by SJENO RJ AL DICTATION





A glacier is a large body of ice and snow. It forms because the	
snow in an area does not all melt in summer. Each winter more	
snow is added. The weight of all the snow creates	
pressure. This pressure turns the lower parts of the snow into ice.	
After this happens for many years, the glacier will start growing	
large. It becomes so heavy that gravity causes the ice to move. It	
flows downwards like water but very slowly.80A glacier only	
move about 50 meters per year. New snowfalls replace the parts	
that flow away. Glaciers are the 100 largest sources of fresh water	
on Earth. The largest bodies of salt water are the Oceans.	
Glaciers will only form in places that are cold enough and get	
enough snow over time. This can take a long time. It often takes	
tens or hundreds of years for a glacier to form. There are two	
kinds of glaciers: continental glaciers and 160 alpine glaciers.	
Alpine glaciers are also called mountain glaciers. Continental	
glaciers are glaciers that spread out over a large area of land.	
They were created mostly during the Ice Ages a long time ago.	
There are still some continental glaciers200 in Greenland and	
Antarctica. They often flow downwards into the sea and break	
up. The broken parts that float in the sea are called icebergs.	7
Alpine glaciers form in mountain areas. They are smaller than	
continental glaciers. Alpine glaciers usually 240 flow until they	
reach a point where the temperature is warm enough that the ice	
melts completely during the summer. Glaciers are very	
important. They have a large effect on the environment. They do	
this because they are very large and heavy. When they move,	
they erode mountains and land. Since they froze long ago snow	
crystals and air bubbles300 inside are kept in good condition.	
These can provide a large amount of information for scientists.	
Recently glaciers have been 320 melting more than they did in the	
past. Many scientists think this is happening because global	Cal
warming is changing the climate. Glaciers are blue in color. This	
is because water is very good at absorbing light. Only the	
strongest light with the most energy is able to escape. Blue is the	
color of light that has the most energy. Because of this blue is	
the only color of light that can escape without being absorbed. A	
glacier is a persistent 400 body of dense ice that is constantly	
moving under its own weight. Glaciers slowly deform and flow	
under stresses induced by their weight, creating and other	
distinguishing features. Glaciers form only on land and are	
distinct from the much thinner sea ice and lake ice that forms on	
the surface of bodies of water. Many glaciers from temperate,	
alpine and seasonal polar climates store water as ice during the	
colder seasons and release it later in the form of melt480 water as	
warmer summer temperatures cause the glacier to melt creating a	
water source that is especially important for plants,500 animals	
and human uses when other sources may be scant.510	
(To Be Continued)	

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However, within high-altitude and Antarctic environments the	
seasonal temperature difference is often not sufficient to release	
melt water. A large piece of compressed ice or a glacier as large	
quantities of water appears blue. The other reason for the blue	
color of glaciers is the lack of air bubbles. Air bubbles which	
give a white color to ice are squeezed out by pressure increasing	
the created ice density. Glaciers are valuable resources for	
tracking climate change over long periods of 80 time because they	
can be hundreds of thousands of years old. To study the patterns	
over time through glaciers ice100 cores are taken providing	
continuous information including evidence for climate change	
trapped in the ice for scientists to break down and study.	
Glaciers are studied to give information about the history of	
climate change due to natural or human causes. Human activity	
has caused an increase in greenhouse gases creating a global	
warming trend causing these valuable glaciers to melt. 160 When	
glaciers begin to melt they also cause a rise in sea level which in	
turn increases coastal erosion and elevates storm surge as	
warming air and ocean temperatures create more frequent and	
intense coastal storms like hurricanes and typhoons.200 Thus,	4./
human causes to climate change create a positive feedback loop.	
From 1972 all the way up to 2019 NASA has used a satellite that	
has been used to record glaciers in Alaska, Greenland and Antarctica. Gangotri Glacier is located240 in Uttarkashi District.	
This glacier one of the primary sources of the Ganges, is one of	
the largest in the Himalayas. The Gangotri glacier is a traditional	
Hindu pilgrimage site. The 2013 North Indian Floods destroyed	
much of this trail and access is now a little difficult due to trail	
deterioration and a 2 km wide rock fall site.300 Ice acts like a	
protective cover over the Earth and our oceans. These bright	160
white spots reflect excess heat back into 320 space and keep the	
planet cooler. Arctic remains colder than the equator because	/ 61/
more of the heat from the sun is reflected off the ice. Glaciers	
around the world can range from ice that is several hundred to	
several thousand years old and provide a scientific record of how	
climate has changed over time. We gain valuable information	
about the extent to which the planet is rapidly warming. They	
provide scientists a record of how climate has changed over	
time.400	
Sea ice forms and melts strictly in the ocean whereas	
glaciers are formed on land. When glaciers melt because that	
water is stored on land the runoff significantly increases the	
amount of water in the ocean contributing to global sea level	
rise. Sea ice on the other hand is often compared to ice cubes in	
a glass of water when it melts it does not directly change the	
level of water in the glass.474	

Fundamental Rights are those rights which are essential for intellectual, moral and spiritual development of citizens of India. As these rights are fundamental or essential for existence and allround development of individuals, they are called Fundamental rights. These are enshrined in Part III of the Constitution of India. These include include individual rights, such as equality before the law, freedom of speech and freedom of expression, religious and cultural freedom, freedom of assembly, freedom of religion. Right to constitutional Remedies80 is for the protection of civil rights by means of writs, such as Habeas Corpus, Mandamus, Writ of Prohibition, Certiorari₁₀₀ and Quo Warranto. Fundamental Rights apply universally to all citizens irrespective of race, birth place, religion, caste, sex or gender. Indian Penal Code, Code of Criminal Procedure and other laws prescribe punishments for the violation of these rights subject to the discretion of the Judiciary. A person can approach Supreme Court of India directly for ultimate justice as per Article₁₆₀32. There are six Fundamental Rights recognized by the Indian Constitution. They are Right to Equality (Articles 14 to 18), Right to Freedom (Articles 19 to 22), Right Against Exploitation (Articles 23 to 24), Right to Freedom of Religion (Articles 200 25 to 28), Cultural and Educational Rights (Articles 29 to 30) and Right to Constitutional Remedies (Article 32). Right to Equality includes equality before the law and the prohibition of discrimination on various grounds. Right to Freedom includes freedom of 240speech and expression, assembly, association and right to practice any profession or occupation. Right against Exploitation prohibits all forms of forced labour, child labour and trafficking of human beings. Children under age of 14 are not allowed to work. Right to Freedom of Religion includes freedom of conscience and free profession, practice and propagation of religion. The Cultural and Educational₃₀₀ Rights preserve the right of any section of citizens to conserve their culture, language or script and right of minorities320 to establish and administer educational institutions of their choice. Right to Constitutional Remedies is present for enforcement of Fundamental Rights. Right to Privacy is an intrinsic part of Article 21 that protects the life and liberty of the citizens. Right to Privacy is the newest right assured by the Supreme Court of India. It assures the people's data and personal security. Specifically, they have also been used to abolish untouchability and thus, prohibit discrimination on the grounds of religion, race,400 caste, sex or place of birth. Right to Property was changed from Fundamental Right to legal right. Fundamental Duties mention that it shall be the duty of every citizen of India to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem, to cherish and follow the noble ideals which inspired our national struggle for freedom, uphold and protect the sovereignty, unity and integrity of India, to defend the country and render national 480 service when called upon to do so, to value and preserve the rich heritage of our composite culture, to protect500 and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures, to develop the scientific temper, to safeguard public property, etc.529 (To Be Continued....)

