

Class 9: Mathematics

Chap2 Polynomials

Instructions for students:

1. Open the given link,click on the option "Polynomials".Go through the chapter.
2. Do the exercises based on the chapter in your Maths copy.
3. Select the option Question bank ,do all the questions, long answer,short answer,, multiple choice and very short answer in your Maths exercise copy.

https://diksha.gov.in/cbse/play/collection/do_312796455278501888117401?contentType=TextBook&contentId=do_3129911261057843201205

See Class 9 Science on DIKSHA at

https://diksha.gov.in/play/content/do_312795713023459328111724?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455282900992117488%26utm_campaign%3Dshare_content

Get DIKSHA app from:

https://play.google.com/store/apps/details?id=in.gov.diksha.app&referrer=utm_source%3D7139114c12c8b2003b1735f6bbbf9571941ffc1a%26utm_campaign%3Dshare_app

👉 link for the tutorial of class 9 biology

Instructions for the students:

1. Download the diksha app from the play store.
2. Open the app and login as student.
3. Select the medium in which you want to study.
4. Now select the class 9.
5. Select the subject.. Science.
6. Open the second chapter of biology .."Tissue"
7. Go through the explanation content in the video

.See Class 9 Science on DIKSHA at

https://diksha.gov.in/play/content/do_31279852847448064016225?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455282900992117488%26utm_campaign%3Dshare_content

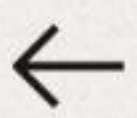
Get DIKSHA app from:

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👉 link for the assignment of class 9 biology.

Instructions for the students:

1. Try to understand and learn the different types of tissues in plants and animals
2. Practice the diagrams of plant and animal tissues.
3. Try to do the questions of the related topics in your note book.



See Class 9 Science on DIKSHA at
https://diksha.gov.in/play/content/do_312795713395654656110473?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455282900992117488%26utm_campaign%3Dshare_content

Get DIKSHA app from:

https://play.google.com/store/apps/details?id=in.gov.diksha.app&referrer=utm_source%3Df692739567e6f2956a952258b4f4b33ade1761ca%26utm_campaign%3Dshare_app


For class IX Physics , the given instructions must be followed..

Link for class IX physics :

1. Install "Diksha" app from Playstore.
2. Tap open after the app is installed.
3. Tap allow, to provide access to the following data to use the app at its best.
4. Open the app and login as student.
5. Select medium, class and subject.
6. Open the first chapter of physics (Chapter 9 - "Force and laws of Motion") in the link.
7. Go through the "explanation" content in the video tutorial.
8. In the same , there are few assignments are given which you can solve as Long answers

See Class 9 Science on DIKSHA at
https://diksha.gov.in/play/collection/do_312796455282900992117488?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455282900992117488%26utm_campaign%3Dshare_content

Get DIKSHA app from: https://play.google.com/store/apps/details?id=in.gov.diksha.app&referrer=utm_source%3D818d960ce58d9c72132154cba770acd2d2a672d3%26utm_campaign%3Dshare_app

 link for class 9 chemistry tutorial.

Instructions for the students:

1. Download the diksha app from the play store.
2. Open the app and login as student.
3. Select the medium in which you want to study.
4. Now select the class 9.
5. Select the subject.. Science.
6. Open the second chapter of chemistry ... "Is Matter Around Us Pure".
7. Go through the explanation content in the video.
8. Try to solve long answers, short answers, very short answers and mcqs given in the question bank.

English

Download Diksha app

Click Diksha app

Select class 9

Select English Moments

Select The Adventures of Toto & click Play

button(Explanation Content Classroom Teaching Videos)

&

Listen to the explanation

Click Play button (Long Answer) & do Ques.1 4 5

Keep clicking Arrow button

Click 'Next' on screen & click Play (MCQ)& do all 5 Ques.

Click 'Next' on screen & click Play (Short Answer) & do Ques.1 2 4

Keep clicking Arrow button

Click 'Next'on screen click Play (Very Short Answer) & do Ques 2 3 4

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English

Download Diksha app

Click Diksha app

Select class 9

Select English Beehive

Select TheSound of Music & click eText book & read the story till the end go back to home page. Select

Explanation Content click Play button

Listen to the story till the end (skip ppt) Click 'Next' on screen

Click Play button (Long Answer) & do Ques.1 & 2

Keep clicking Arrow button

Click 'Next' on screen & click Play (MCQ)& do all 5 Ques.

Click 'Next' on screen & click Play (Short Answer) & do Ques.3 4 5

Keep clicking Arrow button

Click 'Next'on screen click Play (Very Short Answer) & do Ques 1 & 5

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CBSE Class 09 Hindi Course A

NCERT Solutions

क्षितिज पाठ-02 राहुल सांकृत्यायन

1. थोंगला के पहले के आखिरी गाँव पहुँचने पर भिखमंगे के वेश में होने के वावजूद लेखक को ठहरने के लिए उचित स्थान मिला जबकि दूसरी यात्रा के समय भद्र वेश भी उन्हें उचित स्थान नहीं दिला सका। क्यों?

उत्तर:- इसका मुख्य कारण था - संबंधों का महत्व। तिब्बत के इस मार्ग पर यात्रियों के लिए कोई विशेष व्यवस्था नहीं थी इसलिए वहाँ जान-पहचान के आधार पर ही ठहरने का उचित स्थान मिल जाता था। पहली बार लेखक के साथ बौद्ध भिक्षु सुमति थे। सुमति की वहाँ अच्छी जान-पहचान थी पर पाँच साल बाद बहुत कुछ बदल गया था किन्तु भद्र वेश में होने पर भी उन्हें उचित स्थान नहीं मिला था इसबार उन्हें बस्ती के सबसे गरीब झोपड़े में रुकना पड़ा। यह सब उस समय के लोगों की मनोवृत्ति के कारण ही हुआ था क्योंकि लेखक वहाँ शाम को पहुँचा था उस समय वहाँ के लोग छद्म पीकर होश खो देते थे जिससे उन्हें सही-गलत की पहचान नहीं हो पाती थी और सुमति भी उस समय उनके साथ नहीं थे।

2. उस समय के तिब्बत में हथियार का कानून न रहने के कारण यात्रियों को किस प्रकार का भय बना रहता था ?

उत्तर:- उस समय तिब्बत के पहाड़ों की यात्रा सुरक्षित नहीं थी। लोगों को डाकुओं का भय बना रहता था। डाकू पहले लोगों को मार देते और फिर देखते कि उनके पास पैसा है या नहीं तथा तिब्बत में हथियार रखने से सम्बंधित कोई कानून नहीं था। इस कारण वे लोग खुले आम पिस्तौल बन्दूक आदि रखते थे साथ ही, वहाँ निर्जन स्थान भी थे, जहाँ पुलिस का प्रबंध नहीं था तथा कोई दुर्घटना हो जाने पर उसका गवाह भी नहीं मिलता था।

3. लंकोर के मार्ग में अपने साथियों से किस कारण पिछड़ गए थे ?

उत्तर:- लेखक लंकोर के मार्ग में अपने साथियों से दो कारणों से पिछड़ गए थे -

1. उनका घोड़ा बहुत सुस्त था, इस वजह से लेखक अपने साथियों से बिछड़ गया और अकेले में रास्ता भूल गया।
2. वे रास्ता भटककर एक-डेढ़ मील गलत रास्ते पर चले गए थे। उन्हें वहाँ से वापस आना पड़ा।

4. लेखक ने शेकर विहार में सुमति को उनके यजमानों के पास जाने से रोका, परन्तु दूसरी बार रोकने का प्रयास क्यों नहीं किया ?

उत्तर:- लेखक ने शेकर विहार में सुमति को यजमानों के पास जाने से रोका था क्योंकि अगर वह वहाँ जाता तो उसे बहुत वक्त लग जाता और इससे लेखक को एक सप्ताह तक उसकी प्रतीक्षा करनी पड़ती परन्तु दूसरी बार लेखक ने उसे रोकने का प्रयास इसलिए नहीं किया क्योंकि वे अकेले रहकर मंदिर में रखी हुई हस्तलिखित दो सौ पोथियों का अध्ययन करना चाहते थे।

5. अपनी यात्रा के दौरान लेखक को किन कठिनाइयों का सामना करना पड़ा ?

उत्तर:- लेखक को इस यात्रा के दौरान अनेक कठिनाइयों का सामना करना पड़ा :-

1. जगह-जगह रास्ता कठिन था साथ ही परिवेश भी बिल्कुल नया था।

२. उनका घोड़ा बहुत सुस्त था। इस वजह से लेखक अपने साथियों से बिछड़ गया और अकेले में रास्ता भूल गया।
३. डाकू जैसे दिखने वाले लोगों से भीख माँगनी पड़ी।
४. भिखारी के वेश में यात्रा करनी पड़ी।
५. समय से न पहुँच पाने पर सुमति के गुस्से के सामना करना पड़ा।
६. तेज़ धूप में चलना पड़ा था, अपना सामान भी स्वयं ढोना पड़ा।
७. वापस आते समय लेखक को रुकने के लिए उचित स्थान भी मिला था।

6. प्रस्तुत यात्रा-वृत्तान्त के आधार पर बताइए कि उस समय का तिब्बती समाज कैसा था ?

उत्तर:- प्रस्तुत यात्रा-वृत्तान्त के आधार पर उस समय के तिब्बती समाज के बारे में पता चलता है कि -

१. तिब्बत के समाज में छुआछूत, जाति-पाँति आदि कुप्रथाएँ नहीं थी।
२. सारे प्रबंध की देखभाल कोई भिक्षु करता था। वह भिक्षु जागीर के लोगों में राजा के समान सम्मान पाता था।
३. उस समय के तिब्बती समाज में औरतें परदा नहीं करती थीं।
४. उस समय तिब्बती जमीन जागीरदारों में बँटी थी जिसका ज्यादातर हिस्सा मठों के हाथ में होता था।

7. 'मैं अब पुस्तकों के भीतर था।' नीचे दिए गए विकल्पों में से कौन -सा इस वाक्य का अर्थ बतलाता है?

- क. लेखक पुस्तकें पढ़ने में रम गया।
- ख. लेखक पुस्तकों की शैल्फ के भीतर चला गया।
- ग. लेखक के चारों ओर पुस्तकें थीं।
- घ. पुस्तक में लेखक का परिचय और चित्र छपा था।

उत्तर:- क. लेखक पुस्तकें पढ़ने में रम गया।

• रचना-अभिव्यक्ति

8. सुमति के यजमान और अन्य परिचित लोग लगभग हर गाँव में मिले। इस आधार पर आप सुमति के व्यक्तित्व की किन विशेषताओं का चित्रण कर सकते हैं?

उत्तर:- सुमति के यजमान और अन्य परिचित लोग हर गाँव में लेखक को मिले। इससे सुमति के व्यक्तित्व की अनेक विशेषताएँ प्रकट होती हैं : जैसे -

१. सुमति मिलनसार एवं हँसमुख व्यक्ति हैं।
२. सुमति के परिचय और सम्मान का दायरा बहुत बड़ा है।
३. सुमति उनके यहाँ धर्मगुरु के रूप में सम्मानित होता हैं।
४. सुमति सबको बोध गया का गंडा प्रदान करता है, लोग गंडे को पाकर धन्य अनुभव करते हैं, वह लोगो की आस्था का फायदा उठाने में पीछे नहीं रहता था।
५. सुमति स्वभाव से सरल, मिलनसार, स्नेही और मृदु रहा होगा। तभी लोग उसे उचित आदर देते होंगे।
६. सुमति बौद्ध धर्म में आस्था रखते थे तथा तिब्बत का अच्छा भौगोलिक ज्ञान भी रखते थे।

9. 'हालाँकि उस वक्त मेरा भेष ऐसा नहीं था कि उन्हें कुछ भी खयाल करना चाहिए था'। - उक्त कथन के अनुसार हमारे आचार-व्यवहार के तरीके वेशभूषा के आधार पर तय होते हैं। आपकी समझ से यह उचित है अथवा अनुचित, विचार व्यक्त करें।

उत्तर:- सामान्यतया लोगों में एक धारणा बन गई है कि पहली बार मिलने वाले व्यक्ति का आकलन उसकी वेशभूषा देखकर किया जाता है। हम अच्छा पहनावा देखकर किसी को अपनाते हैं तो गंदे कपड़े देखकर उसे दुत्कारते हैं। लेखक भिखमंगों के वेश में यात्रा कर रहा था। इसलिए उसे यह अपेक्षा नहीं थी कि शेकर विहार का भिक्षु उसे सम्मानपूर्वक अपनाएगा। मेरे विचार से वेशभूषा देखकर व्यवहार करना पूरी तरह ठीक नहीं है। अनेक संत-महात्मा और भिक्षु साधारण वस्त्र पहनते हैं किंतु वे उच्च चरित्र के इनसान होते हैं, पूज्य होते हैं। हम पर पहला प्रभाव वेशभूषा के कारण ही पड़ता है। उसी के आधार पर हम भले-बुरे की पहचान करते हैं। परन्तु अच्छी वेशभूषा में कुत्सित विचारों वाले लोग भी हो सकते हैं। गरीब व्यक्ति भी चरित्र में श्रेष्ठ हो सकता है, वेशभूषा सब कुछ नहीं है। कीचड़ में खिलने पर भी कमल अपनी सुंदरता बनाए रखता है।

10. यात्रा वृत्तांत के आधार पर तिब्बत की भौगोलिक स्थिति का शब्द -चित्र प्रस्तुत करें। वहाँ की स्थिति आपके राज्य/शहर से किस प्रकार भिन्न है ?

उत्तर:- तिब्बत भारत के उत्तर में स्थित है जो नेपाल का पड़ोसी देश है। इसकी सीमा भारत और चीन से लगती है। तिब्बत पहाड़ी प्रदेश है। यह समुद्र-तट से सोलह-सत्रह हजार फुट की ऊँचाई पर स्थित है। इसके रास्ते ऊँचे-नीचे और बीहड़ हैं। पहाड़ों के अंतिम सिरो और नदियों के मोड़ पर खतरनाक सुने प्रदेश बसे हुए हैं। यहाँ मीलों- मील तक कोई आबादी नहीं होती। एक ओर हिमालय की बर्फीली चोटियाँ दिखाई पड़ती हैं, दूसरी ओर ऊँचे-ऊँचे नंगे पहाड़ खड़े हैं। तिब्बती एक विशाल मैदानी भाग है, जिसके चारों ओर पहाड़ ही पहाड़ हैं। यहाँ बीच में एक पहाड़ी है, जिस पर देवालय स्थित है। देवालय को पत्थरों के ढेर, जानवरों के सींगों और रंग-बिरंगे कपड़े की झंडियों से सजाया गया है।

11. आपने किसी भी स्थान की यात्रा अवश्य की होगी ? यात्रा के दौरान हुए अनुभवों को लिखकर प्रस्तुत करें।

उत्तर:- ग्रीष्मावकाश में इस बार मैंने अपने माता-पिता, बहन और दो मित्रों के साथ देहरादून घूमने जाने की योजना बनाई। सबको मेरा प्रस्ताव पसंद आया और हम सब 24 मई को अपनी गाड़ी में बैठकर प्रातः 4 बजे देहरादून के लिए रवाना हुए। अभी गाड़ी 25-30 किमी 0 ही चली थी कि अचानक वह धरधराकर रुक गई। गाड़ी खराब हो गई थी। यहाँ आस-पास कोई शहर या कस्बा नहीं था। सड़क के दोनों ओर खेत थे। रास्ता सुनसान था। हम सब परेशान हो गए। पिताजी ने उतरकर देखा, पर उन्हें भी समझ नहीं आया कि गाड़ी क्यों नहीं चल रही थी। हमें वहीं खड़े-खड़े तीन घंटे बीत गए। उस सड़क पर आने-जाने वाली गाड़ियों को हमने हाथ देकर रोकने की कोशिश की, जिससे कुछ सहायता प्राप्त की जा सके, परन्तु सभी लोग जल्दी में थे और कोई भी हमारी बात सुनने के लिए नहीं रुकना चाहता था।

शाम होने जा रही थी। हम लोगों का भूख और गर्मी के कारण बुरा हाल था। मेरी छोटी बहन तो परेशान होकर रोने लगी, मां ने मुश्किल से उसे चुप कराया। जब कोई हल नहीं सूझा तो मेरे पिता जी ने चाचा जी को फ़ोन किया और वे अपने साथ मैकेनिक को लेकर आए, तब कहीं जाकर गाड़ी ठीक हो सकी।

इस बीच मेरठ से खाना खरीदा गया और हम लोग रात में 12.30 बजे देहरादून पहुँच पाए। हमारा पूरा दिन बर्बाद हो गया था। अब जब कभी हम लोग गाड़ी में बैठकर बाहर जाते हैं या कहीं घूमने की योजना बनाते हैं, वह समस्याओं से भरा दिन बरबस याद आ

जाता है।

12. यात्रा वृत्तांत गद्य साहित्य की एक विधा है। आपकी इस पाठ्यपुस्तक में कौन-कौन सी विधाएँ हैं? प्रस्तुत विधा उनसे किन मायनों में अलग है?

उत्तर:- हमारी पाठ्यपुस्तक क्षितिज भाग - १ में निम्नलिखित पाठ और विधाएँ हैं -

पाठ	विधा
दो बैलों की कथा	कहानी
ल्हासा की ओर	यात्रा-वृत्तांत
उपभोक्तावाद की संस्कृति	निबंध
साँवले सपनों की याद	रेखाचित्र
नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया	रिपोर्ताज
प्रेमचंद के फटे जूते	व्यंग्य
मेरे बचपन के दिन	संस्मरण
एक कुत्ता और एक मैना	निबंध

प्रस्तुत विधा (यात्रा वृत्तांत) अन्य विधाओं से अलग है। इसका मुख्य विषय है - यात्रा का वर्णन। इसमें लेखक ने यात्रा की समस्त वस्तुओं, व्यक्तियों तथा घटनाओं का वर्णन किया है। इसमें मानव-चरित्र के अनुभव बहुत संक्षिप्त रूप में आए हैं जबकि कहानी, संस्मरण में मानव-वृत्त का चित्रण है।

• भाषा-अध्ययन

13. किसी बात को अनेक प्रकार से कहा जा सकता है ;

जैसे -सुबह होने से पहले हम गाँव में थे।

पौ फटने वाला था कि हम गाँव में थे।

तारों की छाँव रहते -रहते हम गाँव पहुँच गए।

नीचे दिए गए वाक्य को अलग-अलग तरीकों में लिखिए -

' जान नहीं पड़ता था कि घोड़ा आगे जा रहा है या पीछे। '

उत्तर:- १. यह पता ही नहीं चल पा रहा था कि घोड़ा चल भी रहा है या नहीं।

२. कभी लगता था घोड़ा आगे जा रहा है, कभी लगता था पीछे जा रहा है।

14. ऐसे शब्द जो किसी अंचल यानी क्षेत्र विशेष में प्रयुक्त होते हैं उन्हें आंचलिक शब्द कहा जाता है। प्रस्तुत पाठ में से आंचलिक शब्द ढूँढकर लिखिए।

पाठ में आए हुए आंचलिक शब्द -

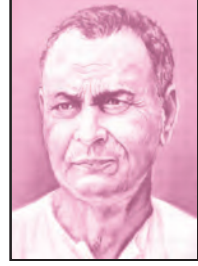
उत्तर:- खोटी, राहदारी, कुची-कुची, भीटा, थुक्पा, गाँव-गिराँव, भरिया, गंडा, कन्जुर, चोडी।

15. पाठ में कागज़, अक्षर, मैदान के आगे क्रमशः मोटे, अच्छे और विशाल शब्दों का प्रयोग हुआ है। इन शब्दों से उनकी विशेषता उभर कर आती है। पाठ में से कुछ ऐसे ही और शब्द छाँटिए जो किसी की विशेषता बता रहे हों।

उत्तर:- मुख्य, व्यापारिक, बहुत, भद्र, चीनी, अच्छी, गरीब, विकट, निर्जन, हजारों, अगला, कम, रंग-बिरंगे, मुश्किल, लाल, ठंडा, गर्मागर्म, विशाल, छोटी-सी, पतली-पतली, तेज, कड़ी, छोटे-बड़े, मोटे।



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राहुल सांकृत्यायन

राहुल सांकृत्यायन का जन्म सन् 1893 में उनके ननिहाल गाँव पंढरा, ज़िला आजमगढ़ (उत्तर प्रदेश) में हुआ। उनका पैतृक गाँव कनैला था। उनका मूल नाम केदार पांडेय था। उनकी शिक्षा काशी, आगरा और लाहौर में हुई। सन् 1930 में उन्होंने श्रीलंका जाकर बौद्ध धर्म ग्रहण कर लिया। तबसे उनका नाम राहुल सांकृत्यायन हो गया। राहुल जी पालि, प्राकृत, अपभ्रंश, तिब्बती, चीनी, जापानी, रूसी सहित अनेक भाषाओं के जानकार थे। उन्हें महापंडित कहा जाता था। सन् 1963 में उनका देहांत हो गया।

राहुल सांकृत्यायन ने उपन्यास, कहानी, आत्मकथा, यात्रावृत्त, जीवनी, आलोचना, शोध आदि अनेक विधाओं में साहित्य-सृजन किया। इतना ही नहीं उन्होंने अनेक ग्रंथों का हिंदी में अनुवाद भी किया। **मेरी जीवन यात्रा (छह भाग), दर्शन-दिग्दर्शन, बाइसवीं सदी, वोल्गा से गंगा, भागो नहीं दुनिया को बदलो, दिमागी गुलामी, घुमक्कड़ शास्त्र** उनकी प्रमुख कृतियाँ हैं। साहित्य के अलावा दर्शन, राजनीति, धर्म, इतिहास, विज्ञान आदि विभिन्न विषयों पर राहुल जी द्वारा रचित पुस्तकों की संख्या लगभग 150 है। राहुल जी ने बहुत सी लुप्तप्राय सामग्री का उद्धार कर अत्यंत महत्वपूर्ण कार्य किया है।

यात्रावृत्त लेखन में राहुल जी का स्थान अन्यतम है। उन्होंने घुमक्कड़ी का शास्त्र रचा और उससे होने वाले लाभों का विस्तार से वर्णन करते हुए मंजिल के स्थान पर यात्रा को ही घुमक्कड़ का उद्देश्य बताया। घुमक्कड़ी



से मनोरंजन, ज्ञानवर्धन एवं अज्ञात स्थलों की जानकारी के साथ-साथ भाषा एवं संस्कृति का भी आदान-प्रदान होता है। राहुल जी ने विभिन्न स्थानों के भौगोलिक वर्णन के अतिरिक्त वहाँ के जन-जीवन की सुंदर झाँकी प्रस्तुत की है।

संकलित अंश राहुल जी की प्रथम तिब्बत यात्रा से लिया गया है जो उन्होंने सन् 1929-30 में नेपाल के रास्ते की थी। उस समय भारतीयों को तिब्बत यात्रा की अनुमति नहीं थी, इसलिए उन्होंने यह यात्रा एक भिखमंगे के छद्म वेश में की थी। इसमें तिब्बत की राजधानी **ल्हासा की ओर** जाने वाले दुर्गम रास्तों का वर्णन उन्होंने बहुत ही रोचक शैली में किया है। इस यात्रा-वृत्तांत से हमें उस समय के तिब्बती समाज के बारे में भी जानकारी मिलती है।

ल्हासा की ओर

वह नेपाल से तिब्बत जाने का मुख्य रास्ता है। फरी-कलिङ्पोङ् का रास्ता जब नहीं खुला था, तो नेपाल ही नहीं हिंदुस्तान की भी चीजें इसी रास्ते तिब्बत जाया करती थीं। यह व्यापारिक ही नहीं सैनिक रास्ता भी था, इसीलिए जगह-जगह फ़ौजी चौकियाँ और किले बने हुए हैं, जिनमें कभी चीनी पलटन रहा करती थी। आजकल बहुत से फ़ौजी मकान गिर चुके हैं। दुर्ग के किसी भाग में, जहाँ किसानों ने अपना बसेरा बना लिया है, वहाँ घर कुछ आबाद दिखाई पड़ते हैं। ऐसा ही परित्यक्त एक चीनी किला था। हम वहाँ चाय पीने के लिए ठहरे। तिब्बत में यात्रियों के लिए बहुत सी तकलीफ़ें भी हैं और कुछ आराम की बातें भी। वहाँ जाति-पाँति, लुआछूत का सवाल ही नहीं है और न औरतें परदा ही करती हैं। बहुत निम्नश्रेणी के भिखमंगों को लोग चोरी के डर से घर के भीतर नहीं आने देते; नहीं तो आप बिलकुल घर के भीतर चले जा सकते हैं। चाहे आप बिलकुल अपरिचित हों, तब भी घर की बहू या सासु को अपनी झोली में से चाय दे सकते हैं। वह आपके लिए उसे पका देगी। मक्खन और सोडा-नमक दे दीजिए, वह चाय चोडी में कूटकर उसे दूधवाली चाय के रंग की बना के मिट्टी के टोटीदार बरतन (खोटी) में रखके आपको दे देगी। यदि बैठक की जगह चूल्हे से दूर है और आपको डर है कि सारा मक्खन आपकी चाय में नहीं पड़ेगा, तो आप खुद जाकर चोडी में चाय मथकर ला सकते हैं। चाय का रंग तैयार हो जाने पर फिर नमक-मक्खन डालने की ज़रूरत होती है।



