SOCIAL SCIENCE

(HISTORY and CIVICS)

Part - I

CLASS – 8



2026-2027

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

CHHATTISGARH, RAIPUR

यह पाठ्यपुस्तक शासकीय संपत्ति है। इसका क्रय–विक्रय अवैधानिक है।

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Preface

To provide Social Environment to children is the responsibility of the school. They work practically in continuous process and can understand its use in the society. Some questions are unanswerable in life but it is possible through problem solving methods. Like 'Social Science' book undoubtedly the previous prevalent teaching materials also in the present time it was felt that the book needs some change and it is presented to you to make useful and continuous trial of state council of Educational and Research to present the text book of Social Science.

Its features has been prepared with the joint venture of Eklavya, Institutions Hosangabad, Madhya Pradesh and writers of different place of chhattisgarh by having a series discussion, workshops and exchange of ideas has given the shape to this book. In the book of Social Science lessons of Geography, History, Civics and Economics are added to it. In this book of class 8th not only the resources of the state chhattisgarh but also chhattisgarh has a local history in context to national aspect is added to it.

By keeping in mind of learners new methods of teaching is introduced. In this trail not only educationist but also Gram panchayat department, Local industrialist has given their special co-operation.

We have faith that this text book of Social Science will prove to be very useful for the children, parents and teachers. Council is very thankful to board of writers, educationist and Eklavya institute. Your Suggestion are welcomed related to this text book.

Director

State Council of Educational Research and Training
Chhattisgarh, Raipur.

Interaction with the teachers :-

Education is a continuous process with positive aims. If aims changes then subject materials, Educational methods and Evaluation also changes. At present education is regarded as an easy process. So that the child can learn by playing and in favourable environment. Development of understanding in teachers is being developed. To achieve the goals of book for class 8th practical edition is being presented.

In the fields of education new researches are going on. Now planning of action research is done to act in same direction to solve. In the present environment children learn many things from the communication media. So it is felt that in present context to satisfy the curiousness of child this text book is produced. So proportionally State Council of education and Research has done a positive approach. Eklavya, Hosangabad, and local officials and Organization Co-operated to complete this work in a small term.

To under Stand the subject matter of this book some instruction are given. Show picture, hang the map and compare it with local environment and try to Co-relate with local places. According to the need some questions are also assimilated in it. To prevent these lesson from being heavy and stressful efforts has been done a level best.

In every lessons of the book it has tried to relate with previous text book. Then only further attention has been given to it. In the lessons value education, Sociality, Conservation of environment and problems related to national level has been told. Class teacher should give the necessary ideas to other points according to time and situation.

Ample Historical heritage and Social and Cultural Customs of Chhattisgarh has been assimilated. In Social Geography discussion equivalent in context to Chhattisgarh is done. So matters in context to Social life has been added which is related to consciousness. And rest of the lesson is in traditional new pattern.

In many aims thoughtful and problematic question are given. That can satisfy the curiosity of the child and also encourage the child to be thoughtful. Prepare Questions at your level which are unable to be prepared. Those Question which can't be added, So please try to add those Questions for the students welfare.

We hope that you can under stand our views. You are going to satisfy the curiosity of state children because this text book is a practical edition. So faults are natural. There fore send your trial and ideas necessarily ; So that it can be corrected in the next edition.

Thank You.

Director

State Council of Educational Research and Training
Chhattisgarh, Raipur

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CHAPTER - 1

RISE OF MODERN EUROPE

Children! History is a continuous process of Human actions of succession and occurrence. So, according to knowledge, intellect, learning and study etc., the World History has been divided into three ages:

These three are:-

1. Ancient Age
2. Medieval Age
3. Modern Age.

This division includes the definite and certain duration of political, social, economic, religious and cultural structure along with modern activity of different countries of world.

Children! Modern age includes those fresh opinion, activity and actions which has provided human beings with different dimensions of ancient and medieval period along with social values.

Characteristics of Modern Age:-

(1) Reasoning and Rationalism -

In this era an individual used to believe any fact only when he used to get appropriate reason or argument for that fact. This lead to development of science in Europe.

(2) Humanism -

In this era importance was given to prosperity of human and materialistic comfort. It is known that men has uncounted ability in developing and making a developed society.

(3) New Research -

Modern age gave birth to geographical discoveries, development of science, industrial revolution and new political and social ideas.

It is to be kept in mind that in different continents or countries changes took place according to social, political and economic conditions. For example, in Europe modern age started in between fifteenth and sixteenth century, whereas in India modern period started in the Eighteenth century. It means that

evolution of modern period did not start at the same time in the whole world. To know about the history of modern period it is necessary to learn about the different sources of history.

Can you tell us with the help of which sources we can know about modern period?

History of modern sources and its products are not in plenty but to get them is easy. In modern period documents and papers are preserved safely by government offices. In this age books are not only printed or written but some books are reprinted.They are different types of literature like - Novels, biographies, travelogue, etc, along with daily news papers are the important means for knowing more about history. And also there are some people who are with us, experienced the struggle of independence or have taken part in the revolution. They give us more verbal information about history.

Classifications of Modern history are as follows:-

History of Modern Age and its Sources

Written History	Verbal History	Modern Communication	Modern Architecture
	Experience by people, folk stories, eye witness etc.	Radio, T.V., Films photographs, Audio- video cassettee, Internet etc.	Town plan of New Delhi, Parliament house, President House, Prince of Wales, Museum at Mumbai. Mahantghashi Das Museum in Chhattisgarh at Raipur etc.
Different literary compositions, biographic memories, novels etc.	Different governmental & Non-governmental documents and letters, Daily, weekly, monthly or fortnightly journals and magazines.	Religious Literature by different religious saints, thinkers or religious institutional publishers.	

And also our useful things and appliances used by us in our day to day life are important sources of history.

Can you find things near by you like books or buildings which can give information related to modern history?

BACKGROUND

At the end of 15th century life of European society has impact of priests and knights. But the king was not so powerful. People were unhappy due to exploitation and supremism of the Christian religious

leaders. Pope was considered the representative of the God, so great importance was given to heaven and God. In Europe in the mid of fourteenth century the blame was given to this structure. Therefore attention was given to the miseries of people at present. At that time renowned thinkers started logical discussions and educated people about intellectualism. They educated people saying that "Look at the world with open eyes follow that which is acceptable to the mind ".

Faith in intelligence means - The power of thinking logically and believing it. To undergo deeper facts and to make decision by oneself whether it is right or wrong.

RENAISSANCE OF EUROPE

Ideological Revolution-

In 15th century renaissance of Europe correlates with ideal revolution. Ancient Epics in languages like Greek, Latin etc. have been converted into local languages and studies of those started freshly. Due to discovery of printing machine availability of books in large number were easy and at a lower cost in that time. Therefore, propaganda of knowledge was fast, because of knowledge of ancient ideas and modern views, the ideal revolution got a new direction. As the ancient epics belief in intelligence, importance of materialism in common life, etc. started to find the roots in Europe.

Different cultures of Literature, art, fine art, sculpture, science etc. influenced the change of views. Artists have mostly depicted human emotions and natural beauties of nature in their art pieces.

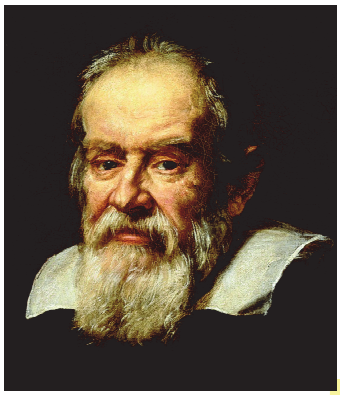
Scientist like Copernicus and Galileo established new scientific explanation about universe by breaking the olden beliefs. For Ex. - Earth revolves round the sun. These thoughts brought adverse effects in religious faiths, and gave rise to movements in religious reformation.

Movement in Religious reformation

Roman Catholic Church has a great control over the society in the medieval Europe. Christian holy book Bible was written in Latin. Common people could not understand this language. Taking advantage of the ignorance of the people, some christian religious leaders encouraged malpractices. They also exploited people in the name of religion. Corruption was leading in these religious institutions; so revolution started in Europe against corruption to bring 'reformation in religion'.



Copernicus



Galileo

Thinkers of the time - raised voice against corruption prevailing in the religious institutions. Then Bible was translated in local language; so that local people could also read it. German religious leader, Martin Luther protested against these religious institutions and gave his opinion. In that he told the people - "You people should read the Bible and understand the elements of religion and not believe in religious leaders". He challenged the christian leader Pope for independent power and also protested against the religious settlement and prevailing malpractices. So his believers were called protestants. Due to religious reformation Pope became less powerful. Some European rulers also denied to follow the empowerment of the Pope. One of them was King Henry VIII.

In this way the religious reformations lead to modern idealism and thoughts and initiated awareness in Europe.

Nationalism and Rise of Autocracy:-

During 16th century the nobles lost their power and importance of king grew. In a particular place at a geographical area with same language, historical customs, political and economic welfare of the people gave birth to a feeling at nationalism. And gradually all the power was transferred to the king and he became centralized the most dominant. For these reasons imperialism evolved in Europe. England, France, Spain etc. National state came into entity. The evolution of this national state has an importance in modern era.

Trading between Europe and Asia -

With the rise of new modern era the age of inventions and voyages started.

Trade relations between European countries and India were old. Trade was done through land ways and water ways between Europe and India.

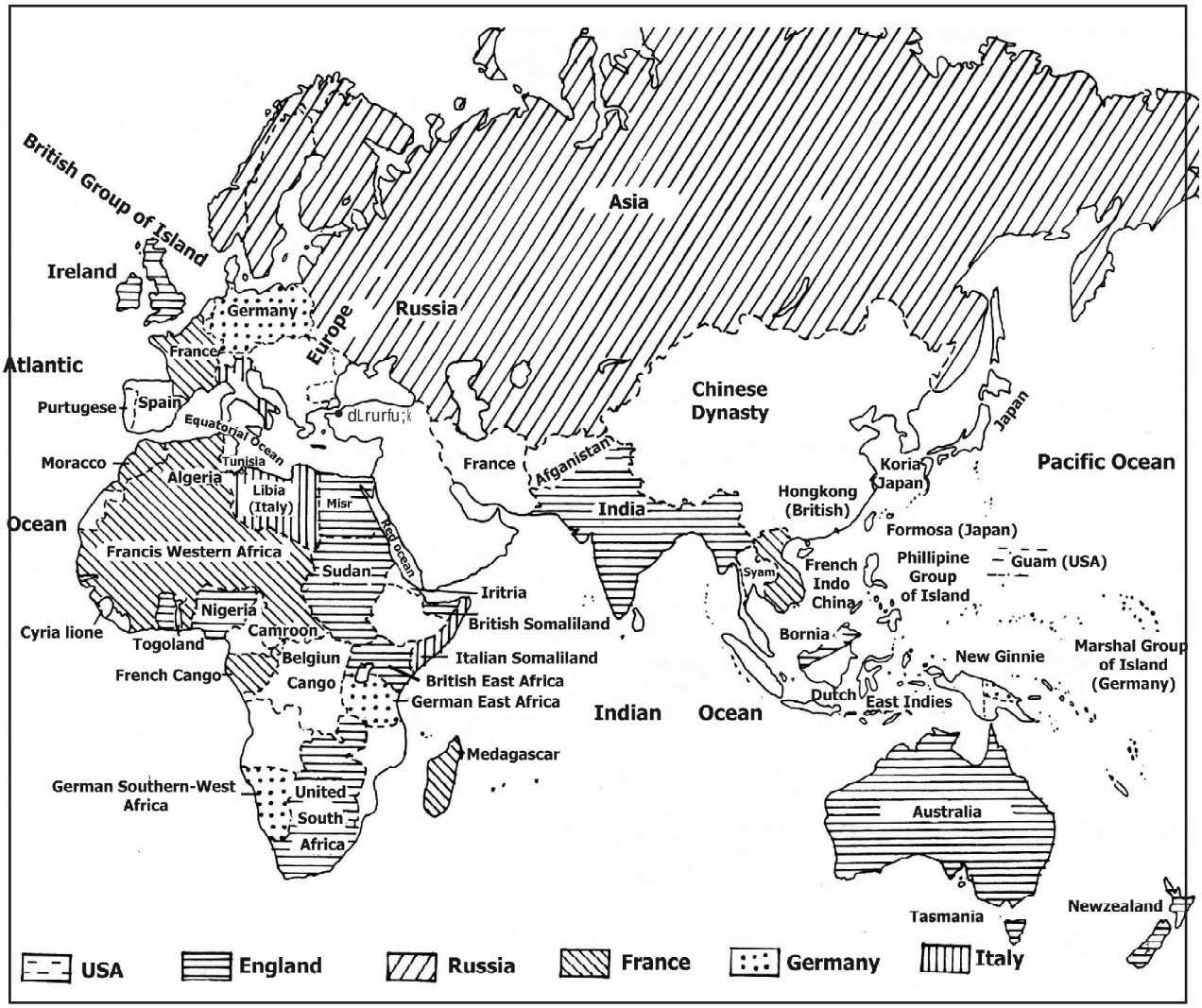
First route - Bay of France was connected through sea route. For this trade was being with Iraq, Turkey, Venice and Geneva (Italy).

Second route - A land way was between central Asia to Europe through Egypt.

In this way India's things were distributed to all over Europe, through Venice and Geneva which were the main trade centres. Afterwards Italy made relation with Indian traders and left his partnership with European and in 1453 it took the charge of Turkey.

Inventions of new route - Istanbul were the main trade route of India and Europe. European Traders had to reach Asia through this route. But after the turkey rule over Istambul the land route between Europe and India was closed. Therefore Arabian cloth, sugar etc. exported to Europe. These materials

was unloaded in Geneva in Italy, Venice, Milan and so. And European traders bought these materials by paying tax from these markets and sold them in different markets of Europe.



Map-1. "Monarchy of Asia and Africa" till 1914.

In Europe there was great demand of these things. But traders of Europe did not want to trade with Arabian traders; they wanted to trade with India directly. So they started to discover new routes. In this trade many European ambitious rulers and queens helped them.

Invention of Compass helped the discoverers to do voyages.

In search of India Spanish navigator Columbus started; found the sea route between Europe to America. Portuguese discoverer Vas-co-da-gamma in his long journey through water ways found a route from southern end of (Cape of good hope) to western India and reached the port of Calicut in Kerala.

Competition in trade and Merchandise - Portuguese and European traders came to this new found

land, for trade. In 16th century England, France and Holland came to rivalry. They also raised the water ways power and sent their sailors to encourage for long sea voyages ultimately trade rivalry started in between European countries.

Rise of trade policy - During 17th century foreign trade was the important elements of economy and expansion in trade was the main aim of the rulers.

Main points of the policy were - through trade to make the nation more and more prosperous and make weak the other nations. Rulers have given relaxation in taxes, so this economic policy is called tradeism.

European trader's acquired lots of prosperity with the rise in trade.

Establishment of trading companies - Traders gained profit through foreign trade but there was lots of problems in it. Problems came in this so traders gave up work to craftsman, started collecting raw materials and stocked them also they started doing the production. In this way trade company was started.

Few traders started British Indian company in London came to India in 17th century. This type of company also started in European countries like Holland and France.

Result of increase in trade in Europe - Due to fast increase in trade there was changes in Social, Economic and Political life.

Economic effect - In Europe economic system of trade and industry flourished. In the medieval period - Gold and Silver became the economic transaction. Now new trade centre came up such as in London and Bristal. There was increase in the number of Banks to provide capital for trade. So capital was utilized for investment in trade. New industry began to flourish such as making ships. Due to the increase in trade and industry the margin of profit increased. As a result the European nation began to prosper.

Social effect - Due to the increase in trade many occupation related to it came into existence such as banker, broker, clerk and accountant. We call this class as middle-class people. Skilled workers and producers also come under this class.

This type of class is not tied with the bondage of superstition and tradition. These people are eager to know new things. In this way middle class become the back-bone of modern society.

Political effect - Rise in trade also affected the political areas of Europe. Trades for their own interest supported the government. Rulers also Relied the traders by ranking them according to the prosperity of the nation with this business class got importance and respect in the country with the rise of trade in Europe, decline in feudalism took place. And new system was established known as the modern society.



Industrial Revolution of Europe in 1850

Which gave birth to third group and large number of labour society including rich and middle class. Rich people were the owners of the factories and industries and they used raw materials for the production of goods. Their main aim was profit on the sale of goods. The main control was in their hands worker used to work under their ownership and use to draw salary.

New ideas of production were adopted so that production may increase rapidly. Earlier craftsmen used to work with his traditional tools in his home with the help of his family. The essential raw materials they used to get from the traders. But this system of house hold production was very slow and it cannot fulfill the ever increasing market demands. In 18th century the new system of industrialism brought revolution in production as the owner of the factory used to buy raw materials and employ workers in the production with the help of new machineries and then sold them in the market.

Now, workers does not do production in their houses but used to work on salary in factories. This system was first introduced in England and machines were also used. There new type of spinning wheels, sewing machines, engine working on steam energy were introduced.

Production of cotton clothes increased rapidly, steam engine replaced human labour and animals strength is replaced to machines. Power steam energy helped in increasing the speed of ships. And the transportation became faster.

New Era of development, rapid increase in the production in industries with the help of machineries - is known as "Industrial Revolution".

In the past 18th century, industrial revolution was established in England which spread in other countries of Europe. In future use of electricity and blast furnace has helped to cast iron. In this manner

new discoveries & methods helped the industrial revolution. Due to fast production in less time European countries intended to other countries for raw materials.

Establishment of Colonialism - European people first of all landed over the prosperous state of American continent and established colonisalism Spain established its region in southern and Central America. England established its colony in North America and coastal areas of Atlantic Ocean. Dutch in South-East Asia of Indonesia, Portuguese first come to India and later on British, Dutch and France also spread their colonies. European established their colonies later in Africa and Australia. The need of raw materials for production, they restricted heavily on colonies. They use their raw materials for their production and sold the goods in those countries at a very higher rate. In this way they exploited the local people of those countries and gave them economic burden.

The establishment and extension of the colonies is known as colonialism.

As a result of colonialism in European countries increasing trade leads to more interest in earning colonialism has two great consequence :-

1. Higher aspiration to snatch the colonies leads to conflicts between European countries which was reason for I world war.
2. To remain themselves powerful and to use over colonies the European powers forced the common people to remain uneducated and backward, so that the colonial countries resources can be exploit at a vast rate and common people there were thrown in the darkness of illiteracy and backwardness.

EXERCISES

I. Match the following :

1. Copernicus	-	not to obey the importance of pope.
2. Columbus	-	Astronomical Scientist.
3. Martin Luther	-	Corruption in religious practice.
4. Henry VIII	-	Discovered sea route from Europe to America.

II. Give reasons :

1. Why are Martin Luther's followers known as protestants?
2. Why did European traders established trading companies?
3. Why has middle class become the back bone of modern society?

III. Answer the following questions :

1. What was the result of invention of art of printing?
2. What goods did Arabian traders sell to European traders?
3. Explain about 'Renaissance'.
4. As a result of industrial revolution which three classes of society came into role? Explain in short.
5. How did decline of feudalism take place?
6. What are the impact of rise in trade in Europe?

IV. Things to do -

1. Point out five colonies of the English in Asia and Africa in the map of world.
2. Which event of this chapter influenced you most? Discuss why.
3. Teacher tells the students to collect the photograph of their grand parents and other family members and also some new photographs relate with some new points and focus on it.
4. Martin Luther was a religous leader from germany who declared that the public should themselves read the Bible instead of considering the statements of religious prophets as religion itself what is your opinion about this statement.

CHAPTER - 2

ESTABLISHMENT OF RULE OF EAST INDIA COMPANY IN INDIA

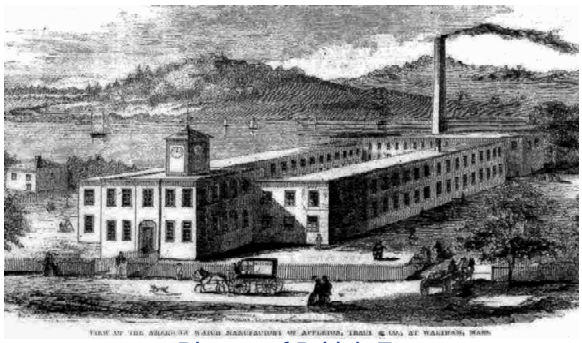
In the last lesson you came to know that Vasco-de-Gamma in 1498 discovered a sea route to India. Later on traders of Portugal came to India for the purpose of trade and to spread Christianity. To increase their effect they took the king of Bijapur in their confidence and conquered Goa as their capital. After capturing the sea-coast area, they started imposing taxes on those ships coming from foreign lands and those who did not give it, were drowned in the sea.



On those days many traders from different nations of Europe came to India for trade. They bought things likes spices, cloth and Indigo at cheap rate from India and used to sell at a higher cost in European market. Mostly Europeans were non-vegetarians so demand for spices was very high those days and so for preserving food stuff spices were needed, which were not grown over there. Spices were grown in Asian continental countries like India, Indonesia, Malaya, Shri Lanka etc. Sea route trade was cheaper and convenient for they could buy them cheap and sell them at a profitable rate. Europeans gave silver and gold to India in Barter. Consumption of spices was in much demand in Europe, so for a long time they cannot be exchanged for gold and silver. Due to this reason they wanted to earn from the colonies and also wanted to start their business there. For the purpose of trade and business they wanted to establish their rule and wanted to earn and get rebate from taxes. Countries like Holland (Dutch), France and England also wanted to establish their business as they saw the Portuguese earned great profit. Conflicts were very usual due to business revalry.

Arya :- "Did all European countries come to only one part of India for trade, Sir?"

Teacher : You are correct. At that time Surat was main centre of trade. Therefore, Portuguese started their factories in Goa, Daman and Diu. Pondichery was established by Francis Martin. This city is situated near Madras coastline area. Reflection of French culture could be seen there today also. Pondichery was French capital and their trade established from here and Chandra nagar. Traders from England chose Bombay (Mumbai), Madras and Kolkata as their trading capitals. For establishement of British factories they chose "Saint Fort George" in Madras. Thus, Dutch, French and British established their factories and companies in India. Teacher said on the basis of the study of the map of India point out the places where Europeans established their trading centres and guess why they did so?



Picture of British Factory

So children, Traders of Portugal and Holland were thrown out of business and political competitions by the end of 17th century. French were their only rivals and constant conflicts were usual.

In this period British industries were known as Dwelling houses or Kothis :-

The Kothis are protected area where godowns, offices and workers of the company used to stay and troops of soldiers were also kept here.

Madras which is situated in Eastern coast of South India was main trading centre of British. Pondichery which is also very near Madras was a trading centre of French. Both these centres were under the rule of Nawab of Karnataka state. As both the countries wanted to earn high profit through trading,

they got friendly with Nawab of Karnataka. Conflict for the post of next successor of the Nawab took place at this time. At this time French and British ers got the opportunity to join in the Karnatak politics. Both French and British took the opposite sides in the conflict.

Chungikar :- Tax which has to be paid by traders to the kings of different states on transporting trading goods.

Trade between India and other nations - On those days Bengal was also a free and wealthy state and Bihar and Orissa were under that state. Large scale of foreign trade took place at that time. In this period Agricultural - trade, growth of industries and high revenue income took place along Dhaka, Patna and Murshidabad which were the main trading centres. After the death of Nawab of Bengal Ali Wardi Khan, his son Sirajuddaulah became Nawab of Bengal in 1756. Both British and French misused their power which they got through trading and fortified the city. Sirajuddaulah tried to stop them but Britishers through their displomacy involved the commandar of the troop of the Nawab of Bengal Mirzaffer and defeated Sirajuddaulah in 23rd June in the battle of Plassey.



Nawab Mir Zaffer

Monu : What did the Britishers gain from the battle of Plassey?

Teacher :- The Britishers had great financial gain from the battle of Plassey. Britishers made Mirzaffer Nawab and collected great wealth and trade facility. But Nawab Mirzaffer could not bear the Britisher's interference and financial demands for long. In the end he was betrayed and dethroned by the Britishers. In his place the Britishers made Mirkasim, the Nawab of Bengal and gave him permanent authority to collect revenue from Chatgaon, Vardhan, Midnapur districts. They also got large amount of money. Nawab Mirkasim also could not bear these financial restrictions for long. So in frustration he removed taxes from all type of trades and forced the company employees to pay taxes. This stopped the benefits given to Britishers, which created tension between the Nawab and Britishers.

Discuss among yourself, what did the Britishers lose on the demolition of all the taxes in Bengal

To stop the activities of British in Bengal, Nawab Mirkasim, Nawab Sirajuddaulah of Awadh and Mughal Emperor Shahallum II, all jointly formed a common army against the British. In 1764 there was a battle between them at Buxar in Bihar. The Britishers won this battle. This battle ended with the truce treaty at Allahabad. Thus the battle of Buxar finished the incomplete intensions of the battle of Plassey.

Dolly : How was it possible, Sir?

Teacher - (1) Sirajuddaullah was again made the Nawab of Awadh but Britishers got permission to do free trade there.

(2) Whenever required the troops of Awadh had to help British army but all expenses would to be taken by the Nawab.

(3) English got permission to do taxation on Bengal, Bihar and Orissa (Right to collect divani). By this way British monopoly was established but did not rule these places. This kind of rule was known as dual rule which was established in Bengal.

Discuss together and find out why after Battle of Buxar British did not establish their rule in Bengal?

Harsh : What do you mean by Dual rule?

Teacher - Taxation in Bengal, Bihar and Orissa was easy due to treaty of Allahabad. They got protection and large troops of soldiers. On the contrary, the Mughal king had to look after administration and management. Economy, power and protection were in the hands of English rulers and responsibilities were in the hands of Mughals and Nawabs but then also they were dependent on Britishers.

Gunjan : What was the effect of dual rule on Bengal?

Teacher : Revenue collection (Land revenue) from peasants was based on annual production of crops. Now English started collecting revenue on the basis of land area. Revenue collection started on contract basis, so that they could collect taxes at a cheaper rate and a definite annual income for the company could be earned. Contractors used to collect taxes according to their wishes and only a certain amount was paid to Britishers. Peasants were heavily suppressed by contractors and company workers on those days. In 1770, Bengal faced a heavy famine but then also peasants were taxed very harshly by contractors. In 19 June1773, regulating act was passed in the parliament and Warren Hastings was appointed as new Governor of Bengal. Bengal was the main centre of British rule and Kolkata was their capital.



Sirajuddaullah

Keju : Sir, After taking charge as Governer General what did Warren Hastings do for Bengal?

Teacher : Frequent conflicts started between Hastings and different rulers of India. He opted different policies as the time demanded; like friendship, war and treatise, with the states, like Awadh, Mysore and Marathas. In this way he made his position very strong in Bengal by extending their friendly relations with Awadh. On the other hand he fought a war with Mysore King Hyder Ali and forced him to sign a treaty with them. The first British - Mysore war (1767-69) ended with the Madras treaty. This treaty the main clause was protecting each other on foreign attacks but when Peshwa attacked Mysore Britishers

did not help Hyder Ali and he was defeated in the war. As a result of these in 1780 one more war took place. The second war ended in 1784 with Mangalore treaty. English had to face drastic economical problems though the results of war was similar for both sides. After the death of Hyder Ali his 32 year old son Tipu Sultan became the next ruler of Mysore. He was intelligent and a brave soldier. He was a scholar and he knew different languages. Tipu Sultan was having friendly terms with French and Turks that was the reason why English were against him and opposed him when he attacked Travancore. In 1792 Tipu Sultan lost the war because English were supported by Nizams and Marathas and he had to sign the Srirangapatanam treaty with English. According to this treaty, Tipu was given half of his kingdom and three crores of rupees as compensation for the loss, he had in the battle.

In 1798 when lord Wellesley became Governer General of India, then the second phase of British India came into effect. They introduced the policy of two governing system or bodies which is known as Subsidiary treaty system in the history of India. The treaty has been designed for two purposes:

(1) To protect the restricted area under the company.

(2) To make the barricades of trust worthy Indian states around the company rule.

How will British get success in their purpose through subsidiary treaty? Discuss?

Terms and conditions of the treaty -

(1) States which signed the treaty were bound to keep British soldiers around and look after the troops.

(2) To remove European soldiers other than English from the army.

(3) It was necessary to keep an English man as resident or representative with whose advice the rulers should follow in administration.