In our daily life, we have got only twenty four hours in a day. Therefore, we cannot do everything in one day. This creates limitations in our everyday work. In order to manage work, social life and sleep, division of time is important. In a particular way, division of time is the need. This will help the person to complete all his tasks. You should write your tasks in a schedule. Your work should have the highest priority. The second 80 priority should be sleep. And the last but not the least, your social life. Your social life includes family and 100 friends. The students today have many studies to do. Because of this, they are not getting time to enjoy their childhood. Time management for students has become a crucial need. Education has become vast. Therefore, proper scheduling of time is important. I have considered the contentions. Considering the contentions of the parties, offence is compounded, the revision petition 160 is allowed and the judgement and orders passed by the Learned Court below are set aside. A good student knows the importance of studies. But, he should also know that time never comes back. Thus, a student should take out time for 200 personal development too. Since personal development is important for their proper growth. Moreover, personality development is also important for a student. They should at least take out one hour for sports. Sports teach student teamwork. Since it is enjoyable, it 240lessens the stress of the day. There is a difference between a topper and an average student. That difference is proper time management. A topper student schedules his time. While an average student does not do that. And because he never manages time, he gets no time for self-study which in turn leaves him behind. Even a happy life cannot 300 be without darkness and the word happy would lose its meaning. We choose our joys and sorrows long before we 320experience them. Happiness and sorrow are twins, let them come and go like clouds. The secret of health for both mind and body is live the present moment wisely. The water supply and sanitation in India has increased greatly from 1980 to present. Still, many people lack access to clean water, toilets and sewage infrastructure. Various Government programmes have brought rapid improvements in sanitation and the drinking water supply. These various programmes are going on. The major religions in the400 world are Hinduism, Buddhism, Sikhism, Jainism, Christianity, Islam and Parsi. Hinduism is one of the oldest religions of the world. Hinduism does not provide for conversion of religion. Geeta is the holy text of Hindus. Buddhism was founded by Gautam Buddha. Buddhism believes in non-violence. Jainism was founded by Mahaveer. Jainism also believes in non-violence. Sikhism was advocated by Guru Nanak Dev Ji. The holy epic of Sikhism is Adi Granth. The place of worship of Sikhs is known 480as Gurudwara. Islam believes in a single God that is Allah. Kuran is the holy text of Muslims. Christianity was 500 founded by Jesus Christ.504

Telecommunication is a growing sector and will turn out to be the life line of our economy. The existence of an efficient telecommunication network is a prerequisite for accelerated economic growth. In order to give a boost to the efforts being made by the Department of Telecommunications I propose that the duty on parts and subassemblies of telecommunication equipment be reduced from 35 per cent to 30 per cent and on finished equipment from 50 per cent to 40 per 80 cent. In order to avoid the temptation to smuggle cellular phones, pagers and trunking handsets I propose to reduce the 100 customs duty on them to 30 per cent. Upgradation of medical standards in the country is extremely important. I therefore propose to reduce the rate of duty on specified equipment not generally made in India and their parts from 15 per cent to 10 per cent and on other medical equipment from 40 per cent to 30 per cent. Edible 160 oils now carry a rate of duty of 30 per cent. This is an important item of daily food for the masses and we have a chronic shortage of edible oils in the country. I propose to reduce the import 200 duty on edible oils from 30 per cent to 20 per cent. Mr. Speaker Sir, earlier in my speech I dwelt on the dire need to step up investment in infrastructure. I had also detailed the sectors to which I 240 propose to make large allocations. I have to raise resources to meet these requirements. I intend to ask importers to share the burden of building the infrastructure in this country because, ultimately, it will help raise production and enhance competitiveness. I therefore propose a levy of 2 per cent as special customs duty on all imports except those that carry 300 nil rate of duty on are imported at nil rate of customs duty for export production under the various duty 320 free licences. This levy will not apply to gold and silver imported by eligible passengers or under special import licences. This is likely to yield about Rs. 1600 crore in the current year. Importers will be happy to know that the Reserve Bank of India is announcing today the withdrawal of the interest rate surcharge of 25 per cent on import finance imposed in February, 1996. I now come to my proposals regarding central excise. A large number of countries 400 in the world today have a value added tax system which has been recognized to be the most efficient form of commodity taxation. I am glad to note that some State Governments are moving towards the value added tax system. The last few years of reforms have taken us closer to having a central VAT but there are still certain legal obstacles. Our Central excise structure still has 11 advalorem rates. The rates range from 0 to 50 per cent.480 Ideally there should be only four rates of excise duties zero, a lower rate of excise duty on goods of 500 mass consumption, a single normal rate on all other goods and a higher rate on luxury items.

It is absolutely necessary for us to move towards this rate structure so that we put an end to wasteful litigation and have a transparent and simple tax structure. It was not possible in the time available to me in preparing this budget to achieve this goal in the current year. However, I propose to take the first step this year and I am confident that will achieve a four rate excise duty structure in another year or two I sopropose to integrate the tax on the textile sector with the mainstream of Central excise duties by introducing the principle 100 in this sector. Hon'ble Members are aware that the present excise duties are levied at the fibre and yarn stage and there is only an additional excise duty in lieu of sales tax on fabrics. This is one of the most inefficient ways of taxation as it results in very high duties on inputs which encourages evasion it does not 160capture value addition and it denies the industry an opportunity of claiming input credit on capital goods, chemicals and yarn. While modernisation of other industries in taking place speedily our textile industry has not been able to participate fully in 200this process because of this lopsided tax structure. I therefore make the following proposals. I propose to reduce the excise duty on yarn in the case of polyester filament yarn from the current level of 50 per cent to 40 240per cent and unify the rate on other yarn at 20 per cent, except nylon filament yarn and cotton yarn for which the present rates of 30 per cent and 5 per cent respectively will be retained. In order to provide principle for the textile sector I propose to impose a basic excise duty of 5 per cent on cotton 300 fabrics and 10 per cent on other fabrics which will be collected at the processed fabric stage. It is needless 320 today for anyone to argue about the crucial role of science and technology in the development of national resources without which the problem of poverty can never be successfully tackled. We have witnessed not only a global movement for national independence since the advent of Mahatma Gandhi on the scene but also a widespread movement towards industrialization and modernization in the developing countries. In most of the cases the basic inspiration as well as the model for this process has 400 been provided by those countries of the West which were the first to have the benefit of scientific and technological revolution. Mahatma Gandhi showed us the way to a fresh approach to our problems of development. It was he who insisted on the need to define the basic values of human society in India as a pre requisite for implanting the new production system based on science and technology. Similarly, he stressed the need to harmonize these new elements with the urgent tasks of national integration and cultural regeneration.489

