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**COURSE: BES-142 Pedagogy of Social Science**

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Introduction to the Block

In Block 1 we discussed pedagogic principles associated with teaching of social sciences and in Block 2 teaching-learning processes specific to four subject areas of social sciences, namely, History, Political Science, Geography and Economics were highlighted. Block 3 focuses on content based methodology of teaching History and Political Science.

Unit 10 deals with the complexities involved in events and processes in history. In the unit, two important events of the past, namely, the French Revolution and Nationalism in India have been selected to demonstrate the complexities involved in events and processes. Under the French Revolution, we will discuss the origin of the revolution, major events in the course of the revolution and consequences of the revolution. Similarly, under Indian Nationalism, non-cooperation movement and civil disobedience movement will be discussed. These broad topics are followed by teaching-learning strategy comprising learning objectives, teaching-learning activities and assessment questions.

Unit 11 attempts to discuss Forest Society and Colonization under the broad areas of Livelihood, Economies and Society. The meaning of forest and forest society, the levels of human interaction with the forest, commercial forestry, deforestation, and rebellion among the forest people during the colonial period have been discussed. We also explain the nature and consequences of forest transformation in Java. Under new developments in forestry, we highlight the recent initiatives by the Government of India and the Forest Rights Act, 2006. After presenting the contents, teaching-learning strategy comprising learning objectives, details of teaching-learning activities and assessment questions to teach the contents has been described.

Unit 12 is devoted to state and government. Three important aspects of state and government i.e. forms of government, organs of government and working of government have been discussed in this unit. Under forms of government, we explain the nature of two major forms of government i.e. democratic government and non-democratic government. Under organs of government, we describe three organs of government i.e. legislature, executive and judiciary. Under working of government, we explain the structural organs of government at different levels of government i.e. central government, state government and local government; functions of government at central level, state level and local level; power sharing of government; and challenges to government. We present teaching learning strategies for the learning of three content areas i.e. ‘democratic and non-democratic forms of government’, ‘judiciary system’ and ‘challenges to Indian government’. We present learning objectives, teaching learning activities and assessment questions under each teaching learning strategy for the meaningful learning of the above content areas.
In Unit 13 we discuss the Indian Constitution and the values enshrined in it. We also describe the Directive Principles of State Policy which are guidelines for the government and other functionaries to govern the nation. We also discuss fundamental rights, their types and nature. The Indian Constitution also incorporates fundamental duties of its citizens. Both these rights and duties are closely connected to one-another. The unit also focuses on the strategies that can be adopted by you as a prospective teacher for acquainting the students with all the aforesaid aspects of the Indian Constitution. Along with this, we have provided questions for assessing students on these aspects.
UNIT 10 EVENTS AND PROCESSES

Structure

10.1 Introduction
10.2 Objectives
10.3 The French Revolution
  10.3.1 Origin of the Revolution
  10.3.2 Major Events in the Course of the Revolution
  10.3.3 Consequences of the Revolution
10.4 Teaching-learning Strategy
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10.5 Nationalism in India
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10.6 Teaching-learning Strategy
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  10.6.2 Teaching-learning Activities
  10.6.3 Assessment Questions
10.6 Let Us Sum Up
10.7 References and Suggested Readings
10.8 Answers to Check Your Progress

10.1 INTRODUCTION

Selecting events and processes in history can be complicated. History writing earlier focused mainly on events and happenings exclusively. Over the years, a critique of this way of doing history developed and hence social, economic and political processes became a concern for history writing. This approach moved toward the interrelationship between these processes to offer a more holistic history. The Marxist and Annals Schools brought this sort of history writing centre-stage. These events again came into focus with writings of Emmanuel Le Roy Ladurie who examined a carnival in France to highlight how events can also illuminate processes. Today history writing also looks at events and processes in an interrelationship. Both highlight different dimensions of history through this interrelationship. In the process, we are able to appreciate the complexities of history in a much more nuanced way. This Unit tries to make you aware of these complexities in the context of two events: the French Revolution and Indian Nationalism.

