Government of Karnataka

SOCIAL SCIENCE

PART - 1

ENGLISH MEDIUM

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7

SEVENTH STANDARD

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.

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

6th 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 Textbook. This new Textbook has given importance to enhance the creativity of students by including activities. Many projects are included to help students to gain knowledge. This Textbook has been written in such a way that students need not memories historical dates and other information.

The Textbook Society expresses grateful thanks to the Chairpersons, Writers, Scrutinizers, 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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To The Teachers

The Textbook on Social Science for VI Standard students has been written as per the syllabus prepared by D.S.E.R.T. on the basis of National Curriculum Framework (NCF) 2005. The Textbook is also a product of several training programmes and workshops. Some of the distinctive features of the Textbook may be noted.

- At the beginning of every Lesson there is short introduction. This is followed by a list of competencies to be attained by the students after the study of the Lesson. Lessons on History have been introduced by rousing the curiosity of the students through short and pointed questions or pictures of historical structures and sculptures. The teachers are expected to use the pictures given in the text as supporting effective learning. Teaching of History has to be done with reference to maps which are prepared in a clear and precise manner.
- Only important historical dates have been given in the text. For the benefit of the teachers, chronology pertaining to each Lesson has been given at the end so that the time perspective is not missed. Teachers are expected to eliminate the burden of dates, and not to ask any questions on chronology except the dates given in the text.
- At the end of the Lessons, Activities have been suggested. Teachers are required to guide and motivate the students to undertake as many activities as possible, if not all. For the sake of gifted children, additional information has been given in boxes. Teachers are expected not to ask oral or written questions on the material given in the boxes.
- It will be the duty of the teacher to use the items under 'Discuss' for a healthy intellectual interaction between the students and the teacher in order to bring out the hidden potentiality of the students.
- The emblems given at the very beginning of the Lessons on History may be effectively used to support the teaching process. In the Lessons on Geography, additional information has been given at the end. In order to create interest in Geography, pictures have been incorporated in the text.
- The actual material for study has been indicated by the icons at the beginning and the end. The Lessons have been spread over I and II Semesters keeping in mind the teaching periods available to the teachers.
- With all this, if any lapses are found, the parents may bring them to the notice of the teachers, so that the quality of the Textbook may be enhanced.
- We thank the Members of the Textbook Preparation Committee, Scrutinizers, Members of the Editorial Board, and the officers and staff of the Karnataka Textbook Society for their cooperation and support.

Dr. S. Narendra Prasad
Chairperson
Textbook Preparation Committee

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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 its 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 benefited 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

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(5) had to be devoid of half-truths, falsehoods, exaggerations, judgmental 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 cooperated 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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ಪರಿಷ್ಕರಣೆ 2024 ಕುರಿತು

2023– 24 ಸಾಲಿನಲ್ಲಿ ಜಾರಿಯಲ್ಲಿರುವ ಒಂದಿರಿಂದ ಹತ್ತನೇ ತರಗತಿಯ ವರೆಗಿನ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳು ಮತ್ತು ಆರರಿಂದ ಹತ್ತನೇ ತರಗತಿಯವರೆಗಿನ ಸಮಾಜ ವಿಜ್ಞಾನ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಪರಿಷ್ಕರಿಸುವುದಕ್ಕಾಗಿ ವಿಷಯ ತಜ್ಞರು, ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕರು ಹಾಗೂ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಬೋಧಿಸುವವರು ಸದಸ್ಯರಾಗಿದ್ದ ಐದು ಸಮಿತಿಗಳನ್ನು ರಚಿಸಿ, ಸರ್ಕಾರವು ಆದೇಶವನ್ನು ಹೊರಡಿಸಿತು. ಈ ಸಮಿತಿಗಳು ಮೂರು ತಿಂಗಳಿಗೂ ಹೆಚ್ಚು ಕಾಲ ಪರಿಷ್ಕರಣೆಯ ಕಾರ್ಯವನ್ನು ನೆರವೇರಿಸಿದೆ. ಪ್ರಸ್ತುತ ಪರಿಷ್ಕರಣೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಈ ಕೆಳಗಿನ ಅಂಶಗಳನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಲು ಬಯಸುತ್ತೇನೆ.

1. ರಾಷ್ಟ್ರೀಯ ಹಾಗೂ ರಾಜ್ಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟುಗಳು ಮತ್ತು ಸಂವಿಧಾನದ ಆಶಯಗಳಿಗೆ ವ್ಯತಿರಿಕ್ತವಾಗದಂತೆ, ಪರಿಷ್ಕರಣೆಗೆ ಒಳಪಟ್ಟ ಪಠ್ಯಪುಸ್ತಕಗಳ ಮೂಲ ಸ್ವರೂಪ ಬದಲಾಗದಂತೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಹಿತಾಸಕ್ತಿಯನ್ನಷ್ಟೇ ಗಮನದಲ್ಲಿರಿಸಿಕೊಂಡು ಈ ಪರಿಷ್ಕರಣೆಯನ್ನು ನಡೆಸಲಾಗಿದೆ.
2. ಪ್ರಸ್ತುತ ಪರಿಷ್ಕರಣ ಸಮಿತಿಗೆ ಪೂರ್ವದಲ್ಲಿಯೇ ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆಯು ಹೊರಡಿಸಿದ್ದ "2023–24ನೇ ಸಾಲಿನ ಪಠ್ಯಪುಸ್ತಕಗಳ ತಿದ್ದೋಲೆ"ಯನ್ನು ಸಮಿತಿಯು ಅಳವಡಿಸಿಕೊಂಡಿದೆ.
3. ವಿವಿಧ ಸಂಘಟನೆಗಳು, ವ್ಯಕ್ತಿಗಳು ಹಾಗೂ ಸರ್ಕಾರದ ಇಲಾಖೆಗಳು ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ವಿಷಯಾಂಶವನ್ನು ಅಳವಡಿಸುವ/ಕೈಬಿಡುವ/ಪರಿಷ್ಕರಿಸುವ ಕುರಿತು ಮಾಡಿದ ಎಲ್ಲಾ ಮನವಿಗಳನ್ನು ಪರಿಶೀಲಿಸಿ ಸೂಕ್ತವೆನಿಸಿದ ಸಲಹೆಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ.
4. ವಿವಿಧ ವ್ಯಕ್ತಿಗಳು, ಸಂಘಟನೆಗಳು ಸ್ವಯಂ ಪ್ರೇರಣೆಯಿಂದ ಅಪಾರ ಶ್ರಮ ಹಾಗೂ ವ್ಯವಧಾನದಿಂದ ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿರುವ ವಿಸಂಗತಿ, ಆಶಯದೋಷ ಹಾಗೂ ಅಪಕಲ್ಪನೆಗಳನ್ನು ಜಾಲತಾಣಗಳಲ್ಲಿ ಹಾಗೂ ಪತ್ರಿಕೆಗಳಲ್ಲಿ ವ್ಯಾಪಕವಾಗಿ ಚರ್ಚಿಸಿದ್ದವು. ಈ ಬಹುತೇಕ ಎಲ್ಲಾ ಬರಹಗಳನ್ನು ಗಮನಿಸಿ, ಚರ್ಚಿಸಿ ಸೂಕ್ತ ಎನಿಸಿದವನ್ನು ಪರಿಷ್ಕರಣೆಯನ್ನು ಮಾಡಲಾಗಿದೆ.
5. ನಿರ್ದಿಷ್ಟ ಪಠ್ಯಗಳನ್ನು ಬೋಧಿಸುವ ಶಿಕ್ಷಕರಿಂದ ಪಡೆದುಕೊಂಡ ಅಭಿಪ್ರಾಯಗಳು ಸಹ ಪ್ರಸ್ತುತ ಪರಿಷ್ಕರಣೆಯಲ್ಲಿ ಅಪಾರ ನೆರವು ನೀಡಿವೆ.

ವಿಷಯಾಂಶಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪರಿಷ್ಕರಣೆಯೊಂದಿಗೆ ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿರುವ ಎಲ್ಲಾ ಬಗೆಯ ಅಂಕಿ ಅಂಶಗಳು, ಮಾಹಿತಿಗಳು ಮತ್ತು ನಕ್ಷೆಗಳನ್ನು ಈ ಪರಿಷ್ಕರಣೆಯ ಹೊತ್ತಿಗೆ ಲಭ್ಯವಿರುವ ಮಾಹಿತಿಗಳನ್ನು ಒಳಗೊಳ್ಳುವಂತೆ ನವೀಕರಿಸಲಾಗಿದೆ.

ಮಕ್ಕಳ ಪಠ್ಯಪುಸ್ತಕದ ಹೊರೆ ಕಡಿಮೆ ಮಾಡುವ ನಿಟ್ಟಿನಲ್ಲಿ ಎಲ್ಲಾ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಪ್ರಸ್ತುತ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ ಎರಡು ಸಂಪುಟಗಳಾಗಿ ವಿಭಾಗಿಸುವ ಸರ್ಕಾರದ ನಿರ್ಣಯಕ್ಕೆ ಅನುಸಾರವಾಗಿ, ಎರಡೂ ಸಂಪುಟಗಳಲ್ಲಿನ ಕಲಿಕಾಂಶಗಳು/ಪಾಠಗಳು ಸರಳತೆಯಿಂದ ಸಂಕೀರ್ಣತೆಯೆಡೆಗೆ ಸಾಗುವಂತೆ ವ್ಯವಸ್ಥಿತವಾಗಿ ಅಳವಡಿಸಲಾಗಿದೆ.

ಈ ಪರಿಷ್ಕರಣಾ ಕಾರ್ಯದಲ್ಲಿ ತಮ್ಮನ್ನು ತೊಡಗಿಸಿಕೊಂಡು ಕ್ಲುಪ್ತವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸಿದ ಐದೂ ಸಮಿತಿಗಳ ಅಧ್ಯಕ್ಷರು ಮತ್ತು ಸದಸ್ಯರನ್ನು ಅದರಲ್ಲೂ ಪಠ್ಯ ಬೋಧನೆಯ ತಮ್ಮ ಅನುಭವವನ್ನು ಪರಿಷ್ಕರಣೆಯಲ್ಲಿ ಧಾರೆಯೆರೆದ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕರನ್ನು ಕೃತಜ್ಞತೆಯಿಂದ ನೆನೆಯುತ್ತೇನೆ. ಪಠ್ಯಪುಸ್ತಕಗಳ ಕುರಿತು ತುಂಬ ಕಳಕಳಿಯಿಂದ ಗಂಭೀರ ಅಧ್ಯಯನ ನಡೆಸಿ ಬರಹಗಳನ್ನು ಪ್ರಕಟಿಸಿದ ವ್ಯಕ್ತಿಗಳು, ಸಂಘಟನೆಗಳು ಮಾಡಿದ ಶೋಧಗಳು ಪ್ರಸ್ತುತ ಪರಿಷ್ಕರಣೆಯ ಕಾರ್ಯಕ್ಕೆ ತುಂಬಾ ಸಹಾಯ ಮಾಡಿವೆ. ಅಂತಹ ಎಲ್ಲಾ ಸ್ಪಂದನೆಗಳಿಗೂ ನಾವು ಕೃತಜ್ಞರಾಗಿದ್ದೇವೆ.

ಸಮಿತಿಗಳ ಕೆಲಸ ಸುಗಮವಾಗಿ ನಡೆಯುವಂತೆ ವ್ಯವಸ್ಥೆ ಮಾಡಿದ ಇಲಾಖಾ ಅಧಿಕಾರಿಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕ ಸಂಘದ ಎಲ್ಲಾ ಅಧಿಕಾರಿಗಳಿಗೂ, ಸಿಬ್ಬಂದಿಗಳಿಗೂ ವಂದನೆಗಳು.

ಎನ್. ಮಂಜುಶ್ರೀ, ಭಾ.ಆಸೇ
ವ್ಯವಸ್ಥಾಪಕ ನಿರ್ದೇಶಕರು
ಕರ್ನಾಟಕ ಪಠ್ಯಪುಸ್ತಕ ಸಂಘ(ರಿ).
ಬೆಂಗಳೂರು.

ಡಾ. ಎಂ.ಜಿ. ಹೆಗಡೆ
ಸಂಯೋಜಕರು ಪಠ್ಯಪುಸ್ತಕ ಪರಿಷ್ಕರಣಾ ಸಮಿತಿ
ಕರ್ನಾಟಕ ಪಠ್ಯಪುಸ್ತಕ ಸಂಘ(ರಿ).
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HISTORY

CHAPTER 1 — MAJOR DEVELOPMENTS IN THE WORLD

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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.

India was influenced by the social, religious and ideological transitions in Europe and Asia. Chiefly, the rise, growth and influence of Christianity and Islamic religions on Indian history. This lesson deals with the life and teachings of Jesus Christ and Prophet Muhammad and their message to the mankind has been explained. Alongwith background of the Roman Catholic Church, the growth of Arab Empire and their contribution to Science, technology and literature and the impact of Mongols and Ottoman turks on global history has been explained.

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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 To understand the contributions of Arabs to the field of Science and Literature.

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

The English word religion is translated as Dharma in Kannada. The use of the word religion in this lesson is to mean Dharma.

Christianity

In the present time Christianity and Islam may be considered as popular religions of the world. Let us trace their origin, growth and impact.

Christianity dates back to more than 2000 years. Jesus Christ was the founder of Christianity. The 'Bible' is the holy book of Christians, Bible contains life and preachings of Christ.

'Jesus' in Kannada is 'Yesu', The meaning of the word 'Christ' is 'Saviour'.

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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 (Moral stories).

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".
- Service to mankind is service to God.

After the death of Jesus, his twelve disciples started spreading his teachings zealously. 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.

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 religion and also the last Prophet. He was born at Mecca in Arabia.

Prophet is one who proclaims God's message

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

Life of Prophet Muhammad: Muhammad's father was Abdullah and mother Aminah. His father died before his birth. In early stage of his life he helped his uncle in his business. Later, a rich widow named Khadijah hired him as her business representative. Impressed by his simplicity and honesty she married him.

At the age of forty, he received prophethood and was engaged in prayer and meditation in the cave of Hira. Then he started preaching God's messages. The book containing these messages is 'Quran' which is in Arabic language.

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Islam means 'Peace/ Submission'
'Muslim' means 'One who surrenders to God'.

In due time followers of Prophet increased. Prophet Muhammed criticised the then existing practices and belief, this gave raise to large number of opponets. Hence he had to fright from Mecca and to Madina. The fright of Prophet Muhammed from Mecca to Madina marks the commencement of 'Hijrah' era in Islamic religion.

The people of Madina welcomed Muhammed. Later on he also won the hearts of the people of Mecca.

The Kaaba in Madina was freed from idols. Soon the principles of Islam spread throughout Arabia.

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Kaaba, the holy place of the Muslims, Mecca.

Teachings of Islam

- One God, monotheism is the fundamental philosophy of Islam. Prophet Muhammed is a prophet or messenger of God. According to Islam faith God is impersonal.
- Every Muslim should become a servant of God and be honest.

The traders who belive in Islam religion should not cheat. Interest should not be collected on the money lent. Infanticide, drinking alcohol, gambling are the most sinful acts according to Islam.

Religious practices of Islam :

1. **Kalima –** Belief only in Allah. Muhammed is his Prophet.
2. **Namaz -** Prayer for Allah for five times a day.
3. **Roza -** Fasting in the month of Ramzan.
4. **Zakath -** Definite sum of the income should be donated to the poor.
5. **Haj -** Pilgrimage to Mecca once in lifetime.

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Activity: *What do the Christian and Islam religions teach? List out the similarities and differences between them.*

Islamic empire: The successors of Muhammad are called Caliphs. Over the time, the Caliphs waged wars and won victories to build a vast Islamic empire. As the empire expanded the number of followers of Islam increased. Arabs also invaded India. They not only conquered the province of Sindh but also spread the Islam religion there.

Later the Turks became the successors of the Arab empire. They entered India through Afghanistan and conducted several expeditions. As a result of this, the rule of Delhi Sultanate was established in India.

Contributions of the Arabs

- Arabs indulged Greek, Roman and Indian science and knowledge and enriched their civilization. The city of Baghdad was their famous centre of learning.
- The Arabs made their own contributions to the field of 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 spread Indian mathematics to every corner of the world. Discuss and prepare a short essay.*

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- The Arabs made significant contributions to algebra, chemistry and astronomy. They learnt the use of numbers including zero from India 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 other places. The medical system known as '*Unani*' is an Arab contribution.

The Crusades

Palestine and its capital Jerusalem was a holy land for the Jews, the Christians and the Muslims. 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*.

Causes of the Crusades: Although Palestine was under the control of Ottoman Turks, the Christians undertook pilgrimage in Palestine for a long time. The Turks stopped the entry of the Christians into Palestine. This was the main cause of the Crusades.



Jerusalem

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.

About 50,000 Europeans took part in the tragic Fourth Crusade. But some died of exhaustion on the way. The enemies made the captives 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

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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: Genghis Khan united the Mongols and built a vast empire in Asia. But the barbaric acts he has done are shocking to the readers of history.

Qublai Khan: Qublai Khan was the grandson of Genghis Khan. Qublai Khan 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 art and scholars.



Genghis Khan



Qublai Khan

Influenced by the religion and culture of China, he converted to Buddhism.

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

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Timur: After the decline of the empire built by Qublai Khan, his successor Timur once again established its reputation. 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 (Mongol) rule in India, belonged to the lineage of Timur.

The Ottoman Turks

Turks, a nomadic people. Originated in Central Asia's Turkistan (now Turkmenistan). They became followers of Islam. After the decline of Qublai Khan's empire, the Turks occupied vast areas around. They built a military state called 'Ottoman'. The Ottoman turks invaded India.

Let's know

Bethlehem - a small town near Jerusalem. It is in the province of Judea in Israel. Jesus was a Jewish (Hebrew) descendant.

EXERCISES

I Fill in the blanks

1. The holy book of Christians is _____ .
2. The birth place of Mohammed Paigambar was ____ .
3. Qublai Khan was the grandson of _____ .
4. The Origin of turks was _____ .

II Discuss in groups and answer

5. Where was Jesus Christ born ? Who was his mother?
6. What are the main teachings of Jesus Christ?
7. What was the main cause of the Crusades?
8. What are the main teachings of prophet Muhammad?
9. Mention any two contributions of the Arab civilization.
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.*

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CHAPTER 2

MEDIEVAL EUROPE

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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 orthodox thought of the Catholic Church had excercised supreme control over the lives of people. 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 religious Reformation have been explained. Further, counter 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.

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Competencies

1. Students to 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 the developments in the fields of literature, architecture, painting and science inspired by Renaissance movement.

4. To understand Religious 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 to learn about the causes that led to the geographical explorations.
10. They learn to know about the pace 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'.

Students : No Sir, we do not know.

Teacher : 'Renaissance' means the Re-birth. It also means the 'Revival'. 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 occur?

Teacher : It occured in Italy.

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

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

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Deepali : What is Humanism?

Teacher : Humanism is the belief that man play the major role in all happenings of the world.

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

Ganesha : 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 of Heaven-Hell and Heavenly world was completely rejected. A keen interest was given to the things of this world. More emphasis was given to the present life.

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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, creativity in art practice were encouraged.

The Renaissance artists chose new themes for their art. Architecture was chiefly human-centric. For instance, Igergies (churches) were not just places of worship but also centres of artistic, architectural structures.

Ismail : Sir, we understood the features of Renaissance. Could you please explain the reasons for the Renaissance?

Teacher : Definitely. Ideological freedom was the primary reason for the Renaissance.

Other reasons are :

- Attack on the city of constantinople.
- Influance of Geographical discoveries.
- Invention of printing.
- Spread of Education.
- Decline of feudal system etc.

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

Thimmakka : Describe the attack on Constantinople city Sir.

Teacher : In the mid 15th Century (1453 C.E.), the Turkish Sultan, Mohammed II, attacked Constantinople, the capital of the Eastern Roman Empire. During this invasion, the Turks seized the city from Emperor Constantine. The important fact to be noted here is that for 11 centuries before 1453 C.E. this city was the centre of knowledge.

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 propagate their ancient knowledge. Thus learning shifted from Constantinople to Italy. This inspired the Renaissance movement.

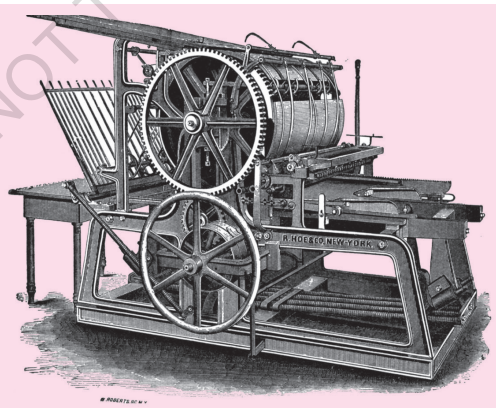
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Besides, the geographical explorations of the time led to an increase in the wealth of the Europeans. They found out sea routes to countries like India, America and other countries. This development transformed Europe into a colonial power. It also 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 printed copies of a book in a year. As a result, the price of printed books came down, and demand for them increased. Printing became more legible and beautiful than handwritten scripts. Books were easily available to those who were interesting in reading.

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Pic of Guttenburg's printing press

Around 1450 C.E., John Guttenberg a German used movable type nails in his press located in the city of 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 authors wrote various literary works during this period.



Petrarch

Petrarch was the first of the authors. He had great admiration for Ancient Greek and Roman literature. His lyrics and sonnets are well-known. Young writers were inspired by him. Dante was a great Italian poet. 'The Divine Comedy' is his greatest epic 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 were called as Knights.

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William Shakespeare is the most important among English dramatists. He wrote some 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 : Renaissance architectural beauty can be seen in St. Peter's Church of Rome, St. Paul's Church in London and such other the Churches.