The full form of N.I.T.I. Aayog is National Institution for Transforming India. It is a public policy think tank of the Government of India. It was established with the aim to achieve sustainable development goals with cooperative federalism by fostering the involvement of State Governments of India in the economic policy making process using a bottom-up approach. Its initiatives include A.M.R.U.T. Digital India, Atal Innovation Mission, reforms in medical education, agriculture reforms, Agricultural Produce Marketing Committee Act, Agricultural Marketing and 80 Farmer Friendly Reforms Index for ranking States, proper management of education and water, sub-group of Chief Ministers on Swachh Bharat₁₀₀ Abhiyan, sub-group of Chief Ministers on Skill India, Lecture Series, etc. In 2015, it was established by the N.D.A. Government replace 65 years old Planning Commission of India. The N.I.T.I. Aayog comprises all the State Chief Ministers along with the Chief Ministers of Delhi and Puducherry, Lieutenant Governors of all Union Territories and a Vice- Chairman nominated by the Prime 160 Minister. In addition, temporary members are selected from leading universities and research institutions. These members include a Chief Executive Officer, four ex-officio members and two part time members. The Officer, four ex-officio members and two part and Commission carefully plans and structures new policies and then, it executes them.200 The N.I.T.I. Aayog is a replacement of the 65 years old Planning Commission that supervised the Five year Plans of the country. It makes essential policies for the citizens of India. It also provides the Government with the strategies that 240 need to be implemented. The organization also looks into both the domestic as well as the international issues that ore of importance. The Prime Minister of India presides over the role of Chairperson of N.I.T.I. Aayog. It provides technical and strategic advice on the critical policy matters that pertain and encompasses economic issues that are of international and national importance.300 It devises and makes the plans for different fields including health, agriculture, financial resources, industry, Science and Technology, etc. looks₃₂₀ forward to promote healthy competition among the developing States. The Aayog launched various educational programmes which resulted into effective manner. N.I.T.I. Aayog invited experts from various parts of the world to discuss and implement policies through the various programmes. One of the aims of N.I.T.I. Aayog is to develop mechanisms to formulate credible plans at the village level. One District, One Product Policy is a recent agenda of the N.I.T.I. Aayog Governing Council. It intends to boost export at the 400 district level. The Commission has decided to plan a study on the selected judgments and verdicts of Supreme Court and National Green Tribunal on the economy of India. It is also planning for the benefit of migrant workers and the same is underway. It has framed a Model Act on conclusive land titles that it hopes will be adopted and implemented by States. The aim is to facilitate easy access of credit to farmers and reduce a large number of 480 land related litigations and enabling transparent real estate transactions along with land acquisition for infrastructure developments. Recently, the N.I.T.I. Aayog 500 Vice-Chairman had mentioned that the Government will introduce the Production Linked Incentive (P.L.I.) Scheme is to provide incentives to the investors in this country.

Government of India has already introduced the P.L.I. Scheme for pharmaceutical, medical devices, mobile phones and electronic manufacturing companies. It is now considering to extend this to other sectors as well. It is additionally creating itself fully equipped with the essential resources, knowledge and skill that will empower it to act with speed, advance research and innovation, crucial policy vision to the Government and manage unforeseen issues. The reason for setting up the N.I.T.I. Aayog is that people had expectations of for growth and development through their participation. This required institutional changes and active strategy shifts that could seed and foster 100 substantial changes. It is based on seven pillars of effective governance such as pro-people to fulfil the aspirations of society as well as individuals, pro-activity for anticipation and response to citizen needs, participation includes involvement of the citizens, empowering, especially women in all aspects, inclusion of all people irrespective of caste, creed and gender, providing equal opportunity to all, especially 160 for youth, transparency by making the Government visible and responsive. Monitoring and Analysing Food and Agricultural Policies Programme is a collaborative research project between N.I.T.I. Aayog and Food and Agriculture Organization. It aims to monitor, analyze and reform food and 200 agriculture policies. The first phase of the M.A.F.A.P. Programme ran from 23rd September to 31st December, 2019. National Agriculture Price Policy and National Food Security Policy for selected agricultural products were implemented for the benefit of agriculture community of India.240 The Indian Institute of Technology Kharagpur has as you will remember been established in terms of the recommendations of the Council. Its progress has been remarkable. IT has on its rolls today 1090 students 800receiving instruction for the first degree and postgraduate course in various branches of engineering and technology. Some areal also doing advanced work and research. Its Board 300 of Governors has decided to introduce a number of course at the postgraduate level commencing with the July 1955 session.320 Having regard to all the developments that have taken place in the country, the Board has drawn up a plan under which the Institute will ultimately have 1800 students in all 1200 for the first degree courses and 600 for post-graduate courses and advanced work. I have every hope that in course of time this Institute will develop into an institution of which India may well be proud. One of the important items on the agenda is the preparation of 400the Second Five Year Plan. I realise that it has come soon after the framing of detailed schemes to implement the First Five Year Plan. I realize that it has come soon after the framing of detailed schemes to implement the first Five Year Plan. The work done by the Council during the brief space of a year and ten months has however brought to the forefront the various problems of technical education.473

Neerja Bhanot was born to Harish and Rama Bhanot on 7 September, 1963, in Chandigarh. Later, the family moved to Mumbai. Neerja was a sensitive and compassionate young woman. Her inner beauty reflected on her serene, beautiful face. Following a conventional arranged marriage in 1985, she joined her husband in the Gulf. Under the strain of dowry pressures, Neerja returned home to her parents in Bombay within two months. Neerja was a woman of dignity and strength. She would not 80 relent to pressures of dowry. Her husband set humiliating conditions for her return to him, and Neerja's family did not 100 comply. The marriage had turned sour. Neerja decided to move on in life, and she signed a modelling contract. On 5 September 1986, she had returned from a day long shoot for a modelling assignment. She was the senior flight purser on the flight on which her courage was to be tested the test that made her so very special 160 to our country, to humanity. At Karachi, the plane was hijacked by four heavily armed terrorists. Immediately, Neerja rushed towards the cockpit to inform the captain. A terrorist caught her by her ponytail but she managed to shout the hijack 200 code. Another flight attendant who caught the code conveyed it ahead. What followed was a traumatic experience for all those on board. The three-member cockpit crew of pilot, co-pilot and the flight engineer exhibited great cowardice. They deserted the plane,240 and the 360 passengers, and a 13 member cabin crew were left in the hands of the heartless terrorists. Neerja was the cabin crew leader with grit and a deep sense of duty, she took over command. She kept the passengers calm and ensured that they were comforted. She continued to serve and attend to the passenger's needs. She realized 300 that the terrorists would harm the American passengers the most. Hoping to confuse the terrorists about their identity she discreetly320 collected all the American passports and hid them. The trauma of the hijack continued for about seventeen hours since the power had begun to fail, the lights became dim. The terrorists thought that the passengers would try to escape in the darkness and it would be difficult to hold them at ransom. They began firing at random. Immediately, Neerja rushed to the emergency door and pushed it open. They can also recall how she guided and pushed people down the 400 parachute. The most touching part of the entire experienced was her death. While trying to protect three children, she absorbed the onslaught of bullets that pierced her body. Neerja Bhanot received the Ashok Chakra, India's highest civilian award for bravery. The Ashok Chakra citation states her loyalties to the passengers of the aircraft in distress will forever be a lasting tribute to the finest qualities of the human spirit. You may have played basketball or have seen this game being 480 played. Basket balls is one of the world's most popular game. It is a fast, free flowing, high scoring team 500 game.

