister.

EXERCISES

Discuss in groups and answer

- 1 What is meant by bicameral legislature?
- 2 Name the House whose Members are directly elected by the voters.
- 3 Of which House are the Teachers' representatives Members?
- 4 Who is the M.L.A. of your Constituency?
- 5 Who is the Minister-in-charge of your district?
- 6 Mention any three powers of the Governor.
- 7 What are the main powers and functions of the Chief Minister?
- 8 Write the duties of an M.L.A.

Activities

- 1 *Visit the Vidhana Soudha along with your parents and watch the Assembly Session, or watch the Session on the Doordarshan.*
- 2 *Form a Council of Students under the guidance of your teacher.*
- 3 *Invite the M.L.A. of your Constituency and ask him about his duties.*
- 4 *Prepare a list of the Chief Ministers of Karnataka and put it on the display board.*



GEOGRAPHY

CHAPTER 11

PHYSICAL DIVISIONS OF INDIA



Introduction

Study of India as our country (motherland) and Karnataka as our state. India, its location in the world, its size and extent, and India's Physical features. Karnataka, its location, its size, extent and neighbouring states, Karnataka's physical features and its divisions.

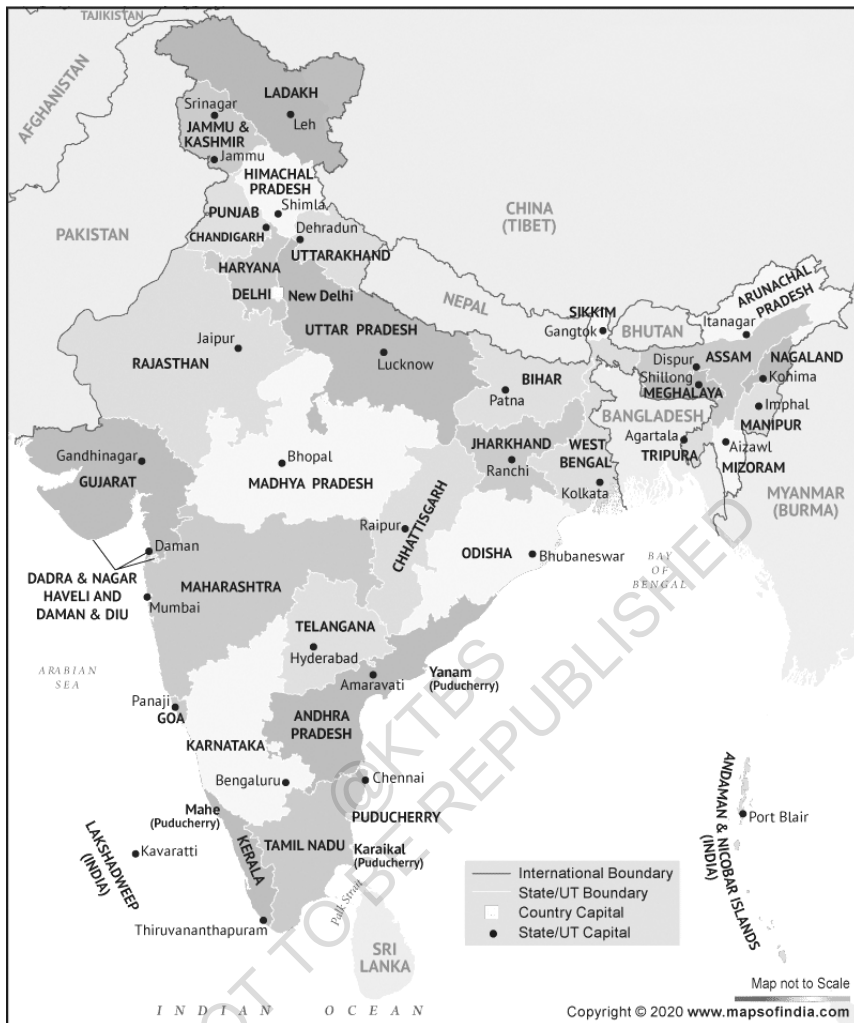
Competencies :

- 1 understand the location of India and Karnataka.
- 2 understand the various physical divisions of India and Karnataka State.
- 3 become aware of the desert and island groups of India.

INDIA - LOCATION

India is located entirely in the northern and eastern hemispheres. It is a peninsula of South Asia. In area, India is the seventh largest country and second most populous in the world. It extends from Kashmir in the north to Kanyakumari in the south and from the Rann of Kuch in the west to Arunachal Pradesh in the east.

The latitudinal extent is from 8°N to 37°N latitudes and 68°E to 97°E longitudes. The Tropic of Cancer passes through the centre of India.



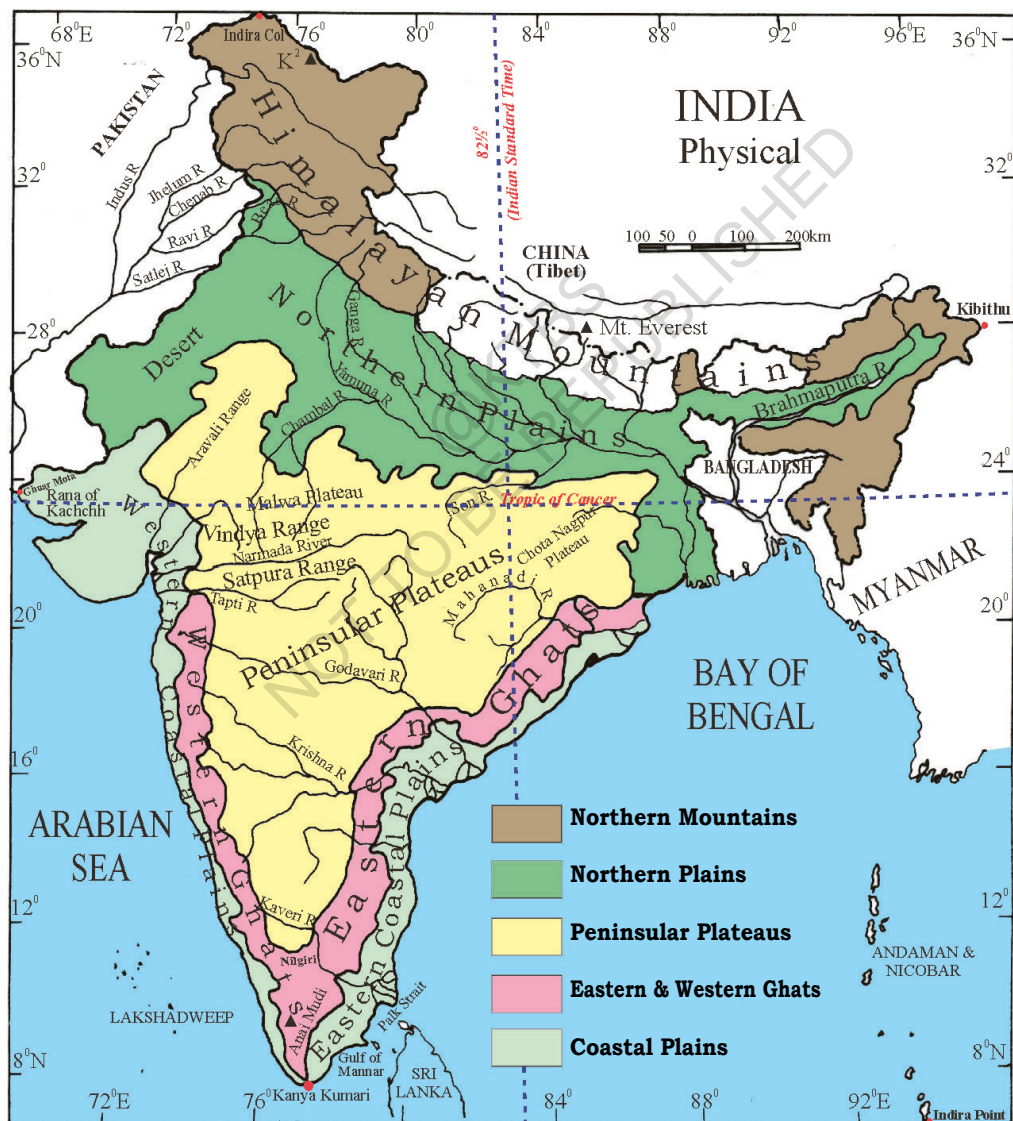
The neighbouring countries of India are Pakistan and Afghanistan on the north-west, China, Nepal, and Bhutan on the north and Bangladesh and Myanmar on the east. Sri Lanka is on the south-east and is separated from India by the Palk Strait and the Gulf of Mannar.