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Picture of St. Peter's Church, Rome

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

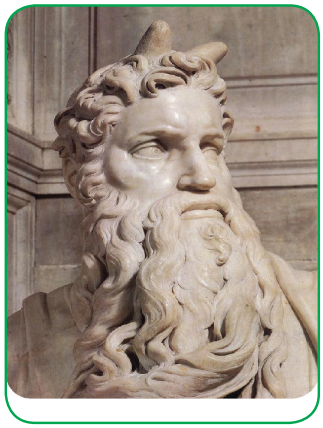
Teacher : In the 16th Century, there were many talented artists in Italy. Prominent among them were Leonardo da Vinci and Michael Angelo.



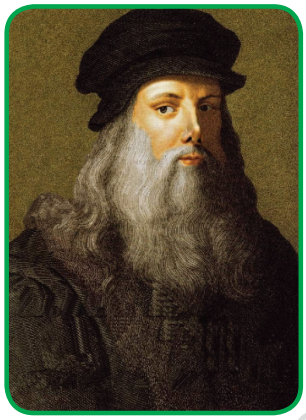
Picture of The Virgin on the Rock-Leonardo Da Vinci



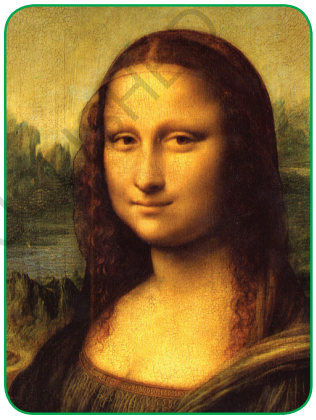
Michael Angelo



Moses by Michael Angelo



Leonardo da Vinci



Mona Lisa-Leonardo da vinci

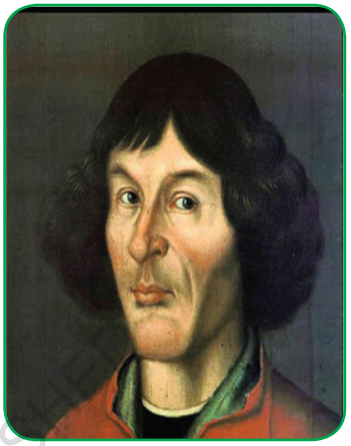
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Leonardo da Vinci was a wonderful painter, sculptor, scientist, engineer, architect and mathematician. 'Virgin on the Rocks', 'The Last Supper' and 'Mona Lisa' are his famous paintings.

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 citadels in Italy. He had acquired expertise in music and philosophy too. It is said that he could write with both hands simultaneously.

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

Teacher : We can say that the development of modern science began during the period of Renaissance. There was revolutionary progress in astronomy. Copernicus of Poland knew 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 the book form.

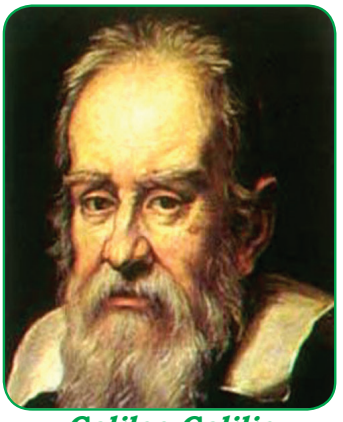


Corpernicus

During Copernicus's 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 invented the telescope. He strongly supported Copernicus' argument. Hence the Orthodox Church had him arrested and subjected him to the Court of Church (Inquisition). After a forced confession Galileo was freed.



Galileo Galilie

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Sir Isaac Newton of England proved that 'Gravitational force' 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 different 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.

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2.2 RELIGIOUS REFORMATION

As they came out of the Church after Sunday morning prayer, Peter and Lily began to ask many questions with their father John 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 among Christians?

John : During the Middle Ages, the Roman Catholic Church controlled the society and imposed many wrong decisions on the people. Instead

of leading simple 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 clergy 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 others began to expose, 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 exposed the irregularities of the Church.*

John Hus (1367-1415): *He strongly condemned the immoral activities of the church. The 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, he was declared as a criminal and was burnt alive!*

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The other important reason for the differences 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 obtain license to heaven, was popularised. Martin Luther who understood the hollowness of the claim, questioned, if the Pope could take money and wash away the sins of people, he can as well to do it free of cost. It is worth noting that Luther himself was a Christian and had a questioning attitude towards the limitations of the Church.

Lily : Who was Martin Luther?

John : Martin Luther was the leader who started 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 them. He wrote 95 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, making it comprehend by common people. He began to use German language in the place of Latin during religious services of the church.

The pope ordered the King of Rome to punish Luther. 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. This development led to the emerging of the political ideology called Liberalism.

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 counter reformation movement to cleanse the Catholic Church was started.

Lily : What is 'Counter-Reformation'?

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

Lily : Who was the leader of the Counter Reformation?

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

Ignatius Loyola: *Loyola was a Military General of Spain. He knew that the popularity of Protestant Church was increasing whereas that of the Catholic Church was decreasing. Honest and enthusiastic Loyola worked hard to restore the faith of the people. Catholic preaching, propagation spread of education and such others are said to be the works of the Jesuits who are the followers of the 'Society of Jesus'.*



Ignatius Loyola

The members of the Society of Jesus 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 lost 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 practised 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: *Collect more information about Martin Luther King.*

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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 lands on the earth. These 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 C.E., 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 (India, China) had reported that Asian countries were very wealthy. His account stimulated the interest of the European traders towards geographical explorations.

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• **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, teak, cotton cloth, tamarind, black pepper, cloves, cinnamon, sandal, musk, cardamom, diamond and nutmeg.

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



compass



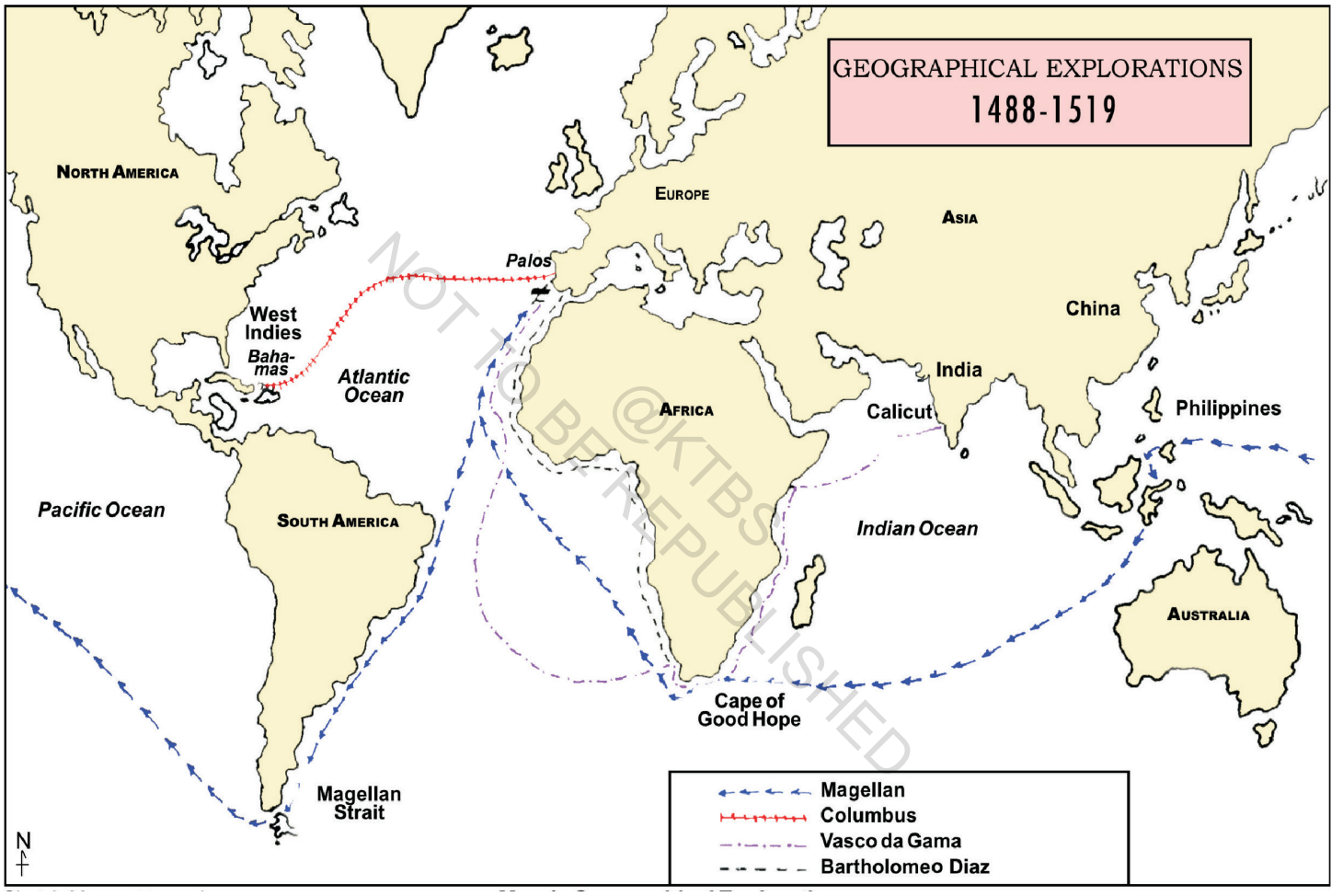
astrolabe



huge ships

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



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Geographical Explorations

• **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 an adventure of sea voyage?

Teacher : The Portuguese were the first to undertake sea voyages. It was the Portuguese Prince, Henry's strong desire 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 inspiration for explorations.

Henry was the founder of the 'School for Navigation'. 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.

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Ramesh : Which are the land 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 as not the 'Cape of storm' but the '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. He crossed the Arabian Sea and the Indian Ocean, and reached Calicut on the west coast of India (1498). In this manner, a new sea route to India was discovered.



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

• **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 Bahamas 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.

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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 drifting towards the west, reached the eastern coast of South America. Thus Cabral accidentally discovered the country Brazil in South America.

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. Ferdinand Magellan The credit for being the first to circumnavigate the world goes to him. Magellan started from Spain (1519) with 5 ships,

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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 (1522) on a ship named 'Victoria'. This made it clear that the 'earth was round'. Thus 'victoria' can be called the first ship that completed a circum navigation of the whole earth.



Ferdinand Magellan

Ferdinand Magellan thought that 'the earth was round'. He desired to travel towards the west and discover a route to the eastern countries. 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 (calm)Ocean'.

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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 work hard and were treated cruelly.

• **Spread of Christianity :** This development led to the spread of Christian principles across the globe. Further this development also played a significant role of shaping colonialism.

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

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

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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 Fill in the blanks:

1. Renaissance began in _____
2. The famous artists of Renaissance period are_____ and _____
3. Columbus called the native Americans as _____
4. The ship which first Circumnavigated the world is _____
5. Religious reformation in Germany was started by _____

II Answer the following in one word or sentence each:

6. What are the two features of the Renaissance?
7. How did the printing press inspire the Renaissance?
8. Who are the three famous authors of Renaissance period?
9. Who is William Shakespeare?
10. Name the two well-known scientists of the Renaissance period.
11. What is Counter Reformation?
12. Who is Marco Polo?
13. Mention the inventions of Corpernicus?

II Discuss:

14. Discuss the contributions of Renaissance movement to the fields of art, literature and science.
15. What is the role of Martin Luther in the religious reformation movement?
16. Discuss the effects of geographical discoveries.

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Activities:

1 *Prepare an album by collecting photographs of the architecture, sculpture and paintings of Renaissance period along with a description of them.*

2 *Gather more information about the following religious leaders: 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.*

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CHAPTER 3 ADVENT OF THE EUROPEANS TO INDIA

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Introduction

On 17th May, 1498 C.E Vasco-da-Gama reached Calicut by discovering a new sea route to India. This enabled the Europeans to come to India. This discovery of sea route helped the Portuguese, Dutch, French and British to arrive in India for trade.

Competencies

1] Understand early activities of the Europeans in India.

2] Understand the conflict that emerged between Europeans and Indians.

3] Get acquainted with the European companies that came to India.

4] Understand the conditions that enabled the British to settledown in India.

5] To locate European trade settlements on the map of India.

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The Portuguese (1498-1961 CE)

On 17th May, 1498 Vasco da Gama reached Calicut in Kerala, thereby discovered a new sea route to India. Through this sea route, the Portuguese were the first among the Europeans to reach India. They gained trade monopoly with the eastern countries. Building colonial empire, propagation of Christianity were there main aims.

Causes for the rise of Portuguese

- Zamorin, the King of Calicut granted trade permission, to voyager Vasco da Gama.
- In 1509 CE, Albuquerque was appointed as Governor (Viceroy) of India. In 1510 C.E he captured Goa from the Sultan of Vijayapur. Until Portuguese left India, Goa remained as the capital of the Portuguese.
- Successive Governors after Albuquerque established colonies at Diu, Daman, Salsette, Bassein, Chawl, Mumbai Santhome and Hugli in Bengal and other places.

Causes for the decline of the Portuguese

- Possession of strong navy by the Dutch and the English posed a formidable challenge to the Portuguese.
- Portuguese Government officials became highly corrupt, losing their loyalty. Later reduced their government to a pathetic condition.
- Religious fanaticism was the reason for the decline of the protuguese. They attempted to convert the locals forcefully.
- With the decline of Vijayanagar Empire, their trade declined.

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Francisco-de-Almeida was the first Portuguese Viceroy (Governor) in India. They were the first among the Europeans to enter India and the Portuguese were happened to be the last among the Europeans to leave India. Until the end only Goa, Diu and Daman remained as Portuguese possession. Even though British rule ended in 1947 C.E yet, Portuguese did not leave our land. For liberation of Goa, the native Indians resorted to non-violent protest. But the protesters were subjected to inhuman treatment. Ultimately, in 1961 C.E the Indian Navy chased away the Portuguese and liberated Goa.

The Dutch (1596-1792 CE)

After the Portuguese, Dutch from the Netherlands arrived in India . In 1602 CE 'Dutch East India Company' was established. This company obtained monopoly to trade with countries in the East. It also came equipped with the mandate to wage battles or enter peace treaties with the local rulers. 'Pulicat' became the capital of the Dutch.

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Dutch Trading Centres

Agra, Machalipatnam, Surat, Karaikal, Nagapatnam, Cochin and other places were Dutch trading centres in India.

Decline of the Dutch

Dutch clashed with the English. But, the English defeated the Dutch. Unable to face the English competition the Dutch turned their attention towards the islands of South East Asia.

Islands of South East Asia: Indonesia, Malaya, Thailand, Philippines, Cambodia.

The English (1600-1947 CE)

In the beginning, English followed Peaceful Trade as their policy. But, they took advantage of the deteriorating political situation in India to establish their political supremacy.

The Merchants of England who aspired to have trade with the Eastern, found 'The East India Company' in 1600 CE. They established trade links with India by obtaining permission of Queen Elizabeth.

In the beginning East India Company ships were anchored at Surat ports. Sir Thomas Roe visited the court of the mughal emperor Jahangir in 1615 CE and obtained permission to trade in Surat. Later trade centers were established at Agra, Ahmedabad and Broach. After this, they established trade factories at Calcutta, Madras and Bombay. Calcutta (now Kolkata) was their first capital.

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Gradually, the profit of the East India Company increased remarkably. From the Mughal Emperor Farrukh Siyyar they received licenses called Dastaks to carry out duty free (tax free) trade in the province of Bengal (now Bengal, Bihar and Odhisha) and Surat with the help of these the English become more powerful than the domestic traders.

> The special (passes) licenses issued to the British traders to conduct tax-free trade, were known as Dastaks.

In order to improve their strength, the British built forts around their residential areas and trade centres. They employed soldiers to protect their establishments and also stocked arms and ammunitions. Within a short time, the English had a strong army.

French (1664-1954 C.E)

French were the last among Europeans to reach India for trade. They established "French East India Company" in 1664CE. In India, the French opened their first ware house at Surat in 1668 C.E. Within a short time they established their trade centers in different parts of India.

French Trade Centres: They opened their trade centers at Pondichery, Machalipatnam, Calicut, Mahe, Karaikal and Chandranagar. Pondicherry was the capital of the French.

Dupleix, the governor of the French, strengthens the influence of French in Hyderabad and Carnatic regions (East of Tamil Nadu) with his clever diplomacy. French and the English who had come to India for trade purpose, now fought many wars to establish Political and Commercial Superemacy. They are called as Carnatic wars.

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Causes for the decline of the French :

- French army commanders in India were not given complete support by the Government of France.
- Political confusion and revolutions took place in France. This led to their decline in India.
- French Navy was not superior to the English Navy.

Chronology (CE)

British East India Company : 1600

Dutch East India Company : 1602

French East India Company : 1664



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EXERCISES

I. Answer the following questions in a sentence.

1. Who were the first Europeans to reach India through sea route for trade?
2. Who discovered the sea route to India?
3. What was the capital of Dutch?
4. When was the British East India Company established?
5. Name the trade centers of the French.
6. Who was the Mughal emperor who granted 'Dastak' to the British?

II. Discuss in groups and answer the following.

7. List out the causes responsible for the decline of the Portuguese in India.
8. What were the causes that led to the decline of the French?

III. Match the items from list 'A' with the information given in the list 'B'.

A	B
1. Portuguese	a) Pondicherry
2. Dutch	b) Calcutta (Now Kolkata)
3. French	c) Pulicat
4. English	d) Goa

Activity:

Draw the map of India and locate the early European settlements.

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CHAPTER 4 INDIA IN THE 18TH CENTURY (1707 – 1757C.E)

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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 their political supremacy. However, the British exploited the selfishness of the native kings for their own benefit and crushed them. Economically, the British brought into force many far-reaching, negative policies like Permanent Zamindari, Mahalvari and Ryotwari systems which led to Economic exploration of India by the British. To sum up, this was a period which witnessed many conflicts.

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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.

Children, the 18th century was a period of significant changes in Indian history. After Aurangzeb (1707 C.E), 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, lead a strong expedition on the Mughal Empire and returned to his country with the leftover wealth of the Mughals (1739 C.E). 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 a huge blow. As a result of all these incidents the Mughal kingdom never recovered.

Activity: *Where did the Mughals get the Kohinoor diamond? Into whose hands did it pass from Nadir Shah? Where is it now? With the guidance of your teacher collect the information.*

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 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 was 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)

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The Three important Maratha Peshwas:

- **Balaji Vishwanath (1713 – 20 C.E) :** He signed a treaty of Delhi with the Mughal Emperor. As a result he earned the right to collect taxes from the six subhas of the Deccan.

- **Baji Rao I (1720 – 40 C.E):** Baji Rao was a young man of 20 years when he came to power. He was strong and shrewd statesman. 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'.

- **Balaji Baji Rao (1740 – 61 C.E)** : 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

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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 C.E)

'Carnatic' was a province of the Mughal Empire. The Europeans referred the Coromandel coast (Present-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 Carnatic region played a central role in the three battles that took place in the background. Hence these battles are known in History as "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 where as 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. As a result, the French were sidelined in India.

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.

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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.



Dupleix

- The British East India Company was under private ownership, whereas the French East India Company was under government control.

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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 the richest 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

Establishment of English administration in Bengal. Since Nawab Siraj was a very young man, the British ignored him, and without obtaining his permission, they strengthened the Port at Fort William at Calcutta. Besides, they abused the tax concessions on business. The Nawab concluded that the British had violated 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 C.E) : On hearing the news about the attack by Siraj-ud-Daul, the Company officials at Madras sent an army under the leadership of Robert Clive to Calcutta. Robert Clive made use of the political instability in Bengal, by entering into secret conspirancies against the Nawab. Mir Jafar the general of Siraj entered into a secret treaty with Clive. When he was persuaded with the offer of Nawabhood.

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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 17 crores and 70 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 C.E at Plassey between the British and Siraj-ud-Daul. Mir Jafar supported the British during the war. Finally, Siraj-ud-Daul was defeated and killed. Due to Mir Jafar's betrayal, the British became victorious.

Consequences:

With the mercy of the British, Mir Jafar became the Nawab of Bengal. However, he remained only a puppet in the hands of the British. The company received abundant money and zamindari rights in the district called 'Twenty four 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.

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Important Dates (C.E):

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 Fill the blanks with suitable answers:

1. The Peshwa who hailed as Second Shivaji was _____ .
2. The capital of carnatic was _____ .
3. The 'Battle of Plassey' took place in_____ .
4. The third Panipat war took place in _____ .

II Answer the following in one or two sentences each:

5. Which century is called 'The Era of Maratha Supremacy' by historians?
6. Between whom did the Third Battle of Panipat take place?
7. Who finally won the Carnatic wars?
8. Between whom did the Battle of Plassey take place?

III Answer the following in two or three sentences each:

9. Mention the achievements of Peshwa Baji Rao I.
10. What were the causes for the Battle of Plassey?



Activity: *Collect more information about Robert Clive and Dupleix.*

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CHAPTER 5 THE GROWTH OF BRITISH SUPREMACY (1758-1856 C.E)

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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 C.E in India. Towards this, 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. Indians agitation against the British attitude culminated in the revolt of 1857, acts as a background for this lesson

Competencies

1 Students learn about the political and economic aspects of the granting 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 C.E.

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The East India Company appointed Robert Clive as the first Governor of Bengal (1758 C.E). Credit goes to him for laying the foundation for British supremacy in India. Looting India for two years, Clive returned to his native country as one of the wealthiest person.

The misrule 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 employees including the British Governors, 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.

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Battle of Buxar (1764 C.E) – Causes and Results

Mir-Qasim was an independent-thinking person. He noticed that the British were misusing dastaks and hence abolished the tax on all trades in Bengal. Furious at this, the British expelled him from the post of Nawab ship. 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.

