

Social Science

Part II

Standard VIII



**Government of Kerala
Department of General Education**

Prepared by

State Council of Educational Research and Training (SCERT), Kerala

2025

The National Anthem

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders, respect and treat everyone with courtesy.
To my country and my people. I pledge my devotion.
In their well-being and prosperity alone, lies my happiness.

8

Social Science

Prepared by

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Dear friends,

Through the study of Social Science, we have learned a lot about the vast world and the diverse social life in previous classes. Here we will get more opportunities to understand the history and transformation of society. Knowledge about the vibrant past of the motherland sheds new light on our historical consciousness.

The national movement that gained strength in Kerala, the struggles waged by the princely states against foreign rule, the reform movements formed against social evils, the struggles for civil liberties, and the formation of Aikya Kerala are also the subjects of the curriculum here.

Besides, this textbook will help you to get acquainted with world cultures, recognise the characteristics of the feudal system that existed in Europe, and understand the formation of various countries. It also discusses in detail the climate, social life, agriculture, and industries of Europe. There are many lessons that help us to understand the world order and to develop a global perspective as world citizens.

This textbook will be beneficial to comprehend the meaning, scope and basic elements of democracy in depth. Further, the party system in India, the largest democracy, is discussed here.

It is essential to promote agriculture as part of our culture. By introducing innovative trends in the agricultural sector and related cropping system, you can become more attuned to sustainable agriculture and uphold civic responsibility.

Social Science will help you increase national consciousness, understand yourself, and form new perspectives by recognising society. The eighth grade social science textbook, Part 2, has been planned on the basis of excellent learning experiences so that you can become active citizens by understanding the global trends. We assure you that it will be helpful in approaching history enthusiastically and acquiring new knowledge.

With love and regards,

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Certain icons are used in this textbook for ease of study



Additional Reading:
Not subject to evaluation



Learning Activities



Extended Activities



Let's Read

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Unit **8**

National Movement and Kerala

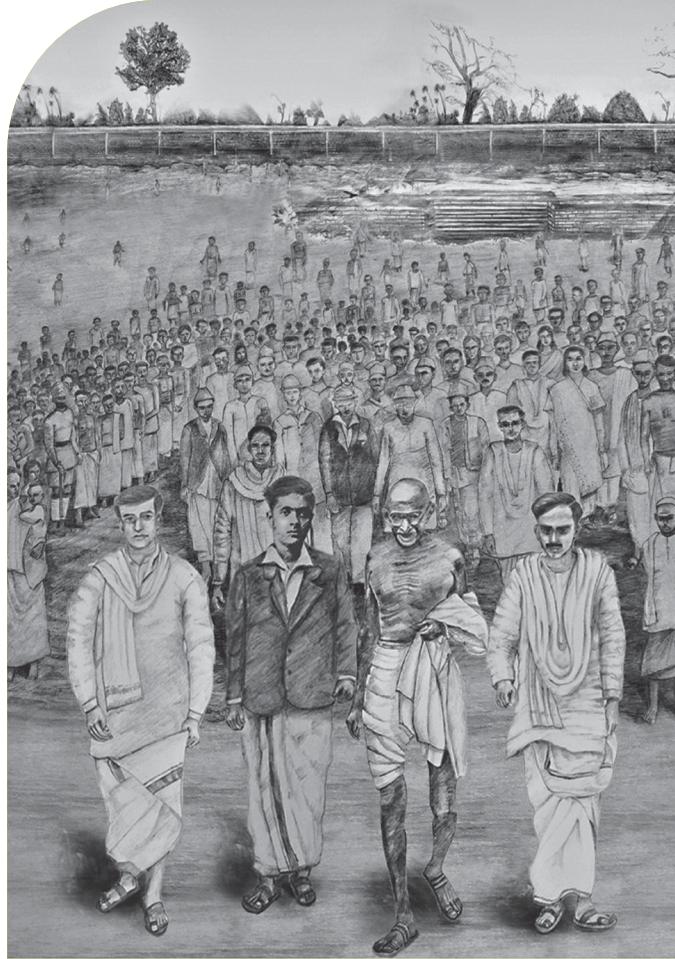


Figure 8.1 shows a statue of a brave warrior installed at the Pangode military camp in Thiruvananthapuram. It was erected to commemorate the defeat of the Dutch by the Travancore army at Colachal in 1741.

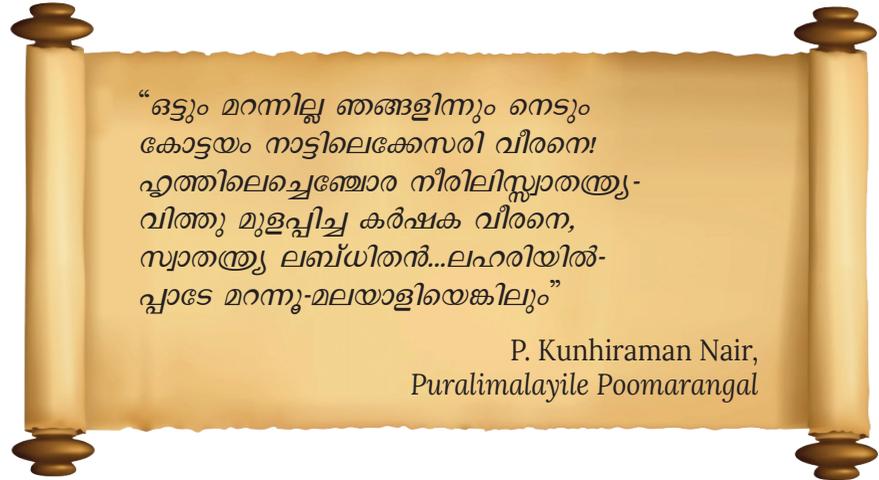
We have discussed the arrival of Europeans in India and the early conflicts with the natives in the previous chapter.

Those who came to Kerala for trade from various European countries tried to seize the princely states and establish political power. In the competition among the Europeans to establish dominance in Kerala, the British got the upper hand.

Fig. 8.1 •

During the arrival of the Europeans, there were various princely states in Kerala. Later, the Malabar region came under the direct rule of the English East India Company, while the princely states of Kochi and Travancore existed under the monarchy, accepting the supremacy of the British. Who were the first to fight the British in Kerala? What were the reasons? What were the consequences? Let us examine.

The Trumpet Sounds for the Preparation of War



Malabar



Fig. 8.2 • Malabar District 1800 CE

The above lines are about Kerala Varma Pazhassi Raja, who fought against the British in Kerala.

Kerala Varma Pazhassi Raja was a member of the Kottayam royal family in Northern Malabar. In the early days, he helped the British in Malabar against the Mysore rulers. In return, an agreement was made that Pazhassi would be given the power to collect taxes in the Kottayam area. However, the situation changed when Malabar came under the control of the English East India Company through the Treaty of Srirangapatnam. The British handed over the power to collect taxes in Kottayam to Pazhassi’s uncle, the Kurumbranadu king Veera Varma, who was loyal to them. Protesting against this neglect, Pazhassi Raja appealed to the people not to pay taxes to the new rulers. This led to the conflict between Pazhassi and the British.

Let us see what defensive strategies Pazhassi adopted against the English East India Company.

- The base was shifted to Wayanad
- The local people were added
- Guerrilla warfare was waged

Kurichya leader Thalakkal Chandu, Nair Chief Edachena Kunkan, Kaitheri Ambu, Kannavath Sankaran, and Pallur Eman provided strong military support to Pazhassi.

The British realised that it would not be easy to defeat Pazhassi, who had put up a strong defence with the support of the people in Wayanad, which was full of forests and ravines. They took various measures against him.

- Military camps were set up at strategic places
- New roads were built
- Rice supply to Wayanad was cut off
- A reward was announced for those who nab the participants in the rebellion

Look at the price the company has set for Pazhassi and his group. If you hold them, you will receive the full pagoda, and if you provide information, you will get half.

1. Kerala Varma Pazhassi Raja	3000
2. Veera Varma Raja	1000
3. Ravi Varma Raja	1000
4. Pallur Eman	1000
5. Pallur Rayarappan	300
6. Edachena Kunkan	1000

[Pagoda is a currency of that time]

[Source: Dr. K. K. N. Kurup, Pazhassi Samarangal]

Although talented military commanders were appointed to deal with Pazhassi, who had created a crisis for the Company's administration, there was no result. Thomas Harvey Baber, who came as the Sub-Collector of Thalassery, killed the commanders who were the strength of Pazhassi, and found out his military bases, forcing Pazhassi into a more defensive position. He attained a valiant death in an encounter with the Company's army at Mavilamthode in Wayanad on November 30, 1805.

Srirangapatnam Treaty



This is a treaty signed on 18 March 1792 between Tipu Sultan, the ruler of Mysore, and the English East India Company, following the defeat of Mysore in the Third Anglo-Mysore War. According to the treaty, the British received the regions of Malabar and Coorg, which were under Tipu's control.



Fig. 8.3 • Statue of Pazhassi at Mavilamthode

“Although he was a rebel, I felt that he should be treated differently from the way a fallen enemy would be treated, as he was one of the natural rulers of this country...”

This is part of a letter written by Baber to Thomas Warden, the Principal Collector of Malabar, regarding the burial of Pazhassi's body with official honours at Mananthavady (December 31, 1805).



Discuss in class and prepare a note on the defensive measures adopted by Pazhassi against the British by ensuring the support of the locals, and the steps taken by the British against him.



Fig. 8.4 • Velu Thampi Dalawa

The Dalawa Who Raised the Proclamation

In the previous lesson, we have discussed the anti-British struggle at Attingal in the 18th century, and the defeat of the Dutch at the port of Colachal. After these two decisive events in the history of Travancore, let us get acquainted with another resistance against the British.

Velu Thampi was the Dalawa, or Prime Minister of Balarama Varma Maharaja, who ruled Travancore. In 1805, through an agreement signed between the English East India Company and the King of Travancore marked the end of the political freedom of Travancore. The administration came under the control of Macaulay, the British Resident. Along with this, Macaulay cancelled the orders issued by Velu Thampi, and insisted on the immediate payment of the tax arrears owed to the company, which led to conflict between Velu Thampi and the British.

The Prime Minister of Kochi, Paliath Achan, also faced a similar experience with Macaulay. Velu Thampi entered into a secret agreement with Paliath Achan and the joint forces of Travancore and Kochi attacked Macaulay's camp in Kochi. However, Macaulay escaped from the attack.

On 11 January 1809, Velu Thampi issued a proclamation at Kundara in Travancore, calling on the people to prepare for an armed struggle against the British dominance. This proclamation is known as the 'Kundara Proclamation.'

Although the Travancore king did not approve of such actions of Dalawa, Velu Thampi continued to fight against the British with the support of the locals. The defeat by the company's army and the withdrawal of his ally Paliath Achan from the alliance were major setbacks for the Dalawa. The king removed him from the position of Dalawa. When the joint army of Travancore and the company surrounded the house at Mannadi, where Velu Thampi had sought refuge, he committed suicide instead of surrendering to the foreign power.

Kochi and Paliath Achan

We have discussed the alliance formed by Paliath Achan, the Prime Minister of Kochi, with Travancore. Let us examine what circumstances prompted him to fight against the British.

Paliath Achan had opposed the interference of the British Resident Macaulay in the internal affairs of Kochi. Besides, Macaulay gave shelter to an enemy of Paliath Achan which worsened the situation. Then Paliath Achan joined hands with Velu Thampi, and launched a struggle against the British. Although he resisted the British strongly, he was eventually exiled to Madras by the British.

Kundara Proclamation

(Kollam Era 948, Makaram 1)



Through this proclamation, Velu Thampi, the Dalawa of Travancore called upon the royalists and patriots to take up arms and prepare for a fight against the British who claimed to be protecting Travancore, but in reality, they were plundering our land and if they continued, the kingdom would be destroyed.

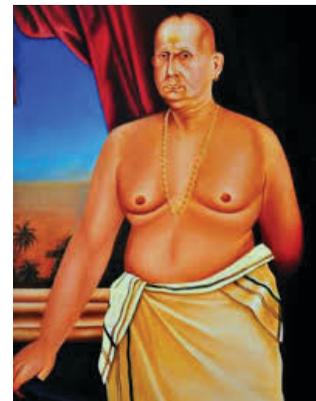


Fig. 8.5 • Paliath Achan

Paliath Achan

The heads of the Nair family called Paliyam in the Kochi kingdom were called Paliath Achan. The Paliath Achans held the position of being the Chief of Ministers or the Prime Minister of the Kochi kingdom.



What was the situation that prompted Paliath Achan and Velu Thampi Dalawa to fight together against the British? Discuss and present it in the class.

Kurichyar Rebellion - A Heroic Story of Resistance

Figure 8.6 depicts the tribal people fighting against the British with traditional weapons. Why did the tribal people fight against the British? Let us examine it.

The Kurichyar and Kurumbrar are tribal groups in Wayanad. The British considered them enemies after they supported Pazhassi in this rebellion. Let us look at the measures the British took against the Kurichyar and Kurumbrar.

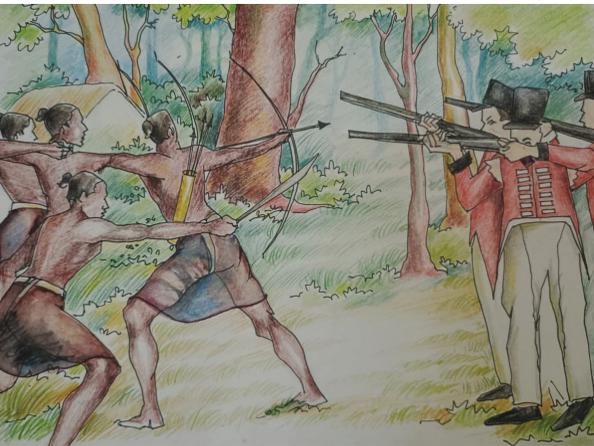


Fig. 8.6 • Sketch of the Kurichyar Rebellion

- The tribal people's tracts of land were seized
- They were not allowed to continue their traditional methods of farming
- The British demanded money instead of goods as tax

The Kurichyar rebellion began in 1812. The tribal people fought against the British by taking control of the routes to Wayanad and by gaining local support. Rama Nambi or Rama Mooppan was their leader. They directly attacked the British army stationed at Sultan Bathery and Mananthavady. But the British suppressed the Kurichyar rebellion by bringing in more soldiers from other places.



Examine the circumstances that led the tribal people of Wayanad to revolt and prepare a note.

Peasant Discontent - Leads to Rebellion

“There were about twenty-two strong rebellions in Malabar during the eighteen years from 1836 to 1853”

C. A. Innes, *Malabar Gazetteer*, Vol. II, 1951.

A series of rebellions broke out in various parts of Malabar in the nineteenth century. William Logan, the Malabar District Collector, recorded in his investigation report that the British government's tax policies, exploitation and eviction of landlords were the causes of these riots.

There was protest and violence by farmers against the exploitative landlords and the British government. Since most of the participants were Mappila farmers of South Malabar, the British authorities and imperial historians referred to these uprisings as the ‘Mappila riots.’

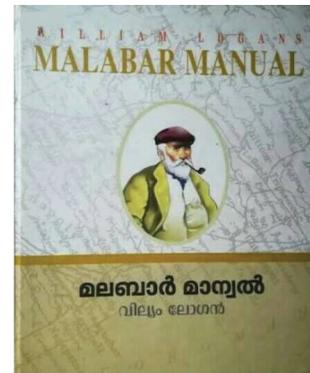


Fig. 8.7 • Malabar Manual



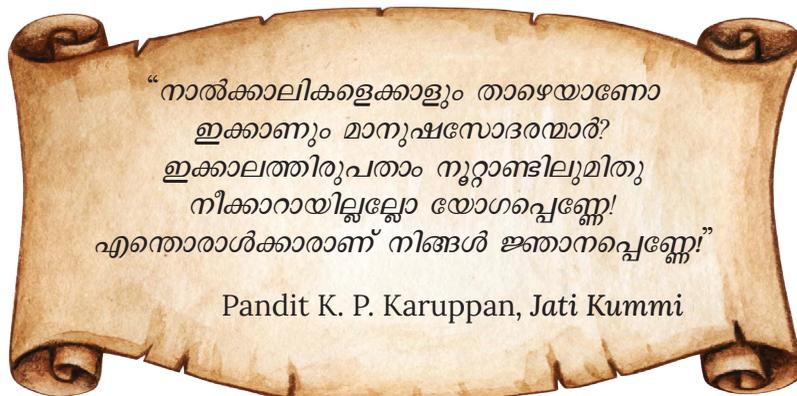
Why did the farmers protest against the landlords and the British government? Prepare a note and present it to the class.



Complete the table given below.

Resistance	Area Where It Took Place	Situation
	Kottayam, Wayanad	
		British intervention in internal affairs
	Kochi	
Kurichyar riot		
		Tax hike and eviction

Social Reform Movements



Have you noticed the lines given above?

What ideas can you understand from them? These lines describe the social conditions that prevailed in Kerala.

Let us examine the social conditions in the nineteenth and twentieth centuries.

The equality and equity that we see today were not seen in the social life of that time. It was a society where superstitions and customs were widespread. A person's social status was determined by the caste in which he was born. As part of caste discrimination, many social evils such as untouchability, unapproachability and travel bans existed in Kerala.



What other social evils have you heard of?

- Ban on 'Panthibhojanam'
-
-

Social reformers are those who fought against such irrational customs. The spread of modern education and the Renaissance thought supported their activities. Our land has given birth to many social reformers.

Social Reformers and Their Main Activities



Fig. 8.8 ● Vaikunta Swamikal

Vaikunta Swamikal

He was one of the early social reformers of Kerala. He performed the first 'Kannadi Prathishta' in South India, exposing the irrationality of idol worship.

Movement: *Samatva Samaj*



Fig. 8.10 ● Kuriakose Elias Chavara

Kuriakose Elias Chavara

He was a social reformer and an educational activist. He established orphanages and schools for the underprivileged.

Sree Narayana Guru

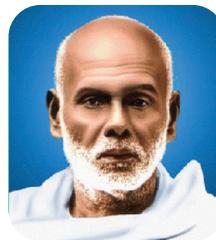


Fig. 8.9 ● Sree Narayana Guru

He was the foremost reformer who worked for social change in Kerala. He fought against superstitions and caste discrimination. He proclaimed, 'become

enlightened through knowledge.' He performed 'Shiva prathishta' at Aruvippuram and described this temple as a model place where everyone can live in brotherhood without any caste discrimination or religious hatred. His visions influenced reformers like Sahodaran Ayyappan, Mahakavi Kumaranasan, Dr. P. Palpu and T. K. Madhavan.

Movement: *Sree Narayana Dharma Paripalana Yogam*

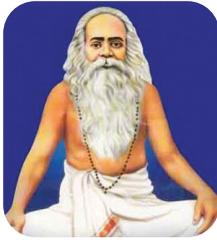


Fig. 8.11 •
Chattampi Swamikal

Chattampi Swamikal

Opposed the caste system and irrational customs. His writings were valuable contributions to the Malayalam language and literature.



Fig. 8.12 • Ayyankali

Ayyankali

Fought for the rights, self-respect, freedom of travelling and education of the oppressed sections of society. The Villuvandi strike and the Kallumala strike were important strikes led by him.

Movement: *Sadhujana Paripalana Sangham*



Fig. 8.13 • Vakkom
Abdul Khader Moulavi

Vakkom Abdul Khader Moulavi

Worked for the cultural renaissance of the Muslim community. He Started the *Swadeshabhimani*

newspaper to expose the vanity of the monarchy.

Movement: *Travancore Muslim Mahajana Sabha*



Fig. 8.14 • Mannath
Padmanabhan

Mannath Padmanabhan

Worked for social and educational progress of the Nair community. He led the struggles to achieve civil rights in Kerala.

Movement: *Nair Service Society*



Fig. 8.15 •
Poikayil Yohannan

Poikayil Yohannan

Fought against social evils like casteism and slavery.

Movement: *Pratyaksha Raksha Daiva Sabha*



Fig. 8.16 •
Pandit K. P. Karuppan

Pandit K. P. Karuppan

A poet and playwright, he worked for the upliftment of the backward classes.

Movement: *Araya Samajam*



Fig. 8.17 •
V.T. Bhattathiripad

V. T. Bhattathiripad

He was known as a reformer of the Namboodiri community, social worker and writer. He wrote the famous play

Adukkalayil Ninnu Arangathekk.

Movement: *Yogakshema Sabha*



Fig. 8.18 •
Vagbhatananda

Vagbhatananda

Promoted critical thinking based on logic. Tried to reform customs according to the changing times.

Movement: *Atmavidya Sangham*

Apart from these, many social reformers emerged in Kerala. Dakshayani Velayudhan, Parvathy Nenmenimangalam, Arya Pallam, Kalikutty Asathi, etc. worked for the social upliftment of women.

The activities of social reformers led to the advancement of rights and educational progress for the socially backward communities and women. Social reformers could create a new society based on social justice and marked the Renaissance period of Kerala.



Organise a seminar on 'The role of the ideas of social reformers in the Kerala Renaissance.'

Struggles for Civil Liberty

Upper Cloth Agitation

There should be no objection to the Channars of all religions wearing upper clothes or covering their breasts in any other way than like the women of the upper caste, and everyone should be informed about this.

A part of the proclamation issued by the Maharaja of Travancore, Uthram Thirunal Marthanda Varma, granting women the right to wear upper cloth, is given above.

You have discussed the 'Upper Cloth Agitation' that led to this proclamation in previous classes.

The women of the Channar community of South Travancore did not have the right to wear upper cloth like the women who were considered to be the upper caste. The Channar women, who appeared in public places wearing upper cloth with the support of Christian missionaries, were attacked by those who were considered to be the upper caste and their upper cloth was torn off. Subsequently, riots broke out in many places in Southern Travancore. On July 26, 1859, the Maharaja of Travancore issued a decree removing restrictions on Channar women to wear upper cloth.



Prepare a note discussing the social situation that led to the struggle for the right to wear upper cloth.

Vaikom Satyagraha

"Untouchables are not allowed to enter beyond this"

This was written on a board placed a hundred metres from the Vaikom temple.