This unit also provides scope for the use of different learning strategies to achieve the learning objectives. You will learn how to introduce the French Revolution and Nationalism in India through a variety of ways. Adequate description of the content helps you to highlight the major thrust areas while presenting the topic. The items given in the part of formative and summative assessments help you frame your own assessment items as per the level and range of your students.
10.2 OBJECTIVES

After going through this Unit, you should be able to:

- identify major terms, concepts, trends, etc. related to the French Revolution and Indian Nationalism;
- define the meaning of major terms/concepts identified;
- formulate learning objectives according to the contents;
- list appropriate learning aids;
- demonstrate the ability to convey information to your students;
- develop assessment questions; and
- organize relevant co-scholastic activities to achieve the intended learning objectives.

10.3 THE FRENCH REVOLUTION

In the residuum of the American Revolution, there was social and economic unrest in France. The desire for political and economic reforms became the catalyst for what led to the main event in history termed as the French Revolution. It took place between 1789 and 1799 and resulted in profound impact on the growth of nationalism all over the world. The people in France suffered under the ‘Old Regime’. The term ‘Old Regime’ is usually used to describe the society and institutions of France before 1789. Before the 18th century, society was broadly divided into three estates and the economic and social power was in the hands of privileged groups—the nobility and the clergy—while the burden of taxation was upon the productive classes.

10.3.1 Origin of the Revolution

King Louis XVI ascended the throne of France in 1774. During his time, France was in a state of near bankruptcy due to its involvement in American Revolution, extravagant money spending in maintaining the King’s court at Versailles and bad harvest which led to exorbitant price rise in food grains. This situation compelled the King to impose heavy taxes. To restore a stable financial condition in France, the King convened the assembly of Estates-General on 5 May 1789. The Estates-General was a general assembly composed of three groups—The First Estate (clergy group), the Second Estate (nobility group) and the Third Estate (group of common people). Although the Third Estate constituted a vast majority of the French population, their votes could be vetoed by the other two Estates. More than that, only a small number of common people owned the land on their own but were compelled to pay a direct tax called ‘taille’ and many indirect taxes to the government. Neither nobility nor clergy had to pay any direct taxes.

In addition to the economic and social difficulties, the ‘old regime’ was thwarted intellectually by the leaders of enlightenment. French philosophers like John Locke, Jean Jacques Rousseau and Montesquieu enlightened the French people through their writings. John Locke through his book titled ‘The Two Treatises of Government’ opposed the divine and absolute rights of the monarchs. Through his book ‘The Social Contract’, Rousseau claimed that the government should...
be based on the contract between people and their representatives. He stood for popular sovereignty. In the book titled ‘Spirit of the Laws’, Montesquieu declared that the power of government should be divided between the three organs namely legislature, executive and judiciary. The philosophers also supported the ideas of liberty, equality and fraternity and their ideas were discussed intensively in public places, books and newspapers.

Outbreak of the Revolution

Louis XVI decided to increase the taxes due to the severe financial crisis and for this he wanted the consent of the assembly called ‘Estates General’. On 5th May 1789, he called the meeting of the Estates General and the first and second estates were represented by 300 members each. At the same time, the third estate was represented by 600 members comprising lawyers, officials, landowners and merchants. Normally voting was done on the principle of ‘one Estate one vote’. This time the representatives of the third Estate demanded that the voting should be done on the basis of ‘one member one vote’. When the King dissented against their demand, the Third Estate walked out of the assembly and gathered at an indoor tennis court on 20th June 1789 and declared themselves as a ‘National Assembly’ of France. They took an oath that they would not separate until a constitution was drafted for France. This event came to be known as the famous ‘Tennis Court Oath’. Leaders like Mirabeau and Abbe Sieyes inspired the common people through their writings. Abbe Sieyes wrote an influential pamphlet called ‘What is the ‘Third Estate?’

