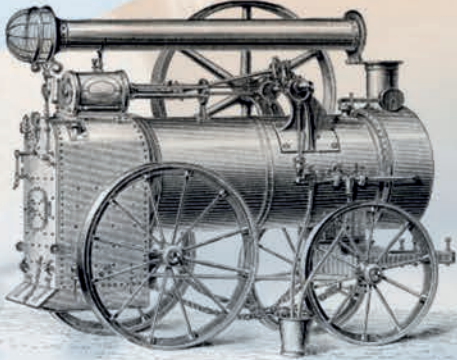




HISTORY

Standard Twelve



The coordination committee formed by G.R.No.Abhyas-2116/(pra.kra43/16)SD-4 dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 30.01.2020 and it has been decided to implement it from academic year 2020-2021.

HISTORY

Standard Twelve



2020

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



R9N2S4

The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q.R.Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available.

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History Subject Committee

Dr. Sadanand More, Chairman
Dr. Shubhangana Atre, Member
Dr. Somnath Rode, Member
Dr. Priya Gohad, Member
Dr. Nalini Waghmare, Member
Dr. Prashant Deshmukh, Member
Prof. Shama Kulkarni, Member
Smt. Varsha Sarode, Member-Secretary

History Study Group

Dr. Shivani Limaye
Shri. Vajinath Kale
Dr. Dhananjay Choudhari
Prof. Shridhar Ghundare
Shri. Sameer Mankar
Dr. Dhanaji Masal
Shri. Krishna Deshmukh
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Smt. Shivkanya Kaderkar
Dr. D. P. Kharade
Dr. Ravsaheb Shelke
Shri. Mohan Shete
Prof. Ashwini Bedge
Prof. Sushama Nangude

Invitees

Shri. Mogal Jadhav

Author

Dr. Ganesh Raut

Translation

Dr. Shubhangana Atre

Cover and Illustrations : Shri. Devadatta Balkawade
Cartographer : Shri. Ravikiran Jadhav
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Coordination

Smt. Varsha Sarode
Assistant Special Officer, History and Civics

Production

Sachchitanand Aphale
Chief Production Officer
Prabhakar Parab, Production Officer
Shashank Kanikdale,
Asst. Production Officer

Publisher

Vivek Uttam Gosavi, Controller
Maharashtra State Textbook Bureau,
Prabhadevi, Mumbai - 400 025.



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,

History helps in understanding the past and present period. Assessment of history in a correct method is necessary for creating a better future. This textbook is helpful for this assessment.

The history of continents of Europe, America, Africa, Asia and Australia is provided at a glance in the 12th standard textbook. Events beginning from European renaissance, colonialism, India's struggle against colonialism with special reference to struggle in Maharashtra, decolonisation, Cold War and then transformation of India are included in the textbook.

This textbook traces the history of about five hundred years. With an overview of the events ranging from past to the present, it traces India's journey towards globalization. QR code is provided on the title page with supportive teaching material.

Both, 11th standard and 12th standard textbooks introduce the period from ancient to modern times. These textbooks will benefit the students for in-depth study of history as well as preparing for competitive examinations. These textbooks are helpful for understanding the content and scope of history.

The History subject committee, history study group, author and illustrator have taken great efforts to make the book more effective with due regard to the subject matter. Links to relevant websites are provided for better understanding of the contents. They will definitely prove helpful in the learning process.

Any suggestions and recommendations, with reference to the textbook, from readers, parents, students and scholars are welcome. We hope that the book will be appreciated by all sections of the society.



(Vivek Gosavi)

Director

Pune

Date : 21st February 2020

Bharatiya Saur : Falgun 2, 1941

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune

The Ancient and Mediaeval History of India was included in the 11th standard syllabus. This textbook covers a vast spectrum of 500 year's history of Mediaeval World, Modern India and Modern World. It will help to create an awareness among students about various historical events like European Renaissance, European Colonialism that spread not only in India but most parts of the world, the resistance movements against colonialism in different parts of the world, the world after the two world wars and in the end the transformation happening in present day India.

The Renaissance and development of science in Europe gave rise to the industrial revolution. Industrial revolution brought in colonialism. Colonialism in turn, provided impetus to the spread of industrial revolution. These processes led to imperialism and the spread of colonialism in the world. It is important for the students to become aware of these interdependent processes.

The lesson entitled as 'Colonialism and Maharashtra' emphasises on the historical events in Maharashtra with special reference to European colonialism. In this lesson students will learn about the opposition to European colonialism that was put up by the rulers and also common people in Maharashtra. The rulers in Maharashtra fought against all colonial European powers. At times, they were also successful in defeating the European powers. This inspiring history is recorded in documents of that period written in *Modi* script, as well as documents and Bakhars of later period. A letter or '*Adnyapatra*' of Chhatrapati Shivaji Maharaj written in the context of the British traders is of special significance. It is a testimony to his foresight. It is essential that students should be able to appreciate the vision of Chhatrapati Shivaji Maharaj and Chhatrapati Sambhaji Maharaj. It will develop the analytical ability of the students to understand the depth of the struggle of people in Maharashtra against colonialism.