The Vaikom Satyagraha was a major struggle for the freedom of travelling that took place in Kerala when the national movement was gaining strength. The people who were considered inferior were not allowed to walk on the approach roads of Vaikom temple. The satyagraha began on March 30, 1924, in protest against this discrimination.

This satyagraha was led by T. K. Madhavan, K. Kelappan, K. P. Kesava Menon and others. The Vaikom Satyagraha, which attracted national attention, ended with the mediation of Mahatma Gandhi. On November 23, 1925, all the roads on all three sides of the temple (except two lanes leading to the Eastern Gate) were opened to all Hindus.



Prepare a newspaper report related to the Vaikom Satyagraha.

Guruvayur Satyagraha

The Guruvayur Satyagraha was a movement that demanded all sections of Hindus be allowed to enter the Guruvayur temple.

The Satyagraha began on 1 November 1931 with the formation of a committee under the leadership of K. Kelappan and Mannath Padmanabhan. When the protest intensified, the authorities were forced to close the temple for approximately a month. The volunteer captains of the movement, A. K. Gopalan and P. Krishna Pillai, were brutally beaten by opponents of the Satyagraha. When K. Kelappan began a 'fast unto death' in front of the temple, many people came from different places to support it. Finally, the fast was ended on the instructions of Gandhiji. When the Congress held a plebiscite in Ponnani taluk to ascertain public opinion about the temple entry, the majority of the people supported it. In this way, the Guruvayur Satyagraha helped to create a favourable atmosphere for the entry of all sections of Hindus to the temple.

The Savarna Jatha



To express solidarity with the Vaikom Satyagraha, a procession was organised from Vaikom to Thiruvananthapuram under the leadership of Mannath Padmanabhan. This is known as the 'Savarna Jatha.'



Fig. 8.19 • T. K. Madhavan

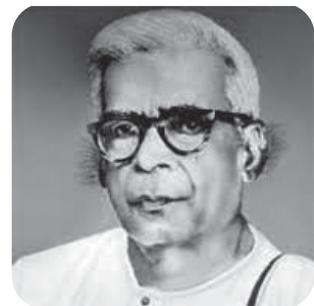


Fig. 8.20 • K. Kelappan



Fig. 8.21 • A. K. Gopalan



Fig. 8.22 • P. Krishna Pillai

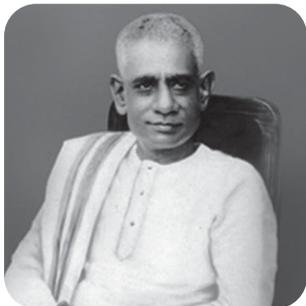


Fig. 8.24 • C. Kesavan



Miracle of Modern Times



Fig. 8.23 • Chithira Thirunal Balarama Varma

On November 12, 1936, Chithira Thirunal Balarama Varma, the ruler of Travancore, issued the Temple Entry Proclamation. Through this, the temples of Travancore were opened to all sections of Hindus. Gandhiji described this proclamation as a 'miracle of modern times.'

Paliyam Satyagraha

The Paliyam Satyagraha of 1947-48 was another protest in Kerala for the abolition of untouchability. The marginalised sections of the people were prohibited from walking on the road in front of the residence of Paliath Achan at Chennamangalam in Kochi. The Palyiam Satyagraha was organised by political parties and community organisations in protest against this injustice. The government responded with arrests and torture to suppress the satyagraha led by C. Kesavan and others. In 1948, when all the temples in Kochi were opened to everyone regardless of caste, restrictions on walking along Paliyam Road were lifted.



Organise a panel discussion on 'Struggles for Civil Rights and their Achievements.'



Complete the table given below.

Struggles for Civil Rights	Situation
Upper Cloth Agitation	Ban on wearing clothes
Vaikom Satyagraha	
Guruvayur Satyagraha	
Paliyam Satyagraha	

The Flame of Protest of National Consciousness

“വരിക വരിക സഹജരേ, സഹന സമര സമയമായ്
കരളുറച്ച് കൈകൾകോർത്ത് കാൽനടയ്ക്ക് പോക നാം..
ബ്രിട്ടനെ വിരട്ടുവിൻ ചട്ടമൊക്കെ മാറ്റുവിൻ
ദുഷ്ടനീതി വിഷ്ണുപത്തിലൊട്ടുമേ നിലച്ചിടാ..
ഉപ്പു നാം കുറുക്കണം ആരു വന്നെതിർക്കിലും
അല്പവും കൊടുത്തിടാതെ കോപിയാതെ നിൽക്കണം...”

-Amshi Narayana Pillai



These are the lines written by Amshi Narayana Pillai to be sung in a procession held as part of the Salt Satyagraha in 1930. Can you find out the methods of the Satyagraha from these lines?

The satyagrahis marched towards the Payyannur beach in a procession, singing songs and shouting slogans. Thousands of people welcomed them along the way. From this, we can understand how energetic the national movement was in Kerala. Let us examine how the national movement in Malabar, Kochi and Travancore grew in Kerala.

Malabar

The national movement was more active in Malabar than in other parts of Kerala. The formation of the Malabar District Congress Committee and the activities of the Home Rule League propelled the national movement forward. The Khilafat and Non-Cooperation Movements received strong support throughout Malabar. As part of the struggle, people boycotted foreign-made goods, courts, schools and other government institutions. The strike witnessed active participation of women and students.

The prominent leaders during the time were C. Kunhirama Menon, K. Kelappan, U. Gopala Menon, K. P. Kesava Menon, Muhammed Abdur Rahiman Sahib, E. Moidu Moulavi and Moyarath Sankaran.

When the Salt Satyagraha gathered momentum all over India under the leadership of Gandhiji as part of the Civil Disobedience Movement, its impact was also felt in Kerala. The centre of the Salt Satyagraha in Kerala was Payyannur in Malabar. The satyagraha was led by K. Kelappan.



Fig. 8.25 • C. Sankaran Nair



Fig. 8.26 • Barrister G. P. Pillai

Just as in Kerala, there was a notable Malayali presence in the Congress at the national level as well. C. Sankaran Nair and Barrister G. P. Pillai were prominent among them.



Fig. 8.27 • K. P. Kesava Menon



Fig. 8.28 • Muhammad Abdur Rahman Sahib

Satyagrahis from various parts of Kerala reached the beach at Payyannur and participated in it. Also, under the leadership of Muhammad Abdur Rahman, the Satyagrahis violated the law and made salt on the beach at Kozhikode. The people who gathered there had to suffer the brutal thrashings of the police. The boycott of foreign clothes, picketing of liquor shops and the Khadi campaign were all part of the struggle.



Gandhiji in Kerala

In 1920, Gandhiji and Maulana Shaukat Ali arrived at Kozhikode to promote the Non-Cooperation-Khilafat movement. This was Gandhiji's first visit to Kerala. When the leaders urged that Indians, though of different religions, are children of the same motherland, that our joys and sorrows are one, and that the problems are one, the people embraced it with enthusiasm.



What were the action programmes of the Civil Disobedience Movement in Malabar? Discuss and prepare a note.



Wagon Massacre

This is a tragic incident that occurred during the Malabar rebellion. Under the supervision of the British police officer Hitchcock, nearly a hundred prisoners were loaded into a goods train without proper lighting or ventilation to be transported from Tirur to jails outside Malabar. During the journey, more than half of them died in the wagon without getting air to breathe or a sip of water to drink.

Malabar Rebellion

The Malabar Rebellion was an anti-British and anti-landlord movement in Malabar. When the tenant movement, which was already active in Malabar, was merged with the Non-Cooperation and Khilafat movements, it evolved into the Malabar Rebellion. In 1921, the rebellion spread to the taluks of Eranad, Valluvanad, and Ponnani. Many people, including landlords, government officials and rebellious peasants lost their lives. The British government suppressed the rebellion using the Malabar Special Police and the army. Prominent among those who led the Malabar Rebellion were Ali Musliyar, Variyankunnath Kunjahammed Haji and M. P. Narayana Menon.



Fig. 8.29 • Picture related to the Malabar Rebellion



Fig. 8.30 • Pookottur War Memorial

Thirurangadi, Pookottoor, Pandikkad Clashes



The British police attempted to arrest Vadakke Veetil Muhammad, the secretary of the Khilafat Committee in Pookottoor, on charges of theft. This led to clashes between the British police and the people, first in Tirurangadi and later in Pookottoor and Pandikkad. These were the major incidents that took place during the Malabar Rebellion.



Prepare a note discussing how the Malabar Rebellion became an important event in the Indian freedom struggle.

Quit India Movement

The Quit India Movement, which began across India on August 9, 1942, resulted in the arrest of prominent leaders, including Gandhiji. As a result, it became a violent movement unlike other Gandhian movements. The people of Kerala—including women and students—actively participated in the movement in Malabar, Kochi and Travancore regions. The Keezhariyur bomb case is a major incident that took place as part of this.

Keezhariyur Bomb Case



During the Quit India Movement, a group of protesters manufactured bombs at Keezhariyur near Koyilandy in Kozhikode district. The aim was to frighten the British by detonating bombs at various places without causing any casualties. The explosions that terrified the British took place on November 17, 1942. The British police arrested those responsible, including Dr. K. B Menon and sentenced them to rigorous imprisonment.

Kochi

Since the establishment of the British sovereignty in Kochi, which was a princely state, there had been popular protests against it. The initial protests were aimed at establishing good governance. Later, protests began to gain political rights.

Electricity Strike

The Diwan of Kochi, R. K. Shanmukham Chetty, decided to hand over the electricity supply of Thrissur to a private company. In 1936, there was a popular uprising against



Fig. 8.31 • Ikkanda Warriar



Fig. 8.32 • Panampilly Govinda Menon

the decision. Although the government suppressed the protest, this strike helped mobilise people to the forefront of protest.

Kochi Rajya Praja Mandal

An organisation named Kochi Rajya Praja Mandal was formed in 1941 with the aim of achieving responsible government. Ikkanda Warriar, Panampilly Govinda Menon and V. R. Krishnan Ezhuthachan led the activities of the Praja Mandal. It was decided to hold a nationwide protest to achieve responsible government and 29 July 1946 was observed as “Responsible Government Day.” Later, the Praja Mandal merged with the Indian National Congress. Ikkanda Warriar became the Prime Minister, and the first Congress ministry came to power in Kochi.

Travancore

The Malayali Memorial and the Ezhava Memorial were the early movements that awakened the political consciousness of the people in Travancore.



Nivarthanam

The movement was called ‘Nivarthanam’ to distinguish it from Civil Disobedience and Non-Cooperation. This name was given by a linguist named I. C. Chacko.



Fig. 8.33 • Pattom Thanu Pillai

Malayali Memorial	Ezhava Memorial
<ul style="list-style-type: none"> • Demand for adequate representation of people of Travancore in government jobs in Travancore • On 1 January 1891, a petition signed by the people was submitted to the Maharaja, stating this demand • Leadership - G. P. Pillai 	<ul style="list-style-type: none"> • Demand for adequate representation of Ezhava community in government service • On 3 September 1896, a petition signed by members of the Ezhava community was submitted to the Maharaja. • Leadership - Dr. P. Palpu

Abstention Movement

The 1932 ‘Nivarthanam’ or Abstention Movement was a powerful political agitation that took place in Travancore. The Christian, Muslim, and Ezhava communities formed a political committee and led the movement jointly. They demanded proportional representation in government jobs

and in the Legislative Assembly. C. Kesavan, N. V. Joseph and P. K. Kunju led the movement. The activities for responsible government in Travancore were carried out under the auspices of the Travancore State Congress. Pattom Thanu Pillai was the first president of the Travancore State Congress. They organised the agitation through petitions and direct action protests.



Fig. 8.34 • K. Ramakrishna Pillai

Swadeshabhimani Newspaper



K. Ramakrishna Pillai was the editor of Swadeshabhimani Newspaper, owned by Vakkom Abdul Khader Moulavi. He openly opposed the wrong policies and corruption of the government through the newspaper. He published a series of articles sharply criticising P. Rajagopalachari, the Diwan of Travancore. Following this, Ramakrishna Pillai was exiled from Travancore, and the Swadeshabhimani Newspaper was banned.

The Congress Socialist Party

In 1934, Congress workers who were interested in socialist ideas, met at Kozhikode under the presidency of K. Kelappan. They decided to form a 'Congress Socialist Party' within the Indian National Congress. P. Krishna Pillai, E. M. Sankaran Namboothiripad and A. K. Gopalan led this faction. Several peasant struggles took place in Kerala under the leadership of the Congress Socialist Party.

Punnapra-Vayalar Struggle



This struggle was against the tyranny of C. P. Ramaswamy Iyer, the Diwan of Travancore, and for the establishment of responsible government. Since the struggle took place in Punnapra and Vayalar in Alappuzha, it became known as the Punnapra-Vayalar Struggle. It was carried out in 1946 by farmers and workers under the leadership of the Communist Party.



Create a flip album including the popular protests and important events that took place in Malabar, Kochi and Travancore as part of the national movement.

Malabar

Kochi

Travancore



Women's Movement towards Freedom



Fig. 8.35 •
Gandhiji

“Our motherland is one of the poorest countries in the world. Out of a hundred people here, only three or four have enough to eat and wear. If you look closely, we don't even have enough. If you understand this, give me a share of whatever you think is extra to help the hungry and the starving. I will convert it into clothes and food and deliver it to the hands and mouths that need it. If your mercy can fill at least one belly and cover at least one's nakedness, there is no other good deed that can be done in this situation.” When Mahatma Gandhi said this at a public meeting in Vadakara, where women thickly gathered, many bowed their heads with a sense of guilt. A girl ran up to Gandhiji... She took off her gold bangles and earrings and held them out. Gandhiji, who was suddenly stunned, asked, “Is this the decision of your own free will?” “Yes,” she nodded her head... “What is your name, child?” “Kaumudi,” she replied. “Kaumudi..., what will you tell your parents? What will you do if your future husband insists on not wanting a girl without ornaments?” “I will also be stubborn and refuse a husband who is stubborn like that.”



Fig. 8.36 • Kaumudi Teacher

Have you read the above historical incident? Kaumudi Teacher was a person who avoided ornaments in her later life and lived a simple life wearing only khadi. Thus, many Malayali women performed selfless acts as part of the Indian freedom struggle.



Fig. 8.37 •
A. V. Kuttimalu Amma



Fig. 8.38 •
Ammu Swaminathan



Fig. 8.39 •
Akkamma Cheriyan



Fig. 8.40 •
Annie Mascarene

When the national movement gained strength in India through protests such as Non-Cooperation and Civil Disobedience, women in Kerala actively participated in the struggles. Embracing Gandhiji's message, women were active in salt production, boycotting foreign clothes, and weaving and wearing khadi clothes. During the struggle period, there was also notable participation of women in the activities of eradicating untouchability and uplifting Harijans. Many women were imprisoned as part of the struggles. During this period A. V. Kuttimalu Amma and Ammu Swaminathan in Malabar and Akkamma Cheriyan and Annie Mascarene in Travancore led the national movement.



Fig. 8.41 • C. Kunjikkavamma

C. Kunjikkavamma

When Gandhiji first visited Kerala, she made her son put a tulusi garland woven with gold thread around Gandhiji's neck. "If you want me to accept the gift, you must take a pledge to wear only khadi clothes for the rest of your life," Gandhiji suggested. She kept that promise until the end of her life and she suffered imprisonment several times as part of the protests. In 1938, she was elected President of the Kerala Pradesh Congress Committee. She was also active in the Harijan Uplift and Khadi Campaign.



Organise a seminar on 'National Movement and Participation of Women in Kerala.'

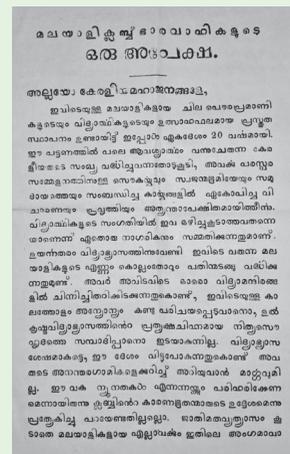
Formation of the State

"The princely states of Travancore and Kochi, the British Indian provinces and Mayyazhi, which can be considered parts of Kerala based on geographical, linguistic, cultural, economic and administrative considerations, should be organised together as a self-governing unit within the Indian Union... All the powers of the government in this unit should be vested in the people."

[From the resolution of the Aikya Kerala Convention held in Thrissur in 1947]

Have you read the demands of the resolution given above? This is a resolution to unite Kerala, which was a separate administrative region, and create the state of Kerala. Let us examine the important events that led to the formation of an Aikya Kerala.

In 1921, the All Kerala Provincial Conference held at Ottapalam was attended by representatives from Malabar, Kochi, and Travancore. In 1928, the Payyannur Congress Conference, chaired by Jawaharlal Nehru, demanded that Kerala be reorganised as a separate state when the constitution of independent India was being formulated in the future. Following this, a committee was formed to work towards the goal of an Aikya Kerala and its conventions were held at various places. The merging of Travancore and Kochi to form Thiru-Kochi on 1 July 1949 was an important step towards the goal of forming the state of Kerala.



A notice issued by the Malayali Club of Madras in connection with the Aikya Kerala Movement.

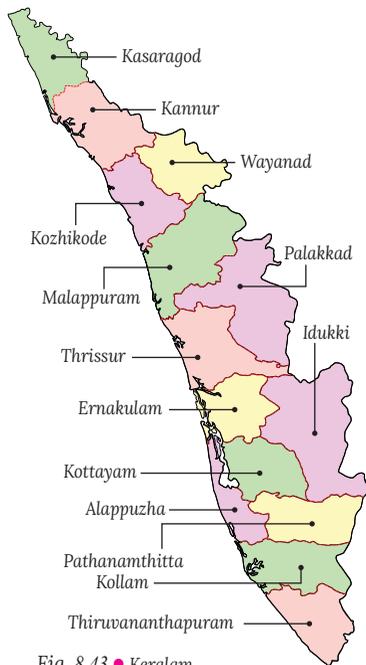


Fig. 8.43 • Kerala



Fig. 8.42 • Kothikkallu

The stones placed on the border between the Kochi-Travancore states are known as Kothikkallu. 'Ko' refers to Kochi and 'Thi' refers to Travancore.



After the independence of India, the Fazal Ali Commission was formed to reorganise the states of India based on language. As per the recommendations of the commission, the state of Kerala came into existence on 1 November 1956 by merging Malabar and Thiru-Kochi. The taluks of Thovala, Agastheeswaram, Kalkulam and Vilavancode, which were part of Travancore, were added to the Madras State (present-day Tamil Nadu). The taluk of Kasaragod, which was part of south Karnataka, was added to Kerala.



Fig. 8.44 • E. M. S. Namboodiripad



Prepare a script for a digital presentation, including the activities of the Aikya Kerala Movement, with the aim of a state for the Malayalam speakers and the formation of the state of Kerala.

The general election in Kerala was held in February and March 1957, and on 5 April, the first ministry under the leadership of E. M. S. Namboodiripad assumed power in Kerala.



Extended Activities

- Prepare a project on the topic 'Role of local resistance in fostering national consciousness.'
- Prepare a short biographical book based on the lives of the reformers who worked for social renaissance in Kerala in the nineteenth and twentieth centuries. Make it attractive by including pictures and messages.
- Find out more struggles for civil rights in Kerala and prepare inquiry note.
- Prepare a digital magazine including the Aikya Kerala Movement and the formation of the Kerala state.

Unit 9

Democracy: Meaning and Scope



I have completed 18 years of age. My name is included in the voters' list. I can vote in the next election.

Why do we vote? Why are elections held?

In a democracy, people choose the government by voting.

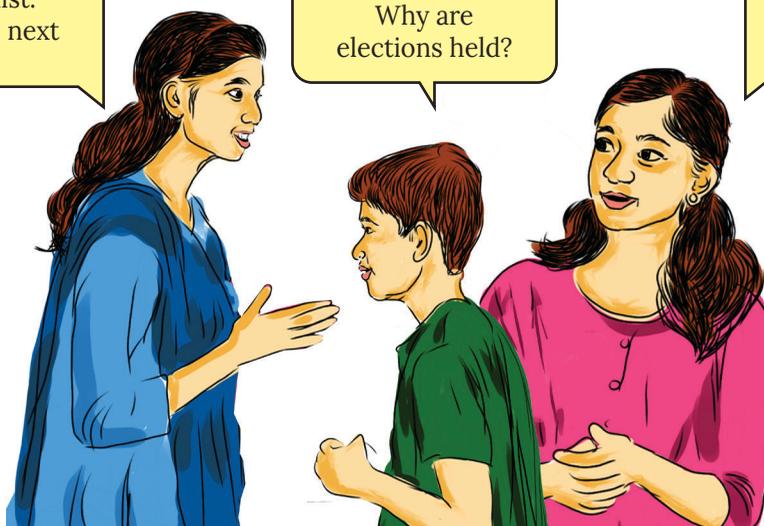


Fig. 9.1 •

The above is a dialogue that highlights the importance of elections in a democratic system. What are the points that emerge from the dialogue?



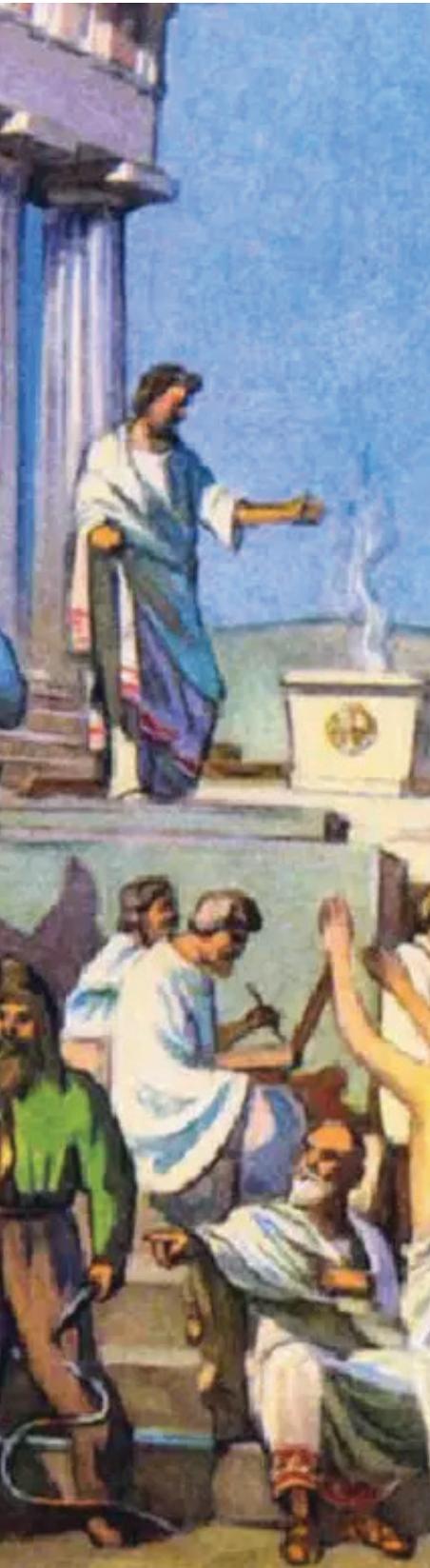


Fig. 9.2 • Ancient Athens

The common perception of democracy is that it involves elections and an elected government.

