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Sanjiv Refresher

Social Science

Class - VIII

Based on Latest NCERT Textbooks

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SYLLABUS

No.	CHAPTER / UNIT	OBJECTIVES
HISTORY : Our Pasts-III		
1.	Introduction : How, When and Where	Delineate major developments within the time frame.
2.	From Trade to Territory The Company Establishes Power	Show how the consolidation of British power was linked to the formation of colonial armies and administrative structures.
3.	Ruling the Countryside	Provide a broad view of changes within rural society through a focus on two contrasting regions.
4.	Tribals, <i>Dikus</i> and the Vision of a Golden Age	Discuss different forms of tribal societies.
5.	When People Rebel 1857 and After	How revolt originated and spread. And know about the changes in colonial rule after 1857.
6.	Civilising the “Native”, Educating the Nation	Show how the educational system that is seen as universal and normal today has a history.
7.	Women, Caste and Reform	Outline the history of new laws that affect women's lives and how autobiographies, biographies and other literature can be used to reconstruct the histories of women.
8.	The Making of the National Movement: 1870s-1947	Outline the major developments within the national movement.
CIVICS : Social and Political Life-III		
1.	The Indian Constitution	Understand laws as evolving and subject to change and to develop the vision and the values of the Constitution.
2.	Understanding Secularism	Develop an appreciation of human rights guaranteed in the Constitution and appreciate our continuous involvement with the constitution as a living document.

(iv)

3.	Parliament and the Making of Laws	Understand why India chose a parliamentary form of government. Gain a sense/rationale of the essential elements of the parliamentary form of government.
4.	Judiciary	Understand the main elements of our judicial structure and distinguish between civil and criminal cases.
5.	Understanding Marginalisation	Understand of what is meant by 'marginalised' groups and discusses indepth, the issue of untouchability and reservations.
6.	Confronting Marginalisation	Develop skills to analyse an argument from the margianlised point of view.
7.	Public Facilities	Role of government in the economic sphere
8.	Law and Social Justice	Role of government in developmental activities, especially law and social sectors.

GEOGRAPHY : Resources and Development

1.	Resources	To know the meaning of resources, their variety, location and distribution.
2.	Land, Soil, Water, Natural Vegetation and Wildlife Resources	To develop awareness towards resources conservation and take initiative towards conservation process.
3.	Agriculture	Learn about various types of farming and agricultural development in two different regions.
4.	Industries	Classification of industries and their location and importance.
5.	Human Resources	To understand the role of human resources in development of nation's economy.

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INTRODUCTION : HOW, WHEN AND WHERE

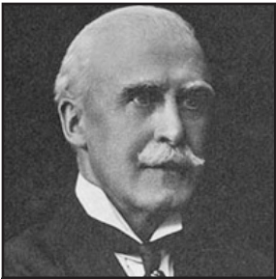
Summary

How important are dates?

- History tells us the story of past. History is about the changes that occur over time. It is about finding out how things were in the past and how things have changed in the present.
- Earlier history was a record of dates. It was limited to some big events and battles. This was because earlier historians generally focused on kings and their lives.
- Now, historians focus on a number of things besides past rulers and lives such as lives of common people, their livelihood, how cities and kingdoms developed, etc. So they wrote about the year when a king was crowned, the year he married, the year he fought a particular battle, etc. For such events specific dates were fixed.



IMPORTANT PERSONALITIES



Major James Rennel was an English geographer, historian and a pioneer of oceanography. He produced some of the first accurate maps of Bengal as well as accurate outlines of India and served as Surveyor General of Bengal.

Which dates?

- The dates we select, the dates around which we compare our story of the past, are not important on their own. They become important because we focus on a particular set of events and people associated with them.
- For instance, the history written by British Historians in India, the rule of each Governor-General was important. These histories began with the rule of the First Governor-General Warren Hastings and ended with the Last Viceroy Lord Mountbatten.

How do we Periodise?

- We divide history into different periods in order to capture the characteristics of time, its central features as they appear to us. So the terms through which we periodise, i.e. demarcate the differences between periods become important.



Warren Hastings became the first Governor-General of India in 1773.

- James Mill was a Scottish economist and political philosopher. In 1817, he wrote a three volume book - 'A History of British India'. In this, he divided Indian history into three periods- Hindu, Muslim and British. According to Mill, all Asian societies were at a lower level of civilisation than Europe and only British rules and culture could make Indians civilised.
- Apart from the British classification, historians have divided Indian history into - Ancient, Medieval and Modern. This division also has problems. It is a periodisation that is borrowed from the west where the modern period was associated with the growth of all the forces of modernity such as science, reason, democracy, etc. Medieval was the term used to describe a society where these features of modern period were not visible in India during the British rule. Many historians therefore refer to this period as 'Colonial'.