(4) Permission from English officers was necessary before signing any monopoly treaty with other countries/states.

(5) Annual tax was to be paid to the company.



Hyder Ali

Lord Wellesley started the subsidiary treaty with Nizam of Hyderabad and then Nawab of Awadh. But when he forced Mysore to sign the treaty, Tipu Sultan refused to do it. Therefore, British attacked Mysore, in 1799 which led to Anglo-Mysore war IV in which Tipu Sultan was killed. English returned the state to the Noadiyar rulers who were their previous administrators whom Hyder Ali had replaced and ruled Mysore for a long time. After signing subsidiary treaty with them he established his secret lordship on

Mysore. Likewise, Karnataka, Tanjore and Surat etc. came under British rule in this process.

Tushar asked - Sir, After that did English capture whole India?

Teacher - No, the last challenge in front of Britishers were the Marathas. Marathas were engaged in family conflicts which gave a good opportunity to Lord Welselly to present the proposal of treaty in front of Marathas. In 1802 as Peshwa Bajirao II of Basin signed the treaty and accepted the British norms. In between 1802-04 British fought war with Scindhiya and Bhonsle and captured these places also. But, in 1804-05 British and Holkar fought Anglo-Maratha war III in which Holkars were defeated and they had to suffer large amount of loss. Britishers forced Scindhiya and Gaikwad to sign the treaty.


Tipu Sultan

Arya asked - Did all states agree to sign the treaty?

Teacher - No, that was not so, due to these insulting treaty Marathas felt insulted and their self-respect arose once more and they decided to fight one more battle. Thus the Anglo-Maratha war IV took place in 1817-1818. Coalition forces of Peshwas, Holkars and Bhosles had to face defeat in front of English which led to the end of Maratha dynasty.

Hastings and William Bentick were appointed as new Governor General of Bengal. They applied a reformed system of war and Economic development method to administer the country.

Establishment of East India Company -

Arbab asked - Sir, Explain Economic and social development Policy?

Teacher - William Bentick is reckoned as a reformer Governor General, as he was a believer of peace instead of war. Due to constant war the economic condition of company was unstable or disabled, so he took the chance to revive the condition of company. He decreased the number of soldiers from troops and cut short annual expenses of administration. Indians were appointed as high officials. For collection of revenue he used the policy of "Todermall's system of collection" and fixed the taxation for 30 years. He took special care towards social evils like sati, child marraige and human sacrifice and formed laws to abolish all these. He made English the medium of education. He established a medical college in Kolkata. In 1831 he passed a law and in that he propounded eligibility of Indians to take charge as higher officials. He constructed National Highways and bridges. After the decline of Marathas, Britishers were able to capture complete India except few places of Punjab and Sindh. By the end of 1818


Tiger shaped Opening mouth of artiliary tank of Tipu Sultan

agitation against the company was almost finished. At that time England and Russia were rivals. Britishers were afraid that Russians might enter India through Afganistan. Sindh was adjacent state to Afghanistan. So the Amir of Sindh was forced to sign subsidiary treaty and at last Sindh came into the hands of Britishers. In the same way, Punjab was a strong state under the leadership of Ranjit Singh but after his death British attacked Punjab in 1849 and captured it.

On those days, Lord Dalhousie was the new Governor General of India. He adopted tyrannical policy and dominated the states of India. He forced the different states to act according to his three policies which were known as Dalhousie policy in Indian History.

Let us know about Dalhousie's Annexation Policy :-

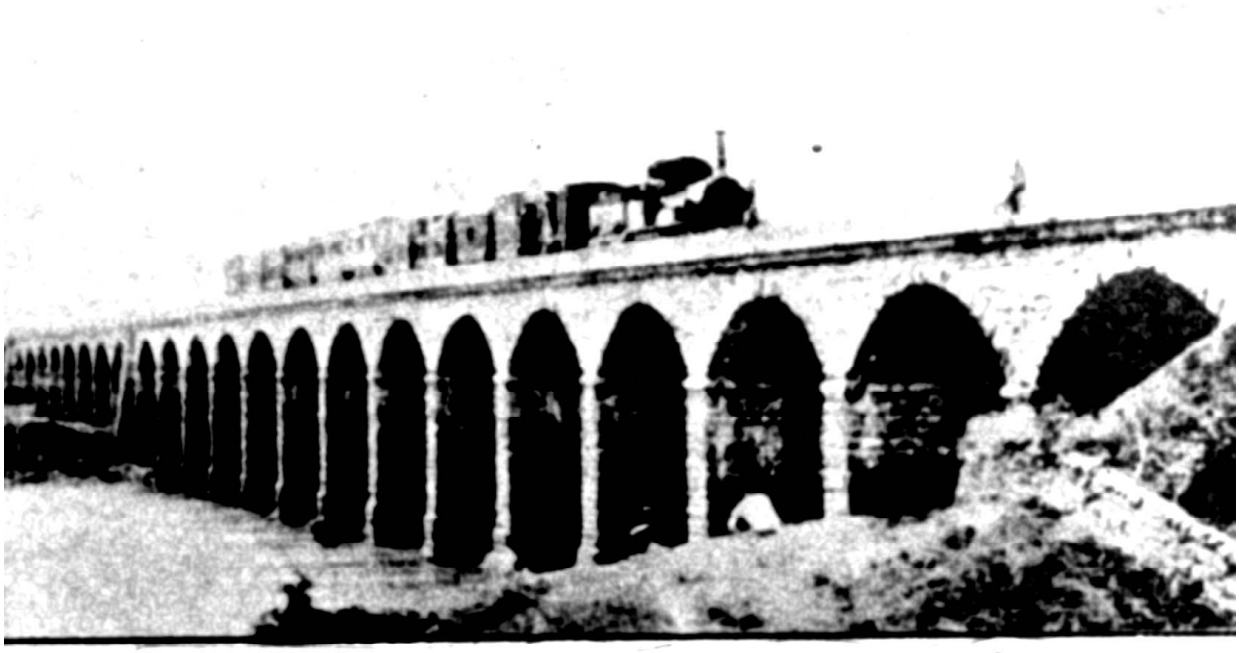
(1) Doctrine of Lapse means those kings who do not have their own successor or had adopted children would not get the right to rule their states. Those states were captured by English.

(2) Capturing of those states which had poor governance.

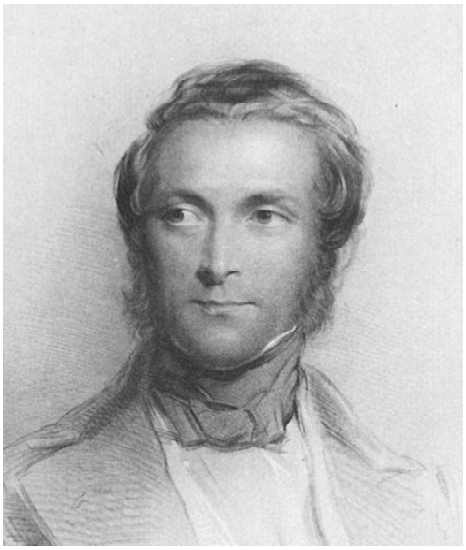
(3) Authorising the states through wars.

Through this policy he assimilated Satara, Jaithpur, Jhansi, Nagpur, Udaipur etc. By his second policy he assimiliated Awadh. And by winning a battle against Punjab it was also assimiliated under the British rule.

During administrative period of Lord Dalhousie some reformations in administrations took place,



First Railway Bridge between Bombay and Thane



Dalhousie

such as establishment of postage, telegram, transport and traffic control system and improvement in communication and formation of education board. In 1853, first train ran between Mumbai and Thane. Though, these development were meant for their own benefit but they succeeded to control the administration of the country. Also the collection of raw materials and manufacturing it into products as a result of all these development of country was rapid.

Point out the advantages that English got through transport and communication?

Due to the policy of Lord Dalhousie disappointment among Indian rulers was prevailing day by day which led to 1857 revolution about which we shall read in the next chapter.

EXERCISE-

I. Fill in the blanks -

1. Sea route from Europe to India was discovered by .....
2. Through European trade India got ..... and .....
3. British established their factory in ..... palace of Madras.
4. ..... established Pondicherry city.
5. Earlier ..... was capital city of Britishers.

II. Match the following -

1.	Treaty of Paris -	Battle of Baxar
2.	Treaty of Allahabad -	Battle of Karnataka
3.	Treaty of Basin -	Battle of Mysore
4.	Treaty of Sri Rangapattanam -	Anglo-Maratha Battle.

III. Arrange correctly -

Arrange English Governor Generals to the country according to their arrival -

(1) Wellesley (2) Corn Wallis (3) Warren Hastings (4) William Bentick

(5) Dalhousie

V. Answer the follwing questions -

1. Who was the first Governor General of India?
2. Hyder Ali was ruler of which place?
3. Name the battle which had fought between English and French?
4. After the Battle of Buxar Britishers got the right to collect land revenue from which states?
5. What benefit did English get through the Battle of Plassey?
6. What do you mean by dual rule?
7. What do you know about subsidiary treaty?
8. Discuss Dalhousie's Annexation Policy?
9. Describe reformation introduced by Bentick in administration.
10. What would happen if Sirajuddaula had won the battle of plassey ?
11. How would the economic condition of the countries be effected if the Europeans had not made their colonies there ?

Activity -

Write the important dates on which Administrative reformation were brought about by the British Governor general in chronological order.



CHAPTER - 3

EFFECT OF BRITISH RULE ON INDIAN POPULATION

In the last chapter you studied about administrative establishment of British. Now, in this chapter we will study about the effects of British rule on Indian society. Since 1600 A.D. to 1757 A.D. trade was the main purpose of British. They used to take cloth, spices etc. from India and in return they used to bring gold, silver in exchange. They used to earn high profit on selling Indian goods in foreign market but they cannot do the same in Indian market. Due to one sided trade East India company had to face the critisism. Company was forced to arrange money for trade from India only. After the Battle of Buxar and Palassey Bengal was under their control. They become royal courtyard of Bengal, Bihar and Orissa and got right to collect land revenue. Then, afterwards they did not have to face problem of money for their administration or for extension of their reign. In those days, land revenue was the main source of income for the rulers and English also captured the same for their earning.

What are the main sources of income for Government today ? Findout.

Agricultural Policy of Britishers:-

Previously, British applied the same method of taxation as it was there in the locality of these places and then afterwords a different policy was adopted to decide amount and to keep them safe. This policy was based on the conditions of different states of India. In this the main issues of settlement here were the Zamindari, Raiyatwari and Mahalwari systems.

In the earlier period the collection of revenue by the Britishers were done, through contractors who were selected by auction. The person who used to do the collection of money faster and more amount used to get the right to be the collector or contractor. The contractor tried his level best to collect more and more revenue from the farmers and peasants as early as possible. The contractor was only concerned about his revenue, and he was not worried about the peasants' benefit and loss.

Therefore, the term of contract settlement by the contractors was increased to five years instead of one or two years by the Britishers. They thought that if they give a contract for long term exploitation towards peasant, will be decreased. So instead of new contractors they started giving taxes to olden zamindars. In this manner the policy of revenue collection changed frequently.

Permanent Settlement -

In the year 1789, British government made an agreement with the Zamindars of Bengal and that was the permanent settlement. Lord Cornwallis decided that land revenue will be collected by Zamindars. Those Zamindars who will not give the land revenue would surrender their Zamindari and new Zaminadar will take over his place. To escape from the problem of frequent decision for land revenue Lord Cornwallis in 1789-90 established a rule. On basis of land revenue paid Zaminadar will have the power for ten years to buy and sell the property. Any failure in paying revenue by peasants, gave them authority to acquire their lands. For company rulers land revenue was the main source of income. By this system company got economic stability. The draw back of this law was that the main focus was not on the development of agriculture or increase in the quantity but, on the contrary, the Zamindar used to collect revenue on regular basis which did not provide any profit to the government or peasants.

Raiyyatwari system -

In this system the main basis of tax collection was to have direct contact with farmer or peasants. It was decided that after subtracting the expenditure of agricultural production fifty percent of the leftover amount would be the land revenue. In earlier days the increase and decrease in price of the crops did not have any connection with the revenue. In Bombay and Madras Presidency Provinces it was established for thirty years. Even after direct contact with peasants in the system, they were exploited.

Mahalwari system -

In 1833-43 British rule started a new system of collecting revenue in the westerns. In this system the whole village was regarded as a Mahal for the settlement of collecting revenue. It means that all the families of peasants had a joint responsibility for collection of revenues. Similar to the Raiyat system, after substracting the expenditure on agriculture and for feeding of peasants family, fifty percent of the left money was collected as the revenue. This system was also imposed in Punjab, Madhya Pradesh and Chhattisgarh.

Revenue collection in Chhattisgarh -

British rulers did a lots of changes in land revenue system in Chhattisgarh. They divided Chhattisgarh in to many different Pargnas and Kamawishdars were appointed. For collection of revenue from a Pargana, Amirs and Pandya were the revenue officers. British officers abolished the post of patel prevailing during Maratha rule and instead of that post of Goutia was created. At that, the time village Goutias collected revenues in three instalments. Revenue was decided according to the area of the land. Village Goutia collected revenue and deposited it in the government treasury.

This revenue system which was imposed by Britishers was not good for peasants, because the

Britishers rate for each revenue was very high and compulsory, which was not possible from a poor farmers income. Therefore they borrowed from Jamindars and landlords. If the revenue was not paid regularly, then land-lords used to capture their lands. Ultimately the conditions of peasant were not well, and so they agitated against the British rule. In this manner peasants revolted against company rule.

How was land reveune collected in Chhattisgarh?

Effect on Craftsman and Art - Companies administration system was such that Indian craft and art was destroyed. Indian craftsmen and artists were forced to sell their things at low price and heavy taxes were imposed. Goods imported from England were free from customs duty, so goods were cheap. Ultimately Indian craftsman and art could not exist in front of foreign goods. Indian craftsmen left their profession and thier dwellings were ruined. Therefore cloth industries of Dhaka once known as Manchester of India was destroyed. And also Industries of Murshidabad and Surat were destroyed. Craftsmen were unemployed and they had to depend on farming. Ultimately they were unsatisfied with the company rule.

Effect on people living in forest: - During English rule, in India new mills and factories was established which was based on the raw material from the forest. Wood which was found in Indian forest was used for laying new railway tracks. And also wood was send to industries of England. So deforestation was rapid. Tribes dwelling in the forests doing Jhoom agriculture, were prohibited to cut trees and their living style was thus effected. They were against the British rule.

The tribals also revolted against the British rule. Birsamunda, a tribal from the Chhotanagpur plateau forests, born in the 1870s, was a pioneer of these revolutions. As a child Birsa used to graze his sheep. Play his flute and wander about in the fields. As he grew up, became conscious about the upliftment of the tribal society. He wanted the Mundas to abstain from liquor, keep their villages clean and keep away from superstitions and black magic. Birsa also consistently opposed the entry of missionaries and Hindu zamindars who were trying to destroy the culture and life style of the Munda tribes.

The Mundas wanted to establish their rule by throwing out the missionaries, mahajans, Hindu zamindars and the government and the political objectives of the revolt caused worry to the Britishers. However, the Mundas wanted to protect their traditions and their fields from the Hindu zamindars and the mahajans.

When revolt began to spread, the English decided to take strict action. In 1895, they arrested Birsa and sentenced him imprisonment for 2 years.

After he was released in 1897, Birsa went from village and village to gain the confidence of his people through traditional symbols and language. In 1900, Birsa died and the revolution deceased soon. This revolution was important in two ways first – it compelled the colonial government to implement rules

that would not allow the deekus to snatch the fields of the tribals and second – it reinforced the fact that the tribals were also capable to showing their opposition towards the British colonialism. The tribals did the work in their own typical ways.

The major tribal revolts of Chhattisgarh

From the late 18th century and the early 20th century Chhattisgarh saw many revolts in the tribal areas. The tribals were conscious about the protection of their life style. The chief characteristics of these revolts were –

They were all against the hoarding of fields, villages and forest areas of the tribes by external sources.

These revolts were for the conservation of the tribal life and its culture.

The revolts were towards the new rules imposed by the British rule.

The tribes wanted to keep away from the interference of the external world and the colonial rule that disrupted their original life.

It is important that the non-tribal's of Chhattisgarh also participated in the initial revolts of the tribal people.

The Major Revolts

The halba revolts (1774-79):- This revolution began in 1774 in the leadership of Ajmer singh who wanted to establish an independent empire in Dongar out of the kingship of the Raja of Bastar. He was supported by the Halba tribes and the soldiers. They were very cruelly crushed. There was a great bloodshed and only one Halba revolutionist could escape death. The Marathas captured this area as a result of this defeat followed by Britishers.

The Paralkot revolution (1825) :-The Paralkot revolution was the result of the opposition of the Maratha and British soldiers. Gendsingh was the leader of this group and he was supported by the Aboojhmadis. The revolutionists denied to pay the tax levied by the Maratha rulers and tried is get control over the reign of Bastar.

The Tarapur revolt (1842-54) :- This revolt was started by the local Deewans in opposition to the tax imposed by the English and Maratha rulers to maintain their socio-economic and political anarchy, and to preserve the local culture keeping away the interference of people from outside.

The Madia revolt (1842-63) :- This revolt was mainly to oppose the rules of the government that hit the tribal beliefs. The Madia tribes continued this revolt for over 20 years in support of 'narbali'.

The revolt of 1857 :- In the revolt of 1857, the king of the south Bastar bravely faced the British soldiers. Dhruvrao was a member the dorla subtribe of the Madias and had a full support of the tribes.

The Koi revolt (1859) :- The tribes revolted the felling of the teak forests in 1859. Bhairamdeo was the ruler of Bastar at that time. The zamindars of Bastar took a decision that felling of the teak forests will not be allowed at any cost. But the Britishers sent gun carriers with the forest cutters. The tribes became angry and attacked the poachers. This revolt had a slogan. 'One head for one teak tree'. As a result the British rule turned down the treatise and put an end to the felling of trees.

The Mudia revolt (1876) :- In 1867 Gopinath Kapardas was appointed the deewan of Bastar and he began to exploit the tribes to a great extent. To oppose him the tribes of different regimes joined together and demanded the termination of the Deewan. In 1876, they came against the ruler in 1876 in Jagdalpur. The king was somehow saved by the English soldiers.

Bhoomkal revolt (1910) :- In 1910 the Bhoomkal revolt was the most extensive revolt, that took 46 out of 84 regimes into its account. The major reasons were:

The tribes, were constantly trying to preserve their forest resources and tribal culture.

In 1908 when the protected forest area was declared and there was a restriction on the exploitation of forest resources, the tribals revolted against it.

The Bhoomkals also played an important role in uniting the tribals against the torture of the police.

The government had to keep in mind, their demands when the new policies were made. The decision of the Britishers about not interfering the social and cultural life of Indians was a result of these revolts that could be seen after the revolt of 1857.(Reference-Chhattisagarh Sandarbh.2014 page162-163)

English exploited the Indian resources. Their aim was to do production in industries and sell their products in the Indian market so that they can get maximum profit. In these times. Dhaka, Krishnanagar, Varanasi, Lucknow, Agra, Multan, Lahore, Surat, Bharouch, Ahmedabad etc., were the main centres of cloth industries, Goa, Surat, Machlipattanam, Chagaon, Dhaka were the centres for ship building. English needed raw materials for the industries in India and England. Keeping this in mind a link of roads were built and also repaired to the different harbours in India. Establishment of railways was a revolution in India. Development of sources of transport and communication made the people of the country come closer and also they could understand each others feelings too. This leid to the feelings of Nationality. In 1853 in India, telegram was started and postal service improved.

Today's communication sources can help us to develop the feeling of Nationality?

Effect on Education :- Before the establishment of company rule in India the ancient system of education existed in India in which subjects like sanskrit, arabic, parsi, grammar, literature, theology, law, logics, astrology etc. were taught, government has given land for establishement of schools and maktabas. Britishers snatched these lands. They started new educational institutions. Among them the main were Fort Williams college at Kolkata and Sanskrit College in Banaras. In these institutes along with Indian languages history, law, urdu, western scientific studies also had their place. In 1835 with the advice of Maccaulay new education policy was established by British rulers according to charter Act 1833 in India. In this system the two main motto was study of English and framing of students psychology in favour of British rule. People like Raja Ram Mohan Roy who was a social reformer was in favour of the new education system. He thought that with the new education system, Indians will know about new technology, freedom, equality, democracy and so it was a boon to national agitations.

Education system in Chhattisgarh - According to Macaulay's Educations planning in 1864 a middle school was started at Raipur, where co-education system was there and after 20 years it became a high school. Today it is known as, Jay Narayan Pandey Multipurpose Higher Secondary school. In 1882 Rajkumar college was established at Raipur, where princes of Indian kings came to study. Their examination used to be conducted from Delhi through Indian Council of Education (I.C.E.). For higher education of common people Chhattisgarh college was established in Raipur in 1938.



J.N. Panday Multipurpose higher secondary school, Raipur

Development of Press: - In India newspaper in English, Bengali, and Hindi was published, which had a severe impact on the Indian people. Vernacular press act was imposed by Viceroy Linton in 1878, its aim was control over the newspaper. At that time popular newspaper like - The Hindu, The Indian Mirror, Amrita Bazar Patrika, Kesri, Maratha, Swadesh Milan, Prabhakar and Indu Prakash etc. were published. With this the people were awakened in National consciousness.



Rajkumar College

Development of Press in Chhattisgarh - Pandit Madhav Rao Sapre was the father of Journalism in Chhattisgarh. In 1900, journalism started with 'Chhattisgarh Mitra' being the first news paper in Chhattisgarh and was published from Pendra 1889-90 Rajnandgaon province also published a newspaper, which was named as 'Praja Hitashi'. Other than this 'Hind Kesri', Chhattisgarh Vikas Utthan, Alok, Mahakoshal, Congress Patrika, Aajkal, Chhattisgarh Kesri were the other important newspapers. Through these newspapers people were enlightened and had a better vision.



Pandit Madhav Rao Sapre

EXERCISE

I. Fill in the blanks :-

1. For any ruler the main source of income is _____.
2. Permanent settlement was established by _____.
3. Raiyattwari system was _____ revenue act.
4. British established land revenue system_____in Punjab and in Madhya Pradesh.
5. _____ post has been created for the collection of revenue from the villages at Chhattisgarh.

II. Match the following :-

1.	Manchester of India	-	Kolkata
2.	Textile Industry	-	Macchlipattanam
3.	Ship Building	-	Surat
4.	Fort William	-	Dhaka

III. Answer the following questions :-

1. Which new land system was imposed by Cornwallis in 1793?
2. What changes were made in communication and transportation system during British rule?
3. What were the impacts of new education policy in India during British rule?
4. Why was the ancient Indian trade and business closed?
5. What were the reasons that Indian peasants were ruined?
6. Write some names of Indian craftsmen and artisans?
7. List the names of newspapers which were published from India.
8. Name four news papers which were published from Chhattisgarh.
9. During British rule name two important harbours of India?
10. Explain about the permanent settlement system of English.
11. Explain about the land revenue system of Chhattisgarh during British rule.

12. What was the effect on Indian craftsman and artistans, due to British policy?

13. What was the effects on India's forests region due to the policies of British company?

14. What were the effects on Indian communication and transportation due to British rule?

15. How does newspaper help the public opinion to reach the government?

16. The National feeling has developed along with the development in the means of communications and transportation. Give your arguments to support this statement.

17. Why did social reformers like Raja Ram Mohan Rai favour the new education system slarted by the Britishers ? Give arguments to support your answer.

18. Explain the development of press during British Rule.

IV. Write short notes on -

(a) Raiyattwari system (b) Land revenue system in Chhattisgarh

(c) Mahalwari system.

V. Activity -

1. What are the reasons for tribal revolution? Did these revolutions bring about any change in in the life of tribals in the present time ?

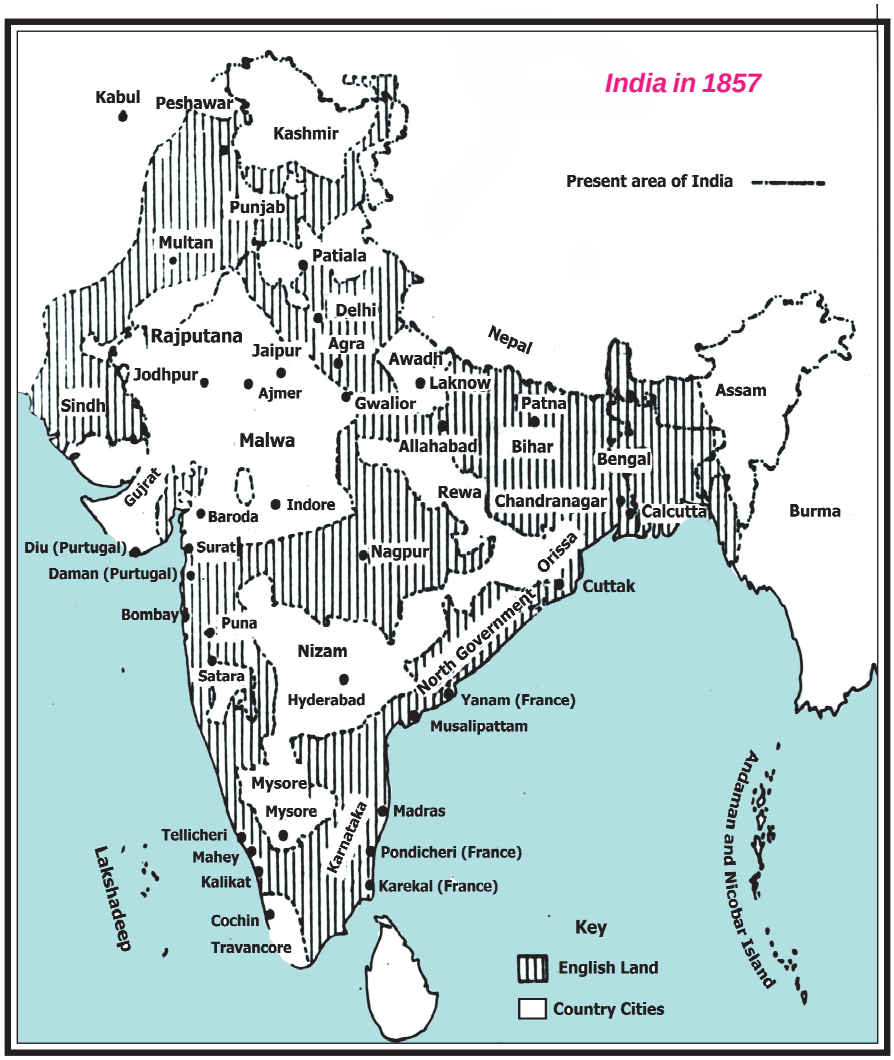
2. Collect some information about the life and culture of tribes in your area.

CHAPTER - 4

FIRST WAR OF INDEPENDENCE OF INDIA

In the last chapter you have read about impact of British rule on Indian community. Agriculture, forest, education, hand curving, Art etc. were badly affected. Due to which between the year, 1765 to 1856 different agitations took place. The struggle of Sanyasi, Bhabri, Polygar, Santhale, Mopla were main. These agitations were unorganised and was in limited area. Therefore, the strong British army suppressed them very easily. In the struggle of 1857 the people involved in these were those peasents, craftsman, land lords and those older kings and Nawabs who were dissatisfied with English rule and policy.

Due to different policies of Britishers the older rulers and public were troubled before struggle of 1857. Though, Britishers signed subsidiary treaty with Indian rulers, people used to follow it according to their own wishes. Policy of alliance established by Dalhousie was a greater cause of agitations among



kings. Jhansi, Poona and Awadh were the main states. Different causes of agitation were :-

(1) Adopted son of dead ruler of Jhansi was not accepted as the successor of Jhansi by Dalhousie and Jhansi was captured by Britishers in 1853.

(2) Peshwa Baji Rao died in 1851 and after that his adopted son Nana Saheb Peshwa was not given pension by the Britishers.

(3) Awadh was captured on the charges of bad administration by the Nawab Wajid Ali Shah.

(4) New taxation policy took away the powers of landlords, Zamindars etc.

Rulers, soldiers, zamindars, landlords, craftsman etc. all the people were affected by the policy of Britishers. They were very dissappointed and a strong feeling of hatred was growing with in them.

