

ലോകചരിത്രത്തിലെ പ്രമേയങ്ങൾ

XI



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പൊതുവിദ്യാഭ്യാസ വകുപ്പ്

തയ്യാറാക്കിയത്

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ആമുഖം

ഏതു വിജ്ഞാനവും മാതൃഭാഷയിൽ പഠിക്കാനും പ്രകാശനം ചെയ്യാനും സാധിക്കും. അതിനുള്ള അവസരം പഠിതാക്കൾക്ക് ഒരുക്കേണ്ടത്, ഏതൊരു പഠന സമ്പ്രദായത്തിന്റെയും അനിവാര്യതയാണ്. അതിന്റെ തുടക്കമെന്ന നിലയ്ക്കാണ് ഹയർസെക്കന്ററി തലത്തിൽ ഭാഷേതര വിഷയങ്ങളിലെ പാഠപുസ്തകങ്ങൾ മലയാളത്തിൽ പ്രസിദ്ധീകരിക്കുന്നത്.

മാതൃഭാഷയിലൂടെയുള്ള വിദ്യാഭ്യാസം, ജ്ഞാനസമ്പാദനത്തിനുള്ള സുഗമ മാർഗം എന്നതിനോടൊപ്പം സാംസ്കാരികത്തനിമയുടെ തിരിച്ചറിയൽ കൂടിയാണ്. അതുകൊണ്ടാണ് വികസിതരാജ്യങ്ങൾ മാതൃഭാഷയെ മുഖ്യ ബോധന മാധ്യമമായി സ്വീകരിച്ചിരിക്കുന്നത്. ഇന്ത്യയിലാകട്ടെ, ദേശീയതലത്തിലുള്ള പ്രധാന പരീക്ഷകളെല്ലാം പ്രാദേശിക ഭാഷകളിൽക്കൂടി നടത്തുന്നതിനുള്ള സംവിധാനവും ഉണ്ടായി വരികയാണ്. ഈയൊരു സാഹചര്യത്തിൽ നമ്മുടെ കുട്ടികളും മാതൃഭാഷയുടെ ശക്തിസൗന്ദര്യങ്ങൾ തിരിച്ചറിഞ്ഞ് വിവിധ വിഷയങ്ങളിൽ ജ്ഞാനനിർമ്മിതിയിൽ ഏർപ്പെടേണ്ടതുണ്ട്. അതിന് അവരെ സജ്ജരാക്കുകയാണ് ഈ പാഠപുസ്തകങ്ങളുടെ മുഖ്യ ലക്ഷ്യം.

പരിഭാഷപ്പെടുത്തിയ പുസ്തകങ്ങളിൽ അതത് വിഷയങ്ങളിലെ സാങ്കേതിക പദങ്ങൾ പരമാവധി മലയാളത്തിലാക്കിയിട്ടുണ്ട്. നമ്മുടെ ഭാഷയിൽ ചിരപരിചിതമായ ഇംഗ്ലീഷ് പദങ്ങളെ അതേപടി സ്വീകരിച്ചിട്ടുണ്ട്. വിവർത്തനത്തിന് തീർത്തും വഴങ്ങാത്ത പദങ്ങളെ അതേരീതിയിൽ തന്നെ ഉപയോഗിച്ചിരിക്കുന്നു. മാതൃഭാഷയിൽ പഠിക്കുന്നവർക്ക് ആശയഗ്രഹണം സുഗമമാക്കുന്ന വിധത്തിലാണ് പാഠപുസ്തകരചന നടത്തിയിരിക്കുന്നത്. അതോടൊപ്പം മലയാളഭാഷയുടെ വളർച്ചയ്ക്കും ഈ പ്രവർത്തനം സഹായകമാകുമെന്ന് കരുതുന്നു.