Grant of Diwani Rights (1765 C.E)

In order to set right the affairs of the Company, the British government resent Clive to India again as Governor. As soon as he arrived in India. In 1765 Clive entered into a treaty with the Mughal ruler Shah Alam II (1765C.E) as the first step towards consolidation of company's power in India. According to the agreement, it was decided that the Company had to pay 26 lakh rupees to the Mughal King every year. In return, the British obtained 'Diwani' rights in the provinces of Bengal (including Assam), Bihar and Odhisha. **Diwani means the right to collect land revenue.**

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 crores of rupees in the form of land revenue and filled its coffers.

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Robert Clive returned to England in 1767. Maladministration was being carried on in Bengal. During this time one third of the people in Bengal died of starvation due to out break of severe famine. 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.



Areas under British control 1805

Regulating Act (1773 C.E)

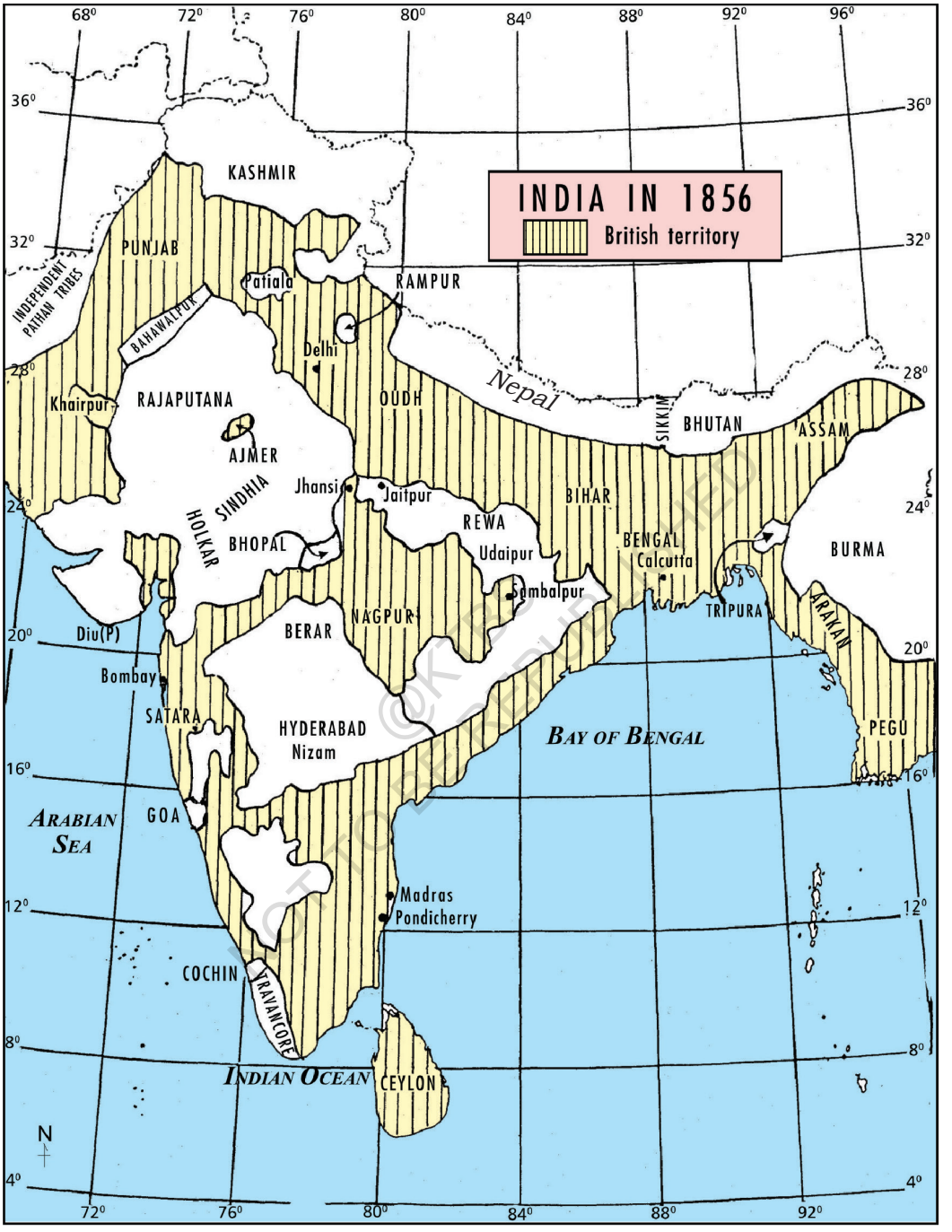
The British officials, working in the East India Company started extorting money through unscrupulous means. In order to put an end to this, the British government decided to properly regulate the activities of the Company and keep it under control. In this direction, the British Parliament passed the 'Regulating Act'. According to this Act, Warren Hastings got appointed as the First Governor General. After him, more than 20 people served as Governor Generals. 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.

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Anglo-Mysore Wars (1767 – 1799 C.E)

Children, in the following chapters you will learn in detail about the four wars fought by Hyder Ali and Tippu Sultan 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 remaining division to the Mysore Wodeyar family. Due to this, the strength of the British in South India gradually improved.



Areas under British control, 1856

Anglo-Maratha Wars (1775 – 1818 C.E)

The Marathas who were defeated in the Third battle of Panipat, soon recovered. However, within a short period of time, internal conflicts arose among them. To take advantage of this, the British used many political strategies. In addition, they fought three wars with the Marathas. These wars are called Anglo-Maratha wars. Finally, Peshwa surrendered to the British. The Maratha were defeated in these wars and their areas came under the control 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 'Misl'. An adventurous youth named Ranjit Singh was the leader of one Misl. 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 C.E), political turmoil surfaced in the state. The British were awaiting for such time as a opportune. Four battles were fought between the Sikhs and the English. Finally the Sikhs lost and Punjab came under British rule in 1849 C.E.

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

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CUNNING BRITISH POLICIES

Doctrine of Subsidiary Alliance



Lord Wellesley

Lord Wellesley (1799–1805 C.E) 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'. The Indian states who agreed to this had to bear the military expenses of the British themselves.

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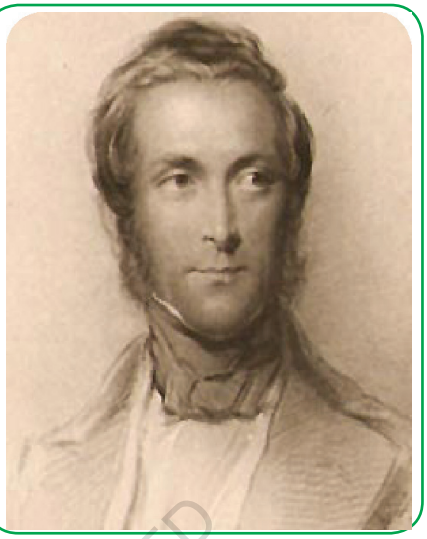
The effects of Doctrine of Subsidiary Alliance

- 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 states coming under this policy lost their sovereignty.

Doctrine of Lapse policy

The Governor General Lord Dalhousie (1848-1856 C.E) brought into a weird policy called 'Doctrine of Lapse'. 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 practice of adoption in India since ancient times. As a result of this cunning Act, Audh, Satara, Nagpur, Jhansi and other eleven states were directly annexed by the British. Altogether, by the time of Dalhousie's return to England in 1856 C.E, Two Thirds of the Indian sub-continent was under the British rule.



Lord Dalhousie

The British victory in India was a victory of their political realism and military might. This was further compounded with Internal rivalry among the locals and lack of unity. The British never felt that public interest was their responsibility. Their aim was to gain wealth and power. Enraged by this, the people revolted widely in 1857 C.E. Some authors called it as 'The first war of Indian Independence'.

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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 Fill in the blanks.

1. Doctrine of Subsidiary Alliance was introduced by _____ .
2. Robert Clive entered into an agreement with _____ .
3. Regulating act was passed in the year _____ .
4. Doctrine of lapse policy was introduced by _____ .

II Answer the following in one or two sentences each.

5. Between whom was the Battle of Buxar fought?
6. What is meant by Diwani right?
7. Who is Ranjit Singh?

III Answer the following in two or three sentences each.

8. How did the British obtain Diwani right? What were its effects?
9. What are the effects of the Doctrine of Subsidiary Alliance?
10. Why was the Doctrine of Lapse policy unjust?

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CHAPTER 6 IMPACT OF BRITISH RULE

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Introduction

The British East India company between 1600 to 1757 C.E, was just a trading company. In the beginning the British appealed to various political powers in India, only to promote their trade interest. Slowly they replaced their policy of appeasement to the policy of conquests. Hence became politicaly strong. India thus acquired through conquests was brought under their subjugation through their farsighted policies to achieve their far sighted dreams they used administrative reforms as a tool. They implemented various legislation in political, economic and social spheres. Their multifaceted interests was their objective The rules which were brought into effect were called as 'Reforms'. Initially Indians believed them accordingly. It is only incidental that their enactment of reforms had any positive impact on the Indians. In this chapter, analysis of the reforms related to four fields has been made Revenue, English Education, Economic impact and constitutional development.

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Competencies

1] Identifying the merits and demerits of the implementation of Permanent Zamindari system, Mahalwari system and Ryotwari system.

2] Collecting information about the English Education System that was introduced in India.

3] Listing the economic influences.

4] To understand Constitutional developments.

1. Land Revenue Policy :

The British implemented reformation in land tax system to ensure the flow of regular income to the East India

Company's treasury. Apart from this, the British needed enormous amount of money salary expenses of thousands of British staff and for other purposes. Hence, the East India Company started collecting higher land tax from the farmers.

The Governor General Warren Hastings introduced bidding system for tax collecting works during his period. Though the Zamindars were competing to bid for higher rates, they used to fail to collect tax accordingly. This resulted in variations in the tax remittance. As a solution to their problem, the British introduced three other types of Revenue system along with the existing Practice.

Permanent Land Revenue System (1793 CE) :



The Governor General Cornwallis decided to fix the land tax on a permanent basis in Bengal, Bihar and Odhisha. The agreement he entered with the zamindars for tax collection is called Permanent Land Revenue System. Under this system, the Zamindars worked as government agents. The company's permanent income was fixed. The expenditure incurred by the government for revenue collection was reduced. Powerful Zamindars who were land owners supported the government in many difficult situations. The British created many such loyal classes to support and defend them.

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The Impact on the Peasants :

The Zamindars exploited the farmers by collecting excess land tax. The land owners never gave attention to

improve the agricultural output. The tenant farmers were forced to pay their share even though crops had failed. As a result, the agricultural out put collapsed due to permanent Zamindar system. The company made farmers further poor by forcing them to grow commercial crops that were needed for their industries. All this resulted in growth of bonded labour.

2. Ryotwari System (1801 CE) :

The system where the farmers could directly remit the land tax to treasury without any intermediaries is Ryotwari System. The direct relationship between the government and the farmer is the important feature of Ryotwari system. This system was brought into effect in the South and West India. In its impact, it was not much different from the Permanent Zamindari System.

Under this method, the measurement, fertility and irrigation facility of the land was observed and land tax was fixed. Half of the produce was fixed as the land tax. The tax was fixed periodically. The fixed land revenue was very high. Even though the farmer lost his crop due to floods or drought the tax payment was mandatory. This system was brought into effect by Sir Thomas Munroe in Madras province in 1801.

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3. Mahalwari System : (1833 CE) :

Mahal means village or estate. The land tax was fixed for the Mahal. The local Zamindar was responsible for the tax collection of all the farmers in that Mahal. This system, introduced in the 19th century was implemented in Uttar Pradesh, parts of Madhya Pradesh and Punjab.

Total impact of the land revenue system.

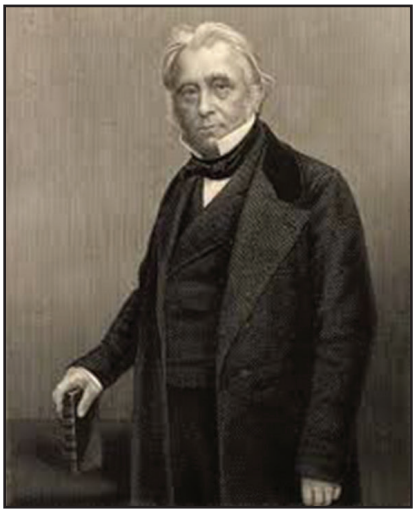
- British Converted land into a selling commodity.
- Instances of land auction and sales increased.
- As land tax was to be paid in cash form, the value of money gained prominence.
- To increase the income, Zamindars insisted on cultivating crops like cotton, jute, peanut, tobacco, sugar cane, and other commercial crops instead of food crops. It was profitable for the British as the commercial crops could get exported. But, this resulted in food shortage.
- Within the Zamindari system, new classes of farmers arose.

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English Education:

Education is a tool that ensures individual freedom. Knowledge that is gained through education would lead to better life. The universalization of English education by the British profited the Indians. All classes of the society could have access to Education.

Under the Charter Act of 1813, one lakh rupees was kept aside for the education of Indians. But, the government had not spent anything from it till 1823. The Indian thinkers and foreign Christian missionaries campaigned to provide modern education to Indians. In this regard the company had a different calculation. It needed English educated Indians to work at the lower cadre of its offices for less salary in its administration. So it aimed at creating an educated class that was loyal to it. Lord Macaulay and Charles Wood should be credited for implementing the New education policy.



Lord Macaulay



Charles Wood

Dispute over Medium of Instruction :

Regarding the medium of instruction, some English scholars argued that the Indian subjects should be taught through Indian languages only, others argued that western science and literature should be taught through English language only. Finally the issue was resolved (in 1835) Governor General William Bentick announced an educational policy in favour of western science and English as a medium of instruction.

Some European Scholars introduced the richness of the Ancient 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.

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Bentick's declaration of Education policy was based on a note by Macaulay who was a member of his executive committee. Macaulay was an ardent Anglicist. He argued that Indian knowledge was inferior. He condemned Sanskrit grammar severely. His ultimate goal was to distance Indians from their cultural roots. His words show his prejudice that "the entire store house of knowledge of the East is no match for one row of books on one shelf of a good European Library".

The British formulated a New Education Policy in 1854. This was based on the report by Charles Wood. In a very short period, universities were established at Bombay, Calcutta and Madras (1857). The establishment of primary schools, high schools, colleges and universities were done stage by stage. Education departments were formed in provinces to monitor and supervise education. English became the official administrative language in 1844.

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Bombay university



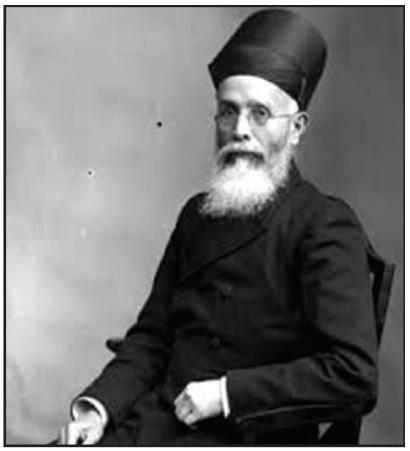
Madras University

Impact of western Education :

The traditional system of education slowly declined. The new education system enabled Indians from different languages to interact in English among themselves. This gave impetus to the growth of Nationalism. The European intellectual thoughts gradually entered the Indian Society and developed far-reaching consequences. This Educational System had a profound impact on Indian literature and led to new literary movements. Many sections of the society were exposed to social awakening. Historians have debates on the awareness created by this academic perspective, it was also a hindrance to the scientific identification of social and political conditions in India.

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Economic Impact:



Dadabhai Navroji

Industrial Revolution of the 18th and 19th centuries in England had a serious influence on the Indian trade and commerce. Between 1600 to 1757 the company was only a trading company. After the battle of plassey, 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 the raw materials at higher rates. 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 materials. By introducing the open trade policy, the British pushed Indian cottage industries towards extinction.

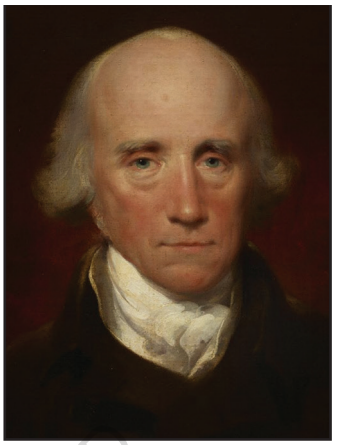
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The main reason of India becoming a poor country during the British rule was the flow of enormous wealth from India to England. As Dadabhai Navroji said, it was a drain of wealth which was the main reason. The huge profits gained by the British citizens through investments in various areas was another source of loss of wealth.

As a result of drain in wealth India not only became a poor nation and also there was a shortage of capital too. This hampered the Industrial development Adam Smith, the 'Father of Economics', has described the British in India as 'Plunderers'.

Constitutional Development :

Regulating Act (1773 CE)



Warren Hastings

The Constitutional Reforms in India started during the British rule. The Regulating Act of 1773, is an important milestone in the history of Indian Constitution. The Governor General Warren Hastings implemented this act in 1773. This act became the base of British Administration in India. This also gave a Constitution to the East India Company.

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Pitt's India Act (1784 CE)

The Government of England was not happy with administrative system of India. It decided to pay more attention to it. Hence, the Prime Minister William Pitt brought in an Act. It included the East India Company as a part of the government and considered it as a unit. Later many acts were issued by the British.

Morley – Minto Reforms (1909 CE)

Lord Minto was the Viceroy of India. During this period, Lord Morley was the Secretary of the State. Due to dictatorial rule of Lord Curzon and violent protests from Indian Revolutionaries, the Minto-Morley reforms were introduced. According to this act, eligible Indians could be made part of the government programmes. It was decided to increase

the number in the Central Legislative Assembly. Similarly, the provincial assemblies were also expanded.

The Morley-Minto reforms did not bring in any revolutionary changes in the constitutional process of India. It did not give any responsibility to peoples representatives.

Montagu – Chelmsford Reforms (1919 CE)

Morely - Minto reforms did not satisfy the Indians. In the year 1917 Montagu the then secretary of state issued a proclamation. He made it clear in his declaration that the policy of British government is to give Indians a greater representation in the administration and to promote the growth of self-governing institutions. Lord Minto who was the Viceroy of India during that time brought these acts into effect. The number of members in the Indian council under the secretary of state was increased. Their term of office was fixed for 5 years. An High Commissioner for India was appointed in London.

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1935 Act :

Morley Minto reforms did not satisfy the Indians. To pacify the people, the Government of India Act 1935 made a significant change. According to it, a federal of India was formed with federation of states and provinces. Diarchy was introduced at Central Government. Responsible governments were established at the provincial level. This act is considered as a major milestone in Indian history.

EXERCISES

I Answer the following in a sentence each.

1. Who introduced the Permanent Zamindari System?
2. What is Ryotwari system?
3. How much money was set aside for Indian education in the Charter Act of 1813?
4. Who implemented the Regulating Act? and when?
5. Which are the Indian universities established in 1857?

II Discuss in group and answer the following.

6. How did Permanent Zamindari System influence the farmers?
7. Explain the impact of Western Education.
8. Mention some of the important Constitutional reforms in India.

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III Match the following items mentioned in 'A' with information given in 'B'.

1. Warren Hasting	a) Permanent Zamindari System
2. Cornwallis	b) English Education
3. Thomas Munroe	c) Collection of tax by auction.
4. William Bentinck	d) Wealth drain theory.
5. Dadabhai Navroji	e) Ryotwari System.

IV Discuss.

1. The Revenue system of the British and the Present system of Revenue.

CHAPTER 7 MYSORE AND OTHER PRINCELY STATES

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Introduction to the Lesson

The lesson introduces the Royal family of the Wodeyars of Mysore and mentions the pro-people reforms of the well-known ruler Chikkadevaraja. The Lesson also describes the interim rule of Hyder Ali and Tippu Sultan, Mysore wars and their achievements.

Within a few decades after the decline of the Vijayanagara Empire, Karnataka came under three different administrations, namely, Vijayapura, Keladi and Mysore. When the Vijayapura rule ended, the Mughals and the Marathas occupied the political space in most parts of Karnataka. In spite of these difficult conditions, Keladi and Mysore Kingdoms retained their independence and continued to follow the traditions of Vijayanagara. Apart from this, many Paleya pattu's like Chitradurga, Yelahanka (Bangalore), Surapura, Kodagu, Kittur, Tulunadu were raised. The lesson takes up the achievements of the Nayakas of Keladi and Chitradurga and the Nadaprabhu's of Yelahanka.

Understanding the history of smaller regions is as important as knowing the rich history of the kingdoms and empires of Karnataka because regional history is not only having essence but also helps us to understand the comprehensive view of Karnataka history. Keeping this in mind, the Lesson takes up regional history of Kodagu, Kittur, Tulunadu and Hyderabad-Karnataka.

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Competencies

1 Appreciating the pro-people reforms of Chikkadevaraja Wodeyar.

2 Understanding the causes and results of Mysore wars fought by Hyder and Tippu against the British.

3 Understanding the achievements of Hyder and Tippu Sultan.

4 Marking on the map the historical places associated with the kingdom of Mysore.

5 Understanding the achievements of the Hiriya Venkatappa Nayaka and Shivappa Nayaka.

6 Appreciating the valour of Rani Chennammaji.

7 Admiring the religious tolerance of the Keladi Nayakas.

8 Appreciating the valour and achievements of Madakari Nayaka V of Chitradurga.

9 Understanding the achievements of the Yelahanka Nadaprabhus, Kempegowda I and Kempegowda II.

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 Understanding the struggles against the British rulers, the Nizam and the local Zamindars in the Hyderabad-Karnataka region.