The players throw a ball in a basket horizontally positioned to score points while following a set of rules. Two teams play on a marked rectangular court with a basket at each end. The rules allow all players to move freely around the court and occupy any position on the court. All players get an equal opportunity to score basket. The way in which the game is re-started after a point is scored or a rule infringement makes it a sofast game with few breaks in between regulation timing. To play this game, students should learn and practise the basic100 skills of ball dribbling, passing, receiving and shooting. Game of basketball involves neuromuscular coordination and often tall players are preferred. Nowadays basketball is one of the most favourite games in many schools and colleges. The game is played by both men and women of all ages and abilities. In order to promote the sport nationally and internationally and organise sports 160events related to basketball, Basketball Federation of India was set up in 1950. At the same time every state in India had formed a State Basketball Association. The first National Basketball event was held in Delhi in 1934, every two200 years till 1951 and there after it became an annual feature. Basketball is played on a rectangular court, which could be an indoor wooden court or an outdoor concrete court. Basketball court dimensions are in metres. The court is divided₂₄₀ into two sections call half courts by the mid court line where the game starts with a jumpball. A jumpball is when a referee throws the ball up at centre circle to determine which team gets possession. Two players from opposing teams jump up to tip the ball in the hope that one of them will secure the ball. The 300 duration of the game of each quarter is them minutes with 2 minute rest between first and second quarters and 320third and fourth quarters. Between second and third quarters the rest is 15 minutes. The duration of extra time is five minutes. Teams exchange courts in each quarter. The clock is stopped while the play is not active. A team may consist of not more than twelve members including a captain. But only five players from each team are on the court at one time. Substitutions are unlimited but can only be done when play is stopped. The team with400 the ball attempting to score is called on offense. The team defending from scoring is called on defense. The ball is moved in two ways dribbling and passing to teammates. If the ball goes out of bounds due to the offensive player team the possession is given back to the defensive team. This is a form of penalty which results in the loss of a possession of ball. Both men and women wear a standard uniform consists of a pair₄₈₀ of shorts and a jersey vest with a clearly visible number printed on both the front and back.498

The concept of physical education is generally understood as organization of some games, sports or physical education activities in schools. There are schools where specific periods are allocated for this subject in the time table. It has been noticed that during such periods, most of the students are either left on their own to play the games in a way they like or they are taken to the field where they engage themselves in different sports without the guidance or 80 supervision of teachers. In some schools, selected students play games like football, cricket, volleyball, hockey, basketball, and so on.100 Annual sports are organized, but again in such activities only a few selected students participate. All these experiences taken together provide a basic understanding of the physical education as a concept. However, when we go into details of the aims, objectives and concepts of physical education, we learn that they go beyond these traditional beliefs. As we know, education, particularly₁₆₀ school edcuation, aims at the holistic development of children. It provides students with opportunities to grow and develop as adults to be useful for the society. It is important for us to know that one of the most important requirements₂₀₀ for growing into healthy adulthood is the physical gowth whichy supports cognitive development. It is, therefore, necessary that all children get adequate opportunity to participate in free play, informal and formal games, sports and yoga activities. It is in this 240 context that health has been made a significant component of the subject of physical education in the school education system of the country. The subject "Health and Physical Edcuation" adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental development of a child. In view of the above, the meaning₃₀₀ of physical education becomes a little different from what is commonly understood. Physical education comprises holistic education for the development₃₂₀ of personality of the child to its fullest and perfection in body, mind and spirit through engaging in regular physical activites. Physical education through the medium of physical activities helps individuals to attain and maintain physical fitness. It contributes to physical efficiency, mental alertness and the development of qualities like perseverance, team spirit, leadership and obedience to rules. It develops personal and social skills among the learners and makes a positive impact on their physical, social, emotional and mental development.400 It also contributes to the total health of learners and the community. Physical education thus, can be defined as a subject that is not only focused on physical fitness but is also concerned with development of a number of skills, abilities and attitudes for leading a healthy lifestyle. It inculcates values like cooperation, respect to others, loyalty, self-confidence, winning with grace and losing with hope. As discussed above, by now it may be clear to you that the aim of 480 physical education is not only physical development but also to equip learners with knowledge, skills, capacities, values, and the enthusiasm₅₀₀ to maintain and

carry on a healthy lifestyle.
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It promotes physical fitness, develops motor skills and the understanding of rules, concepts and strategies of playing games and sports. Studetns learn to either work as part of a team, or as individual in a wide variety of competitive activities. You might have seen a cricket match being played in your school or on the television. Also you might have yourself played this game with your friends. This is a bat and ball game played between two teams on a sofield. In the centre of the field is a rectangular pitch. One team bats, trying to defend the wicket and 100 scoring as many runs as possible. The other team bowls and fields, trying to dismiss the batsmen and thus limiting the runs scored by the batting team. Run can be scored by the striking batsman hitting the ball with the bat, running to the opposite end of the pitch and touching the crease there without being dismissed. The teams switch 160 between batting and fielding at the end of an inning. In general this game is very popular. The origin of the game of cricket was gradual. Cricket became an international game with the formation of the Imperial Cricket Conference (I.C.C.) 200in ... 1909. The name of Imperial Cricket Conference was changed to International Cricket Conference to enable countries outside the Commonwealth to become its members. Earlier only test matches were played where each team played two innings in five or lesser 240days. First One day International match was played in 1971 with limitations of overs per inning. The governing International Cricket Council (I.C.C.) saw its potential and staged the first limited over Cricket World Cup in 1975. Cricket was brought to India by the British. An England team toured India in 1902 -03. An All-India team went on a tour of England 300in 1911 under Maharaja Bhupinder Singh of Patiala. The Indian Cricket Control Board came into being towards the end of₃₂₀ 1928. India entered the international arena and played its first official Test against England in 1932. Meanwhile Prince Ranjit Singh of Nawanagar who had gone to England for further studies, made a remarkable name for himself in the game of cricket. He is generally acknowledged as the Father of Indian Cricket although he played only in England. He will always be remembered through the National Cricket Championship known as Ranji Trophy. A cricket match is played between two teams of 400eleven players each. The match is divided into periods called Innings. During an Inning, one team fields and the other bats. The two teams switch between fielding and batting after each Inning. All eleven members of the fielding team take the field, but only two members of the batting team are on the field at any given time. The fielding team's eleven members stand outside the pitch, spread out across the field. Behind each batsman is a target called a 480 wicket. One designated member of the fielding team, called the bowler, is given a ball, and he attempts to deliver 500the ball.