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1) What were the factors that led to poor economy in the French society during the 18th century?

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2) How did the French philosophers inspire the French Revolution?

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10.3.2 Major Events in the course of the Revolution

The Constitution of 1791

The National Assembly passed a new constitution in 1791 and thereby established a constitutional monarchy in France. It divided the citizens into two groups: active and passive citizens. The Constitution began with a Declaration of the Rights of Man and Citizen. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law were established as ‘natural and inalienable’ rights. Many people were unhappy with the 1791 constitution as it gave importance for the rich. One of the political clubs by name ‘Jacobins club’ planned a rebellion in 1792 and attacked the king’s rebellion. Elections were held and the newly elected assembly was called the Convention. On 21st September 1792, France became a republic.

Reign of Terror (The Rule of the Jacobins)

The period from 1793 to 1794 is referred to as ‘the Reign of Terror’. Robespierre acted as a dictator and those who opposed his policies were arrested and punished. He used Guillotine to kill his enemies. After the fall of Jacobin government, a new constitution was introduced that denied vote to non-propertied sections of society. It led to the formation of two legislative councils. A Directory consisting of five men was constituted. In 1804, Napoleon Bonaparte became the emperor of France.

Role of Women in the French Revolution

Under the ‘Old Regime’, the plight of women was miserable. They were paid low wages and except the rich section women in other sections were denied education. Moreover, in the Constitution of 1791, women were considered as passive citizens and political rights were denied to them. They formed political clubs and fought for their rights. But during the ‘Reign of Terror’ women were oppressed. Later they joined the International Suffrage Movement and attained right to vote in 1946.

10.3.3 Consequences of the Revolution

The Revolution brought France under one umbrella and enhanced the power of national State. The French Revolution translates the ideas of liberty and equality in everyday life. Censorship was abolished. Freedom of speech and expression was encouraged. The Declaration of the Rights of Man and Citizen proclaimed freedom of speech and expression to be a natural right. This Revolution had a far reaching impact on 19th century Europe. The major socialist revolutions of the twentieth century in Russia, China and Cuba took inspiration from the French Revolution.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

3) Which groups of the French society would have gained from the Constitution of 1791?

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10.4 TEACHING-LEARNING STRATEGY

In the subsequent section, you will learn how to transact the topic-‘the French Revolution’ in a classroom.

10.4.1 Learning Objectives

At the end of the lesson, students will be able to:

• classify the causes of the French revolution;
• examine the French Society during the 18th century;
• compare the three Estates of France using a flow chart;
• analyze the ideas of French philosophers in inspiring the people;
• prepare a time –line of the major events during the revolutionary period;
• classify the results of the Revolution;
• analyze the impact of the French Revolution on world history; and
• identify how Indian nationalism was engendered by the French Revolution.

Pre-Requisite

Students might have the knowledge of the idea of feudalism during the middle ages, American Revolution and the Declaration of Independence

Learning Aids

• Pictures of Voltaire, Rousseau and John Locke
• Handouts related with the condition of the France in the 18th century
• Excerpt related with the economic causes of the French Revolution
• Excerpt related with Abbe Sieyes’ writing on ‘What is the Third Estate?’

(French Revolution)

10.4.2 Teaching-Learning Activities

Stage 1- Engage (Individual work)

The teacher asks the students to write the differences between a revolution and a war. Afterwards the teacher asks some students to read out their answers and s/he summarizes the main points on the chalkboard thus:

_Difference between a Revolution and a War_
**Revolution**
- A revolution is a battle fought for principles and ideals
- A revolution leads to a sudden change in socio-political structure
- A revolution occurs in small-scale
- Revolution is fought by non-professional soldiers

**War**
- Wars often are the result of territorial conflicts
- A war leads to a gradual change in socio-political structure
- A war occurs in large-scale
- War is fought by professional soldiers

Students thus differentiate a revolution from a war.

**Stage 2 – Explore**  (Introduction to the topic)

The teacher asks the students to identify the names of the following persons and the revolution they are associated with?