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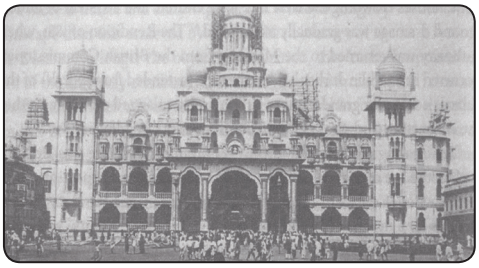
7.1 Wodeyars of Mysore.

The city of Mysore adjoins the Chamundi hill. On the hill is the temple of Chamundeshwari-devi, the family deity of the Wodeyars. The Wodeyars 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.

The capital of the Wodeyars was Mysore. Their royal emblem was *Ganda-Bherunda*. The Navaratri festival (Dasara) of Mysore is celebrated 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 Mysore palace was newly 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

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Chikkadevaraja Wodeyar

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

Pro-people achievements

The pro-people achievements of Chikkadevaraja was many. He set up a Central Administrative Office in the capital which had 18 departments. It was the 'Athara Kacheri'. He regulated weights and measures so that the people



Athara Kacheri, Mysore

were not cheated. He took steps to put down corruption in the administration.

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

Near Srirangapattana, he built a dam across the river Kaveri in the west and provided water for agriculture. By reducing expenditure on administration, he accumulated enormous wealth and rightly assumed the title '*Navakoti Narayana*'. A 'postal system' was established by him to deliver government letters.

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

Singararya, who was in the court of Chikkadevaraja, wrote 'Mitravinda-govinda'*, The first Kannada drama. Sanchi Honnamma wrote* 'Hadibadeya Dharma'*. Since she was serving the king as sanchi-bearer, she came to be called 'Sanchi Honnamma'.*

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After the death of Chikkadevaraja Wodeyar, weak kings ruled. Hence the administration was carried out by officials called Dalavays in the name of the king.

Hyder Ali

Hyder Ali was an able military commander under the Dalavayi Nanjarajayya. He was brave and adventurous. He gradually increased his military strength and financial strength by winning wars. He soon got an opportunity to defeat the Marathas at



Hyder Ali

Bangalore and was highly honoured by the king. He saved the Mysore kingdom which was facing political crisis. When the soldiers revolted in the capital. Hyder retired Dalavayi Nanjarajayya and took over the kingdom. Thus he emerged as the most powerful person in the Mysore Court. He called himself the *Karyakarta* of the kingdom, and set the king Krishnaraja Wodeyar II aside.

Soon after assuming power Hyder started expanding his kingdom. He defeated Keladi rulers. After acquiring a vast booty he thereby 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 Hyder's territorial expansion in south India. Therefore conflict between the two became inevitable.

The four wars that Hyder and his son Tippu Sultan fought against the British are known as 'Mysore wars' or 'Anglo-Mysore wars'.

In the *First Mysore war* the British incurred huge losses. The victory enhanced Hyder's prestige, inevitably the British came forward with the treaty of Madras. The main gist of the treaty of Madras was both the states should come to the aid of each other if any enemy state attacked Hyder Ali or the British. This treaty enhanced the prestige of Hyder Ali.

A few years later Marathas invaded Mysore. As per the Madras Agreement the British did not rush to Hyder Ali's help and kept neutral. Enraged by this, Hyder dragged the British for a war. This was the Second Anglo Mysore war. Hyder died of illness during the war, and his son Tippu Sultan continued it.

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Achievements of Hyder Ali : Though Hyder was illiterate he knew several languages including Kannada very well. He double folded the territories of Mysore state. A valiant warrior and an efficient administrator, Hyder has earned an important place in the history of Karnataka. Beautiful Lalbagh garden in Bengaluru was started by him.

Tippu Sultan (1782-1799 C.E)

Tippu Sultan was Hyder Ali's son. Tippu Sultan was a brave young man who participated in the wars of his father's time and won victories. He declared himself as Sultan.



Tippu Sultan

After the death of his father, Tippu continued the second Anglo Mysore war which was still going on. No one came to his help. Tippu faced the British single handed. Finally the British signed the 'Mangaluru peace treaty'. This treaty satisfied both the parties. They restored each others territories seized during the war and released the prisoners-of-war on both sides. This enhanced Tippu's dignity.

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

During the course of the *Third Anglo Mysore war*, the British besieged the capital Srirangapattana. Rendered helpless, he signed a peace treaty with the British and surrendered 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, Tippu suffered much humiliation. Hence he resolved to drive away the British from India. This marked the beginning of the Fourth Anglo Mysore War. The British forces besieged Srirangapattana. Tippu fought bravely and died in the war.

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Later in some folk narratives Tippu is described by the people as Tiger of Mysore. The nature of Tippu's invasion on Kodagu is also criticized by the historians.

After the death of Tippu Sultan, Mysuru came under the rule of British. They Restored the administration to Krishnaraja Wodeyar III. But, Mysuru became the Subordinate state of the British.

Personality and achievements of Tippu:

- Tippu was well aware of the latest achievements in science. He had a very good library. He built a palace at Bengaluru and summer palace in Srirangapattana (Dariya Doulath). The walls, pillars and the roof of the summer palace are painted with paintings depicting historical incidents.



Bengaluru palace



Dariya Doulath, Srirangapattana

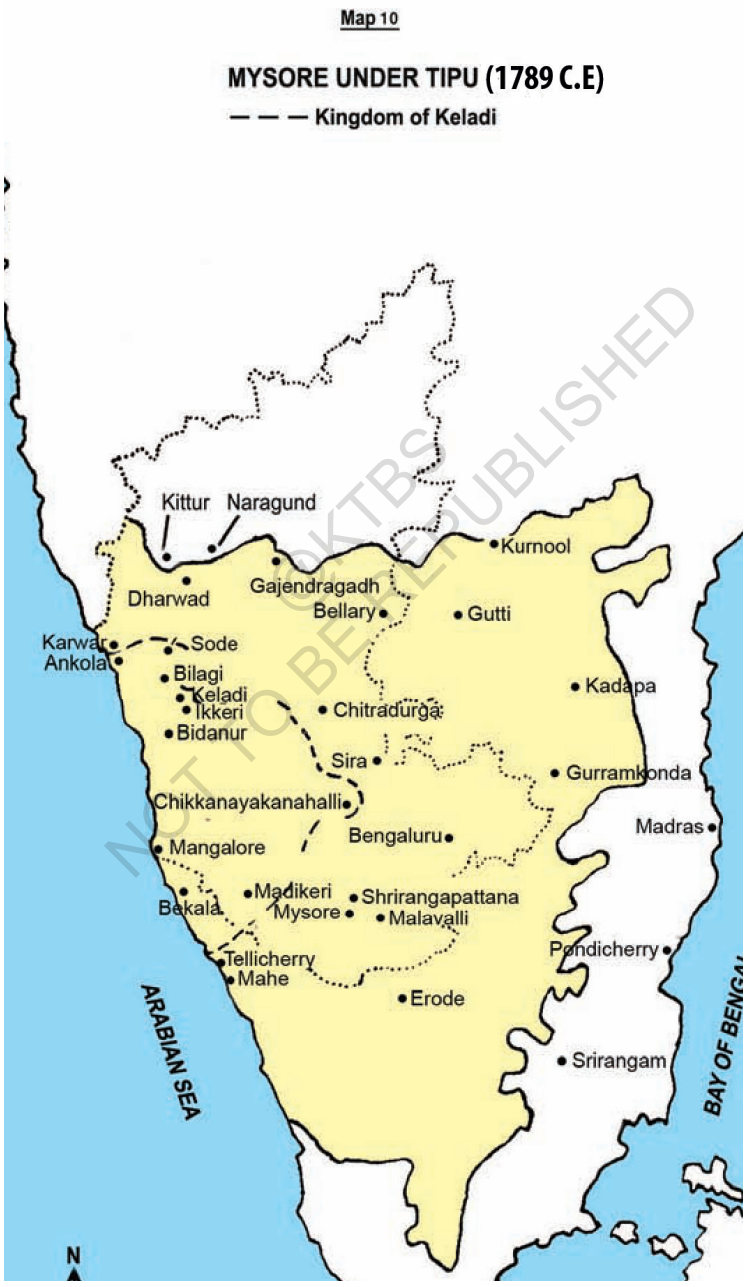


Jumma Masjid, Srirangapattana

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- Tippu put a lot of efforts to enrich his kingdom. His main achievement was popularizing sericulture widely in the state. He modernized his army with the help of French officers. Cannons were being fired in Srirangapattana Mastering the technique of launching rockets was his uniqueness.
- Tippu sanctioned grants to many Hindu temples and he gave donations to Shringeri Math. He reformed land tenure and helped farmers by giving loans which could be repayed in easy installments.

- The tomb of Hyder Ali and the Jumma Masjid were great constructions of Tippu. The high Minarets of the Masjid are known for their beauty. He established mints at Srirangapattana and Bengaluru.



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The period of wars ended with the death of Tippu Sultan. The British took over the Mysuru state and divided into four parts among Marathas, Nizam and themselves. The remaining one part was given to Mysuru Wodeyars. Krishnaraja Wodeyar III was brought to power. Since, Krishnaraja Wodeyar III was only five year old boy. The administration was handed over to Poornaiah and appointed him as the Diwan.

As they felt that Krishnaraja Wodeyar III did not properly suppress the revolt of Bidanuru of Shivamogga, they dethroned the King. The commissioners rule was implemented in Mysuru state.

Administration of Commissioners (1831-1881 CE)

Mark Cubbon (1834-1861 CE)

Mark Cubbon implemented many administrative reforms in the state. He transferred the capital from Mysuru to Bengaluru. Mysuru was divided into many administrative units and kept them under superintendent's supervision. Administration units were divided into Districts and Talukas. Judiciary and police departments were organized well. Kannada was implemeneted as the official language.

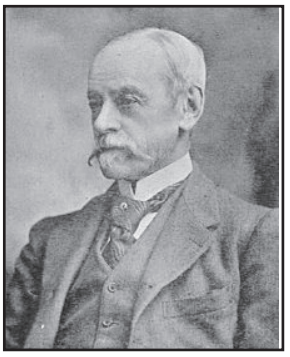


Mark Cubbon

New roads were built and as a result all the major places of the state could get connected directly to Bengaluru. Bridges were built and telegraph lines were laid. The construction of railway line between Bengaluru and Jolarpet started in the year 1859. This was the first railway line in the state. He resigned from the commissioner post in 1861. The Cubbon park in Bengaluru is named after him.

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Louis Bentham Bowring (1862-1870 CE)



Louis Bentham Bowring

Louis Bentham Bowring took charge as the Chief Commissioner in 1862. He reorganized the administration structure of Mysuru state. The city of Nandidurga and Ashtagramas were the administrative units. These units were supervised by the Commissioners. The Land Revenue collection was reformed. Judiciary and Police department were established systematically. Educational reforms were introduced with the establishment of department of Public Instruction. Bowring resigned from the Commissioner's post in 1870. The Commissioners laid the strong foundation for the development of Mysuru state.

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Chamaraja Wodeyar X (1881-1894 CE)



In 1881 British handed over the administration of the state again to Chamaraja Wodeyar X. This is called Rendition (Punardana). C.Rangacharlu and K.Sheshadri Iyer ruled as Diwans under him. The 'people Representative Assembly' was started in 1881 during the reign of Chamaraja Wodeyar X.

Naalvadi Krishnaraja Wodeyar (1902 – 1940 CE)

Chamaraja Wodeyar X died of illness while on his visit to calcutta. His successor was Naalvadi Krishnaraja wodeyar as he was only eleven year old when he



Naalvadi Krishnaraja Wodeyar

ascended the throne in 1895. Hence the administration was run by his mother Kempa Nanjammanni. The direct rule of Naalvadi started from 1902. He was well educated and made the Mysore state a model state during his long reign. He was visionary and had a soft corner for the welfare of the downtrodden. He formed Miller Commission in order to ensure the participation of all sections of the society in the administration.

Achievements of Naalvadi Krishnaraja Wodeyar:

1. He gave 371 acres of land and more than five lakhs of rupees grants to J.N.Tata to start a science institution in Bengaluru.
2. In 1907 'Nyaya Vidhayaka Sabha' also known as Mysore legislative assembly was established by him. This enabled people to discuss their problem through their representatives.
3. The present Mysuru Palace was completed in 1910.
4. He built Krishna Raja Sagara (K.R.S) dam and developed Agriculture in state.
5. The Mysuru Economic Conference was started by him in 1911.
6. He passed the order that backward classes should get special representation in Government Service.
7. He gave voting power to women for the first the time.

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Thus Naalvadi stood as a guide and driving force for progress in the fields of education, industry, banking and others. In order to give shape to his visionary ideas, He appointed proficient Diwans who had helped him in the development of the state. Among them, Sir M. Vishveshwaraiah and Sir Mirja Ismail are prominent.

Mahatma Gandhiji called the Mysuru state of Naalvadi as the 'Ramarajya' and called him 'Rajyashri'. There was no mature ruler like Naalvadi Krishnaraja Wodeyar in the early part of twentieth century.

During the construction of Krishna Raja Sagar (K.R.S) dam Naalvadi Krishnaraja faced financial problem. Then the Gold ornaments of the royal family was sold in the Chiniwara town of Bombay, with that money he completed the construction work of the dam.

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Mysuru Palace

Sir M. Vishveshwaraiah: (1912-1918 CE)



Sir M.Vishveshwaraiah

Sir M. Vishveshwaraiah is considered as 'the architect and maker of Modern Mysuru'. He was a talented engineer who worked as the Chief Engineer of Mysuru from 1909 to 1912 C.E. Naalvadi Krishnaraja Wodeyar appointed him as the Diwan of Mysuru in 1912. According to the vision of Naalvadi Krishnaraja Wodeyar, Mysore saw all round development during his time.

'Industrialization or Destruction'. was the famous declaration of Sir M Vishveshwaraiah. He started Iron and steel factory at Bhadravathi, Sandal oil factory at Mysuru. In Bengaluru he started soap factory, Central Industrial workshop, Leather processing and metal factories. In order to provide impetus to trade and commerce, Mysuru Chambers of Commerce and Industries was started at Bengaluru. Mysuru Bank was established in the year 1913 to develop trade and commerce.

Sir M. Vishveshwaraiah believed that education is the key to progress of a country. He made primary education compulsory and gave importance to technical education. He established an agricultural school at Hebbal in Bangalore. Mysuru university established in 1916 is his greatest achievement in the field of Education. In the year 1915 Kannada Sahitya Parishad was established in Bangalore. The construction of Krishnaraja Sagara dam continued during the time of Visveswaraiah and got completed in

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the year 1932. The railway lines between Mysuru and Arasikere ; Bowringpete and Kolar were laid. It was Sir M. Visveshwariah who successfully implemented many of the visionary programmes of Naalvadi Krishna Raja Wodeyar. Finally, he resigned from the post of Diwan in the year 1918. The British Government awarded him with the title "Sir" (knighthood) in recognition for his services. In 1955 the Government of India honoured him with the 'Bharatha Ratna' award. It is a matter of pride that Visveshwaraiah was the first Kannadiga to receive this award.



Kannada Sahitya Parishath, Bengaluru



State Bank of Mysuru



Krishnaraja Sagara Dam

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Sir Mirza Ismail: (1926-1941 C.E)



Sir Mirza Ismail

Diwan Sir Mirza Ismail is also considered as one of the architect of modern Mysuru. He also established various industries as per the wish of Naalvadi Krishnaraja Wodeyar. Hindustan Aeronautics limited, Glass factory, Porcelain ware factory was started by him in Bengaluru. Fertilizer factory at Belagola. Sugar factory at Mandya, Matchstick factory at Shivamogga and steel and paper factory at Bhadravathi. An airport was

established at Jakkur. Radio stations (Akash vani) were started in Bengaluru and Mysuru. He encouraged rural industries. A Khadi production centre was established at Badanavalu. Irrigation facility was given to Mandya district by constructing Irwin Canal. He made Mysuru the city of flower gardens and parks. The Brindavan Garden was built at the back of the Krishnaraja Sagara dam.



Brindavana Garden

National Institute of Mental Health and Neuro Sciences (NIMHANS) in Bengaluru, Narasimharaja Hospital in Kolar, McGann Hospital in Shivamogga, Vanivilasa Hospital in Mysuru were started during his time.

For the promotion of education, the Primary Education Act was implemented and grants were given to the private schools. Kannada Medium education was offered in high schools. Thus Mirza Ismail played an important role in developing Mysore. Mirza Ismail who was a classmate

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of Naalvadi Krishnaraja Wodeyar was successful in implementing Naalvadi Krishna Raja Wodeyar's visionary plans.

After the death of Naalvadi Krishnaraja Wodeyar, Jayachamaraja Wodeyar came to power. He was the last ruler of the Mysuru state.

Palace Sathyagraha was started under the leadership of KC Reddy demanding the accession of Mysore state to India Union soon after achievement of India's Independence. As a result, Jayachamarajendra Wodeyar accepted the demand to become part of India. Mean while a responsible government came into existence under the leadership of K.C. Reddy on October 24th, 1947. Jayachamarajendra Wodeyar became the first Governor of Mysuru State. K.C. Reddy served as the first Chief Minister of Mysore State.

Chronology:

Chikkadevaraja Wodeyar	1673-1704
Hyder Ali	1761-1782
Tippu Sultan	1782-1799
First Anglo Mysuru War	1767-1769
Second Anglo Mysuru War	1780-1784
Third Anglo Mysuru War	1790-1792
Fourth Anglo Mysuru War	1799
Mark Cubbon	1834-1861
Louis Bentham Bowring	1862-1870
Chamaraja Wodeyar X	1881-1894
Naalvadi Krishnaraja Wodeyar	1902-1940
Sir M.Vishveshwaraiah	1912-1918
Sir Mirza Ismail	1926-1941

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EXERCISE

I. *Fill in the blanks:*

1. _____ was the capital of early Mysuru Wodeyars.
2. After the second Anglo Mysuru War the British signed ____ treaty with Tippu Sultan.
3. _____ was famous as 'Tiger of Mysuru'.
4. _____ was the Diwan of Krishnaraja Wodeyar III.
5. The Nyaya Vidhayaka Sabha in Mysuru was started in the year _____
6. Gandhiji described Mysuru State as _____ .
7. _____ was the first Kannadiga to get 'Bharatha Ratna' award.
8. Irwin canal was built by Dewan _____ .

II. *Answer the following in a sentence each:*

9. Who established Athara Kacheri?
10. Where is Dariya Doulath?
11. Where is Lalbagh? Who started this?
12. Who ascended the throne of Mysore after Tippu's death?
13. Why was the administration of commissioners introduced in Mysuru?
14. Name the important commissioners of Mysuru.
15. What is Punaradana?
16. When did Praja Prathinidhi Sabha came into existence?

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17. Where is Kannada Sahithya Parishath? When was it established?

18. Who led the Palace Satyagraha?

III. Discuss in groups and answer:

19. What are the achievements of Hyder Ali?

20. What are the results of the Third Anglo Mysuru War?

21. What are the achievements of Tippu Sultan?

22. List the major achievements of Naalvadi Krishnaraja Wodeyar.

23. What are the achievements of Sir M. Vishveshwaraiah?

IV. Match the following:

1. Chikkadevaraja Wodeyar	a) Rajyashri
2. Tippu Sultan	b) Bharatha Ratna
3. Naalvadi Krishnaraja Wodeyar	c) Navakoti Narayana
4. Sir M. Vishveshwaraiah	d) First Governor
5. Jayachamaraja Wodeyar	e) Tiger of Mysuru

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Activities:

1. Mark the historical places of Mysuru state on the map.
2. Discuss and write: Though Tippu Sultan tried to end the foreign rule, he failed in his mission. Why?.

7.2 KELADI, CHITRADURGA AND YELAHANKA

Nayakas of Keladi

Nayakas: During the rule of Vijayanagara, there were several small chieftains. They were the Nayakas or Paleyagars. The small territories under the Paleyagars are called the Paleyapattu. Among them the Nayaks of Keladi and Chitradurga are famous.

The kingdom of Keladi was founded in Shivamogga during Vijayanagara period, Later it became independent. The Nayakas of Keladi were ruling the coastal Karnataka and Malenadu regions. (Refer Map 10)

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

Hiriya Venkatappa Nayaka: Hiriya Venkatappa Nayaka was the most prominent among the Keladi rulers. During his rule Keladi became an independent kingdom. He conquered along the 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 conquered the Portuguese ports on the coast and assumed the title 'Padugadalodeya' For defensive purpose he built

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strong forts at Bekal, Chandragiri (in Kerala), Mangaluru and several other places. Being deeply religious, He performed Yagas like Vajapeya and several other Vedic sacrifices.

To encourage business activities in his kingdom, he encouraged various Goan mercantile communities to come and settle in his state. He also encouraged Christians from Goa to settle in his kingdom and granted them lands as they were good in agriculture. He prescribed a rule that the clergy men in his state should only be locals.



Shivappa Nayaka

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The Palace of Shivappa Nayaka,Shivamogga

Shivappa Nayaka's sistu: The Revenue system introduced by Shivappa Nayaka is known as 'Sistu'. As per the system the land revenue was fixed on the basis of classification

of land. Fertility of soil, availability of irrigational facilities and other factors were the basis of classification. The land revenue was fixed at one-third of the gross produce. This type of systematic revenue system was called '*Shivappa Nayaka's sistu*'. The *sistu* brought prosperity to *malenadu*.



Aghoreshwara temple, Keladi

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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 *mathas*. The Aghoreshwara temple at Keladi is remarkable for its Sculptures. The mathas became the centres of charity and education. The rulers gave huge donations to all religious sects. Chennammaji donated a plot in Mangaluru for construction of a church. Keladi became weak on account of its constant rivalry with Mysore kingdom as well as internal quarrels. It was finally conquered by Hyder.