Lord Mountbatten served as last Viceroy of India from 12 February 1947 till 15 August 1947.

What is Colonial?

- The British established their control over India and made it a 'colony'. Many official records provide information about the events and happenings of these times.
- 'Colonisation' is a term that refers to a process in which one country subjugates another and thus brings political, economic, social and cultural change.

How do we know?

- Historians use different sources in writing about the last 250 years of Indian History.

Administration Produces records

- The official records of the British administration are one of the important sources.
- The British believed that the act of writing was important, every instruction, plan, policy etc had to be clearly written and preserved.
- Hence, the British setup record rooms attached to all administrative institutions. Specialised institutions like 'archives' and 'museums' were also set up to preserve these important records.



James Mill, a Scottish economist and political philosopher, published a massive three-volume work- A History of British India.

Surveys become important

- The British believed that a country had to be properly known before it could be administered.
- The practice of surveying also became common under the

colonial administration. By the early 19th century, detailed surveys were being carried out to map the entire country.



DO YOU KNOW?

Hindustan Times is an Indian English-language daily newspaper founded in 1924 with roots in the Indian Independence Movement. It was founded by Sunder Singh Lyallpuri, founder-father of the Akali movement and the Shiromani Akali Dal in Punjab Province.

National Archives of India was originally established as the Imperial Record Department in 1891, in Calcutta, the capital of British India. Presently, NAI is situated at the intersection of Janpath and Rajpath, in Delhi. The languages of the records include English, Arabic, Hindi, Persian, Sanskrit, Modi and Urdu, and their materials include paper, palm leaf, birch bark and parchment. The records are in four categories: Public Records, Oriental Records, Manuscripts and Private Papers.



- Census operations were held at the interval of every ten years. It prepared all the detailed records of the number of people in all the provinces of India, noting information on castes, religions and occupation. In villages, revenue surveys were conducted.

What official records do not tell?

- All official records do not always help us understand what other people in the country felt and what lay behind their actions. To know about these things we have -
 - (i) Diaries of people.
 - (ii) Accounts of pilgrims and travelers.
 - (iii) Autobiographies of important personalities, etc.
- All these sources were produced by those who were literate. From these, we will not be able to understand how history was experienced and lived by the tribals, the peasants, the workers in the mines or the poor men on the streets.



IMPORTANT DATES & EVENTS

1773 : Warren Hastings became the first Governor-General of India.

1817 : James Mill published a massive three-volume work, 'A history of British India'.



KEY WORDS

- 1) History - Study of past.
- 2) Historians - Persons who study and write about past.
- 3) Colonial Period - Period when Europeans captured other countries.
- 4) Colonisation - It is a process in which one country subjugates another and thus brings political, economic, social and cultural changes.
- 5) Subjugation - Gaining control over a country.
- 6) Calligrapher - One who is specialised in the art of beautiful writing.

- 7) Survey - This is a method of collecting information from individuals.
- 8) Archives - A place where historical documents or records of a government, an organisation etc. are stored.
- 9) Ancient - Belonging to the distant past, specially to the period in history.
- 10) Debate - A formal discussion on a particular matter in which opposing arguments are put forward.
- 11) Medieval - Medieval refers to a long period of Indian history between 'Ancient India' and 'Modern India'.
- 12) Modern - Period in history which begins with the colonial era marked by the entry of European traders and British rule.



INTEXT QUESTIONS

1. *Look carefully at Fig. and write a paragraph explaining how this image projects an imperial perception. (Page 01)*

Ans. The above picture is from 'A New Map of HINDOOSTAN' by James Rennel published in 1782. This shows three Brahmans handing over the Shastras to Britannia for safe-keeping. The picture here tries to suggest that Indians willingly gave over their ancient texts to Britannia – the symbol of British power – as if asking her to become the protector of Indian culture. The lion statue at the back symbolises the superiority of the Britishers over the Indians. The image gives a perception of how Britishers portrayed themselves as the protectors of Indian culture and that they would safeguard their subjects as Great Rulers.



2. *Interview your mother or another member of your family to find out about their life. Now divide their life into different periods and list out the significant events in each period. Explain the basis of your periodisation. (Page 03)*

Ans. To be done by the Students.

[Hint: Ask about all the important events and dates like birth date, about childhood events, education, awards, trainings, places visited, important people associated to, and so on.]

3. *Look at Sources 1 and 2. Do you find any differences in the nature of reporting? Explain what you observe. (Page 07)*

Ans. Yes, there is a difference in both the sources. The Source 1 is a report produced for Director of Intelligence to the Home Department, Government of India by different dockyards at Bombay, Karachi and Vizagapatnam. In 1946, the colonial