![Fig. 10.1](image1.png)  ![Fig. 10.2](image2.png)  ![Fig. 10.3](image3.png)

The student identifies the three persons as Voltaire, Rousseau and John Locke and states that they are related with the French Revolution.

The teacher then quotes the famous phrase “Let them eat cake.” Who uttered this word? Which revolution it is related with?

Students name the person as Mary Antoinette and it is related with the French Revolution. When the queen was informed that there is no bread for the French populace, Mary Antoinette uttered this phrase.

**Announcement of the topic**

After having the above interaction with the learners, the teacher announces that today let us discuss and learn about the French Revolution that took place in 1789 and resulted in profound impact on the growth of nationalism all over the world.

**Stage 3- Explain (Presentation on causes of the French Revolution)**

**Activity 1 - Preparation of a venn diagram**

The teacher divides the students into four groups and distributes a handout that contains background information on the conditions in France during the 18th century that led to the revolution. Ask them to go through the handout and classify the causes of the French Revolution and present it in the form of a venn diagram. Each group will classify the causes of the revolution with specific reference to
its i) political causes, ii) economic causes, iii) social causes and iv) intellectual causes.

Assessment

- Teacher will assess the participation of each student in the group work.
- Teacher will assess the following venn diagram prepared by each group.

![Venn Diagram of Causes of French Revolution](image)

**Stage 4- Elaborate (Causes, major events and consequences of the Revolution)**

**Activity II-** Collaborative work, preparation of a pyramidal structure, filling the worksheet

Each group will be given various causes of the French Revolution to have elaborate discussion. The first group will discuss political causes, the second group will discuss social causes, the third group about economic causes and the fourth on intellectual causes. Ask each group to prepare a note based on the discussed points. Students should be led to infer some causes from the handout, and should be guided by the teacher.

The first group discusses the **political causes** and prepares a note containing the following points:

- The autocratic monarchy, defective administration, extravagant expenditure formed the political cause of the French Revolution.

The second group while discussing the **social causes** prepares the following points:

- The social condition of France during the 18th century was extremely miserable.
- The then French Society was divided into three Estates.
- A pyramidal structure related with the organization of system of Estates in French society is prepared by the group.
The first Estate consisted of clergy, the nobility belonged to the second Estate and the third Estate consisted of common people divided into three layers-i) big businessmen, merchants, court officials, lawyers etc., ii) peasants and artisans and iii) small peasants, landless labour and servants.

The group will prepare a note based on the following questions:
- What are the characteristics that only the First Estate had?
- What are some characteristics that all three Estates had?
- What are some characteristics that the First and Second Estate had in common?

Students thus compare and contrast among the three Estates.

The third group discusses the economic causes on the basis of the following excerpts and questions provided by the teacher:

**Problem 1**

*By 1787, the French government was bankrupt. It was 4000 million livres in debt. France had spent a lot of money fighting costly wars, but had nothing to show for it. Many people accused the royals, especially Queen Marie-Antoinette of spending too much money on luxuries. Others said that the tax system was corrupt and some tax-collectors did not hand all their taxes over to the government. In 1787 the King asked the nobility to help him reform the tax system. As we already know, members of the first and the second estate did not have to pay some taxes. King Louis XVI wanted them to start paying some of them. It is not surprising that they refused to do so.*

**Problem 2**

*Most people in France depended heavily on agriculture and farming in the 1700s. During the years 1787 – 1789, terrible weather, heavy rain, hard winters and too hot summers led to three very bad harvests in France. This led to peasants and farmers having smaller incomes, while food prices rose sharply. The poor harvests also meant that many French farmers became unemployed. Many poorer people were starving, but could not afford food and could not find a job. Meanwhile, the nobility, the clergy and King Louis and his family continued to live in the lap of luxury, in their palaces and chateaux.*

**Source:** www.SchoolHistory.co.uk
• What were the twin problems mentioned in the above excerpts?
• What was the condition of France’s economy in the 18th century?
• How did the French government become bankrupt by 1787?
• How did the bad harvest affect the French people?
• How did the economic depression affect the economy of France?
• How did the French system of taxation contributed to the revolution?