Nayakas of Chitradurga

Next to Mysore and Keladi kings the Nayakas of Chitradurga occupy an important place in the history of Karnataka. They ruled as *Paleyagars* from 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 assisted Hyder Ali in many battles. In spite of this, Hyder was jealous of the bravery of Madakari Nayaka. Determining to destroy him, Hyder laid a siege to the fort of Chitradurga. But he failed to take possession of the impenetrable fort which had seven concentric walls. But his soldiers discovered a secret path into the fort, and tried to slip in when the watchman was not there. By that time the watchman's wife obavva, had killed many enemies. Even today to the west of the Chitradurga fort there is Veeravanite 'Obavva's Kindi'.

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Obavva's Kindi



The fort of Chitradurga

Refusing to accept defeat, Hyder Ali again laid siege to the Chitradurga fort. In the pitched battle that followed, Madakari was defeated. He was imprisoned and killed. With the demise of Madakari the dynasty of the Nayakas of Chitradurga came to an end.

Chitradurga is an attractive hill fort with seven fortifications. There are many temples and lakes in its inner premises. The Nayakas of Chitradurga built several temples. Baramasagara and Bhimasamudra, the water reservoirs, were their contributions. The Nayakas of Chitradurga are famous for their bravery and adventures. There is a rich folk literature on the Nayakas of Chitradurga.

Nadaprabhus of Yelahanka

Popularly known as the Kempegowda family, the Yelahanka Nadaprabhus are the 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.



Watch Tower, Bengaluru

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 Basava temple and the Halasuru Someshwara temple and the expansion of the Gavi Gangadhareshwara temple was his achievement. The credit of constructing many lakes in Bengaluru goes to him.

The four lakes built by Kempegowda I are Kempambudhi, Dharmambudhi, Halasuru and Sampangi.

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Kempegowda I

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

Kempegowda II: He was the son of Kempegowda I. The Kempe gowda family ruled with Magadi as 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 lakes. Later the Yelahanka Nadaprabhus kingdom merged with the Mysore kingdom.

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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 Arebase (Arebashe).



Talakaveri

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The Kaveri is the river of life to Karnataka people. The river Kaveri takes birth at Talakaveri. Talakaveri is worshipped by lakhs of people. Kodagu is rich in forest wealth and the Nagarhole National Park is in Kodagu.

Haleri Dynasty: An important royal family which ruled Kodagu was the Haleri. It was founded by ***Veeraraja*** in the early 17th century. Later Mudduraja built Muddurajakeri and made it his capital. Muddurajakeri is Madikeri.



Madikeri fort

In the second half of the 18th century, Kodagu was ruled by Hyder Ali and Tippu Sultan. Mean while Veeraraja, the ruler of Kodagu was a prisoner of Tippu. However, he managed to escape and, with the help of the British, recovered his lost kingdom. After Tippu's death, the British and the Kodagu rulers were on friendly terms.

Kodagu and the British: After some time the British captured Kodagu (1834). They exiled the last king of Kodagu, Chikkaveera Rajendra and started ruling Kodagu directly. Kodagu was divided and Amarasullia, a part of Kodagu was added 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. This revolt is known as the 1837 Amarasullia revolt. The rebels held Sullia, Puttur, Kasaragod and Mangaluru for thirteen

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days. However, the British succeeded in suppressing the revolt. Many leaders were hanged by them. The main leaders of the revolt were Puttabasappa, Kalyanaswami, and Guddemane Appayya Gowda.

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



Bronze statue of Guddemane Appayya Gowda Madikeri

Two outstanding sons of Kodagu: Among those who introduced the name of Kodagu to world was predominantly Field Marshal K.M. Cariappa. During the British rule Cariappa was the first Indian General. He was the Chief of Indian Army, Navy and Air Force of Independent India. Known for his administrative acumen, courage and bravery, he was awarded the highest rank of ***Field Marshal***.

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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

About two centuries ago, Kittur in Belagavi district was the most powerful state. It was famous for trade and agriculture.

Rani Chennamma

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



Bronze statue of Chennamma the brave Rani of Kittur.

The Dharwad collector Thackeray made a lame excuse that the adoption was illegal. He suggested that the British government should take over the administration of Kittur. Hearing this Chennamma became extremely angry. She opposed the British policy of suppressing, and decided to fight for the freedom of her land. Thackeray with an army of 500 soldiers attacked Kittur. A fierce battle took place. Chennamma with her army fought valiantly against the British. The British army was shattered, and Thackeray, hit by a bullet and died.

Again the British army attacked Kittur. The Kittur's army was small and consisted of 6,000 soldiers. The British had a huge army. A three days war was fought. Few traitors from Chennamma's side betrayed her. Kittur's army was defeated

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and Chennamma was taken as a captive. The British imprisoned her at Bailhongal. After being imprisoned for five years, she sent messages to the brave freedom fighters and inspired them.

Chennamma is credited with being the first Indian woman to oppose the British rule. She is shining as the silver star of the freedom struggle. In her memory folk songs are sung even today.

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



Sangolli Rayanna

As the British could not defeat him, they resorted to foul means. The Greedy traitors captured Rayanna by deceit and handed him over to the British. Soon Rayanna and his six associates were hanged. Before being hung, Rayanna fell at the feet of his mother Kenchavva who had come to see him for the last time, and got her blessings and walked to the scaffold with a smile on his face. All his associates were buried in Nandagada. Rayanna's followers continued the revolt.

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. After Rayanna many brave youths continued the rebellion of Kittur and showed the love of Kittur's people towards freedom.*

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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 Puranas, this region is referred to as Parasurama Kshetra. Most people of Tulunadu speak Tulu language. A number of people also speak Konkani and Byari language in Tulunadu.

During historical times Tulunadu was ruled by the Kadambas, the Alupas, the Hoysalas, the Vijayanagara and other dynasties. The kings of Alupa dynasty ruled Tulunadu for a long time. Udyavara (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. People who belong to different religions such as Buddhism, Jainism, Veerasaivism, Natha, Islam and Christianity are settled here. 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 is worshipped as* Kola *and* Nema.

- The founder of the Dvaita Philosophy sect Madhavacharya belonged to Tulunadu. 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

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education. They also started printing press in Mangaluru. The Kannada dictionary compiled by Ferdinand Kittel was printed at the Basel Mission Press.

- A German by name Manner compiled a Tulu dictionary. Foreign priests were the earliest to propagate Christian religion in Tulunadu. Later their work was continued by the Indian missionaries. There are several beautiful 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 to pray.

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

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Avalokiteshvara, Mangaluru



Thousand-Pillared basadi, Moodabidri

The Garodis of the popular daivas Koti-Chennayya are seen here.



A Yakshagana artiste

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

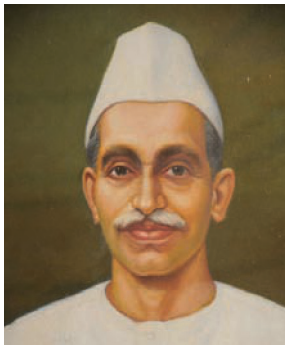
British rule in Tulunadu: The British ruled in coastal region from the beginning of the 19th century. The coastal region was then called ***Canara district***. Later the Canara district was divided into two districts. They are the northern part 'North Canara', Southern part 'South Canara' districts

Freedom Struggle: Karnad Sadashiva Rao and Attavara Yellappa were the foremost freedom fighters of Tulunadu.

- Known as the '*Deshabhakta*', Karnad Sadashiva Rao rendered unforgettable service to the Harijans. He offered meals to the Harijan children in his home. He was the shining star who sacrificed everything for his motherland.

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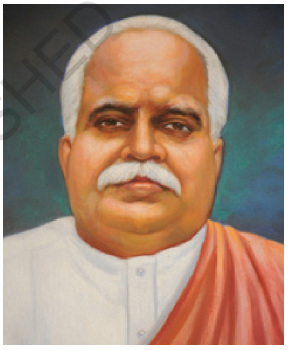
- Attavar Yellappa was a minister in the cabinet of 'Azad Hind Fauz', founded by Netaji Subhas Chandra Bose. He was an army officer in Netaji's Azad Hind Fauz for fifteen years.
- Kudmul Ranga Rao was at the forefront of Dalit upliftment reforms like movement against untouchability, education for Dalit girls and so on. When Mahatma Gandhi came to Mangaluru, he saw his works and appreciated him.



Karnad Sadashiva Rao



Attavara Yellappa



Kudmul Ranga Rao

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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 Independance. 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 provided job opportunities to lakhs of people.

In 1956 the North and South Canara districts were merged with Karnataka State. (Prior to this South Canara was under the Madras Presidency). South Canara district was divided into Upupi 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 countless times.

Causes: • Exploitation by the local Zamindars and the Arms Act of the British, the forest act and tired by the oppressions, the local paleyagars and common people revolted. After 1800 there were more than twenty five revolts in which we find Beda rebellions. 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. The village is 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.

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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. Due to this, a clash took place and the British attacked the Beda Nayakas. The leaders who fought valiantly against the British were *Jadaga, Baala, Rami* and others. In the conflict, several died. 290 people were taken as captives among them 19 were hanged. The heroism of Halagali Bedanayakas remains immortal in the history of freedom struggle of Karnataka.

Rami: Rami was a brave woman who shot dead three British soldiers. In this revolt she 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 hero who fought against the British.

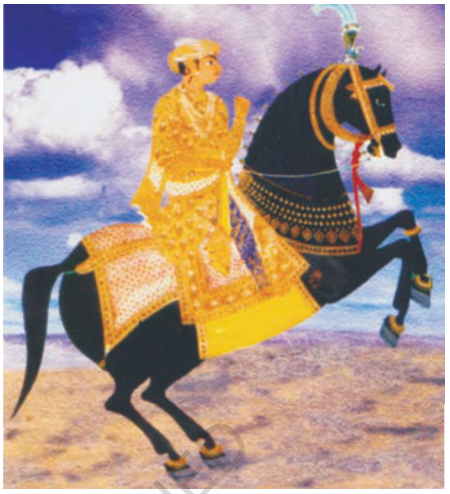
Lakshmana was born in Sindhura village of Jat taluk in Sangli district. His parents were Bedara Sabu and Narasavva. His tomb is at Bilagi.

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Sindhura village was suffering under the firm hold of the local Inamdars (Gowdas). Lakshmana openly challenged them. Gradually he became the enemy of the British.

Lakshmana was plundering money from the rich and the British treasury, and distributing it to the poor. As a socialist he was helping the oppressed. When Lakshmana was called in front of the village hall and questioned about the theft he was humiliated. 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 Raja Venkatappa Nayaka

Surapura in Yadagiri district is situated in between the rivers Krishna and Bheema. From 1636 to 1858 CE, twelve Nayaka kings 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] In 1707 CE he made Surapura his capital after constructing it.

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Later, in accordance with the agreement between the British and the Hyderabad Nizam, Surapura came under the control of Hyderabad. After Raja Krishnappa Nayaka his son Raja Naalvadi Venkatappa Nayaka (1843-1858 C.E) came to power. Mean while the news of First War of Independence in North India [CE 1857] reached Surapura. Naalvadi Venkatappa Nayaka had a plan to fight against the British by unifying the kings of South India. He enlisted Arabs and Rohillas 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.

The British regiment entered Surapura in 1858. A Gunfight ensued between the two parties. The enraged army of Surapura broke the bones of Stuart. Newberry also fell. Meanwhile, Naalvadi Venkatappa Nayaka travelled to Hyderabad to bring the special forces of Arab and Rohillas. The British forces entered Surapura and destroyed it. After hearing the news from Vanaparthi king who saw Naalvadi Venkatappa Nayaka wandering in Hyderabad, Hyderabad's Nizam's Prime Minister Salar Jung handed him over to the British knowing that he could get some benefit from the British. British kept Naalvadi Venkatappa Nayaka in a prison at Secunderabad. Later, he was subjected to enquiry They acted as if he was awarded death sentence.

On the plea made by a British officer Meadows Taylor, the Governor General of India who had a supreme power dropped the death sentence condemned him for four years in exile. While he was taken to a fort in Chengalpet near Madras, The British betrayed and shot dead Nalvadi Venkatappa Nayaka while he was taking rest on the way. 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.

As the political history of Surapura Nayakas they have also contributed to the field of culture. Their rule still finds resonance in the minds of people due to their pro people programmes. They built lakes, wells, temples, palaces and Forts. Many Jahagirs were given. They had given many

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Jahagirs and Inam lands to the daily worship and for festivals of their patron Gods Venkataramana at Tirupati and Gopala Swamy. They offered patronage to many artists, musicians, painters, sculptors and authors. Many literary works of good value were written. 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 Nayaka kings painting stand unique from the traditional art works of Mysore, Vijayanagara style paintings and the artworks produced by the Adilshahi family of Bijapur. These paintings can be seen in the Art museum of London, in different cities of England, Delhi, Mumbai, Hyderabad Oriental Museum and Salarjung Museum.

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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 in our country there were 562 small states (principalities) under the British. Hyderabad was prominent among these states.

Background of the struggle: The condition of the Hindus was extremely miserable in Hyderabad state. They could not celebrate any religious rituals.

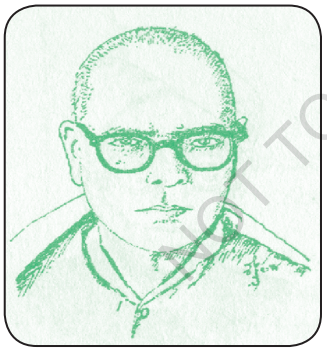
Education was neglected in the state. Everywhere Urdu dominated and Kannada language and literature received a great blow.

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

Course of the struggle: Swami Ramananda Tirtha was the popular leader of the freedom struggle. He travelled all over Hyderabad state organising peaceful satyagraha. Another famous leader of struggle was ***Hardikar Manjappa.*** He was popularly known as "***Gandhi of Karnataka".*** He popularised social programs like anti-drinking and abolition of untouchability.

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'. Hundreds of those who sang 'Vande Mataram' were imprisoned.

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Swami Ramananda Tirtha



Hardikar Manjappa

In the Hyderabad state, the Congress Party had been banned. The Congress demanded the Nizam 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 imposed more restrictions on the people. At the same time, The Razakars

started extensive looting and killing in the state. They enjoyed the support of the Nizam. In spite of the terror Vande Mataram was being heard everywhere.

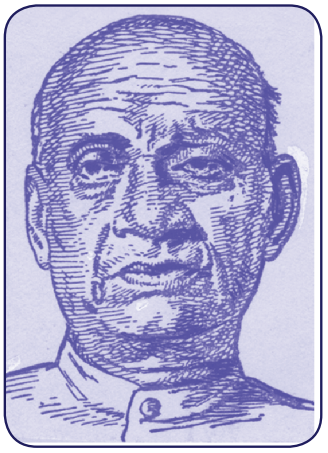
Sharanagowda Inamdar : It was Sharanagowda Inamdar, the young leader, who organised the under- ground activities by enrolling the youths in the Hyderabad liberation movement. They made lightning attacks on the Razakars in the Hyderabad Liberation movements. The youths organised by him made lightening attacks on the Razakars. As a result, many villages were freed from the atrocities of the Razakars. The people called Sharana gowda Inamdar as '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 Independent India. Thousands of young men set up camps along the borders of Hyderabad state and carried on armed struggle against the Razakars.

Even after India attained Independence in the year 1947, Hyderabad state did not join the Indian Union. Mean while 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



Sardar Vallabhbhai Patel

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Indian Army entered Hyderabad on **September 17,1948.** The Nizam, seeing no way out, surrendered. Then 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 to the Lokasabha.

Chronology

Chikkadevaraja	-	1673-1704
Bengaluru taken on lease in	-	1689
Dalavays rule	-	1704-1761
Hyder Ali	-	1761-1782
First Mysore war	-	1767-1769
Second Mysore war	-	1780-1784
Tippu 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 Hyder Ali	-	1763
Madakari Nayaka	-	1754-1779
Kempegowda I	-	1510-1570
Kempegowda II	-	1585-1633
Kittur Chennamma	-	1824
Sangolli Rayanna	-	1829
Rule of the Alupas	-	7-14th century

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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
Peethambari Baharipidda Nayaka - 1687-1726
Naalvadi Venkatappa Nayaka - 1843-1858
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

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New words

1 *Ganda-berunda* - an imaginary bird having two heads.
2 *Mandalika - Ruler of a province.*
3 *Varaha -A gold coin bearing the Varaha seal.*
4 *Seeme - State*
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 - Halasuru; and west - Gavi Gangadhareshwara.

EXERCISES

Fill in the blanks with suitable words:

1. An important dynasty that ruled Kodagu _____ .
2. Chennamma's faithful Servant _____ .
3. A dynasty that ruled Tulunadu for a long time is _____ .
4. Queen of ullal _____ .
5. The first Kannada dictionary compiled by _____ .
6. The city which is famous for thousand pillared basadi is _____ .
7. Founder of Surapura kingdom _____ .
8. A brave woman who fought against the British in the Halagali rebellion _____ .
9. Famous as 'Karnataka Gandhi' is _____ .
10. A brave leader of Vandematarm struggle is _____ .

Discuss in groups and answer

11. What were the pro-people reforms of Chikkadevaraja Wodeyar?
12. What were the results of the Third Mysore war?
13. What were the achievements of Hiriya Venkatappa Nayaka?
14. What is '*sistu*' ?
15. Write a short note on the main achievements of the Keladi Nayakas.
16. Write a short note on Madakari Nayaka.
17. Why do we remember Onake Obavva even now?
18 What were the two important achievements of Kempegowda-I ?
19. Write a note on Kempegowda II.
20. Why did the Amarasullia rebellion break out?
21. Why did Rani Chennamma of Kittur fought against the British?

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22. Why is Karnad Sadashiva Rao remembered?
23. What was the social works undertaken by Kudmul Ranga Rao for the upliftment of the Dalits?
24. What were the causes for the revolt of the Bedanayakas?
25. Who was Sindhura Lakshmana?
26. Write a note on the achievements of Naalvadi Venkatappa Nayaka.
27. Who was Swami Ramananda Tirtha?
28. What was the role played by Sharanagowda Inamdar in the Hyderabad Liberation Struggle?

Activities

1 *Mark on the map historical places of Mysore kingdom.*

2 *Tippu Sultan tried his best to put an end to foreign rule in India. But why did he not succeed? Discuss and Write an answer.*

3 *Nadaprabhus of Bengaluru built a number of lakes in and around Bengaluru, but most of them have disappeared. Discuss the effects of this. Prepare a report to be sent to the Government.*

4 *Collect information about the life of Field Marshal Cariappa and General Thimayya*

5 *Collect the Ballads related to Kittur Chennamma.*

6 *Read the biographies of Kudmul Ranga Rao and Karnad Sadashiva Rao.*

7 *Organise a seminar and prepare a report about the role of coastal districts of Karnataka in the economic development of India.*

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.*

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LESSON 8	BHAKTHI CULT AND SUFI HERITAGE

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Introduction

In South and North India Alwars and Dasas and in north India Sanths, 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 Sharifa 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.

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Competencies

1) Understanding the contributions of Bhakthi Cult in forging social harmony.
2) Understanding and assimilating the preachings of Dasas and saints.
3) To convey the students the unique philosophy taught by the Sufis.

India was a country with diverse social practices. As the people of Middle Ages sought social and religious reforms, the saints of Bhakti cult and Sufi tradition during this period brought in a 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 work Bhakthi is derived from the Sanskrit word Bhuj. Bhuj means to receive.

Gist of Bhakthi cult:

1. It condemned discrimination between upper and lower caste and proposed 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.

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3.1 Bhakthi Heritage in South India:

Aandal:



Aandal

'Aandal' is one among the twleve Alwars, the Vishnu Devotees, of Tamilnadu. She was an adopted daughter of Vishnuchitha. Vishnuchitha was an alwar, 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

"Thirupaavai Vratha" is very famous. According to Alwars all Vishnu devotees are equal and their birth should not be questioned. Caste discrimination is a criminal offence, they believed.

Akkamahadevi:



Akkamahadevi

Akkamahadevi was a brave woman who participated in the Vachana movement of twelfth century. She has made immense contributions to Vachana literature. She was born in Uduthadi of Shivamogga District. Her father was Nirmalashetty and mother Sumathi. Akka 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. She came out leaving behind her clothes. Later, she stayed at Anubhava Mantapa in Kalyana established by Basaveshwara for some time. 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.

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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 to many places, singing Keerthanas and at last, he reached Krishnadevaraya's court. Vyasaraya gave him deeksha and called him as "Purandara". Later he became Purandaradasa. We can see human values in his songs. He condemned pious practices in his Keerthanas. We also see the combination of philosophy, moral and musical fusion in his songs. He is known as "Karnataka Sangeetha Pithamaha". He wrote Keerthanas in the pen name of 'Purandara Vittala'. He was praised by his own Guru Vysaraya as "Purandara Dasa is the Ultimate as a Dasa".



Purandaradasa

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Kanakadasa (1508-1606 CE)

Kanakadasa is one of the famous Keerthanakaras of Dasa Literature. He was born about 1508 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 around Bada village and also was the chief of a battalion. It is said that he found a potful of Gold and he came to be known as Kanakanayaka. He got detached from family life and became a disciple of



Kanakadasa

Vyasaraya. Later, he came to be known as Kanakadasa. He has composed many Keerthanas with a pen name 'Adikeshava'. Kagineleya Adikeshava was his favourite deity. He has criticized the Superstitious beliefs of the Society in his songs and has preached the simple path of attaining Moksha. He has also criticized caste system in his songs.

Kanakana Kindi: The priests of Udupi temple stops Kanakadasa from entering the temple. It is said that, Lord Krishna pleased by his devotion turned his face towards west and gave darshana through a kindi. Kanakadasa wrote Haribhakthisara, Nalacharithre, Ramadhanya Charithe a shatpadi epic and Mohana Tarangini is a Sangatya Kavya.