India is surrounded by the Arabian Sea in the west, the Indian Ocean in the south and the Bay of Bengal in the east. India has an extensive coastline and many islands. India has 28 states and 8 union territories. Delhi is the National Capital Territory.

India - Physical Features

India has a variety of physical features. The main physical divisions of India are:

1. the Northern Mountains.
2. the Northern Plains.
3. the Peninsular Plateaus.
4. the Coastal Plains.



Physical Divisions of India

1. The Northern Mountains

They consist of the Himalayan ranges. They are the natural boundaries in the north, north-east and north-west. They are the highest mountains in the world and covered with snow. They have the highest peaks, deep valleys, glaciers, mountain passes, etc. Mt. Everest (8848 metres) is the highest peak in the world. But Mt. Godwin Austin or Mt. K2, (8611 metres) is the highest peak in India.

The Himalayas are of great help to India. They act as natural frontiers. They prevent, the cold winds from Central Asia, from blowing into India. They check the monsoon winds and this causes heavy rainfall in India. They are the birth place of many rivers. They have many hill stations.

2. The Northern Plains

The Northern Plains are located between the Himalayas and peninsular plateaus. They are formed by the alluvium deposited by the rivers Indus, Ganges and Brahmaputra and their tributaries which rise in the Himalayas. The plains are almost flat and the soil is fertile. They are very useful for agriculture, industries, transport, towns, cities, etc. Therefore the plains are densely populated.

3. The Peninsular Plateau

The Peninsular Plateau is to the south of the North Indian Plains. The Narmada-Sone rift valley divides the plateau into two main plateaus. The northern part is known as the Malwa Plateau and the southern part is known as the Deccan Plateau.

The Malwa Plateau lies between the Aravalli Range in the north-west and the Vindhya in the south. The highest peak in the Aravallis is Mt. Gurushikhar (1772 m).

The Deccan plateau is surrounded by the Satpura Range, Maikala Range, Amarkantak hill and Rajmahal hills in the north, the Western Ghats to the west and the Eastern Ghats to the east. The Western Ghats extend further to the south as Anamalai hills, Cadamom hills and Palani hills, **Anaimudi (2695m)**, on the Anamalai hills, is the highest peak in south India. The Western Ghats join the Eastern Ghats at the Nilgiri hills. Ooty, a famous hill station is located here. The Western Ghats are higher than the Eastern Ghats. Many rivers of Peninsular India have their source in the Western Ghats.

The Peninsular Plateau is rich in minerals. The rivers help in the cultivation of crops. There are many waterfalls which are useful for the generation of hydro-electricity.

4. The Coastal Plains

On both the sides of the Peninsular Plateaus are the coastal plains. They are divided into two: Eastern Coastal Plain and the Western Coastal Plain.

The Western Coastal Plain lies between the Western Ghats and the Arabian Sea. It extends from the Gulf of Kuch in the north to Kanyakumari in the south. It is very narrow and rocky.

The Eastern Coastal Plain lies between the Eastern Ghats and the Bay of Bengal. It extends from the Gangetic delta in the north to Kanyakumari in the south. The Eastern Coastal Plain is broader. There are seaports along the western and eastern coastal plains.

The Island Groups

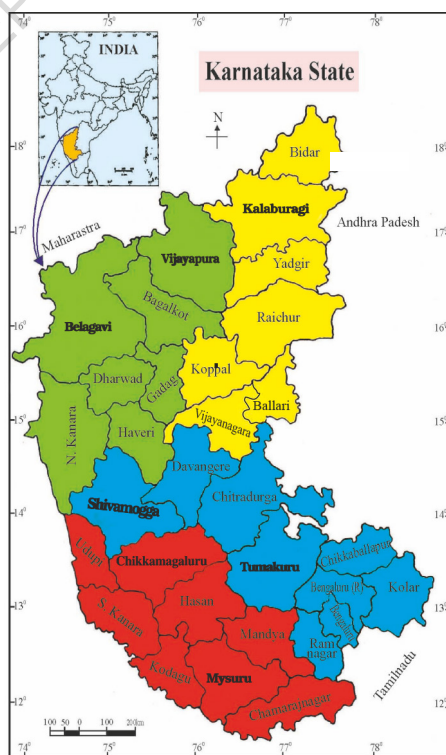
There are 247 islands, of which 204 are in the Bay of Bengal, namely the Andaman and Nicobar Islands. The remaining 43 islands, namely the Lakshadweep Islands, are in the Arabian Sea. The Andaman and Nicobar Islands are made up of hard volcanic rocks. The Lakshadweep islands are made up of corals.

Deserts

India has a desert, known as the Thar desert. It is located in North-western India. Nearly two-thirds of the desert is in Rajasthan and the rest is in Haryana, Punjab and Gujarat. There are some salt lakes called '**playas**'. Some of them like Sambhar, Didwana and Sargol are the source of common salt. The Sambhar lake is the largest salt lake in India.

KARNATAKA - LOCATION

Our state, Karnataka is located in the southwestern part of India. It is the eighth largest state in India. The Latitudinal extent is from 11°N to 18°N latitudes and 74°E to 78°E longitudes. Karnataka has both land and water boundaries. The neighbouring states are Goa in the north-west, Maharashtra in the north, Andhra Pradesh in the east, Tamilnadu in the south-east and Kerala to the south-west. To the west is the Arabian Sea. This state has 31 districts and 227 Taluks.



Karnataka - Physical Divisions

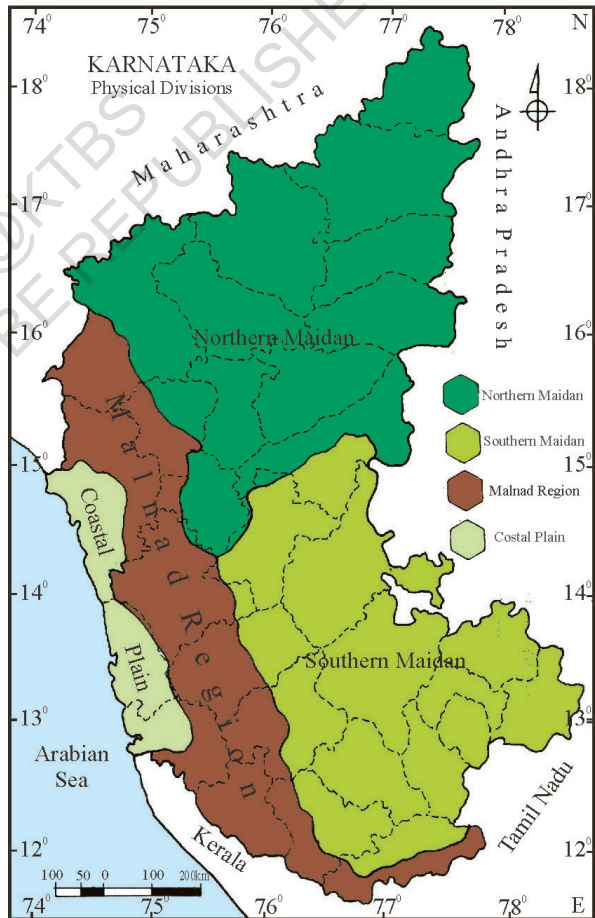
Karnataka is a part of Peninsular Plateau of India. It has a variety of physical features. On the basis of relief, Karnataka can be divided into three physical divisions.

They are : 1. The Coastal Plain 2. The Malnad region 3. The Maidan region.

1. The Coastal Plain : It occupies the western part of Karnataka and lies between the Malnad region and the Arabian Sea. It stretches from Goa in the north to Kerala in the south (324 km). It includes the coast of Uttara Kannada, Udupi and Dakshina Kannada.

The coastal Plain is narrower in the north and broader in the south. Many west-flowing rivers pass through this plain. There are some islands, e.g. St. Mary's Island (Coconut Islands). Mangalore, a major port of India, is located here. It is known as the Gateway of Karnataka.

2. The Malnad region : This is a hilly area lying between the coastal plains and the maidan region. It is also known as the '**Sahyadris**'. It is an important physical division of Karnataka. Because it gets heavy



Karnataka Physical Division

rain, it is densely forested and has wild life sanctuaries. It is the source of many rivers. There are many waterfalls, e.g. the Jog Falls and many tourist centres. **Agumbe** which is located here, gets the heaviest rainfall in Karnataka. The highest peak is **Mullayanagiri** (1913 m).

3. The Maidan region: It lies to the east of the Malnad region and has undulating surface. River Tungabhadra, which passes through the centre of this region, divides it into two divisions - the Northern Maidan and the Southern Maidan.

The **Northern Maidan** is an extensive flat plateau with a few flat topped hills. This region is made up of basalt rocks and covered with black soil. It slopes towards the east in the direction in which rivers Krishna and Bhima flow. This region has very low rainfall.