What were the impacts of British policies on farmers and craftsman? Discuss together.

Worst Condition of Farmers and Craftsman :-

In the last chapter you studied about different land revenue policies of Britishers which caused heavy dreadful conditions to farmers and peasant who were already in worst conditions. They have to take loans from money-lenders. Money-lenders also used to collect money brutally. Mostly farmers had to sell their land and property and thus they became unemployed. Due to all these reasons a strong feeling of agitation aroused in the common people. You have also noticed that due to one-sided policy of taxation i.e. Chungikar led to the unemployment of craftsman and artisans and strong dissappoinment also started among them.

Negligence in Services to Indian Population and Soldiers:-

Indians had to face loses in agriculture, business and trade due to British policies. Indians were kept away from the high official posts and jobs in their own country. In judiciary, army and public services Indians were in lower grades. Indian native states were destroyed and the soldiers, workers, craftsman etc. all were unemployed who were now dependent on these states.

Opposition of social and Religious Reforms :-

Different social evils in Indian society such as sati, killing of girl child were abolished by company rulers and widow remarriage laws were passed. All these were accepted by educated people of Indian society but these laws were a great problem for conservative people of the society. Conservatives were tensed due to publicity of Christianity. They were against all these. As a result of all these disbelief and doubt prevailed in Indians for the British.

Disappointment among Indian soldiers :-

Many of the British soldiers belonged to Indian peasant families. Honesty of the soldiers of Bengal was famous. British soldiers used to see Indians in a degraded manner. Indian soldiers in the British army was in the ratio of 1:5. They didn't get higher posts in the troops. They used to get less pay as compared to white soldiers. Indian soldiers were not allowed to put tilaks, keeping beards, wearing Pagris, or follow other religious customs. They were sent to overseas for fighting battles. Whereas on those days crossing overseas was against their religion. Indian soldiers were dissappointed due to all these reason. In 1856 Enfield Rifles and new cartridge were introduced. To open these cartridge one had to cut it by teeth. Soldiers used to believe that those cartridge were made up of cows and pigs fat which was humilating as per the religious point of view.

The Aggrevation of dissatisfaction :-

It was 29 March 1857, on that day Barrakpur a place near Kolkata was a military base where routine military parade was going. Mangal Pandey, an Indian soldier refused to use gun and challenged the Britishers. An English officer, Huensun ordered him to use these guns and cartridges. But when he did not do that, he was ordered to be arrested. Then, in anger Mangal Pandey shot down the English officer - Huensun along with another English officer standing adjacent to him. This agitation spread like a forest fire in other military cantonment of the country. As a result, on 10 May 1857, Merrut contonment was fired by agitation of the Indian troops.

He released his friends who were in prison and departured for Delhi. A large amount of people joined these agitators on the route. Soldiers of Delhi cantonment also joined these soldiers. Mughal king "Bahadur Shah Zaffer" was requested to take charge as leader of this protest.

Main Centre of Protest-

Fire of agitation spread rapidly in Uttar Pradesh, Madhya Pradesh, Bihar, Jharkhand, Chhattisgarh, Delhi etc. and also other parts of the country. Protest started by the soldiers spread among farmers, peasants, craftsman, landlords, Kings, and also general people.



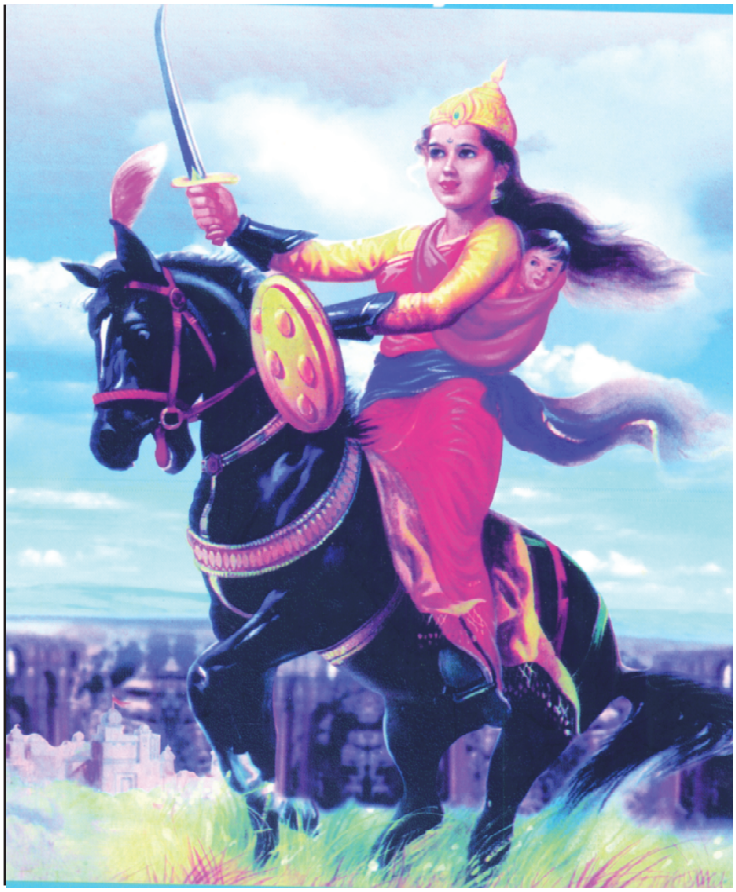
Bahadurshah II



Tatya Tope

Leadership of the Protest

Presently, the protesting troops captured Delhi. Leadership of Delhi was in hands of Bahadur Shah Zaffer but the agitation was conducted by his troop leader Bakhat Khan. Begam Hazrat Mahal of Awadh in Lucknow, Tatyatope in Kanpur, Rani Laxmibai in Jhansi, Kuwar Singh in Bihar and Ahmedullah in Rohailkhand where the other leaders of the places who were conducting protests. In Chhattisgarh Hanuman Singh and Vir Narayan Singh were protestors against Britishers. The protest was devastating . Common people took active participation in these protest. In the protest, Rani Lakshimibai of Jhanshi was killed while fighting the Britishers.



Picture of Rani Lakshmibai

Revolt in Chhattisgarh -

In Raipur district, Sonakhan is a place near Baloda bazar : Vir Narayan Singh was the Zamindar. He was popular due to his social welfare for the people. In 1856 severe famine and drought took place in Sonakhan, people died due to starvation. To save people life he distributed, grains among the people, which was stored by a businessman in his godown. The trader complained against Veer Narayan Singh to the British rulers, So he was arrested and imprisoned in Raipur cell (Jail). In 1857 he absconded from the jail. He organised a troop of 500 farmers. And on 1st December 1857 they fought against English. British sought the help of Devri Zamindar who was the neighbouring Zamindar of Sonakhan and with his help Veer Narayan was arrested and after that he was hanged at a public place in Raipur. Thus this great patriot became the martyr of Independence revolution in the country. Martyr Narayan Singh's sacrifice and Matyrdoom was not in vain. At Raipur chavni of soilders incharge of Magjeen troop was Hanuman Singh Rajput. On 18th January 1858 an English soldier named Sidwell was assassinated by Hanuman Singh Rajput and Raipur revolution of independence continued. Hanuman Singh Rajput's seventeen Supporters were arrested for their effort. The trial continued for



Veer Narayan Singh monument

two days against the arrested people. They were hanged on 22nd January 1858 for national neligence, at a public place in front of soldiers and common people. Hanuman Singh was also known as Mangal Pandey of Chhattisgarh. All castes and religions took part in this revolt, this proves the superiority of National Feelings.

Have you heard any incident related to the struggle from your family or from elder persons of the society? Please collect the informations and discuss it with your teachers and friends.

Unsuccessful Revolution:-

The revolt of 1857 was spread over many parts of India. But the English rule couldnot be stopped. There were many reasons for this. There was lack of centralization of leadership among the revolutionists. Revolutionists did not have ample arms. At that time most of the educated class mainly the kings did not join the mutiny. But this revolution was an inspiration for the Indians. It gave Indian people the feelings of nationality and consciousness towards their mother land. And also it shocked the English rulers.

This revolution has shown that the Indians were not satisfied with the British rule. People felt that their country is not secure in the hands of company rulers. Undoubted this was a patriotic but unorganised revolution which had the British worried. Due to this, Nationality developed in Indian politics.

1858, Act of Indian Government :-

In order to calm down the agitated Indians, queen of England, Queen Victoria on 1st November 1858 declared an act. In which the rule of the company in India was ended and direct rule of the British parliament was declared. A policy on non-interference in the religious and social aspects of Indians was passed.

Conservation of ancient heritage and values were assured. Theoretically this act by Queen Victoria was very important. The post of Governor General was merged and Viceroy was appointed.

EXERCISE

I. Fill in the blanks -

1. British government forced the peasants to grow_____.
2. Hanuman Singh was known as _____ of Chhattisgarh.
3. The last Mughal Emperor was _____.
4. Queen of England announced _____ on 1st November 1858.

II. Match the name of the national leaders and their places of 1857.

(i)	Kuwar Singh	-	Kanpur
(ii)	Tatya Tope	-	Sonakhan
(iii)	Laxmi Bai	-	Lucknow
(iv)	Hazrat Mahal	-	Bihar
(v)	Veer Narayan Singh	-	Jhansi

III. True or False:-

(i) 1857 mutiny was unsuccessful.

(ii) New revenue system was very profitable for farmers.

(iii) Cartridge with animal fat is not related with 1857 mutiny.

(iv) Expansion of Imperialism policy of Dalhousie was helpful for the Indian Kings.

IV. Answer the following Questions -

(1) Why were the Indian Soldiers in English army not satisfied before 1857?

(2) What was the assurance given to the Indians in 1858 act, which was announced by the Queen?

(3) Why was 1857 mutiny not a success?

(4) Collect the pictures of Rani Lakshmi Bai, Tatya Tope, Bahadurshah Zafar, Kunwar Singh and describe any one incident retated to them, which inspires you.

(5) Suppose we acheived freedom after the revolt of 1857, what would be the picture of India then ? Discuss and write.

V. Activity (Extend skill development)

(1) Point out the main places of 1857 mutiny in the map of India.

(2) Collect the pictures of First Indian nationalist movement.

CHAPTER - 5

NEW IDEAS IN INDIAN SOCIETY

One fine morning Annu got ready to leave for school. Then, she picked some flowers from the garden because today the celebration of Guru Ghasidas Jayanti was to be held in her school. While making the garland of flowers she asked her father - "Papa! Who was Guru Ghasidasji?

He said - "Child! Guru Ghasidasji was the social reformer of Chhattisgarh. He was born on 18 December 1756 in Girodpur village of Raipur district. His austerity earned the knowledge of truth and started 'Satnam panth'. He used to believe truth as God. In his view all caste and religion were the same.

Annu : When did this incident occurr?

Father :"During 19th century, when fields like social, religious, cultural, economical and political areas were developing with new ideas and the development due to this new-vigil could be visibly seen in the fields of social and religious areas specially."

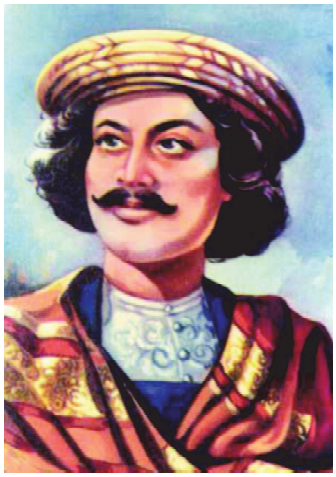
"What is this new – vigil"? Answering this question father said - listen child! During this period the country was under the rule of Britishers. They started English education during their rule for their own benefits. Through English education Indians also came to know about the modern western ideas like "Freedom, equality, brotherhood, democracy, republic, logic and Scientific aspects".

People felt to change the social menace such as superstition, conservity, casteism etc. So along with social changes, religious changes also took place. Therefore, relearning of religious epics and philosophies started again. On the basis of these epics different social and religious reformations took place and modern views also evolved. These views spread through articles and public explanations, so that new-vigil could rise in them. So, the immediate modernisation in thinking was known as "New-vigil in Indian Society" or "Indian reunion".

Annu replied by nodding her head and left for school. There her teacher during the ceremony made them understand that during 19th century different social reforms were started in India.

Ayush : 'How did these reforms start'? Explaining it she said - 'Children, social reforms started in Bengal, Punjab, Maharashtra etc. provinces by the middle class people'. They had come across the ideas such as equality and brotherhood through British education. They wanted to introduce new ideas and

reforms in Indian society. In Bengal Raja Ram Mohan Roy was the first social reformer, who took the initial steps. So he was regarded as the first representative of recarnation. He felt that the people of India should know about the modernisation of western countries. So he gave support to English Education. He started a English school in Kolkata and also established Vedanta college. Raja Ram Mohan Roy wanted to reform the society, so he translated many religious books in Bengali language. So that local people could get correct knowledge. To intensify his work, he established Brahma Samaj in 1828. He was against idol worship, pomp and show. Likewise in Punjab in 1875 Dayanand Saraswati established Arya Samaj. Through this Samaj Dayanand Saraswati protested Idol-worship, pomp and show, untouchability and religious supersitions. These reformers thought that social reformation was incomplete without reformation of women.



Raja Ram Mohan Roy



Swami Dayanand Saraswati

'Was the status of women at that time not so good'? Annu asked the question anxiously and teacher answered it by explaining - 'Yes children, in the beginning of the 19th century the status of women was not good. According to the child marriage system girls were married in her child hood. Little girls were married to older men. Sometimes at a tender age they became widows. Mostly widows were forced to burn at their husband's pyre to become Sati. Alive widows were served with one time meals, white dress and were considered as inauspicious. They lead the a life full of many hardships.

According to the system of polygamy a man could have many wives. Mostly the birth of girl child was felt inauspicious and was killed after birth. Due to dowry system girls of poor families could not be married. Women were neither given education nor were there any opportunity for their development. For these reasons women did not have any independent identity.

Discuss what kind of problems does a woman face in today's society?

But today it is not like this. Today's women are getting more opportunities for development. It was possible through the efforts of social reformers. Firstly, Raja Ram Mohan Roy started a debate to stop Sati system in the society. According to the code of law, Sati system was inhumane and against the religion. He requested the English rulers to stop this inhumane system. With his effort ultimately in 1829 Governor General William Bentick passed a law to stop the Sati system.

Teacher, Dayanand Sarswati was also against the system of child - marriage, mortality of girl-child too. He supported widow remarriage and women education.

Anjali : But how was it possible for widow remarriage'? Teacher : 'Children by this time Bengal had a social reformer named Ishwar Chandra Vidya Sagar. He dedicated his whole life to make widow remarriage legal. He also got a massive support for his movement. Along with this in Maharastra Pandit Vishnu Shastri, himself married a widow, and set an example in the society. Ram Krishna Gopal Bhandarkar, got his widow daughter remarried even after the agitations of fundamentalists. He got support from Mahadev Govind Ranade. In Andhrapradesh also Vireshlingam supported widow -remarriage. As a result in 1856 widow-remarriage law was enacted'.

Today child-marriage, Sati-system and Dowry-sysem etc. are restricted by law.

Now Avantika asked teacher to explain about child-marriage, Poly-gamy and dowry system and how did the agitation spread wide? Teacher explained again about Keshar Chandra Sen and Ishwar Chandra Vidya Sagar who explained about the disadvantages of child-marriage system. Behramji Malabari demanded a law about the minimum age limit for marriage of girls and boys. Ultimately in 1929 Sharda act for child-marriage system was passed. According to that minimum 14 years of age limit of marriage was decided, but after independence the age limit of girl was decided as 18 years and for boys 21 years. Likewise mass-awakening and effect of education had ended the system of polygamy and mortality of girl-child. And also dowry system was opposed. To end these bad-evil system today also mass-awakening and mass education in necded.

Think about -

1. *Whether child-marriage is going on now also?*
   If yes, how could it be stopped?
2. *Whether, birth of girl-child is considered unauspicious,*
   If yes, how the thought can be changed.
3. *Always Dowry system was opposed,*
   though it is still prevailing why?

Anu asked teacher to remember that the social reformers tried for women's education also. Then teacher said - Yes Anu! almost all the social reformers thought that if women were educated there will be awakening of self-confidence among all. They can perform their responsibilities in the society. It is not only for the development of women, but it was also important for the society. In 1849 Ishwar Chandra



Keshav Chandra Sen

Vidyasagar with his effort started Baithun School at Calcutta. This was the first girls school. Even after social opposition and outcasted they got admission and also showed courage in getting education. As a result Vidyasagar started many girls school. Likewise in North India Dayanand Sarswati through Arya Samaj started many schools and colleges for girls and boys. Rather than that Sir Sayyed Ahmed Khan also started Aligarh movement for the development of Muslim society. He thought that not only boys but also girls should get modern education in school and colleges.

At this time in Maharastra also efforts were done for women education. Jyotiba Phule and his wife Savitri Bai started a girl's school at Pune. Admission was mostly given to girls of lower caste. Then support was not only for girls primary education, but for higher education too. Gopal Ganesh Agarkar had also stressed on girl education for employment and business. Our social reformers found that for total development of society and for the permanent solution of women problems they should be given equal right to education and also social rights as equal to men.

Women reformation programme has to face opposition of fundamentalists. Even then parents courageously taught their daughters. Now listen to a story about a family of the girl Rama Bai. Rama Bai was born on 1856. Her father was a traditional Brahmin, Anant Shastri of Maharashtra. He started teaching his wife Sanskrit. For this he was opposed. He had to leave the village and stay in a hut in the jungle; where Rama Bai was born. Anant Shastri also taught his daughter sanskrit. But at the age of 16 years she lost her parents. Orphan Rama Bai and her brother wandered from place to place. No one gave them shelter, because on those days nobody wanted to be acquinted with an educated girl.



Jyotiba Phule

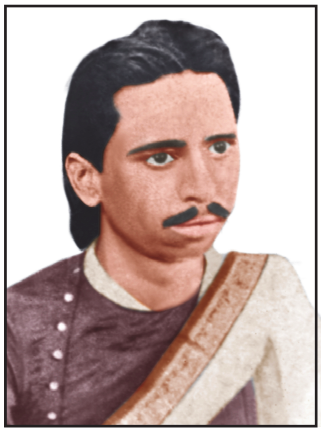
Ramabai moved on and reached Calcutta. There she was welcomed. There were many people who were influenced by Raja Ram Mohan Roy, Iswar Chandra Vidya Sagar etc. They had new thoughts for women's progress. There Rama Bai gave speech in Sanskrit about women's reformation. People of Calcutta gave her the title of 'Pandita' and 'Sarswati'. Then she was known as Pandita Rama Bai Saraswati. She gave education to widowed women, and

opened a school and Ashram named Sharda Sadan. She wished that women should take active participation in social and political life. Likewise in 19th century many efforts were done for women's reformation in various areas. But the aim was not fulfilled in the areas of girls education.



Pandita Ramabai Saraswati

Avantika : 'Did the reformers try to eradicate the caste - system'?
Teacher : 'Yes' caste system was the cause of the division of the society into two classes, i.e. upper caste and lower caste. People of lower caste were not allowed to enter the temple and also they could not fill water from the well. They were considered trivial. Institutions like Ram Krishna Mission took caste system as a challenge. With the influence of Brahma Samaj in Maharastra, Paramhans Sabha was established. Its members were of different castes. Its meetings were held secretly due to fear of the fundamentalists. In 1865 Prarthana Samaj was formed and its leader was Mahadev Govind Ranade. He criticised differentiation among castes and untouchability. Jyoti Ba Phule was born in a caste which looks after gardens, but he spend his whole life in the upliftment of the lower caste. To speed up his efforts in 1873 he introduced 'virtues purifier - society'. The main motto of this institution was to provide equal rights to lower caste people. In which primary education was compulsory and without any fees. Appointing lower caste men and women as teachers. He through his plays and articles brought a mass awakening against casteism.



Pandit Sunderlal Sharma

In 20th century Mahatma Gandhi also brought revolution against casteism. He founded Akhil Bhartiya Harijan Sevak Sangh for their reformation. In Chhattisgarh also Pandit Sunder lal Sharma made lots of effort for the reformation of these castes. He performed thread ceremony of all caste people and gave entry to these people in Rajim's 'Rajeev Locahn Mandir'.



Dr. Bhimrao Ambedkar

Dr. Bhim Rao Ambedkar of Maharashtra was born in a lower caste family. He through his hard work got law education in England and on returning to India sacrificed his life in the upliftment of lower caste. He thought that the up liftment of the lower caste people is possible through education and unity. They should get equality in politics. Therefore he appealed for separate election for lower caste people. In making constitution of India, he played an important role. Likewise many Indian social reformers were able to see the upliftment of these people in society due to their efforts. But casteism could be totally removed only if there is complete mass awakening.

These social and religious movements were bounded to the urban areas only. So reformers took full attention towards whole country to make it modern.

EXERCISE

I. Fill in the blanks.

1. Sharda Act 1929 banned _____.
2. Reformer against Sati Pratha was _____.
3. Famous social reformer of Andhra Pradesh was _____.
4. _____ was the founder of Akhil Bhartiya Harijan Sevak Samaj.
5. In Chhattisgarh, the position of lower caste was reformed by _____.
6. Guru Ghashidas was born in _____ district of Raipur.

II. Match the following -

1.	Raja Ram Mohan Roy	-	Virtue purifier society.
2.	Dayanand Sarswati	-	Prarthana Samaj
3.	Sir Sayyed Ahmed Khan	-	Brahma Samaj
4.	Mahadev Govind Ranade	-	Arya Samaj
5.	Jyoti Ba Phule	-	Aligarh movement.

III. Answer the following Questions:-

1. When is Guru Ghasi Das Jayanti celebrated?
2. Sati Pratha Prohibition act was established by whom and when? Which Governor General enacted it?
3. Under whose leadership widow-remarriage was established and when?
4. Child marriage was banned under which act and when?
5. Where and when was the first Girl's School established ?
6. What are the merits of English Education on Indians?
7. What are the two important teachings of Satnam Panth?
8. How was Widow-remarriage possible?
9. What are the contributions of Jyoti Ba Phule towards fight against casteism?
10. Point out different efforts towards women's education.
11. What is required even today to eradicate the caste system completely from our society?
12. Do you think child marriage is wrong and widow marriage is absolutely right ? How? Give your views.

IV. Write short notes on :-

(a) Rama Bai (b) Dr. Bhim Rao Ambedkar

V. Extended skill development :-

1. Find some women like Pandita Rame Bai Sanasuati in your area. Who has contain bated to social reforms. Findout their friographies also.
2. Discuss with your teacher -
   (a) Dowry system - A social curse
   (b) Caste system - A hindrance in the path of humanity.

Road Sings (सड़क सुचना चिन्ह)

यातायात को नियोजित व नियंत्रित करने हेतु सड़क के किनारे कुछ चिन्ह लगे होते है जो चालक को क्या करना चाहिए एवं क्या नही करना चाहिए को निर्देशित करते है, जिन्हे द्वितीयक पुलिस भी कहा जाता है। आम तौर पर ये सुचना चिन्ह वाहन चालकों के सफर में मददगार होते है, ये तीन प्रकार के होते है:-

(1) आदेशात्मक सड़क चिन्ह Mandatory signs
(2) चेतावनी सूचक सड़क चिन्ह Cautionary signs
(3) सूचनात्मक सड़क चिन्ह Informatory signs

आदेशात्मक सड़क चिन्ह Mandatory signs

आदेशात्मक सड़क चिन्ह गोल आकृति, लाल रंग वाले होते है। इनमें से कुछ नीले रंग में होते है। "रूकिये" अष्टभुजाकार और "रास्ता दीजिये" त्रिकोणीय होते है। इन चिन्हों के उल्लंघन पर जुर्माना या दण्ड का भुगतान करना पड़ सकता है :-


मोटर सायकल प्रवेश निषेध



रूकिये


एक दिशा मार्ग


पार्किंग निषेध


कार प्रवेश निषेध

चेतावनी सुचक सड़क चिन्ह Cautionary signs

यह चिन्ह ड्राइवर को आगे की सड़क पर खतरों/परिस्थितियों के बारे में चेतावनी देने के लिए होता है। अपनी सुरक्षा के लिए ड्राइवर को इनका पालन करना चाहिए। हालांकि इन सड़क चिन्हों का उल्लंघन करने पर कानूनी कार्यवाही नही की जाती किन्तु ये अत्यंत महत्वपूर्ण है। इसलिए इनकी उपेक्षा करने से बड़ी दुर्घटनाएं हो सकती है। चेतावनी सुचक सड़क चिन्ह लाल रंग के त्रिकोणीय आकृति में होते है :-


बांये मुड़कर फिर आगे


आगे रास्ता संकरा है


आदमी काम पर है


पैदल पथ पार


रक्षित रेल्वे

सुचनात्मक सड़क चिन्ह Informatory signs

सड़क किनारे यात्रियों स्थित आवश्यक संस्थानों एवं स्थानों की सुचना देने के लिए सुचनात्मक सड़क संकेत बने होते है ये नीले रंग में आयताकार बोर्ड पर प्रदर्शित किया जाता है:-


सार्वजनिक टेलीफोन


भोजनालय


प्राथमिक स्वास्थ्य केन्द



पार्किंग


पेट्रोल पम्प

CHAPTER - 6

INDIAN NATIONAL MOVEMENT

(A) Earlier Measures – Organization.

In earlier chapter you have learnt that Britishers tried to suppress the revolt of 1857. After this revolution new era was established in Indian society. After the revolution of 1857 people realised that due to this revolution the economic, political and social aspects were making people closer to each other. They also knew that the people should be awakened; Political Consciousness has to be established in them so that, goals could be achieved. Therefore it was necessary to improve the feeling of equality and fraternity.

Fraternity is defined as the feeling of national integration, love for the country and pride for cultural historical customs collectively.

As you already know that Indian National movement was mainly a struggle against foreign reign. Due to the situations created by the British rulers, the Indian society developed the feeling of National Integration. Do you know what these situations were?

Situations :-

(1) To remove hatred, feeling of casteism, Social malice and inequality.

(2) Unification of the entire Nation in a political structure.

(3) To establish postal and teleservices.

(4) To spread the usage of English language.

Why did Britishers spread the usage of English language? Due to partial Economic Policies of Britishers rise of fraternity took place in India.

You have learned that in 18th century Industrial revolution took place in England. English rulers used to sell their products world wide. For their industries they needed cheap raw materials and to sell the products they needed a market. Therefore the policies of agriculture, industries, business, etc were framed according to English interests. Thus they exploited Indian Economy from every dimension. This policy was strongly rejected by the leaders of agitation and was known as economic fraternity. Indians came to know about the western culture and literature along with different incidences that took place in the world. This caused political awakening among them. Now Indian society could understand that backwardness in India was due to the economic policies of the British rulers. Due to which peasants, craftsmen and manufacturers

were ruined. Since that period new educated middle class arose in Indian Society. In that lawyer, teachers, government employees, businessman etc. were included. This society was aware of modern education and was influenced by it. It acquired the constitutional democracy, like modern ideas and accepted the constitutional ideas whole-heartedly. British rulers were prone to racism and low pay was given to Indians which created anger in them. They created awareness against casteism, which led to feeling of nationality in them.

The political meet of Indians took place in Calcutta, Bombay and Madras. In 1851 British Indian Association was established at Calcutta. In 1852 Bombay Association as well as on that year also Madras Native Association was formed in the same year.

These organization have major demands of partnership of Indians in the government, demand for decreasing the rate of taxes and also to remove the superstitions and malice in Indian society.



Surendra Nath Banerjee

These organization mainly had highly educated and upper class people. Afterwards new organizations formed which included common people also as their members. Of these organization 1870 Pune Public assembly, 1884 Madras Mahajan Sabha and 1885 Bombay Presidency Association were the main. In Chhattisgarh too these type of organization spread and political awareness was also seen.

New organization were more effective. They held meeting against English for their racism and exploitation. This was demanded by the entire India.

Surendra Nath Banerjee in 1853 at Calcutta arranged meeting of the Indian Association for people from all parts of India and invited them. This was the first All India attempt.

After wards another Indian National Conference was organized. The first meeting was held. At Gokul das Tejpal's Sanskrit School, Mumbai on 28th December 1885. 72 representatives from all parts of the country took part in this conference. Womesh Chandra Banerjee was the president. And in this conference All India National Congress was established. The main aims of this organization was :-

(1) To organize all the people of India living in different part of the Country.