Shishunala Sharifa:



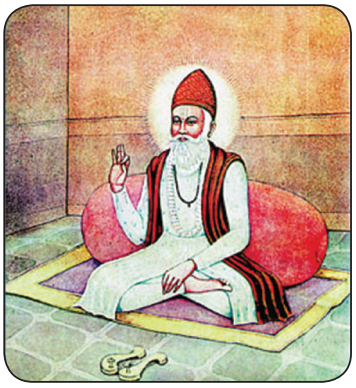
Shishunala Sharifa

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

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3.2 Bhakthi Heritage of North India:

Kabirdas (1398-1518 CE)



Kabirdas

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, caste superiority and religious inequality Allah and Rama are the two names of one God, He described Hindus and 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 and visiting 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 as Kabir Panthis.

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Gurunanak (1469-1539 CE):

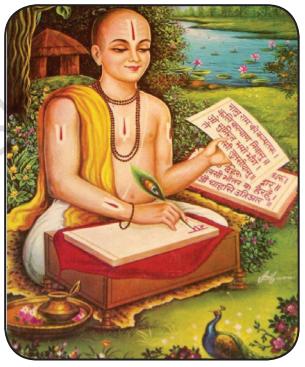
Gurunanak is the founder of Sikh religion. He was born in 1469 at Talvandi in Punjab, now it is in Pakistan. Mehtakaula and Thruptha were his parents. He stressed on the equal aspects of Hindu and Muslim religion. His songs called as Japji are in "Grantha Sahib", sacred book of Sikhs. Sikh cult has given importance for Japa and good deeds. It stressed on gender



Gurunanak

equality. Guru Nanak had great belief in the existence of God. He preached that God is one to the world. He is true and eternal. He said one should not cheat, deceive, steal and do violence in life. He said, one can gain Bhakthi through Guru and with Bhakthi one can attain Mukthi. He opposed social evils like Idol worshipping, caste system, Sathi System etc., During one of his travels he visited Karnataka. The place where he stayed at Bidar is called as "Naanak Jhara" (Sweet water spring).

1. Tulasidas (1532-1623 CE)



Tulasidas

Tulasidas was the foremost to support bhakthi Marga in North India. He was born in a Brahmin family. His contribution to the Hindi literature is immense. He wrote "Ramacharithamanasa". This is a great book in Hindi literature. In the North, it is famous as 'Tulasiramayana'. Being a devotee of Rama, he sowed devotion, pure life, love, affection, patience, generosity among the people.

2. Chaithanya (1485-1533 CE)



Chaithanya

Chaithanya was born in Navadweep (Nadia) in Bengal in 1485 CE. Jagannatha Mishra and Sachidevi 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 caste discrimination. He said Bhakthi is the only way to attain

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Mukthi. He thought universal brotherhood is the first step towards the love of God. He travelled to holy places of India and spread the message of love.

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 consider him as the incarnation of lord Krishna

3. Meerabai (1498-1569 CE)



Meerabai

Known as the "Kaliyuga's Radha" saint Meerabai was the greatest composer of Keerthanas. She was born in a Rajput family in Rajasthan. She was Raja Rathansingh's daughter. She was married to prince of Mewar. She loved spirituality from her childhood, so she spent her time in offering Puja to God, meditation and singing. Her mother-in-law opposed her worshipping lord Krishna. Meerabai could not tolerate this and she left the palace and went to Brindavan an abode of Srikrishna. Her Keerthanas are full of devotion and love. Giridhara Gopala was her favourite deity. She has remained eternal in the hearts of people due to her hundreds of Bhajans.

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Influences of Bhakthi cult:

Result:

- Bhakthi saints created harmony between Hindu and Muslims.
- Bhakthi saints wrote in simple common man's language. Due to this Indian native languages were enriched.

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.

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

Essence of Sufi cult:

1. It claimed that God is one, He is powerful and we are all his children.
2. Encouraged good deeds
3. Proclaims that All are equal.
4. Opposed caste system.

Gradually Sufis were influenced by Yoga, Vedantha, and Buddhist thoughts. Dharma means love, service to mankind was the basic philosophy of Sufis.

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Nizamuddin Auliya:



He is one of the prominent 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.

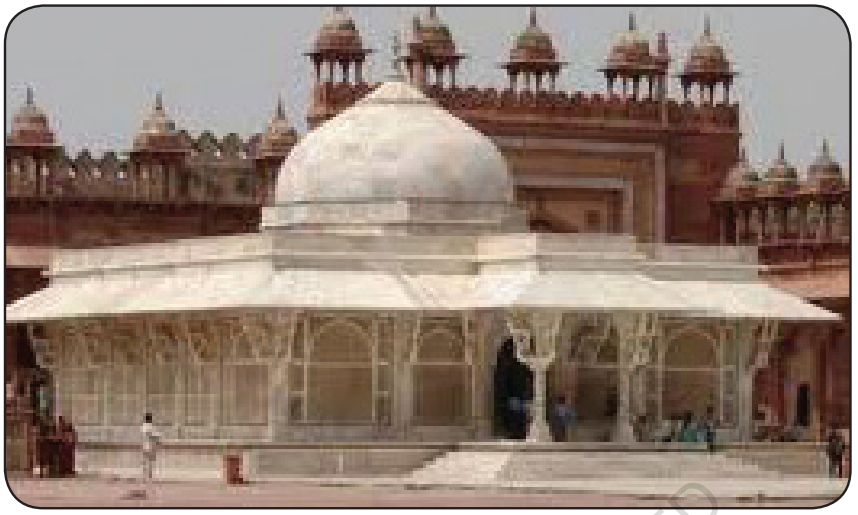
Khwaja Bande Nawaz:

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'. Another name of him was Gesudaraj means 'long haired'. His original name was Syed Muhammad Hussaini. He knew Sanskrit, Arabic Parsi, Dakhani (Urdu) and many more languages. He settled in Kalaburagi. He was very much respected by the king Firoz Shah. He wrote in Dakhani language. His literature is still be seen in the Sahithya Bandar of his dargah in Kalaburgi. Every year his Urs is held in Kalaburagi.

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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. Chisthis had concern for harmony of Hindu and Muslims. He wrote in Dakani (urdu) language which was used by common people. Salim Chisthi from Fatehpur Sikri is famous among them.



Salim Chisthi Tomb, Fatehpur Sikri

Lahore (Today's Pakistan): Sheik Ismail		
Ajmer	:	Kwaja Moyinuddin Chisthi
Delhi	:	Nijamuddin Aulia
Arcot	:	Tippu Masthara Aulia
Kalaburagi	:	Kwaja Bande Nawaz.

Chronology (C.E.)

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

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EXERCISES

I. Fill in the blanks with suitable words:

1. _____ is the pen name of Akkamahadevi.
2. Purandaradasa was in the court of _____
3. 'Adikeshava' is the pen name of _____
4. Kabir of Karnataka is _____
5. Chaithanya's first name is _____
6. Sufi saint Khwaja Bande Nawaj's other name is _____

II. Answer the following questions in one sentence:

7. What is the original name of Aandal?
8. Where was Akkamahadevi born?
9. Who is Karnataka Sangeetha Pithamaha?
10. Name Kanakadasa's parents.
11. Who is the first Kannada Muslim poet?
12. Which is the sacred book of Sikhs?
13. Who is called as Radha of Kaliyuga?
14. What is the meaning of the word Sufi ?
15. Who were the sufi saints of India?
16. Who was the founder of Chisthi cult?

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

17. Write the teachings of Kabirdas
18. What were the teachings of Gurunanak ?
19. What are influences of Bhakthi cult ?
20. Summarise the essence of Sufi cult.

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IV. Match the following items mentioned in 'A' with information given in 'B'.:

A	B
1. Gurunanak	a) Sufi Saint
2. Chaithanya	b) Sikh religion
3. Nijamuddin Aulia	c) Radha of Kaliyuga
4. Meerabai	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.

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CIVICS

CHAPTER 9

INTRODUCTION TO LEGISLATIVE, EXECUTIVE AND JUDICIAL TERMINOLOGIES

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Introduction to the Lesson

A brief introduction is given to the basic concepts on the organs of the Government. Legislature forms the laws, the executive implements the formed laws and the Judiciary deals with the protection of laws.

Competencies

1 Understanding the meaning and significance of Legislative, Executive and Judiciary
2 Knowing about Legislative, Executive and Judicial structure.
3 Remembering Legislative, Executive and Judicial powers and functions.
4 Identifying the types of Legislative, Executive and Judiciary.
5 Admiring the work performed by the judiciary.

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LEGISLATIVE

Introduction:

The legislature is the first organ of the government to form and to express the will of the state. It is the basis for the functioning of Executive and Judiciary. So, the Legislature is called the 'barometer' of the public opinion.

Meaning: The word Legislature or Parliament is derived from French word 'Parler' and Latin word 'Parliamentum'. which means to talk or discuss.

Legislature is called the 'mirror of public opinion' as it is a platform where representatives of the people of a nation come together to express their opinion. The Legislature has the supreme power to enact new laws necessary for a nation to amend the existing laws and to repeal obsolete laws. Hence the Legislature is called the 'law making factory' of a nation.

Names of Legislature of different countries:

1. India - Parliament
2. Maldives - Majlis
3. Germany - Bundestag
4. Isarel - Knesset
5. France - National Assembly
6. Denmark - Folketing

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Importance of Legislature:

Legislature is the first of the three organs of the government. The Legislature which consist of all the representatives is the symbol of the nation's sovereignty.



Picture of the Legislative Assembly, Karnataka

Legislature is an influential media to express the interest of the citizens through its laws.

The importance of Legislature can be realized from the following points:

1. Law making:

The Legislature, constitutionally has the supreme power to enact laws necessary for the state.

2. Formation of the government:

The party that wins in the general elections forms the government, proving its majority in the Legislative assembly.

3. Amendment of the Constitution:

Legislature takes steps like amending articles of the constitution, makeing new statutes, inserting new articles etc.

4. Solutions to Public Grievances(Issues):

Legislature is a major platform to openly discuss the grievances of the citizens. Members of the Legislature draw the attention of the House by raising public issues.

5. Mirror of National Life:

The Legislature reflects the overall development of the nation by forming new policies and rules necessary to fulfil the aspirations of the people.

Totally, the Legislature is the most important organ of government. It also works for the development of the nation like the executive and the judiciary.

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Structure of the Legislature:

Legislature has an important place in the government. The Legislature can be of two types :

1) Unicameral Legislature – Consists of one house.

2) Bicameral Legislature- Consists of two houses.

There are two houses in a Bicameral Legislature. One is known as Upper House and another known as Lower House.

Types of Legislature:

The Legislature is classified into two types. Namely

I. Unicameral Legislature

II. Bicameral Legislature

I. Unicameral Legislature

A Legislature which has only one house is Unicameral Legislature. The interest of the people can be expressed only in this Unicameral Legislature.

Unicameral Legislature avoids unnecessary repetition of debates. It protects the interest of the country by being economical. The countries which have Unicameral Legislature are Greece, Finland, Sweden, Denmark, Yugoslavia, Portugal, New Zealand etc.

II. Bicameral Legislature:

A Legislature having two houses is Bicameral Legislature. The interest of the people are discussed in both the houses and the laws are made.

Bicameral Legislature came into being in England through a historical accident. Today, most of the countries

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of the world, have adopted this method. For example the Indian Legislature 'Parliament' is a Bicameral Legislature. Its lower house is called 'Lok Sabha' and 'Upper House' is called 'Rajya Sabha'. Similarly, the parliament of England is a Bicameral Legislature. Its lower house is known as the House of Commons and the upper house is known as House of Lords.

Powers and Functions of Legislature:

There will be lot of debates and discussions on many issues and bills in the houses, on the opinions of the people. Executive is the external form of the government whereas Legislature is its internal form. The Legislature has the widespread powers.

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EXERCISES

Answer in one sentence:

1. What is the root word of Legislature?
2. What is Legislature?
3. What is Unicameral Legislature?
4. What is Bicameral Legislature?

Activities:

1. Organize a Mock Parliament in school.
2. Organize parliamentary sessions and discuss school matters.
3. Ask the students to watch legislative assembly sessions on television.

EXECUTIVE

Introduction:

Among the three organs of the government, the executive is the most important organ which executes the laws constituted by the legislature. The country's entire administration is maintained by the executive. Therefore, this organ is called the administrative organ. The executive identifies itself with the government for its practical purposes at every level because most of the powers of the government are concentrated in the executive.

Meaning: The word 'karyanga' is the version of the English word 'Executive'. It comes from the medieval Latin word 'Exsequi'. It means 'carry out the work'.

The executive in the narrow sense is considered to be the chief executive of the state and its advisor. For example, in India it consists of the President and the Cabinet, while in America it consists of the President and his secretaries.

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(Public Service Commission office, Delhi)
Representative image of Executive

Executive, in its broader sense, is the body of all the authorized persons concerned, with implementing the legislations. It includes the Head of the State, Ministers and Civil service personnel such as Secretaries, Heads of Departments, Clerks etc.

Definitions:

According to Garner: 'The executive is the organ of government that implements the will of the State expressed through the legislature, the constitution and the decisions of the judiciary'.

According to Willoughby: 'Executive power or its function is to represent the whole government, and the executive is to see that its laws and demands are carried out in its various organs'.

Significance:

In every political system, the executive occupies a central place. Its significance is as follows.

1. **The Executive acts as a machinery of the government:**

   Just as we can not imagine a body without a brain, we cannot imagine a state without an executive. The executive carries on the administrative work of the entire nation. The formation and functioning of the executive reflects on the competency of the government.

2. **Implementing the law:** If the executive does not exist, the Acts enacted by the Legislature cannot be implemented. No matter how good the statutes made by the Legislature are, it is the responsibility of the executive to implement it properly.

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3. **An effective Democractic tool :** Democracy, today is not just a type of government but is a way of life of the people. The executive is necessary to make democracy effective in every stage. In this regard, an executive with good leader is essential.

4. **An instrument of Welfare state:** All modern States aim to establish a welfare State. Executive is gaining more importance as a result of undertaking innumerable programmes for the development of the citizens.

5. **Sign of Nation's honour:** The executive plays a vital role in enhancing international relations, making agreements and safeguarding the national interests. The honour of our nation increases when peaceful and harmonious foreign policies are implemented.

Liftman states that the new responsibility given by the voters and every additional power gained by the government enhances the importance of the executive.

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Types of Executive:

The number of types of the executive cannot be precisely stated because there can be a system of exercising of two or three types of executives simultaneously in a nation. Its types are as follows:

1. **Nominal status Executive:** The system where the head of the government would exercise the power in the name of the head of the nation is called Nominal Status Executive.

Indian President and the Queen and King of Great Britain remain to be nominal status executive officers whereas the Prime minister and the cabinet exercise the power as real executives.

2. **Real Executive:** In this system the head of the executive will exercise the real power. For example, the cabinet comprising of the Prime minister of India.

3. **Parliamentary Executive:** This is a system in which the executive is elected by the Legislative assembly and functions in its confidence. The executive has power as long as it has the confidence of the lower house of the Legislature. In this system, the Head of the State is the nominal executive officer and the actual power is vested in the Cabinet comprising the Prime Minister.

4. **Presidential Executive:** A Presidential Executive is a system in which the head of the executive is directly elected by the citizens and is not elected by the legislature and is not accountable to the Legislature. D.V.Varner states that the Presidential which includes both executive is the head of the government and the head of the State are same. For example America.

5. **Single Executive:** This is an Executive in which all the powers of a state are concentrated in the hands of the central government. According to Prof. Garner, 'All the powers given to the organs of the center by the constitution and through it to the provincial or local governments which have come into existence with their powers and autonomy is a single person executive'. For example England.

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6. **Plural Executive:** This is a system where 'all executive powers are not vested in single person but it has been distributed among many persons or multiple institutions'. For example Switzerland.

7. **Political Executive:** An Executive elected by the people for fixed period is called political executive. For example, the cabinet of the nations.

8. **Permanent Executive:** The permanent executive is the bureaucratic class that is in power until retirement and implements the laws. They are responsible for obeying and implementing the directives of the political executive. Whichever party forms the government, has a fixed duration of office. But this bureaucratic class is permanent and serves as the backbone of the political executive.

In total, the executive is responsible for the entire administration of the nation. With modernization and scientific progress, the responsibility of the executive is increasing. The Executive is the lifeline of the State. Although the Legislature is theoretically the supreme organ in a democracy, in practice, the executive plays an important role in managing the overall governance of the States.

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EXERCISES

I. Fill in the blanks with the suitable word:

1 The organ which implements laws is ..... .

2. All modern states have the aim of establishing ..... state.

3. The electing the head of the state in Ancestral method is.....

4. The President of India is elected by..... election.

II. Answer in one sentence:

5. From which root word does the word executive come?

6. Which organ is called the administrative organ?

7. Who is the real head of the executive?

8. What is direct election method?

III. Answer the following questions:

9. Write the meaning of the Executive organ.

10. State any two importances of the Executive orgen.

11. Write four functions performed by the Executive.

Activities:

1. Contact the administrator of local institutions and list their administrative functions.

2. Write the designations of the chief executives of any five countries and collect the pictures.

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JUDICIARY

Introduction:

Judiciary is important in political system. Judiciary is the third organ of the government which interprets the laws made by the legislature, explaining the orders of the executive and administering the judiciary. This is also known as the security-guard of the nation. Its primary duty is to protect the righteous and punish the wicked. A well-organized nation building is possible only by the judicial system.



Picture depicting the symbol of Judiciary

Meaning: The word 'Judiciary' is derived from the Latin word 'Justitia'.

Definition: According to John Rawls, 'Judiciary is the organ of the government that determines to preserve the rights of the citizens punishes the criminals, upholds justice and protect, the innocent from dangerous attacks'.

Significance:

According to Lord Bryce, "If the light of justice proceeds from darkness only then is the fierceness of the darkness realized". This statement emphasises the importance of justice. The following points justify the statement.

1. **Protecting Laws:** No matter how good human beings are, when they are not afraid of the law, they naturally show disobedience to the laws. In such cases the judiciary takes action to punish those who violate the laws and allows them to live within their limits, in the society.

2. **Protection of Rights and Freedom:** Judiciary owns the responsibility to protect the rights and freedom of citizens from the attack by the people and government. Hence it is described as the protector of rights and freedom. It keeps the government from over-stepping its jurisdiction. In this way it controls government's despotism and protects citizens freedom.

3. **Civil welfare and security:** A nation's security and welfare of the citizen depends upon the Judicial system. Judiciary takes up the liability impartially and independently guarding people's life and property. when judiciary functions properly, people feel secure. It also helps in the development of the society.

4. **Establishment of order in the state:** Judiciary enforces the law in the State and punish those who violate it.

   Judiciary deals with civil law, criminal law and constitutional law. This will help in maintaining order in the State.

5. **Building public trust:** The ability of the constitution depends upon the effective functioning of the judiciary. It is the responsibility of the judiciary to ensure that people continue to trust the constitution. It keeps alive the principle that all are equal before the law.

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Justice Bhagawati emphasizes the importance of justice in his statement that it is the prime duty of the judiciary to ensure that social and economic programs of the country are in favour of poor and weak section.

Structure: The structure of the judiciary differs from nation to nation. Each country has its own judiciary which is adjusted to the political system of the respective country. Some countries have a unified judicial system while others have composite judicial system.

Structure of the unified judiciary : In a unified judicial system all courts with in a nation are constituted and functions on the basis of hierarchical principles. In countries of a unified judicial system, disputes relating to the center are decided by the Supreme court, while disputes of the State are decided by the State High courts, At the district level, the Sessions Court and at the Taluk level, Magistrate courts decide disputes. All these are bound to one order. Eg: India, Canada.

The subordinate courts before passing any judgement, keep the directives from the Supreme and High courts as precedent. Even Supreme Court itself keeps judgements as precedents. The supreme court is the final court for appeal. Appealing to the supreme court for reconsideration of all types of cases for which the judgements have been disposed is mandatory. There is no other court which can review the judgement of the Supreme court.

Structure of Federal Judicial System : In this federal judicial system the Centre and the States will have separate judicial systems. The High Court of the states will look into the States related work independently. For example, the United States of America has Supreme Court at its center. The Courts in the States are constituted by the Central legislature. They operate independently in the State.

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Switzerland also has a Federal Judiciary System. Both Center and the State have independent judicial systems. Judges are elected there by the Federal Assembly. It also deals with constitutional law. Thereby, it helps in maintaining law and order in the State.

Functions of Judiciary:

Judiciary occupies an important place in the government system. It strives for all-around development of society by performing judicial function. Its functions are as follows

1. **Interpreting the Law:** Judiciary interprets the vague and very brief laws as per the need. This is justified by the statement of Justice Hughes that we are under the constitution, but as the constitutional judge says?
2. **Judicial Decision :** The main function of the judiciary is to give judgements in accordance with the applicable law. It functions to settle disputes between individual or between individuals and government or between states through judgements.
3. **Issuing writs :** When citizens are deprived of their rights they can go to the court. For the protection of their rights, the court issues order and protects the rights. There are called writ orders.
4. **Giving judicial advice :** The judiciary advice the government in a country like India, when faced with complex problems. But there is no rule to do this. It is not practiced in America.
5. **Judicial review :** Judicial review has the power to examine the constitutionality of the laws enacted by the legislature and orders issued by the executive, declaring their validity and invalidity.

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The judiciary has the power to review the issues of the power executed by legislature and executive for example: America, India.

The judiciary as a whole has the entire responsibility of maintaining peace and order of the society. It ensures the legislative laws, executive orders are as per the interest of the citizens. Hence, an independent, impartial, fearless judiciary is the key to a healthy society.

EXERCISES

I. Fill in the blanks with the suitable word:

1. The root of word of judiciary is .....
2. The protector of rights is .....
3. 'We are under the constitutions, but as the constitutional judge says' is said by .....
4. The present Chief justice of the Supreme Court is .....

