

HISTORY AND POLITICAL SCIENCE

STANDARD NINE



WORLD CUP 1983



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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History and Political Science

Standard Nine



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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,

We have great pleasure in offering to you this Std IX textbook of History which deals with the period from the year 1961 to 2000. This textbook is a part of the efforts being made to modernise the history curriculum.

The book reviews the development that has taken place in India in the social, cultural and other areas since 1961. It needs to be remembered that this review is by no means detailed or complete. In fact, compelled by the limit on the number of pages in this textbook, it is a rather cursory overview of approximately forty years. It takes note of the economic policies of India which relate to industry and agriculture, of the empowerment of women and of development-related events connected with the weakest sections of society. It throws some light on the progress of the education sector and the changing ways of life of Indians. To help you understand the subject well, maps, pictures, statistical figures and extra information in separate boxes have also been given. In addition, a variety of activities have been suggested.

This textbook will help you lay the foundation for the competitive exams you might take in the future or for higher education in history. Your parents have been witness to the history discussed here. They could help you expand your understanding of this textbook.

As part of the Political Science syllabus, you have to study the main currents in world events since 1945, the evolution of India's foreign policy, our security systems and the challenges before them today. We also discuss diplomatic relations between India and other countries, the United Nations, India's contribution to the peacekeeping efforts of the United Nations, etc.

Certain problems faced by the international community, such as protection of human rights, protection of the environment, and terrorism have been introduced through this textbook. You will find this textbook of help in your efforts to understand all kinds of happenings at the international level.

The study of history helps us understand the past and develop an awareness of the present. The study of political science helps us see the way forward into the future. The present textbook is meant to help you do all these things.

Pune

Date : 28 April, 2017

Akshayya Tritiya

Indian Solar Year :

8 Vaishakh 1939



(Dr Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

- For Teachers -

First of all, you are to be congratulated that you are a teacher and also a student of History. This year, using this textbook, we have to teach the period of years from 1961 to 2000. You will especially enjoy dealing with this textbook because you have been a witness to several of the events mentioned here. This book includes the very events that have taken place around you. You will, in a way, re-live those times.

This is the history of the whole of India. In view of the limited number of pages in the textbook, it is a difficult task to present the entire account of these years with any continuity. We have tried to include those events which would most appeal to students of Std IX at their age. Taking some important events as a framework, it will be possible to help students to learn about the intervening events using the Internet.

The central theme of this book is 'How a newly independent State sets itself on the road towards development'. This is a country which has the largest democratic system in the world. An attempt has been made to highlight the role played in the progress of such a country by the political and the administrative leadership, as well as by scientists, educationists and artists. Complementing this, is the other important part of this book, namely, the faith of the citizens of India in democracy and the fight put up by the general public in its defence. That every individual has a social responsibility and that the nation is bigger than the political leadership is the message that the public has always sent out in the post-independence period. To acquaint students with the meaning underlying the bare events is a big challenge before us. However, we believe that teachers will be able to shoulder this responsibility with ease with the help of the modern technology we have at our disposal today.

This is the first time that teachers will be teaching about the very period that they have themselves experienced. Hence, this itself is a historic task. This book will be of use to impress upon the students the important principle that every citizen can make a contribution to shaping post-independence India. Features of the textbook like maps, pictures, boxes with additional information and the suggested activities are to be used for this purpose. Our ultimate aim is to communicate effectively to the students the unique greatness of our country.

In the subject of Political Science in this class, we will review the interactions between 'India and the World'. In these times, events occurring at the global and international level have consequences for all countries. Due to the advances in information technology, interaction and exchanges of many kinds between nations have increased greatly. We need to make the students aware of these complex international relationships from an India-centric viewpoint. Naturally, it will be best to make a beginning through building an understanding of the important international events and currents from recent history. The content of the present book is new. However, it has been presented with a constructivist point of view so that it will be easily understood. To arouse interest in the subject, the content has been presented in a different way. As it will be the first time that students will be attempting to understand international relations, teachers too should take care to support their teaching with a variety of non-conventional sources. There is ample scope in the textbook for the effective application of such methods. It is expected that teachers will try to strengthen the faith of the students in values such as the preservation of global peace and security, respect for human rights, peace and mutual trust and the actions that are taken in accordance with them.



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India after Independence (1961 CE to 2000 CE)

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S.O.I. Note to the maps : The following foot notes are applicable : (1) © Government of India, Copyright : 2017. (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.

Competencies

S.No.	Units	Competencies
1.	Sources of History	<ul style="list-style-type: none"> • To be able to classify the sources of history. • To be able to imagine and speculate about contemporary events while studying the sources of history. • To be able to read and interpret references related to history. • To be able to make a collection of historical objects, documents, books, coins and electronic information. Also to be able to classify them in different ways. • To interpret historical events objectively.
2.	The Challenge of Nation-building : 1	<ul style="list-style-type: none"> • To be able to tell the historical events related to India's progress in the post-independence period chronologically. • To be able to critically analyse India's internal challenges. • To be able to explain how India's economic policies changed with changing times. • To be able to summarise the impact of the economic reforms that came in the wake of globalisation. • To be able to explain the reasons for changes brought about in the Indian economy due to privatisation, liberalisation and globalisation.
3.	The Challenge of Nation-building : 2	<ul style="list-style-type: none"> • To be able to narrate the stages of development of the Indian education system. • To be able to tell how education is an important means for resolving several social problems. • To understand the efforts made for the development of the weaker sections of the population and their importance. • To be able to cite examples of the progress made by post-Independence India in the fields of science and technology. • To be able to find out information about the organisations in the fields of industry and commerce and to be able to narrate their impact on the economy. • To feel proud about the progress in science and technology. • To find out about new inventions with the help of internet.
4.	Changing Life	<ul style="list-style-type: none"> • To understand the role and responsibilities of the media in mobilising public opinion and making the civil society active. • To be able to compare urbanisation with rural life. • To develop an understanding about advocating social equality. • To adopt scientific temper.