



# HISTORY

STANDARD ELEVEN



# 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**

Standard Eleven



**Maharashtra State Bureau of Textbook Production and  
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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

Friends,

From this year, as students of the XI<sup>th</sup> Standard, you will be studying 'History', not jointly with 'Political Science' but as a separate subject. Starting from the times before 'Common Era' till the 'Mediaeval Period', the continuous social and cultural history of India, with special reference to Maharashtra, is unfolded in this textbook. We are glad to present this book to you.

The chain of continuous actions-reactions in the history of human progress, from the first stone tools created by *Homo habilis* to modern robotics and artificial intelligence, is instrumental in shaping the social-cultural history. If we understand this chain of actions-reactions in its entirety, then studying history leads to a bridge that connects our present to our past. With it studying history becomes pleasant, a source of gaining knowledge and a medium of creating knowledge.

We studied history of several stages of human journey from the Stone Age to the Modern Era. It included several events that happened in the historical time span. We completed this study as a continuous series from the V<sup>th</sup> Standard to the X<sup>th</sup> Standard. Events happening in the historical time are just the markers of major shifts happening at various stages of human history. It is necessary to pay attention to various social, cultural, political, technological processes, which are responsible for creating the shifts. These processes are vital in the shaping of history. If the students are competent to understand the unending chain of processes, then their capability of constructing knowledge will also be nourished. This textbook is written with this thought in mind.

The material made available with QR code, the informative boxes, coloured illustrations, maps and various suggestions for activities in this textbook will help you in your studies. You will be able to gather additional information with the help of various web links provided in the lessons.

This textbook will help you guide you in the right direction to reach your future goal . We wish you the best in your journey toward higher education.



**(Dr. Sunil Magar)**

Director

Maharashtra State Bureau of  
Textbook Production and  
Curriculum Research, Pune

Pune

Date : 20 June 2019

Bharatiya Saur Dinank : 30 Jyeshtha 1941

### **- For the Teachers -**

At this stage the students of Std. XI have crossed the threshold of school life. They are now at the threshold of a new world. It's a transitional phase for them. They need to review all that they have already learnt and to get ready to dive deeper in their chosen subjects, to help them in chalking out their career. What they learn in Std. XI is their first step toward this goal.

Keeping this in view, the history textbook of Std. XI has been designed to help the students to revise and review all that they learnt about history starting from Std. VI. This would be like revisiting the familiar lanes of history of the ancient and medieval periods and to brace up to understand their subtleties and splendours; to get new insights to enjoy history as an academic subject. Through this textbook it would be achieved as a matter of natural course, as the students at this stage are already competent to analyse and synthesise information and go deeper.

At the cognitive level students of Std. XI are mature enough to peep into the psychological processes at collective level, which form the base of socio-political processes. Thus, this textbook will gently lead them into independent thinking and help them in holistic comprehension of these processes. It would be useful for them in all walks of life and in their respective fields of future specialisation.

The ability to read map and to place the historical information in its geographic context is crucial for a history student. Hence, historical maps are incorporated in this textbook, wherever necessary. In order to enable the students to supplement the information in these maps, appropriate weblinks have been also provided.

As it will become clear from the contents of this textbook, it encompasses an enormous time-span of about 10000 years. It opens with the beginning of cultivation in various regions of the Indian subcontinent around 8000-7000 B.C.E. and continues till the medieval period. Each lesson in this textbook forms a marker of a broader step of socio-cultural progression in history. In other words, the emphasis is more on the conceptual and processual continuation while planning the lessons, rather than sequential arrangement of historical events.

The first four lessons cover a span of more than 9000 years of proto-history, from about 10000 B.C.E. to 700 B.C.E. Next five lessons from no. 5 to 9 take us through the ancient period of Indian history. Lesson 10 and 11 deal with the transitional and hence an overlapping period between the ancient and medieval period of history. Lesson 12 and 13 highlight the adventurous history of the ancient Indians, when the Indian culture spread far and wide in the world, over the span of more than 4500 years. The last three lessons focus on the mediaeval times. The historical context of Maharashtra as a geographic region is also the prime focus of this textbook.

The textbook strives for a new and more objective outlook of history to emerge as a natural outcome. In order to achieve it, additional boxes of information regarding the latest research in the field and supplementary information is provided for making the learning process more interesting and self-motivated. Even the teachers may find the information helpful and interesting.

We are glad to give this book in your hands with a belief that it will be appreciated by you.



## Competency Statement

Unit	Competency
Unit 1: India in the proto-historic period (with special reference to Maharashtra)	<ul style="list-style-type: none"> <li>Explains the meaning of the term 'Proto-history'.</li> <li>Explains the transition from nomadic to settled life in proto-historic period.</li> <li>Explains the processes like beginning of cultivation, stages in the development of agricultural production and consequent changes in the life style of proto-historic people.</li> <li>Explains the establishment of permanent settlements and their organisation.</li> <li>Explains the process of urbanisation.</li> <li>Explains the interdependence between development of trade and urban centres.</li> <li>Finds correlation between the interdependence of decline in trade and decline of urban centres.</li> </ul>
Unit 2: India before 6 <sup>th</sup> Cent. B.C.E. (with special reference to Maharashtra)	<ul style="list-style-type: none"> <li>Explains the relationship between written sources and historical period.</li> <li>Critically analyses the early political institutions and social institutions in ancient India.</li> <li>Comprehends the transitional processes in the political and social, technological, economic, religious fields during the period of second urbanisation.</li> <li>Explains about the contacts established by the early Indians with distant regions with the help of maps.</li> <li>Explains the rise of the first Empire of India and its background.</li> <li>Describes India's relations with other countries by using a map.</li> </ul>
Unit 3: India from 6 <sup>th</sup> Cent. B.C.E. to 13 <sup>th</sup> Cent. C.E. (with special reference to Maharashtra)	<ul style="list-style-type: none"> <li>Explains the characteristics of the empires that emerged in the post-Mauryan Period and changes in various fields during the Mauryan Period.</li> <li>Explains the nature of changes.</li> <li>Critically reviews various dynasties in South India in detail and their extent.</li> <li>Critically reviews the fact that Indians had established strong trade relations with Rome during this period.</li> <li>Develops sense of pride in the history of ancient India as within a span of few centuries Indian trade had expanded far and wide reaching Southeast Asia and with the expansion of trade the Indian culture also spread in the distant regions.</li> </ul>
Unit 4: India from 13 <sup>th</sup> Cent. C.E. to 19 <sup>th</sup> Cent. C.E. (with special reference to Maharashtra)	<ul style="list-style-type: none"> <li>Explains the political environment in mediaeval India.</li> <li>Explains the advent of Arabs.</li> <li>Explains political conflict between Allauddin Khalji and Yadavas of Deogiri.</li> <li>Explains the progress in trade and commerce.</li> <li>Traces trade routes in ancient India on Map.</li> <li>Shows places of cultural impact of India on map.</li> <li>Explains the process of Urbanisation in the Mediaeval Period.</li> <li>Describes the information about the developments in the field of art, architecture, literature, etc.</li> <li>Analyses the causal factors that led to the establishment of Mughal rule in India.</li> <li>Explains the land revenue systems of this period.</li> <li>Analyses the factors leading to establishment of 'Swarajya' by Chhatrapati Shivaji Maharaj.</li> <li>Understands the political and administrative systems in 'Swarajya'.</li> <li>Describes 'Peshwa' period.</li> </ul>

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• **S.O.I. Note :** The following foot notes are applicable : (1) © Government of India, Copyright : 2019. (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.