(2) To remove the difference, from the feeling of caste and religion and unite them.

(3) To know the problems of one another.



First Meeting of Indian National Congress at Mumbai in 1885 with all delegations.

(4) To discuss on the issue of development of the nation.

(5) To express faith in independence, equality and freedom.

In 1876, at Bhairamgarh in Bastar, a revolt took place.

Discussion held in Congress Conference made government officers thoughtful, because what was told in the meeting was true and Government couldnot disagree with them. Government became alert as Congress was becoming popular. So they stopped Indians to take member ships. On these days taking part in those programs were not allowed. Earlier Congress leaders were having sober or pliable thoughts.

They developed the country politically and economically without agitating Britishers. They presented their demands in front of the Government and tried to find a solution. Britishers created problems in their assemblies and meetings.

Facing all these agitation National Congress worked smoothing. With the feeling of patriotism large number of youth joined the National congress party. Women also participated in these assemblies. In Chhattisgarh also patriotic youths were not so far behind. The awakened youths of these place aroused the feeling of patriotism in the masses. Pandit Madhav Rao Sapre was the main leader, in 1900 he established "Chhattisgarh Mitra" news paper and in 1906 "Hind-Keshri" weekly was published which encouraged patriotism in people.

(B) Struggle for Swaraj :

Formation and activities of Rebels :-

You all know that every year annual convocation increased the number of representatives. Participation of women started a renovative revolt. They presented their demand in front of British Government with the request letters. They have complete faith that Britrish Government would fulfill their demand. But they did not take any interest on their demands. They tried to weaken the feeling of Indian Nationality. In October 1905 the largest state of Bengal was divided by the current Viceroy Curson.

According to area Bengal was India's largest Province. In that Bengal, Bihar and Orrisa were included. Britishers stated partition was for administrative convinence. But their main aim was to weaken the feeling of nationality. Explain?

One reason for the partition of Bengal province may be for the convinence of administration, but the main reason of Viceroy Curson was to create rivalry between Hindus and Muslims. So that Indian National movement could be hampered and the master mind behind it was Viceroy Curson. Newly formed East Bengal had more population of muslims. The main motto of Lord Curzon was to establish pro-muslim state and to gather the support of muslims in favour of Brithishers.

What is the impact of partition of Bengal on people? If this kind of Incident happens then what you would do? Discuss within your group?

After partition of Bengal agitation of masses rose high. People observed that day as grief day. They boycotted British products. They took oath to buy Indian goods. They shouted slogan of "Vande Matram" and "Swadeshi".

Swadeshi means Using the goods made by People of our Own country.

Students boy cotted Government Schools. Foundation of new Schools which evoked the feeling of National Integration was done and they were known as National Schools. Now, "Bang-Bhang movement had became a National movement.

Bengal Partition treaty was not logical so Britishers had to reject it in 1911. This incident was a greater achievement for nationalists.

Congress was relatively active. In 1906 Congress assembly was held in Calcutta, under the supervision of Dada Bhai Narojee. In this assembly Congress stressed on four important programs i.e. Swaraj, Swadeshi. National Education and Foreign boy cott. In the starting congress had more members of the docile group in the party. In 1907 in Surat Assembly Congress was divided into two groups, Moderates party (*Naramdal*) and Activists party (*Garamdal*).



Lal-Bal-Pal

The Moderate Party (*Naramdal*):-

Leaders of this party had total faith that Britishers could be requested to justify the demands of the Indian. The main leaders of these group were Surendra Nath Banerjee, Gopal Krishna Gokhle, Firoz Shah Mehta etc. In 1905, Slowly moderate leaders were overshadowed by the vibrant activist leaders.

The Activist Party (*Garamdal*) :-

Leaders of these party took the strategy that simple request was not a solution to any problem and that we cannot get our rights with these. They wanted to throw British rule out of India at any cost. These leaders did not have any faith on the better terms of Britishers. They spread the feeling of self-sufficiency and patriotism and also awakened the feeling of sacrifice. Their leaders were Lal-Bal-Pal who were Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal. In 1910, a revolution in Bastar known as Bhoom Kal revolution was ignited against British rule.



Gopal Krishna Gokhale

In this way, in National Revolution the Moderates party (*Naramdal*) and Activists party (*Garamdal*) leaders had the same goal but their pattern of working was different. Due to their works the feeling of nationality was ignited in the people of our nation.

Lok Manya Bal Gangadhar Tilak gave the slogan "Swaraj is my birth right and I Shall get it" and ignited the feeling of national integration in people. Song composed

by Bankinchandra Chatterjee **"Vande Matram"** also evoked the feeling of love for country and faith on each other.

Lok Manya Tilak's thoughts were expressed in his newspapers "Kesri" and "Maratha" which stressed on nationality and asked people to be together and united. To promote political enlightment they organized mass festives like Ganesh Utsav and encouraged them to boycott foreign goods.

In this period in Rajim Chhattisgarh Pandit Sunderlal Sharma and Pandit Narayan Rao Meghawale established Khadi Ashram. To encourage Swadeshi movement in the country they sold khadi cloths at a less cost and made them popular. To overcome the shortage of money he even sold his fields.

Revolutionary Movement - There were lots of youths in the country who were very keen to throw Britishers out of country. They used to believe in direct action. These enthusiastic, dedicated youths were known as revolutionaries or just as revolutionary groups. Most of the group members were active youths. They were trained in making arms and ammunition and were trained to use them and were strong supporters of struggle against Britishers. In Maharashtra they were members of organisation named as Abhinav Bharat and in Bengal it was Anushilan Samiti. They were also active in Punjab and Uttar Pradesh.

Other than these in foreign countries Shyamji Krishna Verma, Madame Bhikaji Kama, M. Barkatullah, B.B.S. Iyer, Raas Bihari Bose, B.D. Sawarkar, Abudullah etc. were the main revolutionaries. Revolutionaries partially succeeded in their goals. Their sacrifices created feeling of patriotism and struggle against foreign rule in the hearts of Indians. These revolutionaries were inspiration for our country people.

British policy of divide and rule started from Dhaka under the secretaryship of Nawab Salimullah



Shyamji Krishna Verma



Madame Kama



M. Barkatullah



B.D. Sawarkar

Khan in 1906 by the formation of Muslim league. Earlier Muslim league showed dedication toward British rule. Later they understood the duel policies of Britishers. At last, at Lucknow in 1916 all the parties had an agreement. As a result both Hindu-Muslim came together to protest against Britishers and launched the non-cooperation movement. Organization of Revolutionaries was also launched in Chhattisgarh. The main organizations were Malini Reading Club, Pupil-Teachers association, Kavi Samaj Rajim and Chhattisgarh Bal Samaj man. These organization gave inspiration to youths to bring about social, cultural and political development and to stir up national awakening in the people of Chhattisgarh. Their main aim was not only to improve society along but also to develop feeling of nationality.

The effect of moderates and activists were also seen in regional Assembly held in Raipur. Here some differences in opinion could be seen on starting the assembly with the national song "**Vandematram**". Dada Saheb Khapde and his supporters shouted **"Vandematram"** together in front of Hanuman temple in Tatyapara and recalled the importance of Swadeshi.

In 1909 to satisfy the Indians announced constitutional upgradation. In this way they tried to create dispute among Hindu-Muslim unity. In 1911 Delhi was made the national capital instead of Kolkata.

Why Delhi was made national capital instead of Kolkata? Disuss.

In Europe there were lots of students, who were supporters of Indian Independence and believers of violent revolution and struggle. Youths with these kind of thinking formed a party known as Revolutionary (Gadar) party in 1913 in North America and were active there. The leader of that party was Lala Hardyal. Due to their sensitiveness in the country they were thrown out of the country. After some times the leaders of this revolution party returned to India. Soldiers who returned from first world war got united with them and spread the concept of violent revolution among them. In this period the imperialistic nations of Europe fought a battle between 1914 to 1918 which was known as First World War and it was fought between two groups.

British Government used Indian Soldiers and resources in this battle. The effect of First World War and anti humanistic policies of British Government caused price rise of daily needs products. In this period British government put many restrictions on citizens. Therefore it created dissatisfaction among the Indian people. An Irish women from Ireland came to India, She was Dr. Annie Besant. On seeing this condition She started home rule movement.

Home – Rule movement means self rule i.e. running our own Government. Through this Indians got the right to run their internal rule. This is also known as self-rule.

Dr. Annie Besant and Bal Gangadhar Tilak roamed all around the country and spread the concept of self rule among the people.



Dr. Annie Besant

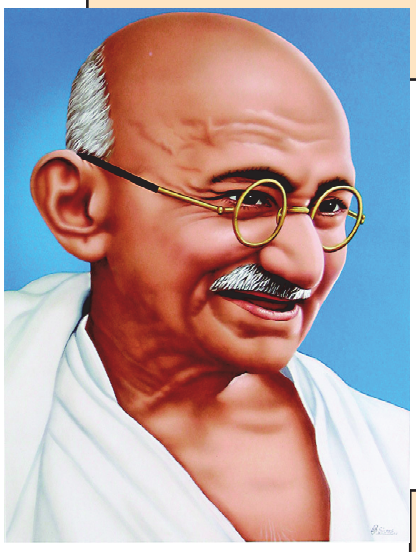
In India, growing dissatisfaction, popularity of home-rule movement and battle in Europe all caused such a condition that British Government handed over some of the unimportant departments to Indians. Under the same rule legislative council of central province was elected. In this there were many leaders of Chhattisgarh who were choosen, they are E. Raghvendra Rao, Pandit Ravishanker Shukla, Shiv Das Daga and Baji Rao Kridutt, etc.

(C) Indian National Movement and Gandhiji In 1920

Gandhiji was the leader of Indian national movement. Gandhiji's leadership process and movement was of a new kind. This new method of National movement spread largely. By this, the struggle for Independence got a new direction.

Mahatma Gandhiji's full name was Mohan Das Karam Chand Gandhi. He was born on 2nd October 1869 at Porbander in Gujrat. After completing his initial education he went to England for further studies. He went to South Africa later to practice law as a barrister. South Africa at that time was under the rule of Europeans or whites. They thought African people as well as the resident Indians inferior. He protested against English living the South Africa for their torture on Indians. The English people used to show discriminated behaviour to Indians. Against which he started the Satyagrah movement, and in the end English rulers had to surrender.

Satyagrah: *- Process of non-violence movement against outrage and exploitation. Satyagrah means concern about truthfulness or protest against exploitation in a peaceful manner.*



Gandhiji returned to India from South Africa in 1915. He stepped in to Indian politics during First World War. He developed a different manner of conflict against outrage and exploitation; which he had started practically in South Africa. He never found the path of violence as a right way for movement. He had faith that, we should always be concerned about truth i.e. Satyagrah.

Gandhiji's agenda of Satyagrah: -

1. *Not to co-operate with who did injustice i.e. Non-cooperation.*
2. *Not to obey unsuitable or improper deeds i.e. disobedience.*

Gandhiji traveled to all parts of India and learnt about the conditions of Indians. For this he came

to know about the problems of peasants, workers and depressed people. Gandhiji always helped in solving small problems which was most important for people. For solving these problems he used to campaign. He always asked the government to lower the revenue; to remove the prohibition of the use of forests and stop the selling of liquor.

Why did he want to stop the selling of liquor? Was it not sold today? Why so? Discuss it in the class.

Many people under the leadership of Gandhiji started protest against the policies of British government. Let us know in which places had Satyagrah under Gandhiji's leadership had started, before the non-co-operation movement which was started in 1920.

CHAMPARAN: -

In Bihar province at Champaran district English pressurised Zamindars to make the farmers plant Indigo in their fields. After capturing Bengal, English encouraged the growth of poppy/hemp, Jute and Indigo. English forced farmers to grow Indigo.

Hemp, Indigo, Jute were three commercial crops. It had no use for the farmers. They had to sell it in the market or the English sold it to the Zamindars. Hemp was used for intoxication. At that time English traders sold it to China so that they can earn more profit. Indigo was used to dye the cloths. Today the indigo we use is a type of chemical. But before the century during 1920 these crops were grown. But today it is not grown except jute. You may be knowing about jute. Rope, sack, cloths bag etc are made from it.

Several times farmers protested against growing of Indigo forcebily by Britishers. Gandhiji went to Champaran and did Satyagrah to free the farmers from farming of Indigo by English. Ultimately government stopped English Zamidars from pressuring Indian farmers to grow Indigo.

KHERA SATYAGRAH: -

In Gujarat's Khera district famine took place and then plague followed. Ultimately it was not possible for peasants to pay the revenue. In Khera district under the leadership of Gandhiji farmers did agitation and stopped paying revenue. After all government had to surrender and the revenue was abolished.

KANDALE SATYAGRAH: -

In Chhattisgarh's, Dhamtari district a village named Kandale Satyagrah movement started and spread all over India. Rudri in Dhamtari district is situated near the banks of river Mahanadi and in Madam silli a dam was built on this river. And in that a canal was built by the government and they started collecting revenue for the canal. It was a supplement amount for ten years. This amount was so much that, the farmers could build a big reservoir in their own villages from it. Therefore they were not ready for the

supplement. Then English rulers by force started the flow in the Kandale village canal. Farmers were made to pay compensation for the supplement. They were accused of stealing water. So villages started Satyagrah. Pandit Sunder lal Sharma, Narayan Rao Medhawale and Babu Chotu Lal Shrivastava were the main members of the movement. In August 1920 this movement took place all over the district. But English beaurocracy ignored and started collecting the amount and capturing policy started. They captured all the cattle of the villagers. Government then auctioned these cattles and planned to receive large amount of money by selling these animals in the market day of every village. In every village the people never came near the animals and not even auctioned for the cattles.

Why did the villagers not bid in the auction? Does auction of animals are still done? Discuss it with each other on this process. Is the auction of animals going on today?

National consciousness was arising among the people. It despaired the rulers. They arrested the active revolutionaries. In kandale village this Satyagrah lasted for five months. Hence Gandhiji was requested to take the leadership of the movement for which he had showed concern. He accepted that during Nagpur conference, he had visited the Kandale village in Chhattisgarh.

This fact was then inspected by Deputy Commissioner at Raipur. Thus government came to know the real fact. As the farmers were sticked to the truth with confidence. So, government had to take actions and rejected it. And later on released the order to set free the cattle. Before the arrival of Gandhiji in Chhattisgarh Kandale farmer's movement / Satyagrah had ended up successfully.

Gandhiji's visit on 20th December 1920 at Chhattisgarh brought a political agitation and also rapidness in national movement. During his stay at Raipur, Dhamtari people of all groups came to welcome Gandhiji. After the success of the movement Gandhiji came to Chhattisgarh. He encouraged and guided the people of Chhattisgarh to lead the Independence movement. People excitement was spectacular.

In Dhamtari's, Makkai Chowk Gandhiji's speech was arranged. A large number of people gathered to see and hear Gandhiji. He was brought to the main gate in an open vehicle. But due to large mass of people he could not able to reach the dias. Therefore a businessman named Umar Seth of Gurur village carried Gandhiji on his back and carried him to the decorated speech dias.

After returning from Dhamtari and Kurud, Gandhiji stayed at Raipur and held a meeting to address the women. Here women suddenly gave their ornaments worth thousand rupees in Tilak Swaraj Fund. Gandhiji encouraged the youths and women to fight for national movement.

Mill Labours movement:-

Even when there was continuous price rise the mill labourers of Ahmedabad cotton mill's wage were not revised were paid less wages. And bonus was also not paid. Gandhiji therefore supported the labourers in the movement. So the owners of these mills had to surrender.



Thakur Pyarelal Singh

By this time national consciousness was awakened among the labourers. Bal Gangadhar Tilak was arrested in 1908 and the workers of Mumbai protested against the arrest. In 1917 after the success of Russian revolution in India also an organization of workers were established. These organizations rebelled for the benefit of the workers several times and also succeeded in it.

In Chhattisgarh the biggest mill named "Bengal-Nagpur Cotton mill" was in Rajnandgaon. The workers there were also influenced by national movement. They wanted to uplift their situation, so they went on a strike in the mill. Thakur Pyarelal Singh who was an advocate was their leader.

By this time the whole part of India was influenced by national movement. To control the influence of national movement and its spread the British government in 1919 made a law named 'Roylett Act'. According to it the government could imprison any Indian people without proving his charge or any trail in the court. This act had right to imprison any Indian for no cause. This lead to a wave of protest against this law which was called "Black Law" by them which spread all over the nation.

Jallianwala Bagh Massacre:-

In Punjab Satyagarh movement took a terrible shape against 'Roylett Act'. Government wanted to suppress this movement many times. Nationalists leader Satyapal and Dr. Saiffudin Kichlu were arrested. To protest against their arrest an enormous assembly was held in Amritsar at Jalliawala Bagh. This garden was covered by big boundary walls on the three sides and only a small gate was there for entry or exit.

On 13th April 1919 a large mass of people assembled there. All groups of people youths, elder persons, men and women gathered there. As the assembly was going on, all of a sudden British General Dyre without warning gave the order to start firing at this unarmed mob. Many innocent people died and a large number of people were injured. That was the day of the festival Baisakhi.

Today also we can see the marks of the bullets on the walls of Jalliawala Bagh. Jalliawala Bagh is now a National monument.

To protest against this disgusting massacre public meetings and agitation were held all over India. In Bilaspur and Raipur also meetings were held and criticized about the massacre. Rabindra Nath Tagore



A picture of Jallianwala Bagh Massacre

returned his title of 'Sir' and also returned the honour given by British government to him. This changed the nationalism to the nationalism movement from the medium stage to a stage which involved one and all in the nation.

(D) Towards Purna Swaraj :-

Jallianwala Bagh incidence distressed the people of India. But in England at the upper house of the parliament the work of General Dyre was highly praised. Due to this incidence the faith of devoted liberal leaders on British justice was also lost. On those days Muslims of India started the Khilafat movement.

Sultan of Turkey was the religious head of all the muslims in the world. After World War I English imposed severe terms on the agreement between Turkey's new government and English. According to the agreement the post of Khilafat (religious head) was abolished. To re-establish this post, the muslims of India started movement. Thus it is known as Khilafat movement. Gandhiji had a notion that if, this movement about Khilafat is done at a national level, then the national movement would be empowered and also the

Hindu-Muslim integrity would strengthen. So Gandhiji supported the Khilafat movement. He started the Non-cooperation movement on 1st August 1920.

Non cooperation movement was supported from all over the country. Students too joined in a large number. Schools and colleges were established which gave national education. Nationalist Jamia-Milia in Delhi and Kashi-Vidya Peeth in Varanasi were the national educational institutes. People resigned from government jobs. Lawyers boycotted the court. People boycotted the foreign goods and also burnt them. In Chhattisgarh farmers and workers also took part with ready zeal. People gave strong support to the plannings of Congress. Swadeshi's influence reached the villages. Outrages of Britishers, shoot out and arrests couldnot stop the waves of movements. English wanted to suppress the movement.

In some parts of the state of Kerala Mopla peasants started a movement. Mopla prisoners were carried from one place to another by train they were sacked in a wagon and due to suffocation 67 Mopla farmers died. And after that 45 thousand Mopla farmers were imprisoned. Gandhiji started movement in Bardoli in Gujrat. Now people started announcing publicly that they would not pay the tax. Gandhiji always gave stress that the whole movement should be peaceful and non-violent.

On 5th February 1922 people took out a peaceful rally in demonstraton at Chori-Chora in U.P. During the demonstration demonstrators argued with the police. Then after that the angry mob burnt the police station. Many soldiers were burned and killed.British rulers accused 19 farmers for the murder of 22 soldiers and hanged them. And after that 150 peasants were punished and given imprisonment (Kalapani).

This incident gave a deep grief to Gandhiji. And 12th February 1922 he withdrew the Non-violence movement.

Why did Gandhiji withdraw the movement of Chori-Chora incident? What were the reactions through out the country?

As the non-cooperation movement was postponed senior Congress leaders Moti lal Nehru, Chittrajjan Das decided to fight election so that they enter the legislative board of the government and put a check on its works. An independent group was formed in the congress in the name of 'Swaraj Dal'. In 1923 they fought the election of legislative board. And after wining they entered the Central and provincial legislative board. In Central legislative board with the help of Muslim League, they protested against the governments plans ending of citizen's right. The elected representatives from Chhattisgarh in the Swaraj Dal elected to the central province legislative published the weak points of 1919 act.

You know that in national movement many youths wanted to partcipate in a revolutionary manner.

During Non cooperation movement revolutionist left the path of disarmed revolution and joined in

non-cooperation movement. When suddenly non-cooperation movement was withdrawn they had no hope. They again started their revolutionary movement. Senior active revolutionist Sachindra Nath Sanyal, Ram Prasad Bismil and Yogesh Chandra Chatterjee were the leaders.

These revolutionists robbed the government treasure from trains by stopping them in Kakori near Lucknow. Police Sergent Sanders was shot dead by Sardar Bhagat Singh and Batukeshwar Dutt.During a demonstration Sanders had beaten Lala Lajpat Rai to death. Then after that they shot bullets on Central legislative Assembly in Delhi. Their aim for shooting bullets was not to injure people. But to spread their revolutionary ideas to the public. Therefore after shooting the bullet they did not ran away but remained standing there. After this incidence Bhagat Singh, Rajguru and Sukhdev were charged and punished for the murder of Sanders and hanged. At Allahabad in Alfred Park during an encounter Chandra Shekhar Azad was killed. After the death of martyr Azad, Punjab, Uttar Pradesh and Bihar ended their revolutionary movement.

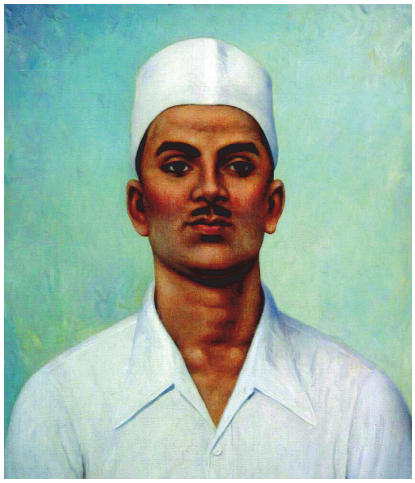
Then in the midst of the national movement some youth leaders were influenced with socialist ideas and also had the effect of Russian revolution. National movements aim was established on the basis of equality on society. Their main leaders were Pandit Jawahar lal Nehru and Subhash Chandra Bose.



Rajguru



Bhagat Singh



Sukhdev

Pandit Jawahar lal Nehru was such a leader who helped to relate the public struggle that arose in the self ruled province run by the Indian rulers in making it a part of national movement.

Subhash Chandra Bose was a national leader with keen intelligence. He left the prestigious government civil services job. After resigning he played an important role in involving the students and youths in the struggle for freedom.

In all parts of Indian Pandit Jawahar lal Nehru was known as 'Chacha Nehru'and Subash Chandra Bose as 'Netaji' as their popular names. Like these there were many such leaders who were popular by their nick names. Make a list and add some of the popular leaders of your areas and also collect their biography.

In the last week of December in 1929 Congress held their Lahore conference. In this meeting Pandit Jawahar lal Nehru in the presence of large mass of public, hosted the 'National flag'. And also took oath to struggle continuously until we got independence.



Subhash Chandra Bose

26 January 1930 the whole country celebrated this promise day.

All were happy throughout the country. In this meeting Gandhiji was given another responsibility of to establish another movement against English rulers.

Gandhiji demanded the Viceroy to remove the tax imposed on salt, which was their monopoly. It was injustice to impose tax on salt as it was a necessary thing of daily life. Namak Satyagarh symbolically aimed at not following the policies of British government. And also to protest against the outrages and injustices done by them.



Pt. Jawarhar Lal Nehru

Gandhiji with his 78 followers marched from Sabarmati Ashram to sea shore a place named 'Dandi'. Many numbers of followers joined in the march which was about 385 kilometres. On 6th April 1930 he reached Dandi. At the sea shore he prepared salt and broke the law. With this the movement of disobedience started.

In North West Frontier province Khan Abdul Gaffar Khan established an organization named 'Khuda-E-Khidmatgar' at Peshawar and started Satyagrah there also.

At Chhattisgarh in Bilaspur municipal meeting a resolution was passed to host national flag (tri colour) on all government buildings. In Chhattisgarh also a movement was started with the slogan of 'Not to give the tax and Not to take the lease'.

In Chhattisgarh Forest Satyagrah programme was started and has an important role in the disobedience movement. This movement was an effective movement which continued for a long period. In this movement the most important thing was that mostly the people of villages and tribal people showed

their terrific bravery than the people of the cities. During British rule there was prohibition of use of forest. Where as the tribes (Vanvasi) has the birth rights over the forests.

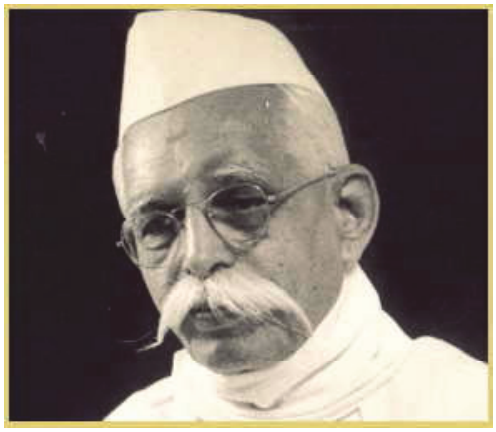
In Durg district Mohbana forest Satyagrah was peaceful and successful. In Pondi village forest Satyagrah influenced the people of the village. Rudri Nawagaon (Dhamtari District) forest Satyagrah was



Gandhiji with his followers/volanteers at Dandi March

so terrific that the total Dhamtari block was effected. In Mahasamund District at Tamora village under the leadership of a woman named Dayavati, broke the section 144, the rules of forest. She held the torch of Satyagrah. In Pakaria forest Satyagrah, near about two thousand villagers entered the forests with their 4000 cattle and broke the forest rule. It was planned to celebrate national week from 6th April to 13th April 1930 in form of Flag day, Boycott day and Royal imprison day. On 8th January 1932 under the president ship of Pandit Ravi Shankar Shukla disobedience movement the second programme was decided. In this the boycott of foreign goods was the most important issue. Which was effectively continued in all parts of Chhattisgarh. In many parts of these areas Satyagrah Ashram was established.

After that in 1937 election was held for legislative board in all parts of the country. After the election in most of the provinces, Congress government was formed. Congress government did many works for the welfare of the people. But in 1939 during IIrd world war, when English rulers took the decision of participation of India, they resigned from government in protest. Congress leaders again requested Gandhiji to start a country wide movement.



Pt. Ravishankar Shukla

In between in these, all parts of India revolutionary activities were going on. National leaders went under cover and gave directions to the work. Netaji Subhash Chandra Bose established an organization for the youth named 'Forward Block'. And later on for rapid action Azad Hind army was formed.

Subhash Chandra Bose appealed to the people of India to join the Struggle and said, "You give me blood – I will give you Independence".

In Chhattisgarh youths took a vow to throw bomb in the assembly. They had learnt to make bombs, revolvers with their friends in Raipur city. They were Parasram Soni, Sudhir Mukherji, Mangal Mistri, Sur brothers etc. were involved in it. But these revolutionists were caught due to their own friends betrayal. In history, it is written as Raipur conspiracy case. In which there were 15 accused and 71 witness. Raipur conspiracy revolutionists were harshly punished.