But if only these elements are present, can we call that system a democracy? No, because there have been dictators in history who came to power through elections.

What Is Democracy?

Democracy is not only a system of government but also a value. Democracy is built on the foundation of ideas such as Liberty, Equality, Justice, and Rights. Democracy consists of governments that respect these values and do not intrude upon them. This means that there are limits to the activities of the government. These limits are set by the constitution. Therefore, we can also call modern democracy a Constitutionalism.

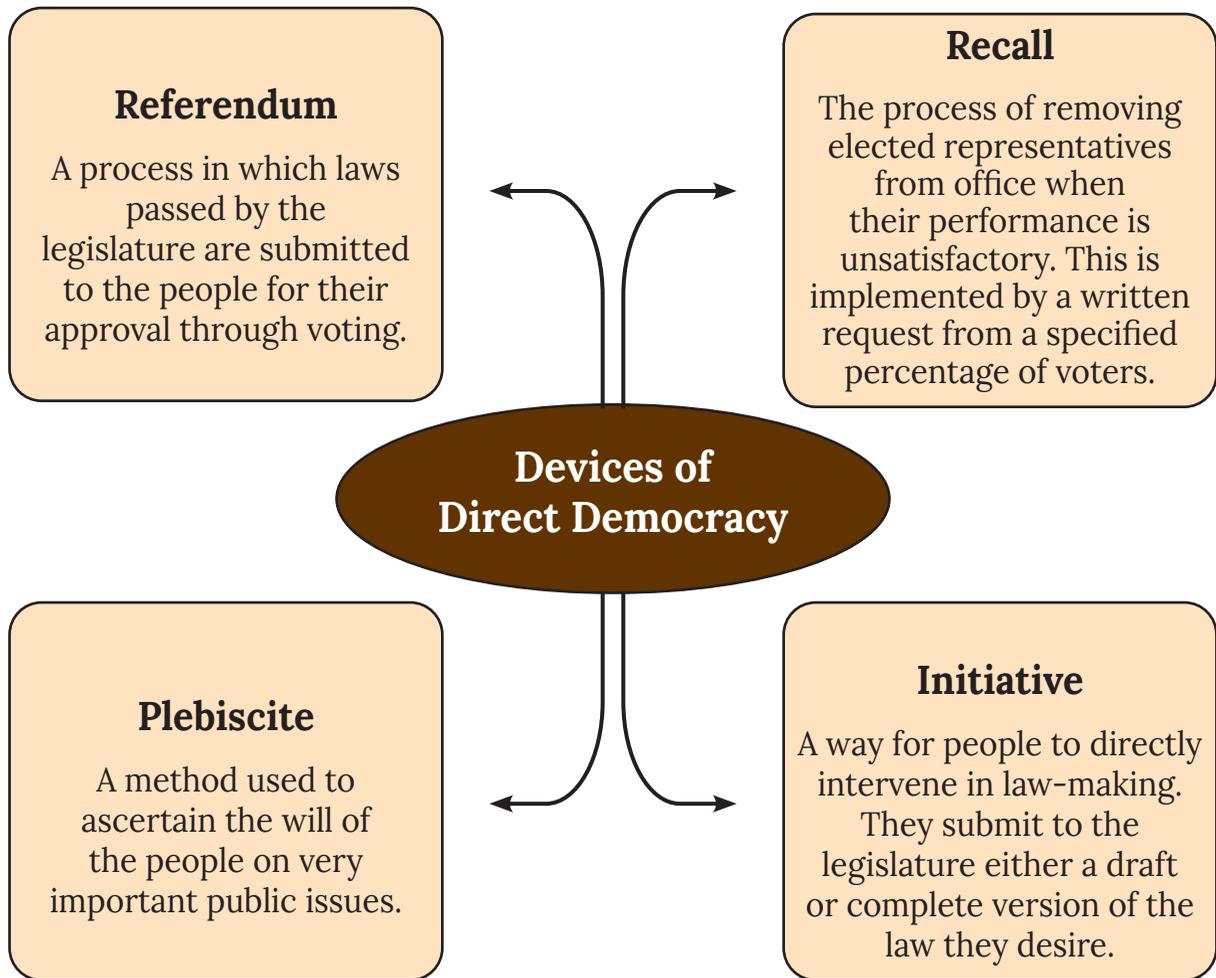
The democracy we see today has been formed through a prolonged process. Let us examine the development and evolution of democracy.

Greece: The Birthplace of Democracy

The origin of the democratic system can be traced to the city-states of ancient Greece. Among these city-states, Athens was the most prominent. The word ‘democracy,’ meaning the power of the people, is derived from the Greek words ‘Demos’ meaning people, and ‘Kratos’ meaning power. Athens had a culture that valued individual freedom and individual ability. All decisions concerning the state were made directly by the citizens. Similarly, the military leaders and judges were directly elected by the people. In this way, the democratic system in which the people directly participate in governance and law-making is called Direct Democracy. However, its greatest limitation was that slaves and women did not participate in the democratic system that existed in Athens.

Direct Democracy: In the Contemporary World

Direct democracy in its complete form cannot be seen anywhere in the world today. However, some of its devices still exist in many democratic systems. Let us examine what they are.



Switzerland is a country where direct democratic devices exist.

As the size of the states and population increased, direct democracy in the Greek model became impractical. That is how, indirect democracy, or representative democracy, in which the people elect their representatives to govern, came into being. Let us examine the features of this system.



Organise a panel discussion on the factors that hinder the Direct Democratic System in the modern world.

Indirect Democracy or Representative Democracy

Representative Democracy or Indirect Democracy is a system in which the people elect their representatives to govern. The representative democracy we are familiar with began in Europe in the eighteenth and nineteenth centuries. The growth of the British parliament led to the rise of the representative democracy. British parliamentary democracy gained strength through constant confrontation with the monarchy. In a parliamentary democratic system, the government is governed by a council of ministers that is collectively responsible to the parliament. Adult franchise and civil rights are milestones in the history of British parliamentary democracy. The French Revolutionary ideals of Liberty, Equality and Fraternity have also made great contributions to the values of representative democracy.



Complete the table by comparing Direct Democracy with Indirect Democracy.

Direct Democracy	Indirect Democracy
<ul style="list-style-type: none"> The people rule directly 	<ul style="list-style-type: none"> The people rule through representatives
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Parliamentary System and Presidential System

In democratic governance, there are two models in practice – Parliamentary System and Presidential System. Democratic systems are classified in this way based on the relationship between the executive branch and the legislature. Let us examine their features.

Features of the Parliamentary System

- The executive branch is controlled by the legislature
- The powers of the head of the state are nominal
- The head of state is the King/Queen/President
- The head of government is the Prime Minister
- The Prime Minister is the leader of the party that has the majority in the legislature
- The council of ministers, headed by the Prime Minister, is collectively responsible to the legislature

Features of the Presidential System

- The executive branch and the legislature are separate
- The President serves both as the head of state and the head of government
- All executive powers are vested in the President
- The President is directly elected by the people
- The President is not accountable to the legislature



Discuss and prepare a note on the merits and demerits of the Parliamentary System and the Presidential System.

Several factors need to come together for the existence of a democratic system. Let us get acquainted with some of them.

Basic Factors of a Democratic System

Freedom (Liberty)

Freedom is one of the necessary factors for democracy to exist as a political and social order. Freedom is defined as the absence of restrictions. That is, a state devoid of any external restrictions on individuals. Freedom also has a creative dimension. In this sense, an opportunity to develop the capabilities of individuals can also be defined as freedom.

Collective Responsibility of the Council of Ministers



In the Parliamentary System, the council of ministers, led by the Prime Minister, is collectively responsible to the legislature. The council of ministers is collectively responsible for the decisions taken by each minister concerning their respective departments.

The important freedoms are freedom to move, freedom to organise, freedom to assemble and freedom to express. Of these, freedom to express serves as the foundation of democracy.



Freedom of Expression



Fig. 9.3 • Voltaire

“I disagree with what you say. But I will defend to the death for your right to say it.” - Voltaire

The above words indicate the importance of freedom of opinion and freedom of expression. Humans express their ideas in various ways. As you know, conversation is the primary means used by individuals to express ideas. For a Film Director, cinema is the medium to express ideas. A writer presents his views through books. If they are banned, the people’s right to know is denied. Sharing and evaluation of ideas and opinions is the most important thing in democracy.



Fig. 9.4 • J. S. Mill

According to J. S. Mill, no idea is completely wrong. There may be elements of truth in what we think is wrong. When we prohibit an idea that we think is wrong, we lose even the truth contained in it.

Freedom and Restrictions

Freedom is not complete in the absence of restrictions. Therefore, some instructions and rules that individuals should and should not do are necessary for social life. It restricts the intrusion upon another person's freedom. The value of freedom becomes meaningful only in a system where each individual respects the freedom of others. The thought

that one's own opinions and beliefs are more powerful than those of others leads to conflicts. In such cases, legal and political restrictions are needed.



What are the different ways that individuals use to express their ideas?

- Conversation
- Pictures
-
-

Equality

Equality is a very important value in democracy. Equality is the view that all people in the world are unique and valuable, regardless of discrimination based on religion, colour, gender, race, language, or nationality. Equality is also the essence behind the concept of universal human rights.

However, equality does not mean that everyone should be treated the same way in all situations. It cannot be said that giving different considerations to different persons according to their ability is a violation of the concept of equality. For example, an award given for literature or a medal given for excellent performance in sports cannot be seen as inequality. By giving different considerations, equality gets a broader meaning.



Fig. 9.5 ●

Three Dimensions of Equality

Political Equality	Social Equality	Economic Equality
<ul style="list-style-type: none"> ● Right to vote ● Right to contest elections ● Right to hold public office 	<ul style="list-style-type: none"> ● Non-discrimination ● Equal status ● Equal opportunities 	<ul style="list-style-type: none"> ● Right to work ● Equal pay for equal work ● Right to leisure



Organise a discussion and prepare a note on “Absolute Equality and Special Recognition of Talents.”

Justice

Justice is one of the basic values of democracy. The concept of justice changes over time. In the modern view, justice means giving equal and due consideration to all individuals as human beings.

Three Principles of Justice

Equal Treatment for Equals	Proportionate Justice	Recognition of Special Needs
<ul style="list-style-type: none"> As human beings, all individuals deserve equal rights and equal consideration No discrimination on the basis of class, caste, religion, gender, or race 	<ul style="list-style-type: none"> Justice should be proportionate to the ability and contribution of each person There is no injustice in treating each person separately according to their ability 	<ul style="list-style-type: none"> In a society where inequality exists, the weaker section and the backward can enjoy equality only if special rights are granted Methods such as reservation can be adopted to ensure equality



Find out from the surroundings what special considerations have been adopted to ensure equal justice and write them down.

- Separate seats are reserved for the differently-abled on the bus.
-

Rights

Rights are essential for the existence and growth of democracy. Rights are the conditions necessary to lead a dignified and meaningful life as human beings.

What we desire or wish for is not necessarily a right. It is merely a claim. Only legally recognised claims are considered rights.

Many prominent political thinkers are of the opinion that rights originated before the formation of the state and are natural in character. The right to freedom, the right to property, and the right to life are important Natural Rights.

A bill of rights is included in the constitution of most countries as part of giving legal recognition to rights. The fundamental rights given in Part III of the Indian Constitution is an example of this.

Different Types of Rights

Political Rights	Civil Rights
<ul style="list-style-type: none"> • Right to vote • Right to contest elections • Right to hold public office • Right to criticise the government 	<ul style="list-style-type: none"> • Equality before the law • Right to a free and fair trial • Right to assemble and organise • Freedom of expression
Economic Rights	Cultural Rights
<ul style="list-style-type: none"> • Right to work • Right to receive minimum wages • Equal rights over the resources and property of the state 	<ul style="list-style-type: none"> • Right to preserve language and script • Right to educate in the mother tongue • Right of indigenous people to preserve their cultural heritage



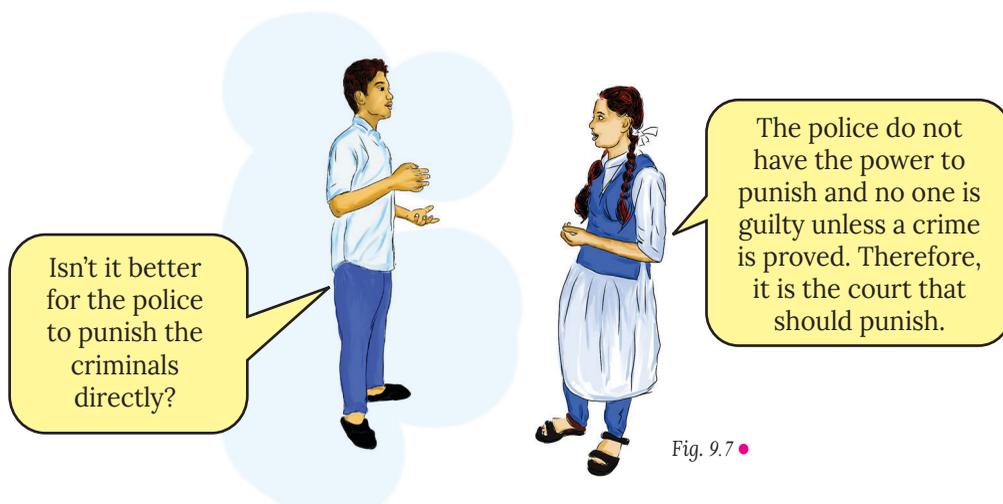
Fig. 9.6 •



Prepare slogans, placards, posters and pamphlets to raise awareness in the society of various rights.

Rule of Law

The rule of law is one of the basic values of democracy. The essence of the rule of law is that everyone is equal before the law and everyone will receive equal legal protection. The general laws of the country will apply equally to everyone. There will be no special laws for any group. Similarly, the government can fulfil its duties only through the process and principles prescribed by the legal system.



Isn't it better for the police to punish the criminals directly?

The police do not have the power to punish and no one is guilty unless a crime is proved. Therefore, it is the court that should punish.

Fig. 9.7 •



Organise a debate on 'The importance of the rule of law in a democratic system of governance.'

Constitutionalism



All modern democratic systems work according to the constitution. The constitution is the fundamental document that sets out the laws on which the authority of the state is based and the rights of its citizens. Along with the powers of the state, the fundamental rights of its citizens are also enshrined in the constitution. However, the government has certain limits to interfere with the fundamental rights of its citizens.

Separation of Powers

The separation of powers among the branches of government, namely the legislature, the executive, and the judiciary, is very important in a democratic system. These three branches, while remaining independent in their respective areas, also check the activities of the other branches. If all these powers are concentrated in a single branch, it will lead to tyranny and endanger the freedom and rights of the people.

Election and Representation

We have already discussed that modern democratic countries generally follow an indirect democratic system. In indirect democracy, the rule of the people means that the representatives of the people rule for the people. Election is the system adopted to elect the representatives of the people. Elections should be free, fair, and held at regular intervals. For this, basic provisions regarding the right to vote and the conduct of elections should be included in the constitution of the country.

Secularism

The basis of the concept of secularism is a clear separation between the state and religion. The state will not have an official religion. At the same time, citizens will have the freedom to believe in any religion they wish. The state will treat all religions equally. In a democratic system, secularism

So...
Just as we have exams,
elections are a test
by the people to
evaluate the parties...



Fig. 9.8 •

is relevant in two ways. First, it treats all religions equally, regardless of minority or majority. Since the state does not have an official religion, it does not discriminate against any community on the basis of religion. Further, it provides citizens with equal justice and rights along with freedom of belief.

Political Parties

Political parties are an essential element in a modern democracy. They play an important role in creating political awareness and shaping public opinion in a democracy. Political parties facilitate the functioning of a democracy. The conferences, marches and speeches they hold are the most powerful political education programmes in a democracy. The aim of political parties is to win elections and gain political power by turning public opinion in their favour.



Organise a seminar on “The Role of Political Parties in Strengthening Democracy.”

Opposition

The opposition plays an important role in a democratic system. The opposition should have the freedom to criticise and evaluate the government. The freedom of the opposition to act is a sign of a healthy democracy.

A constructive opposition carefully examines and evaluates all the activities of the government. Along with criticising the wrong policies of the administration, it gathers public opinion and suggests alternative policies to correct them. The opposition is what makes democracy more dynamic. The marches, conferences, and demonstrations they organise make the political system more active. A political system that bans or restricts the opposition or imprisons opposition leaders is not good for democracy.



What are the factors that make the opposition essential in a democratic system?

- Criticising and evaluating the government
-

So far, we have discussed democratic governments and their values. However, there are also governments in the world that do not adhere to democracy. Some of them are given below.

Monarchy	<ul style="list-style-type: none">• The oldest form of government• Power is transferred by inheritance• All the power of the state is vested in the king/queen
Dictatorship	<ul style="list-style-type: none">• All the powers of the state will be concentrated in one person• No one has the right to question or criticise the person who becomes the supreme leader of the state• All forms of democracy, including elections, will be banned
Military Dictatorship	<ul style="list-style-type: none">• The military will rule directly• There will be no democratic rights or other forms of democracy• Protests and criticism will be suppressed by military force
Party Dictatorship	<ul style="list-style-type: none">• Only one political party governs• All the powers of the state are concentrated in the party• Democratic values, including freedom of expression, are completely prohibited
Theocratic State	<ul style="list-style-type: none">• Clergy will directly rule the state according to religious laws• The official religion of the state shall be the basis of the legal system• Everyone shall be obliged to believe in and follow the official religion



Fig. 9.9 ●

Indian Democracy

India is the largest democratic country in the world. There is perhaps, no other democratic process in the world where so many people participate. Elections are an essential factor in a democratic system. Let us examine the features of Indian democracy.

Why Did India Adopt Democracy?

Democratic values had a great influence on the Indian freedom struggle and its leadership. All the movements in the freedom struggle adopted democratic methods. Similarly, the leaders of that time understood that only a democratic system could politically unify a region with such cultural and geographical diversity. Only democracy provides a platform for different ideas to interact. The architects of independent India understood that only a democratic system can ensure a peaceful transfer of power between governments, as well as provide an opportunity for people to register their grievances and protests. Therefore, when India gained independence, it decided to implement a democratic system and drafted a constitution for it.



Find and list out the reasons why India adopted a democratic system.

Parliamentary System in India

India has adopted a parliamentary system. The Parliament of India has two houses. The upper house is the Rajya Sabha, and the lower house is the Lok Sabha. The party or coalition that wins the majority in the Lok Sabha forms the council of ministers. Although the head of state is the President, his powers are nominal. The real powers will be exercised by the council of ministers headed by

the Prime Minister. The council of ministers has collective responsibility to Parliament. The council of ministers can be removed from power by passing a no-confidence motion in the Lok Sabha. The Parliament can exercise control over the council of ministers through methods such as the Adjournment Motion, Question Hour, Calling-Attention Motion and Zero Hour.

Universal Adult Franchise in India

According to Article 326 of the Indian Constitution, all citizens of India have the right to vote, regardless of caste, religion, gender, or class. When the Constitution came into existence, the voting age was 21 years. However, according to the 61st Constitutional Amendment, the voting age was reduced to 18 years from the 1989 election onwards. Many people opposed the implementation of universal adult franchise in India, where illiteracy was high. However, Jawaharlal Nehru took the stance that all citizens of India should have the right to vote. Even in European countries, where the rise of modern democracy occurred, workers and women did not have the right to vote in its early days. It is in this context that the universal adult franchise adopted by the framers of the Indian Constitution becomes increasingly relevant.

It is surprising that even developed countries like Britain and the United States granted women the right to vote long after the implementation of democracy.



In many states in the United States, the right to vote was granted to the Afro-American people only in the 1960s.

Fig. 9.10 •



Organise a discussion on “The Importance of Universal Adult Franchise in Representative Democracy.”

No-Confidence Motion



No-confidence motion is a motion presented in the Lok Sabha expressing the lack of confidence in the current council of ministers. In a parliamentary system, the council of ministers headed by the Prime Minister can continue in power only if it retains the confidence of the legislature. If a No-confidence motion is passed in Parliament by a majority of the members, the council of ministers loses its power.



National Election Commission

The Election Commission is a constitutional institution in India for conducting free and fair elections. The Election Commission conducts elections to the office of President and Vice President, as well as to Parliament and state legislatures. The Election Commission is composed of a Chief Election Commissioner and two other Commissioners.



Judicial Review

The Supreme Court has the power to annul the laws passed by the legislature and the actions of the executive branch if they are unconstitutional. This power of the court is called judicial review.

Elected Government

In India, the government is formed by representatives elected by the people at the national and state levels. The term of the governments is five years. After the expiration of five years, new elections are held and a new government comes to power. Governing bodies in local self-government institutions are also formed through elections.

All Indian citizens have the right to contest elections and hold public office, regardless of caste, religion, gender, and economic status.

An Election Commission exists to conduct free and fair elections in India.

Independent Judiciary and Judicial Review

The judicial system of India consists of the Supreme Court at the top, the High Court next, and the lower courts below it. The judiciary is independent of the executive branch and the legislature. To ensure the independence of the judiciary, judges have a fixed tenure of service. The Constitution has set limits on the executive and legislative branches from interfering in the service and salary conditions of judges. The court is the guardian of the Constitution. In this sense, the court has the power to declare the unconstitutional acts of the executive and the legislature invalid through judicial review.