The **Southern Maidan** is also known as Mysore Plateau. It is very undulating and has some hill ranges, such as Biligirirangana hills, Male Mahadeshwara hills, Nandi hills, Chamundi hills, etc. This plateau also slopes towards the east in the direction of river Kaveri. A large part of this plateau is covered with red soil. This region gets more rain than the northern maidan.

New terms

Densely populated, Peninsular, Diversity, Coast, Malnad, Maidan, Playas, Physical features, Corals, Ghats, Basalt.

Do you know

- ◆ The only ocean named after a country is the Indian Ocean, which is named after India.
- ◆ River Ganga is the largest river of India and is a sacred river to the people.
- ◆ The Indian Standard Time is taken from $82\frac{1}{2}^{\circ}$ E. longitude, which passes through the centre of our country.
- ◆ The Yana mountain (hill) in North Kanara is made up of two rocky hillocks, with many streams flowing down its slopes. It is surrounded by thick forests and is a tourist centre.
- ◆ The mammoth plantation, of distinct African-based, bottle-shaped tamarind trees are in Savanur in Haveri district.
- ◆ The breed of dogs called Mudhol Hounds are very popular and are exported to other countries.
- ◆ Handloom sarees of Banhatti, silk sarees of Ilakal and the slippers of Athani are famous and have great demand.
- ◆ A hillock (gudda) at Muski, in Raichur district looks like Lord Buddha, in a lying down position.
- ◆ The Chuliki river, flowing through Basavakalyana, seems to have inspired Basavanna.
- ◆ Davangere was known as the Manchester of Karnataka. Because it was famous for cotton textiles.

EXERCISES

Answer the following questions :

- 1 What is the position of India with regard to world population and land area?
- 2 What is the geographical location of India?
- 3 What is the position of Karnataka with regard to India's land area and population ?
- 4 List out the states surrounding Karnataka.
- 5 Name the physical divisions of India.
- 6 How many states and union territories are there in India?
- 7 How many districts are there in Karnataka?
- 8 Which are the physical divisions of Karnataka ?
- 9 Name the districts lying in the coastal area of Karnataka.
- 10 Name the administrative divisions of Karnataka.

Activities

- 1 On the outline map of India and Karnataka, mark the major physical divisions of India and Karnataka.
- 2 With the help of your teacher mark the important mountains and plateaus and plains of India and Karnataka.
- 3 Observe your surroundings and list out the physical features, vegetation and crops cultivated.



***Introduction***

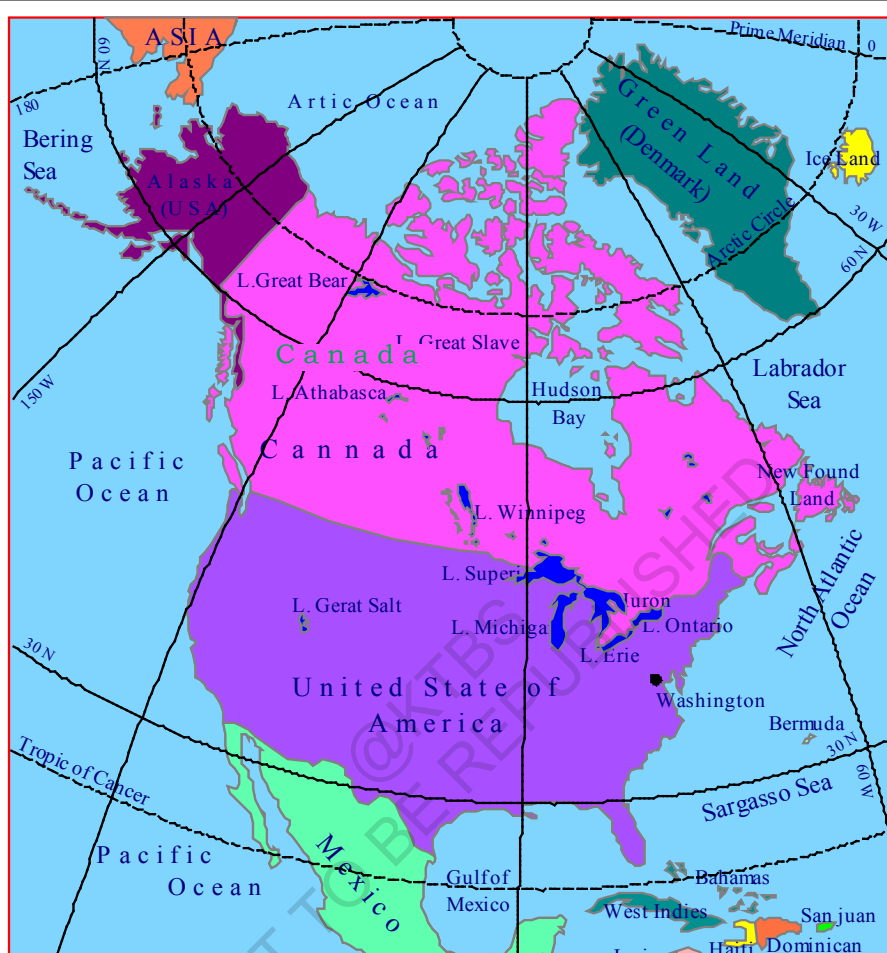
Last year you have studied the geographical features and importance of Asia, Europe and Africa. This year you will learn a lot about North America, South America, Australia and Antarctica.

In this lesson you study about location, extent and physical setting, Physical divisions, climate, natural vegetation, agriculture, important minerals, industries, population growth, distribution and density of the continent of North America.

Competencies

- 1 Understand the location, extent and physical setting of North America
- 2 Understand by comparison with diversity of physical divisions.
- 3 Know the richness and lakes of North America
- 4 Understand the influence of climate on natural vegetation and animals.
- 5 Know about agricultural development of N.A.
- 6 Understand how North America developed by utilizing Minerals
- 7 Understand the origin, density and distribution of population of North America.

North America is a recently discovered continent. The continent is mostly inhabited by Europeans and Spaniards. They made use of Mexico's gold. The French built up profitable fur trade in Canada, the British exploited the fisheries and forests of the Atlantic Provinces of Canada and of New England of USA.



North America - Political

The sound resource base combined with development in science and technology, a large domestic market, international trade relationship, development of good means of transportation etc., have helped North America to become one of the most developed regions of the world. So the nations of North America are very rich and called one of the economically prosperous countries. Therefore, it is necessary to understand the continent as a model for progress for other continents.

LOCATION AND EXTENT

North America is located entirely to the north of the equator. It lies within 7° N to 84° N latitudes. The tropic of cancer (23 ½° N) passes through the continent in the South and the Arctic Circle (66 ½° N) in the north. North America is surrounded by the Atlantic Ocean in the east, the Pacific Ocean in the west and the Arctic Ocean in the north. It is separated from the continent of Asia by the Bering Strait. It has a land link with South America by the Isthmus of Panama. A number of smaller water bodies are found here, eg: the Gulf of Mexico, the Hudson Bay, the Gulf of Alaska, Gulf of California etc. The West Indies and Cuba islands are found in the Caribbean Sea. New Found-land is found to the east of Canada. A number of islands lie in the Arctic Ocean of which Greenland is the largest. The strip of land that lies to the South of North America is called Central America.

North America is the third largest continent in area (16.4%) in the world after Asia and Africa. It is almost 7 times (24.24 mil sq.km) bigger than India. There are 24 countries in North America. Canada, United States of America and Mexico are the three large Countries by their size. The Caribbean Islands are also area included in the Physical area of North America.

