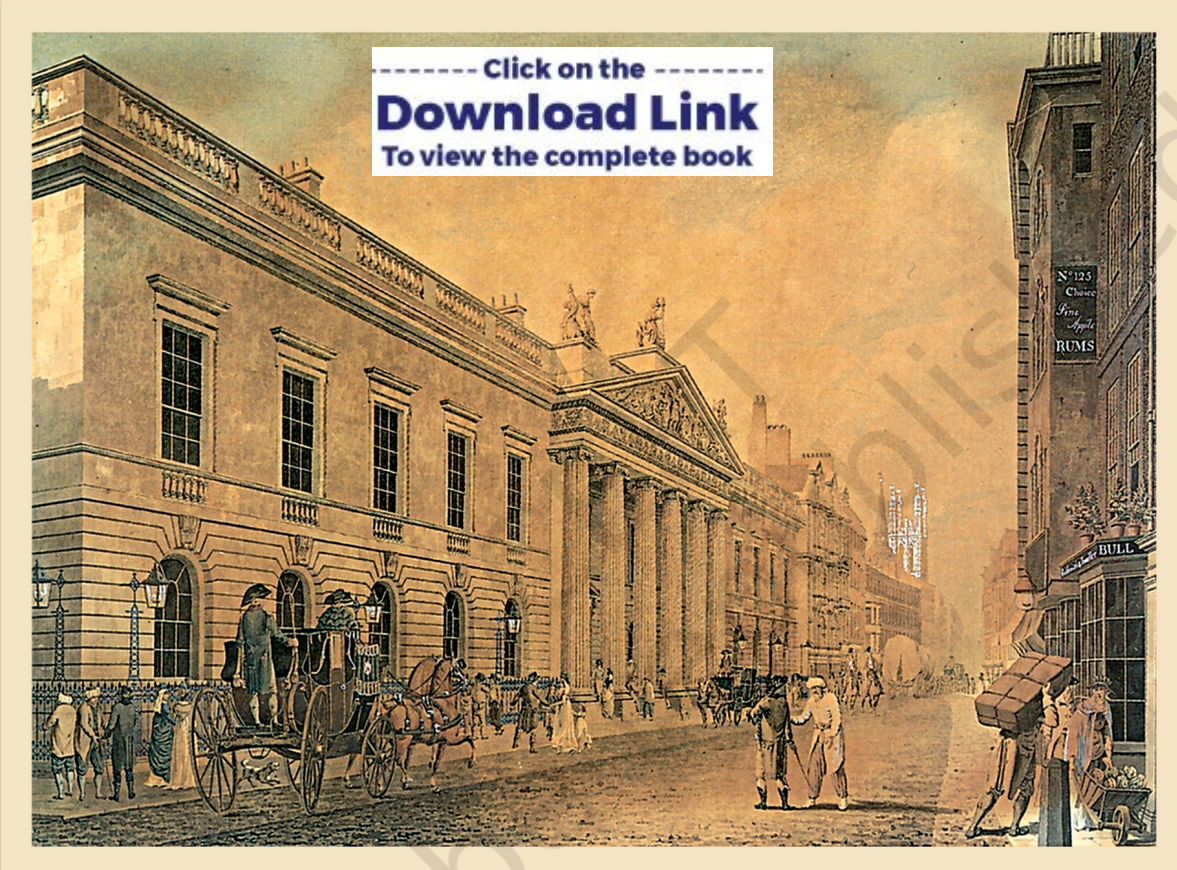


Textbook in History for Class XII

# THEMES IN INDIAN HISTORY

PART III



12125



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

## 12125 – THEMES IN INDIAN HISTORY PART III

Textbook in History for Class XII

ISBN 81-7450-651-9 (Part I)  
81-7450-753-3 (Part II)  
81-7450-770-1 (Part III)

### First Edition

July 2007 Sravana 1929

### Reprinted

February 2008	Magha 1929
January 2009	Pausa 1930
January 2010	Magha 1931
November 2010	Kartika 1932
March 2013	Phalguna 1934
November 2013	Kartika 1935
December 2014	Pausa 1936
January 2016	Pausa 1937
February 2017	Magha 1938
December 2017	Pausa 1939
January 2019	Pausa 1940
November 2019	Agrahayana 1941
August 2021	Shravana 1943
December 2021	Agrahayana 1943

PD 100T RSP

© National Council of Educational  
Research and Training, 2007

₹ 130.00

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 Veer Printo Graph, 64,  
Mohkampur Industrial Complex, Phase-I,  
Delhi Road, Meerut- 250 002 (U.P.)

### ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

### OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 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 Division : Anup Kumar Rajput  
Chief Editor : Shveta Uppal  
Chief Production Officer : Arun Chitkara  
Chief Business Manager : Vipin Dewan  
Editor : Vijayam Sankaranarayanan  
Production Assistant : Prakash Veer Singh

Cover and Layout  
Art Creations, New Delhi

Cartography  
Cartographic Design Agency

## FOREWORD

----- Click on the -----  
**Download Link**  
To view the complete book

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 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

*Director*  
National Council of Educational  
Research and Training



## DEFINING THE FOCUS OF STUDY

What defines the focus of this book? What does it seek to do? How is it linked to what has been studied in earlier classes?

In Classes VI to VIII we looked at Indian history from early beginnings to modern times, with a focus on one chronological period in each year. Then in the books for Classes IX and X, the frame of reference changed. We looked at a shorter period of time, focusing specifically on a close study of the contemporary world. We moved beyond territorial boundaries, beyond the limits of nation states, to see how different people in different places have played their part in the making of the modern world. The history of India became connected to a wider inter-linked history. Subsequently in Class XI we studied *Themes in World History*, expanding our chronological focus, looking at the vast span of years from the beginning of human life to the present, but selecting only a set of themes for serious exploration. This year we will study *Themes in Indian History*.

The book begins with Harappa and ends with the framing of the Indian Constitution. What it offers is not a general survey of five millennia, but a close study of select themes. The history books in earlier years have already acquainted you with Indian history. It is time we explored some themes in greater detail.

In choosing the themes we have tried to ensure that we learn about developments in different spheres – economic, cultural, social, political, and religious – even as we attempt to break the boundaries between them. Some themes in the book will introduce you to the politics of the times and the nature of authority and power; others explore the way societies are organised, and the way they function and change; still others tell us about religious life and ritual practices, about the working of economies, and the changes within rural and urban societies.

Each of these themes will also allow you to have a closer look at the historians' craft. To retrieve the past, historians have to find sources that make the past accessible. But sources do not just reveal the past; historians have to grapple with sources, interpret them, and make them speak. This is what makes history exciting. The same sources can tell us new things if we ask new questions, and engage with them in new ways. So we need to see how historians read sources, and how they discover new things in old sources.

But historians do not only re-examine old records. They discover new ones. Sometimes these could be chance discoveries.