

Social Science

India and the Contemporary World – II

Textbook in History for Class X



1066



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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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.

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 on Social Science, Professor Hari Vasudevan and the Chief Advisor for this book, Professor Neeladri Bhattacharya 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.

New Delhi
20 November 2006

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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)

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This book is the result of a collective effort of a large number of historians, teachers and educationists. Each chapter has been written, discussed and revised over many months. We would like to acknowledge all those who have participated in these discussions.

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Shalini Advani did many rounds of editing with care and ensured that the texts were accessible to children. Shyama Warner's sharp eye picked up innumerable slips and lapses in the text. We thank them both for their total involvement in the project.

We have made every effort to acknowledge credits, but we apologise in advance for any omission that may have inadvertently taken place.

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Introduction

We live in a world where the existence of nations is taken for granted. We see people as belonging to nations and having a nationality, and we assume that this sense of belonging has existed from time immemorial. We consider countries as the same as nations, and use the two terms as synonyms, making little distinction between them. We think of countries as unified entities, each with a demarcated international boundary, a defined territory, a national language, and a central government.

Yet if we were to travel in a time capsule to the mid-eighteenth century and look for nations as we know them today, we would not find them. If we were to ask people about their nationality, about their national identity, they would not understand our questions. For at that time, nations did not exist in their modern form. People lived within kingdoms, small states, principalities, chiefdoms and duchies, not within nations. As Eric Hobsbawm, a famous historian, once said, the most remarkable fact about the modern nation is its modernity. The history of its existence is no more than 250 years old.

How did the modern nation come into being? How did people begin to see themselves as belonging to a nation?

The sense of belonging to a nation developed only over a period of time. The first two chapters (in Section I) of this book will trace this history. You will see how the idea of nationalism emerged in Europe, how territories were unified, and national governments formed. It was a process that took many decades, involved many wars and revolutions, many ideological battles and political conflicts. From a discussion of Europe (Chapter I) we will shift our focus to the growth of nationalism in India (Chapter II), where nationalism was shaped by the experience of colonialism and the anti-imperialist movement. It will help you understand how nationalism in colonial countries can develop in a variety of ways, glorify contrasting ideals, and be linked to different modes of struggle.

The story of nationalism in these chapters will move at several levels. You will of course read about great leaders like Giuseppe Mazzini and Mahatma Gandhi. But we cannot understand nationalism only by knowing about the words and deeds of important leaders, and the big and dramatic events they led and participated in. We have to also look at the aspirations and activities of ordinary people, see how nationalism is expressed in small events of everyday life, and shaped by a variety of seemingly dissimilar and unrelated social movements. To understand how nationalism spreads, we need to know not only what the leaders said, but also how their words were understood and interpreted by people. If we are to think about how people begin to identify with a nation, we must see not only the political events that are critical to the process, but also how nationalist sensibilities are nurtured by artists and writers, and through art and literature, songs and tales.

In Section II, we will shift our focus to economies and livelihoods. Last year you read about those social groups — pastoralists and forest dwellers — who are often seen as survivors from past times when in fact they are very much part of the modern world we live in. This year we will focus on developments that are seen as symbolising modernity — globalisation and industrialisation — and see the many sides of the history of these developments.

In Chapter III you will see how the global world has emerged out of a long and complicated history. From ancient times, pilgrims, traders, travelers have traversed distances, carrying goods, information and skills, linking societies in ways that often had contradictory consequences.

Items of food and species of plants spread from one region to another, transferring information and taste, as well as disease and death. As Western powers carried the flag of 'civilisation' deep into different parts of Africa, precious metals and slaves were taken away to Europe and America. When coffee and sugar were grown in the Caribbean plantations for the world market, an oppressive system of indentured labour came into being in India and China to supply workers for the plantations.

Section III will introduce you to the history of print culture. Surrounded by things that appear in print, we might find it difficult today to imagine a time when printing was still unknown. Chapter V will trace how the history of the contemporary world is intimately connected with the growth of print. You will see how printing made possible the spread of information and ideas, debates and discussions, advertising and propaganda, and a variety of new forms of literature.

When we discuss such themes of everyday life, we begin to see how history can help us reflect on even the seemingly ordinary things in the world.

NEELADRI BHATTACHARYA

Chief Advisor – History

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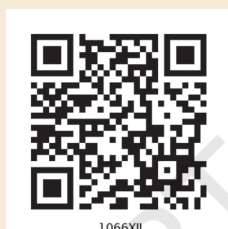
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For Extended Learning

You may access the following chapters through QR Code :

- ◆ The Nationalist Movement in Indo-China.
- ◆ Work, Life and Leisure.
- ◆ Novels, Society and History

These chapters were printed in the previous textbooks; the same are being provided in digital mode for extended learning.