परित्यक्त चीनी किले से जब हम चलने लगे, तो एक आदमी राहदारी माँगने आया। हमने वह दोनों चिटें उसे दे दीं। शायद उसी दिन हम थोड़ला के पहले के आखिरी गाँव में पहुँच गए। यहाँ भी सुमति के जान-पहचान के आदमी थे और भिखमंगे रहते भी ठहरने के लिए अच्छी जगह मिली। पाँच साल बाद हम इसी रास्ते लौटे थे और भिखमंगे नहीं, एक भद्र यात्री के वेश में घोड़ों पर सवार होकर आए थे; किंतु उस वक्त किसी ने हमें रहने के लिए जगह नहीं दी, और हम गाँव के एक सबसे गरीब झोपड़े में ठहरे थे। बहुत कुछ लोगों की उस वक्त की मनोवृत्ति पर ही निर्भर है, खासकर शाम के वक्त छड़ पीकर बहुत कम होश-हवास को दुरुस्त रखते हैं।

अब हमें सबसे विकट डाँड़ा थोड़ला पार करना था। डाँड़े तिब्बत में सबसे खतरे की जगहें हैं। सोलह-सत्रह हजार फीट की ऊँचाई होने के कारण उनके दोनों तरफ़ मीलों तक कोई गाँव-गिराँव नहीं होते। नदियों के मोड़ और पहाड़ों के कोनों के कारण बहुत दूर तक आदमी को देखा नहीं जा सकता। डाकुओं के लिए यही सबसे अच्छी जगह है। तिब्बत में गाँव में आकर खून हो जाए, तब तो खूनी को सज़ा भी मिल सकती है, लेकिन इन निर्जन स्थानों में मरे हुए आदमियों के लिए कोई परवाह नहीं करता। सरकार खुफ़िया-विभाग और पुलिस पर उतना खर्च नहीं करती और वहाँ गवाह भी तो कोई नहीं मिल सकता। डकैत पहिले आदमी को मार डालते हैं, उसके बाद देखते हैं कि कुछ पैसा है कि नहीं। हथियार का कानून न रहने के कारण यहाँ लाठी की तरह लोग पिस्तौल, बंदूक लिए फिरते हैं। डाकू यदि जान से न मारे तो खुद उसे अपने प्राणों का खतरा है। गाँव में हमें मालूम हुआ कि पिछले ही साल थोड़ला के पास खून हो गया। शायद खून की हम उतनी परवाह नहीं करते, क्योंकि हम भिखमंगे थे और जहाँ-कहीं वैसी सूरत देखते, टोपी उतार जीभ निकाल, “कुची-कुची (दया-दया) एक पैसा” कहते भीख माँगने लगते। लेकिन पहाड़ की ऊँची चढ़ाई थी, पीठ पर सामान लादकर कैसे चलते? और अगला पड़ाव 16-17 मील से कम नहीं था। मैंने सुमति से कहा कि यहाँ से लङ्कोर तक के लिए दो घोड़े कर लो, सामान भी रख लेंगे और चढ़े चलेंगे।

दूसरे दिन हम घोड़ों पर सवार होकर ऊपर की ओर चले। डाँड़े से पहिले एक जगह चाय पी और दोपहर के वक्त डाँड़े के ऊपर जा पहुँचे। हम समुद्रतल से 17-18 हजार फीट ऊँचे खड़े थे। हमारी दक्खिन तरफ़ पूरब से पच्छिम की ओर हिमालय के हजारों श्वेत शिखर चले गए थे। भीटे की ओर दीखने वाले पहाड़ बिलकुल नंगे थे, न वहाँ बरफ़ की सफ़ेदी थी, न किसी तरह की हरियाली। उत्तर की तरफ़ बहुत कम बरफ़ वाली चोटियाँ दिखाई पड़ती थीं। सर्वोच्च स्थान पर डाँड़े के देवता का स्थान था, जो पत्थरों के ढेर, जानवरों की सींगों और रंग-बिरंगे कपड़े की झंडियों से सजाया गया था। अब हमें बराबर उतराई पर चलना था। चढ़ाई तो कुछ दूर थोड़ी मुश्किल थी, लेकिन उतराई बिलकुल नहीं। शायद दो-एक और सवार साथी हमारे साथ चल रहे थे। मेरा घोड़ा कुछ धीमे चलने लगा। मैंने समझा कि चढ़ाई की थकावट के कारण ऐसा कर रहा है, और उसे मारना नहीं चाहता था। धीरे-धीरे वह बहुत पिछड़ गया और मैं दोन्क्वक्स्तो की तरह अपने घोड़े पर झूमता हुआ चला जा रहा था। जान नहीं पड़ता था कि घोड़ा आगे जा रहा है या पीछे। जब मैं ज़ोर देने लगता, तो वह और सुस्त पड़ जाता। एक जगह दो रास्ते फूट रहे थे, मैं बाएँ का रास्ता ले मील-डेढ़ मील चला गया। आगे एक घर में पूछने से पता लगा कि लङ्कोर का रास्ता दाहिने वाला था। फिर लौटकर उसी को पकड़ा। चार-पाँच बजे के करीब मैं गाँव से मील-भर पर था, तो सुमति इंतज़ार करते हुए मिले। मंगोलों का मुँह वैसे ही लाल होता है और अब तो वह पूरे गुस्से में थे। उन्होंने कहा—“मैंने दो टोकरी कंडे फूँ डाले, तीन-तीन बार चाय को गरम किया।” मैंने बहुत नरमी से जवाब दिया—“लेकिन मेरा कसूर नहीं है मित्र! देख नहीं रहे हो, कैसा घोड़ा मुझे मिला है! मैं तो रात तक पहुँचने की उम्मीद रखता था।” खैर, सुमति को जितनी जल्दी गुस्सा आता था, उतनी ही जल्दी वह ठंडा भी हो जाता था। लङ्कोर में वह एक अच्छी जगह पर ठहरे थे। यहाँ भी उनके अच्छे यजमान थे। पहिले चाय-सत्तू खाया गया, रात को गरमागरम थुक्पा मिला।



अब हम तिड्डी के विशाल मैदान में थे, जो पहाड़ों से घिरा टापू-सा मालूम होता था, जिसमें दूर एक छोटी-सी पहाड़ी मैदान के भीतर दिखाई पड़ती है। उसी पहाड़ी का नाम है तिड्डी-समाधि-गिरि। आसपास के गाँव में भी सुमति के कितने ही यजमान थे, कपड़े की पतली-पतली चिरी बत्तियों के गंडे खतम नहीं हो सकते थे, क्योंकि बोधगया से लाए कपड़े के खतम हो जाने पर किसी कपड़े से बोधगया का गंडा बना लेते थे। वह अपने यजमानों के पास जाना चाहते थे। मैंने सोचा, यह तो हफ्ता-भर उधर ही लगा देंगे। मैंने उनसे कहा कि जिस गाँव में ठहरना हो, उसमें भले ही गंडे बाँट दो, मगर आसपास के गाँवों में मत जाओ; इसके लिए मैं तुम्हें ल्हासा पहुँचकर रुपये दे दूँगा। सुमति ने स्वीकार किया। दूसरे दिन हमने भरिया ढूँढ़ने की कोशिश की, लेकिन कोई न मिला। सवेरे ही चल दिए होते तो अच्छा था, लेकिन अब 10-11 बजे की तेज़ धूप में चलना पड़ रहा था। तिब्बत की धूप भी बहुत कड़ी मालूम होती है, यद्यपि थोड़े से भी मोटे कपड़े से सिर को ढाँक लें, तो गरमी खतम हो जाती है। आप 2 बजे सूरज की ओर मुँह करके चल रहे हैं, ललाट धूप से जल रहा है और पीछे का कंधा बरफ़ हो रहा है। फिर हमने पीठ पर अपनी-अपनी चीज़ें लादी, डंडा हाथ में लिया और चल पड़े। यद्यपि सुमति के परिचित तिड्डी में भी थे, लेकिन वह एक और यजमान से मिलना चाहते थे, इसलिए आदमी मिलने का बहाना कर शंकर विहार की ओर चलने के लिए कहा। तिब्बत की ज़मीन बहुत अधिक छोटे-बड़े जागीरदारों में बाँटी है। इन जागीरों का बहुत ज़्यादा हिस्सा मठों (विहारों) के हाथ में है। अपनी-अपनी जागीर में हरेक जागीरदार कुछ खेती खुद भी कराता है, जिसके लिए मज़दूर बेगार में मिल जाते हैं। खेती का इंतज़ाम देखने के लिए वहाँ कोई भिक्षु भेजा जाता है, जो जागीर के आदमियों के लिए राजा से कम नहीं होता। शंकर की खेती के मुखिया भिक्षु (नम्से) बड़े भद्र पुरुष थे। वह बहुत प्रेम से मिले, हालाँकि उस वक्त मेरा भेष ऐसा नहीं था कि उन्हें कुछ भी खयाल करना चाहिए था। यहाँ एक अच्छा मंदिर था; जिसमें कन्जुर (बुद्धवचन-अनुवाद) की हस्तलिखित 103 पोथियाँ रखी हुई थीं, मेरा आसन



भी वहीं लगा। वह बड़े मोटे कागज़ पर अच्छे अक्षरों में लिखी हुई थीं, एक-एक पोथी 15-15 सेर से कम नहीं रही होगी। सुमति ने फिर आसपास अपने यजमानों के पास जाने के बारे में पूछा, मैं अब पुस्तकों के भीतर था, इसलिए मैंने उन्हें जाने के लिए कह दिया। दूसरे दिन वह गए। मैंने समझा था 2-3 दिन लगेंगे, लेकिन वह उसी दिन दोपहर बाद चले आए। तिड्डी गाँव वहाँ से बहुत दूर नहीं था। हमने अपना-अपना सामान पीठ पर उठाया और भिक्षु नम्से से विदाई लेकर चल पड़े।

प्रश्न-अभ्यास

1. थोड़ला के पहले के आखिरी गाँव पहुँचने पर भिखमंगे के वेश में होने के बावजूद लेखक को ठहरने के लिए उचित स्थान मिला जबकि दूसरी यात्रा के समय भद्र वेश भी उन्हें उचित स्थान नहीं दिला सका। क्यों?
2. उस समय के तिब्बत में हथियार का कानून न रहने के कारण यात्रियों को किस प्रकार का भय बना रहता था?
3. लेखक लङ्कोर के मार्ग में अपने साथियों से किस कारण पिछड़ गया?
4. लेखक ने शेकर विहार में सुमति को उनके यजमानों के पास जाने से रोका, परंतु दूसरी बार रोकने का प्रयास क्यों नहीं किया?
5. अपनी यात्रा के दौरान लेखक को किन कठिनाइयों का सामना करना पड़ा?
6. प्रस्तुत यात्रा-वृत्तांत के आधार पर बताइए कि उस समय का तिब्बती समाज कैसा था?
7. 'मैं अब पुस्तकों के भीतर था।' नीचे दिए गए विकल्पों में से कौन सा इस वाक्य का अर्थ बतलाता है—
 - (क) लेखक पुस्तकें पढ़ने में रम गया।
 - (ख) लेखक पुस्तकों की शैल्फ़ के भीतर चला गया।
 - (ग) लेखक के चारों ओर पुस्तकें ही थीं।
 - (घ) पुस्तक में लेखक का परिचय और चित्र छपा था।



रचना और अभिव्यक्ति

8. सुमति के यजमान और अन्य परिचित लोग लगभग हर गाँव में मिले। इस आधार पर आप सुमति के व्यक्तित्व की किन विशेषताओं का चित्रण कर सकते हैं?
9. 'हालाँकि उस वक्त मेरा भेष ऐसा नहीं था कि उन्हें कुछ भी खयाल करना चाहिए था।'— उक्त कथन के अनुसार हमारे आचार-व्यवहार के तरीके वेशभूषा के आधार पर तय होते हैं। आपकी समझ से यह उचित है अथवा अनुचित, विचार व्यक्त करें।
10. यात्रा-वृत्तांत के आधार पर तिब्बत की भौगोलिक स्थिति का शब्द-चित्र प्रस्तुत करें। वहाँ की स्थिति आपके राज्य/शहर से किस प्रकार भिन्न है?
11. आपने भी किसी स्थान की यात्रा अवश्य की होगी? यात्रा के दौरान हुए अनुभवों को लिखकर प्रस्तुत करें।
12. यात्रा-वृत्तांत गद्य साहित्य की एक विधा है। आपकी इस पाठ्यपुस्तक में कौन-कौन सी विधाएँ हैं? प्रस्तुत विधा उनसे किन मायनों में अलग है?

भाषा-अध्ययन

13. किसी भी बात को अनेक प्रकार से कहा जा सकता है, जैसे—
सुबह होने से पहले हम गाँव में थे।
पौ फटने वाली थी कि हम गाँव में थे।
तारों की छाँव रहते-रहते हम गाँव पहुँच गए।
नीचे दिए गए वाक्य को अलग-अलग तरीके से लिखिए—
'जान नहीं पड़ता था कि घोड़ा आगे जा रहा है या पीछे।'
14. ऐसे शब्द जो किसी 'अंचल' यानी क्षेत्र विशेष में प्रयुक्त होते हैं उन्हें आंचलिक शब्द कहा जाता है। प्रस्तुत पाठ में से आंचलिक शब्द ढूँढ़कर लिखिए।
15. पाठ में कागज़, अक्षर, मैदान के आगे क्रमशः मोटे, अच्छे और विशाल शब्दों का प्रयोग हुआ है। इन शब्दों से उनकी विशेषता उभर कर आती है। पाठ में से कुछ ऐसे ही और शब्द छाँटिए जो किसी की विशेषता बता रहे हों।



पाठेतर सक्रियता

- यह यात्रा राहुल जी ने 1930 में की थी। आज के समय यदि तिब्बत की यात्रा की जाए तो राहुल जी की यात्रा से कैसे भिन्न होगी?
- क्या आपके किसी परिचित को घुमक्कड़ी/यायावरी का शौक है? उसके इस शौक का उसकी पढ़ाई/काम आदि पर क्या प्रभाव पड़ता होगा, लिखें।
- अपठित गद्यांश को पढ़कर दिए गए प्रश्नों के उत्तर दीजिए—

आम दिनों में समुद्र किनारे के इलाके बेहद खूबसूरत लगते हैं। समुद्र लाखों लोगों को भोजन देता है और लाखों उससे जुड़े दूसरे कारोबारों में लगे हैं। दिसंबर 2004 को सुनामी या समुद्री भूकंप से उठने वाली तूफानी लहरों के प्रकोप ने एक बार फिर साबित कर दिया है कि कुदरत की यह देन सबसे बड़े विनाश का कारण भी बन सकती है।

प्रकृति कब अपने ही ताने-बाने को उलट कर रख देगी, कहना मुश्किल है। हम उसके बदलते मिजाज को उसका कोप कह लें या कुछ और, मगर यह अबूझ पहली अकसर हमारे विश्वास के चीथड़े कर देती है और हमें यह अहसास करा जाती है कि हम एक कदम आगे नहीं, चार कदम पीछे हैं। एशिया के एक बड़े हिस्से में आने वाले उस भूकंप ने कई द्वीपों को इधर-उधर खिसकाकर एशिया का नक्शा ही बदल डाला। प्रकृति ने पहले भी अपनी ही दी हुई कई अद्भुत चीजें इंसान से वापस ले ली हैं जिसकी कसक अभी तक है।

दुख जीवन को माँजता है, उसे आगे बढ़ने का हुनर सिखाता है। वह हमारे जीवन में ग्रहण लाता है, ताकि हम पूरे प्रकाश की अहमियत जान सकें और रोशनी को बचाए रखने के लिए जतन करें। इस जतन से सभ्यता और संस्कृति का निर्माण होता है। सुनामी के कारण दक्षिण भारत और विश्व के अन्य देशों में जो पीड़ा हम देख रहे हैं, उसे निराशा के चश्मे से न देखें। ऐसे समय में भी मेघना, अरुण और मैगी जैसे बच्चे हमारे जीवन में जोश, उत्साह और शक्ति भर देते हैं। 13 वर्षीय मेघना और अरुण दो दिन अकेले खारे समुद्र में तैरते हुए जीव-जंतुओं से मुकाबला करते हुए किनारे आ लगे। इंडोनेशिया की रिजा पड़ोसी के दो बच्चों को पीठ पर लादकर पानी के बीच तैर रही थी कि एक विशालकाय साँप ने उसे किनारे का रास्ता दिखाया। मछुआरे की बेटी मैगी ने रविवार को समुद्र का भयंकर शोर सुना, उसकी शरारत को समझा, तुरंत अपना बेड़ा उठाया और अपने परिजनों को उस पर बिठा उतर आई समुद्र में, 41 लोगों को लेकर। महज 18 साल की यह जलपरी चल पड़ी पगलाए सागर से दो-दो हाथ करने। दस मीटर से ज़्यादा ऊँची सुनामी लहरें जो कोई बाधा, रुकावट मानने को तैयार नहीं थीं, इस लड़की के बुलंद इरादों के सामने बौनी ही साबित हुईं।



जिस प्रकृति ने हमारे सामने भारी तबाही मचाई है, उसी ने हमें ऐसी ताकत और सूझ दे रखी है कि हम फिर से खड़े होते हैं और चुनौतियों से लड़ने का एक रास्ता ढूँढ़ निकालते हैं। इस त्रासदी से पीड़ित लोगों की सहायता के लिए जिस तरह पूरी दुनिया एकजुट हुई है, वह इस बात का सबूत है कि मानवता हार नहीं मानती।

- (1) कौन-सी आपदा को सुनामी कहा जाता है?
- (2) 'दुख जीवन को माँजता है, उसे आगे बढ़ने का हुनर सिखाता है'—आशय स्पष्ट कीजिए।
- (3) मैगी, मेघना और अरुण ने सुनामी जैसी आपदा का सामना किस प्रकार किया?
- (4) प्रस्तुत गद्यांश में 'दृढ़ निश्चय' और 'महत्व' के लिए किन शब्दों का प्रयोग हुआ है?
- (5) इस गद्यांश के लिए एक शीर्षक 'नाराज समुद्र' हो सकता है। आप कोई अन्य शीर्षक दीजिए।

शब्द-संपदा

डाँड़ा	-	ऊँची ज़मीन
थोड़्ला	-	तिब्बती सीमा का एक स्थान
भीटे	-	टीले के आकार का सा ऊँचा स्थान
कंडे	-	गाय-भैंस के गोबर से बने उपले जो ईंधन के काम में आते हैं।
सत्तू	-	भूने हुए अन्न (जौ, चना) का आटा
थुकपा	-	सत्तू या चावल के साथ मूली, हड्डी और माँस के साथ पतली लेई की तरह पकाया गया खाद्य-पदार्थ
गंडा	-	मंत्र पढ़कर गाँठ लगाया हुआ धागा या कपड़ा
चिरी	-	फाड़ी हुई
भरिया	-	भारवाहक
सुमति	-	लेखक को यात्रा के दौरान मिला मंगोल भिक्षु जिसका नाम लोब्ज़ङ् शेख था। इसका अर्थ है सुमति प्रज्ञा। अतः सुविधा के लिए लेखक ने उसे सुमति नाम से पुकारा है।



- दोनों चिटें
- जेनम् गाँव के पास पुल से नदी पार करने के लिए जोड़पोन् (मजिस्ट्रेट) के हाथ की लिखी लमयिक् (राहदारी) जो लेखक ने अपने मंगोल दोस्त के माध्यम से प्राप्त की।
- दोन्क्वक्स्तो
- स्पेनिश उपन्यासकार सार्वेतेज (17वीं शताब्दी) के उपन्यास 'डॉन क्विक्ज़ोट' का नायक, जो घोड़े पर चलता था।





JAGAT TARAN GOLDEN JUBILEE SCHOOL

Session 2020-21

Class- IX

Subject: Information Technology

Video Links:

Visit link: <https://youtu.be/HrZKoVGNvkc>

Do answer the questions given in short or in points.

Q1. Define Self-management.

Q2. State 2 points of identifying strength and weakness.

Q3. Define Self Confidence.

Q4. Point the qualities of self-confident people.

Q5. list the good result of Positive Thinking.

STUDY MATERIAL
SUBJECT-SOCIAL SCIENCE
CLASS IX

GENERAL INSTRUCTIONS-

1. Kindly note that all students are required to make one copy for history, civics and economics and one copy for geography.
2. Study the given links and pdf files in each of the subject very carefully .Try to understand the concepts , terms and definitions.
3. You are required to do all the question /answers given below in each subject in your notebook.
4. Ques/ans of hist. ,civics and economics in one copy and ques/ans of geography in another copy. In geography do complete your map which are given and paste it in your geog copy. For maps you can take help from atlas or the lesson pdf which is provided to you.

DEMOCRATIC POLITICS

CHAPTER -2 CONSTITUTIONAL DESIGN

Study link-<https://www.youtube.com/watch?v=AJvOI-3IUOg>

Study link- See Democratic Politics I on DIKSHA at https://diksha.gov.in/play/content/do_312795720465547264111792?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455292002304117607%26utm_campaign%3Dshare_content

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Assignments

1What is a Constitution? What is its importance?

Answer:

The Constitution is the fundamental legal document according to which the government of a country functions. Importance of Constitution: (a) It establishes the main organs of the government?the legislature, the executive and the judiciary. It not only defines the powers of each organ, it demarcates their responsibilities and regulates the relationship between the three organs. (b) In a democratic country, the powers of the government are clearly defined in the Constitution and so it cannot misuse them. (c) In a democratic country, the Constitution is of great importance as it safeguards the rights of the citizens. (d) The Constitution

is thus an index of the aspirations of the people. It is a living document, constantly growing and evolving according to the needs and aspirations of the people as well as the functioning institutions.

2. What provision has been made to incorporate changes in the Constitution and why?

Answer:

(a) Our founding fathers framed a Constitution which was in accordance with the people's wishes and aspirations. But they did not view the Constitution as sacred, static and unalterable. They realized that over a period of years in order to keep pace with changing times, the Constitution would need to be amended to keep it updated. (b) So provision was made to enable the Constitution to be changed from time to time. These changes are called Constitutional Amendments.

3. Write four main characteristics of Indian constitution.

Answer:

Characteristics of Indian Constitution are: (a) India has the lengthiest written constitution in the world. (b) The constitution makes India a Sovereign, Secular, Socialist, Democratic, Republic. (c) India's constitution is federal in nature but has an unitary bias. (d) It provides for universal Adult Suffrage whereby all adults over the age of 18 years has right to vote.

4. What problems existed in the making of the South African Constitution? What compromises were made?

Answer:

(a) Problems existed because both the black majority and the white minority had their own fears and anxieties. The black majority wanted

their Constitution to be based on the democratic principle of majority rule. They also wanted substantial social and economic rights. (b) The white minority, on the other hand, wanted to protect its privileges and property. (c) Ultimately both agreed to a compromise. The Whites agreed to the principle of majority rule and that of one person one vote. (d) The Blacks in turn agreed to protect the property right of the white minority.

5. What do the following terms mean: Sovereign, Socialist, Secular, Democratic.

Answer:

Sovereign. India is free to take its own decisions in internal and external matters. It cannot be dictated to by any foreign power. (a) Socialist. The resources of the country should be used for the benefit of all. Government should regulate the ownership of land and industry to reduce socio-economic inequalities. (b) Secular. Every individual is free to follow, preach or profess his/her own religion. There is no state religion. All religions are equal before the law. The government cannot aid nor discriminate against any religion. (c) Democratic. In India the people can stand for elections, elect their own government and the government works for their welfare. Thus it is a government of the people, by the people and for the people.

6. How were the Blacks treated under the system of apartheid?

• **Answer:**

(a) Under this policy. Blacks were forced to live in crowded townships lacking basic amenities. (b) There were separate buses, trains, public toilets and even separate parks for the Blacks. (c) Their children went to inferior schools and all Blacks had to carry a racial identity card at all times. (d) They had no political rights and no representation in Parliament.