Party System in India

Political parties play a vital role in the democratic system. Since independence, a multi-party system has existed in India. From the first elections until 1967, the Indian National Congress dominated the general elections. After that, although the Congress retained power at the national level, it lost power in many states. Since the 1989 elections, the coalition system, in which more than one party joins to form the government, has been introduced in India.

Pluralism

As a nation, India is different from the nation-states of Europe. Nation-states in Europe were formed on the basis of the idea 'one culture, one nation'. However, unlike Europe, the nation of India came into existence by giving equal rights and importance to diverse religious, ethnic groups and cultural streams. We have adopted a federal system to politically accommodate these differences. The rights of religious and linguistic minorities are included in the fundamental rights and are given special protection. 22 languages have been included in the 8th schedule of the Indian Constitution. Similarly, special provisions for the protection of tribal groups have been included in the 5th and 6th schedules. Some states have been given special status considering their cultural and social characteristics. India is a secular state. This is clearly stated in the Preamble of the Indian Constitution itself. The nation does not have an official religion. All religions are treated equally. Citizens have the freedom to believe in any religion they want. The Indian Parliament is the forum that represents all these diversities of India.

Multi-Party System

A political system in which many political parties exist and compete in elections is called a multi-party system.

Coalition Government

After the elections, when no party gets a majority in the Parliament, more than one party join together to form a coalition and form the government. Such governments are called coalition governments.



Federal System

A system in which there is a constitutional division of powers between the central and state governments. In this system, there will be an independent judiciary to resolve disputes between the centre and the states.



Organise a seminar on the features of the Indian democratic system.

Many other countries that gained independence along with India rapidly shifted to military rule or dictatorship. Yet, with all its strengths and weaknesses, Indian democracy is still moving forward. Although there are limitations in many aspects, democracy is on its evolving stage.



Extended Activities

- Conduct an interview with a representative of the people about the features of the parliamentary system.
- Find examples of non-democratic governments from the governance systems of different countries around the world and prepare a digital presentation.
- Find and write the names of the major political parties in different countries around the world.
- Organise an awareness programme on various Rights Day using placards and pamphlets prepared in the class.

Unit 10

Europe on the World Map



Innathu Europe

S. K. Pottekkatt

My European tour began in Italy. After visiting places in southern Italy such as Capri Island, Mount Vesuvius, Pompeii, I reached Rome by an inland route. From Rome, I went to Florence. I went around the hinterland of Florence and reached Pisa, the city of the Leaning Tower. From Pisa, I left for Venice. Then from there, I went to Milan. I ended my Italian tour in Milan and took a train to Switzerland. I travelled for 40 days through the major cities, mountains, lakeshores and villages of Switzerland and left for France. I spent a week in Paris. Then from Paris, I travelled through the countryside of France and reached 'Nieppe.' From Nieppe, I crossed the English Channel and reached England. After staying in England for a month and a half, I sailed to India on July 8, 1950."

These are the lines written by Malayalam travel writer and Jnanpith winner S. K. Pottekkatt in his book *Innathe Europe* in 1955. Do you know that 'Europe' is a continent?



Fig. 10.1 • World Map



Look at the world map and answer the following questions.

- Which continent is located to the east of Europe?
- Which ocean is located to the west of Europe?
- Which ocean is located to the north of Europe?
- Which sea is located to the south of Europe?



Basic information about Europe



Fig. 10.2 •

The area of Europe is approximately 1,03,55,000 square kilometres. This is only 7% of the world's area.

Europe is the sixth largest continent. While the other six continents are separate landmasses, Europe is seen as a western extension of Asia. The vast landmass that includes Asia and Europe is called Eurasia. Europe was considered as the centre of the world by the Greek and the Roman scholars. Europe was recorded as a continent on world maps made by the Greeks and the Romans 2000 years ago. That is why Europe has been considered as a continent since ancient times.



Find the latitudinal and longitudinal extension of Europe with the help of an atlas.

Location of Europe

You have found that Europe is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, and the Mediterranean Sea to the south. The Ural Mountains, the Black Sea, and the Caspian Sea to the east separate Europe from Asia.



Fig. 10.3 • Political Map of Europe



Find the location of the Black Sea with the help of an atlas.

Observe the political map of Europe and identify the major countries.

Do you know?



The largest country in Europe is Russia. Only 25% of Russia's land area is in Europe. The rest is in Asia. Europe includes the Russian region west of the Ural Mountains. This region is known as European Russia. Nearly 75% of the Russian population lives in European Russia. The largest cities of Russia, Moscow and St. Petersburg, are also located in European Russia. Other large European countries include Ukraine, France, Spain, and Sweden.



Fig. 10.4 • Topography of Europe

Have you identified the location and natural boundaries of Europe? Now, let us discuss the geographical features of Europe.

Geographical Features

Topography

Europe has a diverse topography. The topography of Europe can be classified as follows. Let's see what they are.

- North Western Highlands
- North European Plains
- Central Uplands
- Alpine Mountain system

North Western Highlands

The high hills found in the North Western regions of Europe and the Scandinavian Plateau spread across Norway, Sweden, and Finland are the speciality of the North Western Highlands. Scandinavia is a popular destination for travellers with its snow-capped mountains, glaciers, fast-flowing rivers, beautiful forests, and lakes. Round-topped and gently sloping hills, formed as a result of long-term glaciation and weathering, are found in many places. Fjords, which are found on the Scandinavian coast, are another feature of this region.



Fig. 10.5 • Fjord coast in Norway



Fjords

'U' shaped valleys are valleys formed in a 'U' shape by the process of glacial erosion. Fjords are glacial valleys formed in this way on the coasts of high latitudes. Planktons grow abundantly in fjords where warm and cold water currents meet. These areas are rich in fish as they come to feed on the planktons. Therefore, the Scandinavian region is famous for fishing.



Glaciation and weathering

Glaciers are moving mass of ice. As a result of their movement, different landforms are created and the surface is changed. This process is called glaciation. Weathering is the physical, chemical, or biological decomposition or disintegration of rocks on the Earth's surface.



With the help of an atlas, identify and list the countries that belong to the Scandinavian region.

North European Plains

The North European Plains are located south of the North Western Highlands. It is also known as the Great European Plain. This plain extends from the Ural Mountains in the east to the Atlantic Ocean in the west. The plain has a fairly flat topography with small hills here and there. The North European Plain, which is very suitable for agriculture, was formed as a result of glacial deposits and by the alluvium deposits of the major rivers of Europe, the Volga, the Don, and the Dnieper. The Volga is the longest river in Europe. The steppes are the most widespread grassland in the North European Plain.



Fig. 10.6 • Steppes grassland



With the help of an atlas find out the country through which the Volga River flows.

Central Uplands

The Central Uplands are located to the south of the North European Plain. This area of land, filled with small hills, valleys, and plateaus, stretches from Ireland in the west to Russia in the east. The Rhine and Rhone rivers enrich this area with water.

The different landforms that make up the Central Uplands are listed below. Check the table and identify the countries in which each of them is located. Find their location with the help of an atlas.

Major landforms of the Central Uplands	
Landforms	Country
Rhine Valley, Vosges Mountains, Jura Mountains, Central Massif Plateau	France
Ardennes Mountains	Belgium

Black Forest Mountains, Harz Mountains	Germany
Maseta Plateau	Spain
Bohemian Plateau	Czech Republic



Fig. 10.7 • Black Forest Mountains in Germany



Fig. 10.8 •

Jurassic Park

Have you seen the movie Jurassic Park? Dinosaurs, the largest animals in the world, lived during the Jurassic period. The Jurassic period gets its name because the rocks from this period, which were about 143 million years ago, have been found in the Jura Mountains of Europe.



Find out which countries have plateaus that are part of the Central Uplands and write down them.

• France •



Fig. 10.9 • Alps Mountain ranges

Alpine Mountain System

The Alpine Mountain System is a series of fold mountains with parallel ranges located south of the Central Uplands. These mountain ranges extend from the Atlantic Ocean in the west to the Caspian Sea in the east. The main Alpine mountain ranges are the Alps, the Caucasus, and the Carpathians. Mount Elbrus in the Caucasus Mountains is the highest peak in Europe.



Fig. 10.10 • Castle Dracula

Castle Dracula



“My friend—Welcome to the Carpathians. I am anxiously expecting you. Sleep well tonight. At three tomorrow the diligence will start for Bukovina; a place on it is kept for you. I trust that your journey from London has been a happy one, and that you will enjoy your stay in my beautiful land.

“Your friend
Dracula”

This is an excerpt from the novel ‘Dracula’, which has terrified readers around the world for over a century. The novel begins with the protagonist Jonathan Harker arriving at Castle Dracula in search of the bloodthirsty Count Dracula, who is planning to buy a palace in the city of London. Castle Dracula, the setting for most of this novel, written by Irish author Bram Stoker in 1897, is located on the Carpathian Mountains.

Fold Mountains



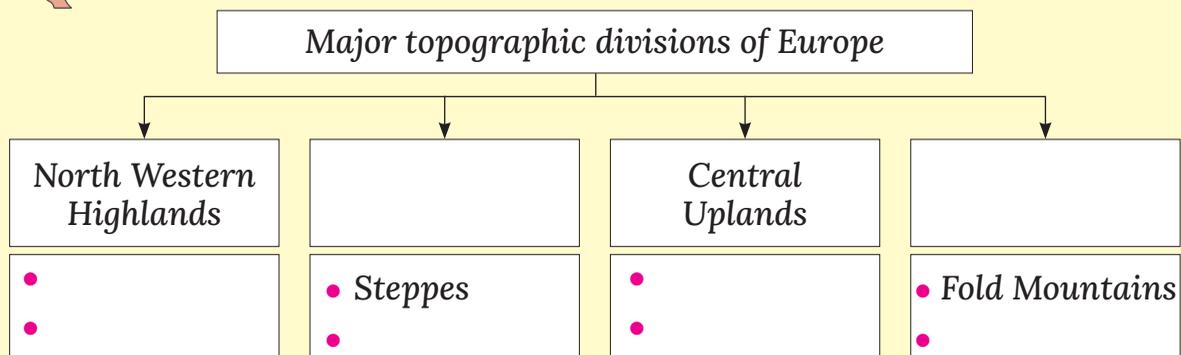
The lithosphere, the outermost layer of the Earth composed of the crust, and the upper part of the mantle, is generally solid. The lithosphere is made up of irregularly shaped plates. These plates are several thousand kilometers wide and have an average thickness of 100 kilometres. Fold Mountains are mountains formed by the folding of rock layers at plate boundaries where plates collide with each other. Example: The Himalayas.



Identify the Caucasus Mountains from the topographic map of Europe (Figure 10.4). The highest peak in Europe is indicated by a triangle (▲). Find and write the name of this peak.



Complete the chart below regarding the topography of Europe.





Precipitation

Precipitation is the process by which water particles are released from clouds through continuous condensation and fall to the ground in solid, liquid form. The various forms of precipitation are rain, snow, sleet, and hailstones.

Climate, Natural Vegetation and Wildlife

The general climate of Europe is characterised by mild summers and relatively severe winters. However, there is regional variation in climate. Latitude, topography, and the closeness of the ocean influence the climate.

High latitude and the influence of mountains cause dry winter climate in the north and east. However, the influence of the ocean in the south and west leads to a moderate climate.

Europe is the only continent in the world without desert. Most of Europe receives different forms of precipitation, such as rain and snow.



Hot deserts and cold deserts

When we hear the word desert, the first image that comes to our mind is vast stretches of sand. But not only that, any area that does not receive more than 25 centimetres of annual rainfall is considered a desert. Antarctica, which is covered in snow all year round, is also a desert. Antarctica is considered a cold desert.

Europe can be classified into several climatic regions based on its climate. Each climatic region has its own flora and fauna.

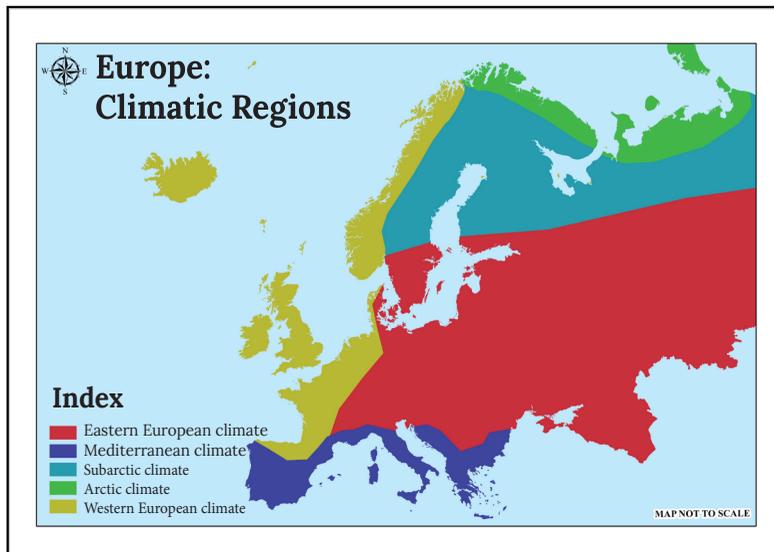


Fig. 10.11 • Climatic Regions of Europe

Arctic/Tundra Climate

Arctic parts of Europe experience a tundra climate. The Arctic/Tundra climate is characterised by short, cold summers and long, harsh winters. While summer temperature rises to 10°C, winter temperatures drop from -25°C to -40°C. There is no

sunlight here for 5 to 6 months in winter.

Figure 10.12 shows how water thrown into the atmosphere by a person turns into snow in a matter of seconds. From this, we can understand the severity of the winter here.



Fig. 10.12 ●

We know how important sunlight is for the growth of plants. Long nights, harsh winters, and precipitation in the form of ice prevent the growth of plants. Due to this, only shrubs, lichens, and mosses that can withstand the cold generally grow in this climate.

The lack of vegetation in the tundra climate also affects the animal life here. Only a few animals such as wolf, reindeer, polar bear, and Arctic hare with thick fur that can survive the cold, can be seen here.



Fig. 10.13 ● Wolf



Fig. 10.14 ● Reindeer



Fig. 10.15 ● Polar bear



Discuss and present in the class what changes will occur in your daily life if you have to live in conditions similar to the Arctic climate.

Hints: Diet, clothing, agriculture

Subarctic/Taiga Climate

The Taiga climate is experienced in the subarctic regions that lie south of the tundra region. Although the short summers are mild and warm, winters are as harsh as those



Fig. 10.16 ● Coniferous trees



Fig. 10.17 • Ermine



Fig. 10.18 • Silver Fox

in the Arctic climate. Temperature is below 0°C for five to seven months of the year. Precipitation in the taiga climate is generally in the form of snow.

The main vegetation of the taiga climate is evergreen forests with coniferous trees. The main trees are pine and cedar. Lynx, ermine, and silver fox are the prominent animals in the region.



Complete the given list based on the subarctic climate.

Countries	Plants	Animals
Norway, Sweden, Finland, Russia		

Eastern European Climate



Fig. 10.19 • Antelope

The eastern parts of Europe experience severe summers and extreme winters. This climate is known as the Eastern European Climate. Winter temperature often drops below 0°C. Light rain fall is common in summer.

Due to the scanty rainfall and intense heat, large trees do not grow in areas experiencing this climate. Don't you remember the discussion about the steppes, the grassland of Europe? The steppes experience the Eastern European Climate. The animals that are mainly found are antelope, wolf, and horse.



Identify the countries that experience the Eastern European Climate, such as Russia, Ukraine, Romania, Hungary, Bulgaria using Marble software.

Western European Climate

The Western European Climate is characterised by severe winter, moderate heat, and rainfall throughout the year. The Western European Climate is experienced in the northwestern European countries of Britain, the Netherlands, Belgium, southern Norway, Denmark, western France, and northern Spain. The presence of the Atlantic Ocean influences the climate here.

The Western European Climate is suitable for plant growth. Deciduous trees with strong wood and broad leaves are found here. Examples of these are beech, elm, oak, birch, and ash. Animals like squirrel, fox, hare, deer, and wolf are also found here.



Fig. 10.20 • Beech



Fig. 10.21 • Elm



Fig. 10.22 • Oak



Fig. 10.23 • Ash



Fig. 10.24 • Lavender



Fig. 10.25 • Olive

Mediterranean Climate

Mediterranean climate is the climate experienced in the regions around the Mediterranean Sea. Portugal, Spain, Italy, Greece, Bosnia and Herzegovina, Croatia, and southern France experience Mediterranean climate. Mediterranean climate is characterised by hot, dry summers and cold, rainy winters.

This is a climate where trees and shrubs grow well. Rosemary, lavender, olive, pine, orange, grape, and fig are the main plants.

Rare species of animals such as the Iberian lynx, Barbary macaque, Mouflon goat, Spanish imperial eagle, nuthatch are found in the Mediterranean region.



Fig. 10.26 • Fig



Fig. 10.27 • Spanish Imperial Eagle



Fig. 10.28 • Iberian Lynx



Fig. 10.29 • Barbary Macaque



Fig. 10.30 • Mouflon Goat



Viticulture

Grape cultivation in the Mediterranean region is very famous. Grape cultivation which is scientifically practised, is called viticulture. Along with this, winemaking is also an important economic activity here.



With the help of an atlas, mark the areas of Europe that experience a Mediterranean climate on the given map.



Fig. 10.31 • Map of Europe



Complete the given table by examining the climatic features of Europe.

Climatic Regions	Features
• Arctic climate	•
•	•
•	•
•	•
•	•

Just as plant and animal species vary according to climate, climate and topography also affect human life. Let us examine the socio-cultural life of Europe.

Society and People

It is believed that humans migrated to many parts of the world from Africa. The human race, which arrived in Europe between 40000 and 50000 years ago, later spoke a variety of languages and followed different cultures. Overseas voyages and explorations paved way for the social, economic, political and linguistic developments of Europe.

Population

Although it is the sixth largest in size, Europe is the third most populous continent, behind Asia and Africa. Russia is the most populous European country. Germany, the United Kingdom, France, and Italy are the countries behind Russia in terms of population.

The population is not the same in all parts of Europe. The population is higher in the countries in the west, south, and east of the continent. We have discussed the countries in the Scandinavian region, their climate, and topography. Due to the geographical characteristics, the population and population density in the Scandinavian countries such as Norway, Sweden, and Finland are very low. The majority of the population in these countries lives in the coastal cities in the South.

United Kingdom



Fig. 10.32 •

Great Britain includes the countries England, Scotland, and Wales, and when Northern Ireland is joined with Great Britain, they are called the United Kingdom.



Prepare a note on how the topography and climate of countries like Norway, Sweden, and Finland influence population density.



European Union

Initiated in 1957 by six countries - Belgium, Germany, France, Italy, Luxembourg, and the Netherlands - the European Union was formed in 1993. The union, which began with the aim of economic unity and an internal market between countries, later focused on social, cultural, and political areas. The European Union was awarded the Nobel Peace Prize in 2012 for its contribution to peace, reconciliation, democracy, and human rights.

Due to the influence of different topography, culture, and immigration, different languages are spoken in Europe. Russian language is spoken by most of the people in Europe. In addition to this, German, French, Italian, English, and Spanish are also widely spoken.

A major reason for the population growth in Europe is immigration. A large number of people from Africa, Central Asia, and South Asia migrate to the European Union countries.

Europe is one of the most developed regions in the world. The excellent climate, abundant natural resources, and technology make Europe industrially and agriculturally rich. This is one of the main reasons for immigration to Europe. Let's take a look at the main agricultural methods and industries in Europe.

Agriculture and Industry

Although regional diversity exists in agriculture, intensive farming, extensive farming, and mixed farming are mostly practised depending on the availability of land and population density.

Intensive Farming	Extensive Farming	Mixed Farming
<ul style="list-style-type: none"> • A farming method that increases production using advanced technology in densely populated areas. 	<ul style="list-style-type: none"> • A mechanised grain farming method that is carried out on a commercial basis over very large areas of land. 	<ul style="list-style-type: none"> • A method of raising livestock along with crops.

<ul style="list-style-type: none"> • Cultivated in countries with a Mediterranean climate 	<ul style="list-style-type: none"> • This type of farming is practised in the steppes of northern Europe 	<ul style="list-style-type: none"> • This type of farming is mainly found in central and western Europe
<ul style="list-style-type: none"> • Oranges, olives, and grapes are mainly cultivated 	<ul style="list-style-type: none"> • The main crop is wheat. Cereals such as barley, corn, and oats are also grown 	<ul style="list-style-type: none"> • In addition to the production of cereals and vegetables, livestock are also raised



Complete the table of crops based on the farming methods in Europe.

Region	Crops
Central and Western Europe	
Mediterranean region	
Steppes grasslands	

Fishing is a primary economic activity in Europe, as important as agriculture. Let's examine how proximity to the sea influences Europe's fishing industry.

Fishing

Fishing is a major occupation in the countries of Norway, Denmark, and Poland, which are bordered by the North Sea, the North Atlantic Ocean, and the Arctic Ocean. Cod, herring, salmon, halibut, and sea trout are abundant in these areas.



Fig. 10.33 • Salmon



Fig. 10.34 • Halibut



Fig. 10.35 • Sea trout

Great Fisher Bank



The Great Fisher Bank and Dogger Bank, on the coast of Denmark and Norway, are the most abundant fishing areas in Europe. In addition to these, the Mediterranean Sea, the Black Sea, and the inland lakes support a thriving fishing industry.



Automobile Manufacturing Industry in Europe

European countries are at the forefront of vehicle manufacturing. Many companies that built fighter planes, trucks, and tankers for their country's military during the world wars later turned to the automotive sector. Audi, Ferrari, Bugatti, Volkswagen, Mercedes-Benz, BMW, Rolls-Royce, Scania, Volvo, and Porsche are all European automobile companies that have admirers all over the world.

Industry

The Industrial Revolution led Europe to development. Europe's iron and steel industry, textile industry, and manufacturing sector gained world attention.