**Assessment**

Each group leader is then requested to make presentations on the basis of their group discussions. The teacher will then provide a worksheet to each student to fill the column to assess their understanding level.

<table>
<thead>
<tr>
<th>Members in the System of Estates</th>
<th>Payers</th>
<th>Receivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clergy</td>
<td>Exempted from taxes</td>
<td></td>
</tr>
<tr>
<td>Nobility</td>
<td>Taxes</td>
<td>Feudal dues</td>
</tr>
<tr>
<td>Merchants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small peasants</td>
<td></td>
<td>Nothing</td>
</tr>
</tbody>
</table>

*The fourth group discusses the intellectual causes that led to the Revolution.*

Involve students in a brainstorming activity designed to provide answers to the questions given below:

• Explain how individuals promoted revolutionary actions during the French revolution?
• Explain how and why various ideals such as liberty, equality and popular sovereignty became driving forces for the French Revolution?

The following main points will be summarized and the students noted down in their daily diary.

• Montesquieu rejected the theory of the Divine Right of the kings and suggested that the king should be selected by the will of the people. Montesquieu proposed a division of power within the government between the legislature, the executive and the judiciary.

• In his *Two Treatises of Government*, Locke sought to refute the doctrine of the divine and absolute right of the monarch.

• Rousseau gave the people of France the concept of democracy through his book ‘Social Contract’.

Other writers like Abbe Sieyes also inspired the French people through his book titled ‘What is the Third Estate?’ An excerpt of the book will be given to each group and ask each group to gather information about the following questions:

• What are the main questions raised by Abbe Sieyes?
• How did Abbe Sieyes define a nation?
• What conclusion did Abbe Sieyes arrive at through his writings?
Abbé Sieyès, What is the Third Estate?, 1789

The plan of this work is quite simple. We have three questions to ask ourselves.

1) What is the Third Estate? – Everything.
2) What has it been so far in the political order? – Nothing.
3) What does it ask to be? – Something.

We shall see if these are the right answers. Meanwhile, it would be wrong to say that these truths have been exaggerated when you have not yet seen the supporting evidence. Next we shall examine the measures that have been tried, and those that must [still] be taken, for the Third Estate to actually become something. Thus we shall state:

4) What ministers have tried to do in the interests of the Third Estate, and what the privileged themselves propose to do for it?;
5) What should have been done?;
6) And finally, what remains to be done for the Third Estate so that it can take up the place that is its due [. . .]

What is a nation? A body of people who join together to live under common laws and be represented by the same legislative assembly. It is only too clear, isn’t it, that the nobility has privileges and exemptions it dares to call its rights that are separate from the rights of the main body of citizens. As a consequence of these special rights, it does not belong to the common order; [nor is it subject to] the common law. Thus its private rights already make the nobility into a separate people, a nation within a nation. [. . .]

With regard to its political rights, it also exercises these separately. It has its own representatives without any mandate from the people. Its corps of deputies sits separately, and even if it should sit in the same chamber as the deputies of ordinary citizens, its representative function would still be fundamentally distinct and separate. The nobility is alien to the nation, firstly from the standpoint of principle, since it does not derive its powers from the people; secondly from the standpoint of its objectives since these involve defending, not the general interest, but the private one.

The Third Estate thus contains everything proper to the nation; and those who do not belong to the Third Estate cannot be seen as part of the nation. What is the Third Estate? Everything. [What is the third estate? 1: ‘The Third Estate is the complete nation


Activity III- Role Play

Teacher divides the students into small groups and assigns the task to enact the functioning of French society during the 19th century. Each group will select characters such as King, Queen, clergy, nobility and common people to enact the role of a person according to their choice. They will also select situation to enact the roles of ‘selected persons’. Other members in the group act as audience and they will do peer assessment at the end of the role play. Other members from
each group will prepare notes and give their own opinions about the play. Finally the teacher sums up the main points.