II. Answer the following questions:

5. List any two significance of judiciary.
6. State any two functions of judiciary.

Activities:

1. Arrange a mock court in your school and discuss.
2. Visit the nearest court and observe its procedings.

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CHAPTER 10 UNION GOVERNMENT

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Introduction to the Lesson

In this Lesson, the structure and functions of the Legislature and the Executive of the 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.

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The Union of India: India is a union of 28 states and 8 union Territories. The Union Government is called the Central Government. The 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 Government; and between Governments etc).

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 to become a member of Lok Sabha:

(1) One should be a citizen of India.

(2) They must be at least 25 years of age.

(3) They should not hold any post in the government.

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(4) They should not have lost mental health.

(5) They should not have been sentenced to imprisonment.

(6) They should not be insolvent i.e. not having enough money to pay one's debts.

(7) They must have to obtain the eligibility assigned by the Parliament time to time.

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, peace 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.

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 of the Parliament: 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.

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The role and functions of the opposition leaders : The leader of the opposition occupies a respectable place, because they point out the lapses, if any, on the part of the Government. They review the policies and programmes of the Government. They alert the Government, cabinet and officials.

The powers and functions of the Parliament

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

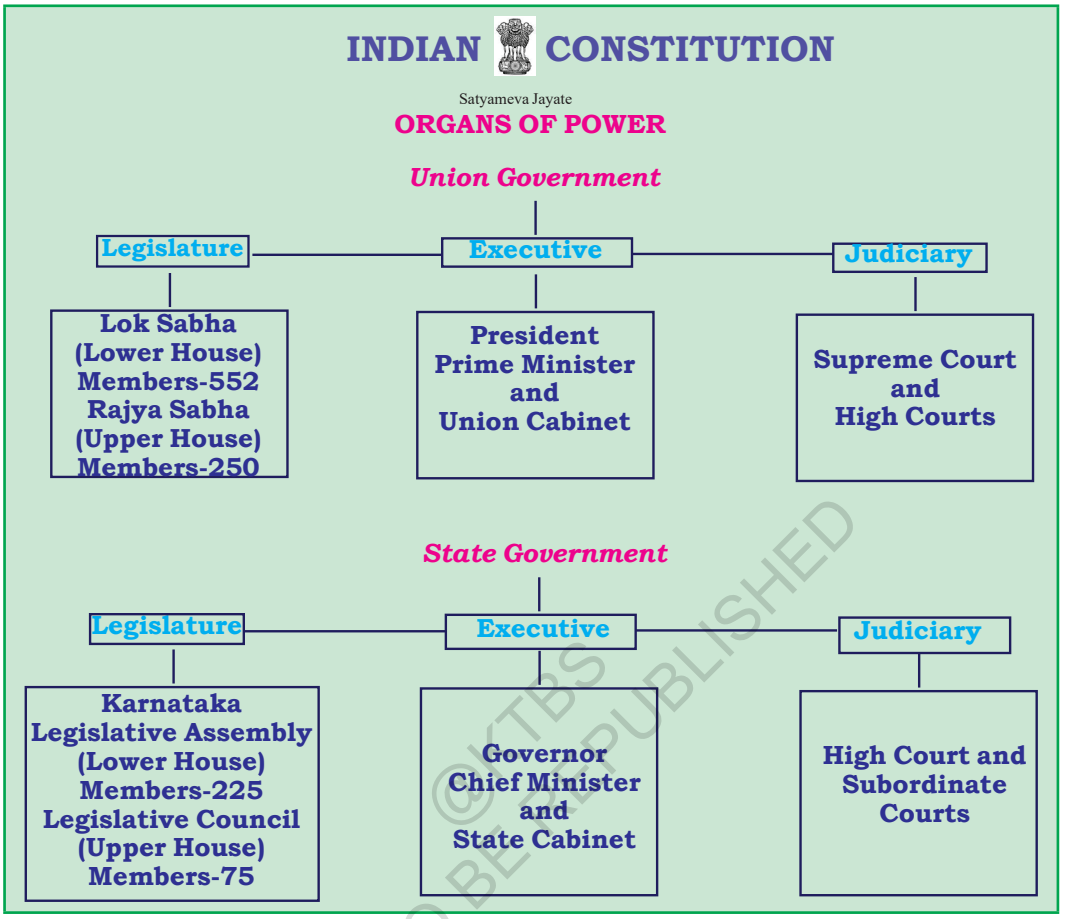
1. Legislative powers: The main function of the Parliament is to make laws. When necessary, the Parliament can also amend or revoke the existing laws. Mainly to maintain control over the Council of central Ministers (including the Prime Minister). If the behaviour or policies are unsatisfactory the council of ministers can dismiss the cabinet by a majority. This is also an important power of the parliament.

2. Financial powers: The Financial Bill must be presented 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 criticize the lapses and the misuse of powers on the part of the Ministers.

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

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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



The Rashtrapati Bhavan, 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.

(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 and authority to reduce punishment.

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Vice-President: The Members of both the Houses of Parliament elect the Vice-President. The Vice-President must be at least 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 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 Prime Minister

1. He is the Leader of the Lok Sabha.
2. He has the power to allot portfolios.
3. He is the Head of the Government.
4. He has the power to reshuffle the Cabinet.
5. On the advice of the Prime Minister, the Ministers are appointed by the President.
6. He recommends to the President for the dismissal of the Ministers.

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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 with him. The Cabinet is accountable to the Lok Sabha when a majority of the members of Loksabha supports a no-confidence motion, then the Cabinet is dismissed.

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 Rashtrapati Bhavan has 340 rooms. It was completed in 1929.*
- *The new parliment house was constructed as part of the central expansion project and inaugrated on 28-05-2023. it has an 888 seat Lok Sabha hall and a 384 seat Raja Sabha hall.*
- *The Members of Parliament receive monthly salaries and Constituencies 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.*

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EXERCISES

I. Fill in the blanks with asuitable word :

1. The person holding the highest office in the Republic of Bharath _____
2. The two houses of Parliment are _____ and _____
3. The Lower house of Parliment is_____ .
4. The tenure of Rajya Sabha members is _____ years.

II. Discuss in groups and answer

5. Which are the three organs of the Union Government? What are their functions?
6. What are the qualifications required to become a Member of Lok Sabha?
7. Who has the authority to amend the Constitution?
8. What is the role of the Prime Minister?
9. How is the union cabinet constituted?

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.*

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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 (Thiruvanathapura)
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	Uttarakhand (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)

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CHAPTER 11 STATE GOVERNMENT

G1E3T8

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 and Chief Minister 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 duties of the Chief Minister.

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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



Suvarna Soudha, Belagavi

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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.

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 Vidhana Mandala (the two houses). 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.

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Legislative Assembly (Lower House)

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

Earlier, the Governor had the privilege to nominate one Anglo Indian member to the Legislative Assembly. But according to the 104th Amendment of the Constitution in 2020 this privilege has not been continued.

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. This 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 travel in their constituency, participate in the happiness and sorrows of the people and solve their problems. They must take special interest in the welfare programmes. In order to facilitate the Members to carry on their work, they are given monthly salary and certain facilities. They have certain rights and protection.

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.
- Its main function is to keep control over the Council of Ministers When the majority of the Members of the Assembly find the Government policies unsatisfactory, they may, through a *No-confidence motion,* can dismiss the Council of Ministers.
- 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

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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.

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The Governor

The Governor is only 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.

• Bills passed by the Legislative Assemblies requires the assent of the Governor.

• If there is any constitutional instability in the state, the Governor can report to the President and dissolve the State Government.

• 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. The Governor appoints the Leader of the party or group that has won the majority in the Legislative Assembly elections as the Chief Minister.

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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 and change the portfolio's of the ministers.
- The Chief Minister has the power to dismiss 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

I. Fill in the blanks with a most appropriate word :

1. Teacher's representatives are the members of _____ house.
2. Suvarnasoudha is in _____ city.
3. The Assembly proceedings will go on under the leadership of_____ .
4. The Governer is appointed by_____ .
5. The number of members of Karnataka Assembly is _____ .

II. Discuss in groups and answer

6. What is meant by bicameral legislature?
7. Who is the M.L.A. of your Constituency?
8. Mention any three powers of the Governor.
9. What are the main powers and duties of the Chief Minister?
10. Write the duties of an M.L.A.

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Activities

1. *Go and watch the proceedings of the Vidhanasabha and Vidhanaparishad along with your elders or watch them on television.*
2. *Meet the Assembly members of your constituency and know about his duties.*
3. *Prepare a list of the Chief Ministers of Karnataka and display it in the school.*

GEOGRAPHY

CHAPTER 12 PHYSICAL DIVISIONS OF INDIA

W6Q7T4

Introduction

In this lesson we understand that our country is India (Motherland) and our state is Karnataka. To know India's location in the world, its size and extent and various physical features. Our Motherland Karnataka's location, size and extent and neighbouring states. Brief introduction about the physical features and divisions of Karnataka.

Competencies :

1 understand the geographical (location) background of India and Karnataka.

2 understand the various physical divisions of India and Karnataka State.

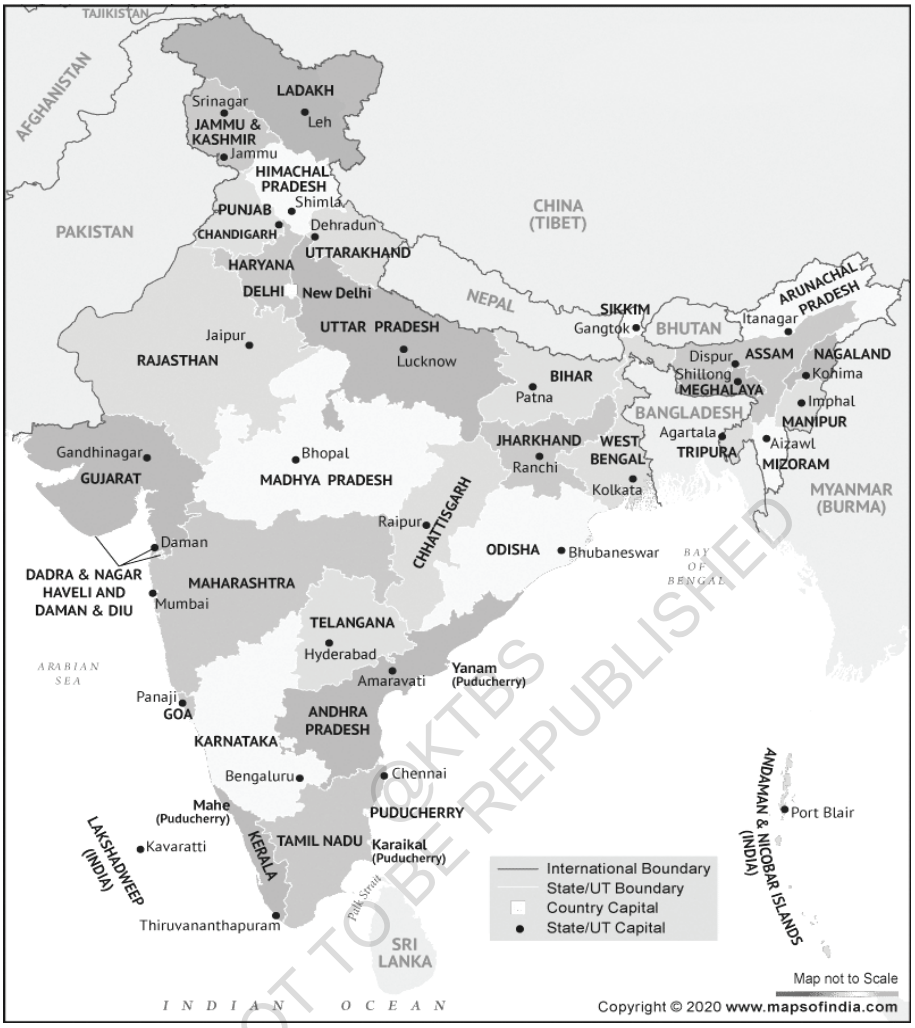
3 become aware of the desert and island groups of India.

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INDIA - Geographical context

India is located entirely in the Northern Hemisphere. It is a peninsula of South Asia. In area, India is the seventh largest country and second most populous in the world. But according to the statistics presented by the UNO in 2022, there are discussions that India is at the first place 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.



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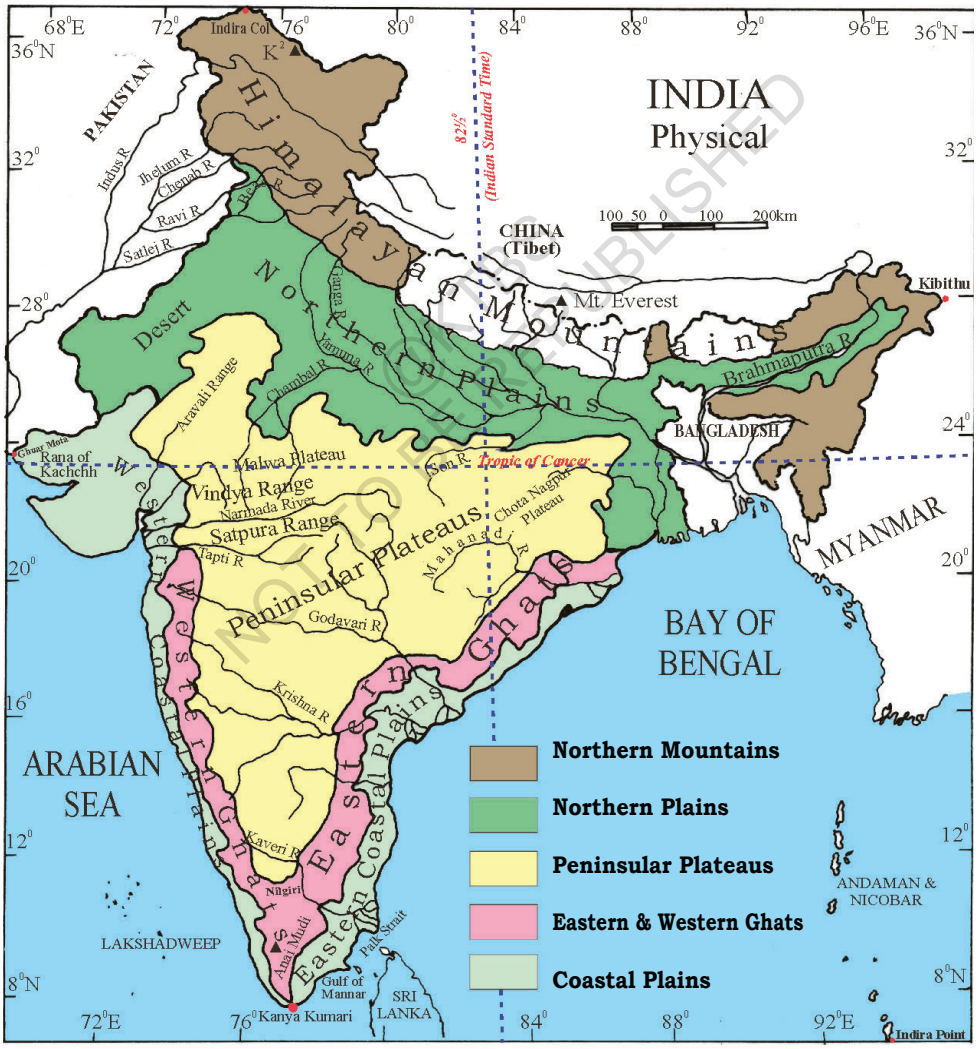
The neighbouring countries of India are Pakistan and Afghanistan on the north-west, China, Nepal, and Bhutan on the north and Bangladesh and Myanmar on the east. Sri Lanka is on the south-east and is separated from India by the Palk Strait and the Gulf of Mannar.

The water bodies that surround India are: Bay of Bengal in the east, Arabian sea in the west and Indian ocean in the south. Hence India has an extensive coastline and many islands. India has 28 states and 8 union territories. Delhi is the National Capital Territory.

India - physical divisions

India has a variety of physical features. Based on the topography : India can be divided into four major physical divisions :

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



Physical Divisions of India

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1. The Northern Mountains

They consist largely of the Himalayan ranges. They are the natural boundaries in the 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 role of the Himalayas in the economic system of our country is significant. They act as natural frontiers. They prevent, the cold winds from Central Asia, from blowing into India and they check the monsoon winds and causes heavy rainfall in India. They are the birth place of many rivers and home to many hillstations.

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 Sutlej, Ganges, Brahmaputra and their tributaries which rise in the Himalayas. Thus the plains are fertile, extensive and flat. They are very useful for the development of agriculture, industries, transport, towns, cities, etc. Due to all these advantages the plains are densely populated.

3. The Peninsular Plateau

The peninsular plateau is the most extensive of all the physical divisions of India. It is to the south of the North Indian plains and mostly comprised of old hard rocks. The Narmada-Sone rift valley divides the plateau into two 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 and the Vindhyas in the south. The

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highest peak in the Aravallis is Mt. Gurushikhar (1722 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, Cardamom 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 South India originate 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.

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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.

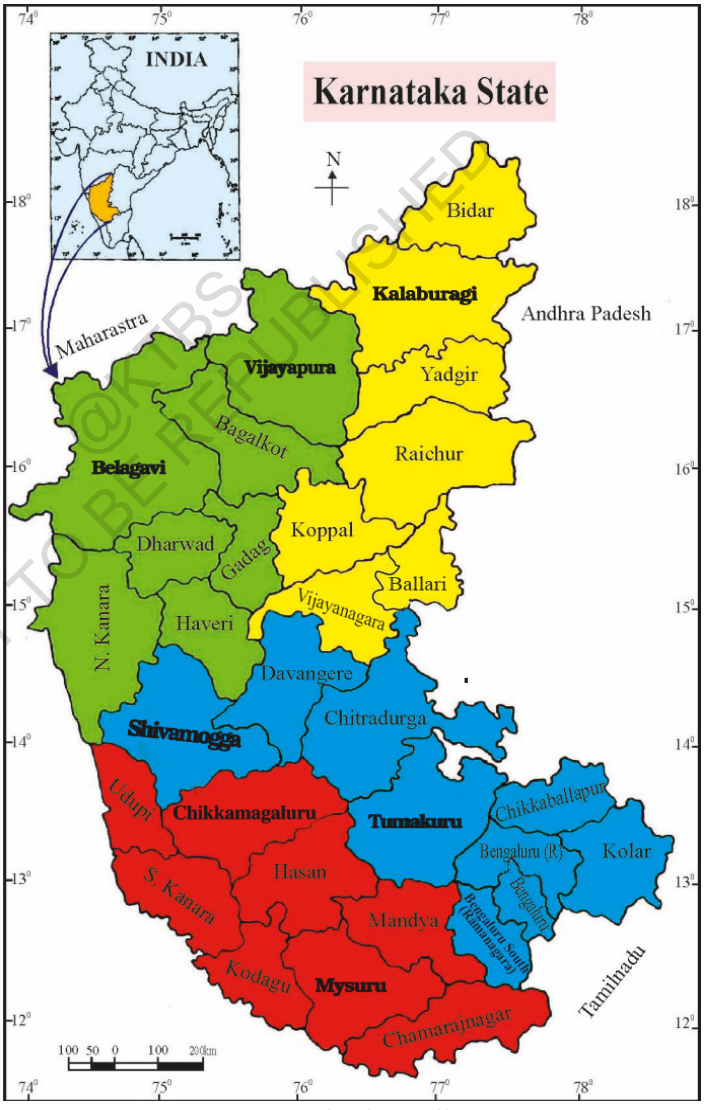
The Eastern Coastal Plain lies between the Eastern Ghats and the Bay of Bengal. It extends from the Gangetic delta in the north to Kanyakumari in the south. The Eastern Coastal Plain is broader. There are seaports along the western and eastern coastal plains.

The Island Groups

There are 247 islands in Indian territorial waters, of which 204 are in the Bay of Bengal. They are called as 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 'Coral sand'.

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 Punjab, Haryana and Gujarat. There are some salt lakes called **'Playas'** in the desert. There are many saline lakes which are the source of common salt Ex: Sambhar, Didwana and Sargol etc. The Sambhar lake is the largest salt lake in India.



Karnataka in India

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Karnataka - geographical location

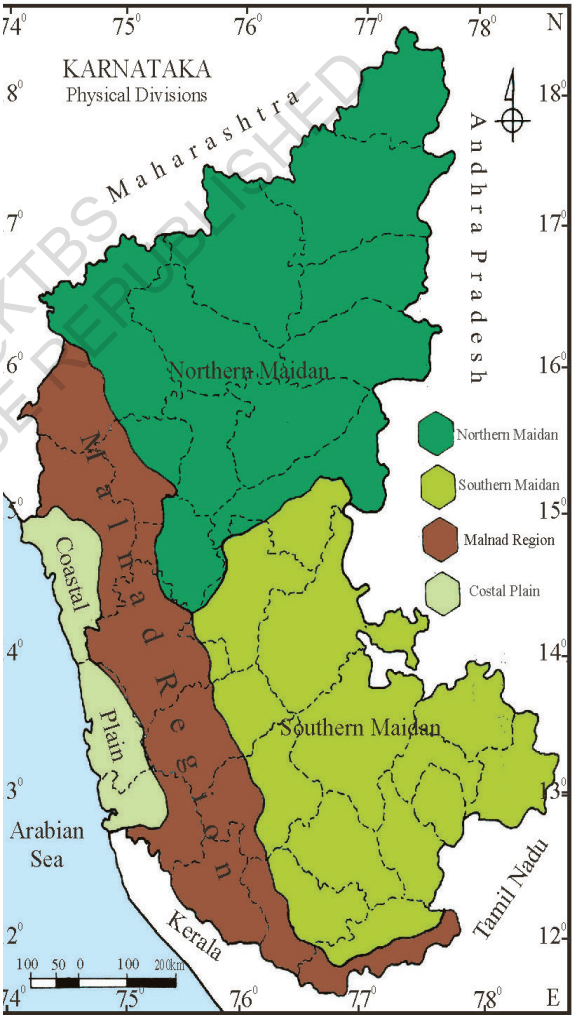
Our state, Karnataka is located in the southwestern part of India. It is the eighth largest state in India. The Latitudinal extent is from 11^0N to 18^0 N latitudes and 74^0 E to 78^0 E longitudes. Karnataka has both land and water boundaries. Maharashtra in the north Andhra Pradesh and Telengana in the east and Kerala to the south west. Arabian sea in the west. 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 Land forms. 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 is 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 districts.