7. Describe the composition of the Constituent Assembly.

Answer:

(a) The Constituent Assembly initially consisted of 389 members, mostly elected by the Provincial Assemblies and some nominated by the rulers of the native states. As a result of the partition, its membership was reduced to 308 in 1947. (b) The Assembly consisted of people of all regions and communities. Eminent persons like Maulana Azad, K.M. Munshi were members of the Constituent Assembly. (c) It also represented people of all castes and creeds, Frank Anthony and H.P. Modi represented Christian and Parsi communities. (d) Women members like Sarojini Naidu, Renuka Rai and Vijaylakshmi Pandit also played an important role in the Constituent Assembly. Thus, great men and women participated in the Constituent Assembly from all parts of the country making it a miniature India.

8. What do the following terms mean: We, the people of India, Republic, Justice, Liberty, Equality, Fraternity.

• Answer:

(a) We, the People of India: The ultimate power in a democracy are the people as the Constitution has been drawn up and enacted by them through their representatives. It was not handed to them by a king or any outside powers. (b) Republic: The head of state, i.e. President is elected through an electoral college and his post is not hereditary. (c) Justice: Citizens cannot be discriminated against on the grounds of caste, religion or sex. (d) Liberty: Citizens have freedom of speech, expression and action. No unreasonable restrictions are placed on them in this respect. (e) Equality: All are equal before the law and have equal opportunity to progress. (f) Fraternity: Citizens should behave as if they are members of the same family and no one should be treated as inferior.

Very Short Answer Type Questions –

1.Name the Chairman of the Constituent Assembly and the Chairman of the Drafting Committee

1. **Answer:**

Rajendra Prasad was the Chairman of the Constituent Assembly and B.R. Ambedkar was the Chairman of the Drafting Committee.

2.State any one salient feature of the Indian Constitution.

Answer:

India has the lengthiest written Constitution in the world.

3.Which political organisations took the lead in opposing the policy of Apartheid in South Africa?

• **Answer:**

The African National Congress was the umbrella organisation which led the struggle against apartheid.

4.What is apartheid?

Answer:

Apartheid is a system of segregation of Whites from Blacks on the basis of race.

5.What is meant by the term?'Preamble'?

- **Answer:**

The Preamble is an introduction to the Constitution which explains the aims and objectives of the Constitution.

6. What was ANC?

1. **Answer:**
2. It was African National Congress, an umbrella organisation that led the struggle against the policies of segregation. This included many workers' unions and the Communist P
3. **7. Which countries constitutional features inspired Indian Constitution makers?**

- **Answer:**

- (i) Ideals of French Revolution
- (ii) Parliamentary democracy of Britain
- (iii) Bills of Rights in US
- (iv) Socialist Revolution in Russia.

Short answer type questions-

1. When was the Constitution completed and why was it imposed on 26 January 1950?

- **Answer:**

(i) The Constituent Assembly completed the Constitution on 26 November 1949. (ii) But it was imposed on 26 January 1950 to give due importance to the date, 26th January. (iii) To mark this day we celebrate it as the Republic Day every year.

2. What do you know about Nelson Mandela?

- **Answer:**

(i) Nelson Mandela was a South African leader who was tried for treason the White South African government, (ii) He and seven other leaders were sentenced to life imprisonment 1964, for daring to oppose the apartheid regime in his country. (iii) He spent the next 28 years in Robben Island, South Africa's, most dreaded prison. (iv) He was released after 28 years from jail, and at midnight of the 26th of April 1994, South Africa got independence. He became the first President of independent South Africa.

GEOGRAPHY
CHAPTER -2
PHYSICAL FEATURES OF INDIA QUESTION BANK

Study link- <https://youtu.be/GF-eRHBbJu8>

Assignments: To be done in Geography copy

Very Short Answer Type

Choose the right answer from the four alternatives given below.

(i) A landmass bounded by sea on three sides is referred to as

- (a) coast b) island (c) peninsula (d)
None of these

(ii) Mountain ranges in the eastern part of India forming its boundary with Myanmar are collectively called as

- (a) Himachal Purvanchal b) Uttarakhand
(c) (d) None of these

(iii) The Western coastal strip. South of Goa is referred to as

- (a) Coromandal Northern Circar (b) Konkan
(c) Kannad (d)

(iv) The highest peak in the Eastern Ghats is (a) Anai Mudi

- (b) Kanchenjunga (c) Mahendragiri (d) Khasi

Answer:

(i)— c (ii)— c (iii)— c (iv)— c

Answer the following questions briefly

(i) What are tectonic plates?

i)The convectional currents below the Earth's crust split the crust into a number of pieces. These pieces are called tectonic plates. e.g., Eurasia plate, Indo Australian plate etc.

(ii) Which continents of today were part of the Gondwana land?

(ii)The Gondwana land included India, Australia, South Africa and South America as one single land mass.

(iii) What is the Bhabar?

(iii) Bhabar is a narrow belt of land about 8 to 16 km wide and covered with pebbles deposited by the rivers and lying parallel to the slopes of the Shiwaliks.

(iv) Name the three major divisions of the Himalayas from north to south.

(iv) The 3 major divisions of the Himalayas from North to South are as follows (a) The Great or Inner Himalayas or the Himadri. It is a continuous range consisting of the highest peaks. (b) Himachal or Lesser Himalayas The range lying to the South of the Himadri is known as Himachal or Lesser Himalayas. (c) Shiwaliks The outermost range of the Himalayas is known as the Shiwaliks. These are the foothill ranges and represent the southernmost division of the Himalayas.

(v) Which plateau lies between the Aravali and the Vindhyan ranges?

(v) Malwa plateau lies between the Aravali and the Vindhyan ranges.

(vi) Name of the Island group of India having coral origin.

(vi) Lakshadweep Islands are composed of small coral islands.

Distinguish between

(i) **Converging and diverging tectonic plates.**

(ii) **(ii) Bhangar and Khadar.**

(iii) **(iii) Western Ghats and Eastern Ghats.**

• **Answer:**

• (i) Difference between Converging plates and Diverging plates.

Converging Tectonic Plates	Diverging Tectonic Plates
The plates that come towards each other and	The plates that move away from each other

form a convergent boundary.	and from divergent boundary
-----------------------------	-----------------------------

- (ii) Differences between Bhangar and Khadar.

Bhangar		Khadar	
a	Bhangar is old alluvial soil.	a	Khadar is new alluvial soil.
b	Bhangar soil is found away from the river.	b	Khadar is found near the river basin.
c	Bhangar is less fertile.	c	Khadar is very fertile.
d	It contains calcareous deposits locally known as Kankar.	d	This soil is fine grained.
e	The soil is dark in colour.	e	The soil light in colour.

- (iii) Difference between the Eastern Ghats and the Western Ghats.

The Eastern Ghats		The Western Ghats	
a	The Eastern ghats mark the eastern edge of the Deccan plateau.	a	The Western ghat mark the western edge of the Deccan plateau.
b	They are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal.	b	They are continuous and can be crossed through passes only.
c	They lie parallel to the eastern coast along the Arabian Sea.	c	The Western Ghats lie parallel to the west coast along the Arabian Sea.
d	The highest mountain is Mahendragiri with a height of 1,501 metres.	d	The highest peak is Anai Mudi with a height of 2,695 meters.

e	Their average height is 600 metres.	e	Their average height is 1,600 metres.
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Describe how the Himalayas were formed.

2. Answer:

(a) The oldest landmass of India (peninsular part) was a part of Gondwana land. (b) Gondwana land included India, Australia, South Africa and South America as one single landmass. (c) Convectional currents split the crust into a number of pieces. There by leading to the drifting of the Indo - Australian plate after being separated from the Gondwana land towards the North. (d) The Northward drift resulted in the collision of the plate with the much larger Eurasian plate. (e) Due to this collision the sedimentary rocks which were accumulated in the geosyncline known as the Tethys, were folded to form the mountain systems of Western Asia and Himalaya. (f) The Himalayas represent a youthful topography with high peaks, deep valleys and fast following rivers.

Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the Peninsular plateau.

Answer:

The major physiographic divisions of India are (i) The Himalayan mountains (ii) The Northern plains (iii) The Peninsular plateau (iv) The Indian desert (v) The Coastal plains (vi) The islands Contrast between the Himalayan region and the Peninsular plateau

	The Himalayan Region		The Peninsular Plateau
a	Formed by folding process due to collision of the Indo Australia plate with the Eurasian plate.	a	Formed due to the breaking and drifting of Gondwana land.
b	Himalayas made up of sedimentary rocks.	b	Plateau contains igneous and metamorphic rocks.
c	Himalayan mountains from an unstable zone.	c	Considered to be one of the most stable land blocks.
d	Himalayas are the most recent landforms.	d	The Deccan plateau is one of the most ancient landmasses.
e	The average height of the Himalayas is 6,000 meters.	e	The average height of the plateau is 900 metres.
f	The Himalayas lack minerals.	f	The plateau is a storehouse of minerals.
g	Perennial rivers originate in the Himalayas.	g	Peninsular rivers are seasonal.

Give an account of the Northern plains of India.

1. Answer:

(a) The Himalayan uplift out of the Tethys sea and subsidence of the Northern flank of the peninsular plateau resulted in the formation of a large basin. In course of time, this depression gradually got filled with deposition of sediments from rivers flowing from the mountains in the north and led to formation of the fertile Northern plains. (b) It spreads over an area of 7 lakh sq km. The plain is about 2400 km long and 240-230 km broad. (c) It is a densely populated and an intensively cultivated area. (d) With its adequate water supply and favourable climate, it is agriculturally a very productive part of India. (e) The Northern plains are broadly divided into 3 sections. (f) The Western part of the Northern plains is called the Punjab plains, formed by the Indus and its tributaries. (g) Ganga plain extends between the Ghaggar and the Teesta rivers, spread over the states of

Haryana, Delhi, UP, Bihar and West Bengal. (h) The Brahmaputra Plain to the East of the Ganga plains lies. The Brahmaputra plain covering the areas of Assam and Arunachal Pradesh.

Write short notes on the following

- (i) **The Indian Desert**
- (ii) **(ii) The Central Highlands**
- (iii) **(iii) The Island Groups of India.**

- **Answer:**

(i) The Indian Desert (a) The Indian desert lies towards the Western margin of the Aravali hills. (b) It is an undulating sandy plain covered with sand dunes. (c) This region receives very low rainfall, below 150 mm per year. (d) It has arid climate with low vegetation cover. (e) Streams appear during the rainy season. Soon they disappear into the sand as they do not have enough water to reach the sea. (f) Luni is the only large river in this region. (g) Barchan (Crescent shaped duners) cover the larger areas but longitudinal dunes become more prominent near the Indo-Pakistan border. (h) The Indian desert is popularly known as the Thar desert.

(ii) The Central Highlands (a) The Peninsular plateau consists of two broad divisions, namely the central highlands and the Deccan plateau. (b) The part of the Peninsular plateau lying to the north of the Narmada river covering a major area of the Malwa plateau is known as the Central Highlands. (c) They are bound by the Vindhya Range from the south and by the Aravali hills from the north-west. (d) The further westward extension gradually merges with the sandy and rocky desert of Rajasthan. (e) The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and Ken is from south-west to north-east. (f) The central highlands are wider in the west but narrower in the east. (g) The eastward extensions of their plateau are locally known as 'Bundelkhand' and

Baghelkhand. (h) The Chhotanagpur plateau marks the further eastward extension drained by the Damodar river.

(iii) The Island Groups of India India has two groups of islands namely the Lakshadweep group and the Andaman and Nicobar group. (a) The Lakshadweep Islands Group lie close to the Malabar coast of

Kerala. •These islands are composed of small coral islands. •Earlier, they were known as Laccadive, Minicoy and Amindive. In 1973, these were renamed as the Lakshadweep. •They cover a small area of 32 sq km. •Kavaratti Island is the administrative headquarters of Lakshadweep. •This island group has a great diversity of flora and fauna. •The Pitti Island, which is uninhabited, has a bird sanctuary. (b) Andaman and Nicobar Islands •The elongated chain of islands located in the Bay of Bengal extending from north to south are the Andaman and Nicobar Islands. •They are bigger in size and more numerous and scattered than the Lakshadweep Islands. •The entire group of islands is divided into two broad categories, the Andaman in the north and Nicobar in the south. •It is believed that these islands are an elevated portion of the submarine mountains. •These islands are of great - strategic importance for the country. •They have great diversity of flora and fauna. •These islands lie close to the equator experience equatorial climate and have thick forest cover.

On an outline map of India show the following. (i)

Mountain and Hill Ranges :— The Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali and the Cardamom hills. (ii) Peaks :— K2 Kanchenjunga, Nanga Parbat and the Anai Mudi. (iii) Plateaus :— Chhotanagpur and Malwa. (iv) The Indian Desert :— Western Ghats, Lakshadweep Islands.

ECONOMICS
CHAPTER 2 PEOPLE AS RESOURCE

Note: do all the question answer in your sst copy

Study link- See Class 9 Economics on DIKSHA at
https://diksha.gov.in/play/content/do_312795719151247360110542?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455275659264117380%26utm_campaign%3Dshare_content

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Study link-
https://www.youtube.com/watch?time_continue=457&v=rcEI6bc38l&feature=emb_logo

ASSIGNMENTS: TO BE DONE IN SST COPY

What do you understand by 'people as a resource'?

Answer:

'People as a resource' is a way of referring to a country's working people in terms of their existing productive skills and abilities. Because the humans contribute to GDP, they are also considered as a resource.

How is human resource different from other resources like land and physical capital?

Answer:

(i) Land, water, forests and minerals are resources which are essential for the growth, progress and development of human society. (ii) However these resources become usable only when the human being processes them and develops them; otherwise they are of no use on their own. Without human beings these resources would remain unutilized. Thus human resource is the most important resource because it helps to utilize natural resources.

What is the role of education in human capital formation?

Answer:

Education plays a significant and very vital role in human capital formation because education helps the humans to achieve and realize their full potential and achieve success in life in the form of higher incomes earned through better jobs and higher productivity. Education helps the people by broadening their knowledge and providing them training.

What is the role of health in human capital formation?

Answer:

Health plays an important role in human capital formation for the following reasons (i) Only a healthy person can perform to his full potential. (ii) A healthy person can do the work in a more effective manner. (iii) A healthy person can contribute to the growth and development of the economy by doing productive work. (iv) An unhealthy person becomes a liability for an organization. Indeed health is an indispensable basis for realising one's well being. Realising the importance of health, improvement in the health status of the population has been the priority of the government.

What part does health play in the individual's working life?

Answer:

Health plays an important part in the individual's working life because (i) An unhealthy person cannot work efficiently. (ii) If the body is healthy then only the mind can perform well. (iii) A healthy person is able to work harder and better, thus earning more and living a better life.

What are the various activities undertaken in the primary sector, secondary sector, and tertiary sector?

Answer:

Primary Sector Activities Agriculture, forestry, animal husbandry, fishing, poultry farming and mining. Secondary Sector Activities Include manufacturing and construction. Tertiary Sector Activities Trade, transport, communication, banking, education, health, tourism, services, insurance, etc.

What is the difference between economic activities and non-economic activities?

• **Answer:**

The activities which are performed for money and results in economic income are called economic activities. These activities add value to the national income. Those activities which are not performed for money and do not result in economic income are called non-economic activities.

Why are women employed in low paid work?

Answer:

(i) A majority of the women in India have very less education and low skill formation and thus they perform mainly unskilled labour and get lower wages. (ii) Being less educated they are unaware of their rights and about minimum wages, or they work in the unorganized sector where they get low wages. (iii) They are traditionally considered physically inferior to men and believed to do less work, so they are paid less compared to men.

How will you explain the term unemployment?

Answer:

Unemployment is said to exist when people who are willing to work at the current wages cannot find jobs.

What is the difference between disguised unemployment and seasonal unemployment?

Answer:

Disguised Unemployment (i) In case of disguised unemployment, people appear to be employed but are actually not employed. (ii) Sometimes in agricultural families, eight people are working, in the farm, whereas only five people are needed to do that work. Thus three persons are surplus and they are not needed on the farm. They also do not help to increase the production of the farm. (iii) If these three extra persons are removed from the farm, the production from the farm will not decrease; therefore these three persons appear to be employed but are actually disguisedly unemployed. Seasonal Unemployment (i) Seasonal unemployment happens when people are not able to find jobs during some months of the year. (ii) People dependent upon agriculture usually face such a kind of problem. There are certain busy seasons when sowing, harvesting, weeding and threshing is done. But when the plants are growing, there is not much work. (iii) During this period, they remain unemployed and are said to be seasonally unemployed.

Why is educated unemployed a peculiar problem of India?

Answer:

(i) In the case of urban areas, educated unemployment has become a common phenomenon. Many urban youth with matriculation, graduation and post graduation degrees are not able to find jobs. (ii) A study showed that unemployment of graduates and post graduates has increased faster than among matriculates. (iii) A paradoxical manpower situation is witnessed as surplus of manpower in certain categories coexists with shortage of manpower in others. (iv) There is unemployment among technically qualified persons on one hand, while there is dearth of technical skills required for economic growth. (v) So we can say that educated unemployment is indeed a peculiar problem of India.

In which field do you think India can build the maximum employment opportunity?

Answer:

(i) Agriculture sector in India is suffering from disguised unemployment and there is no more possibility of further employment. (ii) Unemployed rural labour force is now migrating to the cities to work in the industrial sector where many

industries have been set up and has the maximum capacity to provide employment. (iii) The educated unemployed can also find jobs in the service sector or the tertiary sector.

Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?

Answer:

Vocational education should be encouraged so that after education, people do not have difficulty in getting jobs because they will be better trained for work. (i) More use of Information Technology (IT) should be made in giving education. (ii) Education should cater to the needs of the employment markets. (iii) More opportunities should be made available in the tertiary sector where more educated unemployed people can find jobs.

Which capital would you consider the best land labour physical capital and human capital? Why?

Answer:

(i) Land labour physical capital and human capital are very important for the growth and development of the society and the economy. (ii) In the absence of any of these resources we cannot hope for too much progress, so they are very important. (iii) However, human capital is the most important capital because all other types of capital can be utilized only by humans; if humans do not develop and process other capital or resources and make them usable, they would remain underdeveloped and unutilized because on their own they are useless and of no use to anybody. If we develop human capital, all others will automatically develop and lead to progress.

What is 'human capital formation'?

1. **Answer:**
2. When the existing 'human resource' is further developed by becoming more educated and healthy, we call it 'human capital though education training and medical care formation' that adds to the productive power of the country.

How have countries like Japan become rich and developed?

- **Answer:**

These countries have invested in people especially in the field of education and health. These people have made efficient use of other resources like land and capital and developed efficient means of technology for development.

What do you know about "Sarva Siksha Abhiyan"?

3. **Answer:**

4. It is a significant step towards providing elementary education to all children in the age group of six to fourteen years by 2010.

What kind of unemployments exists in rural and urban areas?

- **Answer:**

In rural areas, seasonal and disguised unemployment exist t and urban areas mostly have educated unemployment.

The full form of GNP is:

- A) Gross National Product
- B) Green Nation People
- C) Green National Project
- D) Gross National Performance

Correct Answer: A

An activity performed for profit or for services provided can be termed as:

- A) Market activity
- B) Professional activity
- C) Non-market activity
- D) Formal activity

Correct Answer: A

Which one of these is the most labour absorbing sector of the economy?

- A) Industries
- B) Agriculture
- C) Transportation
- D) Service

Correct Answer: B

HISTORY

CHAPTER 2: SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION

Study link: See India And The Contemporary World I on DIKSHA at https://diksha.gov.in/play/content/do_3129911269644861441189?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_312796455319691264117906%26utm_campaign%3Dshare_content

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Study link:

https://www.youtube.com/watch?v=132rQEcxHv0&feature=emb_logo

Question 1 When did the first world war breakout ?

Answer 1914

Question 2 Which countries were together called the central powers?

Answer Germany, Austria and Turkey.

Question 3 Who was the leader of the Bolshevik party?

Answer Vladimir Lenin.

Question 4 Who were kulaks in Russia?

Answer Rich farmers.

Question 5 Mention two problems that emerged due to industrialisation.

Answer

- Unemployment became common
- Housing and sanitation work problems since towns were growing rapidly.

Question 6 Who was socialist?

Answer Socialist were those people who were against private property and saw it as the root of all social ills of the time.

Question 7 Which were prominent industrial areas in Russia?

Answer Prominent industrial areas in Russia were-

- Petersburg
- Moscow

Question 8 What was the status of political parties in Russia before 1914?

Answer All political parties were illegal in Russia before 1914.

Question 9 Mention two important events that took place in Russia in 1917.

Answer

- Abdication of Tsar.
- Bolshevik uprising in Petrograd.

Question 10 Mention two achievements of the Bolshevik revolution of October 1917.

Answer

- Most industries and banks were Nationalised.
- Land was declared social property and peasants were allowed to seize the land of the nobility.

Question 11 What were the three demands popularly known as Lenin's April theses?

Answer

- The war to be brought to a close.

- Land to be transferred to the peasants.
- Banks to be nationalised.

Question 12 Mention any three differences between liberals and radicals.

Answer

- Liberals wanted a nation which tolerated all religion in contrast radicals wanted a nation in which government was based on the majority of a country's population.
- Liberals did not believe in Universal adult franchise they felt men of property mainly should have the vote but radicals opposed the privileges of great landowners and wealthy factory owners.
- Liberal did not want the vote for women on the other hand many radical supported women suffragette movement.

Question 13 How did socialist view private property?

Answer

- Socialists were private property they saw it as the root of all social ills of the time.
- They argued that individuals own the property that gave employment but the proprietors were concerned only with personal gains.
- Private property was not concerned with the welfare of those who made the property productive.
- So if society as a whole rather than single individuals controlled property, more attention would be paid to collective social interest.
- Socialist wanted this change and campaigned for it.

Question 14 Why did Karl Marx want to overthrow capitalism?

Answer

- Karl Marx was dead against capitalism. He argued that Industrial society was based on capitalism.
- Capitalists owned the capital invested in factories and the profit of capitalists was produced by workers.

- The conditions of workers could not improve as long as this profit was accumulated by private capitalists.
- Hence , it is essential to overthrow private capitalists. Marx wanted the workers to construct radically socialist society where all property was socially controlled .
- This would free themselves from capitalist exploitation.

Question 15. How did the first world war affect industry in Russia?

Answer

- The first world war badly hit the Russian industries. Russia's own Industries were few in number and the country was cut off from other suppliers of industrial goods by German control of the Baltic Sea.
- Industrial equipments disintegrated more rapidly in Russia then else where in Europe.
- By 1916, railway lines begin to breakdown.
- Able- bodied men were called up to the war as a result their work labour shortages and small workshops producing is Essentials was shut down.
- Large supplies of grain was sent to feed the army. Thus, bread and floor became scarce for the people in the cities.

Question 16. How is Russian peasants different from other European peasants?

Answer

- In Russia presents wanted the land of the nobles to be given to them.
- Frequently they refuse to pay rent and even murdered landlords does did not respect nobles.
- But in Europe presents respected nobles and fought for them.
- Russian peasants were different from other European peasants in other way. They pooled their land together periodically and their commune divided it according to the needs of individual families.

Question 17. What was the Global Impact of the Russian Revolution?

Answer

- Russia became the first country to establish a communist state soon after eight communist parties were formed in many countries
- The Bolsheviks and courage colonial peoples to follow their experiment.
- Many non Russian from outside the USSR participated in the conference of The Peoples of the east and the Bolsheviks founded Comintern, an international Union of pro Bolshevik socialist parties
- Some received education in the USSR's Communist University of the workers of the East.
- Socialism became popular by the time of the outbreak of the Second World War.

Question 18. How were the Bolsheviks different from the Mensheviks?

Answer

Bolsheviks	Mensheviks
<ul style="list-style-type: none"> • They were led by Vladimir Lenin. 	<ul style="list-style-type: none"> • They were led by Alexander Kerenskiy .
<ul style="list-style-type: none"> • They constituted a majority of the socialists. 	<ul style="list-style-type: none"> • They represented a minority group.
<ul style="list-style-type: none"> • They thought that in a repressive society like Tsarist Russia, the party should be disciplined and should control the number and quality of its members. 	<ul style="list-style-type: none"> • They, on the other hand, thought that the party should be open to all.

Question 19 what situations did Russia face during the first world war

Answer

- Russia faced a very tough situations during the first world war the war on the eastern front different from that on the Western front
- In the west army fought from trenches stretched along Eastern France.
- In the east armies moved a good deal and fought battles living large casualties.
- Defeats were shocking and demoralizing. Russia's army lost badly in Germany and Austria between 1914 and 1916.
- Where were over 7 millions casualties by 1917 as they retreated the Russian army destroyed crops and buildings to prevent the enemy from being able to live off the land.
- The destruction of crops and buildings led to over 3 millions refugees in Russia.
- Russia's industries were also badly affected.

Overview

The chapter 'People as Resource' is an effort to explain population as an asset for the economy rather than a liability. Population becomes human capital when there is investment made in the form of education, training and medical care. In fact, human capital is the stock of skill and productive knowledge embodied in them.