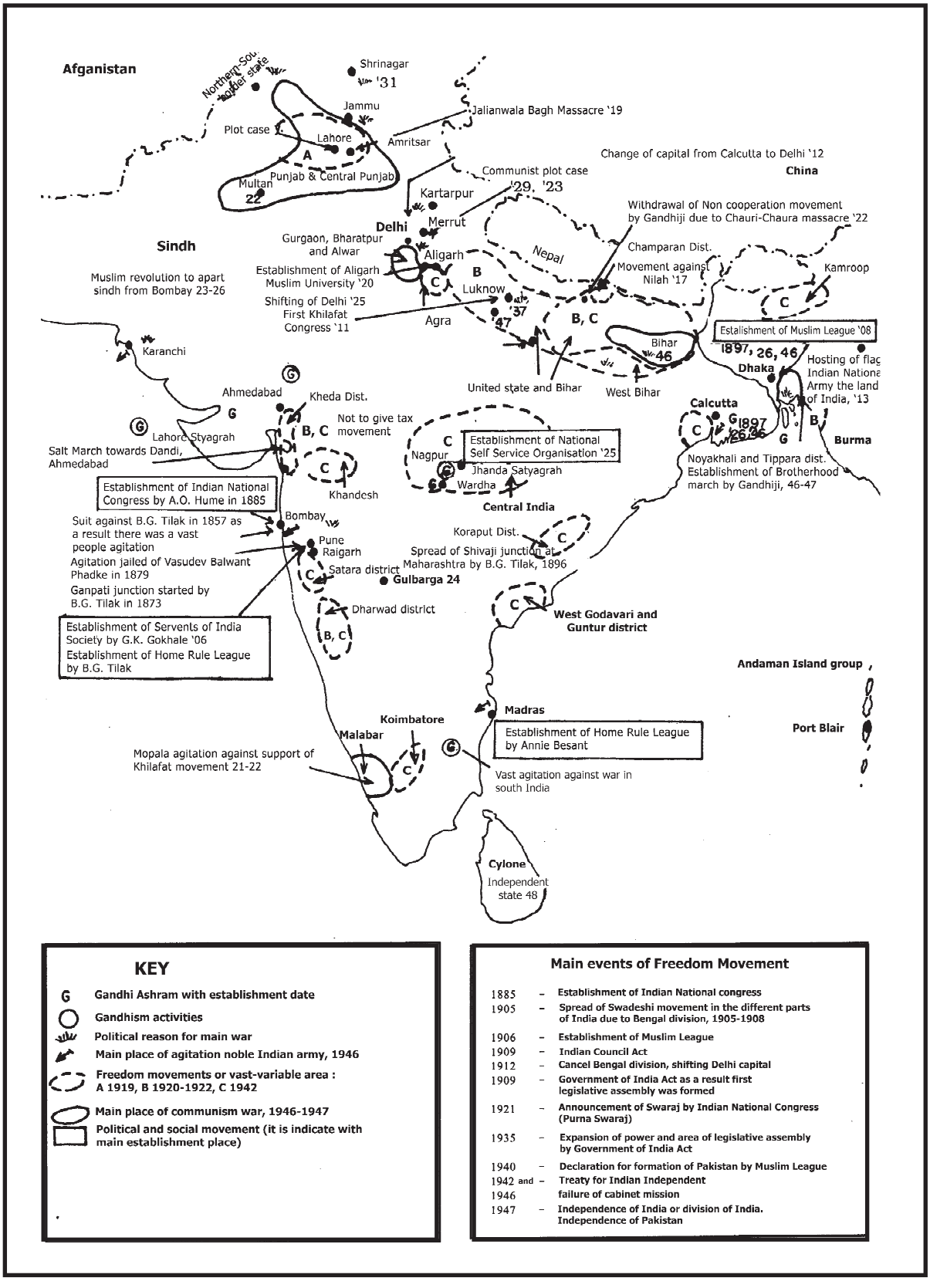
In Bombay on 8th August 1942 in a special conference a resolution was passed on British 'Go Back'. British government tried in harshly and barbarous way to suppress the movement. Ultimately Gandhiji appealed to the whole country – 'Do or Die'.

Tricolour national flag was hosted in public places. Revolutionist surrendered with a conflict. Actually it was a non-violence movement of the people started at a large level. It was accepted by all and its aim was clear. The fact was clear that after Second World War. Indians were fearless about English rulers.

On the release of national leaders people welcomed these leaders with joy. During the war British government had suggested some amendments in the constitution. But our Indians leaders did not accept this.

Viceroy discussed with both the leaders of congress and Muslim league. Mohammad Ali Jinnah wanted that in the council working committee, the right to the appoint the muslim representatives should be given to Muslim league. But Congress did not agree with it.

In March 1946 British government accepted the demand of Independence. Congress and Muslim league felt necessary for an agreement talk between them. Then on February 1946 in the election of Provincial Council, Congress got the majority of the seats. Therefore in 1946 interim government was formed and was accepted under the leadership of Pandit Jawahar lal Nehru. In protest the Muslim league declared it as Direct Action Day. Due to this Hindus and Muslims both were affected. Again talks were held and decision was taken by June 1948 English will go back from India.



KEY

- G — Gandhi Ashram with establishment date
- Gandhism activities
- Political reason for main war
- Main place of agitation noble Indian army, 1946
- Freedom movements or vast-variable area : A 1919, B 1920-1922, C 1942
- Main place of communism war, 1946-1947
- Political and social movement (it is indicate with main establishment place)

Main events of Freedom Movement

1885	–	Establishment of Indian National congress
1905	–	Spread of Swadeshi movement in the different parts of India due to Bengal division, 1905-1908
1906	–	Establishment of Muslim League
1909	–	Indian Council Act
1912	–	Cancel Bengal division, shifting Delhi capital
1909	–	Government of India Act as a result first legislative assembly was formed
1921	–	Announcement of Swaraj by Indian National Congress (Purna Swaraj)
1935	–	Expansion of power and area of legislative assembly by Government of India Act
1940	–	Declaration for formation of Pakistan by Muslim League
1942 and 1946	–	Treaty for Indian Independent failure of cabinet mission
1947	–	Independence of India or division of India. Independence of Pakistan

Main incidence of struggle for Independence 1879 - 1947

With this constitutional process. New Viceroy lord Mountbatton was sent to India. In England's constituency a law was passed, which is known as Indian Independence act of 1947. A lot of effort was done to stop the arguement between Congress and Muslim League. Ultimately due to the mutiny in the country, interim governments, tensions and interaction of ideas partition became a must. A political boundary was marked between India and Pakistan. Partition council and Border commission started their work. In 1947 all the political parties accepted Pakistan as another parted nation. Both the countries decided their boundaries. According to British constituency a resolution of Indian Independance Act was passed. In which India, where on 14th August, Pakistan and on 15th August 1947 India, was declared an Independent country.

EXERCISE

I. Answer 'Yes' or 'No' :-

1 Editor of Hind Keshri was Bal Gangadhar Tilak.

2 The feeling of national integrity was known as nationality.

3 Due to Industrial revolution maximum mills were started.

4 Economic policy of Britishers is responsible for the backwardness of India ?

5 Educated middle class rejected the modern ideas.

II. Fill in the blanks:-

1. Gandhiji returned to India in _____.
2. Champaran is in _____ province.
3. _____ opposed the Satyagrah Canal revenue.
4. In Gujarat's _____ district there was revolution against revenue.
5. In _____ walls there are mark of bullets even today.

III Match the following :-

1.	1916	-	Muslim League.
2.	1911	-	Bengal Partition.
3.	1907	-	All party meet.
4.	1906	-	Delhi as Capital.
5.	1905	-	Surat Council.

IV Answer in one word :-

1. Cause of the Bengal Partition –
2. Main leader of docile ideology –
3. Chhattisgarh Khadi Ashram was established by –
4. Where was the poet society organized –
5. Founder of Revolutionary party -

V. Following are some facts given, write about the day, dates, year etc in front of it:-

1. 'British Go Back' was heard on _____.
2. English government accepted the demand of Independence on _____.
3. Ultimately Pakistan was accepted as a independent nation.
4. Takes a Vow that English should not be co-operated in any way.
5. One such non-violent incident due to which Gandhiji has to stop the movement.
6. By reaching sea shore Gandhiji broke the law of salt.

VI Answer these Questions :-

1 Why was Bengal province divided ?

2 Why were the national School and colleges established ?

3 What do you mean by 'divide and rule' ?

4 What is meaning of 'Swadeshi' ?

5 In which century did Industrial revolution take place in England ?

6 On 28th December 1885 in which school was the assembly held?

7 When was the branch of congress formed in Chhattisgarh?

8 Where was the first assembly of Indian Political Society held ?

9 What were the ideals of Indian leaders earlier ?

10 Name the newspaper published in Chhattisgarh in 1900?

VII. Write about these Satyagrahs:-

1. Khera
2. Kandle
3. Ahmedabad mill.

VIII Write short notes about the following : -

1 Khilafat movement

2 Mopla Farmers movement

3 Chori-Chora Incidence

4 Promise day

5 Forest Satyagrah

6 Raipur-Conspirary case.

IX. Given are some sections (laws). Write three sentences about them:-

1. Section 144

2. Law 1947

3. 1919 Law

X. Write about these incidences in your own words:-

1 Mahatma Gandhi's entrance in Indian politics.

2 Plantation of Indigo.

3 Gandhiji in Makkai chowk at Dhamtari.

4 Jallianwala Bagh Massacre .

XI Extended skill development :-

1 Collect the pictures and Information regarding Jalliawala Bagh.

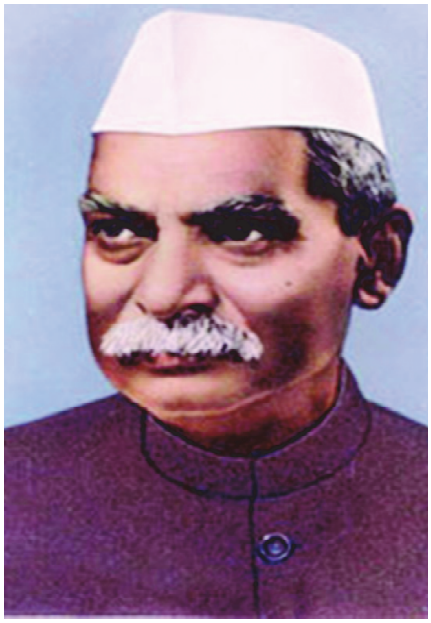
2 Gandhiji's visits to Chhattisgarh, gather information and picture.

3 Write about the revolutionists of Indian Independence with their pictures and collect information.

XII. Write an essay on The Rule of complete Independence.

CHAPTER - 7

FORMATION OF INDIAN REPUBLIC

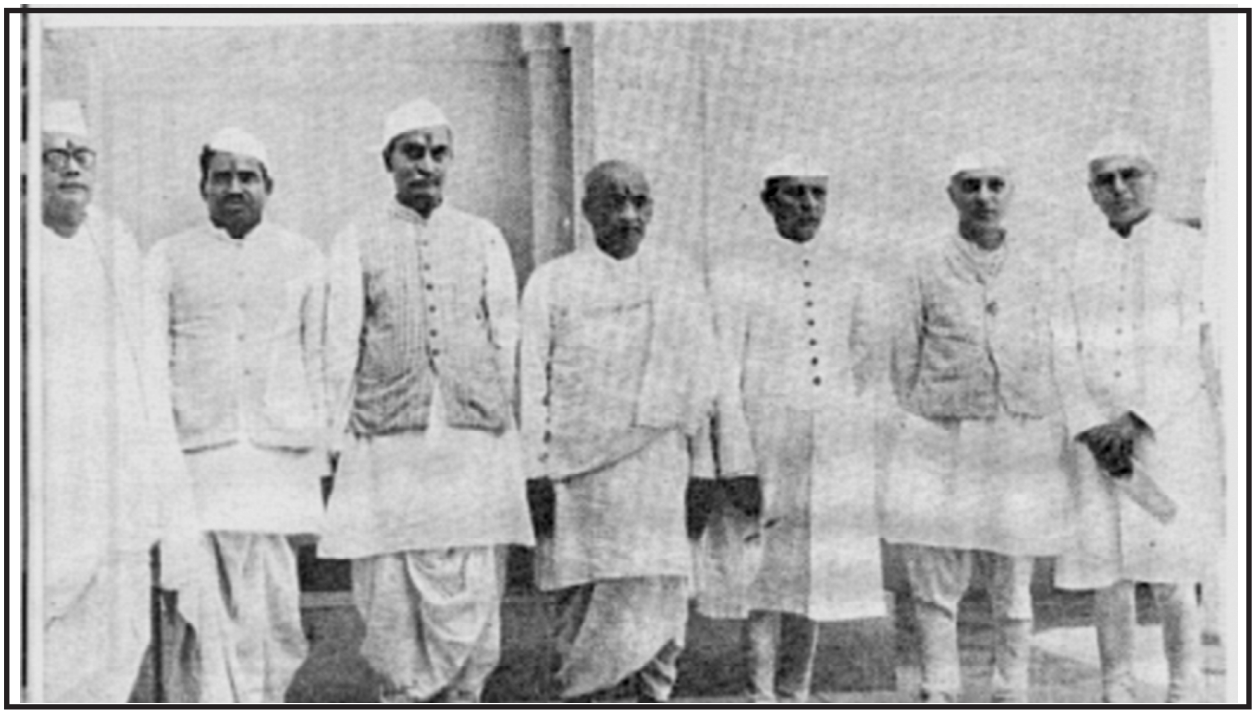


Dr. Rajendra Prasad

After second World War England understood that it was difficult to continue their rule in India. Therefore, the current prime minister Atley in 1946 announced that they would leave India as soon as possible. After that they decided to hand over the power of attorney back and in this context they started talking to the Indian leaders. They proposed to form three interim ministers in there cabinet and proposed to form constitution. It was decided in treaty that in constitution assembly person choosen by regional legislative assembly and rulers of Indian province will choose their people and they all were nominated. This was known as cabinet mission.

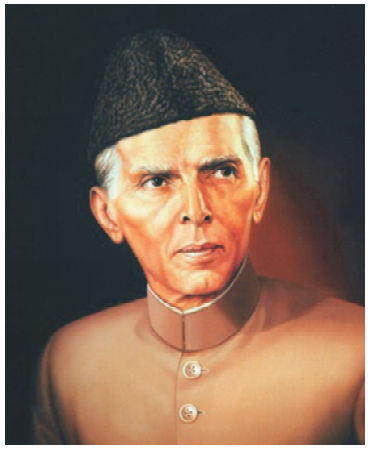
Formation Of The Interim Indian Government

In this way on invitation of Governor General Lord Vaivail Pandit Jawahar Lal Nehru was



Leaders taking Oath during formation of interim government.

appointed as leader of interim government in 1946. Other than these under the presidentship of Dr. Rajendra Prasad constituent assembly was formed, which started functioning in December 1946. But Muslim league and its leaders did not take part in it.


Mohammad Ali Jinnah

Demand for Pakistan by League :-

Muslim league was demanding for seperated Pakistan. But congress does not want division of Pakistan. But League started stressing on their demands. They did not join the interim government earlier but later joined and kept interfering and disturbing its functioning.

***Find out** – What are the impacts of the interference on the functioning of cabinet ministers?*

Straight action day of League :-

Now Muslim league wanted a separated Pakistan at any cost. Therefore it was announced that 19 August 1946 would be a straight action day. Due to which communal riots took place in Bengal, Bihar, Bombay etc. In these riots drastic bloodshed took place between Hindus and Muslims. To stop these riots Britishers did not do much. In this manner lakhs of people died and crores became home less. But in this period no riot took place in Chhattisgarh. Because here peace is always established and it is symbolic of brother hood of the people here.

These incidences hurt Gandhiji very much. He visited the riot affected areas and tried to establish peace.

You might have visited any riot affected areas. Then find its disadvantages in society.

The Mountbatton Policy

In this period of anarchy in March 1947 Lord Mountbatton was appointed as new viceroy of India. He talked to both the leaders of two different groups and sects. After that he proposed to divide India into two nations. India and Pakistan and proposed this policy of two independent nation.

Partition of India

Congress was strong believer of unity and integrity of India but after Hindu-Muslim communal roits it was decided to divide the country, though he did not want it. In this manner Western Punjab, Eastern Bengal, Sindh and north western border all these province was jointly known as Pakistan and it was another country.

Division of indivisible India was most sorrowful incidence for Indians. After partition many places had to face communal riots of Hindus and muslims specially in Punjab and Bengal these riots created mistrust in the environment. Due to which great loss of capital and people took place. These were a barrier in the development of society and country. So people from different community should stay in harmony with each other.

Due to the partition India has to face too much of economic problems. Most of the jute and cotton mills were left in India. But the area were jute and cotton plantation took place, was now in Pakistan. Due to which jute and cotton mills were closed. Wheat, rice and other irrigational regions were now in Pakistan which caused heavy shortage of food in India.

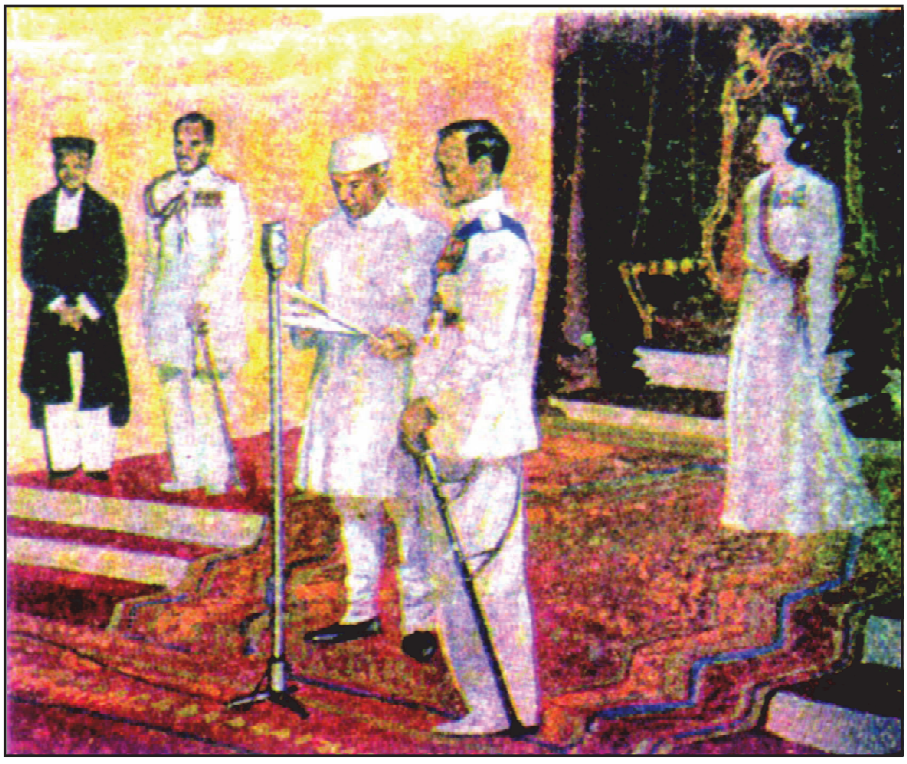
Discuss with your teacher :- *What are the drawbacks and malices due to partition of any nation?*

(A) Indian Independence Act

On the basis of Mountbatton policy Indian independence act was passed by parliament of England on 18 July 1947. In this law it was said that on 15 August 1947. India and Pakistan would be two independent nations. After that England will have no right on them.

Declaration of Independence

In this way in mid-night of 14 August when 15 August 1947 started. At that time Pandit Jawahar Lal Nehru announced India as independent nation and said – "With Independence, a new life and freedom arose in India." Constituent assembly started working as parliament house. First prime minister of India was Pandit Jawahar Lal Nehru and first Governor General was Lord Mountbatton. On 15 August 1947 Pandit Jawahar Lal Nehru hoisted the flag in the early morning hours at Lal Kila in Delhi.



Pandit Nehru with Lord Mount Batton taking oath as First prime minister of independent India.

Along with whole nation current food minister R.K. patil hoisted the flag at Raipur in Chhattisgarh. In this way formation of independent India took place.

(B) Merging of inter–provincial estates

Independent India has to do lots of works. First one was to unite its political status. In 1947 regions which were British ruled and other than these, nearly 550 provinces where independent and British had no control over them. During independence it was announced that along with India the independent provinces are also free. There fore the decision was taken that these states have to go to either Pakistan or India and it was in their hands. But if thsese states remained independent it may create problem in the unity of the country. Therefore, mixing of these provinces was necessary and this responsibility was given to Sardar Vallabhbhai Patel who was current Home minister at that time. Sardar Vallabhai Patel come to Nagpur in December 1947 for mixing of Chhattisgarh. After his decision the total 14 provinces mixed with India. But mixing of Kavardha, Shakti and Chuikhadan took place after a mass movement. In this way Sardar Patel with his logical thought mixed 562 provinces with India and they agreed independently without any rebel. Because of this sharp personality he was known as 'Iron Man' of India. Now mixing of Junagarh, Kashmir and Hyderabad was left in front of him.



Sardar Vallabhbhai Patel

1. The merging of Junagarh

Junagarh was small province of Gujrat (Saurashtra). The Nawab of Junagarh wants to assimilate with Pakistan. But people of Junagarh wanted to stay in India. There fore due to the pressure of public the Nawab ran away to Pakistan. In this manner in 1948 Junagarh was assimilated in India.

2. Assimilation of Kashmir

Ruler of Kashmir wanted to stay independent but people of Kashmir under the leadership of Sheikh Abdullah wanted to assimilate in India. Just after independence with the encouragement of Pakistan armed intruders started attack on Kashmir. Then king of Kashmir agreed to sign the assimilation treaty. After that Indian soldiers threw these invaders out of the borders of our country.

3. Assimilation of Hyderabad

Nizam of Hyderabad wanted to stay independent on deception of Pakistan. But people of Hyderabad under guidance of Swami Ramanand Tirath wanted to assimilate it with India. To suppress their demands Nizam start torturing these people. At last Indian soldiers took action against Nizam and Hyderabad province was assimilated in India.

Discuss with your teacher advantage of unity?

(C) Formation of new constitution



Dr. Bhimrao Ambedkar

In this period to form constitution of India. Constitutional structure society was formed and the president of this society was Dr. Bhimrao Ambedkar. He gave it last form or shape on 26 November 1949. But it was fully established on 26 January 1950. In this way India became totally Independent nation and the day was celebrated as 'Republic day'.

During National movement Indians came to understand the value of Independence, Equality, Integrity, Humanity and Democracy. These are given importance in our constitution. Our constitution is based on cultural values of our country which is included in it. Accordingly government is run.

You will study about our constitution in the civics part in detail.

Exercise

I. Fill in the blanks-

1. Handing over of power of attorney related with the assembly of three British Ministers is known as _____.
2. Interim Government at the centre was formed under the leadership of _____.
3. Constituent Assembly (constitution forming assembly) was presidented by _____.
4. President of constitutional structural assembly was_____.
5. Who was the Prime Minister of England during the Independence of India_____.
6. Who was the last viceroy of Britishers in India _____.
7. Who was the first Governor General of independent India_____.
8. Who was the first Prime Minister of Independent India_____.
9. Who was called 'The Iron man' of India _____.

II. Match the following -

1.	Straight action day	-	26 November 1949
2.	Independence day	-	19 August 1946
3.	Last form of structure of Constitution	-	26 January 1950
4.	Republic day	-	15 August 1947

III. Write in correct order the incidents occurred and policies taken :- Mountbatton policy, Cabinet Mission policy, Indian Independence act.

IV. Answer the following questions :-

1. What is Cabinet mission?
2. How is the interim government formed?
3. What was Mountbatton policy?
4. What is Indian Independence act?
5. Why did assimilation of Indian provinces take place?
6. In which conditions was Indian constitution established?

V. Write short notes on :-

1. Straight action of League.
2. Partition of India.
3. Formation of Indian Constitution.

CHAPTER - 8

CHHATTISGARH (A BRIEF HISTORY)

In the centre of India, situated adjacent to Madhya Pradesh, located at the south-eastern part, this part of land is known as Chhattisgarh. In ancient times south Kosal, Mahakantar, Dandkaranya, Mahakosal, Mekal etc. areas were included in it. During the Kalchuri periods according to the number of forts of the ruling kings was named as Chhattisgarh. In Ratanpur estate there were 18 forts and also in Raipur estate there were 18 forts. River Mahanandi and Shivnath were its border.

Proof of Civilization of early man can be seen at Singhanpur at Raigarh, Kabra mountain, form of art (Picture) in Chitwadongri at Durg, Sorr at Balod-Dhamtari route, Mujgahan, Karkabhat, And also at Basna, Saraipali near Barlia village we can see some tombs in the form of stone pillars. Rajim is known as the holy pilgrimage (*pryagtirath*) of Chhattisgarh. In Panduka village near Sirkitti river some remains of river port can be seen. Through the river water route of Mahanandi river (Hirakud) trade was done by boat to Sambalpur.

In Sarguja district an old theatre is situated. It is said that great poet Kalidas, wrote the poem Meghdoot here. According to the peoples belief, in Dandkaranya (Bastar) God Rama had come here. Chhattisgarh's Ramgiri Sitabengra, Bhimkhoj etc. places are related to the period of Ramayan and Mahabharat.

Chhattisgarh has its importance in every period of Indian History, like-paleolithic age, vedic age Ramayan- Mahabharat period, great civil period, Maurya, shung, Satwahan, Wakatak, Gupta period, Sharabpurya, Somvansh, Panduvansh, Nal, Nagvansh, Kalchuri period, Maharatha period and also with the British rule. This place was influenced with all these incidence.

In Bilaspur region remains of ancient Sculpture and relics were found in Mallhar village, Statue of popular Rudra Shiv at Talagaon, Laxman temple made out of bricks in Sirpur, Rajive Lochan temple at Rajim, Mahamaya temple at Ratanpur, Raipur and Ambikapur, Danteshwari temple of Dantewara, Shiv temple of Bhormdev, Ganesh temple of Barsoor Bastar are popular. In Mallhar, Sirpur, Aarang, Rajim, Ratanpur ancient remains are found related to Jainism and Budhism. Pali, Janjgir, Kharoud, Nagri Sihawa, Bastar, Dongargarh, Khairagarh, Sarangarh, Patrahi, Dev-Baloda, Gandai,Champaran, Raipur, Durg, Dhamtari etc. are the important historical places.

In Chhattisgarh near about from the end of tenth Century to the mid of eighteenth century Kalchuri or Haivanshi kings ruled. But later on in 1741 Marathas came.

Bhonsle's of Nagpur, Rajkumar Bimbaji Bhosle ruled Chhattisgarh from Ratanpur. And later on (Subedari) rule of feudalism started. Again English interfered in it. After the death of Raja Raghuji third, English rule again started from 1854 to 1947 British rule prevailed in Chhattisgarh. Here there was 14 feudal ruled areas and many jamindars were there.

In the society of Chhattisgarh there was followers of Kabir Panth and Satnam Panth. Its ideals influenced the people 'Guru Ghasi Das' was a era originator. In the beginning of the 19 th century he brought social awakening among the people.



Veer Narayan Singh

Veer Narayan Singh Jamindar of Sonakhan fought Against the outrage and injustice done by English. He was the leader of 1857 Struggle in Chhattisgarh. On 10 th December 1857 at Raipur in the presence of people and soldiers he was hanged publicly. Under the leadership of Hanuman Singh Rajput on 18th January 1858 at Raipur camp (fouji chouni) revolt took place. There one English officer Sidnell was killed Britishers on 22nd January 1858 arrested the revolutionist' and hanged them. Among the Martyrs' were-Gaji Khan, Abdul Haque, Mullu, Shivnarayan, Panna Lal, Matadin, Thakur Singh, Akbar Hussain, Balli Dubey, Lalla singh, Buddhoo, Parmanand, Shobha Ram, Durga Prasad, Nazar Mohammad, Shiv Govind and Devidin, These martyrs cannot be forgotten. Their sacrifice and martydom gave rise to awakening in the people. Revolutionist leader Hanuman Singh Rajput could not be arrested.

Chhattisgarh literary scholars were Pandit Gopal Mishra, Pandit Makhan Mishra, Poet Khande Rao, Babu Rewa Ram Kayasth, Pandit Shivdutt Shastri, Gowraha, Padum lal, Paunnalal Bakshi, Mahamanav Upadhay, Heera lal, Raja Kamal Narayan singh, Pandit Madhav Rao Sapre, Pandit Sunder lal Sharma, Pandit Lochan Prasad Pande, Pandit Mukutdhar Pande, Babu Pyarelal Gupt, Pandit Balshastri, Jha, Pt. Kedar Nath Thakur, Pt. Ramdayal Tiwari, Moullana Abdul Rauf, Mawli Prasad Shrivastav, Pt. Dwarika Prasad Tiwari, Vipra, etc were the main. They played an important role in the development of literature and culture of the area.

In Chhattisgarh awakening of political and literary conciousness was done by Pandit Ravishankar Shukla, Waman Rao Lakhe,Pt. Narayan Rao Megha wale, Thakur Pyarelal Singh, Barrister Chhedi lal, Pt. Ratnakar Jha, Dr. Khubchand Baghel, Smt. Mini mata, Pt. Umadutt Pathak, Pt.Vidyarthi Thakur, Pt. Dhruvnath Thakur, Ghanshyam singh Gupta, Pt. Jwala Prasad Mishra, Babu Chote lal Shrivastav, Pt. Sunder lal Tripathi, Dr. Radha Bai and Smt. Daya Bai who all had an important role.



