

History and Civics

Standard Eight



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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Standard Eight



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useful audio-visual teaching-learning material of
the relevant lesson will be available through the
Q.R Code given in each lesson of this textbook.

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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.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

From standard III to standard V you have studied the subjects of history and civics in 'Environmental Studies'. In the syllabus of standard VI onwards history and civics are independent subjects. From standard VI onwards both these subjects are included in one textbook. We are happy to place this textbook of standard VIII in your hands.

The structure of the textbook is designed with the objective that the subject should be properly understood, felt interesting and get inspired by the work done by our ancestors. By studying this textbook we hope that along with knowledge your learning will also become meaningful. For this purpose coloured pictures, maps are given in the textbook. Every chapter of the textbook should be studied attentively. Those parts which are difficult to understand can be explained by your teachers and parents. The content given in the table will increase your curiosity. If you want to know more, then through the medium of App using the QR code useful audio visual material related to the chapter will be available to you. It will definitely be useful for your study. An attempt is made to make history interesting and it will surely develop within you a liking for the subject.

The history part deals with Modern Indian History. The textbook is written by combining new trends in history and core values of national education. By studying the textbook it will be clear as to how the principles of liberty, equality, fraternity, and justice evolved in the history of Modern India. There is an introduction to sources of history of Modern India in the textbook. Similarly an overview of the expansion of British rule in India is taken. Information about the unforgettable fight given by the Indian people to free India from the chains of British rule is given in the part of history.

In the part of civics an introduction to Parliamentary Government System is given. It tells that the working of our country is based on constitution, laws and rules. Indian Parliament, Central Legislative Assembly, Judicial system of India, working of State government, Bureaucratic structure and their role in the process of democracy is made clear in this textbook.



Dr. Sunil Magar

Director

Pune

Date : 18 April 2018, Akshaya Tritiya
Indian Solar Date : 28 Chaitra 1940

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune

For the Teachers

We have studied ancient and mediaeval history of India in the syllabus of Standard VI and VII respectively. History syllabus of Standard VIII includes the process of colonialisation and decolonisation in India as well as the Samyukta Maharashtra Movement in post independence period. Due to the study of intellectual inspiration behind the freedom struggle, rise and development of Nationalism in India and the contribution of freedom fighters, the sense of responsibility towards Nation and patriotism among students will increase.

History is a scientific subject in which sources of history are exceptionally important. While considering the changing nature of sources of history as per the time period, the sources of history are included in the first unit. There was growth of imperialism in Europe due to the age of Renaissance and revolution which led to the growth of the process of colonialisation in Asian and African continents. We are going to think about how India fell prey to the western imperialist ambition, what were the effects of British rule over India, later how did the Indians develop a sense of Identity and attained inspiration of independence.

While teaching the Indian freedom struggle a complete information of events such as freedom struggle of 1857, establishment of Indian National Congress, work of Indian National Congress in the moderate and extremist phase, the Satyagrahi movements during Gandhi era, armed revolutionary movement, struggle of Indian National Army, independence of India, integration of princely states, liberation of French and Portuguese colonies can be provided to the students through the medium of audio visual sources (films, documentaries, recordings etc.), field visits, exhibitions, newspapers etc.

While thinking about the political events, the students can be introduced to how the changes in social and economic fields of India took place, how the thought of social and economic equality was inculcated among the Indians. While studying the background of Indian history we have to consider the events in the formation of state of Maharashtra and the Samyukta Maharashtra Movement.

In the part of Civics of Standard VII we have studied the philosophy, values expressed through the Constitution. In standard VIII the system of government created by constitution, administrative system, judicial machinery and judicial system is thought about. The relevant content should be taught with the help of contemporary events. It should be associated with the philosophy of constitution and the values and ideals reflected through it.

The students should be made aware that Constitution is a living document through which democracy and rule of law comes into reality. It will help the students to be more mature in social and economic consciousness. It will be possible for the students to find the relation between democratic Institutions and various political processes. On basis of the contents given in the textbook, activities like discussions, group discussions, projects, posters, understanding different political facets based on a single subject can be done from the students.

While designing the textbook constructive education and activity based teaching is given specific importance. For this purpose additional and interesting information related to the chapter is given in tabular format. Along with it through let us discuss, do it etc. how the student will remain active in the learning process is thought about. With a view to give scope to the action, thought and self expression, the self study and project is designed. For providing additional sufficient information regarding the chapter the QR code is included in the textbook, by using it effective teaching will be easier for you.

History

(History of Modern India)

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S.O.I. Note : The following foot notes are applicable : (1) © Government of India, Copyright : 2018. (2) The responsibility for the correctness of internal details rests with the publisher. (3) The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. (4) The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. (5) The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act. 1971," but have yet to be verified. (6) The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India. (7) The state boundaries between Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.

Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p>To give opportunities to study Individually or in the group of two or more and to motivate the students in undertaking following activities</p> <ul style="list-style-type: none"> • Raise questions on different issues and events like ‘Why the British East India Company felt it necessary to involve itself in the internal hereditary feuds amongst the Indian rulers?’ • Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. • Gandhiji’s idea of non violence and its impact on India’s national movement, • Drawing up a timeline on significant events of India’s national movement, • Enacting a role play on the Chauri Chaura incident, • Locating on an outline map of India, ‘the regions most affected by commercial crop cultivation during the colonial period’, undertaking of such such projects and activities. • Familiarise with the sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements. • Expose to pedagogically innovative and criterion-referenced questions for self assessment like ‘What are the causes of Battle of Plassey?’ 	<p>Students</p> <ul style="list-style-type: none"> 08.73H.01 Understand various sources of History and clarify its use in rewriting the history of this period. 08.73H.02 Distinguishes ‘the modern period’ from the ‘mediaeval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the historical events that took place in the particular period. 08.73H.03 Explains how the East India Company became the most dominant power. 08.73H.04 Explains the differences in the impact of colonial agrarian policies in different regions of the country like the ‘Indigo rebellion’. 08.73H.05 Describes the forms of different tribal societies in the 19th century and their relationship with the environment. 08.73H.06 Explains the policies of British administration towards the tribal communities. 08.73H.07 Explains the origin, nature and spread of the freedom struggle of 1857 and the lessons learned from it. 08.73H.08 Analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban trade centres and industries in India during the British rule. 08.73H.09 Explains the institutionalisation of the new education system in India. 08.73H.10 Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of British administration towards these issues. 08.73H.11 Outlines major developments that occurred during the modern period in the field of arts. 08.73H.12 Outlines the course of the Indian national movement from the 1870 till independence. 08.73H.13 Analyses the significant developments in the process of nation building.