However, instead of being jubilant, there was a tinge of sadness. Was it because I had already done the ultimate in climbing and there would be nothing higher to climb and all roads hereafter would lead down? By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness. It is a joy which lasts a lifetime. The experience changes you completely. The man who has been to the mountains is never the same again. 80As I look back at life after climbing Everest I cannot help remarking about the other summit- the summit of 100 the mind no less formidable and no easier to climb. Even when getting down from the summit, once the physical exhaustion had gone, I began asking myself the question why I had climbed Everest. Why did the act of reaching the summit have such a hold on my imagination? It was already a thing of the past, something done yesterday.160 With every passing day, it would become more remote. All these thoughts led me to question myself as to why 200 people climb mountains. It is not easy to answer the question. The simplest answer would be, as others have said, Because it is there. It presents great difficulties. Man takes delight in overcoming obstacles. The obstacles in climbing a mountain 240are physical. A climb to a summit means endurance, persistence and will power. The demonstration of these physical qualities is no doubt exhilarating, as it was for me also. I have a more personal answer to the question. From my childhood I have been attracted by mountains. I had been miserable, lost, when away from mountains, in the plains. Mountains 300 are nature at its best. Their beauty and majesty pose a great challenge, and like many, I believe that mountains320 are a means of communion with God. Once having granted this, the question remains why Everest because it is the highest, the mightiest and has deifed many previous attempts. It takes the last ounce of one's energy. It is a brutal struggle with rock and ice. Once taken up, it cannot be given up halfway even when one's life is at stake. The passage back is as difficult as the passage onwards. And then, when the summit is climbed, there 400is the exhilaration, the joy of having done something, the sense of a battle fought and won. There is a400 feeling of victory and of happiness. Glimpsing a peak in the distance, I get transported to another world. I experience a change within myself which can only be called mystical. By its beauty, aloofness, might, ruggedness, and the difficulties encountered on the way, the peak draws me to it as Everest did. It is a challenge that is difficult to 480resist. Looking back I find that I have not yet fully explained why I climbed Everest. It is like answering 500a question why you breathe. Why do you help your neighbour?511

Why do you want to do good acts? There is no final answer possible. And then there is the fact that Everest is not just a physical climb. The man who has been to the mountain top becomes conscious in a special manner of his own smallness in this large universe. The physical conquest of a mountain is only one part of the achievement. There is more to it than that. It is followed by a sense of fulfillment. There so is the satisfaction of a deep urge to rise above one's surroundings. It is the eternal love for adventure in 100 man. The experience is not merely physical. It is emotional. It is spiritual. Consider a typical climb, towards the summit on the last heights. You are sharing a rope with another climber. You firm in. He cuts the steps in the hard ice. Then he belays and you inch your way up. The climb is grim. You strain every nerve₁₆₀ as you take every step. Famous climbers have left records of the help given by others. They have also recorded how they needed just that help. Else they might have given up. Breathing is difficult. You curse yourself for having 200let yourself in for this. You wonder why you ever undertook the ascent. There are moments when you feel like going back. It would be sheer relief to go down, instead of up. ... But almost at once you snap out 240of that mood. There is something in you that do not let you give up the struggle. And you go on. Your companion keeps up with you. Just another fifty feet or a hundred, maybe. You ask yourself. You look at your companion and he looks at you. You draw inspiration from each other. And then, without first being aware300 of it, you are at the summit. Looking round from the summit you tell yourself that it was worthwhile. Other 320silvery peaks appear through the clouds. If you are lucky the sun may be on them. The surrounding peaks look like a jeweled necklace around the neck of your summit. Below, you see vast valleys sloping into the distance. It is an ennobling, enriching experience to just look down from the summit of a mountain. You bow down and make your obeisance to whichever God you worship. The experience of having climbed to the summit changes you completely. There is 400another summit. It is within yourself. It is in your own mind. Each man carries within himself his own mountain himself his own mountain peak. He must climb it to reach to a fuller knowledge of himself. It is fearful, and unscalable. It cannot be climbed by anyone else. You yourself have to do it. The physical act of climbing to the summit of a mountain outside is akin to the act of climbing the mountain within. The effects of 480both the climbs are the same. Whether the mountain you climb is physical or emotional and spiritual, the climb will 500certainly change you.

During the last few weeks, there have been many deaths in some districts of our state. There has been a strong reaction that the Government has not taken this seriously. The Health Minister explained today at a press conference that his Government has asked all the Collectors and the Chief Medical Officers to take urgent measures. The most important problem is that of drinking water. The Minister said that they intend to supply drinking water to every village through tanker sotrucks. The Chief Minister has promised funds for this work. The Chief Minister also said that he thought the problem100 was not only one of sanitation but also of a lack of clean drinking water. He said that a high level Enquiry Committee will be asked to look into the needs of the district to provide sanitation facilities and would request the Minister for Public Works to take care of the needs of proper water supply in the region. As 160 you saw above, the people in power like the Chief Minister and the Minister have to take action. They do so through various departments like the Public Works Department, the Agriculture Department, the Health Department, and the Education Department and 200 so on. They also have to answer questions that are asked in the Legislative Assembly and convince people asking the questions that proper steps are being taken. At the same time, newspapers and the media widely discuss the issue and 240the Government has to respond. The Legislative Assembly is not the only place where opinions are expressed about the work of the Government and action is demanded. You will find newspapers, TV channels and other organizations regularly talking about the Government. In a democracy there are various ways through which people express their views and also take action. Being a300 boy or a girl is an important part of one's identity. The society we grow up in teaches us what 320kind of behaviour is acceptable for girls and boys what boys and girls can or cannot do. We often grow up thinking that these things are exactly the same everywhere. But do all societies look at boys and girls in the same way. We also realize that societies make clear distinctions between boys and girls. This begins from a very young age. We are for example, given different toys to play with. Boys are usually given cars to play with400 and girls dolls. Both toys can be a lot of fun to play with. Why are girls then given dolls and boys cars? Toys become a way of telling children that they will have different futures when they become men and women. This difference is created in the smallest and most everyday things. How girls must dress what games boys should play, how girls need to talk softly or boys need to be tough. All these are ways of telling 480children that they have specific roles to play when they grow up to be men and women. Later in life500 this affects the subjects we can study or the careers we can choose.513

There are many defects in our present system of education. It makes us sickly. It spoils our health. The youths of our country have no brightness on their faces. Their backs are bent and their eyes are sunken. They cannot digest food properly. They look old before time. Their poor health is a social problem. People without good health cannot enjoy life. We cannot have a strong nation if the citizens have no good health. Man is superior to animals 80 because he has a developed mind. He controls the animals with his intellect. But, we cannot have mental growth if 100 our body is weak and sickly. The death of body means the death of the mind also. A sound mind is in a sound body is a popular saying. So physical exercises are very necessary for mental health. A sickly man cannot sit well. He cannot do his work properly. Our country is poor. It is because of low agricultural 160 production. It is poor also because of low production in mills and factories. The poor health of the workers is partly responsible for all this. Our workers are not physically strong and health. In fact, physical exercises are useful for 200them. These exercises will keep them fit and healthy then our production on farms and in factories will go up. Physical exercises are necessary for every citizen of the country. India earned her freedom after great sacrifices. We have to 240protect her freedom. There are some hostile neighbours who like to break our country. So we have to make our defences strong. The citizens of our country must be hale and hearty. Physical exercises make us healthy. They make us good citizens. Life without good health is no life at all. If we spend an hour in taking physical exercises,300 we can work hard for the rest of the day. Thus physical exercises are of great use to us. They 320should be made compulsory for students, teachers and office goers. India is a land of villages. Villages have their own beauty and charm. Every moment of day and night has its own attraction. Many people think that evening means the end of that day's work. During the day time people are at work. When the sun shines in the sky, all creatures on earth derive energy from the sun. After sunset all activities of life slow down. Gradually trees are 400 vanishing from towns and cities. But they are found in plenty in villages. In villages, men are doing their work and women, too, are busy doing something in the evening. They bring water from wells. They bring some wood for fire. Soon they are engaged in cooking simple food for their families. There is silence all around the village in the evening. But scenes in villages in the evening are fast changing. Motor cars, buses, scooters and motor cycles play along the roads of the village.486