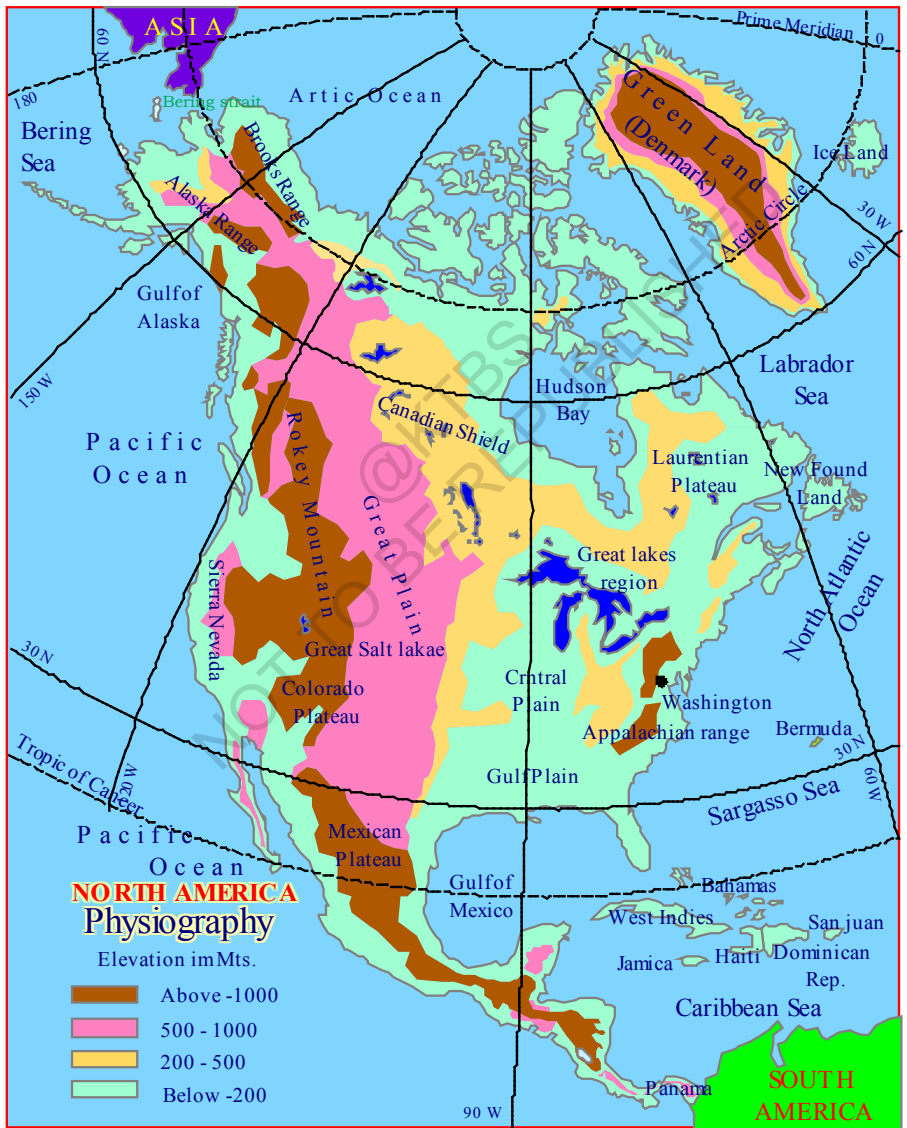
Do you know?

- | | | |
|--------------------|---|----------------------------------------------------------|
| <i>Mexico</i> | - | <i>Sites of Mayan Civilization</i> |
| <i>Canada</i> | - | <i>Trans Canadian Railway ice hockey, polar bear</i> |
| <i>USA</i> | - | <i>Grand Canyon, Homes, Bar Ringer Crater, Valkanas,</i> |
| <i>West Indies</i> | - | <i>Cricket, Islands</i> |

PHYSICAL DIVISIONS

The Continent of North America is divided into four major physical divisions. They are:

1. The Western cordilleras or the Rocky Mountains
2. The Great Central plains
3. Canadian shield
4. The Appalachian Highlands



North America's Physiography

1 THE WESTERN CORDILLERAS

These are the young fold mountain ranges like the Himalayas of India. The Western Cordilleras run from Alaska in the north to Panama in South. They consist of a series of plateaus eg. Colorado, Mexican Yucatan Plateau and form a series of parallel fold mountains.



Rocky Mountains ranges



Alaska Mountain ranges



McKinley Mountains

The Rockies are most important ranges in the Western Cordilleras. The height of the range is low towards Alaska (Brooks) and it increases enormously towards Mexico. Mount McKinley (6194 m) is the highest peak and Death Valley (86 m below sea level) is the lowest part in this region. The Cascade and Sierra Nevada are other ranges. The Whitney Mountain and White Mountain in California

are well known for their rugged slopes and scenic beauty. There are some **Intermountain plateaus** found between these ranges. Plateau of Columbia, Colorado and Mexican plateau are the important among them. River Colorado cuts the Colorado plateau and has given rise to the Grand Canyon.

The old Faithful Geyser is a World famous geyser in the Yellow Stone National Park of USA.



Old faithful geyser

2 THE GREAT CENTRAL PLAINS

The Central plains are also referred to as the Great plains of the Prairies. They lie between the Appalachians in the east and the Cordilleras in the west. The plain consists of vast expanse (3/5 of the total area of NA) of flat to gently rolling land. These plains are formed by the River Mississippi, Missouri and their tributaries. This is one of the most fertile plains of the world and is a good farming region. The denudation of the area by ice sheets has resulted in the formation of a large number of basins. These basins are covered by lakes.

The Dust Bowl - Dust storms have caused agricultural waste lands in US and Canadian Prairies.

3 CANADIAN SHIELD

(Laurentian Shield Of Laurentian Plateau):

The Canadian Shield lies around the Hudson Bay in the northern part of North America. This is made up of some of the oldest rocks in the world, like those of Deccan plateau in India. The whole shield is submerged in the centre, under Hudson Bay.

4. THE EASTERN HIGHLANDS/THE APPALACHIANS

The Eastern high lands are also known as Appalachians. These extend from New foundland to Alabama along the eastern margin of the Continent.



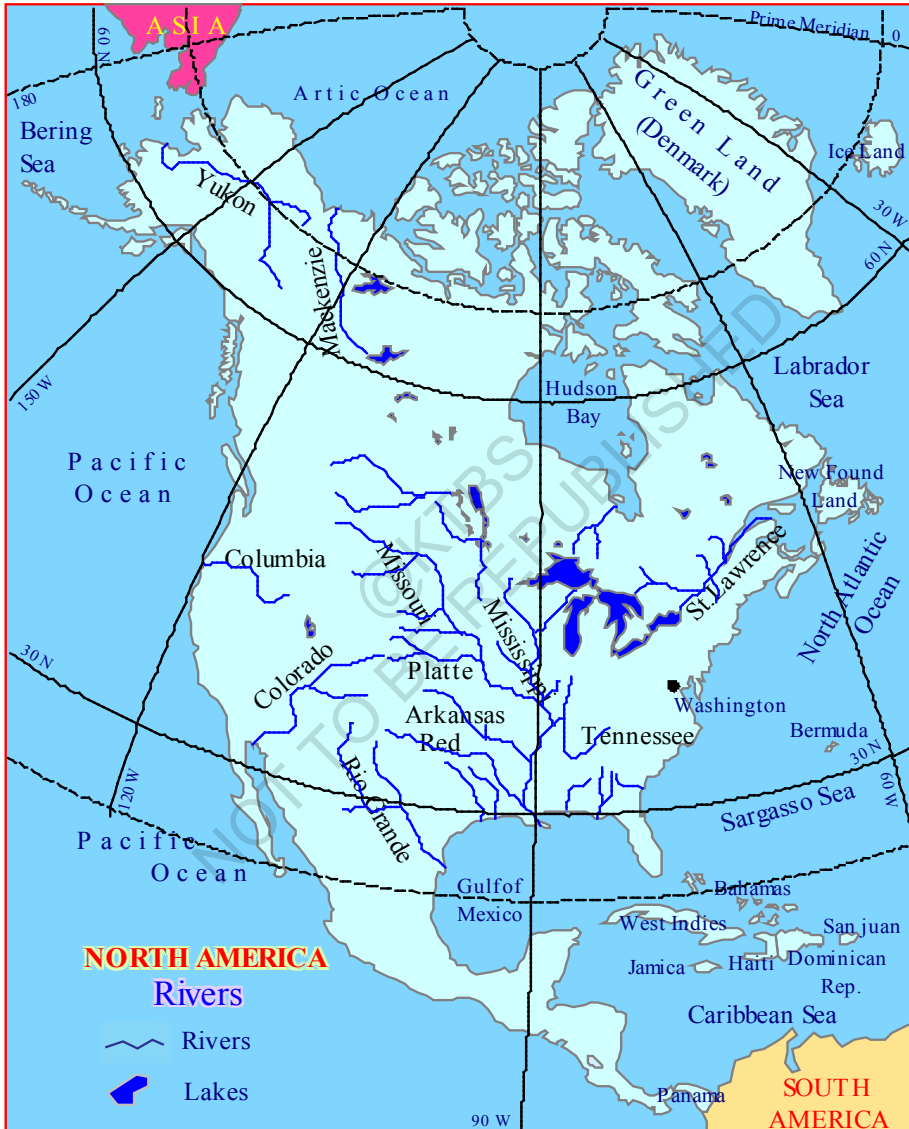
Appalachians

The Appalachians are old folded mountains, but have been denuded to their present height. East of the Appalachian ranges lie the Piedmont plateau and the Atlantic Coastal plain. The St. Lawrence Valley separates the Labrador plateau from the Appalachian ranges. They are rich in coal, lead, zinc, iron ore, copper, water power and wood. This region has a surprisingly large population and its importance in the North America economy is significant.