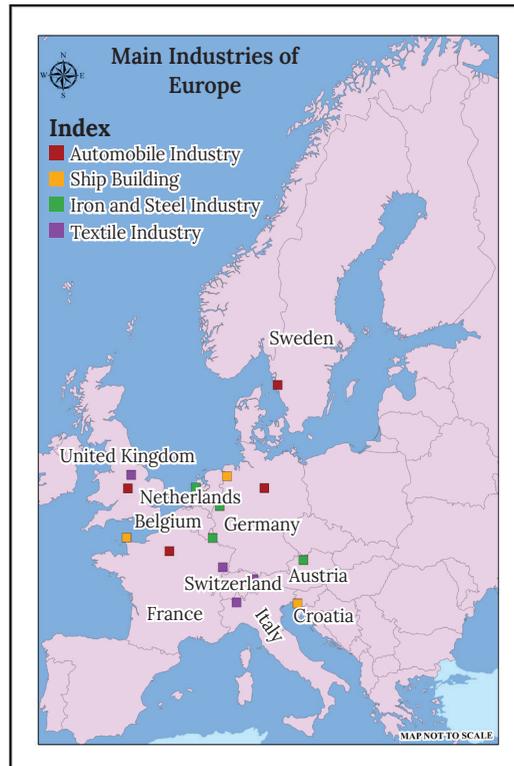


Fig. 10.36 • Industrial Map of Europe



Look at the industrial map of Europe (Figure 10.36) and find out which countries have the major industries given below and complete the table.

Industries	Countries
Iron	
Shipbuilding	
Textiles	
Automobiles	

Agriculture and industry have a significant impact on the socio-economic and cultural life of the people. Let us examine the major festivals, cultural centres and cities of Europe.

Festivals and Cultural Centres

Europe is a hub of diverse cultures, beliefs, and celebrations. Europe's diverse Christmas and New Year celebrations, Germany's Oktoberfest, Spain's La Tomatina, Bullfighting, the Netherlands' King's Day Carnival, and the Venice Carnival are some of the notable festivals. Famous landmarks such as the Eiffel Tower, the Leaning Tower of Pisa, and London Bridge, as well as cities that are famous for art, culture, and history, are major tourist attractions in Europe.



Fig. 10.37 • Oktoberfest



Fig. 10.38 • La Tomatina



Fig. 10.39 • Bullfighting



Fig. 10.40 • King's Day Carnival



Fig. 10.41 • Venice Carnival



Fig. 10.42 • Leaning Tower

Important Cities

Paris

Paris is the most visited tourist place in Europe every year. Located on the banks of the Seine River, Paris is the capital of France. The Eiffel Tower and the Louvre Museum attract tourists to this city.

London

Located on the banks of the Thames River, London is the capital and largest city of England and the United Kingdom.

Berlin

Berlin is the capital and largest city of Germany. This city is located on the banks of the Spree River.



Fig. 10.43 • The Seine River and the Eiffel Tower



Fig. 10.44 • London City



Fig. 10.45 • Berlin City

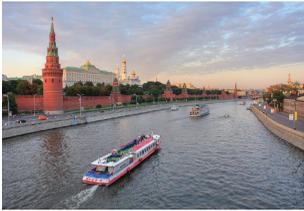


Fig. 10.46 • Moscow City



Fig. 10.47 • Rome City



Fig. 10.48 • Colosseum

Moscow

Moscow is the capital of Russia. It is the largest city in Europe, located on the banks of the Moskva River.

Rome

Rome, the capital of Italy, is located on the banks of the Tiber River. Many monuments of the Roman Empire and Christianity are located here. The Colosseum in Rome is one of the ancient wonders of the world.

In addition to these, Madrid, Athens, Amsterdam, Vienna, Barcelona, Lisbon, and Dublin are other major cities in Europe.



Some of the major rivers in Europe are given below. Find out which cities are located on their banks and complete the table.

River	City
Thames	
Tiber	
Moskva	
Seine	
Spree	

Land of a Thousand Lakes

Have you heard of the 'Land of a Thousand Lakes'? The northern European country of Finland is often referred to as the Land of a Thousand Lakes. Although it is often referred to as the Land of a Thousand Lakes, Finland is actually home to more than 100,000 lakes, numerous rivers, and vast wetlands. The Baltic Sea and the Gulf of Finland lie to the south of Finland, and the Gulf of Bothnia lies to the southwest. The landscape, climate, and culture here attract many tourists.



Fig. 10.49 • Map of Finland



Look at the atlas and find out which countries are neighbouring to Finland and complete the table.

East	
South	Estonia
North East	
North	

Climate and Social Life

Arctic and subarctic climates are generally experienced in Finland. Extreme cold and snowfall make life difficult for people in the northern parts of Finland. For this reason, the major populated areas are adjacent to the sea. One fifth of the Finnish population, called Finns, live in the capital, Helsinki. Many of the world's major population areas are located in coastal areas. What could be the reasons for this?

-
-

Two-thirds of Finland is forested. Low quality coal (peat) is mainly found in Finland, which has relatively a few natural resources. Due to the harsh winters, energy consumption is very high. The country's main source of energy is hydroelectricity. However, winter hinders electricity generation. Severe winters and constant snowfall hinder construction work and transportation, and increase construction costs.

Land of Happiness

Despite its many limitations, Finland topped the United Nations World Happiness Index in 2024. This is the seventh consecutive time that Finland has achieved this feat.



Fig. 10.50 •



Fig. 10.51 • Helsinki City



How is the happiness index prepared?

The happiness index is prepared based on six factors: Per Capita Income, social support, healthy life expectancy, freedom, generosity, and corruption.

Countries such as Norway, Sweden, Denmark and Iceland which experience Scandinavian topography and Arctic climate, are all in the top ten of the World Happiness Index, behind Finland. In addition, these countries also ranked highly on the Human Development Index prepared by the United Nations to assess the development of countries in the world .

Many countries with favourable climate, topography, and natural resources are behind Finland in the happiness index. The will and hard work of the Finnish people to overcome adverse climate and topography and leap towards development can be set as an example to the world.



Extended Activities

- Mark the main topographical features on the outline map of Europe and display them in different colours in the class.
- Collect pictures of the main flora and fauna of Europe and prepare a digital album.
- Prepare a project on 'The influence of the topography and climate of Europe on the natural flora and fauna.'
- Prepare a brochure of the main tourist attractions of Europe.

Unit **11**

Feudalism and the Medieval World

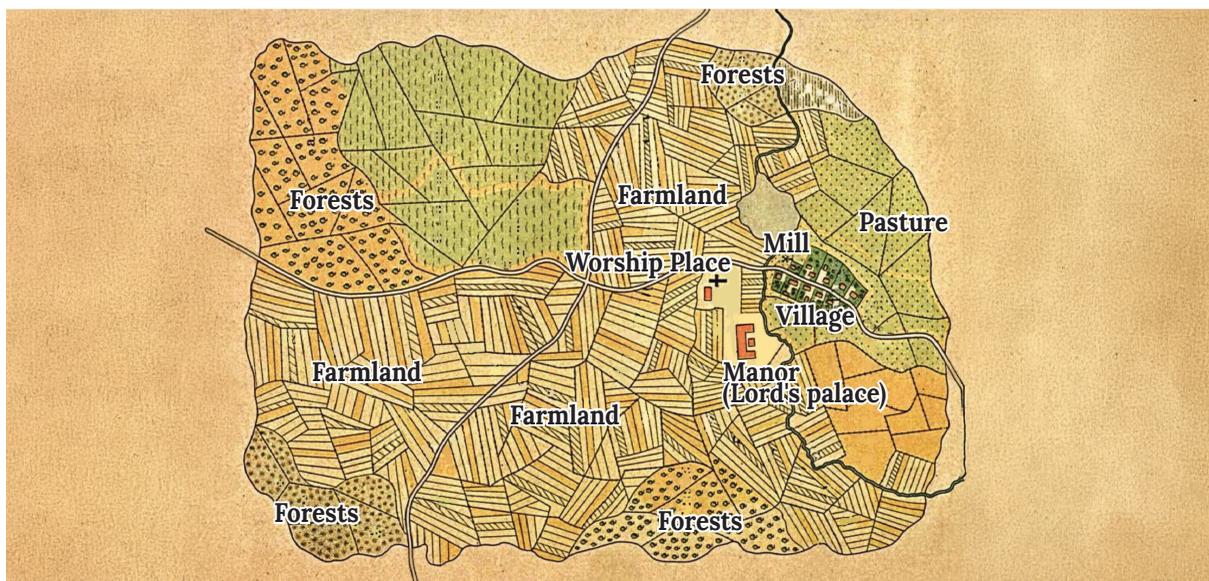


Fig. 11.1 • Manorial Estate

Figure 11.1 shows the outline of a manorial estate associated with feudalism that existed in the Medieval period. A manorial estate was a large area where the nobles lived. Find out from the figure what facilities were available here.

Let's have more discussion on feudalism and the centres of power in the Medieval period.

Feudalism

Feudalism was an economic, social, and political system that emerged in medieval Europe following the collapse of the Western Roman Empire. The word 'feudalism' is derived from the German word 'feud,' which means 'a piece of land.' Feudalism, which originated in France, later spread to England and Italy. There are three orders in the feudal system. They are the following.

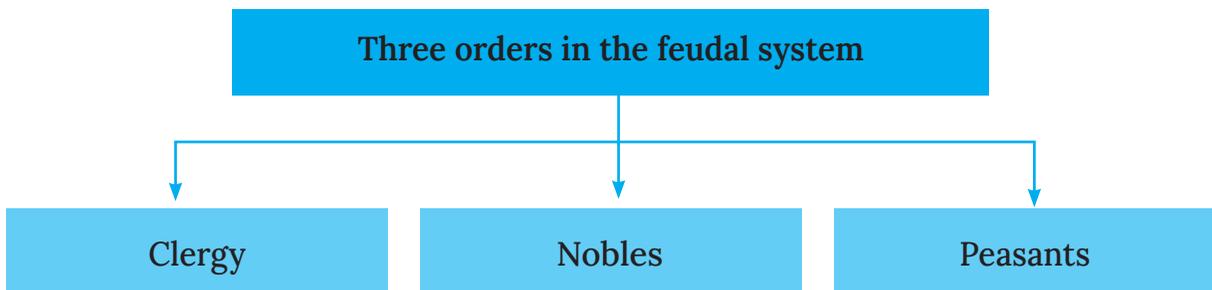


Fig. 11.2 • French noblemen setting out for hunting.

In feudalism, the king owned all the land. The king gave the land he owned to the nobles. In return, the nobles pledged to be loyal to the king and to provide military assistance in times of need. The nobles had the power to form an army, administer justice, and mint their own currency. In the feudal system, the third order, the peasants, that supported the first and second orders. This third order had two divisions. Let's see what they are.

Independent Peasants

Slaves

Let's examine their condition.

- They did not have their own land
- They had to work on the farms and in the houses of the nobles
- They did not receive wages
- They could not leave the land without the permission of the noble



Discuss the characteristics of feudal society and prepare a poster.

By the 14th century, feudalism began to collapse. What were the circumstances that led to this?

Circumstances	Climate change
	Scarcity of metal coins
	Strengthening of monarchy
	Spread of the pandemic known as the plague or Black Death
	Invention of gunpowder
	Crusades

Holy Roman Empire

You have learned about the empire that was headquartered in Rome in the previous class. Later, the Roman Empire was divided into two: the Western Roman Empire and the Eastern Roman Empire. The Western Roman Empire was later conquered by the Franks, a tribe in Europe. They founded the Frankish Empire. The most famous ruler of this empire was Charlemagne. When Pope Leo III was expelled from Rome by his enemies, Charlemagne defeated them and restored him as Pope. In return, the Pope crowned Charlemagne as the first Holy Roman Emperor. Therefore, this empire is also known as the Holy Roman Empire. The architectural style of



Fig. 11.3 • Carolingian

Carolingian Style of Architecture

The Carolingian style was a combination of Byzantine and ancient Roman styles. Its characteristics include arched doorways, domes, and mosaic floors.



Fig. 11.4 • The Pope performs the coronation of Charlemagne

this period is known as the Carolingian style. The cognitive progress during the reign of Charlemagne is known as the Carolingian Renaissance.

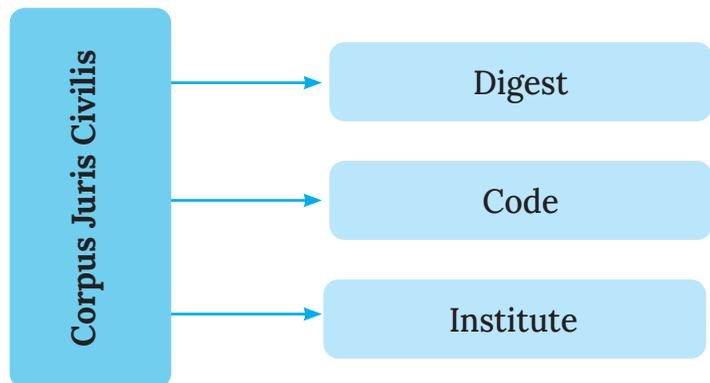
Eastern Roman Empire

The Eastern Roman Empire emerged in the east after the collapse of the Western Roman Empire, which was based in Rome. Its capital was Constantinople. The old name of Constantinople was Byzantium. Therefore, this empire is also known as the Byzantine Empire. Justinian was a famous ruler of the Eastern Roman Empire. Justinian's greatest

contribution to the world was the Code of Justinian. A committee of jurists was formed to codify the laws, jurisprudence, and legal edicts that existed in the empire and to create a distinct law. The law thus compiled was the Corpus Juris Civilis. It had three parts.



Fig. 11.5 • Eastern Roman Empire



Central Islamic Regions

The Arabian Peninsula is a vast land between the Red Sea and the Persian Gulf inhabited by the Arabs. The Arabs were divided into many tribes. Most of the tribes led a nomadic life. However, some groups that lived in cities were engaged

in trade and agriculture. They travelled to various regions for trade. The Kaba in Mecca was the centre of pilgrimage for the Arabs. The season of pilgrimage was that of peace. Prophet Muhammad united the warring Arab tribes. However, his ideas were opposed by the wealthy merchants of Mecca. So, in 622 CE, Prophet Muhammad and his followers fled from Mecca to Medina. This is known as the Hijra. He soon became the ruler of Medina. Later, after gaining control of Mecca, Medina became the administrative capital of the Islamic state. Mecca also became the religious centre. Thus, Prophet Muhammad was able to unify a large part of Arabia and build Arab culture.

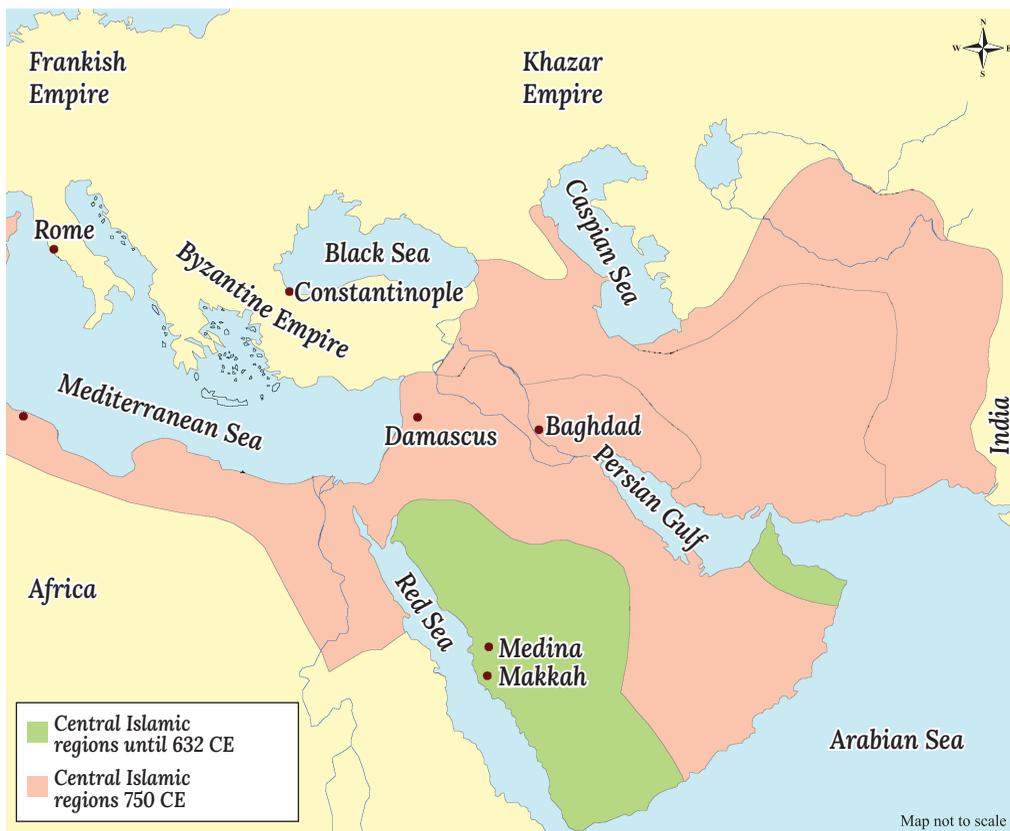
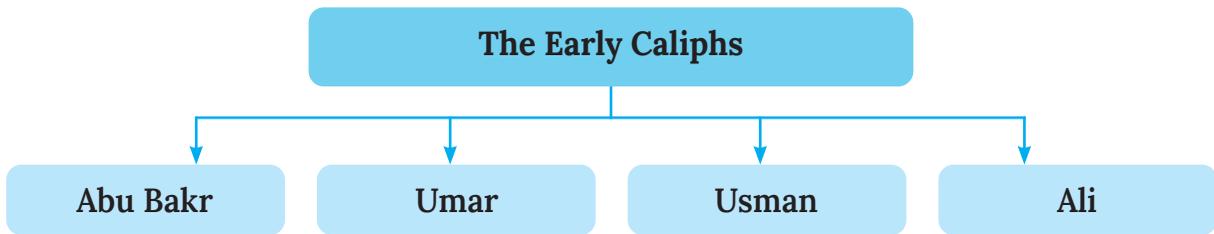


Fig. 11.16 • Central Islamic regions

Caliphate Rule

The successors of Prophet Muhammad who came to power after his death were known as caliphs. Their rule is called the Caliphate. A caliph was both the religious leader of Islam and

the head of the Arab state. During the period of the first four caliphs, the capital of the Arab Empire was Medina. Let's see who the early caliphs were.



Prepare a profile album of the caliphs who came to power in Arabia after the Prophet Muhammad.

Umayyad Dynasty

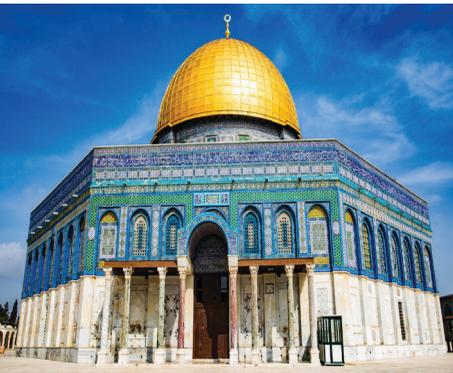


Fig. 11.7 • Dome of the Rock

Muawiya, the governor of Syria seized power following the insecurity that arose after the death of the fourth caliph, Ali. The dynasty he founded was the Umayyad Dynasty. They moved the capital to Damascus in Syria. Abd al-Malik, the caliph of the Umayyad dynasty, emphasised Arabhood. Let's examine them.

Made Arabic the official language

Implemented the Islamic currency system

Built the Dome of the Rock in Jerusalem

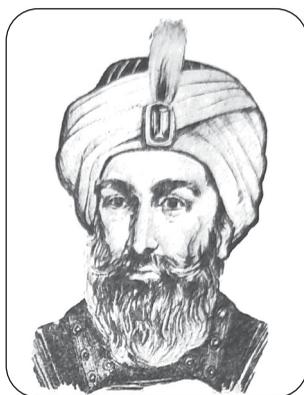


Fig. 11.8 • Harun al-Rashid

Abbasids

The Abbasid dynasty came into power under the leadership of Abul Abbas by overthrowing the Umayyad dynasty. They moved the capital from Damascus to Baghdad. The most important poet and scholar among them was Harun al-Rashid.



Prepare a flip album discussing the characteristics of the dynasties that established dominance in Arabia after the Caliphate.

Arab Contributions to the World

The Arab people were the ones who had built a unique culture. They had an efficient government, a postal system

and a tax collection system. They were able to achieve a lot of progress in the field of education. The universities in Baghdad, Damascus, Cairo, and Cordoba are examples of this.

It was the Arabs who contributed algebra and Arabic numerals to the world. Zero, which was the contribution of India was spread to the whole world by the Arabs. The Arabs were also the inventors of many chemical processes in chemistry. They were also the inventors of optics. They had knowledge about tuberculosis, smallpox, stomach cancer, and plague. *The Thousand and One Nights* is a famous book in Arabic literature. Let us examine their contributions in other fields.

Scientists/Litterateur	Field	Books
Alrazi	Medicine	<i>Kithab-Al-Hawi</i>
Avicenna (Ibn Sina)	Medicine	<i>Al-Qanun Fittib</i>
Al-Biruni	Geology	<i>Tahqiq ma lil-Hind</i>
Umar Khayyam	Literature	<i>Rubaiyyat</i>
Firdausi	Literature	<i>Shahnama</i>



List out the contributions of the Arabs to the world.

Mongol Empire

The Mongols were a nomadic tribe that lived in the eastern part of Central Asia. This tribe travelled on horseback in search of pastures during the day and lived in tents at night. Genghis Khan united the various Mongol tribes which had been fighting each other for a long time, and laid the foundation of the Mongol Empire. His real name was Temujin. The name Genghis Khan was given to him by the Mongol tribal council. The capital of the Mongols was Karakoram. Genghis Khan started a postal system to connect different

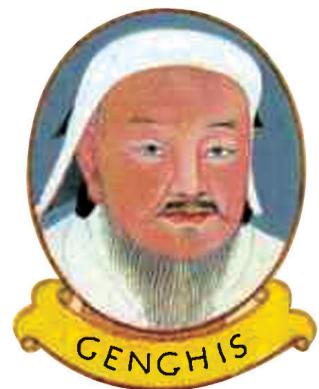


Fig. 11.9 • Genghis Khan

parts of the country. This was known as 'Yam.' Horses were used for the efficient functioning of this system. He also introduced a code of law called 'Yasa.'