Karnataka Physical Division

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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 near the coast e.g. St. Mary's Island (Coconut Island). New 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 popularly known as the **'Sahyadri Ranges'**. It is an important physical division of Karnataka. Because it gets heavy rain, it is densely forested and has wild life sanctuaries. It is the source of many rivers. There are many beautiful waterfalls (e.g. Jog falls) and many tourist centres. **'Agumbe'** which is located here, gets the heaviest rainfall in Karnataka. There are some high hills. One of them is the 'Mullayanagiri' (1913 m) is the highest in the state.

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 Northern Maidan receives 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. Like the Northern Maidan this plateau also slopes towards the east in the direction of river Kaveri.

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A large part of this plateau is covered with red soil. This region gets more rain than the northern maidan.

New terms

Peninsula, diversity, coast, physical divisions, corals, ghats, basalt.

Do you know

- The greatest ocean known by the name of the country 'India' is the Indian Ocean.
- River Ganga is the sacred river to the people of India.
- The Indian Standard Time is taken from 82½° E. longitude, which passes through the centre of our country.
- The Yana mountain (hill) in North Kannada 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.
- A distinct African-based bottle shaped gigantic Baobab trees are in Savanur in Haveri district (also called as Gorakhnath tree)
- Bijapur and Bhagalkote district breed of dogs called 'Mudhol Hounds' are very popular and are exported to other countries.
- Handloom cloth (sarees) of Banhatti in Bagalkote district 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, (Bidar) seems to have inspired Basavanna.
- Davangere was known as the 'Manchester of Karnataka'. Because it was famous for cotton textiles.

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EXERCISES

I. Fill in the blanks:

1. In terms of its area, India ranks _____ in the world.
2. Karnataka has _____ districts.
3. India has_____states and _____union terriories.
4. India's highest peak is _____ .
5. The Gateway of Karnataka is _____.
6. The place which receives highest amount of rainfall in Karnataka is _____ .

Answer the following questions :

7. Between which latitudes and longitudes does India extend. (Geographical location)?
8. List out the neighbouring states of Karnataka.
9. Name the physical divisions of India.
10. Which are the physical divisions of Karnataka ?
11. Name the districts of Karnataka which have a coast.

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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.

CHAPTER 13 NORTH AMERICA

C7G2L9

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 and 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 the diversity of physical divisions of North America.
3. Know about the rivers and the great lakes of North America
4. Understand the influence of varied climate on natural vegetation and animals.
5. Know about agricultural development of N.A.
6. Understand how North America developed By utilizing prominent mineral wealth.
7. Understand the origin, density and distribution of population of North America.

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North America is a recently discovered continent. The continent is mostly inhabited by Europeans and immigrants from other countries. The Spaniards made use of the Mexico's gold, The French built up profitable fur trade in Canada. The British not only did Fisheries in the Atlantic province of Canada and New England but also exploited the forests there.



North America's abundant resources are the basis for the development of 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 richest and economically dominant continent. Therefore, it is necessary to understand the continent as a model for progress for other continents.

LOCATION, POSITION AND EXTENT

North America is located entirely to the north of the equator. It extends from 7° N to 84° N latitudes. The tropic of cancer (23½° N.L) passes through the continent in the South and the Arctic Circle (66 ½° N Arctic circle) in the north. North America is surrounded by the Atlantic Ocean in the east, the Pacific Ocean in the west and the Arctic (North cold)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 coast 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 (16.46%) 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 included in the Physical definition of North America.

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Do you know?

Countries	-	*Their facets*
Mexico	-	*Sites of Mayan Civilization*
Canada	-	*Snow bird, polar bear*
USA	-	*Grand Canyon, Homes, Bar Ringer Crater, Valkanas*
West Indies	-	*Cricket, Islands*

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 (Physiography)

1 THE WESTERN CORDILLERAS

These are the folded 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 and Yucatan plateau's.



Rocky Mountains ranges



Alaska Mountain ranges



Mckinley Mountain

The Rockies are most important ranges in the Western Cordilleras. Mount McKinley (6194 m) is the highest peak and Death Valley (86 m below sea level) is the lowest part in this region. The Whitney Mountain and White Mountain in California are well known for their rugged slopes and scenic

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beauty. There are some **Intermountain plateaus** found between these ranges. Columbia, Colorado and Mexican plateau are the important among them. The Colorado river has caused the formation of the 'Grand Canyon' through its massive erosion.

The old faithful geyser (hot water spring) *is a World famous geyser in the Yellow Stone National Park of USA.*



Old faithful geyser

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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 (ice river) has resulted in the formation of a large number of basins. These basins are covered by lakes.

The Dust Bowl *- It is caused by a local tornado. It causes disaster to agriculture in the prairies of America and Canada.*

3 CANADIAN SHIELD

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.

4. THE APPALACHIANS HIGH LANDS

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



Applachians

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 forest wood. This region has a large population and its contribution to the North America's economy is significant.

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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. They are formed due to the glaciers.

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.



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North American Rivers

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'.



Grand Canyon (Arizona, USA)

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

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.



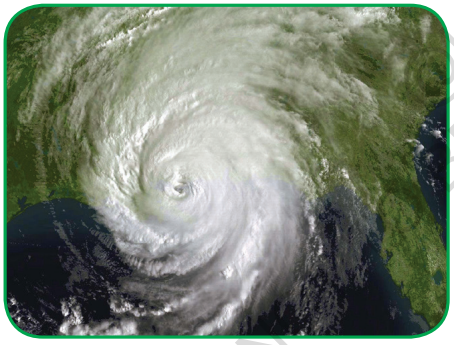
Superior Lake

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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 cities are situated on the Michigan and Eire lakes respectively. All these lakes have provided important waterways.

CLIMATE AND NATURAL VEGETATION

North America has a wide range of climate due to its vast latitudinal extent, and varied relief features. 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. Central and Southern regions of the continent are prone to severe storms including hurricanes and tornadoes.



hurricanes



Tornado



Twister

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North America's Natural Vegetation

Natural Vegetation



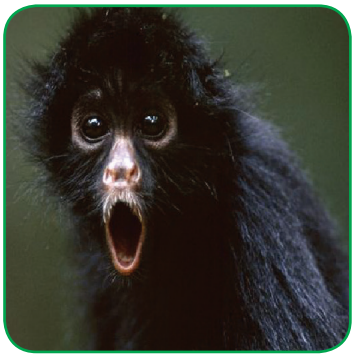
Coniferous forest

The Natural Vegetation and Animal life largely depend on climate, soil and topographical features. Due to the great diversity in climate and topography, North America has a wide variety of semi arid 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 mainly 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 scented 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. To the south of the Tundra belt lies the cool temperature type of climatic regions where cold climate foxes are found. This is actually a belt of **coniferous** forest called **Taiga.** The coniferous forests are evergreen and species like pine, fir, spruce, larch etc. are found here. The fur bearing animals are found in this region for example, the Lynx, Sable, silver fox etc.

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Beaver



Black Bear



Polar Bear



Silver Fox



Cypress



Chestnut

The deciduous forests are found in the 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 during certain period. Eg. Cypress, Oak, ash and chestnut. The wild animals found here include Beaver, Black, 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 basins of Mississippi - Missouri which is also known as the Prairies. This is actually a vast treeless plain.

NOT TO BE

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

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Mahogany tree



Maple

Canada is a country of Lakes. Formed by Sparse Population and abundant Taiga Kind of forest. The world's largest export of timber is done from here.

The Southern part of Mexico and the West-Indies region is known for 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. Desert nights are called 'Desert winters'.







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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 huge 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.** For ex : 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 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.

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Wheat



Maize

The other popular crops are barley, oats and potato. **Beer** is brewed from barley. **Oats** is used to feed 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 southern parts of North America. The Cotton belt lies along the Mississippi Valley. 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'.



Apple Garden



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"**.

The Grand Banks on the Atlantic coast of the north eastern part of North America, The Georges Bank of the New England and New Foundland coast are the shallow continental shelves which are popular fishing grounds.

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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 very earlier 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, kerosene and natural gas.

Gold is the very first mineral mined in North America. California and Yucatan 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.

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North America has large deposits of high grade coal in Appalachian region. The USA is the world's largest coal exporter. Offshore region of the Pacific Ocean has good deposits of natural gas. The USA is not only the major producer of petroleum but also the leading producer of nuclear power in the world.

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.



Gold



Iron



Steel



Coal



Copper



Nickel



Silver



Zinc

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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 them. The city of Pittsburgh is called the 'Steel city' 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



Chicago Industrial City

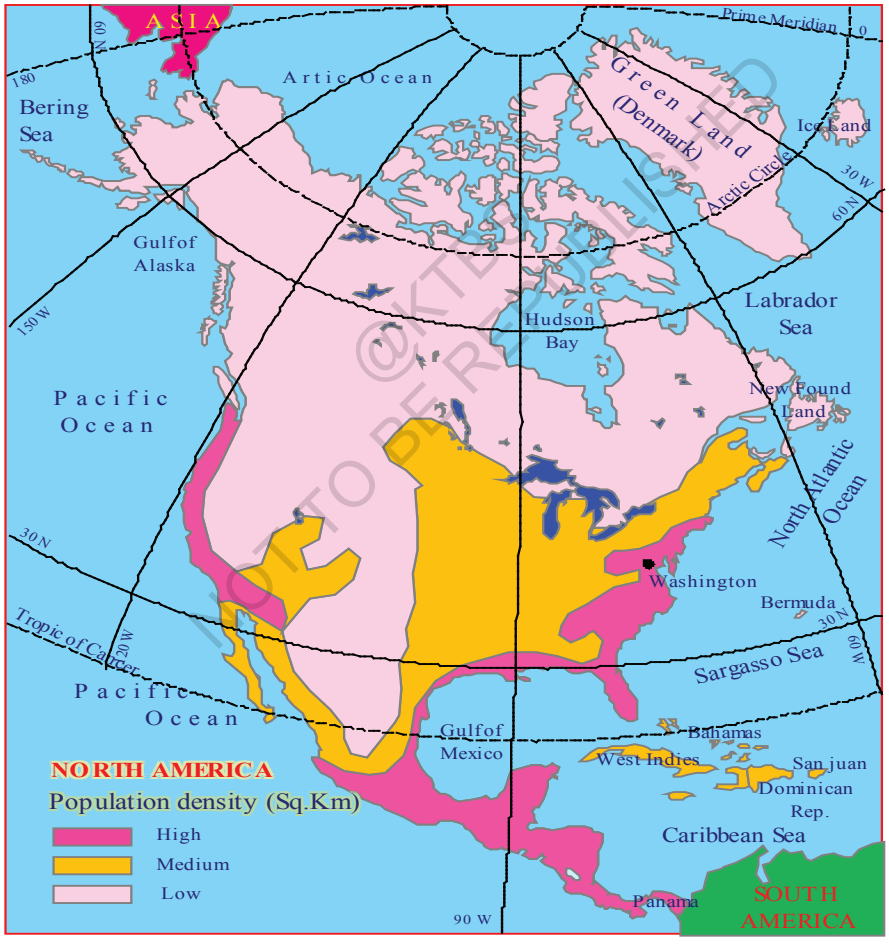
Soft wood is used in making paper, cardboard and newsprint in the U.S.A and Canada. Pulp is used to produce synthetic fibre. **Canada** is one of the top exporters of paper, pulp and news prints. **Lumbering** is a highly organized job in North America. People engaged in lumbering in Canada are known 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.

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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.

POPULATION

Most of the North Americans are Europeans, American Indians and Africans. Most of them speak Spanish, English, French or American Indian languages.



North America - Population density

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In the eastern parts of North America highest density of population is found. It is highly urbanised for eg: Newyork, Washington, Chicago and so on. But much of the northern part of the continent is almost empty, because it is generally ice-covered.

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, Caribbean, Cordilleras, Rockies, Appalachians, Canadian fold mountains, land shield, Grand Canyon, Homes, Hurricanes, Tornado, Tundra, Reindeer, Caribou, Taiga, cropbelt, oats, dust bowl, coking, locomotives, lumberjacks.

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EXERCISES

I Fill in the blanks with suitable word :

1. The Continent of North America is called the_____ Continent.
2. In Canada, the people whose occupation is to cut trees are called _____ .
3. World's wheat Basket is _____ .
4. Coniferous forest is called as _____ .

II Answer the following :

5. Mention the location and extent of N A.
6. Make a list of important countries of North America.
7. How are the Grand Canyon of Northern America formed?

8. Name the important plants and animals of NA.
9. Make a list of important rivers of NA.
10. Mention the majority of the people and their languages found in North America.

Activities :



1. *On the outline map of North America, mark the important mountains, rivers, great lakes and plains with the help of the Atlas.*
2. *Make a list of important plants and animals. found in NA and Collect their pictures.*

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CHAPTER 14 SOUTH AMERICA

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Introduction

This lesson provides an introduction to the location, area, physical features, rivers, lakes, climate, natural vegetation, wild life, agricultural and Animal husbandry, population composition, race, distribution and density of South American continent.

Competencies

1 Understand location, extent and geographical conditions 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 uniqueness of agriculture and animal rearing in South America.

5 Know the population, racial composition, distribution and density of population of South America.

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South America is the fourth largest continent in the world. When Christopher Columbus reached the continent around 1498, he mistook it for India, and called the natives as the Red Indians. Later the Europeans (Spanish and Portuguese) flooded the continent.

South America is a unique landmass formed by the Andes mountains and the Amazon river. It is the world's largest producer of coffee. It is often called the 'Land of Grasslands'.

LOCATION, EXTENT AND PHYSICAL FACTORS.

A large part of the South American continent lies mainly in the Southern Hemisphere.



South America Physical

The Equator and the Tropic of Capricorn, pass through the continent. It is triangular in shape, broader in the north and tapers towards the south. Its latitudinal and longitudinal extant is 12^0 N to 56^0 S latitudes and 35^0 W to 81^0 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 178.4 lakh Sq.km and it is 5.42 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. Chile is a linear country.

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- Panama Canal (1912) is the major ocean route between NA and SA.
- Argentina and Brazil are famous for Football.
- In 2020, the Olympic Games was held in Tokyo, Japan
- Venezuela is famous for modelling and designing.
- Sau Paulo is famous as the city of skyscrapers.

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.

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 (6,960 m) Argentina-Chile border is the highest Peak in the mountain range. The Andes are rich in minerals like copper and Tin.



Andes Mountains

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2. THE EASTERN HIGH LANDS



Angel Falls

This region comprises two distinct high lands, a) the Guyana 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.

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 indented 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.

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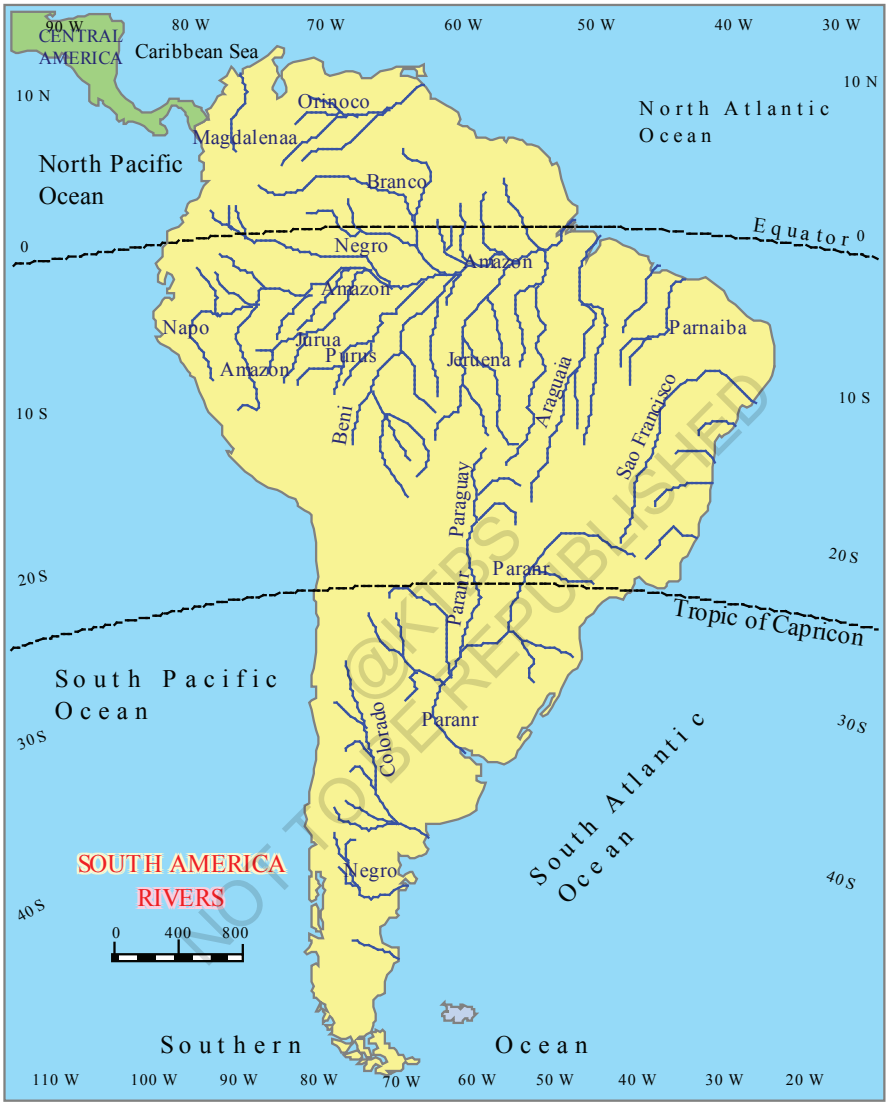
RIVERS AND LAKES



Titicaca lake

The Amazon, 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 Laplata.

Lake Titicaca (Bolivia) is the highest lake in the world and an important navigable lake of South America.



South America Rivers

- *Amazon* - *River*
  - *Anaconda and Piranha*
  - *Largest river with more than 1,000 tributaries*
  - *About 11.50% of the world land area*

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CLIMATE

South America has a wide variety of climate. The difference in the climate of this continent is due to its proximity to the Pacific and Atlantic Oceans.

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.

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> ➢ *The water bodies evaporates from the heat of the sun early in the morning, forms clouds and rains heavily on the same day is called as 'convectional rains'. The convectional rains that fall in the equatorial region are known as Afternoon rains, tea break rains and 4 O' clock rains.*

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 of South America. Atacama desert (Chile) is the driest area on the Earth. It has no rainfall for the last 200 years.



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 found in this area. The rubber trees found here are used to extract 'latex' (Rubber milk). On either side of the equatorial forests, grass lands are found. These are known as Llanos in the Orinoco river basin and as Campos in the Brazilian high lands (venezuela). The south eastern coast of Brazil has tropical deciduous forest.



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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.

WILD LIFE



Temperate grassland

South America has a variety of wild animals, birds and reptiles. South America is known as the 'Continent of Birds'. The condor is the biggest bird in the world. **Rhea** is a large bird which cannot fly, as the Ostrich in Australia. Spider monkey, squirrel and monkeys live in the trees of the Amazon forests. **Anaconda** 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 **Llama** and **Alpaca** are animals similar to camels as they have long necks. These are domesticated by the native inhabitants for daily works. Galapagos Islands are well known for their **giant tortoise**. There are flies and insects which cause sleeplessness. 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.

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Llama



Jaguar



Condor



Anaconda



Alpaca



Puma



Tortoise



Piranha fish



Rhea

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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 the 'Coffee pot of the world'. The 'coffee' region of the country of Ethiopia in Africa is the origin of the coffee crop called 'kafa' or coffee. There are thousands of coffee plantations in Brazil. Rio de Janeiro is called as '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.



coffee plantation



Sugarcane

Cotton is grown in drier slopes of Andes and is exported to other countries. South America is an important producer of **sugarcane**. Brazil is the leading producer of sugarcane and it is second largest producer in the world.

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 cattle grazing areas for Beef. 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 rear the Cattle.

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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. 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. After the arrival of Europeans in search of gold, they settled here and brought slaves from Africa to work in the plantations. The inter-marriage among these groups formed mixed races. There are three major races in South America.

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%).



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South America - Population Density

The dense forests of Amazon, Andean Mountains, deserts of Atacama and Patagonia are very 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

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

Red-Indians, Andes, Ring of fire, Equador, Guyana, Orinoco, Amazon, La Plata, Gran chaco, Galapagos, Hornos, Parana, Paraguay, Uruguay, Titicaca, Warm Ocean current, Cold Ocean,Current, Selvas, Latex, Compos, Pampas, Piranha, Gauchos, Patagonia, Atacama.

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EXERCISES

I Fill in the Blanks :

1. The locals of the continent of South America are called _____ .
2. The largest country in south America is _____.
3. World's highest waterfall found in south America is _____.
4. World's highest lake is _____.
5. The grassland of south America is called _____ .

II Answer the following :

6. Explain the location and Extent of S.A.
7. Mention the important grass lands of South America.
8. Name the important plants and wild animals of S.A.
9. Name the important cities with high density of population in S.A.

Activities



1. *On the outline map of South America 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.*

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