A college life is a golden period of life. Students are grown up at this stage. They very well know their duties and responsibilities. They do their duty and enjoy life. College life is a life of happiness. It is life of learning and training, too. Students are full of energy. They look healthy both physically and mentally. There is a great difference between school and college life. At school students are not sensible as they are at college. Most 800f the students are under care of their parents at school. But they become independent at college. College student has 100 more leisure than a school student. At school, students have to attend more classes. At college they have to attend fewer classes. Students enter a college after school days are over. A college gives a wider atmosphere for the mental, physical and emotional development of students. There is another difference between school life and college life. School hours are fixed. 160 Students have be at school for fixed hours every day. But at college the hours of attendance vary. Students have to attend three of four classes every day. They have sufficient leisure also between the periods. On some days they 200 return from college. On other days they return late in the afternoon. School life is happier than college life in many respects. A school student jumps, laughs and moves about freely. He may cry of shout but a college student 240is always told that he is no longer a school student. The compulsory games, sports and drills in the school make a student physically strong. But every student does not enjoy these facilities at college. College teachers do not know most of their students so school seems to be more pleasant than college life. End of the century saw the 300 sixth generation of computers performing different functions. They store information as the human brain does brain. They manipulate, compare and 320come to decisions. While human brain may take a long time. A computer meant for the purpose comes to the conclusion within seconds. The modern computer is billion of times faster and decisive than human brain. There are computers that would compose hundred of pages of book on a day. Big industrialists and business firms keep their accounts and secrets in computers. Super Computers are installed in bank and would allow a customer to draw money from any branch in 400 the city of region. The word internet is formed with two words Interconnection and

Network. It is a network or internetwork of a number of connecting networks. It consists of different type of computers which spread over the world. The computers share message and information with one another. Thus internet transmits data such as pictures, written material, audio and video material. These processes are done through fiber optics, telephones lines, satellite links and other media. Internet is also used for 480digging up information using a range of tools and techniques. Search engines enable the user to search a data base 500 for required information. Internet can also be used for recreation.510

Settlements can be permanent or temporary. Settlements which are occupied for a short time are called temporary settlements. The people living in deep forest, hot and cold desert and mountains often dwell in such temporary settlements. Practice hunting, gathering, shifting and cultivation. However more and more settlements today are permanent settlements. In the settlements, people build homes to live in. The villages are rural settlements where people are engaged in activities like agriculture, fishing, forestry, crafts work and trading etc.80 Rural settlements can be compact or scattered. A compact settlement is a closely built area of dwellings, where ever flatland 100is available. In a scattered settlement dwellings are spaced over an extensive area. This type of settlement is mostly found in hilly tracts, thick forests, and regions of extreme climate. In rural areas, people build houses to suit their environment. In regions of heavy rainfall, they have slanting roof. Places where water accumulates in the rainy season the houses are 160 constructed on a raised platform or stilts. Take mud world houses with thatched roofs are very common in area of hot climate. Local materials like stones, mud, clay, straw etc. are used to construct houses. The towns are small and₂₀₀ the cities are larger urban settlements. In urban areas the people are engaged in manufacturing, trading, and services.

Transport is the means by which people and goods move. In the early days it took a great deal of time to 240 travel long distances. People had to walk and used animals to carry their goods.

Invention of the wheel made transport easier. With the passage of time different means of transport developed but even today people use animal for Transport. In our country donkeys, mules, bullocks and camels are common. In the mountains of South America, llamas are used as are 300 Yaks in Tibet. The early traders from other countries use to take several months to reach India. That took either 320 the sea route or the land route.

Aeroplanes have made travel faster. Now it takes only 6 to 8 hours to travel from India to Europe. Modern means of transport does save time and energy. The four major means of transport are roadways, railways, waterways and airways.

The most commonly used means of transport especially for short distance are roads. They can be metalled and unmetalled. The plains have a dense network of roads. Roads have also been built in400 parents like desert, forests and even high mountains. Road built underground are called subways under paths. Flyovers are built over raised structures. The Railways carry heavy goods and people over long distances quickly and cheaply. The invention of the steam engine and the industrial revolution help in speedy development of rail transport. Diesel and electric engines have largely replaced the steam engines. And replaces superfast trains have been introduce to make the journey faster. The railway network is well developed480 over the plain areas. Advanced Technological skills have enabled laying of railway lines in difficult mountains also.497

It is important to understand that we live in a society in which all children face pressures from the world around them. Sometimes, these come in the form of demands from adults. At other times, they can just be because of unfair teasing by our own friends. Boys are pressurized to think about getting a job that will play a good salary. They are also teased and bullied if they do not behave like other boys. Going to school is 80 an extremely important part of your life. As more and more children enter school every year, we begin to think 100 that it is normal for all children to go to school. Today, it is difficult for us to imagine that school and learning could be seen as out of bounds or not appropriate for some children. But in the past the skill of reading and writing was known to only a few. Most children learnt the work their families or 160 elders did. For girls, the situation was worse. In communities that taught sons to read and write, daughters were not allowed to learn the alphabet. Even in families where skills like pottery, weaving and craft were taught, the contribution of 200 daughters and women was only seen as supportive. For example in the pottery trade women collected the mud and prepared the earth for the pots. But since they did not operate the wheel they were not seen as potters. In240 the nineteenth century many new ideas about education and learning emerged. Schools became more common and communities that had never learnt reading and writing started sending their children to school. But there was a lot of opposition to educating girls even then. Yet many women and men made efforts to open schools for girls. Women struggled to learn to read₃₀₀ and write. Today, both boys and girls attend school in large numbers. Yet as we will see there still remain₃₂₀ differences between the education of boys and girls. India has a census every ten years which counts the whole population of the country. It also gathers detailed information about the people living in India their age, schooling, what work they do and so on. We use this information to measure many things, like the number of literate people, and the ratio of men and women. Women and girls now have the right to study and go to school. There are 400 other spheres like legal reform, violence and health where the situation of women and girls has improved. These changes have not happened automatically. Women individually and collectively have struggled to bring about these changes. This struggle is known as the Women's Movement. Individual women and women's organizations from different parts of the county are part of the movement. Many men support the women's movement as well. The diversity, passion and efforts of those involved make it a very vibrant movement.480 Different strategies have been used to spread awareness, fight discrimination and seek justice. Here are some glimpses of this struggle.500

Campaigns to fight discrimination and violence against women are an important part of the women's movement. Campaigns have also led to new laws being passed. A law was passed in 2006 to give women who face physical and mental violence within their homes, also called domestic violence, some legal protection. Similarly efforts made by the women's movement led the Supreme Court to formulate guidelines in 1997 to protect women against sexual harassment at the workplace and within educational institutions. In 80the 1980s, for example women's groups across the country spoke out against dowry deaths cases of young brides being murdered₁₀₀ by their in laws or husbands greedy for more dowry. Women's groups spoke out against the failure to bring these cases to justice. They did so by coming on to the streets, approaching the courts, and by sharing information. Eventually, this became a public issue in the newspapers and society, and the dowry laws were changed to punish families who 160 seek dowry. An important part of the women's movements work is to raise public awareness on women's rights issues. Their message has been spread through street plays, songs and public meetings. The women's movement raises its voice when violations against₂₀₀ women take place or for example when a law or policy acts against their interests. Public rallies and demonstrations are a very powerful way of drawing attention to injustices.