Minimata

Pandit Sunderlal Sharma, Thakur Pyarelal and Khoob Chand Baghel, did important work for the welfare of the backward class, peasants and workers. Mahatma Gandhi praised Pandit Sunderlal Sharma for the reformation of society.

Chhattisgarh youths, formed armed movement before Quit India movement. This incident was known as Raipur conspiracy case or it is also known as Sur brothers case. Paras Ram Soni, Pt. Devikant Jha, Sudhir Mukharjee, Surbrothers, Ranveer Shastri are the youths who took part. In 'armed Back movement' (Quit India movement) Thakur Ram Krishna Singh, Pt. Kamal Narayan Sharma, Pt. Ramanand Dubey, Ranveer Singh Shastri, Pt. Ratnakar Jha, Pt. Ram Gopal Tiwari, Mahant Laxmi Nayaran Das Motilal Tripathi were active.

Netaji Subhas Chandra Bose's potential was also over Chhattisgarh, Barrister Chhedi lal and (Baja master) Band master Tripuri were also active in Congress. Former Collector of Raipur and Durg Shri Ramkrishna Patel left government service and joined the National movement. Police officer of Durg Pt. Lakhan Lal Mirsha give up the uniform and dedicated to work for the National movement.

On 15 August 1947 with the sunrise of the message of Independence, prosperity was enlightened to all of us. We should always move towards development. Our Chhattisgarh is also a part of it. Equal respect to all religion and Equal fraternity in the society are the sentiments, which are in the minds of the people of Chhattisgarh.

Culture of Chhattisgarh is glorious and the customs are remarkable. That makes the people to come closer to each other. Like flowing water of Holy river Mahanadi the sentiment to respect for all religion is assimilated in the ideas of the people of Chhattisgarh.

EXERCISE

I. Give one word: -

(a) Dynasty which ruled for longest span.

(b) Jamindar of Sonakhan.

(c) Where is the ancient threatre of Chhattisgarh located?

(d) Under whose leadership Raipur unitary camp revolution took place?

(e) Which police officer sacrificed his uniform and devoted his work in national movement?

II. Match the following :-

(a)	Bhonsle Rulers	-	Hanuman Singh
(b)	Revolutionist leader	-	Bimbaji
(c)	Literary scholar	-	Guru Ghasi Das
(d)	Social Reformer	-	Pt. Gopal Mishra

III. Answer the following questions :-

(a) Why is this region known as Chhattisgarh?

(b) How did political development take place in Chhattisgarh?

IV. Collect information along with a photograph about any one freedom fighter of C.G. also write the sources of information.

CHAPTER - 1

NOW MEETA KNOWS

Meeta was silent after coming from school. Lying on the bed, she was thinking about something. Mother asked, What happened Meeta ? Why did you immediately go to bed after taking meal ? Why aren't you going out to play today?

Brother : I am thinking the same. Usually she goes to play without taking meal. What happened today ?

Meeta : Today is 19th November; 'World day for Prevention of Child Abuse' was celebrated in our school.

Brother : 'World day for Prevention of Child Abuse' ! What is that ? I have heard about children's day, which is celebrated on 14th November. I know about that.

Mother : Meeta, tell me also. I also want to know about this.

Meeta : Today, we were shown a movie.

Brother : Wow! How was that movie?

Meeta : In the movie, there was a young boy named Raju. One of his relatives used to come to his house frequently. Whenever he found Raju to be alone, he used to touch him his body in a bad manner, caress or try to kiss him.

Brother : In a bad manner? What does that mean?

Meeta : Infact, Raju did not like his touch or his caressing or his affection. Whenever he would come to their house, Raju tried to hide or run away to save himself.

Brother : Poor Raju ! What happened next, Meeta?

Meeta : Yes brother, that relative was so bad that whenever he found Raju alone, he immediately took hold of him. Many times he also temped Raju with chocolates, sweets or ice-creams.

Brother : Yes, Meeta you are telling the truth. I have also seen a program on television where a man like this threatens a young boy, takes along and also tells him ," This is just between you and me, don't tell anyone."

Meeta : Yes brother, the same was happening with Raju in the movie also.

Mother : But Meeta; Did Raju's parents know all this ? Did Raju not tell them?

Meeta : Mother, Raju had informed them but they neither believed nor paid any attention toward this.

Brother : What did Raju do then, Meeta?

Meeta : Out of anxiety, Raju informed his teacher. Then the teacher spoke with Raju's parents and explained the matter to them.

Brother : Explained ! Explained what ?

Meeta : Raju's teacher told that most of the time parents and other elders of the family feel that it is not necessary to believe or pay attention to what children say because they have a notion that nothing bad could happen to their children at home. But the fact is that unpleasant incidents can happen anywhere with children.

Mother : Yes Meeta; Raju's teacher is absolutely correct. It can happen to any child at any time, at any place in any country or any part of the world.

Brother : Can it happen to boys too?

Meeta : No brother, It was also told in the movie that this can happen to any child whether it is a boy or a girl. you know, I have a friend named Nisha. She told that there was an uncle in her neighbourhood who used to do the same kind of things with her and did not listen even though she objected. That is when she informed her parents about it. They scolded him a lot. Another girl named Rani said that one of her teachers who was also the manager of the hostel, had misbehavel similarly with many girls. All the girls went against him so strongly that he was terminated from the school.

Brother : What did Raju's teacher do next?

Meeta : He adviced Raju's parents that they should inform the police about the man.

Brother : Wow ! So did they do as adviced ?

Meeta : Yes brother, at the end of the movie that relative was handed over to the police.

Mother : Yes son. It is very necessary that every parent, teachers and elders pay attention to what children have to say. They should also assure them that they completely believe them and they will always take care of their safety.

Brother : Yes mother, it is only then that children will share their problems with the elders without any hesitation. But what more can the children do to save themselves from such problems?

Meeta : Brother, after watching the movie, there was a discussion in the school. Our teacher told us that whatever is happening can happen with any other girl or boy. So, to save themselves from such problems, children should pay attention to certain things.

Brother : Okay ! What are those things ?

Meeta : No one can touch our body without our permission. Most importantly three parts of our body - Chest, thighs front/back and in between both the legs. These are the parts whose safety is more important. If anybody touches or tries to touch these parts, they should not be allowed to do so.

Mother : But Meeta, while taking bath, if parents or anyone whom we trust, clean those parts, we should not feel bothered.

Brother : Meeta ! I have seen in pictures that even early man used to cover these parts with leaves. But now we wear clothes to cover them.

Meeta : Yes brother, our teacher told us that while facing all such problems we should not get scared. We must have courage and just do 4 things scream, push, go away and tell.

Brother : Scream, push, go away and tell ! What are these ? Please explain it, Meeta.

Point to pay attention

1. Protest : Object to it if anyone touches, caresses or kisses body parts like chest, thighs, cheeks etc.
2. Grievance : Such objectionable behaviour should be reported to parents or teachers immediately without any hesitation.
3. Use of helpline : If needed, dial child helpline number 1098 and ensure that the culprits are punished.

Meeta : Yes brother, I'll explain. 'Scream' means if any one touches those parts of our body and if we don't like it then we should object and scream out loudly saying - 'NO'
'Push and go away' means to scream and push away the person with all your strength and go away from that person.
'Tell' means to inform parents, teachers or people who truly love us or whom we trust.

Brother : But what if there is no one around ?

Mother : Son, I have read somewhere that if needed the child can also dial the child help line number 1098. They can get immediate help.

Brother : That's so good ! I will definitely inform my friends about this so that they can also protect themselves in times of need.

In the mean while Meeta's friend Heena entered and Meeta happily went out to play with her.

Is anything like this happening to us or around us? Discuss in your class.

EXERCISE

1. When is world day for prevention of child abuse celebrated?
2. To whom would you complain about the bad behaviour and misconduct of others?
3. What are the four things you would do to save yourself from the bad behaviour and misconduct of others?
4. Write down the child helpline number.
5. What are the circumstances in which we can use the child helpline number?

CHAPTER - 2

OUR CONSTITUTION

In history you will study that how Indians were collaborated for independence against British Government and the movement was known by the name of struggle for independence. People from different background of India joined together for the struggle of independence. They went to prison together and they protested against the Britishers differently.

One of the most important examples of this struggle for independence is the incident of Jallianwalla bagh. In this massacre, peace-loving, unarmed people were fired at by an English-officer. Many people died in this incident. Men and women, Hindu-Muslim, Sikh and Christian all were united in the agitation against Britishers. Due to this, the feeling of patriotism rose high.



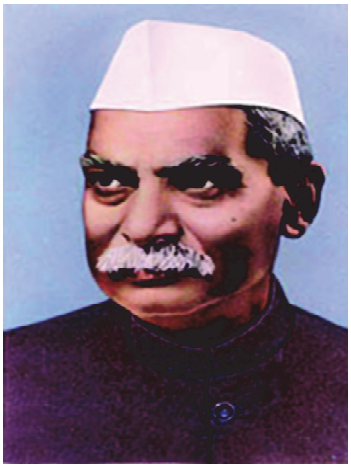
Movement for Independence

Formation of the Constituent Assembly:- We have learnt that during the British rule different people of different religion, language and province including males and females took part in the fight against Britishers. They wanted India to be a free country. People were also concerned about how Government would be established after the Britishers left the country.

Should we adopt autocracy or should we choose candidates from the masses to form a government? One more question arose who should have more power or authority - Prime Minister or President. Should wome n be given equal rights as men? Should the followers of all religion have equal rights. How would all the children get opportunity to be educated? We all know that in our country the problem of untouchability was there, how could we remove this problem? These types of questions were raised during Indian National Movement.

To solve this problem a group was elected and was known as 'constituent assembly'. In the constitution assembly there was 299 members from different parts of country.

The job of constituent assembly was to write constitution. Constitution is a collection in which the laws, the rights and the duties are written in such a manner that out line the system and social ideal values are written in it. In constituent assembly different issues were discussed thoroughly. This discussion extended for three years, and then only the constitution of India was formed. On 26th January 1950 constitution of India was amended and established.



Dr. Rajendra Prasad
Chairman of constituent assembly

1. *During the Struggle of independence at Lahore Conference or Indian National Congress on 26th January 1929 passed a resolution for total Independence. To make this day an important day on 26th January 1950, the constitution was formed to bring total Independence or Purna Swaraj.*



Dr. Ambedkar
Chairman of Framing Committee

2. *In the constitution it has been said that before the adhering of constitution, within ten years, Children at the age of 14 years should be given compulsory free education. Discuss it with the teacher why this effort has not been successful yet?*

Discuss:-

1) Why is the governance required by elected representatives?
2) Why should men and women be given equal rights ?
3) Why do we celebrate Republic day on 26th January ?

PREAMBLE OF INDIAN CONSTITUTION

We the people of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens:
Justice, social, economic and political,
Liberty of thought, expression, belief, faith and worship,
Equality of status and of opportunity; and to promote among them all.
Fraternity assuring the dignity of the individual and the unity and integrity of the nation;
In our Constituent Assembly this twenty-sixth day of November, 1949, do hereby adopt, enact and give to ourselves this constitution.

1. With the help of teacher read the preamble.
2. Discuss, whether these aspects can be seen during the struggle for freedom?

Why do we need a Constitution: -

As it has been said earlier in the constitutional committee as - How Prime-Minister and President should be elected and what will be their work? How the legislative Assembly and Parliament should work? What will be the duties of the ministers as constituted by the constitutional committee?

And also it was important that Government should not misuse its power. For this Government should act or regulate according to the written constitution. If a citizen thinks that its rights was not fulfilled, by the government; then the people can seek help from the judiciary.

Few years later Municipality of Mumbai started removing slums and people staying at foot paths. About 50 thousand people were removed. The people residing in these slum took the matter to judiciary court and a case was registered. But afterwards their lawyer gave decision that until and unless a second option for their living is made they would not be shifted or removed. Supreme Court gave the decision that these slums should not be destroyed, if destroyed they should be given another place for their residence.

In this way we can see that how Supreme Court has restricted the government. So due to these rules and regulations, people of the nation of any religion, language and ideas have faith in this constitution. Because in that the equality to all is discussed. We all obey the rules and regulations. It promotes peace and integration. So due to the constitution we get an inspiration for building a better society.

Exercise

1. What do you understand by constitutional committee ? Why was this committee established ?
2. During which situation was the need of constitution required ?
3. What does the word 'Equality' mean in the preamble of the constitution ?
4. What was told about the education for children in the constitution?
5. Why was constitution of India established on 26th January 1950 ?
6. What problems would have arisen if the constitution was not formed ?
7. What will happen if there are no rules and regulation in the society ?
8. Write a brief note on national integrity?

CHAPTER - 3

FUNDAMENTAL RIGHTS AND DUTIES

Two students were arguing in the class. Lata was saying that she used to sit at a place always so she will sit there as she used to sit at that place daily but Tushar was arguing that he would sit there because he had the right. At that time teacher entered the class and asked both of them the reason for the argument. On listening to both the students teacher told them that every student had equal right in the School. Nobody has special place to sit, so anyone can sit anywhere and can study. Therefore, Lata can sit at the place of Tushar and Tushar can sit at the place of Lata. Because Tushar had come to class earlier so he had the first right to sit anywhere as he wished.

Make list of those public places where we use our equal rights :

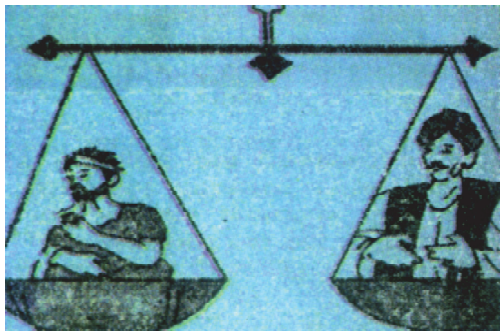
S. No.	Public places	Use of equal rights
1.	To stand in railway reservation counter in a queue (line).	A simple rule will be enforced as those who will stand first will get ticket first.
2.		
3.		
4		
5.		

In last chapter we studied about constitution. In this chapter we shall learn about fundamental rights and duties provided to us by the constitution. In our constitution citizens are given certain rights known as fundamental rights. These are :-

(1) Right to equality: - The meaning of this fundamental right is that every person is equal before law. e.g. Sometime ago an officer was charged for some offence so a case was filed against him in the court. Till the matter was in the court, he had to go to court daily. An officer or politician can not show his power or influence in the court.

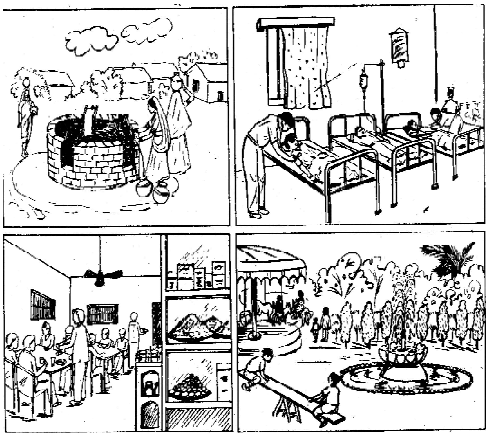
Fundamental Rights





Equality has been amended for every citizen. For example no body can throw out any person from any kind of job whether it is Government or private on the basis of caste, religion or province.

Untouchability is a crime according to constitution. Any citizen has the right to use public places like - Hospital, School, College, Temple, Tourist places, Building or Touring any places, entering them and using them.



What is discussed about equality? In the goals of constitution what was disclosed about the equality?

Discuss on the given sentences on 'right to equality'. Also discuss why these are regarded as such.

- In some houses some utensils were kept aloof for the use of some other community people.
- In public places while fetching drinking water, some people object if their utensil touch other people utensils.

(2) Right to Freedom: - There is always a difference between two people, their behaviour, character and point of view. So their activities will also be different. All people do not have same interest in profession and ideas. They don't get the case opportunity which they need. In the constitution they have their own freedom of speech & expression.

In our constitution people were given right to live with their own dignity. They cannot be arrested or restricted in any manner. According to the law and order a crimnal can be prisoned. Any person can go to any place and live at any place at his/her own will. As people of Chhattisgarh go to other state in search of employment in this way the people of other states can stay in Chhattisgarh too.

Are all the children of 6 to 14 years going to School? Find out about it near your area and discuss it with the teacher.

(3) Right against exploitations: - Exploitation means taking advantage of ones problem and not giving actual wages for his work. In our society we can see different types of exploitation like working for the whole day women are paid less wages compared to men.



In big railway station or nearby bus stop little children at the age of learning and playing are bound to collect things from garbage, which leads to different types of fatal diseases. This is also a type of exploitation.

In constitution, it has been said that the children below 14 years of age should not be employed in factories or mines, they should not be engaged in any hazardous employment. Making bidis, making cracker, carpet making and also lifting luggage and such works were strictly prohibited for children.

For example, if a labourer of a village has borrowed money from the money-lender and if he is not able to return it, money lender may have to work in his land in exchange for the money he borrowed by the labour. This type of wages is called bonded labour.

Find out and make a list of children of your age, and find out what type of work is done by them?

(4) Right to freedom of religion: - People of many religions live in India. They all have their right to believe the religion of their choice and also they have freedom of practicising their own customs and traditions. Any person can preach their religion. Every religion is equal for Government and it cannot encourage any religion. Religious activities should not be made compulsory in school, college and technical institutions. Religious freedom is marked within some limitations, so that people cannot act in an inhuman and fundamentalist way in the name of religion.

For example in some of the communities the custom is to kill the girl child at the time of her birth. Suppose some may say it is a religious practice, so they killed the girl child, it should not be supported. Crime like child-mortality cannot be done in the name of religion. In this manner Sati-Pratha cannot be practiced in the name of religion.



(5) Educational and cultural rights: - People of different languages, religions live in India. They have their own culture. Our constitution has given them right to secure their culture, language and written script. In constitution it has been said that minority groups can establish school, college and university of their own religion and language. And also they have freedom for running these institutions. These institutions are given grant by the government, after they fulfill the norms of the government.

Minority groups are identified mostly by their language and religion. Any one is minority or not, that depends upon where they live. For example in Maharashtra people speaking marathi are not a minority, but in West Bengal they are considered as minority.

(6) Right to constitutional Remediation: - Fundamental rights are an important right for the citizen. Because this right helps to perfect other given rights. If the citizens fundamental rights are voilated then they have right to go to High Court or Supreme Court.



If a person of any group feels that fundamental rights are violated and that effected person can appeal, but it is not necessary to go to court individually. Any person of any institution or group member can appeal against the Government. This type of appeal is known as written petition or public interest litigation.

An example of written petition : If the government wants to build a dam on a river. If the dam is build then about 50,000 people will lose their land and house. They lose their employment and land. Their life style will have a serious effect. This is a right to independence of life of those people, who wants to live in any part of the country and also has independence of doing any occupation of their interest. In this condition these people can appeal to the Supreme Court for their Fundamental Rights. For fifty thousand people only one case can be registered in the judiciary.

One session judge was hearing a case of person named Dukalu. He felt that the person has mental disorder, so he was sent to mental hospital for treatment. After six months the superintendent sent information to the court that Dukalu was completely well. But Judge did not take any action or take any necessary

steps. So Dukalu had to live in that mental hospital for six years. One organization took Dukalu's case and filed a petition in the Supreme Court. After sometimes it was proved that Dukalu was physically exploited. Supreme Court directed the State Government to give him his reasonable compensation. And also Supreme Court accepted that this compensation cannot return his valuable life which he has spent in the hospital in miseries.



Basic duties of the citizen: -

As these are our fundamental right and also these are our duties we have some responsibilities towards those who are living nearby. To get our rights, we have to obey our duties. In constitution following duties are mentioned:-

1) To obey the constitution and its rules and also respect our national flag and national anthem.

2) To serve for the nation and also to protect it, is our prime duty that will conserve our independence and nation's development.

3) To maintain independence, unity and integrity of nation is our duty. It leads to friendship and co-operation.

4) We should respect all the religions, languages and cultures.

5) To protect the nation's culture and heritage.

6) To protect our environment is our compulsory duty. Without a clean environment, the thought of healthy human life is not possible.

7) Scientific thought and development of humanity is the duty of all the Indians.

8) To protect and save the public property like school, hospital, rail, bus, post-office etc. is our duty.

9) To respect all citizens and not to dishonour them is our duty.

10) It is a compulsory duty of all parents or gaurdians to avail the opportunity to educate the child below 14 years.

Discuss about the behaviour of the people of your town or village and mention about the duties which are followed by them & which duties are violated by them.

Exercise

I. Write true / false :-

1. Only those get employment who belong to a particular caste or religion.
2. A person can live in any corner of the country.
3. Public places can be used equally by the people.
4. Public interest littigation can be lodged if there is a violation of right of any group.

II. Read the following example and tell which of the fundamental rights of the person were violated: -

- If a child of 12 years is employed in a factory.
- Without any reasons a person is arrested and take in hand cuffs.
- For the same type of work a female worker is paid less than the male worker.
- To stop from taking out procession in a peaceful manner.

III. Answer the following questions :

1. What do you understand by fundamental rights? Name the fundamental rights?
2. Name the fundamental rights given to us and describe any one of the rights?
3. What do you understand by educational and cultural rights?
4. Explain with example about 'right to freedom'?
5. What a person should do if his fundamental rights are violated?
6. As a student what duties would you perform ?
7. Under which fundamental right, employment of children below 14 years of age prohibited?
8. Write the difference between the fundamental rights and fundamental duties.

IV Extended skill development :

1. Discuss what are the duties and rights you have in your school.
2. Raju was worried of cities crowded pollution, so he decided to return to his village. But some people forcibly did not allow him to do so. Tell about which fundamental right of Raju was violated?

CHAPTER - 4

CENTRAL GOVERNMENT

You have learned about State Government in previous class and tell:-

- *Where is the Legislative Assembly of our state is situated?*
- *Who is the member of Legislative Assembly of your area ?*
- *Are the Government of Chhattisgarh's orders implemented in Bhopal ?*

In our country there is a state government. Along with it there is a government which looks after many matters like postal, banking, railway services etc. and also maintains law and order of the country. This government is called central government. This government does its work for the country from capital city Delhi. Therefore commonly it is said as Government of Delhi .

1. *Make a list of the Central Government offices near your locality.*
2. *Discuss with your classmates, on which people the law and order is implementedy the Central Government.*
3. *As you know that central government decides the price of petrol, now give 2-3 examples of other products and tell where the central government should fix the price for what and why? Write briefly in your own words, giving reasons.*

In this lesson we will learn about central government:-

Parliament for the entire country Lok Sabha and Rajya Sabha prepares the law and president's signature is compulsory. President and both the houses are called parliament. See picture 3.1, it shows the parliament house. It is situated in the capital of India.

- *Have you ever seen the parliament house in news paper or T.V.?*
- *Is any person of your locality elected to this house, if yes what is he called as?*



Fig. 3.1 Parliament House

■ *What does he do in this house?*

Lok Sabha- As different states has been divided into legislative areas. Like wise the whole country is divided in parliamentary electorate areas. These areas are divided according to the population. Near about 10 lakhs voters form a parliamentary electorate area. Therefore the reason is that the state having a large number of population has more parliamentary seats of the area. So India is divided into 543 (Lok Sabha) parliamentary electorate areas. In which Chhattisgarh has 11 (Lok Sabha Seats) parliamentary electorate areas.

People of India elect the members of Lok Sabha. These members have a working period of 5 years. One member can be the representative of one area only.

1. *In which parliamentary electorate do you live?*
2. *Who is the member of parliament of your area?*
3. *How was he elected. Discuss with your classmates?*

Rajya Sabha - In the centre there should be a representative from all of the states, so one another sabha was formed which is known as Rajya Sabha. This is also called as state government representative committee (Rajya Sabha). In Rajya Sabha there is 250 members of those 238 members are elected by the state government. 12 members who are renowned experts from different subject like art, science, literature, music etc. are nominated by the president. These members working Period of six years span.

Parliament is also called as legal administrator. This is an important part of the government.

Affairs of the parliament: - Parliament's main work is to prepare law. Secondly to inspect and enquire about the work of the cabinet ministers.

Pay attention why law is to be prepared by the parliament. Because the representatives who were elected by us, keeps in mind the welfare of us and they make the law.

Parliamentary Law making committee (Karya Palika)

The laws which are made in the parliament, its responsibilities to enact these laws of parliamentary working committee. It is an important governing body. The head of this committee is the president. The work of the government is done in the name of the president. But the actual decisions of these works are being taken by the cabinet ministers under the leadership of Prime Minister.

The party which gets majority in the parliament appoint or choose prime minister or president by the support of majority party members. President with the advice of the prime minister select the ministers and the cabinet ministry is formed. They all are the members of the parliament.

President: - The head of India's working committee of parliamentary is president. All the official works of the government is done in the name of president. But the actual decision is taken by the cabinet minister in the leadership of prime minister.

Example: - We see in newspaper or T.V. that in parliament there are lots of arguments for women's reservation Bill. And if the cabinet minister's takes decision for woman's reservation in parliament. Then, it cannot be a law until and unless it has been signed by the president.

Discuss with your friends in which fields or areas women name been given reservation.

Powers of the President: - Following are the powers of president:-

1. The President appoints Governor of the states. Speaker, Chief Election Commissioner, Chief Justices of Supreme Court and High Court, Chairman of Union Public Service Commissioner, etc.
2. The President is the Chief in command of all the defence forces of India.
3. The President can declare war with other countries. He can also take part and make argument with other nations.
4. The President has the power to give forgiveness.
5. If India's security is in danger due to war etc. then President can declare emergency in the whole country.

The President uses all these powers with the advice of the Prime minister and the Cabinet ministers.

- What should be the ability, for appointing a President?
- For how much period does the president hold his/her office?
- Discuss with your teacher what are the powers other than the above mentioned powers which the president has?

If the law which was made by parliamentary working committee (Vyavasthpika) is not obeyed or breaking the rules. Do you know who can give the punishment?

This work is done by the government third important governing body. That is known as "Judiciary System".

Judiciary System: - In the previous class you have learnt about district court and high court. Now we will learn about Supreme Court. This is the biggest court of the nation. It is situated in Delhi and also it is known as the highest court.

Right and power of Supreme Court: - There are three types of rights of highest court:-

1. Preliminary Rights :-

The following cases can be heard in Supreme Court:-

A. Cases, which are between central government and state government.

B. Controversial cases between two or more states.

C. Cases like in which the fundamental rights of a citizens are voilated.



Supreme Court, New Delhi

2. Right to Appeal: - This court has a right to appeal against the decision given by high court. The case matters which comes within is like, constitutional, Civil and Criminal matters.

3. Right to Consult: - According to it President can consult Supreme Court for some matters related to public importance or law. But it cannot compel the president to follow its consultation.

Supreme Court is the conserver of fundamental right of the citizen. It can ammend the acts which are implemented by the parliament. Those laws which are against rules and regulations of constitution can be announced illegal.

Exercise

1.. Find out :-

(a) In which state do you live ?

(b) Who is the chief minister of your state ?

(c) Who is the member of parliament of your area ?

(d) Do the members of parliament take interest in solving the problems of your area ? How ?

2. What is central government? Name the different governing bodies of the government?
3. What do you know about our country's parliament?
4. Which government body works as the law maker of the country?
5. Describe about the four important powers of the president?
6. Why was the responsibility of law making given to the parliament?
7. Who appoints the prime minister and cabinet minister?
8. What are the rights and powers of Supreme Court?
9. If I were "the Prime minister." Write your views in 5 sentences.

CHAPTER - 5

OUR JUDICIAL SYSTEM

In the previous chapter we have learned about how the government enacts and executes laws. The third function of the government is to ensure justice to the people. In this chapter we shall learn about the different kinds of law courts and their functions.The following story will help us understand the functions of courts:

Land dispute between Chaitu and Ram Singh

Chaitu and Ram Singh lived in Sonpur village. They were farmers whose fields lay next to each other. For past few years they were having a dispute over their land. Ram Singh had encroached on Chaitu's land by shifting the boundary ridge between their fields.



Fig-4.1 Boundary in the fields

One day Chaitu irrigated his field with water from the canal. That night Ram Singh broke the ridge of Chaitu's field and drained the water into his field. The next morning Chaitu saw that there was no water in his field while Ram Singh's field was filled with water.