Mali Empire



Fig. 11.10 ● Mali Empire

The Mali Empire was a famous empire that flourished in the western part of Africa. The most powerful ruler of this empire was Mansa Kangan Musa. Knowledge about Mali, the richest country in Africa, is obtained from Ibn Battuta. Mansa Kangan Musa encouraged education, arts and crafts. The southern part of the country was famous for its gold deposits and the northern part for its salt deposits. Gao, Jenne, and Timbuktu were famous cities in the empire. Timbuktu was a centre of trade as well as education. The Great Mosque in Timbuktu was a centre of Islamic learning. Many scholars from different parts of the world came to Timbuktu.



Discuss the characteristics of the Mongol Empire and the Mali Empire and prepare a note.

Civilisations in America



Fig. 11.11 ●

"Look deep into the earth, you plowman, you weaver, you untamed shepherd, ...

*Show me your blood and your furrow,
Say to me; here I was punished
because the gem didn't shine or the earth
didn't deliver the stone or the grain on time:"*

Pablo Neruda, *The Heights of Machu Picchu*

These are the lines written by Pablo Neruda in reference to the given structure as shown in Figure 11.11. What is this ancient structure? On which continent is it located? This structure reminds us that well-organised civilisations existed in America. However, the outside world was not aware of

these civilisations. The outside world came to know about them through the European explorations of America in the 15th century. The Aztecs, the Mayans, and the Incas (Map 11.12) were the civilisations that existed in America. Let us examine them in detail.

Aztecs

In the 12th century, the Aztecs migrated to the Valley of Mexico. Aztec society was hierarchical. Their capital was Tenochtitlan. They built artificial islands called Chinampas in the lakes of Mexico. This is an example of their construction skills. They gave importance to agriculture and cultivated corn, beans, squash, pumpkins, cassava, and potatoes. In addition to this, they were also engaged in trade and handicrafts. They used coins made of metals such as gold, copper, and tin. They gave importance to education. Educational institutions called Calmecac were built for the children of the nobles and Tepochcalli for the children of other classes.

Mayans

The Mayan civilisation developed in Mexico between the 11th and 14th centuries. The Mayans cleared the jungle and cultivated maize. They built palaces and temples with stones. They made gold and silver jewellery and beautiful pottery. They used pictographic alphabet. They used bark of trees and paper made from a special plant for writing. They made significant progress in mathematics and astronomy and had an almanac.



Fig. 11.12 • Civilisations in Central and South America

Chinampas

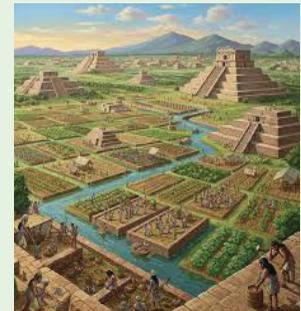


Fig. 11.13 • Chinampas

Chinampas are artificial islands built in the lakes of Mexico. The islands were built by covering reeds with mud and planting crops on them. Palaces and pyramids were built on these islands.



Fig. 11.14 •
Mayan Shrine

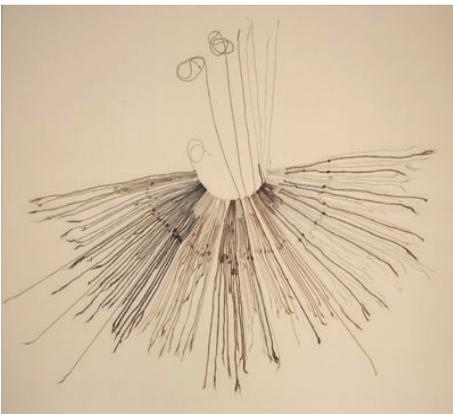


Fig. 11.15 • Quipu (A secret language that indicates mathematical units by tying special knots on a string)

Incas

The Inca civilisation of Peru was the largest indigenous civilisation in South America. A centralised imperial rule prevailed there. The king was the supreme ruler. The capital was Cuzco. The city had temples, palaces, and beautiful houses made of stone. The capital was connected to different parts of the country by means of roads. Machu Picchu, located at an altitude of 3,500 metres in central Peru, is an example of their construction skills. They made jewellery using gold, silver, and copper. They used the skins of animals such as llamas and alpaca to weave woollen clothes. The government provided farmers with enough land to cultivate. The main crops were corn and potatoes. They used a system of recording numbers called quipu. The Spanish colonisation of America destroyed these cultures.



Organise a seminar to discuss the common features of the various cultures that existed in America.

You have identified the social, cultural and economic changes that occurred in Europe, Asia, Africa and America at different times from this lesson. These changes were the stepping stones towards modernity in the regions mentioned above.



Extended Activities

- Prepare an essay on ‘The changes that feudalism brought about in European society.’
- Prepare a mind-map on the emergence of the Arab Empire and the unification of the Arab people.
- Imagine that you were a member of the group that studied the civilisations in America. Draft a letter to your friend describing your findings.
- Prepare a digital album of the rulers who were responsible for the formation of various empires.

Unit 12

Agricultural Sector and Innovative Trends

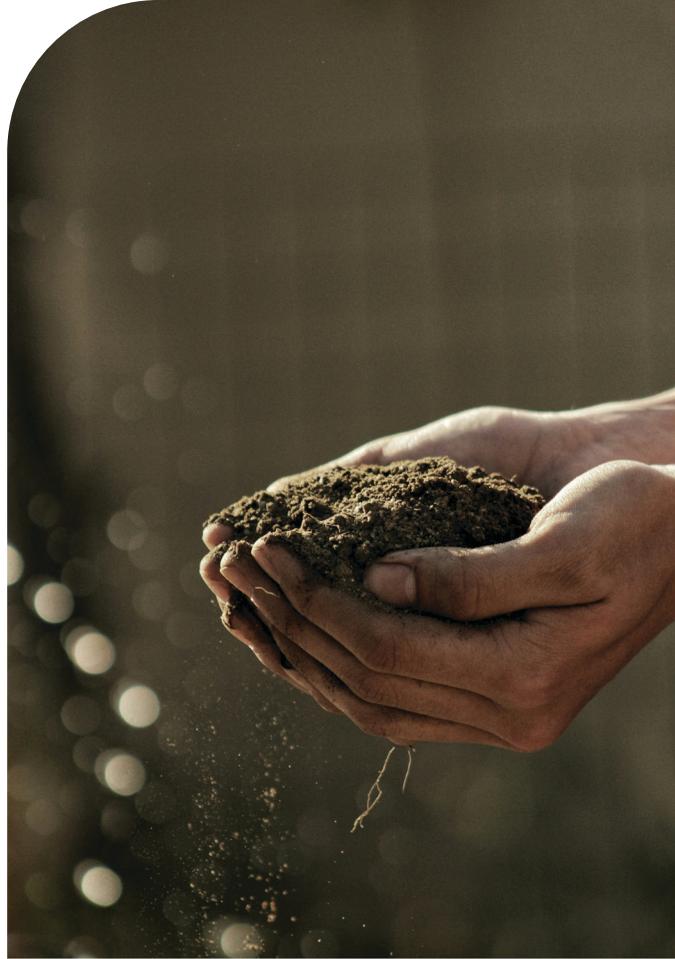


Fig. 12.1 •

I am proud to be a farmer while still being a student. The class conducted by the Department of Agriculture in the school inspired me to start farming. There are fruits and vegetables on my farm. After coming from school, I have my tea and then go to the farm. My younger sister and I water the entire farm together. The cultivation is entirely organic. I prepare all the necessary vermicompost myself. I effectively utilise the free time I get during my student life. Farming gives me happiness, satisfaction and also income. I understand the importance and necessity of agriculture.”

The above is the reply speech given by Naveen, the winner of the ‘Kuttikarshakan’ award of the Department of Agriculture, after receiving the school’s honour on Chingam 1, the Farmers’ Day. Do you also do cultivation like Naveen? Can you write about the importance of agriculture?

• For food

•

•

•



Fig. 12.2 •

Agricultural sector is one of the oldest and most important sectors of the economy. It is also the largest unorganised sector in India. Agriculture provides food for the people and fodder for livestock. The agricultural sector plays a major role in providing employment and ensuring food security in the country. It helps in the growth of industries by providing raw materials. Agricultural products are also of great importance in our daily lives.



Complete the list of agricultural resources you use every day, categorising them into those that are cultivated in your home or locality and those that are not.

Cultivated at home or locally	Not cultivated locally
•	•

You have realised that not all the agricultural products we use are cultivated in our locality. Not all the crops or cropping systems are used for agriculture in all parts of India. What could be the reason for this? There are reasons for choosing different crops and cropping systems depending on time and place.



Fig. 12.3 • Different Crops

Factors Influencing Cropping System

Factors Influencing Cropping System	Sub-factors
<ul style="list-style-type: none"> • Natural factors 	<ul style="list-style-type: none"> • Nature of soil • Topography • Climate • Availability of water
<ul style="list-style-type: none"> • Economic factors 	<ul style="list-style-type: none"> • Price of agricultural products • Farmers' income • Area of agricultural land held
<ul style="list-style-type: none"> • Infrastructure 	<ul style="list-style-type: none"> • Irrigation • Electricity • Transportation • Marketing facilities • Availability of seeds, fertilizers and pesticides
<ul style="list-style-type: none"> • Social factors 	<ul style="list-style-type: none"> • Diet • Education • Generational differences in agricultural practices • Social environment
<ul style="list-style-type: none"> • Government policies 	<ul style="list-style-type: none"> • Export and import of crops • Taxation • Availability of loans • Subsidies
<ul style="list-style-type: none"> • Technological factors 	<ul style="list-style-type: none"> • High-yielding seed varieties • Scientific irrigation • Use of Modern technology

The factors influencing cropping systems are not distributed equally in all regions. That is why different cropping systems are chosen for cultivation in different parts of the country.

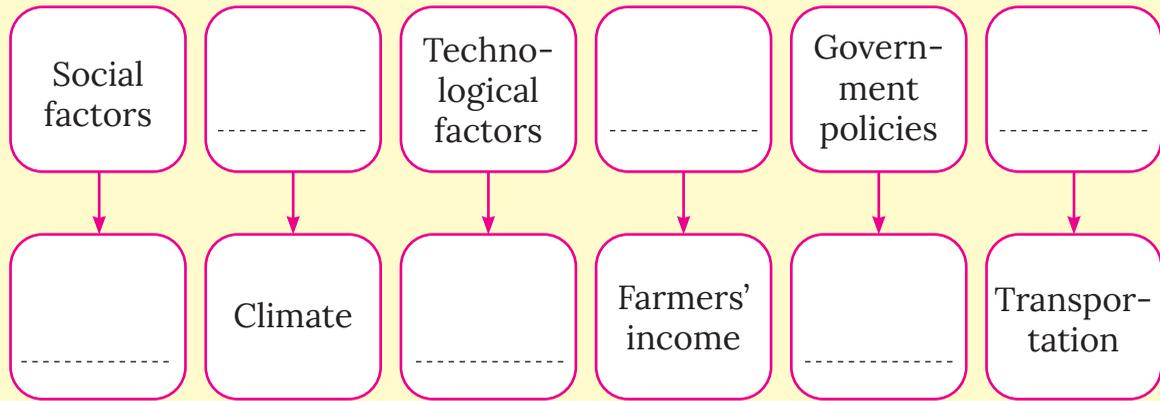


Fig. 12.4 • Wheat Cultivation



Complete the diagram by selecting the appropriate ones from the given options.

Scientific irrigation, Taxation, Natural factors, Economic factors, Basic infrastructure, Education



Cropping Systems

The order in which crops are cultivated on a farm during a specific period is called cropping system. Cropping systems can be classified as follows.

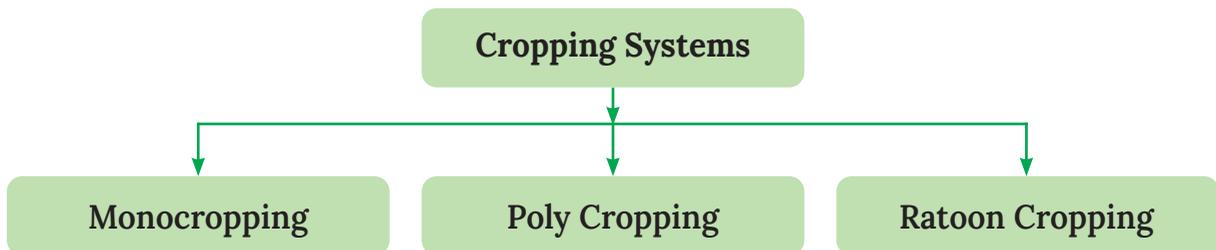


Fig. 12.5 • Rubber Cultivation

Monocropping

Monocropping is the method of cultivating one crop at a time on a farm. This cropping system is mainly aimed at export. Since there is only one crop, planting, maintenance and harvesting can be done smoothly. Its main advantage is that it can increase the profit from the farmland. Monocropping increases the risk of pest attack. Example: rubber, tea, tapioca.



Find and list out more examples of Monocropping from your locality.

Multiple Cropping or Poly Cropping

Multiple Cropping is a cropping system in which two or more crops are cultivated on a single plot of land without affecting the natural fertility of the soil. The advantage of this is to increase the total production from the farm land and thereby the income.

Mixed Cropping

This is the method of cultivating two or more crops simultaneously on agricultural land without maintaining spacing between them. This cropping system is more common in dry areas. The advantage is that even if the yield of one crop is poor due to adverse weather conditions, the yield from other crops can be obtained.

Example: maize-groundnut, coconut-pigeon pea

Inter Cropping

Inter Cropping is a cropping system where another crop is cultivated between the main crop in a specific pattern. Production can be increased through the efficient use of resources. This is a suitable method for controlling weeds and pests.

Example: Groundnut cultivated as an intercrop in cotton, which grows slowly in the initial stage. Plantain cultivated as an intercrop in coconut plantations.

Sequence Cropping

Sequence Cropping is the method of cultivating another short-term crop in the same field immediately after harvesting the main crop. This method utilises the moisture and nutrients remaining on the field. The main advantage is that the fields do not lie fallow.

Example: On paddy fields, pulses or sesame are grown after the main crop, paddy.

Relay Cropping

Relay cropping is the method of growing a second crop on the field before harvesting the first crop.

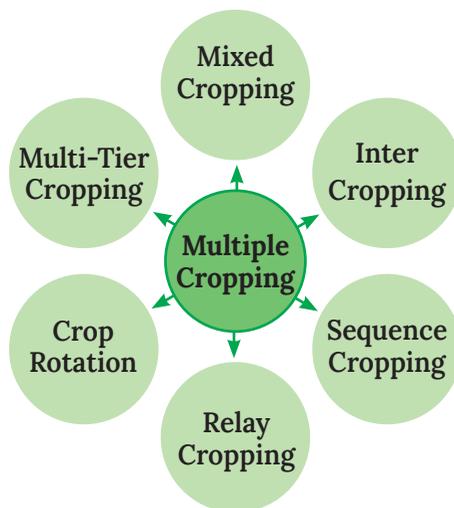


Fig. 12.6 • Mixed Cropping
Maize-Groundnut



Fig. 12.7 • Inter Cropping
Coconut-Plantain



Fig. 12.8 • Paddy



Fig. 12.9 • Sesame

Example: Cultivating vegetables before harvesting plantain.

Crop Rotation

Crop rotation is the method of cultivating crops of different plant families on the same field after harvesting each crop. The main benefit of crop rotation is that it increases soil fertility. It is a suitable method for increasing soil productivity and for controlling weeds and pests.

Example: Cultivating peas after paddy.

Multi-Storied Cropping/Multi-Tier Cropping

Multi-tier cropping is the method of cultivating crops of different heights, with different root depths and varying sunlight requirements on the same field simultaneously. Its advantage is that soil, water and sunlight can be used more effectively.

Example: coconut, pepper, ginger/turmeric are cultivated simultaneously on the same farm.

Ratoon Cropping

During harvesting, the roots or lower part of the crop is left uncut. After harvesting, the crop that was cultivated grows again and produces yield. The advantage of this system is that the crop is harvested again from the same crop. The disadvantage of this system is that there is a possibility of reduced yield, increased disease and pest attack.

Example: spinach, sugarcane.



Fig. 12.10 • Pea Cultivation



Fig. 12.11 • Multi-Tier Cropping
Coconut-Pepper-Plantain



Fig. 12.12 • Coconut-Turmeric



Fig. 12.13 • Sugarcane



We have now become familiar with different cropping systems and their characteristics. Based on that, identify the cropping system that is suitable for your locality. Write down individually why you have chosen that cropping system.

Innovative Trends in Agriculture

Drone Reaches the Farmer: Now Let's Fly and Sow



Fig. 12.14 • Drone

Palakkad: Now let's fly and sow. Seed sowing has been successfully carried out in the state through drone technology. The main advantage is that it takes less time than the time taken for normal seed sowing. The application of pesticides and fertilizers can also be done effectively using drones.

Have you read the news given above? Due to constant change in increasing world population, climate change, and growth of technology, the agricultural activities also change. The agricultural sector in India has undergone a radical transformation in the last few decades. The shift from traditional agricultural methods to modern agricultural methods using new technology is remarkable. Technology has taken on the challenges of agriculture and adopted innovative methods to increase productivity. The main objective of technology in the agricultural sector is to help farmers increase agricultural production.



List out the changes that have occurred in the agricultural sector in your locality.

Rain Shelter Farming

A rain shelter is a roof covered with polythene sheets. By using transparent polythene sheets as a canopy, the crops are protected from excessive rain while receiving the necessary sunlight for farming. Rain shelter farming is suitable for achieving high production throughout the year even in adverse weather conditions. If every household has a rain shelter, vegetables required for the household can be cultivated in any season.



Fig. 12.15 • Rain Shelter



Fig. 12.16 • Polyhouse

Polyhouse Farming

Polyhouse farming or Greenhouse farming is a method of artificially creating a suitable environment for plant growth by protecting the plant from heat, rain, cold and sunlight. This method of cultivation is done in polyhouses that are completely covered with polythene sheets.



Prepare a note comparing Polyhouse farming with Rain Shelter farming.

Precision Farming

Precision farming is a technique that enables maximum production by providing each crop with the required water, nutrients and crop protection materials at the right time and in the right quantity. This method can be implemented in rain shelter and open areas. The advantages of this farming method are the precise use of water and nutrients, efficient use of machinery, and better management of agricultural land. Micro-irrigation (the method of providing water required for plant growth in droplets or fine streams), fertigation, and integrated pest and disease management are the main components of precision farming.



Fertigation

Fertigation is the method of providing water-soluble fertilizers through irrigation.

Digital Farming

This is a farming method that incorporates diverse technologies. Technologies such as big data analysis tools, artificial intelligence, machine learning, digital communication technologies such as mobile phones, digital platforms, robotics, and agricultural advisory apps are used in digital farming.



Fig. 12.17 • Agrirobot

Vertical Farming

Vertical farming is being used as a viable way to produce food in cities due to urbanisation and scarcity of agricultural land. This technology involves growing crops in vertically stacked, layered, or built-up areas. It uses hydroponic, aeroponic, and aquaponic systems to produce food year-round with minimal water use.



Fig. 12.18 • Vertical Farming

Organic Farming

This is a farming method that relies on organic pesticides, compost, green manures, crop rotation, machinery, and the like. It completely avoids chemical fertilizers and synthetic chemical pesticides. Plant growth regulators and organically modified seeds are not used in this method.

Climate-Smart Agriculture (CSA)

Climate-Smart Agriculture (CSA) is an approach to help farmers cope with climate change. The main goals are to increase productivity and income, adapt to climate change, and reduce greenhouse gas emissions.



Organise a seminar on 'Modern Trends in Agriculture.'

Challenges Faced by the Agricultural Sector

Climate change and natural disasters affect the agricultural sector

No support price for paddy announced: Trial period for farmers

Agricultural sector in crisis: Loan repayments defaulted

Scientific irrigation is essential for the agricultural sector

Have you seen the news headlines given above? What problems in the agricultural sector can be found from this?

Most of the small-scale farmers who use chemical fertilizers and pesticides cannot afford the high price of chemical fertilizers. The inability to find a market for agricultural products, lack of capital, and increased production costs adversely affect farmers. The gradual decline in soil fertility and the high cost of seeds and irrigation, leave farmers in crisis. Apart from such problems, let us examine what other challenges the agricultural sector faces.

- Neglect of crop rotation
- Crop failure/crop loss
- Agricultural debt
- Lack of basic infrastructure
- Inadequate agricultural research
- Loan availability and repayment
- Low prices of agricultural products
- Inadequate mechanisation
- Climate change



Prepare a questionnaire to collect the necessary information from farmers to prepare a project on ‘Challenges faced by the agricultural sector.’

We have come to know about the new agricultural trends and challenges faced by the agricultural sector. To meet these challenges, the central and state governments are implementing several schemes. As part of the “Njangalum Krishiyilekk” (We too are into agriculture) project, let us all take this pledge of the Kerala government to implement agriculture at home and in schools and to nurture agriculture as a culture.



Agriculture is a culture. More than that, we have the realisation that agriculture is life itself. We, who bring agriculture to the mind first and then to the soil turning it into the grace of Kerala, declare that we will always be with the initiative of “Njangalum Krishiyilekk” (We too are into agriculture) by bringing good seeds, good soil, pouring life water and providing other care to ensure a good harvest. We also pledge that we will do our utmost to make the project “Njangalum Krishiyilekk,” a project of every home and every land. Pledge, Pledge, Pledge.

Agro-based Small-Scale and Cottage Industries



Fig. 12.19 • Small-Scale and Cottage Industries



Observe the pictures and identify the small-scale industries and their raw materials.

You have recognised that the raw materials of these industrial products are from agricultural resources. Agro-based small-scale and cottage industries are a solution

to some extent to the problems faced by the agricultural sector. Small-scale and cottage industries that operate locally around us by utilising agricultural resources are of great importance. Small-scale industries are industries with an investment not exceeding ten crores and an annual turnover of less than fifty crores.