RIVERS AND GREAT LAKES

North America has a few large and short rivers. A number of lakes form the unique physical features of this continent around the Canadian Shield.

RIVERS : The Mississippi and Missouri are the Great Rivers of North America and together they drain 2/3 of the area. The Mississippi is the largest river, that flows into the Gulf of Mexico.



North American Rivers

River Colorado and River Columbia are the west flowing rivers and they are short and swift and River Columbia flows across the Columbian plateau. The Colorado river drains

into Colorado plateau and forms the Grand Canyon. It is a centre for scenic beauty and tourism. The grand canyon is called 'Natural wonder of the world'.

Do you know?



Grand Canyon (Arizona, USA)

Depth - about 1800 mt. width - 3 to 29 Km

The Canadian Shield is drained by many small rivers and they flow into the Hudson Bay.

The St. Lawrence is an important river of USA and Canada. It passes through the Great lakes. It remains frozen for 3 months in a year.

LAKES : North America has a large number of fresh water and salt water lakes. They are situated on the southern border of Canadian Shield. Huron, Ontario, Michigan, Erie and Superior are the important Lakes.



Superior Lake

Together they are called **HOMES**. Lake Superior is the largest of the Great lakes and is the largest fresh water lake in the world. Chicago and Detroit are situated on the Michigan and Eire lakes respectively.

CLIMATE AND NATURAL VEGETATION

North America has a wide range of climate due to its vast latitudinal extent, and varied relief features etc. It includes extreme weather conditions ranging from freezing condition in Alaska and Greenland (the Tundra type) to burning heat in the deserts of south-west USA, South-Eastern Florida, the Caribbean and Central America have tropical conditions. The eastern half of North America is more humid. Central and Southern regions of the continent are prone to severe storms including hurricanes and tornadoes.



hurricanes



Tornado



Twister



North America's Natural Vegetation

Natural Vegetation

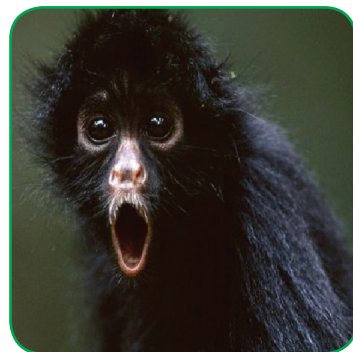
The Natural Vegetation and Animal life largely depend on climate, soil and relief features. Due to the great diversity in climate and relief, North America has a wide variety of vegetation. These vegetation belts broadly follow the climatic regions. They are: The Tundra type of vegetation is found within the Arctic circle. It is found in Canada, Alaska and Greenland. Winters are long and freezing and summers are very short. The only vegetation found here are mosses and lichens. Some stunted flowering plants are grown in summer season. The animals which survive in this hard and harsh conditions are Reindeer and Caribou and Carnivores like Polar Bears and Arctic Foxes. South of the Tundra belt lies the cool temperate type of climatic region. This is actually a belt of **coniferous** forest called **Taiga**. The coniferous forests are evergreen and species like pine, fir, spruce, birch etc. are found here. The fur bearing animals are found in this region for example, the Lynx, Sable, silver fox etc.



Coniferous forest



Beaver



Black Bear



Polar Bear



Silver Fox



Cypress



Chestnut

Deciduous type is found in east and south east of the St. Lawrence river and Great Lakes. Northern part is cold and Southern part of the region remains warm. Winters are cold but summers are warm and rainfall occurs usually in summer. The trees found here shed their leaves in autumn. Eg. Cypress, Oak, ash and chestnut. The wild animals found here include Beaver, Black Bear, Bear, Musk rat and Porcupine.

The cool temperate climate is found in parts of USA. There is a vast grassland between the Rockies and the Great river basin (Mississippi-Missouri) which is also known as

the Prairies. This is actually a vast treeless plain. This plain land is known for wheat cultivation and animal rearing. This is known as the Wheat bowl of the world.



Prairies grass land

The coniferous and deciduous trees are found in this area. Canada and North California have such forests. The important trees found in this region are birch, beech, maple, oak etc.



Mahogany tree



Maple

Canada is a country of Lakes. Formed by Sparse Population and abundant Taiga Kind of forest, largest exporter of wood in the world.

The Southern part of Mexico and the West-Indies region have the tropical forests. Mixed forests are found here with hardwood trees like mahogany and logwood.

The western coast of California experiences the Mediterranean type of climate. The desert condition is found in the western part of the continent in South California, Mexico and Arizona. Different varieties of Cactus and thorny bushes are common here. The typical example of cactus is the Joshua. Desert nights are called winters of Deserts.



Desert Vegetation - different Cactuses

AGRICULTURE

Agriculture is an important occupation of North America. Central lowlands of the continent especially Canada and USA are very productive agricultural countries. Only ten percent of the total area of North America is suitable for agriculture. But the production from their farms is very high. Because, large farms, rich soil, adequate irrigation, mechanised farming, other facilities with human efforts make North America one of the largest agricultural regions of the world.

Regions specialized in the production of specific crops, are called '**Crop belt**' Corn belt, Wheat belt, Cotton belt, Tobacco belt etc.

Wheat is one of the popular cereals grown in North America, especially in Canada and USA. The Prairie region provides the best soil for wheat cultivation. Since the population is low, lot of surplus production is obtained, which can be exported, **Maize** is popularly known as **Corn**. It is grown extensively in the United States and Mexico. Most of the maize is used as feed crop for feeding cattle and pigs. They are reared for meat in Mexico. Maize is the staple food grain. But today maize is grown as a check crop.



Wheat



Maize

The other popular crops are barley, oat and potato. Barley and oat can be grown in cold weather. **Beer** is brewed from barley. **Oats** is used as a feeding crop for the animals, **Potato** is also grown in the continent which serves as a food crop.

Cotton and **Tobacco** are grown as cash crops in the continent. The Cotton belt lies along the Mississippi Valley. USA and Mexico are important producers of long staple cotton. **Tobacco** grows in the south USA, Cuba, Jamaica and Mexico. The USA ranks second after China among major tobacco growing countries of the world.

Sugarcane is another important crop grown here. Cuba is the third largest producer of sugar in the world, so popularly called the '**Sugar bowl** of the world'. Sugar beet is also grown in the USA. It is a major source of making sugar after sugarcane.



Apple



Grapes

Coffee and **Cocoa** are the tropical plantation crops, grown in the parts of Central America and West Indies. Fruits like grapes, oranges, lime, apple, pears, peaches etc. are grown in California, Florida, New Jersey and areas around Urban Centers. California produces 90% of the wine by using grapes in North America. Therefore California is called the "**Wine Country**".

Shallow continental shelves, such as the Grand Banks, Georges Banks off the New England and Newfoundland coast are popular fishing grounds.

IMPORTANT MINERALS AND INDUSTRIES

North America is blessed with abundant resources. Its natural resources are variety of soils, extensive grasslands, minerals, power resources and forest wealth.

The continent has rich deposits of different valuable minerals. The deposits of gold had once attracted people to this continent. Besides this iron ore, copper, nickel, silver and zinc are other major mineral deposits. The continent also abounds in coal, petroleum and natural gas.

Gold is the very first mineral mined in North America. California and Yukon valleys are important areas of gold mines. Lake Superior and its surrounding areas are known for having large deposits of Iron ore. The high grade iron ore is found in and around the Canadian Shield. Mexico is the world's major producer of silver. The USA is the leading producer of copper in the world.

North America has large deposits of high grade cooking coal in Appalachian region. Pennsylvania alone produces 20% of the world's total coal production. The USA is the world's largest coal exporter. Offshore region of the Pacific Ocean has good deposits of natural gas. The USA is the major producer of Petroleum. The USA is the leading producer of nuclear power in the world.



Gold



Iron



Steel



Coal



Copper



Nickel



Silver



Zinc

Among the countries of North America USA and Canada are highly industrialized. Availability of raw materials like iron ore, coal, copper, bauxite helps heavy industries. Availability of power, transport and modern technology has helped industrialization to a great extent.

The Lake Region of Eerie, Superior and Michigan have seen a lot of development in iron and steel industry. Raw materials and water transport have helped tremendously. The favourable industrial policy of USA helped in the growth of industries. The city of Pittsburgh is called the 'Steel city' due to rich coal deposits found in the Appalachian region, hydroelectric power and easy transport facilities for bulky materials. Iron and steel is the basic industry, so it helps the growth of other industries like automobile, ship building, locomotives, heavy engineering, aircraft etc.