'People as Resource' is a way of referring to a country's working people in terms of their existing productive skills and abilities. Looking at the population from this productive aspect emphasises its ability to contribute to the creation of the Gross National Product. Like other resources population also is a resource — a 'human resource'. This is the positive side of a large population that is often overlooked when we look only at the negative side, considering only the problems of providing the population with food, education and access to health facilities. When the existing 'human resource' is further developed by becoming more educated and healthy, we call it 'human capital formation' that adds to the productive power of the country just like 'physical capital formation'.

Investment in human capital (through education, training, medical care) yields a return just like investment in physical capital. This can be seen directly in the form of higher incomes earned because of higher productivity of the more educated or the better trained persons, as well as the higher productivity of healthier people.

India's Green Revolution is a dramatic example of how the input of greater knowledge in the form of improved production technologies can rapidly increase the productivity of scarce land resources. India's IT revolution is a striking instance of how the importance of human capital has come to acquire a higher position than that of material, plant and machinery.

Source: Planning Commission, Govt. of India.





Picture 2.1

Let's Discuss

- Looking at the photograph can you explain how a doctor, teacher, engineer and a tailor are an asset to the economy?

Not only do the more educated and the healthier people gain through higher incomes, society also gains in other indirect ways because the advantages of a more educated or a healthier population spreads to those also who themselves were not directly educated or given health care. In fact, human capital is in one way superior to other resources like land and physical capital; human resource can make use of land and capital. Land and capital cannot become useful on its own!

For many decades in India, a large population has been considered a liability rather than an asset. But a large

population need not be a liability. It can be turned into a productive asset by investment in human capital (for example, by spending resources on education and health for all, training of industrial and agricultural workers in the use of modern technology, useful scientific researches and so on).

The two following cases illustrate how people can try to become a more productive resource:

Story of Sakal

There were two friends Vilas and Sakal living in the same village Semapur. Sakal was a twelve-year-old boy. His mother Sheela looked after domestic chores. His father Buta Chaudhary worked in an agricultural field. Sakal helped his mother in domestic chores. He also looked after his younger brother Jeetu and sister Seetu. His uncle Shyam had passed the matriculation examination, but, was sitting idle in the house as he had no job. Buta and Sheela were eager to teach Sakal. They forced him to join the village school which he soon joined. He started studying and completed his higher secondary examination. His father persuaded him to continue his studies. He raised a loan for Sakal to study a vocational course in computers. Sakal was meritorious and interested in studies from the beginning. With great vigour and enthusiasm he completed his course. After some time he got a job in a private firm. He even designed a new kind of software. This software helped him increase the sale of the firm. His boss acknowledged his services and rewarded him with a promotion.



Picture 2.2 Stories of Vilas and Sakal

Story of Vilas

Vilas was an eleven-year old boy residing in the same village as Sakal. Vilas's father Mahesh was a fisherman. His father passed away when he was only two years old. His mother Geeta sold fish to earn money to feed the family. She bought fish from the landowner's pond and sold it in the nearby *mandi*. She could earn only Rs 20 to 30 a day by selling fish. Vilas became a patient of arthritis. His mother could not afford to take him to the doctor. He could not go to school either. He was not interested in studies. He helped his mother in cooking and also looked after his younger brother Mohan. After some time his mother fell sick and there was no one to look after her. There was no one in the family to support them. Vilas, too, was forced to sell fish in the same village. He like his mother earned only a meagre income.



Let's Discuss

- Do you notice any difference between the two friends? What are those?

Activity

Visit a nearby village or a slum area and write down a case study of a boy or girl of your age facing the same condition as Vilas or Sakal.



In the two case studies we saw Sakal went to school and Vilas did not go. Sakal was physically strong and healthy. There was no need for him to visit the doctor frequently. Vilas was a patient of arthritis. He lacked the means to visit the doctor. Sakal acquired a degree in computer programming. Sakal found a job in a private firm while Vilas continued with the same work as his mother. He earned a meagre income like his mother to support a family.

In the case of Sakal, several years of education added to the quality of labour. This enhanced his total productivity. Total productivity adds to the growth of the economy. This in turn pays an

individual through salary or in some other form of his choice. In case of Vilas, there could not be any education or health care in the early part of his life. He spends his life selling fish like his mother. Henceforth, he draws the same salary of unskilled labour as his mother.

Investment in human resource (via education and medical care) can give high rates of return in the future. This investment on people is the same as investment in land and capital. One invests in shares and bonds expecting higher return in the future.

A child, too, with investments made on her education and health, can yield a high return in the future in the form of higher earnings and greater contribution to society. Educated parents are found to invest more heavily on the education of their child. This is because they have realised the importance of education for themselves. They are also conscious of proper nutrition and hygiene. They accordingly look after their children's needs for education at school and good health. A virtuous cycle is thus created in this case. In contrast, a vicious cycle may be created by disadvantaged parents who, themselves uneducated and lacking in hygiene, keep their children in a similarly disadvantaged state.

Countries like Japan have invested in human resource. They did not have any natural resource. These countries are developed/rich countries. They import the natural resource needed in their country. How did they become rich/developed? They have invested on people especially in the field of education and health. These people have made efficient use of other resource like land and capital. Efficiency and the technology evolved by people have made these countries rich/developed.

Economic Activities by Men and Women

Like Vilas and Sakal, people have been engaged in various activities. We saw that Vilas sold fish and Sakal got a job in the firm. The various activities have been classified into three main sectors i.e., primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining, and quarrying. Manufacturing is included in the secondary sector. Trade, transport, communication, banking, education, health, tourism, services, insurance etc. are included in the tertiary sector. The activities in this sector result in the production of goods and services. These activities add value to the national income. These activities are called economic activities. Economic activities have two parts — market activities and non-market activities. Market activities involve remuneration to any one who performs i.e., activity performed for pay or profit. These include production of goods or services including government service. Non-market activities are the production for self-consumption. These can be



Picture 2.3 Based on the picture can you classify these activities into three sectors?



consumption and processing of primary product and own account production of fixed assets.

Activity

Visit a village or colony located near to your residential area and note down the various activities undertaken by the people of that village or colony.

If this is not possible, ask your neighbour what is their profession? In which of the three sectors will you categorise their work?

Say whether these activities are economic or non-economic activities:

Vilas sells fish in the village market.

Vilas cooks food for his family.

Sakal works in the private firm.

Sakal looks after his younger brother and sister.



Due to historical and cultural reasons there is a division of labour between men and women in the family. Women generally look after domestic chores and men work in the fields. Sakal's mother Sheela cooks food, cleans utensils, washes clothes, cleans the house and looks after her children. Sakal's father Buta cultivates the field, sells the produce in the market and earns money for the family.

Sheela is not paid for the services delivered for upbringing of the family. Buta earns money, which he spends on rearing his family. Women are not paid for their service delivered in the family. The household work done by women is not recognised in the National Income.

Geeta, mother of Vilas, earned an income by selling fish. Thus women are paid for their work when they enter the labour market. Their earning like that of their male counterpart is determined on the basis of education and skill. Education

helps individual to make better use of the economic opportunities available before him. Education and skill are the major determinants of the earning of any individual in the market. A majority of women have meagre education and low skill formation. Women are paid low compared to men. Most women work where job security is not there. Various activities relating to legal protection is meagre. Employment in this sector is characterised by irregular and low income. In this sector there is an absence of basic facilities like maternity leave, childcare and other social security systems. However, women with high education and skill formation are paid at par with the men. Among the organised sector, teaching and medicine attract them the most. Some women have entered administrative and other services including job, that need high levels of scientific and technological competence. Ask your sister or your classmate what she would like to take up as a career?

Quality of Population

The quality of population depends upon the literacy rate, health of a person indicated by life expectancy and skill formation acquired by the people of the country. The quality of the population ultimately decides the growth rate of the country. Illiterate and unhealthy population are a liability for the economy. Literate and healthy population are an asset.

Education

Sakal's education in the initial years of his life bore him the fruits in the later years in terms of a good job and salary. We saw education was an important input for the growth of Sakal. It opened new horizon for him, provided new aspiration and developed values of life. Not only for Sakal, education contributes





Picture 2.4 School children

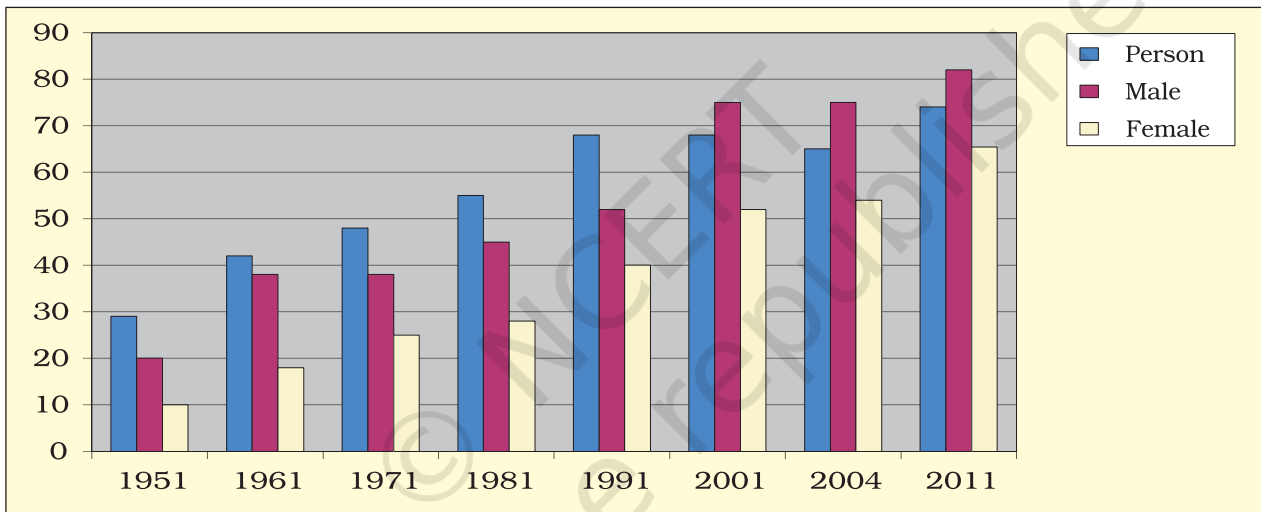
towards the growth of society also. It enhances the national income, cultural richness and increases the efficiency of governance. There is a provision made

...human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism. Each individual's growth presents a different range of problems and requirements. ... The catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity.



Source: National Education Policy, 1986.

Graph 2.1: Literacy rates in India



Source: Economy Survey, 2012.

for providing universal access, retention and quality in elementary education with a special emphasis on girls. There is also an establishment of pace setting of schools like Navodaya Vidyalaya in each district. Vocational streams have been developed to equip large number of high school students with occupations related to knowledge and skills. The plan outlay on education has increased from Rs 151 crore in the first plan to Rs 3766.90 crore in the eleventh plan. The expenditure on education as a percentage of GDP rose from 0.64% in 1951-52 to 3.3% in 2013-14 (B.E.)



Let's Discuss

Study the graph and answer the following questions:

1. Has the literacy rates of the population increased since 1951?
2. In which year India has the highest literacy rates?
3. Why literacy rate is high among the males of India?
4. Why are women less educated than men?
5. How would you calculate literacy rate in India?
6. What is your projection about India's literacy rate in 2020?

Activity

Count the number of boys and girls studying in your school or in your neighbouring co-ed school.

Ask the school administrator to provide you with the data of boys and girls studying in the classroom. Study the difference if any and explain for reasons in the classroom.



(Budgetary estimate). The literacy rates have increased from 18% in 1951 to 74% in 2010-11. Literacy is not only a right, it is also needed if the citizen are to perform their duties and enjoy their rights properly. However, a vast difference is noticed across different sections of population. Literacy among males is nearly 16.6% higher than females and it is about 16.1% higher in urban areas as compared to the rural areas. In 2011 Literacy rates vary from 94% in Kerala to 62% in Bihar. The primary school system has expanded to over 7.68 lakhs in 2004-05. Unfortunately, this huge expansion of schools has been diluted by the poor quality of schooling and high drop out rates. "Sarva Siksha Abhiyan is a significant step towards providing elementary education to all children in the age group of six to fourteen years by 2010 It is a time-

bound initiative of the central government, in partnership with the states, the local government and the community for achieving the goal of universalisation of elementary education." Along with it, bridge courses and back-to-school camps have been initiated to increase the enrollment in elementary education. Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status. These policies could add to the literate population of India.

The eleventh plan endeavoured to increase the enrolment in higher education of the 18 to 23 years age group to 15% by 2011-12 and to 21% by twelfth plan. The strategy focuses on increasing access, quality, adoption of states-specific curriculum modification, vocationalisation and networking on the use of information technology. The plan also focuses on distant education, convergence of formal, non-formal, distant and IT education institutions. Over the past fifty years, there has been a significant growth in the number of university and institutions of higher learning in specialised areas. Let us read the table to see the increase in number of college, universities, enrollment of students and recruitment of teachers since 1951 to 2011-12, 2012-13.

Table 2.1: Number of Institutions of Higher Education, Enrolment and Faculty

Year	Number of Colleges	Number of Universities	Students	Teachers
1950-51	750	30	2,63,000	24,000
1990-91	7,346	177	49,25,000	2,72,000
1996-97	9,703	214	67,55,000	3,21,000
1998-99	11,089	238	74,17,000	3,42,000
2007-08	18,064	378	14,00,000	4,92,000
2011-12	31,324	611	-	-
2012-13	37,204	723	28,00,000	-

Source: UGC Annual Report 1996-97 and 1998-99 and Selected Educational Statistics, Ministry of HRD, Draft Report of Higher Education for 11th Five Year Plan, working group on Economic Survey 2011-12, 2012-13.

Let's Discuss

Discuss this table in the classroom and answer the following questions.

1. Is the increase in number of colleges adequate to admit the increasing number of students?
2. Do you think we should have more number of Universities?
3. What is the increase noticed among the teachers in the year 1998–99.
4. What is your idea about future colleges and Universities?

Health

Firm maximise profit: Do you think any firm would be induced to employ people who might not work efficiently as a healthy worker because of ill health?

The health of a person helps him to realise his potential and the ability to fight illness. An unhealthy person becomes a liability for an organisation indeed; health is an indispensable basis for realising one's well being. Henceforth,



Picture 2.5 Children standing in queue for health check-up

* Infant mortality rate is the death of a child under one year of age.

** Birth rates is the number of babies born there for every 1,000 people during a particular period of time.

*** Death rate is the number of people per 1,000 who die during a particular period of time.

improvement in the health status of the population has been the priority of the country. Our national policy, too, aims at improving the accessibility of health care, family welfare and nutritional service with a special focus on the under-privileged segment of population. Over the last five decades India has built up a vast health infrastructure and has developed manpower required at primary, secondary and tertiary sector in Government as well as in the private sector.

These measures adopted have increased the life expectancy to over 66 years in 2011. *Infant mortality rate (IMR) has come down from 147 in 1951 to and 42 in 2012. **Crude birth rates have dropped to 22.1 and ***death rates to 7 within the same duration of time. Increase in life expectancy and improvement in child care are useful in assessing the future progress of the country. Increase in longevity of life is an indicator of good quality of life marked by self-confidence. Reduction in infant mortality involves the protection of children from infection, ensuring nutrition along with mother and childcare.



Source: National Health Profile, 2010.
Economic Survey 2013-14.





Let's Discuss

Study the Table 2.2 and answer the following questions.

1. What is the percentage increase in dispensaries from 1951 to 2011?
2. What is the percentage increase in doctors and nursing personnel from 1951 to 2011?



Table 2.2: Health infrastructure over the years

		1951	1981	2001	2010	2013
H	SC/PHC/CHC	725	57,363	1,63,181	1,75,277	1,81,319
	Dispensaries and Hospitals	9,209	23,555	43,322	28,472	19,817 (only hospitals)
	Beds	1,17,198	5,69,495	8,70,161	5,76,793	6,28,000
	Doctors (Allopathy)	61,800	2,68,700	5,03,900	8,16,629	9,18,000
	Nursing Personnel	18,054	1,43,887	7,37,000	1,702,555	1,09,224 (General Nurse)

SC: Sub centre, PHC: Primary Health Centre, CHC: Community Health Centre.

Source: National Health Profile, 2010: D/o Ayush, Ministry of Health and Family Welfare. National Health Profile, 2013.

- Do you think the increase in the number of doctors and nurses is adequate for India? If not, why?
- What other facilities would you like to provide in a hospital?
- Discuss about the hospital you have visited?
- Can you draw a graph using this table.

There are many places in India which do not have even these basic facilities. There are only 381 medical colleges in the country and 301 dental colleges. Just four states like Andhra Pradesh, Karnataka, Maharashtra and Tamil Nadu have maximum number of colleges.

Activity

Visit a nearby hospital, either government or private and note down the following details.

How many beds are there in the hospital you have visited?

How many doctors are there in the hospital?

How many nurses work in that hospital?

Besides, try to gather the following additional information:

How many hospitals are there in your locality?

How many dispensaries are there in your locality?



Unemployment

Sakal's mother Sheela looked after the domestic chores, children and helped her husband Buta in the field. Sakal's brother, Jeetu and sister Seetu spend their time playing and roaming. Can you call Sheela or Jeetu or Seetu unemployed? If not, why?

Unemployment is said to exist when people who are willing to work at the going wages cannot find jobs. Sheela is not interested in working outside her



domestic domain. Jeetu and Seetu are too small to be counted in the work force population. Neither Jeetu, Seetu or Sheela can be counted as unemployed. The workforce population includes people from 15 years to 59 years. Sakal's brother and sister do not fall within this age group so they cannot be called unemployed. Sakal's mother Sheela works for the family. She is not willing to work outside her domestic domain for payment. She too cannot be called unemployed. Sakal's grandparents (although not mentioned in the story) cannot be called unemployed.

In case of India we have unemployment in rural and urban areas. However, the nature of unemployment differs in rural and urban areas. In case of rural areas, there is **seasonal** and **disguised unemployment**. Urban areas have mostly educated unemployment.

Seasonal unemployment happens when people are not able to find jobs during some months of the year. People dependant upon agriculture usually face such kind of problem. There are certain busy seasons when sowing, harvesting, weeding and threshing is done. Certain months do not provide much work to the people dependant on agriculture.

In case of disguised unemployment people appear to be employed. They have agricultural plot where they find work. This usually happens among family members engaged in agricultural activity. The work requires the service of five people but engages eight people. Three people are extra. These three people also work in the same plot as the others. The contribution made by the three extra people does not add to the contribution made by the five people. If three people are removed the productivity of the field will not decline. The field requires the service of five people and the three extra people are disguised unemployed.

In case of urban areas educated unemployment has become a common

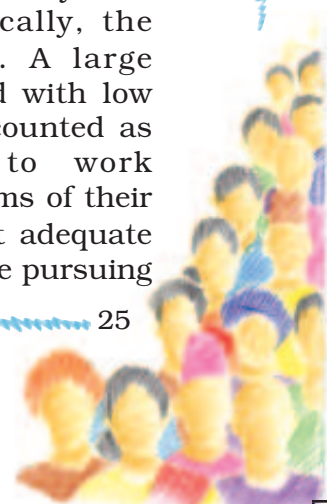
phenomenon. Many youth with matriculation, graduation and post graduation degrees are not able to find job. A study showed that unemployment of graduate and post-graduate has increased faster than among matriculates. A paradoxical manpower situation is witnessed as surplus of manpower in certain categories coexist with shortage of manpower in others. There is unemployment among technically qualified person on one hand, while there is a dearth of technical skills required for economic growth.

Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability. There is a feeling of hopelessness and despair among the youth. People do not have enough money to support their family. Inability of educated people who are willing to work to find gainful employment implies a great social waste.

Unemployment tends to increase economic overload. The dependence of the unemployed on the working population increases. The quality of life of an individual as well as of society is adversely affected. When a family has to live on a bare subsistence level there is a general decline in its health status and rising withdrawal from the school system.

Hence, unemployment has detrimental impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy. It also wastes the resource, which could have been gainfully employed. If people cannot be used as a resource they naturally appear as a liability to the economy.

In case of India, statistically, the unemployment rate is low. A large number of people represented with low income and productivity are counted as employed. They appear to work throughout the year but in terms of their potential and income, it is not adequate for them. The work that they are pursuing



seems forced upon them. They may therefore want other work of their choice. Poor people cannot afford to sit idle. They tend to engage in any activity irrespective of its earning potential. Their earning keeps them on a bare subsistence level.



Picture 2.6 *Can you remember how much did you pay when you asked him to mend your shoes or slippers?*

Moreover, the employment structure is characterised by self-employment in the primary sector. The whole family contributes in the field even though not everybody is really needed. So there is disguised unemployment in the agriculture sector. But the entire family shares what has been produced. This concept of sharing of work in the field and the produce raised reduces the hardship of unemployment in the rural sector. But this does not reduce the poverty of the family, gradually surplus labour from every household tends to migrate from the village in search of jobs.

Let us discuss about the employment scenario in the three sectors mentioned earlier. Agriculture, is the most labour absorbing sector of the economy. In recent years, there has been a decline in the dependence of population on agriculture partly because of disguised unemployment discussed earlier. Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector. In

the secondary sector, small scale manufacturing is the most labour-absorbing. In case of the tertiary sector, various new services are now appearing like biotechnology, information technology and so on.

Let us read a story to know how people could become an asset for the economy of a village.

Story of a Village

There was a village inhabited by several families. Each family produced enough to feed its members. Each family met its needs by the members making their own clothes and teaching their own children. One of the families decided to send one of its sons to an agriculture college. The boy got his admission in the nearby college of agriculture. After some time he became qualified in agro-engineering and came back to the village. He proved to be so creative that he could design an improved type of plough, which increased the yield of wheat. Thus a new job of agro-engineer was created and filled in the village. The family in the village sold the surplus in a nearby neighbouring village. They earned good profit, which they shared among themselves. Inspired by this success all the families after some time held a meeting in the village. They all wanted to have a better future for their children too. They requested the panchayat to open a school in the village. They assured the panchayat that they would all send their children to school. The panchayat, with the help of government, opened a school. A teacher was recruited from a nearby town. All the children of this village started going to school. After sometime one of the families gave training to his daughter in

tailoring. She started stitching clothes for all the families of the village for everyone now wanted to buy and wear well-tailored clothes. Thus another new job, that of a tailor was created. This had another positive effect. The time of the farmers in going far for buying clothes was saved. As the farmers spent more time in the field, the yield of the farms went up. This was the beginning of prosperity. The farmers had more than what they

could consume. Now they could sell what they produced to others who came to their village markets. Over time, this village, which formally had no job opportunities in the beginning, had many like teacher, tailor, agro-engineer and many more. This was the story of a simple village where the rising level of human capital enabled it to evolve into a place rich with complex and modern economic activities.



Summary

You have seen how inputs like education and health helped in making people an asset for the economy. The chapter also discusses about the economic activities undertaken in the three sectors of the economy. We also study about the problem associated with unemployment. Finally the chapter ends with the story of a village which formally had no job but later had plenty.



Exercises

1. What do you understand by 'people as a resource'?
2. How is human resource different from other resources like land and physical capital?
3. What is the role of education in human capital formation?
4. What is the role of health in human capital formation?
5. What part does health play in the individual's working life?
6. What are the various activities undertaken in the primary sector, secondary sector and tertiary sector?
7. What is the difference between economic activities and non-economic activities?
8. Why are women employed in low paid work?
9. How will you explain the term unemployment?
10. What is the difference between disguised unemployment and seasonal unemployment?
11. Why is educated unemployed, a peculiar problem of India?
12. In which field do you think India can build the maximum employment opportunity?
13. Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?
14. Can you imagine some village which initially had no job opportunities but later came up with many?
15. Which capital would you consider the best — land, labour, physical capital and human capital? Why?





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PHYSICAL FEATURES OF INDIA

You have already learnt earlier that India is a vast country with varied landforms. What kind of terrain do you live in? If you live in the plains you are familiar with the vast stretches of plain land. In contrast, if you live in hilly region, the rugged terrain with mountains and valleys are common features. In fact, our country has practically all major physical features of the earth i.e. mountains, plains, deserts, plateaus and islands. You must be wondering how these physical features have been formed. We will learn more about major physical features of India and how they have been formed.

We find different types of rocks; some are very hard like marble which has been used for making the Taj Mahal, and some are very soft like soap stone which is used in making talcum powder. The colour of soil varies from one place to the other because soil is formed out of different types of rocks. Have you ever thought about the causes of these variations? Most of these variations are caused due to differences in rock formations.

India is a large landmass formed during different geological periods which has influenced her relief. Besides geological formations, a number of processes such as weathering, erosion and deposition have created and modified the relief to its present form.