പാഠപുസ്തകവിവർത്തന രംഗത്ത് നമ്മുടെ രാജ്യത്ത് നടന്ന വലിയൊരു കാൽവെച്ചാണ് ഇത്. പ്രഥമ സംരംഭമെന്നനിലയിൽ പല പരിമിതികളും പരിഭാഷയിൽ വന്നിട്ടുണ്ടാകാം. ക്ലാസ് മുറിയിൽ പ്രയോഗത്തിൽ വരുമ്പോഴാണ് അവയെല്ലാം കൂടുതൽ ബോധ്യപ്പെടുക. തുടർന്ന് വരുന്ന ഘട്ടങ്ങളിൽ അവയൊക്കെ പരിഹരിക്കുന്നതിന് എല്ലാ അഭ്യർത്ഥകാങ്കളികളിൽ നിന്നും വിശിഷ്ട അധ്വാനം, വിദ്യാർത്ഥികൾ എന്നിവരിൽ നിന്നും അഭിപ്രായങ്ങളും നിർദ്ദേശങ്ങളും പ്രതീക്ഷിക്കുന്നു.

ഡോ.ജെ. പ്രസാദ്

ഡയറക്ടർ,

എസ്.സി.ഇ.ആർ.ടി. കേരളം

FOREWORD

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the Advisory Group in Social Science, Professor Hari Vasudevan, *Chief Advisor*, History, Professor Neeladri Bhattacharya and the Advisor for this book, Professor Narayani Gupta, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations, which have generously permitted us to draw upon their resources, material and personnel. We are especially

grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G. P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

Director
National Council of Educational
Research and Training

ON READING WORLD HISTORY

How is it possible, you may ask, to study the history of the world within one year? There is so much that has happened in different countries and so much that has been written about each country. How can we choose a few themes for study from a vast and boundless corpus?

These are valid questions. Before we read any book on world history we need answers to such questions. A syllabus needs to make clear how it is organised. A book should explain what it is seeking to do.

We need to remember that in studying or writing history the historian is always involved in a process of selection. This is a point that E. H. Carr made many decades ago in a wonderful small book *What is History?* After wading through an enormous pile of records in a musty archive, a historian notes down those facts which appear important to him. He relates them to other evidence that he has similarly collected from some other archive, from some other place. He cannot possibly copy down everything he has read, nor use all the evidence he has collected. The evidence that does not make sense to the historian goes unnoticed. At a later date, some other historian reads the same records with new questions in mind. She now discovers evidence that had earlier gone unnoticed. She interprets this evidence, makes new connections, and writes a new book of history.

History writing cannot do away with this element of selectivity. So in reading history we need to see what events a historian chooses to focus on and how he interprets them. We need to understand the larger argument the historian is developing, the broader framework through which he makes sense of particular events.

Till recently the history of the world that we read was often a story of the rise of the modern West. It was a story of continuous progress and development: the expansion of technology and science, markets and trade, reason and rationality, freedom and liberty. Individual histories of specific events were very often structured within this larger story of the triumphal march of the West. Imperial domination of the world was premised on this conception of the past. The West saw itself as the bearer of progress: civilising the world, introducing reforms, educating natives, expanding trades and markets.

Should we not question this perception today? To do that we need to re-look at world history, travel across continents and long chronological periods, and see whether we can think of this history in a new way. *Themes in World History* will help you in this journey.

It will do so in three different ways.

First: it will introduce you to the darker histories that lie behind the glorious stories of development and progress. You will see how the arrival of explorers and traders in South America in the fifteenth and sixteenth centuries did not simply open up the place for western commerce and culture; it led to the spread of disease, destruction of civilisations and the decimation of populations (Theme 8). Later, when white settlers moved into North America and Australia, what we had was not just progress (Theme 10). Behind the history of the development of modern capitalist societies in these places lie the disturbing stories of displacements of indigenous populations, and even genocide.

Second: when you read about the making of states and empires in Section II, you will see that the drama unfolds not only in Rome (Theme 3), that is in Europe, but in the Central Islamic states (Theme 4), and the land of the Mongols (Theme 5). These chapters will tell you about the very different ways in which society and polity are organised in these places.