Pittsburgh - steel city

Wood pulp, paper and news print are produced in the USA and Canada. Soft wood is used in making paper, pulp, cardboard and news print. Pulp is used to produce synthetic fibre. **Canada** is one of the top exporters of paper, pulp and news prints. **Lumbering** is a highly organized job

in North America. People engaged in lumbering in Canada are known as **lumberjacks**. **Chemical industry** produces a variety of articles like synthetic rubber, plastics, fertilizers and medicines. **Plastic** has now replaced wood to a great extent. Plastic is prepared in all parts of the USA. **Chicago** is famous for plastic industry.

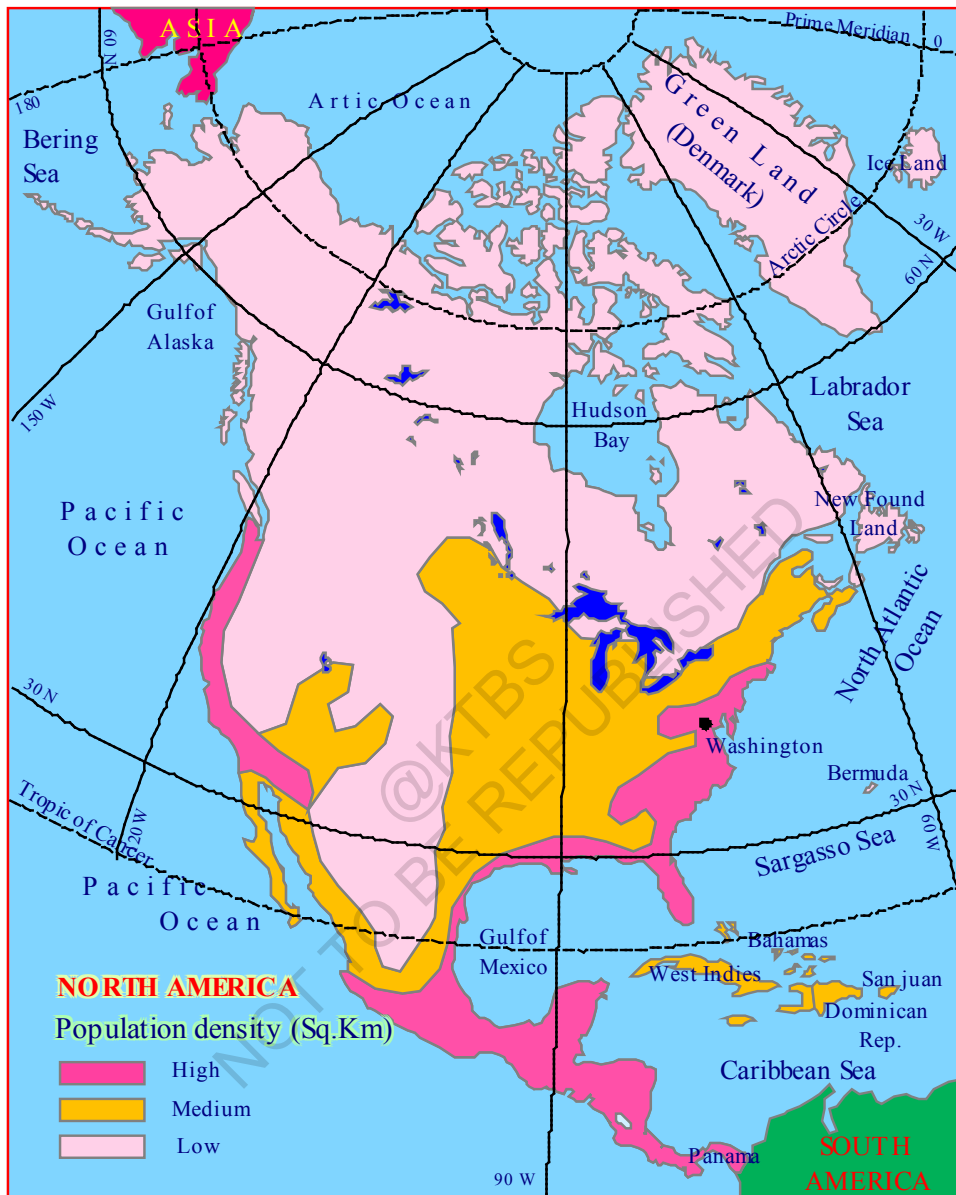
Meat packing is an important industry spread over in a number of centers like Chicago, Kansas city and St. Louis. **Electrical and Electronic** goods are also produced on a large scale. Many of the industrial products and machinery are exported from USA and Canada.



Chicago Industrial City

POPULATION

Most of the North Americans are descendants of Europeans of American Indians and Africans. Although, there are some native or indigenous people, most of them speak Spanish, English, French or American Indian languages.



North America - Population density

In the eastern parts of North America highest density of population is found because of urbanization for eg: Newyork, Washington, Chicago and so on. But much of the northern part of the continent is almost empty, especially the frozen far north.

The densely populated parts of USA are urban centers and industrial regions. Nearly 98% of the population is urban in North America.

New terms :

Prairies, Amerigo, Caribbean, Cordilleras, Rockies, Appalachians, Canadian, Fold Mountain, Shield, Canyon, Homes, Hurricanes, Tornado, Twister, Tundra, Reindeer, Caribou, Taiga, Cropbelt, Corn, Oats, Dust Bowl, Cooking, Locomotives, Lumberjacks.

EXERCISES

I Answer the following :

- 1 Why is North America called 'The Land of Prairies'?
- 2 Mention the location and extent of N A.
- 3 Make a list of important countries of North America.
- 4 How are the Grand Canyon of Northern America formed?
- 5 Name the important plants and animals of NA.
- 6 Make a list of important rivers of NA.
- 7 Who is called 'Lumber Jacks' in NA?
- 8 Mention the important races and their languages formed in NA.

Activities :



- 1 Draw an outline map of North America and mark the important Mountains, rivers, lakes, plains of NA with the help of a good Atlas.
- 2 Make a list of important plants and animals found in NA and Collect their pictures.

***Introduction***

In this lesson study the location extent and Physical settings, rivers and lakes, climate, Natural Vegetation, wild animals, agriculture and livestock rearing, composition race, distribution and density of population of South America.

Competencies

- 1 Understand location, extent and physical settings of South America.
- 2 Know the rivers and lakes of South America.
- 3 Understand diverse climate, animals and natural vegetation of South America.
- 4 Understand the speciality of agriculture and animal rearing in South America.
- 5 Know the racial composition, distribution, and density of population of South America.

South America is the fourth largest continent in the world. It is a part of Latin America. When Christopher Columbus reached the continent around 1498, he mistook it for India, and called brown coloured natives as the Red-Indians. Soon the Europeans (Spanish and Portuguese) flooded the continent.

South America is the land of superlatives with the Andes and the Amazon. Over a quarter of the world's known copper reserves are found here. It is the world's largest producer of coffee. It is popularly called 'Hollow land', and 'Land of Grasslands'. The study of South America helps us to know various geographical and economic features of the continent.

LOCATION, EXTENT AND PHYSICAL SETTINGS

The continent lies mainly in the Southern Hemisphere. A small portion is found in the Northern Hemisphere.



South America Physical

The Equator and the Tropic of Capricorn, pass through the continent. It is inverted triangle in shape, broader in the north and tapers towards the south. Its latitudinal and longitudinal extent is 12° N to 56° S latitudes and 35° W to 81° W longitudes. The continent of South America is located in the western Hemisphere.

The continent is surrounded by water bodies on all sides except in the north. In the north, the Panama Canal separates South America from North America. The Caribbean sea borders the north, the Atlantic Ocean in the east and north-east, the Pacific Ocean lies in the west and the South is bordered by the icy waters of Antarctica.

The land area of South America is about 177.1 lakh Sq.km and it is $3\frac{1}{2}$ times bigger than India. There are thirteen countries in this continent. Brazil is the Largest and French Guyana is the smallest country. All the countries of South America have coastal line except Bolivia and Paraguay (land locked countries). Chile is a linear country.

- Panama Canal (1912) is the major Ocean route between NA and SA.
- Ecuador a country named after the Equator.
- Argentina and Brazil are famous for Soccer.
- Brazil is holding Olympic meet - 2016.
- In 2020 Olympics made was held at Tokio, in Japan.
- Venezuela is famous for Angel falls and petroleum.