Earth scientists have attempted to explain the formation of physical features with the help of some theories based on certain evidences. One such plausible theory is the “Theory of Plate Tectonics”. According to this theory, the crust (upper part) of the earth has been formed out of seven major and some minor plates. (Figure 2.2)

The movement of the plates results in the building up of stresses within the plates and the continental rocks above, leading to **folding**, **faulting** and **volcanic activity**. Broadly, these plate movements are classified into three types (Figure 2.1). While some plates come towards each other and form convergent boundary. Some plates move away from each other and form divergent boundary. In the event of two plates coming together they may either collide and crumble, or one may slide under the other. At times, they may also move horizontally past

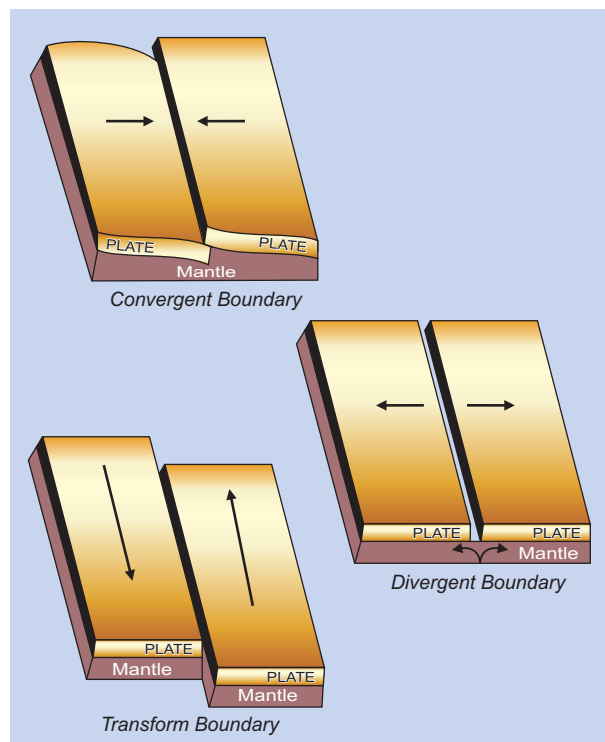


Figure 2.1 : Plate Boundaries



Figure 2.2 : World : Plate Margins

each other and form transform boundary. The movement of these plates have changed the position and size of the continents over millions of years. Such movements have also influenced the evolution of the present landform features of India.

Do You Know?

Most volcanoes and earthquakes in the world are located at plate margins, but some do occur within the plates.

The oldest landmass, (the Peninsula part), was a part of the **Gondwana land**. The Gondwana land included India, Australia, South Africa, South America and Antarctica as one single land mass. The convectional currents split the crust into a number of pieces, thus leading to the drifting of the Indo-Australian plate after being separated from the Gondwana land, towards north. The northward drift resulted in the collision of the plate with the much larger Eurasian Plate. Due to this collision, the sedimentary rocks which were accumulated in the geosyncline known as the *Tethys* were folded to form the mountain system of western Asia and Himalaya.

Gondwana land: It is the southern part of the ancient super continent Pangea with Angara Land in the northern part.

The Himalayan uplift out of the Tethys sea and subsidence of the northern flank of the peninsular plateau resulted in the formation of a large basin. In due course of time this depression, gradually got filled with deposition of sediments by the rivers flowing from the mountains in the north and the peninsular plateau in the south. A flat land of extensive alluvial deposits led to the formation of the northern plains of India.

The land of India displays great physical variation. Geologically, the Peninsular Plateau constitutes one of the ancient landmasses on the earth's surface. It was supposed to be one of the most stable land blocks. The Himalayas and the Northern Plains are the most recent landforms. From the view point of geology, Himalayan mountains form an unstable zone. The whole mountain system of Himalaya represents a very youthful topography with high peaks, deep valleys and fast flowing rivers. The northern plains are formed of alluvial

deposits. The peninsular plateau is composed of igneous and metamorphic rocks with gently rising hills and wide valleys.

MAJOR PHYSIOGRAPHIC DIVISIONS

The physical features of India can be grouped under the following physiographic divisions (Figure 2.4):

- (1) The Himalayan Mountains
- (2) The Northern Plains
- (3) The Peninsular Plateau
- (4) The Indian Desert
- (5) The Coastal Plains
- (6) The Islands

The Himalayan Mountains

The Himalayas, geologically young and structurally fold mountains stretch over the

northern borders of India. These mountain ranges run in a west-east direction from the Indus to the Brahmaputra. The Himalayas represent the loftiest and one of the most rugged mountain barriers of the world. They form an arc, which covers a distance of about 2,400 Km. Their width varies from 400 Km in Kashmir to 150 Km in Arunachal Pradesh. The altitudinal variations are greater in the eastern half than those in the western half. The Himalaya consists of three parallel ranges in its longitudinal extent. A number of valleys lie between these ranges. The northern most range is known as the Great or Inner Himalayas or the 'Himadri'. It is the most continuous range consisting of the loftiest peaks with an average height of 6,000 metres. It contains all the prominent Himalayan peaks.

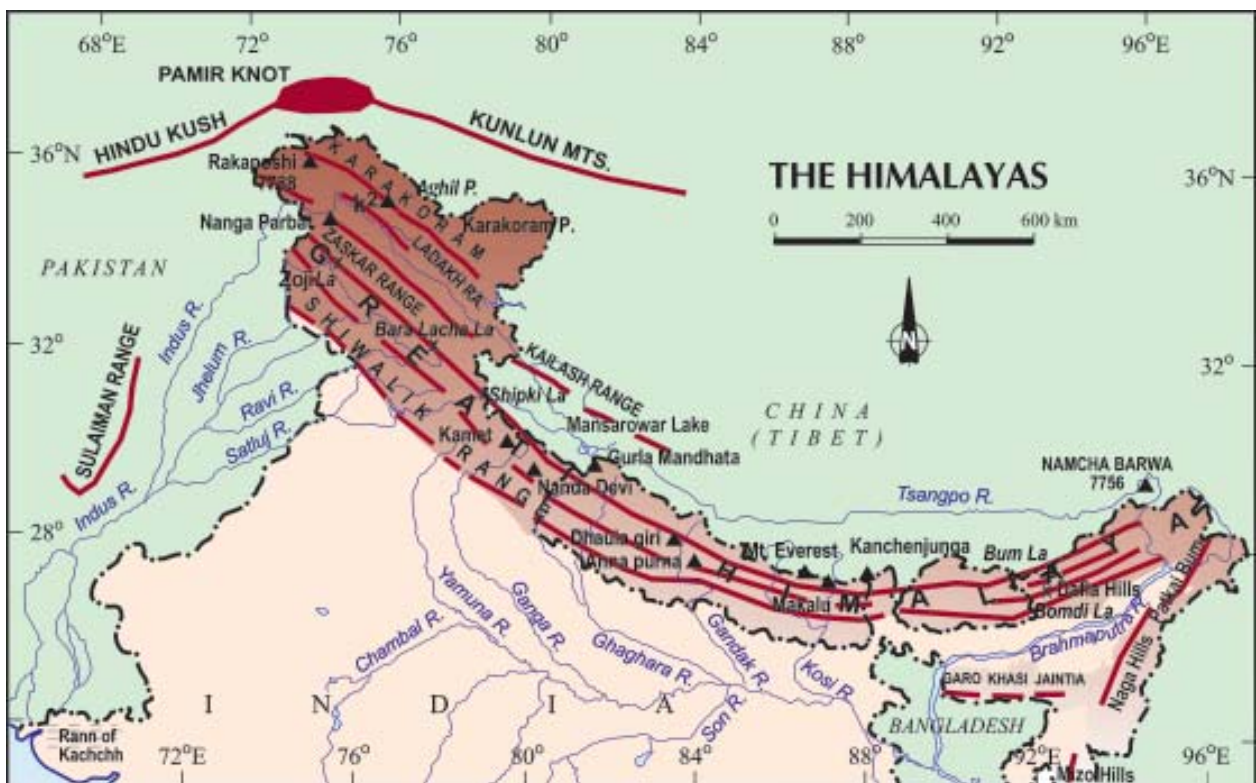


Figure 2.3 : Himalayas

Some Highest Peaks of the Himalayas

Peak	Country	Height in metres
Mt. Everest	Nepal	8848
Kanchenjunga	India	8598
Makalu	Nepal	8481
Dhaulagiri	Nepal	8172
Nanga Parbat	India	8126
Annapurna	Nepal	8078
Nanda Devi	India	7817
Kamet	India	7756
Namcha Barwa	India	7756
Gurla Mandhata	Nepal	7728

The folds of Great Himalayas are asymmetrical in nature. The core of this part of Himalayas is composed of granite. It is perennially snow bound, and a number of glaciers descend from this range.

Find out

- The names of the glaciers and passes that lie in Great Himalayas
- The name of the states where highest peaks are located.

The range lying to the south of the Himadri forms the most rugged mountain system and is known as *Himachal* or lesser Himalaya. The ranges are mainly composed of highly compressed and altered rocks. The altitude varies between 3,700 and 4,500 metres and the average width is of 50 Km. While the *Pir Panjal range* forms the longest and the most important range, the *Dhauladhar* and the *Mahabharat* ranges are also prominent ones. This range consists of the famous valley of Kashmir, the Kangra and Kullu Valley in Himachal Pradesh. This region is well known for its hill stations.

Find out

- Location of Mussoorie, Nainital, Ranikhet from your atlas and also name the state where they are located.

The outer most range of the Himalayas is called the **Shivaliks**. They extend over a width of 10-50 Km and have an altitude varying between 900 and 1100 metres. These ranges are composed of unconsolidated sediments brought down by rivers from the main Himalayan ranges located farther north. These valleys are covered with thick gravel and

alluvium. The longitudinal valley lying between lesser Himalaya and the Shivaliks are known as Duns. Dehra Dun, Kotli Dun and Patli Dun are some of the well-known Duns.



Figure 2.5 : The Himalayas

Besides the longitudinal divisions, the Himalayas have been divided on the basis of regions from west to east. These divisions have been demarcated by river valleys. For example, the part of Himalayas lying between Indus and Satluj has been traditionally known as Punjab Himalaya but it is also known regionally as Kashmir and Himachal Himalaya from west to east respectively. The part of the Himalayas lying between Satluj and Kali rivers is known as Kumaon Himalayas. The Kali and Tista rivers demarcate the Nepal Himalayas and the part lying between Tista and Dihang rivers is known as Assam Himalayas. There are regional names also in these broad categories. Find out some regional names of the Himalayas

The Brahmaputra marks the eastern most boundary of the Himalayas. Beyond the Dihang gorge, the Himalayas bend sharply to the south and spread along the eastern boundary of India. They are known as the *Purvachal* or the Eastern hills and mountains. These hills running through the north-eastern states are mostly composed of strong sandstones which are sedimentary rocks. Covered with dense forests, they mostly run as parallel ranges and valleys. The *Purvachal* comprises the



Figure 2.6 : Mizo Hills

Patkai hills, the Naga hills, Manipur hills and the Mizo hills.

The Northern Plain

The northern plain has been formed by the interplay of the three major river systems, namely- the Indus, the Ganga and the Brahmaputra along with their tributaries. This plain is formed of alluvial soil. The deposition of alluvium in a vast basin lying at the foothills of the Himalaya over millions of years, formed this fertile plain. It spreads over an area of 7 lakh sq. km. The plain being about 2400 Km long and 240 to 320 Km broad, is a densely populated physiographic division. With a rich soil cover combined with adequate water supply and favourable climate it is agriculturally a very productive part of India.



Figure 2.7 : The Northern Plains

The rivers coming from northern mountains are involved in depositional work. In the lower course, due to gentle slope, the velocity of the river decreases which results in the formation of riverine islands.

Do You Know?

Majuli, in the Brahmaputra River is the largest inhabited riverine island in the world.

The rivers in their lower course split into numerous channels due to the deposition of silt. These channels are known as *distributaries*.

The Northern Plain is broadly divided into three sections. The Western part of the Northern Plain is referred to as the Punjab Plains. Formed by the Indus and its tributaries, the larger part of this plain lies in Pakistan. The Indus and its tributaries—the Jhelum, the Chenab, the Ravi, the Beas and the Satluj originate in the Himalaya. This section of the plain is dominated by the *doabs*.

Do You Know?

'Doab' is made up of two words- 'do' meaning two and 'ab' meaning water. Similarly 'Punjab' is also made up two words- 'Punj' meaning five and 'ab' meaning water.

The Ganga plain extends between Ghaggar and Teesta rivers. It is spread over the states of North India, Haryana, Delhi, U.P., Bihar, partly Jharkhand and West Bengal to its East, particularly in Assam lies the Brahmaputra plain.

The northern plains are generally described as flat land with no variations in its relief. It is not true. These vast plains also have diverse relief features. According to the variations in relief features, the Northern plains can be divided into four regions. The rivers, after descending from the mountains deposit pebbles in a narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shiwaliks. It is known as *bhabar*. All the streams disappear in this *bhabar* belt. South of this belt, the streams and rivers re-emerge and create a wet, swampy and marshy region known as *terai*. This was a thickly forested region full of wildlife. The forests have been cleared to create agricultural land and to settle migrants from Pakistan after partition. Locate Dudhwa National Park in this region.

The largest part of the northern plain is formed of older alluvium. They lie above the flood plains of the rivers and present a terrace like feature. This part is known as *bhangar*.

The soil in this region contains calcareous deposits locally known as *kankar*. The newer, younger deposits of the flood plains are called *khadar*. They are renewed almost every year and so are fertile, thus, ideal for intensive agriculture.

The Peninsular Plateau

The Peninsular plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks. It was formed due to the breaking and drifting of the Gondwana land and thus, making it a part of the oldest landmass. The plateau has broad and shallow valleys and rounded hills. This plateau consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau. The part of the Peninsular plateau lying to the north of the Narmada river covering a major area of the Malwa plateau is known as the Central Highlands. The Vindhyan range is bounded by the Central Highlands on the south and the Aravalis on the northwest. The further westward extension gradually merges with the sandy and rocky desert of Rajasthan. The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and Ken is from southwest to northeast, thus indicating the slope. The Central Highlands are wider in the west but narrower in the east. The eastward extensions of this plateau are locally known as the *Bundelkhand* and *Baghelkhand*. The Chotanagpur plateau marks the further eastward extension, drained by the Damodar river.

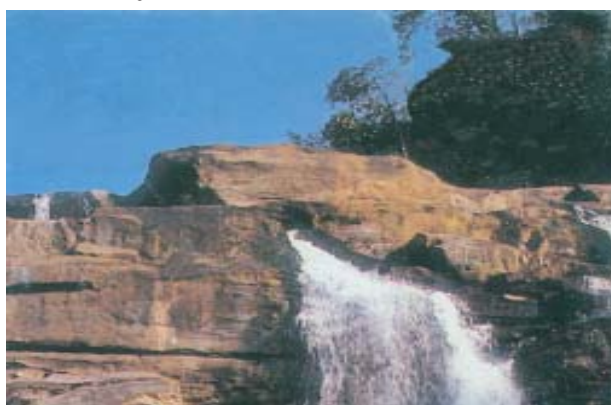


Figure 2.8 : A waterfall in Chotanagpur Plateau

The Deccan Plateau is a triangular landmass that lies to the south of the river Narmada. The Satpura range flanks its broad base in the north while the Mahadev, the Kaimur hills and the Maikal range form its eastern extensions. Locate these hills and ranges in the physical map of India. The Deccan Plateau is higher in the west and slopes gently eastwards. An extension of the Plateau is also visible in the northeast—locally known as the Meghalaya, Karbi-Anglong Plateau and North Cachar Hills. It is separated by a fault from the Chotanagpur Plateau. Three prominent hill ranges from the west to east are the Garo, the Khasi and the Jaintia Hills.

The **Western Ghats** and the **Eastern Ghats** mark the western and the eastern edges of the Deccan Plateau respectively. Western Ghats lie parallel to the western coast. They are continuous and can be crossed through passes only. Locate the Thal, Bhore and the Pal Ghats in the Physical map of India.

The Western Ghats are higher than the Eastern Ghats. Their average elevation is 900–1600 metres as against 600 metres of the Eastern Ghats. The Eastern Ghats stretch from the Mahanadi Valley to the Nigiris in the south. The Eastern Ghats are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal. The Western Ghats cause orographic rain by facing the rain bearing moist winds to rise along the western slopes of the Ghats. The Western Ghats are known by different local names. The height of the Western Ghats progressively increases from north to south. The highest peaks include the Anai Mudi (2,695 metres) and the Doda Betta (2,637 metres). Mahendragiri (1,501 metres) is the highest peak in the Eastern Ghats. Shevroy Hills and the Javadi Hills are located to the southeast of the Eastern Ghats. Locate the famous hill stations of Udagamandalam, popularly known as Ooty and the Kodaikanal.

One of the distinct features of the peninsular plateau is the black soil area known as Deccan Trap. This is of volcanic origin hence the rocks are igneous. Actually these rocks have denuded over time and are responsible for the formation of black soil. The Aravali Hills lie on the western and northwestern margins of the

peninsular plateau. These are highly eroded hills and are found as broken hills. They extend from Gujarat to Delhi in a southwest-northeast direction.

The Indian Desert

The Indian desert lies towards the western margins of the Aravali Hills. It is an undulating sandy plain covered with sand dunes. This region receives very low rainfall below 150 mm per year. It has arid climate with low vegetation cover. Streams appear during the rainy season. Soon after they disappear into the sand as they do not have enough water to reach the sea. Luni is the only large river in this region.



Figure 2.9 : The Indian Desert

Barchans (crescent shaped dunes) cover larger areas but longitudinal dunes become more prominent near the Indo-Pakistan boundary. If you visit Jaisalmer, you may go to see a group of barchans.

The Coastal Plains

The Peninsular plateau is flanked by stretch of narrow coastal strips, running along the *Arabian Sea* on the *west* and the *Bay of Bengal* on the *east*. The *western coast*, sandwiched between the Western Ghats and the Arabian Sea, is a narrow plain. It consists of three sections. The *northern* part of the coast is called the *Konkan* (Mumbai – Goa), the central stretch is called the *Kannad Plain* while the *southern* stretch is referred to as the *Malabar coast*.



Figure 2.10 : The Coastal Plains

The plains along the Bay of Bengal are wide and level. In the northern part, it is referred to as the *Northern Circar*, while the *southern* part is known as the *Coromandel Coast*. Large rivers such as the Mahanadi, the Godavari, the Krishna and the Kaveri have formed extensive delta on this coast. Lake Chilika is an important feature along the eastern coast.

Do You Know?

The Chilika Lake is the largest salt water lake in India. It lies in the state of Orissa, to the south of the Mahanadi delta.

The Islands

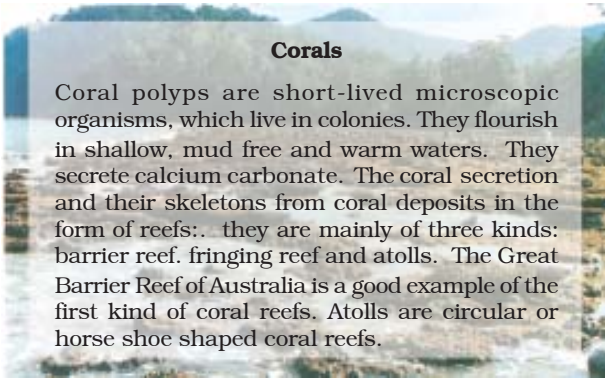
You have already seen that India has a vast main land. Besides this, the country has also two groups of islands. Can you identify these island groups?



Figure 2.11 : An Island

Locate the Lakshadweep Islands group lying close to the Malabar coast of Kerala. This group of islands is composed of small coral islands. Earlier they were known as Laccadive, Minicoy and Amindive. In 1973 these were

named as Lakshadweep. It covers small area of 32 sq km. Kavaratti island is the administrative headquarters of Lakshadweep. This island group has great diversity of flora and fauna. The Pitti island, which is uninhabited, has a bird sanctuary.



Corals
Coral polyps are short-lived microscopic organisms, which live in colonies. They flourish in shallow, mud free and warm waters. They secrete calcium carbonate. The coral secretion and their skeletons form coral deposits in the form of reefs. They are mainly of three kinds: barrier reef, fringing reef and atolls. The Great Barrier Reef of Australia is a good example of the first kind of coral reefs. Atolls are circular or horse shoe shaped coral reefs.

Now you see the elongated chain of islands located in the Bay of Bengal extending from north to south. These are Andaman and Nicobar islands. They are bigger in size and are more numerous and scattered. The entire group of islands is divided into two broad categories – The Andaman in the north and the Nicobar in the south. It is believed that these islands are an elevated portion of submarine mountains. These island groups are of great

strategic importance for the country. There is great diversity of flora and fauna in this group of islands too. These islands lie close to equator and experience equatorial climate and has thick forest cover.

Do You Know?

India's only active volcano is found on Barren island in Andaman and Nicobar group of Islands.

A detailed account of the different physiographic units highlights the unique features of each region. It would, however, be clear that each region complements the other and makes the country richer in its natural resources. The mountains are the major sources of water and forest wealth. The northern plains are the granaries of the country. They provide the base for early civilisations. The plateau is a storehouse of minerals, which has played a crucial role in the industrialisation of the country. The coastal region and island groups provide sites for fishing and port activities. Thus, the diverse physical features of the land have immense future possibilities of development.

EXERCISE

- Choose the right answer from the four alternatives given below.
 - A landmass bounded by sea on three sides is referred to as
 - Coast
 - Island
 - Peninsula
 - none of the above
 - Mountain ranges in the eastern part of India forming its boundary with Myanmar are collectively called as
 - Himachal
 - Uttarakhand
 - Purvachal
 - none of the above
 - The western coastal strip, south of Goa is referred to as
 - Coromandel
 - Konkan
 - Kannad
 - Northern Circar
 - The highest peak in the Eastern Ghats is
 - Anai Mudi
 - Kanchenjunga
 - Mahendragiri
 - Khasi
- Answer the following questions briefly.
 - What are tectonic plates?
 - Which continents of today were part of the Gondwana land?

- (iii) What is the *bhabar*?
 - (iv) Name the three major divisions of the Himalayas from north to south.
 - (v) Which plateau lies between the Aravali and the Vindhyan ranges?
 - (vi) Name the island group of India having coral origin.
3. Distinguish between
 - (i) Converging and diverging tectonic plates
 - (ii) *Bhangar and Khadar*
 - (iii) Western Ghats and Eastern Ghats
 4. Describe how the Himalayas were formed.
 5. Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the Peninsular plateau.
 6. Give an account of the Northern Plains of India.
 7. Write short notes on the following.
 - (i) The Indian Desert
 - (ii) The Central Highlands
 - (iii) The Island groups of India

MAP SKILLS

On an outline map of India show the following.

- (i) Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills.
- (ii) Peaks – K2, Kanchenjunga, Nanga Parbat and the Anai Mudi.
- (iii) Plateaus, Chotanagpur and Malwa
- (iv) The Indian Desert, Western Ghats, Lakshadweep Islands

PROJECT/ACTIVITY

Locate the peaks, passes, ranges, plateaus, hills, and duns hidden in the puzzle. Try to find where these features are located. You may start your search horizontally, vertically or diagonally.

E	M	K	U	N	L	N	A	T	H	U	L	A	R	I	A	H	I	A	T
M	H	A	S	J	M	A	N	J	K	M	A	J	L	B	H	O	R	P	J
J	N	V	F	A	E	T	D	C	A	R	D	E	M	O	M	L	O	M	K
C	R	E	I	I	Q	H	M	O	I	F	T	N	X	M	A	X	F	C	T
N	M	T	S	N	A	U	Q	R	M	S	A	N	A	D	I	D	A	N	J
A	B	X	A	T	G	A	R	O	U	L	F	V	D	I	K	P	T	D	C
C	Y	C	H	I	G	A	M	M	R	D	T	I	Z	L	A	J	P	O	K
H	R	T	K	A	N	C	H	E	N	J	U	N	G	A	L	U	L	B	E
O	O	M	O	P	I	T	P	N	O	S	S	D	D	K	S	P	D	O	K
T	D	A	N	M	L	M	D	D	C	S	A	H	L	S	A	I	E	E	J
A	R	R	K	A	G	T	H	A	R	H	E	Y	D	H	H	A	I	A	R
N	S	A	A	L	I	A	T	L	E	I	Y	A	B	A	Y	T	H	R	L
A	Z	V	N	W	R	E	D	S	P	P	A	N	H	D	A	O	J	U	K
G	O	A	N	A	I	M	U	D	I	K	D	P	M	W	D	A	B	P	E
P	A	L	L	J	S	H	E	V	R	I	Y	E	V	E	R	E	S	T	M
U	O	I	M	Y	R	Y	P	A	T	L	I	G	J	E	I	T	H	A	R
R	K	I	Q	S	L	A	H	C	N	A	V	R	V	P	E	A	T	S	P

Socialism in Europe and the Russian Revolution

1 The Age of Social Change

In the previous chapter you read about the powerful ideas of freedom and equality that circulated in Europe after the French Revolution. The French Revolution opened up the possibility of creating a dramatic change in the way in which society was structured. As you have read, before the eighteenth century society was broadly divided into estates and orders and it was the aristocracy and church which controlled economic and social power. Suddenly, after the revolution, it seemed possible to change this. In many parts of the world including Europe and Asia, new ideas about individual rights and who controlled social power began to be discussed. In India, Raja Rammohan Roy and Derozio talked of the significance of the French Revolution, and many others debated the ideas of post-revolutionary Europe. The developments in the colonies, in turn, reshaped these ideas of societal change.