Cottage industries are industries where an individual or a family converts locally available resources into products using traditional techniques. The initial investment is low in this industry. Cottage industries rely mainly on the labour force of family members. Examples of cottage industries include weaving, carpet making, leather industry, handicraft manufacturing, and small-scale food processing units. Cottage industries are the backbone of many rural economies around the world.

The Changing Face of Agro-based Small-Scale and Cottage Industries

Agro-based startups are gaining popularity today. The government is giving a lot of encouragement to such startups. Small-scale and cottage industries, which convert fruits and vegetables into various value-added products using simple technologies like grinding, milling, and packaging, have gained importance today. Industries producing Arecanut spathe products, food products, and fruit-based products are mainly based on agricultural products.



Find an idea to begin a startup using the agricultural resources of our area and prepare an outline for it.

Handloom Industry

“I do regard spinning and weaving as a necessary part of any national system of education.”

Mahatma Gandhi

These are the words of Gandhiji, understanding the importance of handloom. Handloom sector is one of the unorganised economic activities in India. This sector is a

Agro Park



Agro Parks are agricultural product processing centres in Kerala. They ensure farmers' income by converting agricultural products into value-added products. Agro parks operate under the Department of Agriculture.



Fig. 12.20 • Products from Arecanut Spathe



Fig. 12.21 • Handloom



KATHIR
App



KATHIR (Kerala Agriculture Technology Hub and Information Repository) App is designed to harness the potential of information technology to make farming and its practices smarter. Weather information, crop advisories, market intelligence information, agricultural project information, and agricultural land information will be available through this app. Farmers who register through this app will receive an identity card.

vital component of the livelihood of rural and semi-rural communities and a source of economic empowerment for women. The contribution of the handloom sector to the country's textile production is not small. Handloom is an important traditional small-scale and cottage industry in Kerala. The handloom industry holds a position next to the coir industry, in providing employment.

Agricultural Market



Fig. 12.22 • Local Market



Fig. 12.23 • Vegetable Shop



Fig. 12.24 • Hyper-Market

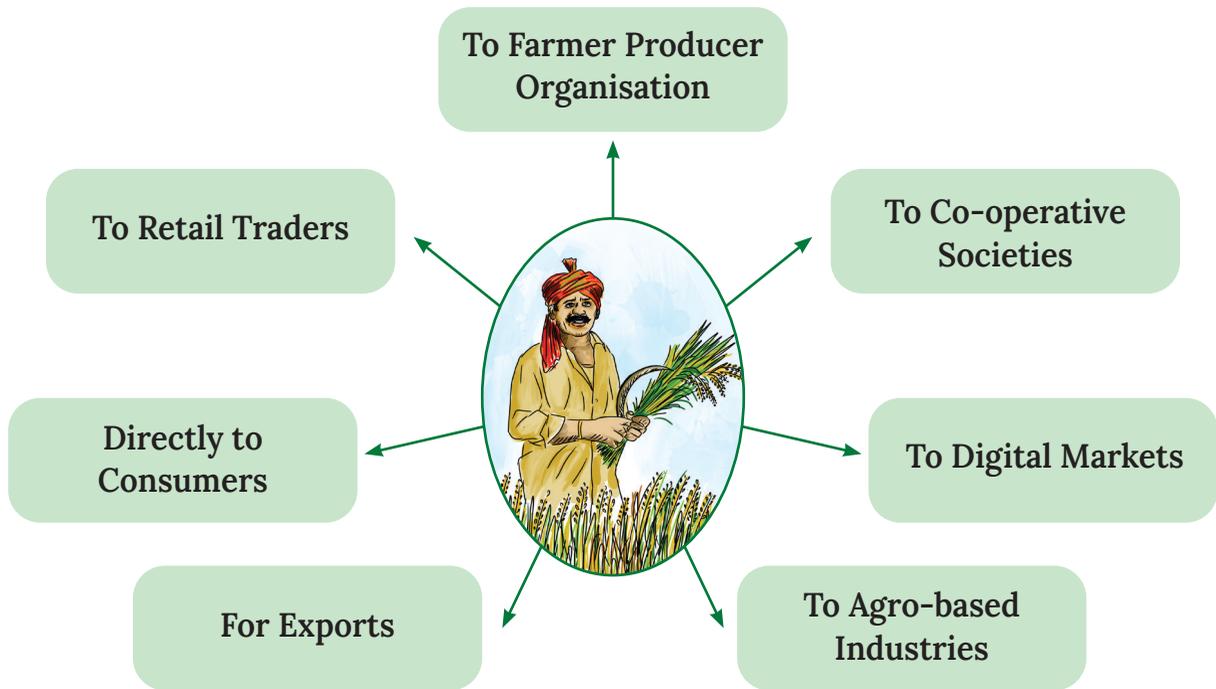


Fig. 12.25 • Online Market

Look at the images above. These are some of the existing systems in the country for buying and selling agricultural products. From which of these systems do you buy agricultural products for home? An agricultural market is a system for buying and selling agricultural products. An efficient agricultural market is essential for the progress of agriculture. The main objectives of an agricultural market are to enable primary producers to earn the best possible income and to provide fair prices while maintaining the quality of agricultural products.

Farmers and Markets

Do you know where agricultural products are taken for sale? Let's check.



It is the right of the farmer to get a fair price for his products. Therefore, farmers are trying to find markets that offer the maximum price. By using online markets, marketing without intermediaries between farmers and consumers, has become possible.



Discuss and prepare a note on the importance of agricultural markets in the agricultural sector.

Different Types of Agricultural Markets

Structured and functional markets are essential for the progress of the agricultural sector. Agricultural markets are classified into two categories—Organised Agricultural Market and Unorganised Agricultural Market. Organised agricultural markets are those that operate according to the rules and regulations of the government. They operate mainly according to the APMC rules. However, unorganised agricultural markets are those that operate without a specific structure.



Agricultural Produce Market Committee (APMC)

The APMC is a board set up by the state governments of the country to protect farmers from exploitation by large-scale and retail traders. The states regulate APMC through the Agricultural Produce Marketing Regulation Act (APMR Act).

Rural Primary Markets

Rural primary markets are markets where farmers directly sell their produce without intermediaries. They are centred in small villages and are a mechanism of exchange between individuals in the village as main sellers and consumers. Markets meet once or twice a week in open areas. For example: Village markets, Haats.



Village Haats

Haats are markets where producers, intermediaries and consumers of a village gather to buy and sell agricultural products.

Mandis

These are permanent wholesale markets in district headquarters and other towns for daily transactions.

Fairs/Festivals

Fairs are markets held at pilgrimage sites and major centres only during religious festivals or local festivals.



'Keralagro'

The Department of Agriculture has started marketing of agricultural products under a unified brand 'Keralagro' to energise the marketing of agricultural products, thereby increasing the income of farmers and making the products available to consumers at fair prices.

Wholesale Markets or Secondary Wholesale Markets

These are markets operating in cities associated with agricultural areas. The agricultural products are brought here by the farmers who produce them. These are marketing centres located in district headquarters or near the railway stations. Trade here takes place between rural farmers and wholesale traders. Goods from other markets also brought here. Example: Mandis

Agricultural marketing is done in the state with the support of state self-governing bodies and farmer producer organisation. This is possible through a marketing network established in urban and rural areas. Of the wholesale markets in Kerala, three function in urban areas and three in rural areas. In addition to

these, five District Procurement cum Marketing Centres are also functioning. These centres, which are under the Department of Agriculture, operate as per the market rules of the Government of Kerala. Six wholesale markets have also been registered under E-Nam. Apart from these, local market outlets at various levels facilitate the marketing of agricultural produce by mobilising it directly and through farmers' associations. Marketing is done through the marketing system of Self-help Farmers' Committees established by VFPCCK at the production centres, eliminating intermediaries.

The National Agricultural Cooperative Marketing Federation of India Limited (NAFED) is an organisation that promotes the marketing of agricultural produce and forest resources in India. Primary Agricultural Cooperative Credit Societies (PACS) strengthen rural agricultural activities by undertaking services such as integration, marketing, value addition, grading, branding and packing of agricultural products.

Challenges Faced by Agricultural Marketing

- Inadequate transport facilities
- Lack of access to loans
- Insufficient market information
- Inadequate storage facilities
- Import policies
- Exploitation of intermediaries

Vegetable Fruit Promotion Council Kerala (VFPCCK)



The mission of VFPCCK is to provide support to the farmers of Kerala in various agricultural activities from seed to marketing to implement fruit and vegetable cultivation on a commercial basis.

Krishi Vigyan Kendra (KVK)



Krishi Vigyan Kendra are institutions established across the country by the Indian Council of Agricultural Research (ICAR) to identify and solve the problems of farmers and to transfer them new agricultural technologies and skills.

E-Nam



The National Agriculture Market is a scheme launched by the government to enable farmers to sell their products at their will. It is an online platform for agricultural products.



Fig. 12.26 • Agricultural Urban Wholesale Market



Organise a seminar on different types of agricultural markets.

Kerala's agricultural sector is characterised by diverse agro-climatic conditions and small farmlands conducive to the cultivation of different types of plantation crops, food crops, cash crops, spices and vegetables. Department of Agriculture, State Horticulture Mission, Primary Agricultural Co-operative Societies, Local Self-Government Institutions, Kerala Agricultural University, various agricultural research centres, Farmer Producer Organisation, to name some, play an important role in strengthening the agricultural sector.

Advancements in technology have ushered in a new revolution in the agricultural sector. Activities to achieve food security and environmental sustainability by taking up the problems of the agricultural sector have been devised through technology. Our new generation should be involved in activities that will ensure food security for future generations and the economic security of the country.

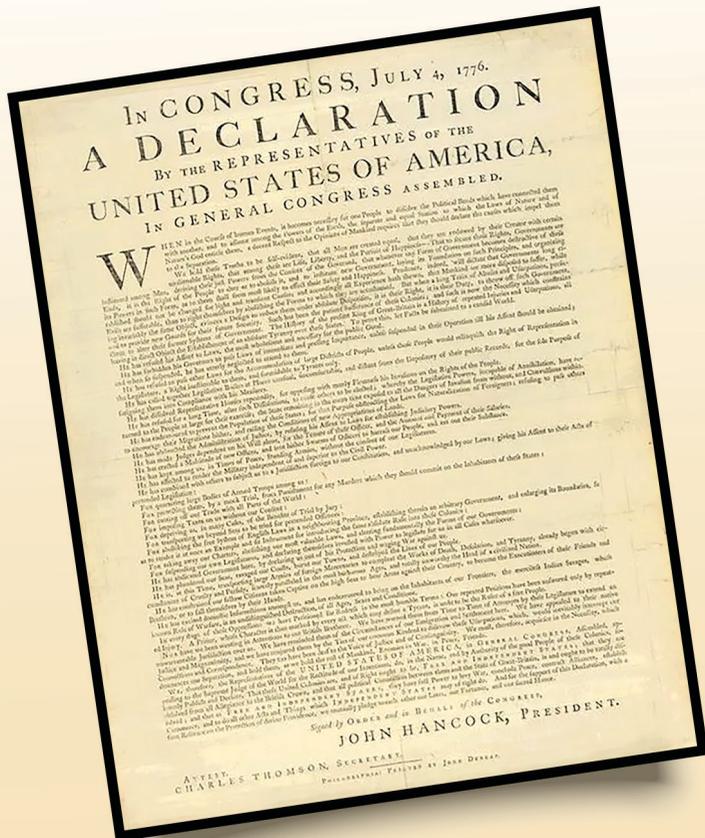


Extended Activities

- Visit nearby farmlands and prepare a report on various crops and cropping systems.
- Visit the Agricultural office near the school premises and discuss with the officials to understand the activities there.
- Organise an agricultural fair in the school.
- Based on a questionnaire you have already prepared, discuss with farmers, and prepare a project on the problems faced by the agricultural sector.
- Set up a farm in the school using the farming methods and technology we have discussed in the lesson.

Unit 13

Building New Nations



Declaration of Independence

“All men are created equal. They are endowed by their Creator with certain unalienable Rights. They include the rights to Life, Liberty, and Well-being. To achieve these Rights, governments must be formed that have the approval of the governed. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it.”

The above excerpt is a portion from the Declaration of Independence, drafted by the American people in the 18th century.

What are the rights mentioned in this declaration?

- The right to life
- The right to liberty
-
-

Let us examine what factors motivated the people of America to issue such a declaration of independence.

Colonial Control

A group of Puritans known as the Pilgrim Fathers, who arrived in America on a ship named the Mayflower, established a colony called Plymouth (Massachusetts) in North America. Later, twelve more colonies were also formed. Most of the people lived in these colonies were the English. The King of England appointed governors in the colonies to control these people who had arrived in America without the support of their motherland. This led to the discontentment among the colonists.



Fig. 13.1 • Colonies founded by the Pilgrim Fathers



Find and list out the colonies established by the Pilgrim Fathers from the figure.



Puritans

The Puritans were a Christian group in England. They were conservative in matters of worship. They were in conflict with other Christian groups in the country. Hence, some of them left their country and migrated to the American continent and established colonies.

Trade Control

The British government tried to establish trade control in the colonies through legislation. They turned the colonies into a trade monopoly for storing raw materials and selling manufactured goods. Let's examine the trade laws implemented by Britain.

- Goods from colonies to colonies could only be transported on the British ships or on the ships of the colonies.
- Goods such as wool, tobacco, and ship's sails could be sent to Europe via England only. Goods from Europe could only be transported via England only.
- The Stamp Act of 1765 insisted that Deeds of will, legal documents, and pamphlets be marked with a fixed value stamp. An additional tax was imposed to recoup the cost of protecting the colonies from French attacks.

Although this law was repealed in 1766 due to increasing public outrage, the British Parliament was vested with the right to impose taxes on the colony.

The colonists started a rebellion on realising that such measures by Britain would seriously affect the American people.

There were some other factors that urged the colonists to fight against Britain. Let us examine what they were.

- The colonists' fear of the French disappeared as a result of the Seven Year War
- The military experience gained as a result of participating in the war
- Awareness of one's own strength



Discuss and prepare a note on how the trade laws helped to exploit the colonies .

Boston Tea Party

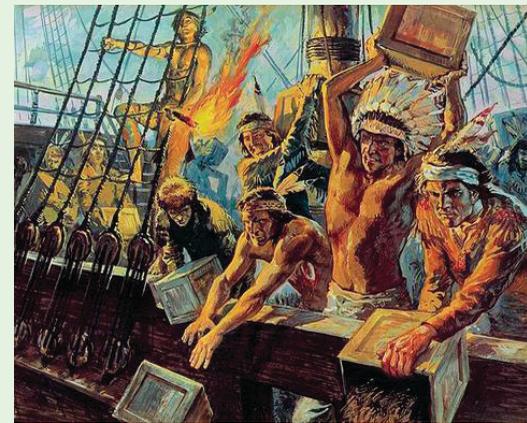


Fig. 13.2 • Protesters throw away tea into the sea.

Lord North, the Prime Minister of Britain, enacted the Tea Act in 1773. This law forced the colonists to buy tea from the East India Company. Protesters who were dressed as Red Indians boarded ships that had arrived in port and threw away chests of tea into the sea. This incident is known as the Boston Tea Party.



Seven Year War

It is the war between Britain and France to ensure trade monopoly. It began in 1756 and ended with the Treaty of Paris in 1763.

Unification of the Colonies

The opposition to the laws imposed on the American colonies by the British government led to a growing sense of unity among the colonies. As a result of this sense of unity, representatives of the colonists assembled in Philadelphia. This is also known as the Continental Congress. Let's examine the assemblies held in Philadelphia.



- 12 colonies except Georgia participated
- It was decided to suspend trade with Britain until the grievances were resolved



- Olive Branch Petition was submitted before the King of Britain
- George Washington was appointed Commander-in-Chief of the American army
- War with Britain commenced



- The famous Declaration of Independence was issued
- It was drafted by Thomas Jefferson



Olive Branch Petition

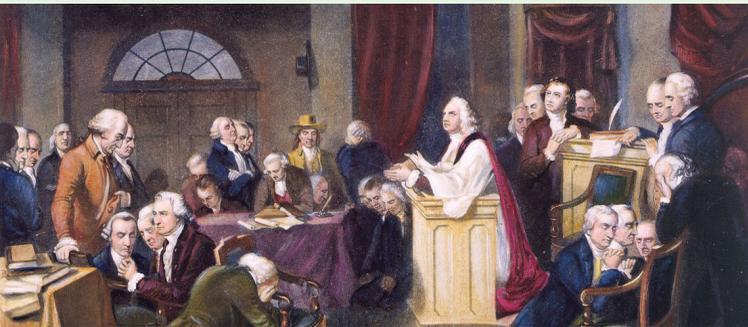


Fig. 13.3 • Olive Branch Petition

This was a petition submitted by the colonists declaring their loyalty to the king, with the aim of avoiding war with Britain. They also demanded the repeal of laws passed after 1765.

Philosophy and Revolution

Let's examine the philosophers and their ideas that influenced the Americans.

'No taxation without representation' - **James Otis**

'It is prudent for the Americans to separate from England' - **Thomas Paine**

'Man has certain fundamental rights. No government has the right to violate them' - **John Locke**



Prepare a flowchart including the main events related to the Continental Congress.

Towards Independence

In 1781, the American army under the leadership of George Washington defeated the English army led by Cornwallis at Yorktown with the help of France and Spain. Further, in accordance with the Treaty of Paris in 1783, Britain accepted the independence of the 13 American colonies.

Drafting New Constitution

After the war, the colonies drafted the framework of the constitution called the Articles of Confederation. In this regard, a convention was held in Philadelphia under the leadership of George Washington to complete the constitution. According to the constitution prepared by this convention, George Washington was elected the first President of the United States of America.

What were the main features of the Constitution of the United States of America?

- The Constitution of the United States is a written one in the federal system. Accordingly, each state joining the union had certain powers of its own.

George Washington



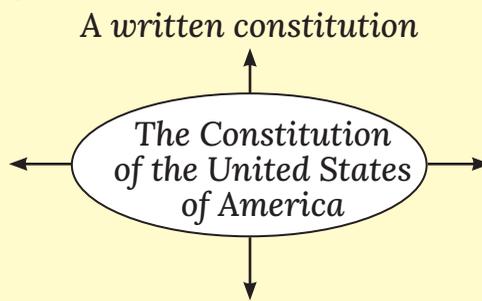
Fig. 13.4 • George Washington

George Washington was born in 1732. His father was Augustine Washington and his mother was Mary Ball. He served as the Commander-in-Chief of the Continental Army, the head of the Constitutional Convention and the first President of the United States of America.

- The smallest constitution in the world
- The central government has authority over foreign affairs, war, interstate trade, and currency
- The state governments had representation in the central government
- The powers of the three branches of government such as the Congress, the President, and the Judiciary are clearly specified.

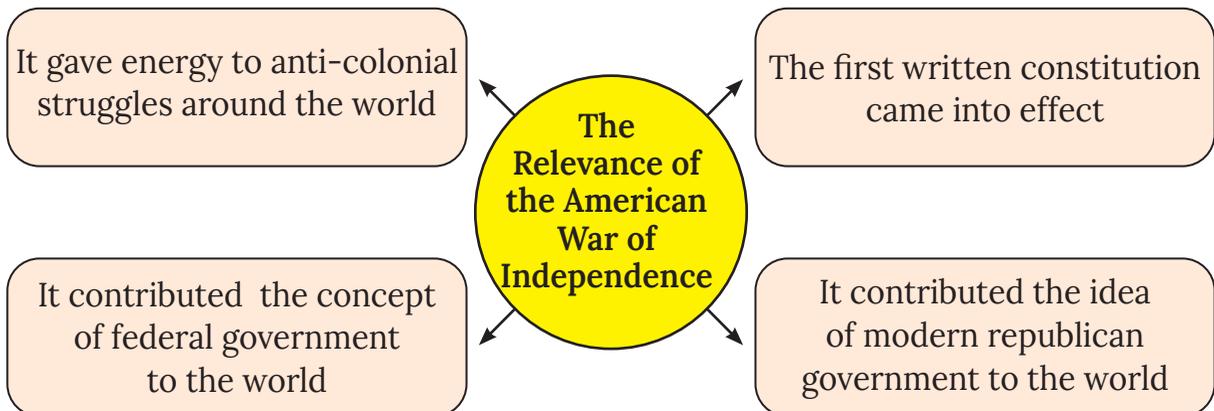


Complete the diagram.



The growth achieved by the United States in the economic, industrial, educational, scientific and technological fields after the Revolution helped the nation that had fought for its independence, grow into a major world power .

The American War of Independence made significant contributions to the world. What were they?



Prepare a wall magazine including the events that led to the formation of the United States of America.

Civil War and Unity

“If slavery is not wrong, then nothing is wrong.”

You have noticed Abraham Lincoln’s words about one of the basic reasons for the conflict between the American states. The Civil War was the most complicated event that the United States of America faced after the Revolution. Let’s examine its background and the main reasons.

Diverse States

There existed diversities in the agricultural, educational and economic sectors among the provinces of the United States of America. Let’s examine the differences.

North American States	South American States
<ul style="list-style-type: none">• Industry and commerce were the main sectors	<ul style="list-style-type: none">• Agriculture was the main sector• Presence of organised plantations
<ul style="list-style-type: none">• Did not depend on others for industrial products	<ul style="list-style-type: none">• There were very few factories• Had to depend on the northern states or England for industrial products
<ul style="list-style-type: none">• Gave importance to education• Primary education was free and compulsory	<ul style="list-style-type: none">• Education was not given importance• Far behind in literacy



Prepare a note discussing how the inequality that existed in the North American states and the South American states caused conflict between them.



Slavery

The League of Nations defined slavery as the condition in which a person is subject to the absolute power of another. Defeated enemies were taken as prisoners and individuals were bought and enslaved. In the 16th century CE, with the colonisation of European countries, a large numbers of slaves were brought from Africa to America.

Slavery

The Europeans brought slaves from Africa to America for agricultural purposes until the early 19th century. The people of the northern states discouraged the system of slavery. With a view to abolishing the system of slavery, activities had been started long before under the leadership of John Woolman. As a result of his work, the importation of slaves into the United States was banned in 1808. The southern states, which were in favour of slavery, argued that slavery was necessary for the existence of plantation agriculture, and setting them free was a danger to the country. However, the northern states argued that one man keeping another man as his own property was contrary to the ideals of the Constitution of the United States.