Third: in reading Section IV you will see that there are different paths to modernisation. There was a time when it was believed that industrialisation first occurred in Britain and other countries tried to replicate this model in various ways. So the developments of all countries were judged in relation to the British model. Such an argument once again sees the West as the centre of the world. But we know today that it is certainly not true that all creativity flowed in only from the West. In opposition to this, however, we cannot simply assert that the West had no influence on what was happening elsewhere, or that historical developments in each country have to be seen in isolation, that we should only look at the indigenous roots of all developments. That would be a narrow and limited perspective, a form of parochialism. Instead we need to recognise that in different countries people act creatively to shape the world in which they live, and these developments in turn have impact on other countries and continents, including Europe. Theme 7 will help you see how even the cultural developments in Renaissance Europe were so significantly influenced by developments in other parts of the world.

Your journey will begin with the evolution of early human societies (Theme 1) and the early cities (Theme 2). You will then see how large states and empires developed in three different parts of the world, and how these societies were organised (Section II). In the next section, you will have a close look at how European society and culture changed between the ninth and the fifteenth centuries, and what European expansion meant for the people of South America (Section III). Finally, you will read about the complex history of the making of the modern world (Section IV). Many of the themes will introduce you to the debates in the field and show how historians continuously rethink old issues.

Each section begins with an Introduction and a Timeline. These timelines are not for you to memorise for exams. They are meant to give you some idea of what was happening in different places at any one point of time. They will help you situate the history of one place in relation to another.

Constructing a timeline is always difficult. How do we choose the dates to focus on? Not all historians would agree on the choices made. In fact, if you compare different timelines, given in different books, for the same period, you may find that the issues highlighted in them are different. So we need to read each timeline critically, see what it tells us and what it does not. Timelines frame history in particular ways.

This year you are not reading about the history of South Asia. The book you read next year will be on 'Themes in Indian History'. Over these two years (Classes XI and XII) you will learn not only about some of the critical events and processes in the history of the world, you will also discover how historians come to know about the past. You will see what sources they use and how they make sense of these; you will see how historical knowledge develops through re-interpretations and debates.

TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY GROUP FOR TEXTBOOKS IN SOCIAL SCIENCE FOR THE SECONDARY STAGE

Hari Vasudevan, *Professor*, Department of History, Calcutta University, Kolkata

CHIEF ADVISOR

Neeladri Bhattacharya, *Professor*, Centre for Historical Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi

ADVISOR

Narayani Gupta, *Professor (Retd)*, Department of History, Jamia Millia Islamia, New Delhi (Theme 10)

MEMBERS

Jairus Banaji, *Visiting Professor*, Jawaharlal Nehru University, New Delhi (Theme 3)

Arup Banerji, *Professor*, Department of History, Delhi University, Delhi (Theme 9)

Bhaskar Chakravarty, *Professor*, Department of History, Calcutta University, Kolkata (Theme 7)

Rajat Datta, *Professor*, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi (Theme 6)

Najaf Haider, *Associate Professor*, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi (Theme 4)

Sunil Kumar, *Associate Professor*, Department of History, Delhi University, Delhi (Theme 5)

Shereen Ratnagar, *Professor (Retd)*, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi (Theme 2)

Anil Sethi, *Professor*, DESS, NCERT, New Delhi

Rectu Singh, *Assistant Professor*, DESS, NCERT, New Delhi

Beeba Sobti, *Sr Teacher*, Modern School, New Delhi

Chitra Srinivasan, *Sr Teacher*, Sardar Patel Vidyalaya, New Delhi

Lakshmi Subramanian, *Professor*, Centre for the Study of Social Sciences, Kolkata (Theme 8)

Brij Tankha, *Professor*, Department of East Asian Studies, Delhi University, Delhi (Theme 11)

Supriya Verma, *Associate Professor*, Department of History, University of Hyderabad, Hyderabad (Theme 1)

MEMBER-COORDINATOR

Pratyusa Kumar Mandal, *Professor*, DESS, NCERT, New Delhi

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പാഠപുസ്തക വിവർത്തനം

ശിൽപ്പശാലയിൽ പങ്കെടുത്തവർ

അജു എസ്.