Not everyone in Europe, however, wanted a complete transformation of society. Responses varied from those who accepted that some change was necessary but wished for a gradual shift, to those who wanted to restructure society radically. Some were ‘conservatives’, others were ‘liberals’ or ‘radicals’. What did these terms really mean in the context of the time? What separated these strands of politics and what linked them together? We must remember that these terms do not mean the same thing in all contexts or at all times.

We will look briefly at some of the important political traditions of the nineteenth century, and see how they influenced change. Then we will focus on one historical event in which there was an attempt at a radical transformation of society. Through the revolution in Russia, socialism became one of the most significant and powerful ideas to shape society in the twentieth century.

1.1 Liberals, Radicals and Conservatives

One of the groups which looked to change society were the liberals. Liberals wanted a nation which tolerated all religions. We should remember that at this time European states usually discriminated in

favour of one religion or another (Britain favoured the Church of England, Austria and Spain favoured the Catholic Church). Liberals also opposed the uncontrolled power of dynastic rulers. They wanted to safeguard the rights of individuals against governments. They argued for a representative, elected parliamentary government, subject to laws interpreted by a well-trained judiciary that was independent of rulers and officials. However, they were not ‘democrats’. They did not believe in universal adult franchise, that is, the right of every citizen to vote. They felt men of property mainly should have the vote. They also did not want the vote for women.

In contrast, radicals wanted a nation in which government was based on the majority of a country’s population. Many supported women’s **suffragette** movements. Unlike liberals, they opposed the privileges of great landowners and wealthy factory owners. They were not against the existence of private property but disliked concentration of property in the hands of a few.

Conservatives were opposed to radicals and liberals. After the French Revolution, however, even conservatives had opened their minds to the need for change. Earlier, in the eighteenth century, conservatives had been generally opposed to the idea of change. By the nineteenth century, they accepted that some change was inevitable but believed that the past had to be respected and change had to be brought about through a slow process.

Such differing ideas about societal change clashed during the social and political turmoil that followed the French Revolution. The various attempts at revolution and national transformation in the nineteenth century helped define both the limits and potential of these political tendencies.

1.2 Industrial Society and Social Change

These political trends were signs of a new time. It was a time of profound social and economic changes. It was a time when new cities came up and new industrialised regions developed, railways expanded and the Industrial Revolution occurred.

Industrialisation brought men, women and children to factories. Work hours were often long and wages were poor. Unemployment was common, particularly during times of low demand for industrial goods. Housing and sanitation were problems since towns were growing rapidly. Liberals and radicals searched for solutions to these issues.

New words

Suffragette movement – A movement to give women the right to vote.



Fig. 1 – The London poor in the mid-nineteenth century as seen by a contemporary.

From: Henry Mayhew, *London Labour and the London Poor*, 1861.

Almost all industries were the property of individuals. Liberals and radicals themselves were often property owners and employers. Having made their wealth through trade or industrial ventures, they felt that such effort should be encouraged – that its benefits would be achieved if the workforce in the economy was healthy and citizens were educated. Opposed to the privileges the old aristocracy had by birth, they firmly believed in the value of individual effort, labour and enterprise. If freedom of individuals was ensured, if the poor could labour, and those with capital could operate without restraint, they believed that societies would develop. Many working men and women who wanted changes in the world rallied around liberal and radical groups and parties in the early nineteenth century.

Some nationalists, liberals and radicals wanted revolutions to put an end to the kind of governments established in Europe in 1815. In France, Italy, Germany and Russia, they became revolutionaries and worked to overthrow existing monarchs. Nationalists talked of revolutions that would create ‘nations’ where all citizens would have

equal rights. After 1815, Giuseppe Mazzini, an Italian nationalist, conspired with others to achieve this in Italy. Nationalists elsewhere – including India – read his writings.

1.3 The Coming of Socialism to Europe

Perhaps one of the most far-reaching visions of how society should be structured was socialism. By the mid - nineteenth century in Europe, socialism was a well-known body of ideas that attracted widespread attention.

Socialists were against private property, and saw it as the root of all social ills of the time. Why? Individuals owned the property that gave employment but the proprietors were concerned only with personal gain and not with the welfare of those who made the property productive. So if society as a whole rather than single individuals controlled property, more attention would be paid to collective social interests. Socialists wanted this change and campaigned for it.

How could a society without property operate? What would be the basis of socialist society?

Socialists had different visions of the future. Some believed in the idea of cooperatives. Robert Owen (1771-1858), a leading English manufacturer, sought to build a cooperative community called New Harmony in Indiana (USA). Other socialists felt that cooperatives could not be built on a wide scale only through individual initiative: they demanded that *governments* encourage cooperatives. In France, for instance, Louis Blanc (1813-1882) wanted the government to encourage cooperatives and replace capitalist enterprises. These cooperatives were to be associations of people who produced goods together and divided the profits according to the work done by members.

Karl Marx (1818-1883) and Friedrich Engels (1820-1895) added other ideas to this body of arguments. Marx argued that industrial society was 'capitalist'. Capitalists owned the capital invested in factories, and the profit of capitalists was produced by workers. The conditions of workers could not improve as long as this profit was accumulated by private capitalists. Workers had to overthrow capitalism and the rule of private property. Marx believed that to free themselves from capitalist exploitation, workers had to construct a radically socialist society where all property was socially controlled. This would be a communist society. He was convinced that workers would triumph in their conflict with capitalists. A communist society was the natural society of the future.

Activity

List two differences between the capitalist and socialist ideas of private property.

1.4 Support for Socialism

By the 1870s, socialist ideas spread through Europe. To coordinate their efforts, socialists formed an international body – namely, the Second International.

Workers in England and Germany began forming associations to fight for better living and working conditions. They set up funds to help members in times of distress and demanded a reduction of working hours and the right to vote. In Germany, these associations worked closely with the Social Democratic Party (SPD) and helped it win parliamentary seats. By 1905, socialists and trade unionists formed a Labour Party in Britain and a Socialist Party in France. However, till 1914, socialists never succeeded in forming a government in Europe. Represented by strong figures in parliamentary politics, their ideas did shape legislation, but governments continued to be run by conservatives, liberals and radicals.

Activity

Imagine that a meeting has been called in your area to discuss the socialist idea of doing away with private property and introducing collective ownership. Write the speech you would make at the meeting if you are:

- a poor labourer working in the fields
- a medium-level landowner
- a house owner



Fig.2 – This is a painting of the Paris Commune of 1871 (From Illustrated London News, 1871). It portrays a scene from the popular uprising in Paris between March and May 1871. This was a period when the town council (commune) of Paris was taken over by a ‘peoples’ government’ consisting of workers, ordinary people, professionals, political activists and others. The uprising emerged against a background of growing discontent against the policies of the French state. The ‘Paris Commune’ was ultimately crushed by government troops but it was celebrated by Socialists the world over as a prelude to a socialist revolution. The Paris Commune is also popularly remembered for two important legacies: one, for its association with the workers’ red flag – that was the flag adopted by the communards (revolutionaries) in Paris; two, for the ‘Marseillaise’, originally written as a war song in 1792, it became a symbol of the Commune and of the struggle for liberty.

2 The Russian Revolution

In one of the least industrialised of European states this situation was reversed. Socialists took over the government in Russia through the October Revolution of 1917. The fall of monarchy in February 1917 and the events of October are normally called the Russian Revolution.

How did this come about? What were the social and political conditions in Russia when the revolution occurred? To answer these questions, let us look at Russia a few years before the revolution.

2.1 The Russian Empire in 1914

In 1914, Tsar Nicholas II ruled Russia and its empire. Besides the territory around Moscow, the Russian empire included current-day Finland, Latvia, Lithuania, Estonia, parts of Poland, Ukraine and Belarus. It stretched to the Pacific and comprised today's Central Asian states, as well as Georgia, Armenia and Azerbaijan. The majority religion was Russian Orthodox Christianity – which had grown out of the Greek Orthodox Church – but the empire also included Catholics, Protestants, Muslims and Buddhists.



Fig.3 – Tsar Nicholas II in the White Hall of the Winter Palace, St Petersburg, 1900.
Painted by Earnest Lipgart (1847-1932)



Fig.4 – Europe in 1914.

The map shows the Russian empire and the European countries at war during the First World War.

2.2 Economy and Society

At the beginning of the twentieth century, the vast majority of Russia's people were agriculturists. About 85 per cent of the Russian empire's population earned their living from agriculture. This proportion was higher than in most European countries. For instance, in France and Germany the proportion was between 40 per cent and 50 per cent. In the empire, cultivators produced for the market as well as for their own needs and Russia was a major exporter of grain.

Industry was found in pockets. Prominent industrial areas were St Petersburg and Moscow. Craftsmen undertook much of the production, but large factories existed alongside craft workshops. Many factories were set up in the 1890s, when Russia's railway network was extended, and foreign investment in industry increased. Coal production doubled and iron and steel output quadrupled. By the 1900s, in some areas factory workers and craftsmen were almost equal in number.

Most industry was the private property of industrialists. Government supervised large factories to ensure minimum wages and limited hours of work. But factory inspectors could not prevent rules being broken. In craft units and small workshops, the working day was sometimes 15 hours, compared with 10 or 12 hours in factories. Accommodation varied from rooms to dormitories.

Workers were a divided social group. Some had strong links with the villages from which they came. Others had settled in cities permanently. Workers were divided by skill. A metalworker of St. Petersburg recalled, 'Metalworkers considered themselves aristocrats among other workers. Their occupations demanded more training and skill . . .' Women made up 31 per cent of the factory labour force by 1914, but they were paid less than men (between half and three-quarters of a man's wage). Divisions among workers showed themselves in dress and manners too. Some workers formed associations to help members in times of unemployment or financial hardship but such associations were few.

Despite divisions, workers did unite to strike work (stop work) when they disagreed with employers about dismissals or work conditions. These strikes took place frequently in the textile industry during 1896-1897, and in the metal industry during 1902.

In the countryside, peasants cultivated most of the land. But the nobility, the crown and the Orthodox Church owned large properties. Like workers, peasants too were divided. They were also



Fig.5 – Unemployed peasants in pre-war St Petersburg.

Many survived by eating at charitable kitchens and living in poorhouses.



Fig.6 – Workers sleeping in bunkers in a dormitory in pre-revolutionary Russia.

They slept in shifts and could not keep their families with them.

deeply religious. But except in a few cases they had no respect for the nobility. Nobles got their power and position through their services to the Tsar, not through local popularity. This was unlike France where, during the French Revolution in Brittany, peasants respected nobles and fought for them. In Russia, peasants wanted the land of the nobles to be given to them. Frequently, they refused to pay rent and even murdered landlords. In 1902, this occurred on a large scale in south Russia. And in 1905, such incidents took place all over Russia.

Russian peasants were different from other European peasants in another way. They pooled their land together periodically and their commune (*mir*) divided it according to the needs of individual families.

2.3 Socialism in Russia

All political parties were illegal in Russia before 1914. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas. However, because of government policing, it had to operate as an illegal organisation. It set up a newspaper, mobilised workers and organised strikes.

Some Russian socialists felt that the Russian peasant custom of dividing land periodically made them natural socialists. So peasants, not workers, would be the main force of the revolution, and Russia could become socialist more quickly than other countries. Socialists were active in the countryside through the late nineteenth century. They formed the Socialist Revolutionary Party in 1900. This party struggled for peasants' rights and demanded that land belonging to nobles be transferred to peasants. Social Democrats disagreed with Socialist Revolutionaries about peasants. Lenin felt that peasants were not one united group. Some were poor and others rich, some worked as labourers while others were capitalists who employed workers. Given this 'differentiation' within them, they could not all be part of a socialist movement.

The party was divided over the strategy of organisation. Vladimir Lenin (who led the Bolshevik group) thought that in a repressive society like Tsarist Russia the party should be disciplined and should control the number and quality of its members. Others (Mensheviks) thought that the party should be open to all (as in Germany).

2.4 A Turbulent Time: The 1905 Revolution

Russia was an **autocracy**. Unlike other European rulers, even at the beginning of the twentieth century, the Tsar was not subject to

Source A

Alexander Shlyapnikov, a socialist worker of the time, gives us a description of how the meetings were organised:

'Propaganda was done in the plants and shops on an individual basis. There were also discussion circles ... Legal meetings took place on matters concerning [official issues], but this activity was skilfully integrated into the general struggle for the liberation of the working class. Illegal meetings were ... arranged on the spur of the moment but in an organised way during lunch, in evening break, in front of the exit, in the yard or, in establishments with several floors, on the stairs. The most alert workers would form a "plug" in the doorway, and the whole mass piled up in the exit. An agitator would get up right there on the spot. Management would contact the police on the telephone, but the speeches would have already been made and the necessary decision taken by the time they arrived ...'

Alexander Shlyapnikov, *On the Eve of 1917. Reminiscences from the Revolutionary Underground.*

parliament. Liberals in Russia campaigned to end this state of affairs. Together with the Social Democrats and Socialist Revolutionaries, they worked with peasants and workers during the revolution of 1905 to demand a constitution. They were supported in the empire by nationalists (in Poland for instance) and in Muslim-dominated areas by *jadidists* who wanted modernised Islam to lead their societies.

The year 1904 was a particularly bad one for Russian workers. Prices of essential goods rose so quickly that **real wages** declined by 20 per cent. The membership of workers' associations rose dramatically. When four members of the Assembly of Russian Workers, which had been formed in 1904, were dismissed at the Putilov Iron Works, there was a call for industrial action. Over the next few days over 110,000 workers in St Petersburg went on strike demanding a reduction in the working day to eight hours, an increase in wages and improvement in working conditions.

When the procession of workers led by Father Gapon reached the Winter Palace it was attacked by the police and the Cossacks. Over 100 workers were killed and about 300 wounded. The incident, known as Bloody Sunday, started a series of events that became known as the 1905 Revolution. Strikes took place all over the country and universities closed down when student bodies staged walkouts, complaining about the lack of civil liberties. Lawyers, doctors, engineers and other middle-class workers established the Union of Unions and demanded a constituent assembly.

During the 1905 Revolution, the Tsar allowed the creation of an elected consultative Parliament or Duma. For a brief while during the revolution, there existed a large number of trade unions and factory committees made up of factory workers. After 1905, most committees and unions worked unofficially, since they were declared illegal. Severe restrictions were placed on political activity. The Tsar dismissed the first Duma within 75 days and the re-elected second Duma within three months. He did not want any questioning of his authority or any reduction in his power. He changed the voting laws and packed the third Duma with conservative politicians. Liberals and revolutionaries were kept out.

2.5 The First World War and the Russian Empire

In 1914, war broke out between two European alliances – Germany, Austria and Turkey (the Central powers) and France, Britain and Russia (later Italy and Romania). Each country had a global empire

Activity

Why were there revolutionary disturbances in Russia in 1905? What were the demands of revolutionaries?

New words

Jadidists – Muslim reformers within the Russian empire

Real wage – Reflects the quantities of goods which the wages will actually buy.

and the war was fought outside Europe as well as in Europe. This was the First World War.

In Russia, the war was initially popular and people rallied around Tsar Nicholas II. As the war continued, though, the Tsar refused to consult the main parties in the Duma. Support wore thin. Anti-German sentiments ran high, as can be seen in the renaming of St Petersburg – a German name – as Petrograd. The Tsarina Alexandra's German origins and poor advisers, especially a monk called Rasputin, made the autocracy unpopular.

The First World War on the 'eastern front' differed from that on the 'western front'. In the west, armies fought from trenches stretched along eastern France. In the east, armies moved a good deal and fought battles leaving large casualties. Defeats were shocking and demoralising. Russia's armies lost badly in Germany and Austria between 1914 and 1916. There were over 7 million casualties by 1917. As they retreated, the Russian army destroyed crops and buildings to prevent the enemy from being able to live off the land. The destruction of crops and buildings led to over 3 million refugees in Russia. The situation discredited the government and the Tsar. Soldiers did not wish to fight such a war.

The war also had a severe impact on industry. Russia's own industries were few in number and the country was cut off from other suppliers of industrial goods by German control of the Baltic Sea. Industrial equipment disintegrated more rapidly in Russia than elsewhere in Europe. By 1916, railway lines began to break down. Able-bodied men were called up to the war. As a result, there were labour shortages and small workshops producing essentials were shut down. Large supplies of grain were sent to feed the army. For the people in the cities, bread and flour became scarce. By the winter of 1916, riots at bread shops were common.



Fig. 7 – Russian soldiers during the First World War.

The Imperial Russian army came to be known as the 'Russian steam roller'. It was the largest armed force in the world. When this army shifted its loyalty and began supporting the revolutionaries, Tsarist power collapsed.

Activity

The year is 1916. You are a general in the Tsar's army on the eastern front. You are writing a report for the government in Moscow. In your report suggest what you think the government should do to improve the situation.

3 The February Revolution in Petrograd

In the winter of 1917, conditions in the capital, Petrograd, were grim. The layout of the city seemed to emphasise the divisions among its people. The workers' quarters and factories were located on the right bank of the River Neva. On the left bank were the fashionable areas, the Winter Palace, and official buildings, including the palace where the Duma met. In February 1917, food shortages were deeply felt in the workers' quarters. The winter was very cold – there had been exceptional frost and heavy snow. Parliamentarians wishing to preserve elected government, were opposed to the Tsar's desire to dissolve the Duma.

On 22 February, a lockout took place at a factory on the right bank. The next day, workers in fifty factories called a strike in sympathy. In many factories, women led the way to strikes. This came to be called the International Women's Day. Demonstrating workers crossed from the factory quarters to the centre of the capital – the Nevskii Prospekt. At this stage, no political party was actively organising the movement. As the fashionable quarters and official buildings were surrounded by workers, the government imposed a curfew. Demonstrators dispersed by the evening, but they came back on the 24th and 25th. The government called out the cavalry and police to keep an eye on them.

On Sunday, 25 February, the government suspended the Duma. Politicians spoke out against the measure. Demonstrators returned in force to the streets of the left bank on the 26th. On the 27th, the Police Headquarters were ransacked. The streets thronged with people raising slogans about bread, wages, better hours and democracy. The government tried to control the situation and called out the cavalry once again. However, the cavalry refused to fire on the demonstrators. An officer was shot at the barracks of a regiment and three other regiments mutinied, voting to join the striking workers. By that evening, soldiers and



Fig.8 – The Petrograd Soviet meeting in the Duma, February 1917.

striking workers had gathered to form a 'soviet' or 'council' in the same building as the Duma met. This was the Petrograd Soviet.

The very next day, a delegation went to see the Tsar. Military commanders advised him to abdicate. He followed their advice and abdicated on 2 March. Soviet leaders and Duma leaders formed a Provisional Government to run the country. Russia's future would be decided by a constituent assembly, elected on the basis of universal adult suffrage. Petrograd had led the February Revolution that brought down the monarchy in February 1917.

Box 1

Women in the February Revolution

'Women workers, often ... inspired their male co-workers ... At the Lorenz telephone factory, ... Marfa Vasileva almost single handedly called a successful strike. Already that morning, in celebration of Women's Day, women workers had presented red bows to the men ... Then Marfa Vasileva, a milling machine operator stopped work and declared an impromptu strike. The workers on the floor were ready to support her ... The foreman informed the management and sent her a loaf of bread. She took the bread but refused to go back to work. The administrator asked her again why she refused to work and she replied, "I cannot be the only one who is satiated when others are hungry". Women workers from another section of the factory gathered around Marfa in support and gradually all the other women ceased working. Soon the men downed their tools as well and the entire crowd rushed onto the street.'

From: Choi Chatterji, *Celebrating Women* (2002).

3.1 After February

Army officials, landowners and industrialists were influential in the Provisional Government. But the liberals as well as socialists among them worked towards an elected government. Restrictions on public meetings and associations were removed. 'Soviets', like the Petrograd Soviet, were set up everywhere, though no common system of election was followed.

In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He and the Bolsheviks had opposed the war since 1914. Now he felt it was time for soviets to take over power. He declared that the war be brought to a close, land be transferred to the peasants, and banks be nationalised. These three demands were Lenin's 'April Theses'. He also argued that the Bolshevik Party rename itself the Communist Party to indicate its new radical aims. Most others in the Bolshevik Party were initially surprised by the April Theses. They thought that the time was not yet ripe for a

Activity

Look again at Source A and Box 1.

- List five changes in the mood of the workers.
- Place yourself in the position of a woman who has seen both situations and write an account of what has changed.

socialist revolution and the Provisional Government needed to be supported. But the developments of the subsequent months changed their attitude.

Through the summer the workers' movement spread. In industrial areas, factory committees were formed which began questioning the way industrialists ran their factories. Trade unions grew in number. Soldiers' committees were formed in the army. In June, about 500 Soviets sent representatives to an All Russian Congress of Soviets. As the Provisional Government saw its power reduce and Bolshevik influence grow, it decided to take stern measures against the spreading discontent. It resisted attempts by workers to run factories and began arresting leaders. Popular demonstrations staged by the Bolsheviks in July 1917 were sternly repressed. Many Bolshevik leaders had to go into hiding or flee.

Meanwhile in the countryside, peasants and their Socialist Revolutionary leaders pressed for a redistribution of land. Land committees were formed to handle this. Encouraged by the Socialist Revolutionaries, peasants seized land between July and September 1917.

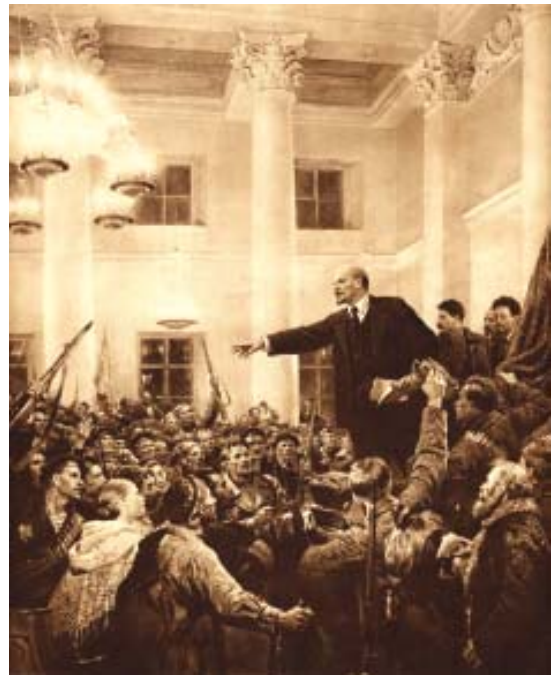


Fig.9 – A Bolshevik image of Lenin addressing workers in April 1917.



Fig.10 – The July Days. A pro-Bolshevik demonstration on 17 July 1917 being fired upon by the army.

3.2 The Revolution of October 1917

As the conflict between the Provisional Government and the Bolsheviks grew, Lenin feared the Provisional Government would set up a dictatorship. In September, he began discussions for an uprising against the government. Bolshevik supporters in the army, soviets and factories were brought together.

On 16 October 1917, Lenin persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power. A Military Revolutionary Committee was appointed by the Soviet under Leon Trotskii to organise the seizure. The date of the event was kept a secret.

The uprising began on 24 October. Sensing trouble, Prime Minister Kerenskii had left the city to summon troops. At dawn, military men loyal to the government seized the buildings of two Bolshevik newspapers. Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Palace. In a swift response, the Military Revolutionary Committee ordered its supporters to seize government offices and arrest ministers. Late in the day, the ship *Aurora* shelled the Winter Palace. Other vessels sailed down the Neva and took over various military points. By nightfall, the city was under the committee's control and the ministers had surrendered. At a meeting of the All Russian Congress of Soviets in Petrograd, the majority approved the Bolshevik action. Uprisings took place in other cities. There was heavy fighting – especially in Moscow – but by December, the Bolsheviks controlled the Moscow-Petrograd area.



Box 2

Date of the Russian Revolution

Russia followed the Julian calendar until 1 February 1918. The country then changed to the Gregorian calendar, which is followed everywhere today. The Gregorian dates are 13 days ahead of the Julian dates. So by our calendar, the 'February' Revolution took place on 12th March and the 'October' Revolution took place on 7th November.