PHYSICAL FEATURES

South America has spectacular topographical features. It has the mountains with snow covered peaks and the dense equatorial forests. The continent has rich fertile plain lands as well as dry wasteful deserts. The major physical divisions of the continent are:

1. The Andes Mountains.
2. The Eastern highlands.
3. The Central lowlands.
4. The Western Coastal Plains.



South America Natural Vegetation

1 THE ANDES MOUNTAINS

This is the longest mountain chain in the world, running to a distance of 6440 km long along the Pacific coast. Many earthquakes and volcanoes are found in the belt due to its presence in the Pacific ring of Fire. Mt. Aconcagua (6960 m) Argentina-Chile border is the highest Peak in the mountain range. The Andes are rich in minerals like copper and Tin.



Andes Mountains

2 THE EASTERN HIGH LANDS

This region comprises two distinct high lands, a) the Guiana high lands (shield) in the north and b) the Brazilian high lands (shield) in the south. These are made up of old rocks like the Deccan Plateau of India. River Churn a tributary of Orinoco has formed the world's highest waterfall Angel Falls (974 m) in the Guyana Shield.



Angel Falls

3 THE CENTRAL LOW LANDS

The central lowlands lie between the Andes Mountains and Eastern high lands. These consist of large river basins. They are: the Amazon, the Orinoco and La Plat river basins. The Amazon basin is the most notable and largest among them.

4 THE WEST COASTAL PLAINS

These are narrow plains found between the Pacific Ocean and the Andes mountain range. The west coast is almost devoid of coastal plains except in patches, because the Andes Mountains rise steeply from the coast. Narrow coastal plains are found in central Chile and Colombia along the west coast. The coast line is indented (broken). Many big cities lie in the coastal plains. There are many islands in the southern part.

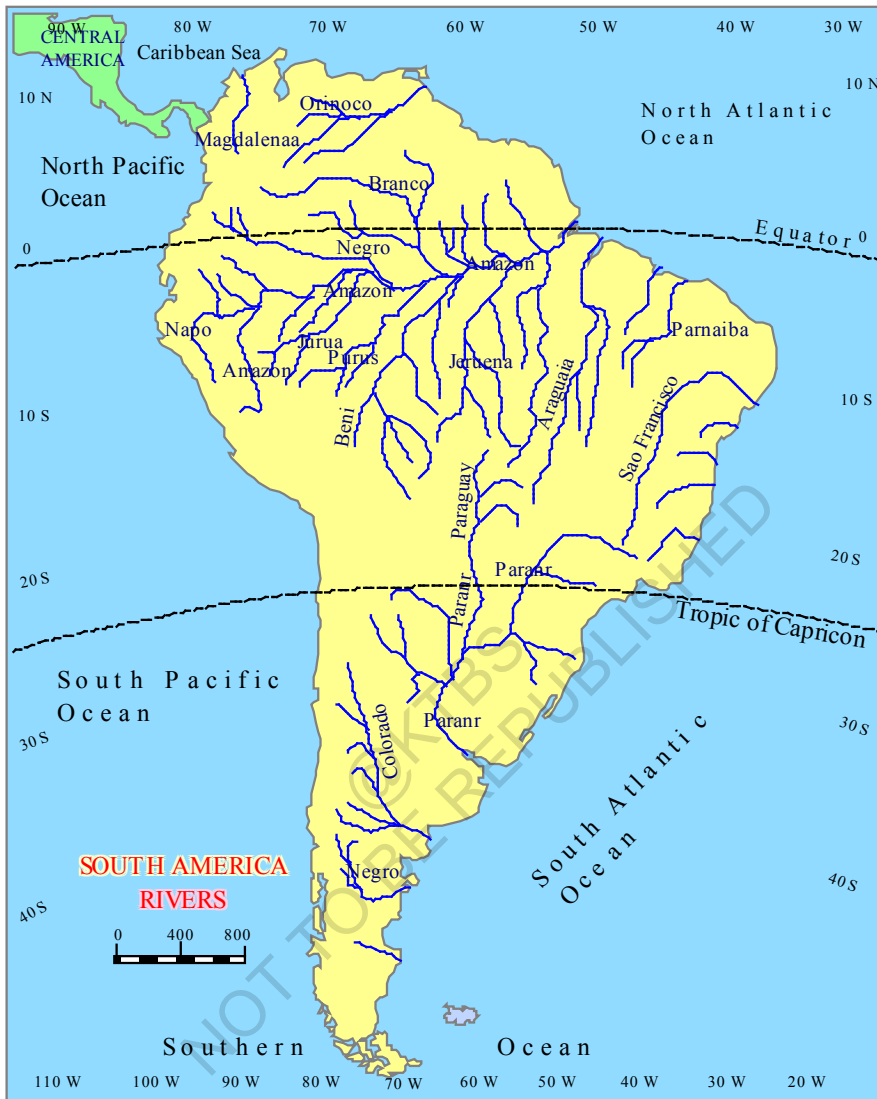
RIVERS AND LAKES

The Amazon (Female warrior), Parana, Paraguay, Uruguay and the Orinoco are the important river systems of the South America. The Amazon (6450 km) river which rises in the Andes is the longest in South America and the largest river in the world. It is navigable to a great extent along its course. The Orinoco is another important river system. The combined river system of Parana, Paraguay and Uruguay is called La Plata.



Titicaca lake

Lake Titicaca (Bolivia) is the highest lake in the world and it is the largest navigable lake of South America. Lake Junín, Lake Sarcocha of Peru, Lake Poopo of Bolivia are the other important lakes of South America.



South America Rivers

- *Amazon* - Marajo river Island
- Anaconda and Piranha
- Largest river with more the 1,000 tributaries
- About 11.50% of the world land area
- Hunga - underground river

CLIMATE

South America has a wide variety of climate. Latitude, altitudes and the proximity of the Pacific and Atlantic Oceans contribute to the variation in the climate of the continent.

The Equator passes through the northern part of the continent and Tropic of Capricorn pass through the southern part. The land mass within the two latitudes falls in the Tropical Zone. The broader part in the north is under the influence of Tropical climate. Hence, the climate here is hot and wet. The Amazon basin experiences hot and wet equatorial climate due to the presence of the Equator. The region experiences convectional rainfall almost every day. Heavy rainfall favours dense forest in this region. The Amazon basin has thick forest which is the home of flora and fauna, reptiles, birds and monkeys are common in this belt.

➤ *Convectional rainfall occurs in those regions where the water bodies gets heated due to sun's rays, evaporates and heavily rains by late noon on the same regions. In equatorial regions it is named noon showers, teatime showers and 4 O' clock showers.*

The Andes mountain ranges run almost, the full length of the western margin of the continent. On-shore winds bring rain to the windward side. While, the east of the Andes gets low rainfall. This is the rain-shadow region and the temperate desert belt Patagonia of South America. Atacama desert-calama (Chile) is the driest area on the Earth (no rainfall for the last 200 yrs).



Atacama desert

NATURAL VEGETATION



Evergreen Forest



Selvas

The Equatorial region of the Amazon basin has dense **tropical** rainforest. It is the world's largest **rainforest**, locally called Selvas. Evergreen trees of hard wood with dense canopy of trees are found here. Mahogany and Ebony are the valuable trees in this area. The rubber trees found here are used to make latex. On either side of the equatorial forests, grass lands are found. These are known as Llanos in the Orinoco river basin (Venezuela) and as Campos in the Brazilian high lands. The south eastern coast of Brazil has tropical deciduous forest.



South America - Natural Vegetation

South America land of Grass lands

- Llanos of Venezuela
- Campos of Brazil
- Pampas of Argentina

South of Gran Chaco region (Argentina and Uruguay) is covered by **temperate grass** lands to a large extent known as Pampas. The plateau of Patagonia has **temperate desert** having **scrub vegetation** on the western side of the Andes, and the central region has mixed type of forests.



Temperate grassland

WILD LIFE

South America has a variety of wild animals, birds and reptiles. The **condor** is the biggest bird of prey in the world. **Rhea** is a large bird which cannot fly, as the Ostrich in Australia. **Spider monkey, Owl monkey** and Squirrel monkey live in the trees of the Amazon forests. **Anaconda Python** is the largest reptile and it lives in the rain forest. **Puma** and **Jaguar** are large animals of prey which feed on monkeys and smaller animals. The **Liama** and **Alpaca** are animals similar to camels as they have long necks. These are domesticated by the native inhabitants for working. Galapagos Islands are well known for their **giant tortoise**. There are spiders and insects like tsetse flies which cause sleeping sickness. The Amazon River has varieties of fish such as the sting ray, electric fish and Piranha (most dangerous fish in the world). Rivers also have crocodiles.