എച്ച്.എസ്.എസ്.ടി. ഹിസ്റ്ററി, ജി.എച്ച്.എസ്.എസ്., വെച്ചുച്ചിറ കോളനി, പത്തനംതിട്ട
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ബിനോ പി. ജോസ്

അസിസ്റ്റന്റ് പ്രൊഫസർ, സെന്റ് ഡൊമിനിക്കൻ കോളേജ്, കാഞ്ഞിരപ്പള്ളി, കോട്ടയം
പ്രൊഫ. എം. ജലാലുദ്ദീൻ (റിട്ട.)

സി.കെ.ജി. മെമ്മോറിയൽ ഗവ.കോളേജ്, പേരാമ്പ്ര, കോഴിക്കോട്
മടവൂർ ശശി

ഡോ. ബി.വി. നന്ദകുമാർ

എച്ച്.എസ്.എസ്.ടി. ഹിസ്റ്ററി, ജി.വി.എച്ച്.എസ്.എസ്., ആര്യനാട്, തിരുവനന്തപുരം
ഡോ.കെ.കെ. രാധ

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ഡി.യേശുദാസ്

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അക്കാദമിക് കോർഡിനേറ്റർമാർ

കെ. രമേശ്

റിസർച്ച് ഓഫീസർ, എസ്.സി.ഇ.ആർ.ടി.

അഞ്ജന വി. ആർ. ചന്ദ്രൻ

റിസർച്ച് ഓഫീസർ, എസ്.സി.ഇ.ആർ.ടി.

ഉള്ളടക്കം

മുഖവുര

ആമുഖം

ഭാഗം I ആദ്യകാല സമൂഹങ്ങൾ

ആമുഖം

കാലരേഖ I (ആറ് ദശലക്ഷം വർഷങ്ങൾക്ക് മുൻപ് മുതൽ ബി.സി.ഇ. ഒന്ന് വരെ)

പ്രമേയം 1 : കാലത്തിന്റെ ആരംഭം മുതൽ

പ്രമേയം 2 : എഴുത്തും നഗരജീവിതവും

ഭാഗം II സാമ്രാജ്യങ്ങൾ

ആമുഖം

കാലരേഖ II (ഏകദേശം ബി.സി.ഇ. 100 മുതൽ സി.ഇ. 1300 വരെ)

പ്രമേയം 3 : മൂന്ന് ഭൂഖണ്ഡങ്ങളിലായി വ്യാപിച്ച് കിടന്ന ഒരു സാമ്രാജ്യം

പ്രമേയം 4 : മധ്യ ഇസ്ലാമിക പ്രദേശങ്ങൾ

പ്രമേയം 5 : നാടോടി സാമ്രാജ്യങ്ങൾ

ഭാഗം III മാറുന്ന പാരമ്പര്യങ്ങൾ

ആമുഖം

കാലരേഖ III (ഏകദേശം 1300 മുതൽ 1700 വരെ)

പ്രമേയം 6 : മൂന്ന് വിഭാഗങ്ങൾ

പ്രമേയം 7 : മാറുന്ന സാംസ്കാരിക പാരമ്പര്യങ്ങൾ

പ്രമേയം 8 : സംസ്കാരങ്ങളുടെ ഏറ്റുമുട്ടൽ

ഭാഗം IV ആധുനികവൽക്കരണത്തിലേക്ക്

ആമുഖം

കാലരേഖ IV (ഏകദേശം 1700 മുതൽ 2000 വരെ)

പ്രമേയം 9 : വ്യാവസായിക വിപ്ലവം

പ്രമേയം 10 : തദ്ദേശീയ ജനതയുടെ സഹനശ്രംഗം

പ്രമേയം 11 : ആധുനികവൽക്കരണത്തിലേക്കുള്ള പാതകൾ

ഉപസംഹാരം