The syllabus includes the movements for social and religious reforms. They are important parts of the syllabus. It is essential that a brainstorming process be created about the fundamental question that why a need for social and religious reformation should rise in the society. The students should learn to ask 'why', while learning history. While teaching this lesson it may be possible to facilitate visits to historical monuments such as the Residence of Mahatma Jotirao Phule, 'Prarthana Samaj Mandir' and so on. Such visits offer an opportunity to experience history where it actually happened.

The struggle against colonialism continued in India from 1817 to 1947. Indians had to fight against the French and the Portuguese colonialism till 1960. If possible, authentic historical sources, may be used while teaching this portion such as the freedom struggle of 1957, establishment of the Indian National Congress and the characteristics of the Lokmanya Tilak and Mahatma Gandhi era, armed resistance by Indian revolutionaries, India's independence, accession of the princely states, freedom of the French and Portuguese colonies, etc. Such sources include contemporary local and national newspapers, documentaries, short films, audio tapes, etc. Thus, the discourse can be made more interesting and useful.

In the context of World History, the process of decolonisation and the aftermath of the two world wars that made decolonisation possible, secondary sources such as contemporary films, newspapers, biographies, autobiographies may also be considered alongwith primary sources such as official documents. This method will be useful to understand India's role in the world politics. By explaining the rise, spread and end of the 'Cold War', you will be enabling the students to understand the 21st century in a better way.

Students are now in a position to actually witness the historical processes that are taking place in India after globalisation. The lessons entitled, 'India Transformed – Part I and Part II, will help the students to understand the effects of events happening on the state and national level in the daily life of people in India.

Based on the content of the textbook various programmes may be planned and implemented, which would help to understand various aspects of a topic. It may include discussions, group discussions, projects, posters, etc. The structure of a textbook is based on the principles of constructivism and activity based teaching methods. Accordingly, various informative text boxes are included in the textbook. The information in these text boxes is interesting and thought provoking. There is enough scope for the student participation. 'Information, Thoughts and Activities' is the three-point central theme for every lesson and also there is scope for self-expression. Supplementary information is provided through QR Code and links to relevant websites. It is expected that it will be used during teaching and learning process.

● Competency Statements ●

S.No.	Unit	Competency
1.	Effects of Events in Europe on India	<ul style="list-style-type: none"> - To explain what were crusades. - To explain the backdrop of 'Crusades'. - To understand of the concept of 'Renaissance' and discuss the progress in the field of knowledge and science. - To explain how geographic discoveries led to the discovery of new marine routes. - To explain the sea routes reaching India. - To discuss the effects of industrial revolution on the world.
2.	Colonisation	<ul style="list-style-type: none"> - To explain the meaning of 'Colonisation'. - To review information about the European colonies in America and America's freedom struggle. - To critically understand the effects of European colonisation in Asia and Africa. - To analyse the effects of colonisation on India.
3.	Colonisation in India	<ul style="list-style-type: none"> - To get information about the arrival of the Portuguese in India and their domains in India. - To get information about the arrival of the Dutch in India and their domains in India. - To get information about the arrival of the British and the French and their supremacy.
4.	Resistance to European Colonisation in Maharashtra	<ul style="list-style-type: none"> - To critically understand the resistance to European Colonialism in Maharashtra. - To explain the policy adopted by Chhatrapati Shivaji Maharaj for ending the Portuguese supremacy. - To understand the political relation between the British and the Marathas. - To explain the decision making power and courage of Chhatrapati Shivaji Maharaj. - To understand how did Chhatrapati Sambhaji Maharaj fight against Colonialism.
5.	Indian Struggle against Colonialism	<ul style="list-style-type: none"> - To review the Indian struggles before 1857, against the British. - To understand that the freedom struggle of 1857 was against the British Atrocities on Indians. - To understand the causes of the founding of 'Indian National Congress'. - To collect information about the contribution of Indian leaders in the Independence Struggle.
6.	Decolonisation to Political Integration of India	<ul style="list-style-type: none"> - To explain the meaning of 'Decolonisation'. - To understand the journey from Decolonisation to Integration. - To discuss the struggle for liberation of Goa, Diu, Daman and Puducherry. - To explain the spread of Indian freedom struggle with the help of a map.
7.	Decolonisation of Regions outside India	<ul style="list-style-type: none"> - To be able to make a list of European colonies in Asia. - To be able to tell the names of European colonies in the African continent. - To explain the sequence of events in the context of Decolonisation.
8.	World Wars and India	<ul style="list-style-type: none"> - To discuss the causes of First World War. - To discuss the causes of Second World War. - To analyse India's role in the World Wars. - To analyse the effects of the World Wars on India.
9.	Cold War	<ul style="list-style-type: none"> - To explain the concept of 'Cold War'. - To discuss the causes of 'Cold War'. - To get information of NATO, SEATO, CENTO, ANZUS. - To discuss the stages of 'Cold War' in Europe and Asia. - To analyse the Non-Alignment Policy of India.
10.	India Transformed	<ul style="list-style-type: none"> - To be able to critically examine the progress made by India in various fields. - To get information regarding various changes in India. - To give information regarding the newly created Indian States. - To get information about INTACH, an organization which works in the field of conservation and preservation of 'Indian Heritage'.

CONTENT

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• **S.O.I Note :** The following foot notes are applicable : (1) © Government of India, Copyright : 2020. (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.