He called out to Ram Singh, who was working in his field, "Do you want to destroy my crop? What you have done is wrong ?"

Ram Singh replied, "I have done nothing wrong."

Chaitu said, "I have been trying to work out our problems peacefully. But you think that is my weakness? I will see to it that I get back my land which you have occupied."

Chaitu complained to the village Sarpanch that Ram Singh had illegally occupied his land and drained the water from his field. Both parties presented their case at the Panchayat meeting. The Panchayat advised Ram Singh not to quarrel with Chaitu and to return his land. But Ram Singh refused to obey the Panchayat's decision. Chaitu decided to file a petition against Ram Singh in the Tehsildar's court.

Disputes over land or money are known as Civil Cases. In such cases no punishment is given, but the person who has suffered can be compensated for any loss he suffers.

The Sarpanch advised Chaitu to engage a lawyer to fight his case. The lawyer asked Chaitu to bring photocopies of all the papers related to his land, including the lease papers and the *khasra* number of the disputed land, from the *patwari* who maintains a record of the village accounts. He told Chaitu his fee for fighting the case would be Rs1,500. Chaitu agreed to pay the fee in instalments.

1. What are Civil Cases? Discuss with your teacher.
2. Is there any other way to get justice besides approaching the courts?
3. Why did Chaitu complain to the Sarpanch about his dispute with Ram Singh?
4. In which court will Chaitu's case be heard?
5. Why did Chaitu give money to the lawyer?
6. What is the work of a lawyer?

Ram Singh assaults Chaitu

One day, a heated argument took place between Ram Singh and Chaitu. Ram Singh hit Chaitu on his head and hand with a *lathi*. Chaitu's hand was fractured and blood flowed from the wound in his head. Mangal, who was working in a neighbouring field at the time, witnessed the whole incident. He came to Chaitu's aid, tied a cloth around his head and took him home.



Fig. 4.2 Assault between Chaitu & Ramsingh in field

Chaitu files a report in the police station

With his neighbour's help Chaitu's son took his father to the police station. Chaitu filed a complaint against Ram Singh. The clerk at the police station wrote the complaint on a sheet of paper and asked Chaitu to sign it. Chaitu requested the clerk to register the report, which is called a First Information Report or F.I.R., and give him a copy. The clerk showed the report to the inspector in charge of the police station and told him that Chaitu wanted to register it. The station-in-charge read the report and asked his clerk to register it and gave a copy to Chaitu. He then sent Chaitu with a constable to the Government Hospital for treatment. Chaitu returned home after being treated at the hospital.



Fig. 4.3 Report in police station

What is F.I.R.?

If you want to complain about any incident or if you want to inform the police about any incident, you have to go to the nearest police station and get a report written about the incident. This is known as the First Information Report or F.I.R. and it is the duty of the police to register it. They can enquire into the incident and take necessary action only after the report is registered. All information related to the offence is written in the F.I.R. It describes the offence, gives details of the place and time when the offence took place, and mentions the names of the complainant, offenders and witnesses.

Anyone can file an F.I.R. in the police station. If the person is educated he can write and sign the report himself, giving his full address and other contact details. If the report is given orally, the station-in-charge writes it and reads it aloud to the complainant, who then signs it. The F.I.R. is written in a seperate register and once the F.I.R. is registord at the police station the police have to conduct an enquiry.

The person who files an F.I.R. is given a copy of his complaint. If the station incharge or clerk does not register the F.I.R. the complainant can post the report directly to the Superintendent of Police or the District Magistrate. The report can also be made to the Police Control Room over the phone (Tel No 100).

What details would Chaitu have written in his report?

Why is it necessary to retain a copy of the report?

If the station-in-charge does not write your F.I.R. what can you do?

Investigating the crime

The police station-in-charge decided to investigate the case on the basis of the F.I.R. filed by Chaitu. He went to Chaitu's house the following afternoon, met him and examined the doctor's report and prescription. The report showed that the injury was severe - Chaitu's hand was fractured. The inspector met the neighbours and questioned them about the incident. Mangal narrated all that he had witnessed. The inspector was convinced. It was a serious crime. He went to Ram Singh's house and told him that he would have to arrest him because he had seriously injured Chaitu. Ram Singh was taken to the police station.

Offences like theft, bribery, murder, dacoity, violent beating, etc that disturb the peace of the community are known as criminal offences.

Ram Singh was interrogated at the police station. He denied beating Chaitu and refused to accept that he had committed any offence even though the station-in-charge insisted that he must confess.

The police cannot force anyone to confess a crime. A person cannot be punished on the basis of a confession made at a police station. A confession can only be

accepted by a magistrate in a court of law. The job of the police is to present the evidence in the court and not to punish the person suspected of committing an offence. Only the magistrate can punish the suspect after hearing all the evidence.

Arrest

When the police arrests a person they have to tell him why he is being arrested. If he is not told about the offence, he has the right to ask the police. He should go to the police station only after the police inform him about the offence. It is wrong to arrest anyone without telling him the reason for the arrest. Once arrested, a person has to be presented in the court within twenty four hours. The arrested person has the right to appoint a lawyer to defend himself in the case.

The police arrest a suspect so that they can interrogate him. If the suspect is not arrested he can destroy the evidence or commit another crime. Arrest is not a punishment.

1. For which crime was Ram Singh arrested?
2. Why is a person arrested?
3. Who can punish a person who commits a crime?
4. What is the difference between arrest and punishment?
5. Why is a person permitted to take the help of a lawyer?
6. What are civil and criminal cases? Explain with examples.

Bail

The station-in-charge kept Ram Singh in the lock-up. Ram Singh begged him to let him go home. The station-in-charge told him that he could only let him out on bail. For this, he would have to get someone with money, land or property to sign a bond saying that he would take the responsibility of ensuring that Ram Singh would appear in court whenever he was required to. If the arrested person has land or money, he can file his own bond. Ram Singh had 15 acres of land, so he filled his own bond. The station-in-charge told him he could go home but he would have to come to the court whenever he was called.

The first hearing



Map-4.4 First Hearing

Ram Singh was presented before the magistrate for the first hearing. The public prosecutor presented the case against Ram Singh on behalf of the police. Copies of the F.I.R. and the doctor's report were presented to the magistrate and Ram Singh was accused of inflicting severe injuries on Chaitu. The magistrate asked Ram Singh if he accepted his offence. Ram Singh said he was not guilty of committing the offence. The magistrate then gave the date for the next hearing.

Questioning of witnesses

Ram Singh had given names of some of his friends as witnesses. Chaitu's report at the police station had named Mangal and another neighbour as witnesses. All the witnesses were summoned to appear in the court to present their testimony.

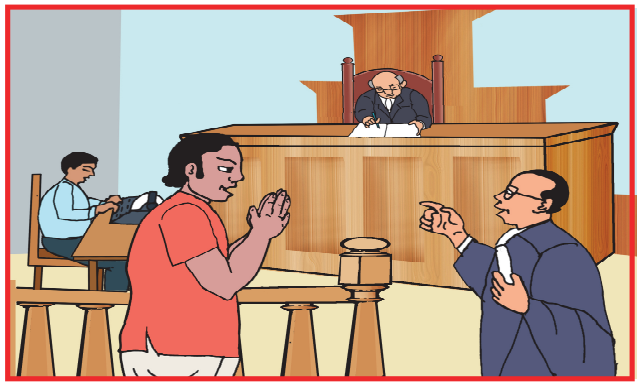


Fig. 4.5 Questioning of witnesses

On the day of the second hearing all the witnesses came to the court of the Magistrate Grade II. When called to the witness stand, they related whatever they knew about the incident. The lawyers of both parties – the accused and the defendant - then questioned the witnesses.

At the third hearing the lawyers of both sides argued their cases. The case stretched on for two years as the lawyers continued their presentations and interrogations. After hearing the arguments of both sides the magistrate finally gave his ruling in the case. He declared that Ram Singh was guilty of committing a life threatening offence and sentenced him to three years in jail.

Discuss the following with your teacher before writing your answers:

1. Why is it necessary to present witnesses in court?
2. Why is it necessary to interrogate the witnesses?
3. What is the difference between the work of the police and the magistrate?
4. When taking a decision in a case, which factors does the magistrate keep in mind?

Appeal in the Sessions Court

Ram Singh had to spend a lot of money during the long trial and he had very little money left. He was also worried that his farm would be completely ruined if he spent three years in jail. He asked his lawyers, "Is there any way in which I can be exempted from the punishment?"

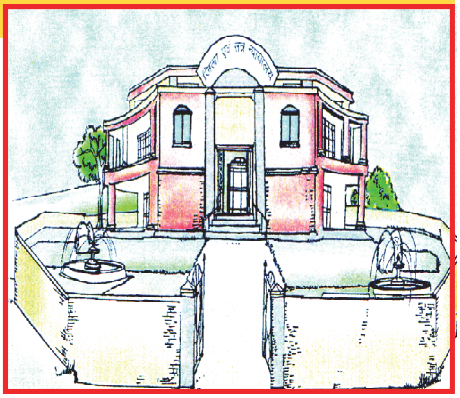


Fig. 4.6 District and Sessions Court

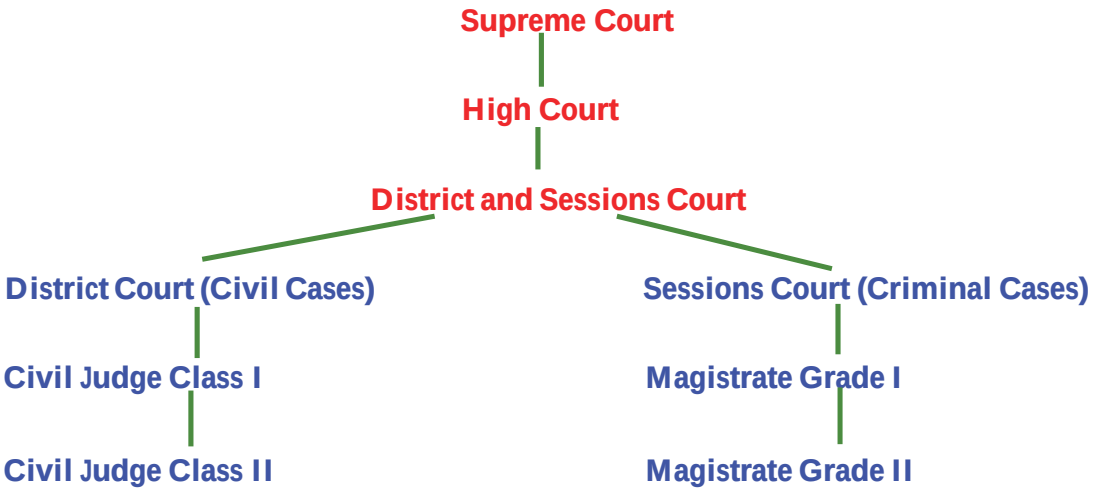
His lawyer assured him, "I shall appeal against the decision in the Sessions Court. You will not have to go to jail till the Sessions Court gives its decision in the case. The Sessions Judge can overturn the decision of the Judicial Magistrate. You need not come to the Sessions Court for the hearings. But you must pay all the fees in time."

Ram Singh's lawyer filed an appeal in the Sessions Court. The lawyer tried to get Mangal to become a witness for Ram Singh, but Mangal refused. The hearings continued for another year. The Sessions Judge reduced Ram Singh's sentence from three to two years.

1. The _____ Judge can change the decision of the Judicial Magistrate.
2. The accused does not have to attend every hearing at the _____ Court.
3. Did Ram Singh's lawyer do anything wrong before the trial in the Sessions Court?

The High Court

Ram Singh was unhappy when he heard the Sessions Judge's decision. But he did not lose hope. He asked his lawyer if he could find a way to avoid going to jail to serve his sentence. His lawyer told him he could try and get the decision overturned in the High Court. He said every state has a High Court, which is the highest court in the state. A person can appeal against any decision made by the lower courts in this court. The accused and the witnesses are not called to the High Court. The judge decides the case after reading the case file and hearing the arguments of the lawyers. His lawyer advised him to appeal to the High Court.



Ram Singh's lawyer filed an appeal in the High Court. The High Court began hearing arguments in the case after four months. Ram Singh's lawyer tried to get the sentence changed. The High Court Judge carefully studied the decisions of the lower courts and heard the arguments of the lawyers. He found the decision taken by the Sessions Judge was correct and awarded a sentence of two years imprisonment to Ram Singh.



Fig. 4.7 Chhattisgarh High Court, Bilaspur

Ram Singh was sent to jail for two years. His lawyer met him in jail and assured him that he could get his punishment pardoned by the Supreme Court. Ram Singh said, "I will have to spend more money in the Supreme Court and the decision may finally remain the same. I do not want to pursue the case any further."

Which courts heard Ram Singh's case? Write their names in serial order.

If a person is not happy with the decision of a court, he can file an appeal in a higher court. Why does the law provide such a facility? Discuss with your teacher.

Every state has a High Court and courts at the tehsil and district level. The Sessions Court try Criminal Cases and the District Court try Civil Cases.

The Supreme Court is the highest court in our country. Appeals against the decisions of the High Court can be filed in the Supreme Court. The decision of the Supreme Court is final.

Ram Singh's case first went to the Sessions Court of the Magistrate Grade II. He appealed against the decision of the Sessions Court in the District Court and then in the High Court of his state.

In this way, the judiciary is present at the tehsil, district, state and country level. The High Court of Chhattisgarh state is in Bilaspur and the Supreme Court of India is in Delhi.

Find out where the different judicial courts in your area are located?

EXERCISES

I. Which of the following sentences is true or false:

a) An F.I.R. is registered in a police station to file a complaint.

b) It is the lawyer's job to give a decision.

c) Decisions of the Sessions Court can be changed in the High Court.

II. Fill in the blanks:

a) Arrest is not a _____.

b) The _____ Judge can change the decision of the Judicial Magistrate.

III. A case is heard in the Tehsildar's Court if there is no physical assault. How would the case proceed?

Read the details given below and fill in the blanks:

The Tehsildar gave a _____ for the hearing. In the first _____ detailed information was taken from Chaitu. The date for the second hearing was fixed three months later. At the second hearing, the Tehsildar asked questions about the disputed land. The *patwari* told him that Ram Singh had occupied a portion of Chaitu's land. At the third hearing Ram Singh was asked to the papers showing the land he possessed. At the fourth hearing the _____ of both parties presented their evidence. Both lawyers answered the questions of the Tehsildar.

The Tehsildar heard both parties, the arguments of the lawyers and studied the case papers. He found that the disputed land belonged to Chaitu.

He gave his decision. He wrote that Ram Singh should return the _____ land to Chaitu and pay Rs5,000 to Chaitu as compensation and Rs500 towards the expenses of the court.

V. What are the functions of:

Lawyer, Magistrate and Police

IV. Differentiate between:

a) Lawyer and Judge

b) Arrest and Punishment

c) Suspect and Prisoner.

VI. Answer the following questions:

a) Why do we need courts?

b) What is the difference between a civil case and a criminal case?

c) Why do hearings take place so often in the courts?

THINGS TO DO

VII Find out about the court in your area. Enact the activities of this court in a play.

CHAPTER - 6

TAX

Whether it is road or electricity, bridge or highway, market or playground, government school or government hospital, all these places are not meant for any one person whereas it is for the whole society which means these places can be used by every one either he is from village or city. All these are known as public facility or service.

Have you seen public facilities near your locality? Give some example :-

---

Who helps to perform the above mentioned list of work? for doing this work, from where is the money provided? Discuss it with your teacher and write :-

---

These all works has to be done by government. Also the facilities like providing water & establishment of hospital, electricity, construction of roads etc. are also jobs of the government. For these the government needs money which comes through "Taxation". Now we will discuss how government collects these taxes.

Budget: -

Government gets its income through taxation. How it spends on different sectors is decided by revenue department. This data of income-expenditure is known as budget. In this Budget, complete information of income of Government through taxation is available, along with the expenditure and where it has to be spend is also given.

With the help of your teacher on the basis of given points prepare a annual budget of your school:-

Budget of the school year …….. From ……to ……

S. No.	Details	Money received	Details	Money paid
1.	Fees received from students		Science kit, mathematical kit, equipment for sports, newspaper & management	
2.	Subsidy from Government		Cost of teaching aids (Subject wise) prepared	
3.			Stationary, Building repair.	
	Income Total		Expenditure Total	

Types of Taxations: -

Tax is mainly of two types:

1. Direct tax
2. Indirect tax

Income tax: - Now up to this, you have learnt about things or property tax. Now we will learn about income tax. This type of tax is imposed or charged upon a person's income. Government has decided a minimum level of income for the people to lead their own life. If the level of income crosses the limit then tax has to be paid. Income on agriculture is free from income tax.



But except that factories or industries run by the companies also have to pay taxes. Companies or business also have income. The expenditure (raw material, salary etc.) leaving or deducting, what ever is left in the profit of an industry or company. The Company owner has to pay tax on the profit earned to the government which are as follows-

Property tax: - In urban areas the local municipality collects the taxes for land and house property.

1. Find out near your locality why vehicle (scooter, motor cycle, jeep, car, bus, truck) drivers pay taxes? Why taxes are paid?

2. Have you heard about tax free cinema? Discuss about it with your teacher.

3. Discuss with your teacher about imposing taxes on goods item and how much government earn from it?

Goods and service tax (GST) :

Goods and service tax is commonly known as GST. It is an indirect tax which is levied both on goods as well as service. By this the taxation system in the whole country has been brought into unified system. It indicates the same price for all the commodities in the whole country.

Previously a car of the same company was priced differently at Delhi and Raipur. This was because of the different in the taxation policy of the states. However no one can now take unnecessary tax from anyone. "One country one tax" policy has to be followed by everyone.









GST is a value added tax which is levied only on that part of its production which accounts for the increased or raised price of the product. We know that before a product reaches the consumer, it has to pass through several stages and every stage contributes to increase in the price of the object. This increase in price of commodity is known as value addition.

It is being hoped that by the application of GST policy, the prices of goods will decrease and goods will be available to consumers at a cheaper rate. It will make tax payment easy for the people and it will be helpful to eradicate the government's problems related to tax payment. Government has kept some compulsory goods free from this tax where as in the rest of other goods are taxed at the rate of 5, 12, 18 and 28 percent.

You can understand this concept if you observe the picture given on the previous page carefully.

Effect of Tax: - While imposing tax two points are kept in mind.

1. How much can be earned from that tax?
2. Who will be affected by this type of tax, rich or poor?

Government earn by imposing taxes when tax is imposed on goods like - production tax, sale tax the cost of the products rises. If a person is rich or poor he has to pay tax on buying goods. To make it less effective government always tries to charge less taxes on things of daily needs like salt, soap, oil, food items, etc. And charges heavy taxes on luxurious items like T.V., fridge, Air conditioner, car, etc. But taxes are more accumulated from those items of daily needs because they are sold at much more quantity. But things or items like luxurious things are sold in less quantity and it is bought only by rich people, so less taxes are collected.

Tax should be paid to government compulsorily. To pay tax government decides a particular time. Therefore it is our duty to pay tax by that particular given time. Government should also do its duty by utilizing tax money in providing public facilities to the citizens.

Discuss:-

1. If tax on kerosene oil is increased who will be affected?
2. If tax on Fridge, T.V. or A.C. is increased who will be affected?
3. More money will be collected on which item - match box or motor cycle if the tax is raised and why?

EXERCISE

I. Fill in the blanks :

1. Government gets its income through_____.
2. The data of income-expenditure is known as_____.
3. _____and _____ are the types of taxes.
4. When tax is levied, the prices of comodity_____.

II. Answer the following questions :

1. Explain what is tax?
2. Why is tax imposed?
3. Compare between taxes on goods and Income Tax?
4. Give your ideas whether it is wrong or right if government charges taxes on agricultural production.
5. Explain value addition.
6. Explain G.S.T.
7. Prepare a budget :

   Your father's monthly income is Rs. 5000 and you have to prepare budget for food, housing,clothes, education and other expenses.

CHAPTER - 7

DEVELOPMENT OF AGRICULTURE IN INDIA

In this chapter we will learn about the changes in the field of Indian agriculture after Independence. Under this scheme Government of India launched different programmes .

Today agriculture plays an important role in our economic development. Agriculture has to play two important roles. Firstly, adequate amount of agricultural production should take place, so that requirement of the people could be full filled and poorer people can easily get the food. Secondly those people who are dependent on agriculture for their livelihood should get adequate money for their livelihood .

Before independence agriculture did not play a vital role in the economic development. When flood and drought occured very less people worked in agriculture sector. During drought, Britishers did not provide enough food for the people there, because of which most people used to die due to disease and hunger.

END OF ZAMINDARI SYSTEM :

After independence the condition of farmers were not good and it became even worse. They used to have very less land and therefore they worked on others field , they had to pay large part of their yield to the field owner. As a result farmers used to live in poverty and were not able to fulfill the basic need of their families.

Zamindars used to have maximum amount of land which was suitable for agriculture. Most of the zamindars use to suppress and impose on farmer In rural areas they were very strong and powerful, and for they used to collect taxes from peasants. Therefore after independence new government of India decided to abolish this zamindari system.

Now zamindars could not collect revenue from peasants. Government reduced the taxes and revenue on land and deputed employees to collect it. In this manner peasants did not have to loose their sleep if they did not pay revenue to the zamindars.They refused to work under their pressure in their fields.

Government amended those laws also in which duration to keep land was also fixed. In other words it was decided that any person can keep land with him for a certain time limit. Due to this policy zamindars got tensed because they had to leave their hundred acres of land and had to distribute it to the landless peasant.

To overcome this problem they searched a solution for this i.e. they distributed their land among their family members and relatives. Zamindars showed government that the land was owned by many people but in reality the whole land was in their lands and were earning from it as earlier they used to do.

What problems did peasants have to face in this period? Describe it.

On abolishing zamindari system what were the advantages of petty farmers and peasants ?

Why did government establish law and decide a time limit to keep land ? Why were landless farmers not given advantage? Discuss.

Increase in irrigation and construction of dams:-

In between 1950 to 1966 government of India put lot of capital in irrigation and electricity project. It was thought that through this plans production in crop yield will increase. Irrigation facilities and electricity dams were constructed. Some of them are Bhakra Nangal (Punjab), Damodar Valley (West Bangal), Hirakund Dam (Orrisa), Nagarjuna Sagar (Andhra Pradesh), Gandhi Sagar (Andhra Pradesh), Pandit Ravishankar Shukla reservoir (Chhattisgarh) etc. Due to these, productivity of irrigational land increased and rise in crop production took place. Along with this, land area for crop production was also increasing. The main reason behind this was that the land area used for farming was surrounded by forests and ghats. At that time farming and production of yield was considered to be a better job and there was rise of cultivated lands. On looking at figure 1st and 2nd we can understand it accurately.

Search the dams in your atlas.

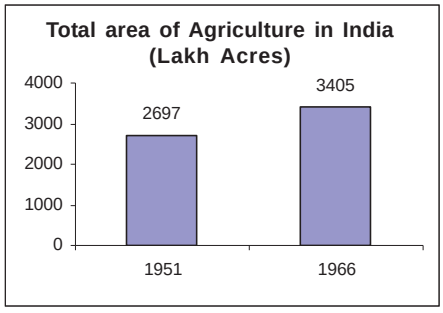


Figure 1

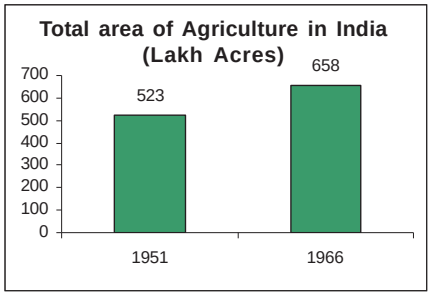


Figure 2

Answer the following questions on studying above figures :

In 1951 how much land was used for farming?

In 1951 how much amount of land was not irrigated?

In between 1951 and 1966 how much land for irrigation has increased?

In between 1951 and 1966 demand for how much land has been increased for agriculture?

Agricultural policies of 1966 - Green Revolution

Between 1950 to 1965 production of crop increased but it was not adequate to cope with scarcity. Crops were imported from foreign countries and it was matter of crisis. In between this period our country faced drought twice in 1965 and 1966 due to which production of crops (rise and pulses) was very less and crisis was caused and government has to import more quantity of grains.

It was a challenge before the government to increase crop production. With the help of agriculture experts, new policies were. This was known as green revolution.

Impact of the Green revolution:

Under this program following work was to be done:-

1. Highly productive and high quality seeds were to be used.
2. Motor pump electricity and diesel were to be utilized for irrigation and their availability should be made easy.
3. To make chemical fertilizers easily available.
4. Use of machineries in Agriculture.
5. Use of pesticides.
6. Arrangement of market and godowns for agriculture products.
7. Arrangement of capital from cooperative society and banks.

For advanced seeds good quality irrigational fields are required. The advantage of these seeds were that they grow in short duration of period and the crops were short in height and the yield was high.

The attack of pests was less in country made seeds but advanced crops were easily attacked by these pests. There fore to kill this pests, pesticides were also required. So, to provide all this things at a right price, cooperative societies are established in our states which provided capital for advanced seeds, manure, fertilizers pesticides etc. As these pesticides were not manufactured in our country, so it has to be imported from foreign countries. Slowely with the help of machines, we started doing farming.

Can you see this tool in farming near by your place?

How did the Green Revolution Spread?

In India Green Revolution Policy was first taken up in Punjab, Haryana, Western Uttar Pradesh and in few districts of Tamil Nadu and it was established as easy District Farming program.

For advanced seeds large amount of water was required and so areas where the irrigation was developed was chosen for the working of this programme. In Punjab, Haryana and Western Uttar Pradesh new kind of wheat was grown, whereas in Tamilnadu rice was grown. After few years the new technique of farming has spread to other parts of the country.

In Chhattisgarh green Revolution started in 1966 through district easy farming programme. For this programme Raipur district of Chhattisgarh was chosen. Under this scheme Agriculture Universityand research centre was established. Here new varieties of advanced seeds were made. For advanced seeds, manure, fertilizers, pesticides, government provided subsidy.For irrigation, digging and installing pumps and irrigational policies were given priority. Due to this reason Kodar Dam and Pandit Ravishankar Shukla reservoir was constructed. Cooperative society was established so that loans to farmers could be easily made available in easy installments. Due to this facility farmers full fledged themselves with resources and they did not have to go to zamindars and money lenders.

Discuss with farmers and find –

1. How did they do irrigation of their fields? Do they irrigate all their fields?

2. When do you adopt advanced seeds?

3. How do you get seeds, manure and Pesticides?

4. How do small farmers arrange for their manure, seeds and irrigational facility?

5. Compare between natural seeds and improved seeds?

Effect of green Revolution

1. Increase in Production:

Due to advanced seeds and its wide spread usage in large parts of our country there was a tremendous increase in crop production . Due to which we became self-sufficient. Due to increase in production there was no need to import these crops from other countries. There was large godowns of food crops in the hands of government and when there was shortage of food it can be easily used.



Planting Machine

In 1967, government was having total 19 lakh ton food crops in godowns.

2. Supporting price and storage of food crops

To provide farmers with right price for their production, government decided to keep minimum support price for them. Minimum support price is that in which they can sell their produce to the society. The government decides the minimum support rates in such a way that they can get their primary cost along with profit. Due to this support price cost farmers do not have to sell their crops at low cost.



Agricultural Produce Market

Government of India established food corporation for farmers so that they can easily store the food grains purchased from farmers. F.C.I. stores grains & supplies to Ration stores and other governmental policies like (Mid-day meal in school and Jawahar Rojgar Yojna).

What are the advantages of advanced seeds ? What are the requirements to grow these seeds?

Why do farmers need lots of money every year for new kind of farming?

What did government do for success of Green revolution?

Fill the table

		What should government do?
1.	*Seeds*	*To provide improved seeds? Ans.-*
2.	*Irrigation*	
3.	*Manure*	
4.	*Pesticides*	
5.	*Price of crop*	



Harvester

3. Effect of rise in production on the income of farmers

As production of crops increased farmers from the governmental policy of minimum support price rate started getting high rates for their production and their income also increased. Many big farmers started using machines like tractors for farming. For this they took loans from different banks.Water, electricity, manure, seeds and pesticides were used and all the farmers could get more than one crop. Along with the traditional way of farming of crops and planting of these traditional crops, commercial crops were also grown. In these sugarcane, cotton, groundnuts, vegetables, Fruits, Flowers, Mushrooms and medicinal crops where also grown.