Nature is full of colours. Flowers of different colours pink, yellow,240 violet, green, white, red, blue etc. The beauty of coloured dress in movement brings relief from the monotony of everyday life. All our festivals are colour oriented. We decorate our houses with banana and mango leaves and prepare sweets with different colours and world without colour is an interesting scenario to consider. We would be left with a white sky,300 a black sea, and grey buildings. If you considered to imagine this most people would imagine a black, grey, white 320 world but are not they colours to the absence of colour is an impossible concept to imagine for those who have lived with colour and never really considered it to be such an important topic. Colour is always a concept that we take for granted, and frequently fail to notice its wonderment. Now, let's all take a moment to ask ourselves these questions. What would the world be like without the vibrant colours of a rainbow would we appreciate the 400 beauty of the sunrise or sunset? There are many things we would not be able to experience fully if there were no colours. In the world of fascinating sights, colours are all are found everywhere in all sorts of ways. Colours are put into categories and types depending on what one is looking at. The colour wheel consists of all colours that are within the visible spectrum. The electromagnetic spectrum a basic colour wheel includes red, orange, yellow, green, indigo,480 and violet. A friend is a person whom one likes, respects and meets often. Friendship is the feeling that joins the hearts of two friends.505

Federalism is a system of government in which the power is divided between a central authority and various constituent units of the country. Usually, a federation has two levels of government. One is the government for the entire country that is usually responsible for a few subjects of common national interest. The others are governments at the level of provinces or states that look after much of the day to day administering of their state. Both these levels of governments soenjoy their power of independent of the other. The jurisdiction of the respective levels or tires of government are specified 100 in the constitution. So the existence and authority of each tier of government is constitutionally guaranteed. The exact balance of power between the central and the state government varies from one federation to another. This balance depends mainly on the historical context in which the federation was formed. There are two kinds of routes through which federations have been formed. 160 The first route involves independent States coming together on their own to form a bigger unit so that by pooling sovereignty and retaining identity they can increase their security. These types of coming together federations include the U.S.A., Switzerland and 200 Australia. In the first category of federations, all the constituent States usually have equal power are strong that is the federal government. The second route is where a large country decides to divide its power between the constituent States and 240the national government India, Spain and Belgium are examples of this kind of holding together federations. In this second category the central government tends to be more powerful that is the states. We noted above that most federations that are formed by holding together do not give equal power to its constituent units. Thus, all States in the Indian Union300 do not have identical powers. Some States enjoy a special status. Jammu and Kashmir has its own Constitution. Many provisions 3200f the Indian Constitution are not applicable to this State Assembly. Indians who are not permanent residents of this State cannot buy land or house here. Similar special provisions exist for some other States of India as well. There are some units of the Indian Union which enjoy very little power. There are areas which are too small to become an independent State but which could not be merged with any of the existing States. These areas, like Chandigarh, or 400 Lakshadweep or the capital city of Delhi, are called Union Territories. These territories do not have the power of a state. The Central Government has special powers in running these areas. This sharing of power between the Union Government and the State Governments is basic to the structure of the Constitution. It is not easy to make changes to this power sharing arrangement. The Parliament cannot on its own change this arrangement. Any change to it has to be first 480 passed by both the Houses of Parliament with at least two thirds majority. Then it has to be ratified by 500 the legislatures of at least half of the total States.

The judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures. In case of any dispute about the division of powers, the High Courts and the Supreme Court make a decision. The Union and State Governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them. A second test for Indian federation is the language policy. Our Constitution did not give the sostatus of national language to any one language. Hindi was identified as the official language. But Hindi is the mother 100 tongue of only about 40 per cent of Indians. Therefore, there were many safeguards to protect other languages. Besides Hindi there are twenty one other languages recognized as Scheduled Language by the Constitution. A candidate in an examination conducted for the Central Government positions may opt to take the examination in any of these languages. States to have their own 160 official languages. Much of the government work takes place in the official language of the concerned State. Unlike Sri Lanka, the leaders of our country adopted a very cautious attitude in spreading the use of Hindi. According to the Constitution, 200 the use of English for official purposes was to stop in 1965. However, many non-Hindi speaking States demanded that the use of English continue. In Tamil Nadu this movement took a violent form. The Central Government responded by agreeing to 240continue the use of English along with Hindi for official purposes. The basic idea behind decentralisation is that there are a large number of problems and issues which are best settled at the local level. People have better knowledge of problems in their localities. They also have better ideas on where to spend money and how to manage things more₃₀₀ efficiently. Besides at the local level it is possible for the people to directly participate in decision making. This helps 320to inculcate a habit of democratic participation. Local government is the best way to realize one important principle of democracy namely local selfgovernment. Rural Local Government is popularly known by the name Panchyati Raj. Each village or a group village in some States has a gram panchayat. This is a council consisting of several ward members often called panch and a president or sarpanch. They are directly elected by all the adult population living in that ward or village. It400 is the decision making body for the entire village. The panchayat works under the overall supervision of the gram sabha. All the voters in the village are its members. It has to meet at least twice or thrice in a year to approve the annual budget of the gram panchayat and to review the performance of the gram panchayat. Municipalities are set up in towns. Big cities are constituted into municipal corporations. Both municipalities and municipal corporations are controlled by 480elected bodies consisting of people's representatives. Municipal chairperson is the political head of the municipality. In a municipal corporation such an officer is called the Mayor. 506

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different 80 subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education 100 outlined in the National Policy on Education (1986). The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on 160to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat 200 children as participants in learning, not as receivers of a fixed body of knowledge. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual₂₄₀ calendar so that the required number of teaching days is actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and 300 reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts₃₂₀ to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience. NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the Advisory Committee for Textbook in Social Science, Professor and the Chief Advisor for this book. Several teachers contributed to the development of this textbook: we are grateful to their principals for making 400 this possible. We are indebted to the institutions and organisations, which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education. Ministry of Human Resource Development under the Chairpersonship of Professor and Professor G. P. for their valuable time and contribution. As an organization committed to systemic reform and continuous improvement in the quality of its products, 480 NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement. The book is the product 500 of a collective effort of a large number of historians, educationists and teachers.