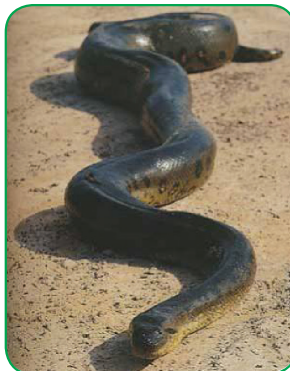
Laama



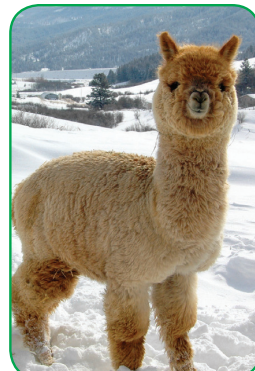
Jaguar



Condor



Anaconda



Alpaca



Puma



Tortoise



Piranha fish



Rhea

AGRICULTURE AND ANIMAL HUSBANDRY

Cultivable land in S A is limited. Barely 10% of its area is under cultivation. The main regions of cultivation are the Pampas in Argentina and Uruguay, parts of Brazilian highlands and east coast and central Chile. Most important crops of S A are Maize, wheat, Rice, Coffee, Cotton, Sugarcane etc.

Maize is a native crop of S A and it is the chief food crop in the warm tropical region. **Wheat** is grown in the cooler temperate regions in Argentina and Chile. Wheat is also exported from Argentina. Potato is widely grown in the Andes region. Rice is cultivated all along the Brazilian coast.

- *Brazil is called 'Coffee pot of the world.' (coffee is derived from Kaffa)*
- *Fazenda is the largest coffee estate (thousand of coffee plantations) in Brazil.*
- *Rio-de-Janerio is called 'coffee port of the world'.*

Among non-food crops S A is an important producer of **coffee** and **cocoa**. Brazil is the world's largest producer of coffee. Columbia and Ecuador are also important producers of coffee. Cocoa is also produced on a large scale in the coastal regions of Brazil. Colombia and Ecuador are the other producers of cocoa.



Coffee

Cotton is grown in drier slopes of Andes and is exported to other countries. South America is an important producer of **sugarcane** in the tropical low lands. Brazil is the leading producer of sugarcane and it is second largest producer in the world. Other Sugarcane producing countries are Argentina, Peru, Guyana and Colombia.



Sugarcane

Grasslands of Pampas are ideal for **livestock** rearing. Livestock includes mainly horses, pigs, sheep and cows. Argentina was once the biggest exporter of beef in the world. The pampas are fine grazing areas for Beef Cattle. Dairy cattle grazing pastures, are richer where as poorer pastures on the Patagonian plains and mountains are meant for sheep rearing. There are cowboys called **gauchos** who manage the sheep.



Sheep rearing



Cows rearing

The best fishing grounds are located in the coast of the Pacific Ocean. The Peruvian and Chilean coasts are the most important fishing grounds. Though Peru had been the

leading fishing nation, its importance declined because the bulk of fish caught were mainly small pelagic fishes which were used for making fertilizers. Chile's catch is almost the same as Canada's but, mostly it is used for industrial purposes and not for food. Lake Titicaca and river Amazon are important places of fresh water fishing.

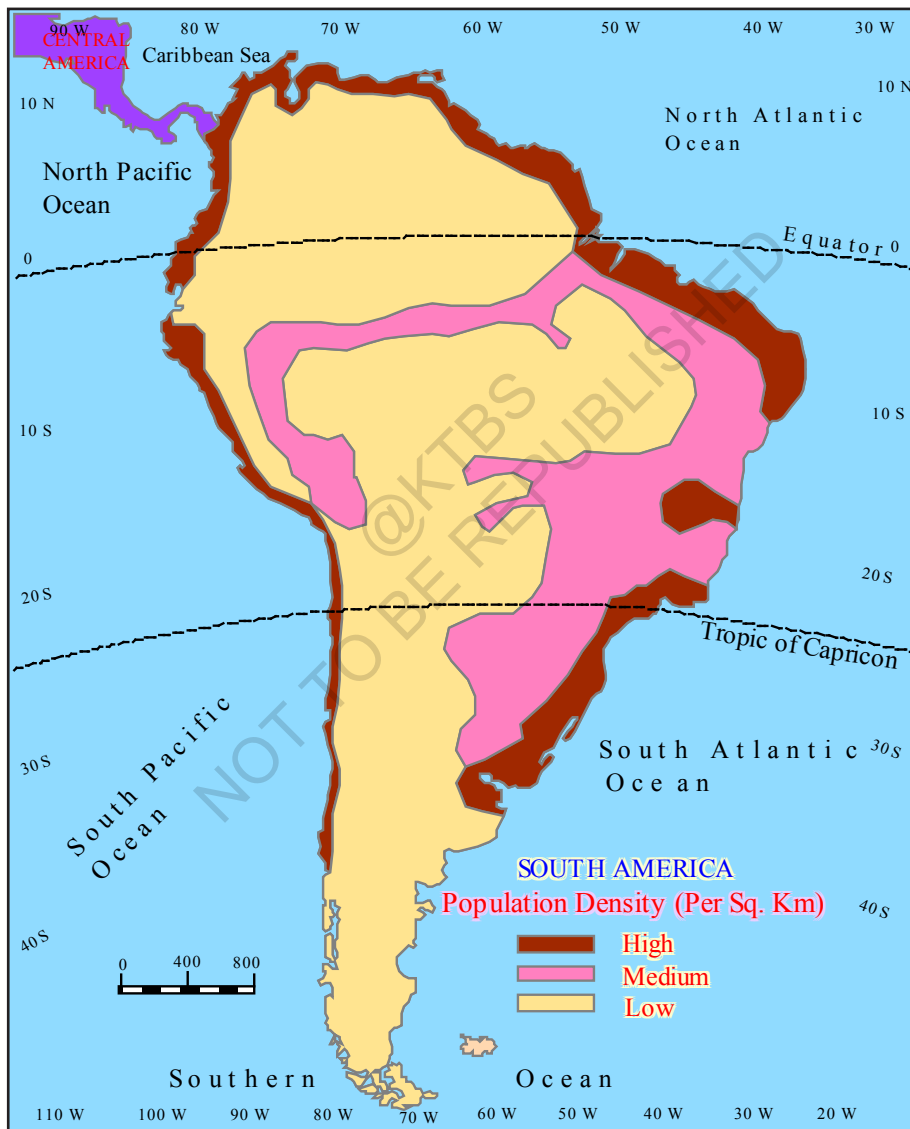


Fishing

POPULATION

The inhabitants of South America belong to mixed racial groups. Amazon Indians and Inca Indians are natives of S.America who settled before the arrival of Europeans. Europeans came in search of gold, later settled here. Slaves were brought from Africa to work in plantations. The inter-marriage among these groups formed mixed races.

South America registers a much higher percentage of urbanization (80%) than any other country in the world (47%) average. The highest Urban population is in Uruguay (93%) and the lowest in Guyana (36%).



South America - Population Density

The dense forests of Amazon, Andean Mountains, deserts of Atacama and Patagonia are very Sparsely inhabited. Gran Chaco and Guyana Highlands are also sparsely inhabited. Most of the population is concentrated along the coasts in big cities and ports like Buenos Aires, Rio-de-Janerio, Valparaiso, Sao Paulo etc.

Hollow Continent

Inhabitation is mainly found in the coastal belt. Central part to the continent is thinly inhabited.

Population in S A is mainly concentrated in Coastal areas but the central continent is less concentrated so it is called Hollow Continent

South America registers birth rate similar to the world's (21/1000) average. But, the death rate (6/1000) is less than the world's average (9/1000). Therefore, the rate of natural increase of population in South America is higher than the world's average.

New terms

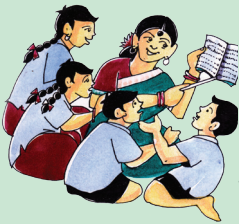
Latin America, Red-Indians, Andes, Ring of fire, Equador, Guyana, Orinoco, Amazon, Laplat, Gran chaco, Galapagos, Hornos, Parana, Paraguay, Uruguay, Titicaca, Warm Ocean current, Cold Ocean, Current, Mediterranean climate, Selvas, Latex, Compos, Pampas, Piranha, Gauchos, Mestizos, Mulattos, Zombos, Patagonia, Atacama.

EXERCISES

I Answer the following :

- 1 Why are natives of South American continent called Amazon and Inca Indians?
- 2 Explain the location and Extent of S.A.
- 3 Name the big and small countries of S.A.
- 4 Which is the highest waterfall of the world found in S.A? On which river it is formed?
- 5 Mention the important grass lands of South America.
- 6 Name the important plants and wild animals of S.A.
- 7 Name the important cities with high density of population in S.A.

Activities



- 1 Draw the outline map of S.A. mark the countries and their capitals, important mountains, rivers, lakes, grass lands with the help of good Atlas.
- 2 Make a list of important plants, animals and birds found in S.A. and collect their pictures.