Some important dates

1850s -1880s

Debates over socialism in Russia.

1898

Formation of the Russian Social Democratic Workers Party.

1905

The Bloody Sunday and the Revolution of 1905.

1917

2nd March - Abdication of the Tsar.
24th October - Bolshevik uprising in Petrograd.

1918-20

The Civil War.

1919

Formation of Comintern.

1929

Beginning of Collectivisation.

Fig. 11 – Lenin (left) and Trotskii (right) with workers at Petrograd.

4 What Changed after October?

The Bolsheviks were totally opposed to private property. Most industry and banks were nationalised in November 1917. This meant that the government took over ownership and management. Land was declared social property and peasants were allowed to seize the land of the nobility. In cities, Bolsheviks enforced the partition of large houses according to family requirements. They banned the use of the old titles of aristocracy. To assert the change, new uniforms were designed for the army and officials, following a clothing competition organised in 1918 – when the Soviet hat (*budeonovka*) was chosen.

The Bolshevik Party was renamed the Russian Communist Party (Bolshevik). In November 1917, the Bolsheviks conducted the elections to the Constituent Assembly, but they failed to gain majority support. In January 1918, the Assembly rejected Bolshevik measures and Lenin dismissed the Assembly. He thought the All Russian Congress of Soviets was more democratic than an assembly elected in uncertain conditions. In March 1918, despite opposition by their political allies, the Bolsheviks made peace with Germany at Brest Litovsk. In the years that

followed, the Bolsheviks became the only party to participate in the elections to the All Russian Congress of Soviets, which became the Parliament of the country. Russia became a one-party state. Trade unions were kept under party control. The secret police (called the Cheka first, and later OGPU and NKVD) punished those who criticised the Bolsheviks. Many young writers and artists rallied to the Party because it stood for socialism and for change. After October 1917, this led to experiments in the arts and architecture. But many became disillusioned because of the censorship the Party encouraged.



Fig. 12 – A soldier wearing the Soviet hat (budeonovka).



Fig. 13 – May Day demonstration in Moscow in 1918.

Box 3

The October Revolution and the Russian Countryside: Two Views

'News of the revolutionary uprising of October 25, 1917, reached the village the following day and was greeted with enthusiasm; to the peasants it meant free land and an end to the war. ...The day the news arrived, the landowner's manor house was looted, his stock farms were "requisitioned" and his vast orchard was cut down and sold to the peasants for wood; all his far buildings were torn down and left in ruins while the land was distributed among the peasants who were prepared to live the new Soviet life'.

From: Fedor Belov, *The History of a Soviet Collective Farm*

A member of a landowning family wrote to a relative about what happened at the estate:

'The "coup" happened quite painlessly, quietly and peacefully. ...The first days were unbearable.. Mikhail Mikhailovich [the estate owner] was calm...The girls also...I must say the chairman behaves correctly and even politely. We were left two cows and two horses. The servants tell them all the time not to bother us. "Let them live. We vouch for their safety and property. We want them treated as humanely as possible...."

...There are rumours that several villages are trying to evict the committees and return the estate to Mikhail Mikhailovich. I don't know if this will happen, or if it's good for us. But we rejoice that there is a conscience in our people...'

From: Serge Schmemann, *Echoes of a Native Land. Two Centuries of a Russian Village (1997)*.

4.1 The Civil War

When the Bolsheviks ordered land redistribution, the Russian army began to break up. Soldiers, mostly peasants, wished to go home for the redistribution and deserted. Non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising. Their leaders moved to south Russia and organised troops to fight the Bolsheviks (the 'reds'). During 1918 and 1919, the 'greens' (Socialist Revolutionaries) and 'whites' (pro-Tsarists) controlled most of the Russian empire. They were backed by French, American, British and Japanese troops – all those forces who were worried at the growth of socialism in Russia. As these troops and the Bolsheviks fought a civil war, looting, banditry and famine became common.

Supporters of private property among 'whites' took harsh steps with peasants who had seized land. Such actions led to the loss of popular support for the non-Bolsheviks. By January 1920, the Bolsheviks controlled most of the former Russian empire. They succeeded due

Activity

Read the two views on the revolution in the countryside. Imagine yourself to be a witness to the events. Write a short account from the standpoint of:

- an owner of an estate
- a small peasant
- a journalist

to cooperation with non-Russian nationalities and Muslim *jadidists*. Cooperation did not work where Russian colonists themselves turned Bolshevik. In Khiva, in Central Asia, Bolshevik colonists brutally massacred local nationalists in the name of defending socialism. In this situation, many were confused about what the Bolshevik government represented.

Partly to remedy this, most non-Russian nationalities were given political **autonomy** in the Soviet Union (USSR) – the state the Bolsheviks created from the Russian empire in December 1922. But since this was combined with unpopular policies that the Bolsheviks forced the local government to follow – like the harsh discouragement of **nomadism** – attempts to win over different nationalities were only partly successful.

New words

Autonomy – The right to govern themselves

Nomadism – Lifestyle of those who do not live in one place but move from area to area to earn their living

Activity

Why did people in Central Asia respond to the Russian Revolution in different ways?

Source B

Central Asia of the October Revolution: Two Views

M.N.Roy was an Indian revolutionary, a founder of the Mexican Communist Party and prominent Comintern leader in India, China and Europe. He was in Central Asia at the time of the civil war in the 1920s. He wrote:

'The chieftain was a benevolent old man; his attendant ... a youth who ... spoke Russian ... He had heard of the Revolution, which had overthrown the Tsar and driven away the Generals who conquered the homeland of the Kirgiz. So, the Revolution meant that the Kirgiz were masters of their home again. "Long Live the Revolution" shouted the Kirgiz youth who seemed to be a born Bolshevik. The whole tribe joined.'

M.N.Roy, *Memoirs* (1964).

'The Kirghiz welcomed the first revolution (ie February Revolution) with joy and the second revolution with consternation and terror ... [This] first revolution freed them from the oppression of the Tsarist regime and strengthened their hope that ... autonomy would be realised. The second revolution (October Revolution) was accompanied by violence, pillage, taxes and the establishment of dictatorial power ... Once a small group of Tsarist bureaucrats oppressed the Kirghiz. Now the same group of people ... perpetuate the same regime ...'

Kazakh leader in 1919, quoted in Alexander Bennigsen and Chantal Quelquejay, *Les Mouvements Nationaux chez les Musulmans de Russie*, (1960).

Source

4.2 Making a Socialist Society

During the civil war, the Bolsheviks kept industries and banks nationalised. They permitted peasants to cultivate the land that had been socialised. Bolsheviks used confiscated land to demonstrate what collective work could be.

A process of centralised planning was introduced. Officials assessed how the economy could work and set targets for a five-year period. On this basis they made the Five Year Plans. The government fixed all prices to promote industrial growth during the first two 'Plans'

Box 4

Socialist Cultivation in a Village in the Ukraine

'A commune was set up using two [confiscated] farms as a base. The commune consisted of thirteen families with a total of seventy persons ... The farm tools taken from the ... farms were turned over to the commune ... The members ate in a communal dining hall and income was divided in accordance with the principles of "cooperative communism". The entire proceeds of the members' labor, as well as all dwellings and facilities belonging to the commune were shared by the commune members.'

Fedor Belov, *The History of a Soviet Collective Farm* (1955).

(1927-1932 and 1933-1938). Centralised planning led to economic growth. Industrial production increased (between 1929 and 1933 by 100 per cent in the case of oil, coal and steel). New factory cities came into being.

However, rapid construction led to poor working conditions. In the city of Magnitogorsk, the construction of a steel plant was achieved in three years. Workers lived hard lives and the result was 550 stoppages of work in the first year alone. In living quarters, 'in the wintertime, at 40 degrees below, people had to climb down from the fourth floor and dash across the street in order to go to the toilet'.

An extended schooling system developed, and arrangements were made for factory workers and peasants to enter universities. Crèches were established in factories for the children of women workers. Cheap public health care was provided. Model living quarters were set up for workers. The effect of all this was uneven, though, since government resources were limited.



Fig. 14 – Factories came to be seen as a symbol of socialism.
This poster states: 'The smoke from the chimneys is the breathing of Soviet Russia.'



Fig. 15 – Children at school in Soviet Russia in the 1930s.
They are studying the Soviet economy.



Fig. 16 – A child in Magnitogorsk during the First Five Year Plan.
He is working for Soviet Russia.



Fig. 17 – Factory dining hall in the 1930s.

Source C

Dreams and Realities of a Soviet Childhood in 1933

Dear grandfather Kalinin ...

My family is large, there are four children. We don't have a father – he died, fighting for the worker's cause, and my mother ... is ailing ... I want to study very much, but I cannot go to school. I had some old boots, but they are completely torn and no one can mend them. My mother is sick, we have no money and no bread, but I want to study very much. ...there stands before us the task of studying, studying and studying. That is what Vladimir Ilich Lenin said. But I have to stop going to school. We have no relatives and there is no one to help us, so I have to go to work in a factory, to prevent the family from starving. Dear grandfather, I am 13, I study well and have no bad reports. I am in Class 5 ...

Letter of 1933 from a 13-year-old worker to Kalinin, Soviet President

From: V. Sokolov (ed), *Obshchestvo I Vlast, v 1930-ye gody* (Moscow, 1997).

Source

4.3 Stalinism and Collectivisation



The period of the early Planned Economy was linked to the disasters of the collectivisation of agriculture. By 1927-1928, the towns in Soviet Russia were facing an acute problem of grain supplies. The government fixed prices at which grain must be sold, but the peasants refused to sell their grain to government buyers at these prices.

Stalin, who headed the party after the death of Lenin, introduced firm emergency measures. He believed that rich peasants and traders in the countryside were holding stocks in the hope of higher prices. Speculation had to be stopped and supplies confiscated.

In 1928, Party members toured the grain-producing areas, supervising enforced grain collections, and raiding 'kulaks' – the name for well-to-do peasants. As shortages continued, the decision was taken to collectivise farms. It was argued that grain shortages were partly due to the small size of holdings. After 1917, land had been given over to peasants. These small-sized peasant farms could not be modernised. To develop modern farms, and run them along industrial lines with machinery, it was necessary to 'eliminate kulaks', take away land from peasants, and establish state-controlled large farms.

What followed was Stalin's collectivisation programme. From 1929, the Party forced all peasants to cultivate in collective farms (*kolkhoz*). The bulk of land and implements were transferred to the ownership of collective farms. Peasants worked on the land, and the *kolkhoz* profit was shared. Enraged peasants resisted the authorities and destroyed their livestock. Between 1929 and 1931, the number of cattle fell by one-third. Those who resisted collectivisation were severely punished. Many were **deported** and **exiled**. As they resisted collectivisation, peasants argued that they were not rich and they were not against socialism. They merely did not want to work in collective farms for a variety of reasons. Stalin's government allowed some independent cultivation, but treated such cultivators unsympathetically.

In spite of collectivisation, production did not increase immediately. In fact, the bad harvests of 1930-1933 led to one of most devastating famines in Soviet history when over 4 million died.

New words

Deported – Forcibly removed from one's own country.

Exiled – Forced to live away from one's own country.



Fig. 18 – A poster during collectivisation. It states: 'We shall strike at the kulak working for the decrease in cultivation.'



Fig. 19 – Peasant women being gathered to work in the large collective farms.

Source D

Official view of the opposition to collectivisation and the government response

'From the second half of February of this year, in various regions of the Ukraine ... mass insurrections of the peasantry have taken place, caused by distortions of the Party's line by a section of the lower ranks of the Party and the Soviet apparatus in the course of the introduction of collectivisation and preparatory work for the spring harvest.

Within a short time, large scale activities from the above-mentioned regions carried over into neighbouring areas – and the most aggressive insurrections have taken place near the border.

The greater part of the peasant insurrections have been linked with outright demands for the return of collectivised stocks of grain, livestock and tools ...

Between 1st February and 15th March, 25,000 have been arrested ... 656 have been executed, 3673 have been imprisoned in labour camps and 5580 exiled ...'

Report of K.M. Karlson, President of the State Police Administration of the Ukraine to the Central Committee of the Communist Party, on 19 March 1930.

From: V. Sokolov (ed), *Obshchestvo I Vlast, v 1930-ye gody*

Source

Many within the Party criticised the confusion in industrial production under the Planned Economy and the consequences of collectivisation. Stalin and his sympathisers charged these critics with conspiracy against socialism. Accusations were made throughout the country, and by 1939, over 2 million were in prisons or labour camps. Most were innocent of the crimes, but no one spoke for them. A large number were forced to make false confessions under torture and were executed – several among them were talented professionals.

Source E

This is a letter written by a peasant who did not want to join the collective farm.

To the newspaper *Krestianskaia Gazeta* (Peasant Newspaper)

'... I am a natural working peasant born in 1879 ... there are 6 members in my family, my wife was born in 1881, my son is 16, two daughters 19, all three go to school, my sister is 71. From 1932, heavy taxes have been levied on me that I have found impossible. From 1935, local authorities have increased the taxes on me ... and I was unable to handle them and all my property was registered: my horse, cow, calf, sheep with lambs, all my implements, furniture and my reserve of wood for repair of buildings and they sold the lot for the taxes. In 1936, they sold two of my buildings ... the kolkhoz bought them. In 1937, of two huts I had, one was sold and one was confiscated ...'

Afanasii Dedorovich Frebenev, an independent cultivator.

From: V. Sokolov (ed), *Obshchestvo I Vlast, v 1930-ye gody*.

Source

5 The Global Influence of the Russian Revolution and the USSR

Existing socialist parties in Europe did not wholly approve of the way the Bolsheviks took power – and kept it. However, the possibility of a workers' state fired people's imagination across the world. In many countries, communist parties were formed – like the Communist Party of Great Britain. The Bolsheviks encouraged colonial peoples to follow their experiment. Many non-Russians from outside the USSR participated in the Conference of the Peoples of the East (1920) and the Bolshevik-founded Comintern (an international union of pro-Bolshevik socialist parties). Some received education in the USSR's Communist University of the Workers of the East. By the time of the outbreak of the Second World War, the USSR had given socialism a global face and world stature.

Yet by the 1950s it was acknowledged within the country that the style of government in the USSR was not in keeping with the ideals of the Russian Revolution. In the world socialist movement too it was recognised that all was not well in the Soviet Union. A backward country had become a great power. Its industries and agriculture had developed and the poor were being fed. But it had denied the essential freedoms to its citizens and carried out its developmental projects through repressive policies. By the end of the twentieth century, the international reputation of the USSR as a socialist country had declined though it was recognised that socialist ideals still enjoyed respect among its people. But in each country the ideas of socialism were rethought in a variety of different ways.

Box 5

Writing about the Russian Revolution in India

Among those the Russian Revolution inspired were many Indians. Several attended the Communist University. By the mid-1920s the Communist Party was formed in India. Its members kept in touch with the Soviet Communist Party. Important Indian political and cultural figures took an interest in the Soviet experiment and visited Russia, among them Jawaharlal Nehru and Rabindranath Tagore, who wrote about Soviet Socialism. In India, writings gave impressions of Soviet Russia. In Hindi, R.S. Avasthi wrote in 1920-21 *Russian Revolution, Lenin, His Life and His Thoughts*, and later *The Red Revolution*. S.D. Vidyalkar wrote *The Rebirth of Russia* and *The Soviet State of Russia*. There was much that was written in Bengali, Marathi, Malayalam, Tamil and Telugu.



Fig. 20 – Special Issue on Lenin of the Indo-Soviet Journal. Indian communists mobilised support for the USSR during the Second World War.

Source F

An Indian arrives in Soviet Russia in 1920

'For the first time in our lives, we were seeing Europeans mixing freely with Asians. On seeing the Russians mingling freely with the rest of the people of the country we were convinced that we had come to a land of real equality.

We saw freedom in its true light. In spite of their poverty, imposed by the counter-revolutionaries and the imperialists, the people were more jovial and satisfied than ever before. The revolution had instilled confidence and fearlessness in them. The real brotherhood of mankind would be seen here among these people of fifty different nationalities. No barriers of caste or religion hindered them from mixing freely with one another. Every soul was transformed into an orator. One could see a worker, a peasant or a soldier haranguing like a professional lecturer.'

Shaukat Usmani, *Historic Trips of a Revolutionary*.

Source G

Rabindranath Tagore wrote from Russia in 1930

'Moscow appears much less clean than the other European capitals. None of those hurrying along the streets look smart. The whole place belongs to the workers ... Here the masses have not in the least been put in the shade by the gentlemen ... those who lived in the background for ages have come forward in the open today ... I thought of the peasants and workers in my own country. It all seemed like the work of the Genii in the Arabian Nights. [here] only a decade ago they were as illiterate, helpless and hungry as our own masses ... Who could be more astonished than an unfortunate Indian like myself to see how they had removed the mountain of ignorance and helplessness in these few years'.

Activity

Compare the passages written by Shaukat Usmani and Rabindranath Tagore. Read them in relation to Sources C, D and E.

- What did Indians find impressive about the USSR ?
- What did the writers fail to notice?

Activities

1. Imagine that you are a striking worker in 1905 who is being tried in court for your act of rebellion. Draft the speech you would make in your defence. Act out your speech for your class.
2. Write the headline and a short news item about the uprising of 24 October 1917 for each of the following newspapers
 - a Conservative paper in France
 - a Radical newspaper in Britain
 - a Bolshevik newspaper in Russia
3. Imagine that you are a middle-level wheat farmer in Russia after collectivisation. You have decided to write a letter to Stalin explaining your objections to collectivisation. What would you write about the conditions of your life? What do you think would be Stalin's response to such a farmer?

Activities

Questions

1. What were the social, economic and political conditions in Russia before 1905?
2. In what ways was the working population in Russia different from other countries in Europe, before 1917?
3. Why did the Tsarist autocracy collapse in 1917?
4. Make two lists: one with the main events and the effects of the February Revolution and the other with the main events and effects of the October Revolution. Write a paragraph on who was involved in each, who were the leaders and what was the impact of each on Soviet history.
5. What were the main changes brought about by the Bolsheviks immediately after the October Revolution?
6. Write a few lines to show what you know about:
 - kulaks
 - the Duma
 - women workers between 1900 and 1930
 - the Liberals
 - Stalin's collectivisation programme.



CHAPTER 3

CONSTITUTIONAL DESIGN

OVERVIEW

We noted in the previous chapter that in a democracy the rulers are not free to do what they like. There are certain basic rules that the citizens and the government have to follow. All such rules together are called constitution. As the supreme law of the country, the constitution determines the rights of citizens, the powers of the government and how the government should function.

In this chapter we ask some basic questions about the constitutional design of a democracy. Why do we need a constitution? How are the constitutions drawn up? Who designs them and in what way? What are the values that shape the constitutions in democratic states? Once a constitution is accepted, can we make changes later as required by the changing conditions?

One recent instance of designing constitution for a democratic state is that of the South Africa. We begin this chapter by looking at what happened there and how the South Africans went about this task of designing their constitution. Then we turn to how the Indian Constitution was made, what its foundational values are, and how it provides a good framework for the conduct of citizens' life and that of the government.



Nelson Mandela

3.1 DEMOCRATIC CONSTITUTION IN SOUTH AFRICA

“I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

This was Nelson Mandela, being tried for **treason** by the white South African government. He and seven other leaders were sentenced to life imprisonment in 1964 for daring to oppose the **apartheid** regime in his country. He spent the next 28 years in South Africa’s most dreaded prison, Robben Island.

1

A signboard emblematic of the tense relations of the apartheid era, 1953.

South Africa History Online



1

Struggle against apartheid

Apartheid was the name of a system of racial discrimination unique to South Africa. The white Europeans imposed this system on South Africa. During the seventeenth and eighteenth centuries, the trading companies from Europe occupied it with arms and force, in the way they occupied India. But unlike India, a large number of ‘whites’ had settled in South Africa and became the local rulers. The system of

2

Sign on Durban beach in English, Afrikaans and Zulu. In English it reads: ‘CITY OF DURBAN Under section 37 of the Durban beach by-laws, this bathing area is reserved for the sole use of members of the white race group’.

apartheid divided the people and labelled them on the basis of their skin colour. The native people of South Africa are black in colour. They made up about three-fourth of the population and were called ‘blacks’. Besides these two groups, there were people of mixed races who were called ‘coloured’ and people who migrated from India. The white rulers treated all non-whites as inferiors. The non-whites did not have voting rights.

The apartheid system was particularly oppressive for the blacks. They were forbidden from living in white areas. They could work in white areas only if they had a permit. Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, cinema halls, theatres, beaches, swimming pools,

2



John Muller, Wikipedia, GNU Free Documentation License

public toilets, were all separate for the whites and blacks. This was called segregation. They could not even visit the churches where the whites worshipped. Blacks could not form associations or protest against the terrible treatment.

Since 1950, the blacks, coloured and Indians fought against the apartheid system. They launched protest marches and strikes. The African National Congress (ANC) was the umbrella organisation that led the struggle against the policies of segregation. This included many workers' unions and the Communist Party. Many sensitive whites also joined the ANC to oppose apartheid and played a leading role in this struggle. Several countries denounced apartheid as unjust and racist. But the white racist government continued to rule by detaining, torturing and killing thousands of black and coloured people.



A C T I V I T Y

- Make a poster on the life and struggle of Nelson Mandela.
- If available, read some portions of his autobiography, *The Long Walk to Freedom*, in the classroom.

Towards a new constitution

As protests and struggles against apartheid had increased, the government realised that they could no longer keep the blacks under their rule through repression. The white regime changed its policies. Discriminatory laws were repealed. Ban on political parties and restrictions on the media were lifted. After 28 years of imprisonment, Nelson Mandela walked out of the jail as a free man. Finally, at the midnight of 26 April 1994, the new

national flag of the Republic of South Africa was unfurled marking the newly born democracy in the world. The apartheid government came to an end, paving way for the formation of a multi-racial government.

How did this come about? Let us hear Mandela, the first president of this new South Africa, on this extraordinary transition:

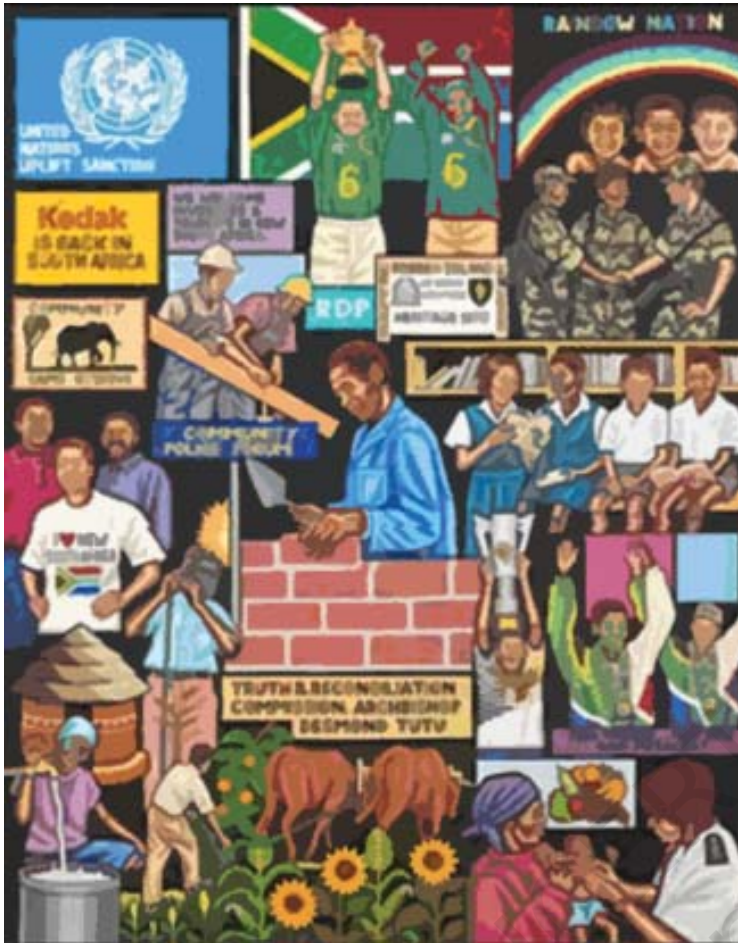
“Historical enemies succeeded in negotiating a peaceful transition from apartheid to democracy exactly because we were prepared to accept the inherent capacity for goodness in the other. My wish is that South Africans never give up on the belief in goodness, that they cherish that faith in human beings is the cornerstone of our democracy.”

After the emergence of the new democratic South Africa, black leaders appealed to fellow blacks to forgive the whites for the atrocities they had committed while in power. They said let us build a new South Africa based on equality of all races and men and women, on democratic values, social justice and human rights. The party that ruled through oppression and brutal killings and the party that led the freedom struggle sat together to draw up a common **constitution**.