The chapters were written and revised over several months. They evolved through discussions in workshops and exchanges of ideas through emails, with each member contributing their skill in many different ways. All of us learnt a lot in the process. Many individuals and institutions helped in the production of the book. We drew upon the image collections of several institutions in illustrating the book. A number of photographs of the city of Delhi and of the events of 1857 areso from the foundation of Arts. Many of the 19th century illustrated books on the British Raj are to be found₁₀₀ in the valuable India Collection of India International Centre. Many scholars have done several rounds of editing with care and understanding, suggesting changes, tracking mistakes and improving the text in innumerable ways. We thank them both for their involvement in the project. We have made every effort to acknowledge credits, but we apologise in advance for any omission that may₁₆₀ have inadvertently taken place. There was a time when historians were fascinated with dates. There were heated debates about the dates on which rulers were crowned or battles were fought. In the common sense notion, history was synonymous with dates.200 You may have heard people say, I find history boring because it is all about memorising dates. History is certainly about changes that occur over time. It is about finding out how things were in the past and how things240 have changed. As soon as we compare the past with the present we refer to time, we talk of before and after. Living in the world we do not always ask historical questions about what we see around us. We take things for granted, as if what we see has always been in the world we inhabit. But most of 300us have our moments of wonder, when we are curious, and we ask questions that actually are historical. Watching someone₃₂₀ sip a cup of tea at a roadside tea stall you may wonder when did people begin to drink tea or Coffee. Looking out of the window of a train you may ask yourself when were railways built and how did people travel long distances before the age of railways? Reading the newspaper in the morning you may be curious to know how people got to hear about things before newspaper began to be printed. All such historical questions refer 400us back to notions of time. But time does not have to be always precisely dated in terms of a particular year or a month. Sometimes it is actually incorrect to fix precise dates to processes that happen over a period of time. People in India did not begin drinking tea one fine day. They developed a taste for it over time. There can be no one clear date for a process such as this. Similarly, we cannot fix one 480 single date on which British rule was established.488

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As you have seen in the history textbooks of the past two years, historians now write about a host of other issues and other questions. They look at how people earned their livelihood, what they produced and ate, how cities developed and markets came up, how kingdom were formed and new ideas spread and how cultures and society changed. Why then, do we continue to associate history with a string of dates? This association has a reason. There was a sotime when history was an account of battles and big events. It was about rulers and their policies. Historians wrote 100 about the year a king was crowned, the year he married, the year he had a child, the year he fought a particular war, the year he died, and the year the next ruler succeeded to the throne. For events such as these, specific dates can be determined and in histories such as these, debates about dates continue to be160 important. When we write history or a story, we divide it into chapters. Why do we do this? It is to give each chapter some coherence. It is to tell a story in a way that makes some sense and 200 can be followed. In the process we focus only on those events that help us to give shape to the story we are telling. In the histories that revolve around the life of British Governor, Generals, the activities of Indians₂₄₀ simply do not fit, they have no space. What, then, do we do? Clearly, we need another format for our history. This would mean that the old dates will no longer have the significance they earlier had. A new set of dates will become more important for us to know. Why do we try and divide history into different periods? 300 We do so in an attempt to capture the characteristics of a time, its central features as they appear to320 us. So the terms through which we periodise that is, demarcate the difference between periods become important. They reflect our ideas about the past. They show how we see the significance of the change from one period to the next. In this book you will read about the way the British came to conquer the country and establish their rule, subjugating local Nawabs. You will see how they established control over the economy and society, collected revenue to meet all 400 their expenses, bought the goods they wanted at low prices, produced crops they needed for export and you will understand the changes that came about as a consequence. You will also come to know about the changes British rule brought about in values and tastes, customs and practices. When the subjugation of one country by another leads to these kinds of political, economic, social and cultural changes, we refer to the process as colonisation. You will, however, find that all480 classes and groups did not experience these changes in the same way. That is why the book is called our 500 pasts in the plural.

One important source is the official records of the British Administration. The British believed that the act of writing was important. Every instruction, plan, policy decision, agreement, investigation had to be clearly written up. Once this was done, things could be properly studied and debated. This conviction produced an administrative culture of memos, noting and reports. The British also felt that all important documents and letters needed to be carefully preserved. So, they set up record rooms attached to all 80 administrative institutions. The village officer's office, the collectorate, the commissioner's office, the provincial secretariats, the law courts all had their 100record rooms. Specialized institutions like archives and museums were also established to preserve important records. Letters and memos that moved from one branch of the administration to another in the early years of the 19th century can still be read in the archives. You can also study the notes and reports that district officials prepared or the instructions and directives₁₆₀ that were sent by officials at the top to provincial administrators. In the early years of the 19th century these documents were carefully copied out and beautifully written by calligraphists this is, by those who specialized in the art of 200 beautiful writing. By the middle of the 19th century, with the spread of printing, multiple copies of these records were printed as proceedings of each government department. The practice of surveying also became common under the colonial administration. The British 240believed that a country had to be properly known before it could be effectively administered. By the early 19th century detailed surveys were being carried out to map the entire country. In the villages, revenue surveys were conducted. The effort was to know the topography, the soil quality, the flora, the fauna, the local histories, and the cropping pattern 300all the facts seen as necessary to know about the administer the region. From the end of the 19th century.320 Census operations were held every ten years. These prepared detailed records of the number of people in all the provinces of India, noting information on castes, religions and occupation. There were many other surveys, botanical surveys, zoological surveys, archaeological surveys, anthropological surveys, forest surveys. From this vast corpus of records we can get to know a lot, but we must remember that these are official record. They tell us what the officials thought, what they were interested in, and what 400they wished to preserve for posterity. These records do not always help us understand what other people in the country felt and what lay behind their actions. When we begin to search for these other sources we find them in plenty, though they are more difficult to get than official records. We have diaries of people, accounts of pilgrims and travellers, autobiographies of important personalities and popular booklets that were sold in the local bazaars. As printing spread, newspapers were480 published and issues were debated in public. Leaders and reformers wrote to spread their ideas, poets and novelists wrote to 500express their

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When some time ago we are giving a little though to the strange nature of Time. We let ourselves take some comfort the certainty that at least we knew that each day was made up of 24 hours. A day we lightly stated had in it just 24 hours, never 23 and never 25. But were we right in thinking that we knew this to be the case? Perhaps not for when the expert comes along he informs us that 80 a day lasts 48 hours and at the same time does not exist at all. We open our eyes a 100 little wider with surprise and ask. How can such things be? And we are given a quite simple reason. As we all learned at school, our earth is always turning away from the west and the nearer a place is to the east the earlier is the hour of day-break at that place. If, for example, we were living in 160a country at a point on the earth where the distance round the world is as great as it can be and we were to leave that country and go to another country which is let us say a little 200 over one thousand miles more distant from the west that is a distance of 24 of the distance round the world. We would find that day break was an hour earlier in our new home than it had been in 240 our old home. If we moved only five hundred miles towards the east we would find the difference to be only half an hour and if we moved only 50 miles we would find the difference to be as little as three minutes. If we look at a table of lighting up times we note that these times differ widely 300 for different parts of the same country. But long, long, ago before the present age with its planes and TV 320men found that any form of exchange between nations was made very difficult when there was no order in the method of stating the time in different parts of the world. So, to make it possible for anyone is any part of the world to know just what time it was in any other part of the world the following course was agreed upon. Man had already cut up the day into 24 hours and he now agreed to cut 400 up the earth into 24 divisions each division of course measuring about one thousand miles at its widest point. The time over the whole of each division was to be the same, the time in each division differing by just one hour from the time in the next division. We therefore have a system whereby the minutes and the seconds are the same all over the world but the hour is one hour earlier for each division as we move₄₈₀ towards the east. Now we will say that in the first of these divisions New Year's Day begins.500