Small farmers got less profit than big farmers. Water, electricity seeds, manure and pesticides etc. Costs more than their income therefore small farmers also have to borrow money. For their livelihood they had to work on others fields.

Today farmers of most villages and their families and peasants all face problem of unemployment through out the year.

Compare the impacts of new technique of farming on small and big peasants.

4. Effect on environment

Due to green revolution many ecological imbalance occured in the environment. Green revolution was started in Punjab, Haryana and Uttar Pradesh. We will study problems related to environment in this

region. In this states many farmers started doing advanced farming like rice and wheat, for this lot of irrigation facilities was required.

(A) Problem of water scarcity

The main source of irrigation was tube-well in which ground water was used. As the number of tube-wells increased ever year, the ground water level decreased. Under ground water can be maintained only if the used water is again stored. Regeneration of under ground water is a natural process. Throughout the year, canals drains and rivers are responsible for rise of water level. This topic you have studied in detail in class 7th. Through this forms water crosses many kind of level of soil and leaks to under ground and collects there. Problems started when the use of tube-well, pumps crossed the limit of reserved underground water level. In other words, the amount of water collected at bottom became less due to large usage of it. Due to this water level droped. This means that fall in water-level at that place will create water scarcity in future.

In one way state like Punjab wasted lots of water whereas states like Chhattisgarh have to face water scarcity for irrigation, here two crops could be easily grown. In context with Punjab we have to take measure and make policies to save environment in Chhattisgarh. In plateaus and hilly areas of Chhattisgarh wells, tube-well, Pumps lift irrigation (lifting water from river drains to fields) and using small reservoirs to collect water were used.

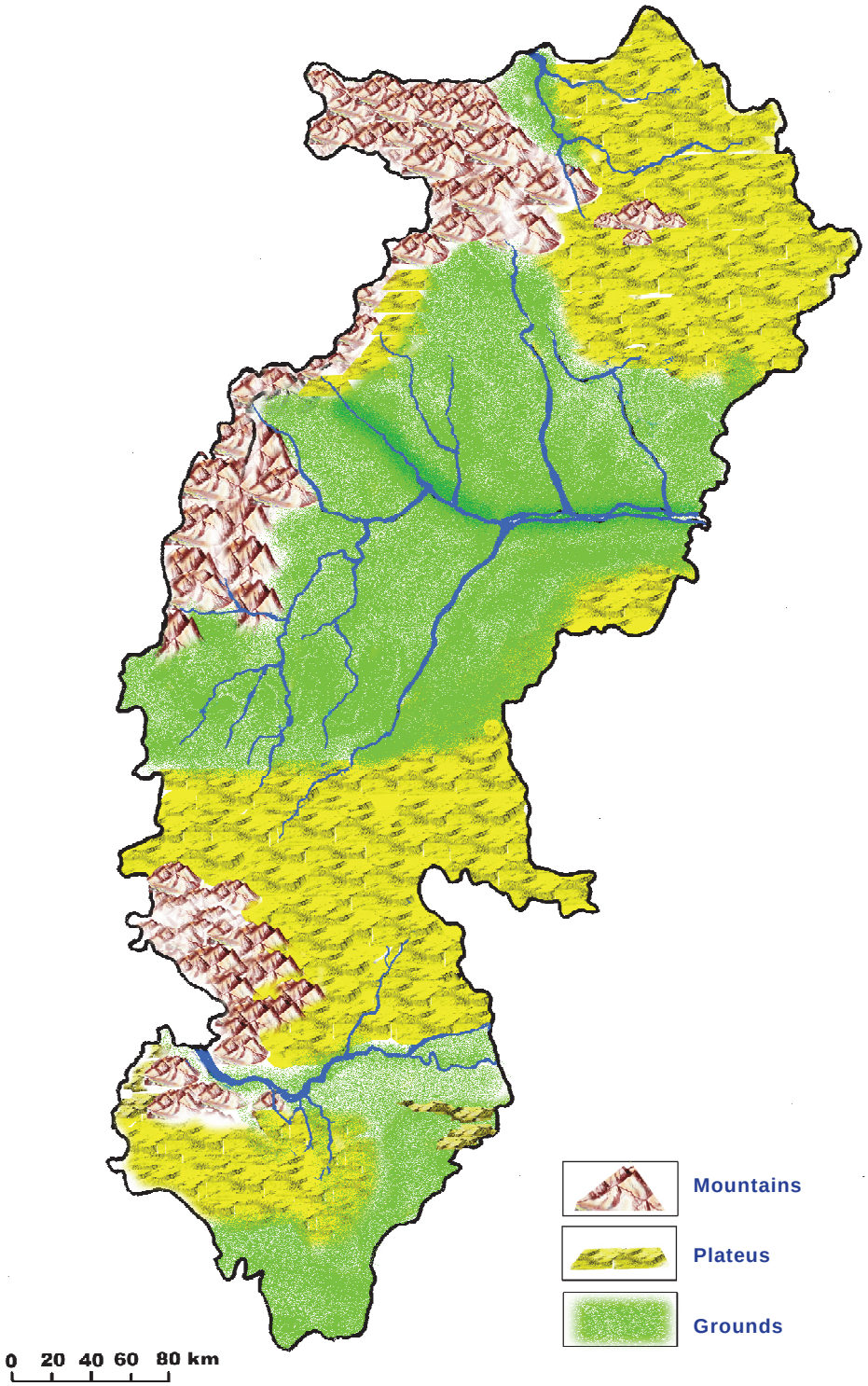
1. *What are advantages of two crops? Discuss and make table.*
2. *Why is it necessary to save water?*

(B) Loss in Soil fertility

Heavy use of fertilizers on soil makes the micro-organisms die and when some of these nutritive helpful substance die, it destroyed the fertility of the soil. Due to Scientific improvidence and unbalance of chemical compounds in soil, fertility of soil was destroyed. Loss of natural fertility leads to use of chemical fertilizers, due to which growth and budding of crops could be maintained. In this way along with expense of irrigation, farmers have to bear expense of fertilizers also which becomes very costly to them and also, destroyed the fertility of soil.

Discuss in your class with your teachers the use of chemical fertilizers and use of pesticides excessively.

Point our hilly, Plateaus and plain regions of Chhattisgarh in the given map.



Chhattisgarh

Exercise

I. Answer the following questions :-

1. What kinds of crops are grown in your area? Make table accordingly.

Table

S.No.	Crop	Time of Sowing	Time of Cutting

2. How will large crop production lead to employment? Explain.
3. What is the minimum support rate? Why minimum support rate was essential for farmers?
4. Government distributed extra land of zamindars to landless farmers, what changes did it bring about in their lives?
5. It was necessary to make India self-sufficient in grain production, Why?
6. After 1951 what major changes occurred in farming in India?
7. What has changed in agriculture before and after green revolutions? Explain it.
8. What problem did farmers of Punjab and Haryana have to face regarding environment?
9. Why new method of farming requires large quantity of chemical fertilizers? What are its disadvantages when it is used in excess?
10. What are the methods to make soil fertile?
11. What are the advantage and disadvantages of using improved seeds and natural seeds?
12. From where do you get the money to fulfil the daily needs of your family ?
13. What plans have been made by the government for the welfare of the farmers ? Name them.

Things to do -

If you were the agriculture and food minister what changes would you make to improve condition of agriculture?

CHAPTER - 8

UNITED NATION ORGANIZATION (U.N.O.)

In the last lesson you have learnt about the two world wars. In that wars most of the countries were divided into two big groups and fought. Ist world war was held between 1914 to 1919 and 2nd world war was between 1939 to 1945. In these wars dangerous weapons were used. In that war not only millions of soldiers died but common innocent people were also killed. A large number of property was damaged. Use of nuclear weapons has endangered humanity.

Discuss and make list about the disadvantages due to war.

When these wars were going on many countries started discussing about the consequences of these dangerous war. To solve the dispute among the different nations of the world peacefully and to encourage human welfare work in the world and also for the development of cooperation among the different nations, the United Nation Organization was established. Nearly 50 countries on 26th June 1945 signed a charter and the organization was established. On 24th October United Nation Organization day is celebrated. After that many countries joined this organization, now 191 countries are members of this organization.

Aims of United Nation Organization:-

According to the charter following are the aims of U.N.O.:-

1. To maintain peace and security in the world.
2. To create equality and friendship among the nations of the world.
3. To solve the problems of economic, social, cultural and humanity at international level.
4. To Co-operate in getting basic independence and human rights.



United Nation Organisation Office (New York)

Principles of United Nation Organization

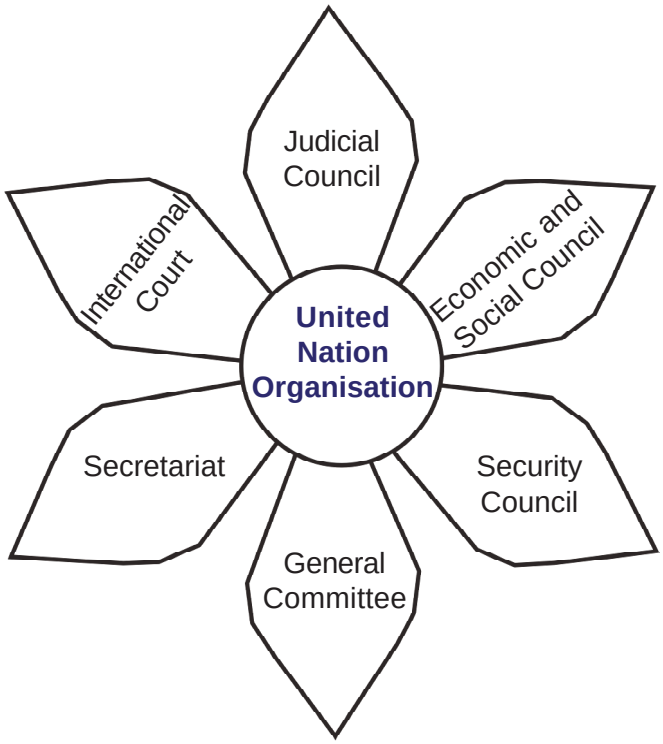
To achieve its aim United Nation Organization has taken some measure to decide its principles are as follows:-

1. To solve disputes among each other peacefully.
2. No nation should use political power against each other.
3. If any nation attacks another nation then United Nation Organization (U.N.O.) will oppose it.
4. Charter's rules and regulations should be obeyed sincerely by all the member nations.

The Body of U.N.O. -United Nation Organization has major six constituents :-

1. Economic and social council
2. Judicial council
3. General committee.
4. Security Council
5. International court
6. Secretariat

Aims of U.N.O. are fulfilled by these bodies of U.N.O. established in different parts of the world.



Body of U.N.O.

Five Permanent members of United Nation Organization are:- 1. China , 2. France, 3. Russia, 4. United State of America, 5. Great Britain

Special Organization:-

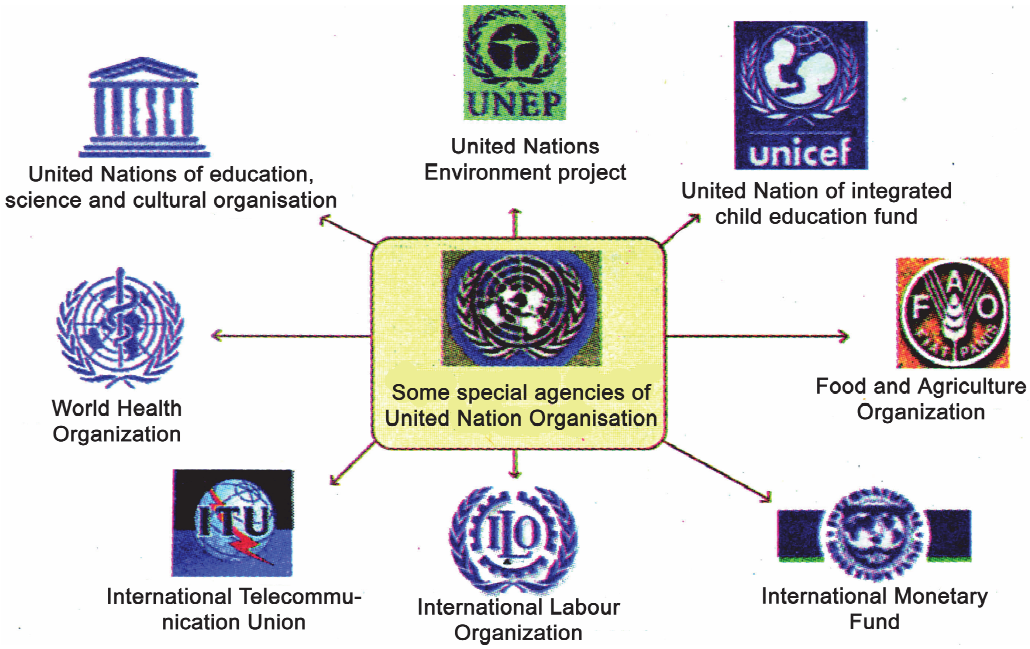
International Co-operation for economic and social development has great importance for United Nation Organization For the development in all aspects the United Nation Organization (U.N.O.) has established many special organisations to work in these special areas. It works in different countries of the world for the development of health and education. So that the standard of life can be raised and to give total employment, etc. Its main organizations are as follows:-

Special organization of U.N.O. -

1. International labour organization.
2. Food and Agriculture organization
3. International Monetary Fund.
4. World Health Organization (W.H.O.)
5. United Nation of integrated child education fund (UNICEF)
6. United nation of education science and cultural organization (UNESCO)

United Nation Organizations works in different countries with the co-operation of government and other organizations of these countries to develop in different fields. Let us know how these organization works with the help of examples.

You have seen in Pulse Polio Programme children up to the age of 5 years are given drops. As you know this disease affects the children up to the age of 5 years.



This programme is a part of World Health Organization to eradicate polio. World Health Organization and Unicef not only work for our country. But they also work with other countries of the world to eradicate polio virus, so this immuniziation programme is carried out world wide.

World health organization and Unicef are earring out vaccination programme in villages and cities



for pregnant women and children against polio, tetnus, diphtheria, measels and tuberculoses to protect them.

Different countries (in which India is also included) adopts the policy of education for all, for the expansion of girls education, adult education and literacy programme and scientific and technological education. Much extent of work is done by organization named UNESCO. United Nation does not have its own army but member countries army in a joint venture works for united nations in useful or important missions. For solving of disputes between the two countries within the country in peaceful manner, International peace organization (mission) is formed. To maintain peace in Afghanistan international peace mission (army) was sent in which Indian soldiers were also included.

India's role in United nation:-

India is one of the established committee members of United Nation. It has played an important role in the formation of its aims and principles. India was also member of its different organization many a times. For return of Democracy, anti-racism, peace mission and others, India helped United nation by military aid.



United Nations Military
Major General S.P. Bhatia attending medical core

Though India itself has many social and economic problems but it works with different agencies of united nation. We can understand this by the above example.

Exercise

I. Fill in the blanks:-

1. On ———————— October united nation day is celebrated.
2. ———————— Organization is working for eradication of polio, tetanus.
3. To maintain peace and security in the world is the work of ———————————— ———.
4. 1st world war started on ————.
5. Presently ———————————— countries are the members of United Nations.

II. Answer the following question -

1. For what reasons did the different nation of the world feel to establish the United Nation Organization?
2. What are the different aims of U.N.O.?
3. Name different organizations of United Nations?
4. Who are the permanent members of United Nations?
5. Write the full name of :-

   A. UNESCO

   B. UNICEF

   C. W.H.O.
6. Describe the role of India in United Nation?
7. In which areas the funds received from the world bank are being used ?

CHAPTER - 9

FOREIGN POLICIES OF INDIA

Ajit went to Nepal with his parents. From there he bought some nepali toys for his friend. Next week his uncle was also coming from Kuwait. He was telling his parents that he also wants to go to Kuwait with his uncle. His parents told him that he can not go to Kuwait, because for going to Kuwait he needs passport and it is not possible to get a passport so fast. (With the help of your teacher try to find out where is Kuwait and where it is situated and in which direction to India.)

Ajit : "What is passport?" Ajit's parents told that they don't know. They told him to ask the teacher. Next day he asked the teacher "Madam, why do we need passport for going to Kuwait? What is passport? Teacher : It is a type of identity card of yours. Like the same card given in the school during examination. This identity card is essential because it shows that the passenger who is travelling is the person himself. It is for information that some other person is not traveling in your place. Not only passport can help us to travel to other countries. But one additional permission or entry letter of the official of that country is needed. It is called VISA.

Ajit was amazed and told the teacher that a few days ago he went to Nepal with his parents. He told that for visiting Nepal he did not need any passport? Then the teacher told that each country has made some rules and regulation for travelling of citizen from one place to other. It is prepared by observing or seeing the relations of the two countries. (The rules are prepared for the nation itself by its demand.)

1. *Why do we go from one country to another? Discuss the reasons and make a list?*
2. *Can a citizen of Nepal arrive or come to India ?*

Teacher again told the students to learn about the aims and goals of constitution. Teacher told that the aim has one word "Total accomplished supremacy" which is an important word. That means that our country has the liberty to create relations with other countries and also can make rules and regulations for its own country. Powerful nations cannot change any rules by showing its strength and money or try to change the rules of our country.

1. *Tell how Indo-Pak relationship can be normalized, discuss the points of matters?*
2. *What is the difference between relationship with Indo-Bangladesh and Indo-American? Should both the countries be given same importance? Discuss.*

If any country makes any rules and regulations with other countries to create relations. We can say that in other words planning and policies are made, this type of policies are called foreign policies. "Are all the foreign policies of all countries same?" Suresh asked the teacher. She told, "No, the foreign policies of all the nations or countries are not same." Then Raju said that in their neighborhood they visit some of the families frequently, but in few houses they go often.

1. *Find Afghanistan in the map of Asia.*
2. *Where is Myamar and Bangladesh situated, point out the direction in context to India.*
3. *North-Eastern states of India's boundary is attached to which all countries? If we want to observe people going from North-Eastern states to other countries what should be done?*

To prepare foreign policies with other nations it is important to keep in mind that we should first of all need to secure our border. Every country tries to keep relations with those countries which can protect their boundaries. Afghanistan and Nepal have good relations with India because they protect our boundary by not allowing other foreign army to attack us. They also guard their air range so that others cannot use their area to attack India.

Relationship planning can change between one country to other countries. India has also changed its planning and relations with other countries. Before 1962 India thought that there is no need to keep more and more weapons and army, because we don't have any enemy. But after 1962, when China attacked our country from northern and north western direction, Government of India had to think about it. In the war between India and China, our country had to face many problems. After this war India changed its planning in defence and foreign policy. It also increased its army and weapons.

Rakhi :- "Did the government of India make some policies?" Teacher told, "Yes, India has also made some policies."

1. Nation should respect other nation's boundary. It is our most important principle. For security development and peace it is needed that one should not attack other countries.
2. One should not attack others and also should not interfere in other's internal matter.
3. To respect and give equal attention to all the countries of the world.
4. Not to join any of the groups of the world is India's most important foreign policy. Because after IInd World War Soviet Union and America, the two super powers wanted India to enlist in the groups. India knows that, to join in any of the groups means to divide the world peace into two parts. It also knows that to join any group means that loss of independence of ideas. So it was decided that India will not join any of the groups.



In international matters, India creates relations independently and not by ideas of discrimination. This foreign policy of India has helped it not to join in any groups. This is called

"Non-Allign" policy of India.

The policy of Non-Allignment was useful for world peace, international co-operation and development. And afterwards many other countries adopted this policy. The countries which adopted the policy were later on known as Non-Alligned Nations.

Panchsheel :-

Panchsheel is the basic policy of India's foreign policy. Panch sheel word has been named after Sanskrit word; Panch means five and sheel means rules of behaviour or act. In other word five rules of behaviour or act.

Panchsheel was made for the first time about the matter of Tibet on 29th May 1954, for a treaty between India and China. The five points mentioned in the treaty are as follows:-

1. To respect one-another's state integrity and supreme power which means to respect all the countries, decisions taken by the government, and also respect its sentiments. And also accept the independence and integrity of the nation respectfully.
2. 'Non-attacking' which means not to attack on each another's political boundary.
3. Not to interfere in each another's internal matters. If a country makes rules and regulations for its own citizens, then the other should not interfere in it and should not try to change it.
4. Equality and mutual profit means that without any reasons one should not discriminate or should work for each anothers welfare.
5. Peaceful co-existence which means both the nations should help each other existence of independence peacefully and also discuss the controversies peacefully with each other.

India has always followed these rules strictly. It has also tried to solve the disputes from neighboring countries land, boundary and distribution of water peacefully.

Exercise

I. Answer the following questions -

1. What is foreign policy?
2. What do you understand by "Non-Allignment"?
3. To protect India's independent foreign policy, how is non-allignment helpful? Write your ideas.
4. Why did India need the policy of Non Allignment?
5. Mention the five principles of "Panchsheel"?
6. In your ideas which points should be kept in mind while preparing the foreign policies of the country?
7. Name the foreign policy of India framed in 1962.

CHAPTER - 10

RIGHT TO INFORMATION

Kikirda village Panchayat decided to construct a pond. For excavation of the pond the Sarpanch (village head) put men and women labourers of the village at work. He decided Rs. 40/- for women and Rs. 50/- for men as their wages. The availability of employment made those people agree to work at this rate happily.

In these period Budhia's niece Chanda came to Kikirda to spend holidays. Chanda had a habit of enquiring and finding answers in all matter. One day when Budhia came home with the wages, Chanda asked her aunt, just for fun to give her the money so that she would count it for her. Then Budhiya said that there was not much money, to count as it was just a little amount of money which was of three days wages that is Rs. 120/-. Chanda said that for three days only Rs. 120/- was very less. She asked her aunt how much she got daily. Then Budhia asked her niece as she was going to school, that she must know how to calculate her wages which comes as Rs. 40/- per day. But a man gets Rs. 50/- which is more. Then Chanda asked her aunt whether the people of the village know that the government has fixed the minimum rate of wages is same for men and women both. It is illegal to pay less wages to women than men. Chanda told that she had read these in the news paper.

11-1-. 'Minimum wages or collector rate' what does it mean? Discuss with your teacher?

AT present what is the minimum wages under Employment guarantee scheme ?

2. *For the same type of work women are paid less wages than men. By doing this which fundamental right is violated?*

Chanda asked, "While taking your wages and when you sign, what is written there", Then after thinking, Budhia said that she can not say exactly but some times it is taken on a blank paper. Chanda said that then there was some mistake in the Sarpanch"s account.

Next day when Budhiya went to work she told her friends about the matter. Then Habib said that not only the Sarpanch was paying less to women labourers but also they were paid less. This was cheating and they should do something. Bhuku said, "What can we do friends? Who will co-operate with us?" "Of course the law will help us. Yes, for this we have to talk to some person. But now keep quiet Sarpanch is coming here." After that all started doing their work.

Now when the Sarpanch was not at the site labourers talked about their wages. Then all asked Habib to enquire what was correct.

After a few days Habib told that he had enquired and came to know from his friend Ramu, that they can use the right to information act. Now we can ask Sarpanch how much work is done and how much wages have been paid up till now. We can ask the details. For this first of all we have to give an application in Panchayat. But they were doubtful that the Sarpanch may not show the accounts. Even then all went in a group and gave the application.

Right to Information 2005

Aims:-

1. *Giving importance to democratic rights, it is important that if a citizen wants to know about something. Then it is the responsibility of government and its media to give the information.*
2. *Transparency and Responsibility leads the citizen to encourage public faith and public participation.*
3. *Unwanted delay in public related welfare work can be avoided and the feeling of responsibility towards the citizen can be felt.*
4. *Within the sphere of law public should not disturb the government or its agencies and should have patience. And not only think about the individual welfare but should think of national welfare.*

Procedure of receiving Information under Right to Information:-

According to right to information act 2005, to get information from a organization or office, We have to give a written application, and a fees of Rs. 10/- is to be submitted by the applicant and receive a receipt of the fees paid in the office. But a person who lives below poverty line does not have to pay the fees.

After thirty days the information asked is given by the related office. If the office gives some photo copy of the documents than we have to pay the fees for it and also receive the receipt. And also the fees must be paid with the help of a Chalan.

After 30 days if the information given by the office is not received or incomplete, doubtful or not correct. Then the applicant can apply to the related firm's or organization's head (big officials).

If the given information proved to be wrong then the state information office or organization can penalize the related office. The penalty of Rs. 250/- per day etc. maximum Rs. 25,000/- can be charged at the related office or organization. The penalty money is refund to the applicant.

1. *What did the people do when they come to know that they are paid less wages?*
2. *What information's did the labours asked the Sarpanch?*
3. *If they get the information from Sarpanch how will they be profitable? Discuss.*

As every one had predicted when Vikram saw the application he was angry and asked who they were to know about Right to Information. He told that the money which was decided earlier was being given. "And I will not show you the accounts. Do the work or leave it."

At this the labourers were adamant and said that they must have the information. They took the help of Ramu. Ramu then took them to Janpad Panchayat Jaijaypur and then they met the incharge Officer about right to information. He told them that they did have the right to know. "Now you give an application to this office and I will take the action."

After getting application from labourers a notice was handed to the Sarpanch. It was mentioned that it was the right of the villagers to know, and to give correct information within 10 days or action will be taken against him.

Vikram was alarmed and went to Janpad Office and met Chief Executive Officer before giving the information to the villagers. He said that there was some fault in the accounts. He asked him to look into the situation and control the labourers. Then the officer told him that he would have to go to the village and explain it there.

Then the Chief Executive Officer came to the village and explained to the villagers about where there was fault in the accounts. Then the labourer told him that they were paid less. Then, Vikram told that due to greed, he has done some mistakes. But he asked pardon for his mistakes. Then he said that in future he would not do so. And would return the money which was left out. Then the officer said that if the villagers agreed and forgave him, then they would not take any action against him.

All of them looked at Habib. Habib consulted with Budhiya, Bishnu and Bhola. They all said that when he has agreed that he has done wrong and also returned their money, then they should pardon him. Then after that Vikram paid Rs. 8.50/- to men and Rs. 18.50/- to women as per day wages which was unpaid. Budhiya gave Chanda Rs. 50/- and asked her to go and eat sweets. Because of her they had got left over money which was not paid.

Exercise

I. Fill in the blanks -

1. Right to information act was made on _____.
2. Orgnization giving wrong information can penalize for _____.
3. Minimum wages for labour is decided by _____.

II. Answer the following questions -

1. What did the villagers do when the Sarpanch did not give the correct information?
2. If Sarpanch had not agreed then what would have been done?
3. Who took the decision of doing an agreement with the Sarpanch and why?
4. What is the procedure of receiving or getting information accordingly to Right to Information?
5. Within how many days after the application in relating right to information act, the competant officer should be informed of about ?

CHAPTER - 11

TRANS GENDER/THIRD GENDER

Meeta,her brother and mother were discussing about the activities of meeta's school. At that time Meeta's father came. When he asked about it she told him also, about her school .Father told that he went for a programme where symposium was going on. Meeta asked what is symposium? Father said that in this people gather together come to an opinion after discussion on some subject. Today the symposium was on such people who are called as third gender or trans gender. On Meeta's question, he said that the gender of these people can differ from the time of birth (male or female) and after they grow up.



This is quite natural similar to being fair and of dark complexion. It is not anyone's fault. By seeing the eagerness of mother, brother and Meeta, father said further-



- The dressing sense, dialects, style of living of such people can be different from as they seem.
- Such people are neglected by society. People laugh and bother as well as abuse them.
- Some times their parents and relatives deny accepting them due to which they find difficulty for their living.
- Sometimes due to bad / wrong behaviour of family or others, they attempt suicide.



Brother getting sad said- why people do not understand that in a society every person has equal right to live and get education. We should be simple and behave respectfully to everyone., if possible we should help them.



Father said-

- They are also like us.
- They are able to do everything like us.
- Their needs are same like us.
- We should not do any type of discrimination.
- They deserves love, affinity and respect as we do.
- Our behaviour should be good towards them as we are to others and as we wish to be treated.

Meeta and her brother said-

Father, we shall always keep these things in our mind and share with our friends.