After two years of discussion and debate they came out with one of the finest constitutions the world has ever had. This constitution gave to its citizens the most extensive rights available in any country. Together, they decided that in the search for a solution to the problems, nobody should be excluded, no one should be treated as a demon. They agreed that everybody should become part of the solution, whatever they might have done or represented in the past. The **preamble** to the South African Constitution (see page 50) sums up this spirit.



What would have happened in South Africa if the black majority had decided to take revenge on the whites for all their oppression and exploitation?



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The South African constitution inspires democrats all over the world. A state denounced by the entire world till recently as the most undemocratic one is now seen as a model of democracy. What made this change possible was the determination of the people of South Africa to work together, to transform bitter experiences into the binding glue of a rainbow nation. Speaking on the South African Constitution, Mandela said:

“The Constitution of South Africa speaks of both the past and the future. On the one hand, it is a solemn pact in which we, as South Africans, declare to one another that we shall never permit a repetition of our racist, brutal and repressive past. But it is more than that. It is also a charter for the transformation of our country into one which is truly shared by all its people — a country which in the fullest sense belongs to all of us, black and white, women and men.”

This image captures the spirit of South Africa today. South Africans call themselves a 'rainbow nation'. Can you guess why?



Does the story of South African struggle for freedom remind you of the Indian national movement? Make a list of similarities and dissimilarities between the two on the following points:

- Nature of colonialism
- Relationship between different communities
- Leadership: Gandhi/ Mandela
- Party that led the struggle: African National Congress/ Indian National Congress
- Method of struggle

3.2 WHY DO WE NEED A CONSTITUTION?

The South African example is a good way to understand why we need a constitution and what do constitutions do. The oppressor and the oppressed in this new democracy were planning to live together as equals. It was not going to be easy for them to trust each other. They had

their fears. They wanted to safeguard their interests. The black majority was keen to ensure that the democratic principle of majority rule was not compromised. They wanted substantial social and economic rights. The white minority was keen to protect its privileges and property.

After long negotiations both parties agreed to a compromise. The whites agreed to the principle of majority rule and that of one person one vote. They also agreed to accept some basic rights for the poor and the workers. The blacks agreed that majority rule would not be absolute. They agreed that the majority would not take away the property of the white minority. This compromise was not easy. How was this compromise going to be implemented? Even if they managed to trust each other, what was the guarantee that this trust will not be broken in future?

The only way to build and maintain trust in such a situation is to write down some rules of the game that everyone would abide by. These rules lay down how the rulers are to be chosen in future. These rules also determine what the elected governments are empowered to do and what they cannot do. Finally these rules decide the rights of the citizen. These rules will work only if the winner cannot change them very easily. This is what the South Africans did. They agreed on some basic rules. They also agreed that these rules will be supreme, that no government will be able to ignore these. This set of basic rules is called a constitution.

Constitution making is not unique to South Africa. Every country has diverse groups of people. Their relationship may not have been as bad as that between the whites and the blacks in South Africa. But all over the world people have differences of opinion and interests. Whether democratic or not, most countries in the world need to have these basic rules. This applies not just to governments. Any association needs to have its constitution. It could be a club in your area, a cooperative

society or a political party, they all need a constitution.



A C T I V I T Y

Approach a club or cooperative society or union or political party in your locality. Get a copy of their rule book (it is often called Rules of Association) and read it. Are these rules in accordance with principles of democracy? Do they give membership to any person without discrimination?

Thus, the constitution of a country is a set of written rules that are accepted by all people living together in a country. Constitution is the supreme law that determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government. A constitution does many things:

- First, it generates a degree of trust and coordination that is necessary for different kind of people to live together;
- Second, it specifies how the government will be constituted, who will have power to take which decisions;
- Third, it lays down limits on the powers of the government and tells us what the rights of the citizens are; and
- Fourth, it expresses the aspirations of the people about creating a good society.

All countries that have constitutions are not necessarily democratic. But all countries that are democratic will have constitutions. After the War of Independence against Great Britain, the Americans gave themselves a constitution. After the Revolution, the French people approved a democratic constitution. Since then it has become a practice in all democracies to have a written constitution.



This is not fair!
What was the point in having a Constituent Assembly in India if all the basics were already decided?



Vallabhbhai Jhaverbhai Patel

(1875-1950) born: Gujarat. Minister of Home, Information and Broadcasting in the Interim Government. Lawyer and leader of Bardoli peasant satyagraha. Played a decisive role in the integration of the Indian princely states. Later: Deputy Prime Minister.

All sketches by Rajeev Kumar

3.3 MAKING OF THE INDIAN CONSTITUTION

Like South Africa, India's Constitution was also drawn up under very difficult circumstances. The making of the constitution for a huge and diverse country like India was not an easy affair. At that time the people of India were emerging from the status of subjects to that of citizens. The country was born through a partition on the basis of religious differences. This was a traumatic experience for the people of India and Pakistan.

At least ten lakh people were killed on both sides of the border in partition related violence. There was another problem. The British had left it to the rulers of the princely states to decide whether they wanted to merge with India or with Pakistan or remain independent. The merger of these princely states was a difficult and uncertain task. When the constitution was being written, the future of the country did not look as secure as it does today. The makers of the constitution had anxieties about the present and the future of the country.

like. Much of this consensus had evolved during the freedom struggle. Our national movement was not merely a struggle against a foreign rule. It was also a struggle to rejuvenate our country and to transform our society and politics. There were sharp differences of opinion within the freedom struggle about the path India should take after Independence. Such differences exist even today. Yet some basic ideas had come to be accepted by almost everyone.

As far back as in 1928, Motilal Nehru and eight other Congress leaders drafted a constitution for India. In 1931, the resolution at the Karachi session of the Indian National Congress dwelt on how independent India's constitution should look like. Both these documents were committed to the inclusion of universal adult franchise, right to freedom and equality and to protecting the rights of minorities in the constitution of independent India. Thus some basic values were accepted by all leaders much before the **Constituent Assembly** met to deliberate on the Constitution.

The familiarity with political institutions of colonial rule also helped develop an agreement over the institutional design. The British rule had given voting rights only to a few. On that basis the British had introduced very weak legislatures. Elections were held in 1937 to Provincial Legislatures and Ministries all over British India. These were not fully democratic governments. But the experience gained by Indians in the working of the legislative institutions proved to be very useful for the country in setting up its own institutions and



Abul Kalam Azad

(1888-1958) born: Saudi Arabia. Educationist, author and theologian; scholar of Arabic. Congress leader, active in the national movement. Opposed Muslim separatist politics. Later: Education Minister in the first union cabinet.



ACTIVITY

Speak to your grandparents or some other elders in your locality. Ask them if they have any memory of partition or independence or the making of the constitution. What were their fears and hopes about the country at that time? Discuss these in the classroom.



T.T. Krishnamachari

(1899-1974) born: Tamil Nadu. Member, Drafting Committee. Entrepreneur and Congress leader. Later: Finance Minister in the Union Cabinet.

The path to Constitution

Despite all these difficulties, there was one big advantage for the makers of the Indian Constitution. Unlike South Africa, they did not have to create a consensus about what a democratic India should look

working in them. That is why the Indian constitution adopted many institutional details and procedures from colonial laws like the Government of India Act, 1935.

Years of thinking and deliberation on the framework of the constitution had another benefit. Our leaders gained confidence to learn from other countries, but on our own terms. Many of our leaders were inspired by the ideals of French Revolution, the practice of parliamentary democracy in Britain and the Bill of Rights in the US. The socialist revolution in Russia had inspired many Indians to think of shaping a system based on social and economic equality. Yet they were not simply imitating what others had done. At each step they were questioning whether these things suited our country. All these factors contributed to the making of our Constitution.

The Constituent Assembly

Who, then, were the makers of the Indian Constitution? You will find here very brief sketch of some of the leaders who played an important role in making the Constitution.



A C T I V I T Y

Find out more about any member of the Constituent Assembly from your state or region who is not mentioned here. Collect a photograph or make a sketch of that leader. Write a short note on him or her, following the same style as used here: Name (year of birth-year of death), place of birth (by current political boundaries), brief description of political activities; role played after the Constituent Assembly.

The drafting of the document called the constitution was done by an assembly of elected representatives

called the Constituent Assembly. Elections to the Constituent Assembly were held in July 1946. Its first meeting was held in December 1946. Soon after, the country was divided into India and Pakistan. The Constituent Assembly was also divided into the Constituent Assembly of India and that of Pakistan. The Constituent Assembly that wrote the Indian constitution had 299 members. The Assembly adopted the Constitution on 26 November 1949 but it came into effect on 26 January 1950. To mark this day we celebrate January 26 as Republic Day every year.

Why should we accept the Constitution made by this Assembly more than fifty years ago? We have already noted one reason above. The Constitution does not reflect the views of its members alone. It expresses a broad consensus of its time. Many countries of the world have had to rewrite their Constitution afresh because the basic rules were not accepted to all major social groups or political parties. In some other countries, the Constitution exists as a mere piece of paper. No one actually follows it. The experience of our Constitution is different. Over the last half a century, several groups have questioned some provisions of the Constitution. But no large social group or political party has ever questioned the legitimacy of the Constitution itself. This is an unusual achievement for any constitution.

The second reason for accepting the Constitution is that the Constituent Assembly represented the people of India. There was no universal adult franchise at that time. So the Constituent Assembly could not have been chosen directly by all the people of India. It was



Rajendra Prasad

(1884-1963) born: Bihar. President of the Constituent Assembly. Lawyer, known for his role in the Champaran satyagraha. Three times the president of Congress. Later: the first President of India.



Jaipal Singh

(1903-1970) born: Jharkhand. A sportsman and educationist. Captain of the first national Hockey team. Founder President of Adivasi Maha Sabha. Later: founder of Jharkhand Party.



H. C. Mookherjee

(1887-1956) born: Bengal. Vice-Chairman of the Constituent Assembly. Reputed author and educationist. Congress leader. Member of All India Christian Council and Bengal Legislative Assembly. Later: Governor of West Bengal.



G. Durgabai Deshmukh
(1909-1981)

born: Andhra Pradesh.
Advocate and public activist
for women's emancipation.
Founder of Andhra Mahila
Sabha. Congress leader.
Later: Founder Chairperson
of Central Social Welfare
Board.

electd mainly by the members of the existing Provincial Legislatures that we mentioned above. This ensured a fair geographical share of members from all the regions of the country. The Assembly was dominated by the Indian National Congress, the party that led India's freedom struggle. But the Congress itself included a variety of political groups and opinions. The Assembly had many members who did not agree with the Congress. In social terms too, the Assembly represented members from different language groups, castes, classes, religions and occupations. Even if the Constituent Assembly was elected by universal adult franchise, its composition would not have been very different.

Finally, the manner in which the Constituent Assembly worked gives sanctity to the Constitution. The

Constituent Assembly worked in a systematic, open and consensual manner. First some basic principles were decided and agreed upon. Then a Drafting Committee chaired by Dr. B.R. Ambedkar prepared a **draft** constitution for discussion. Several rounds of thorough discussion took place on the Draft Constitution, **clause** by clause. More than two thousand amendments were considered. The members deliberated for 114 days spread over three years. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called 'Constituent Assembly Debates'. When printed, these debates are 12 bulky volumes! These debates provide the rationale behind every provision of the Constitution. These are used to interpret the meaning of the Constitution.



Read the information about all the makers of the Indian Constitution given in the side columns here. You don't need to memorise this information. Just give examples from these to support the following statements:

1. The Assembly had many members who were not with the Congress
2. The Assembly represented members from different social groups
3. Members of the Assembly believed in different ideologies

3.4 GUIDING VALUES OF THE INDIAN CONSTITUTION



Baldev Singh
(1901-1961)

born: Haryana.
A successful entrepreneur
and leader of the Panthic
Akali Party in the Punjab
Assembly. A nominee of
the Congress in the
Constituent Assembly.
Later: Defence Minister in
the Union Cabinet.

In this book we shall study the exact provisions of the Constitution on different subjects. At this stage let us begin by understanding the overall **philosophy** of what our Constitution is all about. We can do this in two ways. We can understand it by reading the views of some of our major leaders on our Constitution. But it is equally important to read what the Constitution says about its own philosophy. This is what the preamble to the Constitution does.

Let us turn to these, one by one.

The Dream and the Promise

Some of you may have noticed a name missing from the sketches of the makers of the constitution: Mahatma Gandhi. He was not a member of the Constituent Assembly. Yet there were many members who followed his vision. Years ago, writing in his magazine *Young India* in 1931, he had spelt out what he wanted the Constitution to do:

I shall strive for a constitution which will release India from all thralldom and patronage ... I shall work for an India in which the poorest shall feel that it is their country in whose making they have an effective voice; an India in which there shall be no high class and low class of people; an India in which all communities shall live in perfect harmony. There can be no room in such an India for the curse of untouchability or the curse of the intoxicating drinks and drugs. Women will enjoy the same rights as men ... I shall be satisfied with nothing else.



This dream of an India that has eliminated inequality was shared by Dr. Ambedkar, who played a key role in the making of the Constitution but he had a different understanding of

how inequalities could be removed. He often bitterly criticised Mahatma Gandhi and his vision. In his concluding speech to the Constituent Assembly he stated his anxiety very clearly:

On the 26th of January 1950 we are going to enter a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In politics we will be recognising the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions? How long shall we continue to deny equality in our social and economic life? If we continue to deny it for long, we will do so only by putting our political democracy in peril.

Finally let us turn to Jawaharlal Nehru giving his famous speech to the

Constituent Assembly at the stroke of midnight on August 15, 1947:



Kanhaiyalal Munshi

(1887-1971) born:Gujarat. Advocate, historian and linguist. Congress leader and Gandhian. Later: Minister in the Union Cabinet. Founder of the Swatantra Party.



Bhimrao Ramji Ambedkar

(1891-1956) born: Madhya Pradesh. Chairman of the Drafting Committee. Social revolutionary thinker and agitator against caste divisions and caste based inequalities. Later: Law minister in the first cabinet of post-independence India. Founder of Republican Party of India.



Shyama Prasad Mukherjee

(1901-1953) born: West Bengal. Minister for Industry and Supply in the Interim Government. Educationist and lawyer. Active in Hindu Mahasabha. Later: Founder President of Bharatiya Jansangh.



Jawaharlal Nehru

(1889-1964) born: Uttar Pradesh. Prime Minister of the interim government. Lawyer and Congress leader. Advocate of socialism, democracy and anti-imperialism. Later: First Prime Minister of India.



Sarojini Naidu

(1879-1949)

born: Andhra Pradesh. Poet, writer and political activist. Among the foremost women leaders in the Congress. Later: Governor of Uttar Pradesh.



Somnath Lahiri

(1901-1984) born: West Bengal. Writer and editor. Leader of the Communist Party of India. Later: Member of West Bengal Legislative Assembly.

Long years ago we made a **tryst with destiny**, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity ...

Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.

That future is not one of ease or resting but of incessant striving so that we may fulfil the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity. The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.



Read the three quotations above carefully.

- Can you identify one idea that is common to all these three?
- What are the differences in their ways of expressing that common idea?

Philosophy of the Constitution

Values that inspired and guided the freedom struggle and were in turn nurtured by it, formed the foundation for India's democracy. These values are embedded in the Preamble of the Indian Constitution. They guide all the

articles of the Indian Constitution. The Constitution begins with a short statement of its basic values. This is called the Preamble to the constitution. Taking inspiration from American model, most countries in the contemporary world have chosen to begin their constitutions with a preamble.

We the People of the United States,

in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

We, the people of South Africa,
Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land;

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to —

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu thabutshedza Afurika. Hosi katekisa Afrika.

WE, THE PEOPLE OF INDIA

The constitution has been drawn up and enacted by the people through their representatives, and not handed down to them by a king or any outside powers.

SOVEREIGN

People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.

SOCIALIST

Wealth is generated socially and should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities.

SECULAR

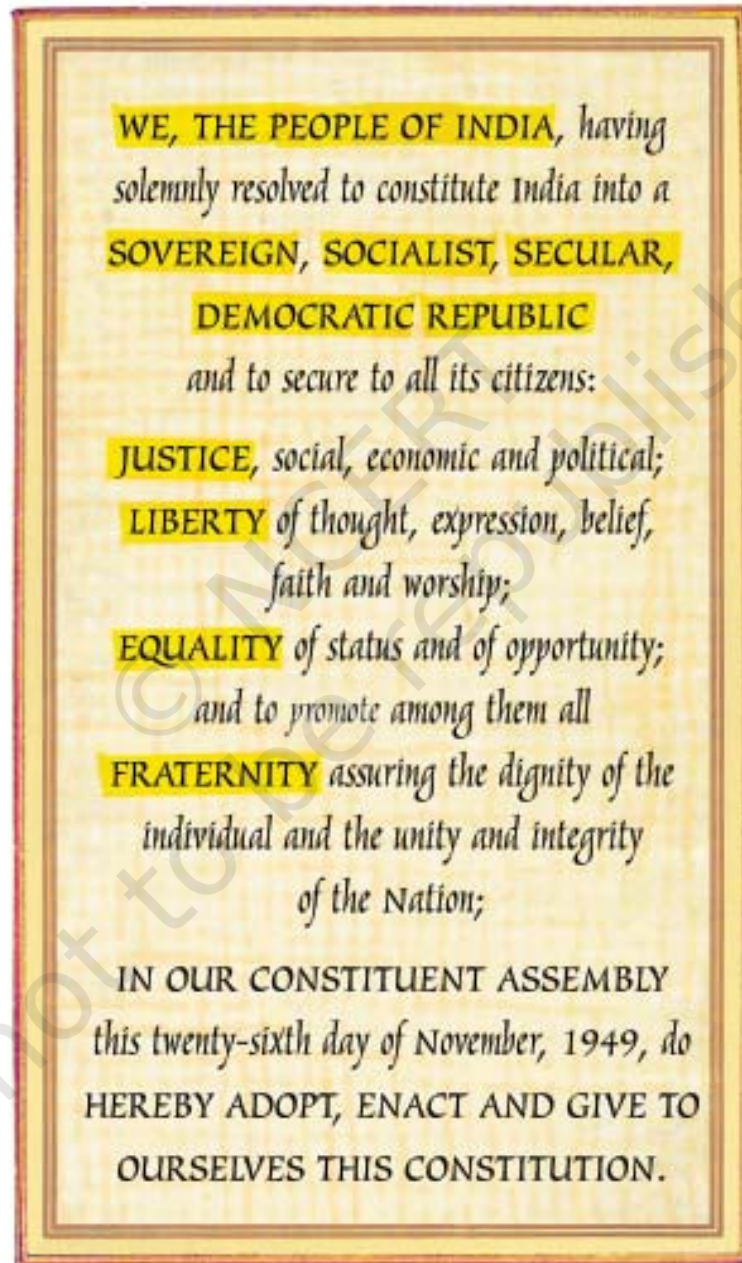
Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect.

DEMOCRATIC

A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules.

Let us read the Preamble of our Constitution very carefully and understand the meaning of each of its key words.

The Preamble of the Constitution reads like a poem on democracy. It contains the philosophy on which the entire Constitution has been built. It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad. It is the soul of the Indian Constitution.



REPUBLIC

The head of the state is an elected person and not a hereditary position.

JUSTICE

Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged groups.

LIBERTY

There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.

EQUALITY

All are equal before the law. The traditional social inequalities have to be ended. The government should ensure equal opportunity for all.

FRATERNITY

All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

Compare the Preambles to the constitutions of the United States of America, India and South Africa.

- Make a list of ideas that are common to all these three.
- Note down at least one of the major differences among these.
- Which of the three makes a reference to the past?
- Which of these does not invoke God?



Institutional design

A constitution is not merely a statement of values and philosophy. As we noted above, a constitution is mainly about embodying these values into institutional arrangements. Much of the document called Constitution of India is about these arrangements. It is a very long and detailed document. Therefore it needs to be amended quite regularly to keep it updated. Those who crafted the Indian Constitution felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. So, they made provisions to incorporate changes from time to time. These changes are called constitutional amendments.

The Constitution describes the institutional arrangements in a very legal language. If you read the Constitution for the first time, it can

be quite difficult to understand. Yet the basic institutional design is not very difficult to understand. Like any Constitution, the Indian Constitution lays down a procedure for choosing persons to govern the country. It defines who will have how much power to take which decisions. And it puts limits to what the government can do by providing some rights to the citizen that cannot be violated. The remaining three chapters in this book are about these three aspects of the working of Indian constitution. We shall look at some key constitutional provisions in each chapter and understand how they work in democratic politics. But this textbook will not cover all the salient features of the institutional design in the Indian Constitution. Some other aspects will be covered in your textbook next year.

Apartheid: The official policy of racial separation and ill treatment of blacks followed by the government of South Africa between 1948 and 1989.

Clause: A distinct section of a document.

Constituent Assembly: An assembly of people's representatives that writes a constitution for a country.

Constitution: Supreme law of a country, containing fundamental rules governing the politics and society in a country.

Constitutional amendment: A change in the constitution made by the supreme legislative body in a country.

Draft: A preliminary version of a legal document.

Philosophy: The most fundamental principles underlying one's thoughts and actions.

Preamble: An introductory statement in a constitution which states the reasons and guiding values of the constitution.

Treason: The offence of attempting to overthrow the government of the state to which the offender owes allegiance.

Tryst: A meeting or meeting place that has been agreed upon.



- 1 Here are some false statements. Identify the mistake in each case and rewrite these correctly based on what you have read in this chapter.
 - a Leaders of the freedom movement had an open mind about whether the country should be democratic or not after independence.
 - b Members of the Constituent Assembly of India held the same views on all provisions of the Constitution.
 - c A country that has a constitution must be a democracy.
 - d Constitution cannot be amended because it is the supreme law of a country.

- 2 Which of these was the most salient underlying conflict in the making of a democratic constitution in South Africa?
 - a Between South Africa and its neighbours
 - b Between men and women
 - c Between the white majority and the black minority
 - d Between the coloured minority and the black majority

- 3 Which of these is a provision that a democratic constitution does not have?
 - a Powers of the head of the state
 - b Name of the head of the state
 - c Powers of the legislature
 - d Name of the country

- 4 Match the following leaders with their roles in the making of the Constitution:

a Motilal Nehru	i President of the Constituent Assembly
b B.R. Ambedkar	ii Member of the Constituent Assembly
c Rajendra Prasad	iii Chairman of the Drafting Committee
d Sarojini Naidu	iv Prepared a Constitution for India in 1928

- 5 Read again the extracts from Nehru's speech 'Tryst with Destiny' and answer the following:
 - a Why did Nehru use the expression "not wholly or in full measure" in the first sentence?
 - b What pledge did he want the makers of the Indian Constitution to take?
 - c "*The ambition of the greatest man of our generation has been to wipe every tear from every eye*". Who was he referring to?

- 6 Here are some of the guiding values of the Constitution and their meaning. Rewrite them by matching them correctly.

a Sovereign	i Government will not favour any religion.
b Republic	ii People have the supreme right to make decisions.
c Fraternity	iii Head of the state is an elected person.
d Secular	iv People should live like brothers and sisters.

- 7** A friend from Nepal has written you a letter describing the political situation there. Many political parties are opposing the rule of the king. Some of them say that the existing constitution given by the monarch can be amended to allow more powers to elected representatives. Others are demanding a new Constituent Assembly to write a republican constitution. Reply to your friend giving your opinions on the subject.
- 8** Here are different opinions about what made India a democracy. How much importance would you give to each of these factors?
- a** Democracy in India is a gift of the British rulers. We received training to work with representative legislative institutions under the British rule.
 - b** Freedom Struggle challenged the colonial exploitation and denial of different freedoms to Indians. Free India could not be anything but democratic.
 - c** We were lucky to have leaders who had democratic convictions. The denial of democracy in several other newly independent countries shows the important role of these leaders.
- 9** Read the following extract from a conduct book for 'married women', published in 1912. *'God has made the female species delicate and fragile both physically and emotionally, pitifully incapable of self-defence. They are destined thus by God to remain in male protection – of father, husband and son – all their lives. Women should, therefore, not despair, but feel obliged that they can dedicate themselves to the service of men'*. Do you think the values expressed in this para reflected the values underlying our constitution? Or does this go against the constitutional values?
- 10** Read the following statements about a constitution. Give reasons why each of these is true or not true.
- a** The authority of the rules of the constitution is the same as that of any other law.
 - b** Constitution lays down how different organs of the government will be formed.
 - c** Rights of citizens and limits on the power of the government are laid down in the constitution.
 - d** A constitution is about institutions, not about values

Follow the newspapers for any report on a discussion on any constitutional amendment or demand for any constitutional amendment. You could, for example, focus on the demand for constitutional amendment for reservation for women in legislatures. Was there a public debate? What reasons were put forward in favour of the amendment? How did different parties react to the constitutional amendment? Did the amendment take place?



