

Social Science

India and the Contemporary World – II

Textbook in History for Class X



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangalore 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication : *Peyyeti Rajakumar*
Department

Chief Production : *Shiv Kumar*
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Chief Editor : *Shveta Uppal*

Chief Business : *Gautam Ganguly*
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Production Assistant : *Om Prakash*

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K. Varghese

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

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **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 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.**

Acknowledgements

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.

A large number of people have read chapters of the book and provided support. We thank in particular the members of the Monitoring Committee who commented on an earlier draft; Kumkum Roy suggested many changes in the text; G. Arunima, Gautam Bhadra, Supriya Chaudhuri, Jayanti Chattopadhyay, Sangeetha Raj, Sambuddha Sen, Lakshmi Subramaniam, A.R. Venkatachalapathy, T.R. Ramesh Bairy, C.S. Venkiteswaran and Sahana helped with Chapter VIII. Purushottam Agarwal helped write the sections on the Hindi novel. Ngun Quoc Anh translated Vietnamese texts for Chapter III.

Illustrating the book would have been impossible without the help of many institutions and individuals: the Library of Congress Prints and Photographs Division; Rabindra Bhawan Photo Archives, Viswabharati University, Shantiniketan; Photo Archives, American Embassy, New Delhi; Indira Gandhi National Centre for the Arts, New Delhi; National Manuscript Mission Library, New Delhi; Centre for Studies in Social Sciences, Kolkata; Ashutosh Collection of the National Library, Kolkata; Roja Muthaiah Research Library Trust, Chennai; India Collection, India International Centre; Archives of Indian Labour, V.V. Giri National Institute of Labour, New Delhi; Photo Archives, University of West Indies, Trinidad. Jyotindra and Jutta Jain allowed generous access to their vast collection of visual images now stored at the CIVIC Archives; Parthiv Shah provided several photographs from his collection. Prabhu Mohapatra supplied visuals of indentured labourers; Muzaffar Alam procured material from the Library of Chicago; Pratik Chakrabarty scanned images from the Kent University Library; Anish Vanaik and Parth Shil did photo research in New Delhi.

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 three 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 Indo-China and India. In both these regions, nationalism was shaped by the experience of colonialism and the anti-imperialist movement. But the national movements in these countries took on forms that were also widely different. Chapters II and III 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, Ho Chi Minh 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, forest dwellers and peasants – 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, industrialisation, urbanisation – and see the many sides of the history of these developments.

In Chapter IV 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.

Chapter VI similarly will look at the many sides of the development of cities as they have come up in different parts of the world. Enchanted by the growth of cities, visitors to big cities could often see only the bridges and buildings, the roads and new modes of transport, and the array of glittering shops selling diverse goods. Cities seem to be places where trade and industries expand, people come in search of work and opportunities of employment open up. While looking at this history of growth, however, we should not forget the lives of those who do not find any job, or those who survive by vending and hawking on the streets, living in makeshift shelters or crowded tenements. Chapter VI tries to capture the many contrasting experiences of the city.

Section III will introduce you to the histories of print culture and the novel. Surrounded by things that appear in print, we might find it difficult today to imagine a time when printing was still unknown. Chapter VII 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. The novel, for instance, could become popular only because it could be printed and sold in large numbers. As novels were widely read, they began to influence the minds of people, shape identities and behaviour, and became connected to the culture and politics of the time. We often do not realise how our attitudes to the world are moulded by the literature we read.

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.

Like the history book you read last year, *India and the Contemporary World II*, has eight chapters divided into three sections. You are *required* to read only five chapters: two each from Sections I and II, and one from Section III.

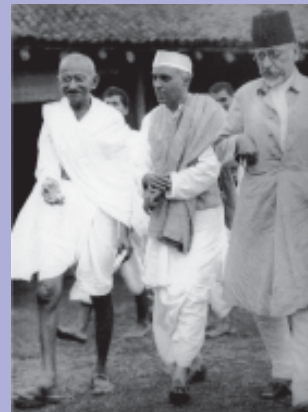
NEELADRI BHATTACHARYA
Chief Advisor – History

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Phone : 033-25530454

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Publication Team

Head, Publication : *Peyyeti Rajakumar*
Department

Chief Production : *Shiv Kumar*
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Chief Editor : *Shveta Uppal*

Chief Business : *Gautam Ganguly*
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