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# THEMES IN INDIAN HISTORY

PART II

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Textbook in History  
for Class XII

# THEMES IN INDIAN HISTORY

PART II



12094



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

2022-23

## 12094 – THEMES IN INDIAN HISTORY (PART II)

Textbook for Class XII

ISBN 81-7450-651-9 (Part I)  
81-7450-753-3 (Part II)

### First Edition

May 2007 Vaisakha 1929

### Reprinted

December 2007 Pausa 1929

January 2009 Magha 1930

January 2010 Magha 1931

November 2010 Kartika 1932

March 2013 Phalguna 1934

November 2013 Kartika 1935

December 2014 Pausa 1936

February 2016 Magha 1937

February 2017 Magha 1938

December 2017 Pausa 1939

December 2018 Pausha 1940

January 2019 Pausha 1940

November 2019 Agrahayana 1941

January 2021 Pausha 1942

July 2021 Shravana 1943

December 2021 Agrahayana 1943

PD 100T RSP

© National Council of Educational  
Research and Training, 2007

₹ 110.00

Printed on 80 GSM paper with NCERT  
watermark

Published at the Publication Division by  
the Secretary, National Council of  
Educational Research and Training, Sri  
Aurobindo Marg, New Delhi 110 016 and  
printed at Deep Trading Co., H-203,  
Sector 63, Noida - 201 301

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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.

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 Sciences, Professor Hari Vasudevan, and the Chief Advisor for this book, Professor Neeladri Bhattacharya, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi 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