The anti-slavery newspaper *The Liberator* and Mrs. Harriet Beecher Stowe's book *Uncle Tom's Cabin* strengthened public sentiment against slavery. This increased the conflict between the northern and the southern states.



Organise an open forum on 'Slavery and Civil War in America.'



Fig. 13.5 • Mrs. Harriet Beecher Stowe

From Ballot to Battlefield

Abraham Lincoln was a leader of the Republican Party that was committed to ending slavery. He was elected President in 1860. Thirteen states, led by South Carolina, left the Union. They formed a new alliance called 'The Confederate States of America' to protect their rights. However, the northern states questioned the right to leave the Union. This led to Civil War.

The Union towards Victory

In 1861, war broke out between the Confederate States and the Union States. The Union States finally won in the Battle

of Gettysburg in 1863. On January 1, 1863, Abraham Lincoln issued a proclamation so as to free the slaves in the United States. This is known as the famous Emancipation Proclamation. Lincoln expressed his sympathy for the defeated southern states. He was assassinated by a separatist named John Wilkes Booth on April 15, 1865.



Discuss and prepare a note on the role of Abraham Lincoln in maintaining the unity of America.

Russian Revolution



Fig. 13.7 •

In our day, the peasants have been robbed—by means of all the tricks and achievements, all the progress of civilisation—robbed to such an extent that they are starving, eating goosefoot, eating lumps of dirt in lieu of bread, suffering from scurvy, and dying in agony. At the same time, the Russian landlords, with Nicholas II as their head, and the Russian capitalists are raking in money wholesale...

Lenin, *Collected Works*, Volume 17, page 527.

(Trans. by Dora Cox)

Abraham Lincoln

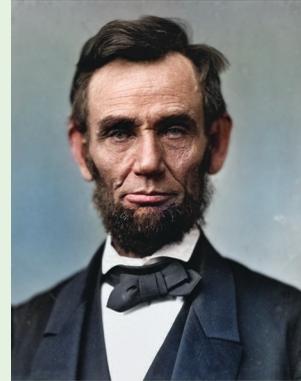


Fig. 13.6 •
Abraham Lincoln

Abraham Lincoln was born on February 12, 1809 in Kentucky. He was elected the 16th President of the United States in 1859. He was able to achieve his goal of abolishing slavery while maintaining the unity of the United States. In his Gettysburg Address, he defined democracy as “government of the people, by the people, and for the people.”

From the above statements, what can we learn about the lives of the peasants and the common people in Russia? How did these circumstances lead the Russian people to revolution?

Tsar (also ‘Czar’) and the People’s Assembly

The autocratic rulers who ruled Russia were known as Tsars. The emperor had the power to appoint and dismiss officials, as well as to deport and imprison anyone. Agitated with the miserable working conditions, the economic depression, and the ongoing war with Japan, the people, led by Father Gapon, marched to St. Petersburg to present a petition to Tsar Nicholas II requesting economic and political reforms. The army opened fire on the protesters, killing over a hundred workers. This massacre in St. Petersburg on January 22, 1905, is known as ‘Bloody Sunday.’

In response to the popular outrage, the Tsar agreed to form a parliament called the Duma. But, he rejected all the reforms proposed by the Duma and attempted to suppress political freedom.

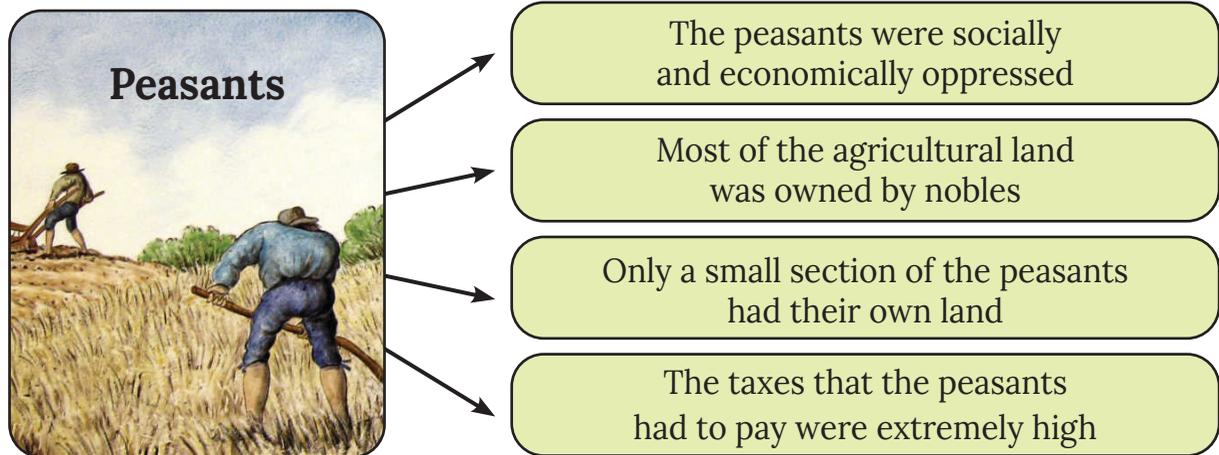
Workers and Revolution

There were two classes of people in Russian society. The common people consisted of workers and peasants, and the wealthy class consisted of nobles and capitalists. The peasants and workers, who were considered as the common people, were looked down upon by the rulers and nobles. Let us examine the miserable condition of the peasants and workers.

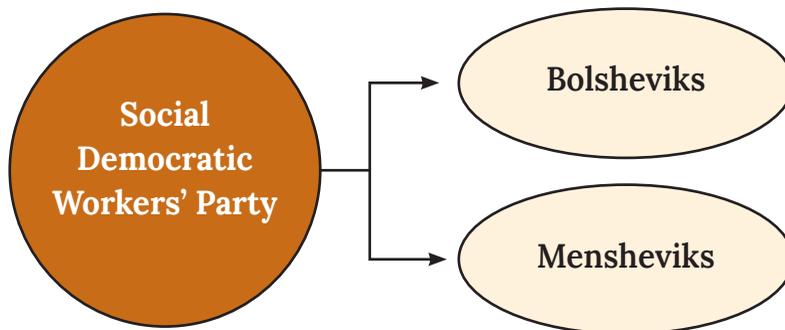
The main problems faced by the workers

- Low wages
- Poor living conditions
- Long working hours
- The dominance of foreign capitalists in industries

The condition of the peasants was as miserable as that of the workers. Let us examine the conditions.



The domination and exploitation of foreign capitalists led to the formation of trade unions among the peasants and workers. This led to the growth of political awareness among them. It is in this context that political parties were formed. Let us examine the major political parties.



Prepare a note evaluating the circumstances that led to the growth of political parties in Russia.

Influence of Ideas

Writers also played a major role in creating a favourable environment for the revolution. The writings of Leo Tolstoy, Turgenev and Maxim Gorky vividly portrayed the plight of the common people in a touching way. But it was the *Communist Manifesto*, which contained the communist theories of Karl

Marx and Friedrich Engels, that sparked the revolution and provided the necessary guidelines for it.



Marxist Ideology



Fig. 13.7 • Karl Marx,
Friedrich Engels

According to Marxist ideology, all political, social, and intellectual activities in human life are determined by the mode of production in society. Karl Marx and Friedrich Engels, who formulated Marxist ideology, argued that workers are the basis of production and therefore the ideology should stand for their supremacy.

When World War I began, Russia also took part. Thousands of soldiers died due to the shortage of weapons and inadequate training. This led to criticism from the common people against the Tsarist regime. The shortage of food that occurred in Russia at this time aggravated the problems. This paved way for the awakening of revolutionary thoughts among the people.



Fig. 13.8 • March in Petrograd

End of Monarchy

On March 8, 1917, women workers led a strike and march in Petrograd, shouting the slogan “Down with the autocracy.” The soldiers sent to suppress this strike joined the workers. Tsar Nicholas II was deposed on March 15, 1917, and a provisional government was formed under the Mensheviks' leader, Aleksandr Kerensky. This revolution is known as the 'February Revolution.'

This revolution is known as the 'February Revolution.'

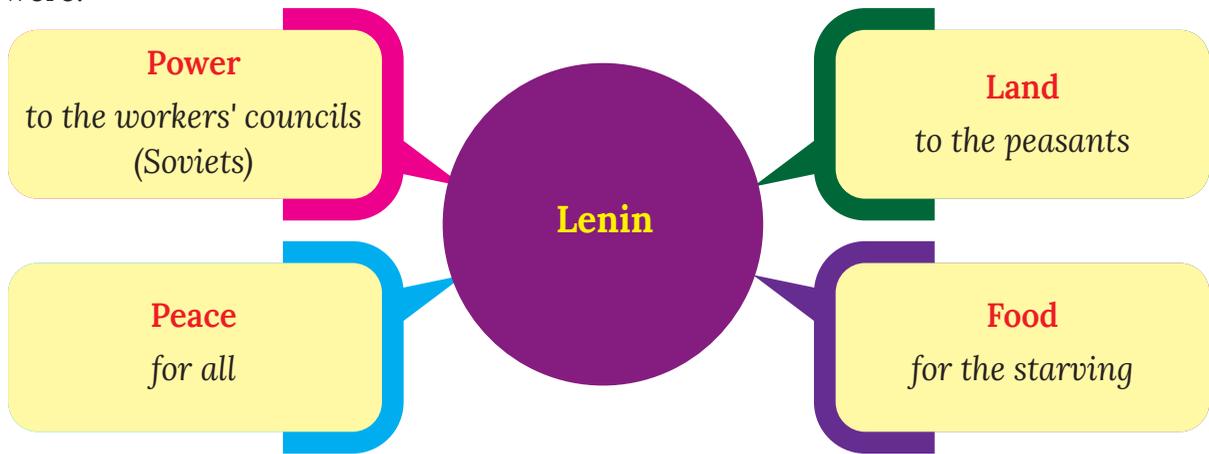


Fig. 13.9 • Aleksandr Kerensky

Working Class towards Dictatorship (Absolute Rule)

Lenin, the leader of the Bolshevik Party, brought the Russian Revolution to its completion. He argued that the Provisional Government served the interests of the capitalists and

could not provide peace, food and freedom to the people, and therefore it should be replaced by a government of the Soviets. He put forward new ideas. Let's examine what they were.



Red Guard was the military unit formed to achieve this goal. The Bolsheviks seized all the important establishments in Petrograd, such as postal and telephone exchanges, railway stations, and banks. They then took over the Winter Palace, the headquarters of the Provisional Government. With this, the Provisional Government led by Alexander Kerensky was overthrown. This revolution is known as the 'October Revolution.' Subsequently, Lenin declared Russia a Workers' Republic and formed a government under his leadership.

The Russian Calendar



The revolution that took place in March is known as the February Revolution because the Russian calendar is 13 days behind the international calendar (Gregorian Calendar).



Prepare a flip album including various events that led to the February Revolution and the October Revolution.

Lenin was born in 1870. He was convinced that fundamental changes in the social system could not be brought about by secret organisations but could only be achieved by organising the workers. This view made the revolution of workers and peasants in Russia inevitable. Lenin led the October Revolution and the revolutionary government that followed.

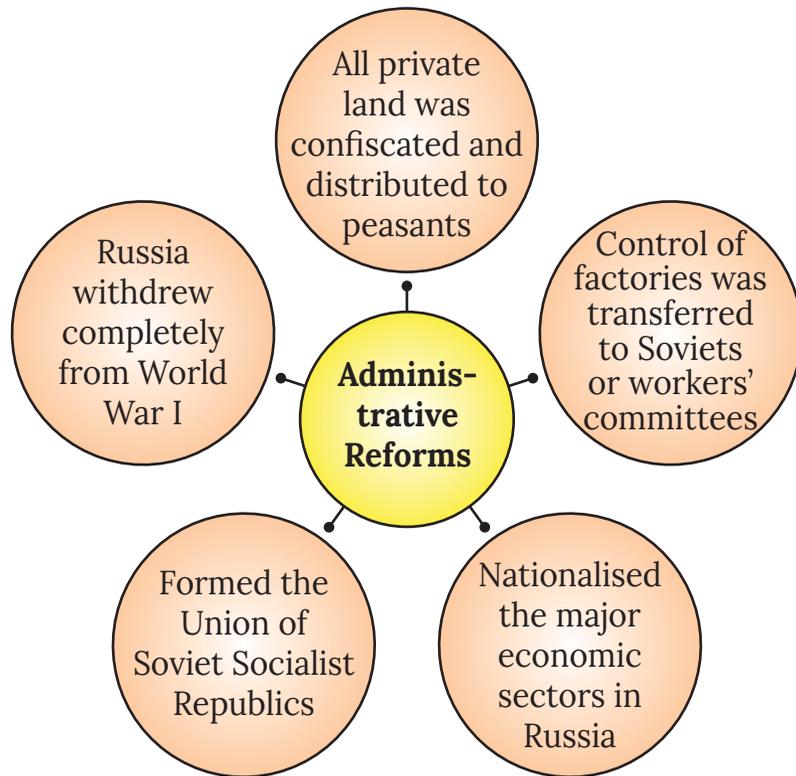


After the revolution, Lenin implemented some administrative reforms. What were they?



April Theses

The April Theses were presented by Lenin at a joint meeting of the Bolshevik Party and the Soviets. The plans for the transition from bourgeois democracy to socialist revolution are outlined here. Here, he makes it clear that the current situation is to transfer the power into the hands of the workers and peasants.



Changing Economic Policy

Lenin took several revolutionary measures in the economic sphere. The New Economic Policy was a reform implemented by Lenin in 1921. The New Economic Policy was a partial return to private trade, agriculture, and private investment. Large industries were combined with trusts. At the same time, the government encouraged the cooperative sector. But there was a strict government control to prevent the revival of capitalism. By implementing the New Economic Policy, he developed the Union of Soviet Socialist Republics (USSR) into a world superpower.



Prepare model slides necessary to create a presentation on the circumstances that led to the formation of the Union of Soviet Socialist Republics.

China on the Path of Revolution

“...after two thousand years... the Chinese society showed signs of surviving the defects of its birth, it

was overtaken by yet another misfortune. That was the obstruction of its normal development through foreign intervention.”

M. N Roy

Revolution and Counter-Revolution in China

In the passage given above, M. N. Roy mentions about the arrival of Europeans in China in the 19th century and its consequences. Let us examine how China faced these problems.



Fig. 13.10 •

To Power through Trade

We have already discussed the arrival of European powers in India and their dominance in the previous chapter. Similarly, the foreign powers came to China also with commercial interest. European traders made huge profits from China through the opium trade. The use of opium, a narcotic substance, quickly spread in China, which harmed the health of the people and drained the wealth of the nation. This resulted in a war between China and Britain, known as the ‘Opium War.’ China was defeated in this war. After that, according to the Treaty of Nanking, the major ports of China, Canton, Amoy, Ningbo, and Shanghai, were opened to foreign trade.



Discuss and prepare a note on how the Opium War led to the strengthening of European dominance in China.

End of Monarchy

The growing interference of foreign powers increased the resentment of the people against them in China. As a result, many secret agencies were formed in China. One such secret agency was the Boxers. Their symbol was the Boxers Fist. Their resistance against the European invasion is known as the ‘Boxer Rebellion.’

After the boxer rebellion, the emperor implemented some reforms in China. Let's examine those reforms.

Western education was implemented in China

A commission was appointed to study the political systems of European countries

However, these reforms of the emperor did not satisfy the people of China. The people believed that China could be liberated from Western powers only if the Manchu dynasty which ruled China was overthrown from power. They were led by Dr. Sun Yat-sen. He put forward the ideas of nationalism, democracy, and socialism.

The Kuomintang Party was formed to achieve this goal. Following the revolution of 1911, the Manchu dynasty was overthrown from power and a republican government was formed. However, later, Sun Yat-sen, the President resigned and Yuan Shikai came to power. After his death in 1916, Sun Yat-sen came to power again.



Dr. Sun Yat-sen

Sun Yat-sen, who received Western education, completed his medical studies. He wanted to be a social reformer. However, realising that social reform was not possible in China, he founded the 'Revived China Society' to establish a progressive republic. This later became the 'Kuomintang Party.' He is known as the father of the Chinese revolution.



Prepare a pamphlet discussing the role of Sun Yat-sen and his ideas in ending the monarchy in China.

People's Republic of China

You have discussed the communist revolution in Russia. Russian communist ideas also began to spread in China. The Chinese Communist Party, formed in 1921 under the leadership of Mao Zedong, was able to influence the peasants and workers. Russia helped the Kuomintang Republic for the progress in various areas of China. Sun Yat-sen, who maintained close ties with the communists, died in 1925.

Chiang Kai-shek who came to power after the death of Sun Yat-sen opened up coal and iron production, banking, insurance, and foreign trade to foreign powers. As a result, foreign powers controlled over all sectors. Through this, they took a huge amount of money from China. The Communist Party under the leadership of Mao Zedong opposed these policies. The Red Army led this resistance. In 1934, Mao Zedong organised his famous 'Long March' by rallying peasants and workers. Observe the figure and find out what its features were.

Routes of the Long March (8000 miles)

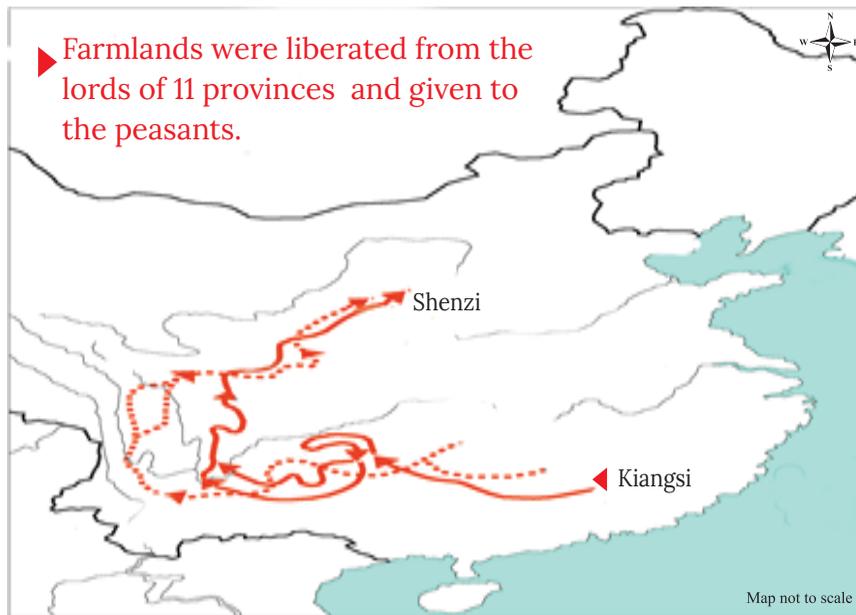


Fig. 13.13 • The routes taken by the Long March

- Where did the Long March start?
- Where did the Long March end?
- How many provinces did it pass through?

On April 21, 1949, the Red Army captured Nanjing, the capital of the Kuomintang government. Then, on October first, under the leadership of Mao Zedong, China was declared the People's Republic of China.

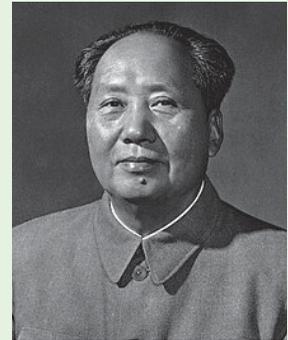


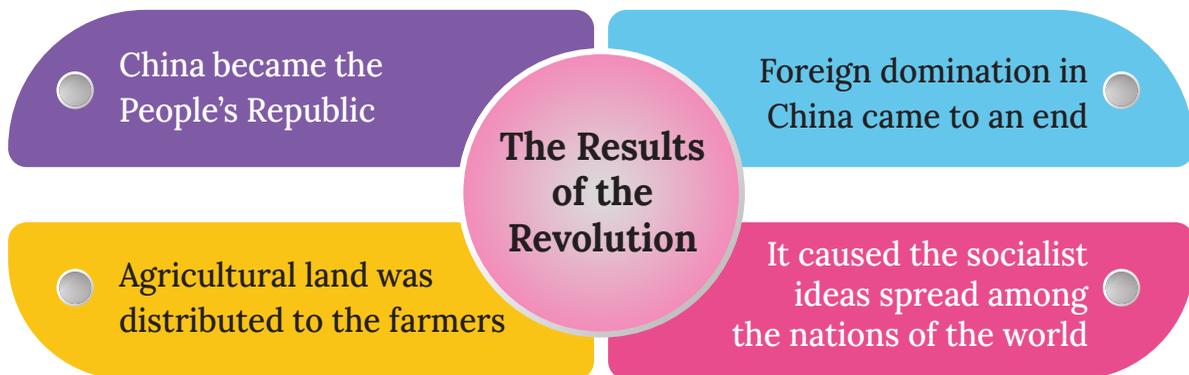
Fig. 13.11 • Mao Zedong

Mao Zedong was born as the son of Mao Yichang and Wen Qimei in Shaoshan on December 26, 1893. He was one of the founding members of the Chinese Communist Party. He led the Long March and is the founder of the People's Republic of China also. He was able to improve literacy, women's rights, and healthcare and thereby putting China at the forefront of the world.



Prepare a profile album by discussing the role of Mao Zedong in the formation of the People's Republic.

Under the leadership of Mao Zedong several economic reforms were implemented in China. These are known as The Great Leap Forward. Through such measures, China grew into a major power among the nations of the world.



In this chapter, we discussed the resistance of the people who were denied freedom due to the intervention of the imperialist capitalist powers in various countries. These revolutions helped the ideas of democracy and socialism to take deep root among the nations of the world. The ideas and schools of thought that emerged during the revolutionary period contributed to the growth of the modern world.



Extended Activities

- Prepare a digital presentation including the events that led to the American War of Independence.
- Prepare a list of the regions that were annexed to the USSR after the Russian Revolution.
- Collect information on major revolutions in the world and prepare a digital album.
- Present the major events related to the Russian Revolution and the Chinese Revolution through mind mapping.

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

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Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in