Assessment

- Contribution of each individual in the group
- Enactment of selected role according to that particular society
- Effectiveness of peer assessment

Major Events in the Course of the Revolution

Lay out a timeline for the years 1789 to 1804 in the classroom. Assign each group to find out key events of the Revolution. Ask them to place the event at its proper place on the time line and to write a description explaining how it took place and why the event was important. After this activity, ask each group to fill the following worksheet.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>What happened?</th>
<th>Who were the participants?</th>
<th>Outcome of the event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of National Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall of Bastille</td>
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<td></td>
</tr>
<tr>
<td>Tennis Court Oath</td>
<td></td>
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<tr>
<td>Declaration of Rights of Man and Citizen</td>
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<td></td>
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<tr>
<td>Reign of Terror</td>
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<tr>
<td>Declaration of Rights of Women</td>
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</tbody>
</table>

Activity IV - Debate

The class would be divided into two teams and a topic titled ‘the French Revolution laid the foundation of modern democracy’ is assigned to them. One team will speak in favour of the topic while the other defends it. Team members will choose their speaker. All the members in each team will collect points related with the topic. Two members from each team will be selected for the rebuttal. The Chair will be headed by the teacher.

Assessment

On the basis of following criteria, assessment will be done by the teacher:

- Relevance of the content
- Presentation style
- Clarity of the argument
- Logical approach
- Quality of the rebuttal

Activity V - Consequences of the Revolution (Brainstorming session)

Conduct a brainstorming session to discuss the consequences of the French Revolution based on the following questions:
• In what ways do you think the French Revolution might have changed ways people thought and acted?
• Do the actions of the women reflect traditional ideas of how women were expected to behave in public?
• How did the French Revolution impact the rise of nationalism in other countries?
• How was Nationalism in India influenced by this Revolution?

Each student will prepare an essay focusing on the consequences of the Revolution.

At the end, the students summaries that politically, the governmental structure of the Revolution moved from an absolute monarchy to a constitutional monarchy to a republic and finally to an oligarchy. The Revolution also undermined the traditional social hierarchy of France, by reducing the privileges of the First (clergy) and the Second (nobility) Estates. The Revolution made a dramatic cultural impact in terms of building nationalism not only in France but also in the world. Thus the students understood how events and processes led to major changes in the formation of a democratic government.

Assessment

• Notes on daily diary

10.4.3 Assessment Questions

Stage 5- Evaluate (Reflective Questions and Activities)

1) Among the various causes, which one do you consider as the immediate cause of the French Revolution?
2) Conduct a mock national assembly in the classroom.
3) Prepare a scrap book containing the contributions of French philosophers and the major events of the Revolution.
4) Discuss the connection between main outcomes of the French Revolution and later historical events.
5) Would you agree with the view that the message of universal rights was beset with contradictions? Explain.

10.5 NATIONALISM IN INDIA

The second half of the 19th century witnessed the growth of an organized national movement in India. The introduction of a uniform and modern system of government by the British throughout the country unified it administratively. The introduction of the railways, telegraph and unified postal systems had unified the country together and promoted mutual contact among the people, especially among the leaders. Introduction of English language provided people an opportunity to communicate with each other in spite of regional linguistic differences. We may say that Indian Nationalism emanated partly as a result of colonial policies and partly as a reaction to colonial policies. The entry of Mahatma Gandhi into the field of Indian politics changed the picture of Indian nationalism. He organized several satyagraha movements in different parts of India. In 1919, he launched a nationwide satyagraha against the introduction of Rowlatt Act. It gave the government enormous powers to repress political activities, and allowed
detention of political prisoners without trial for two years. The Khilafat movement was an important part of non-cooperation movement. Here we will discuss two important events in Indian nationalism – i) non-cooperation movement and ii) civil disobedience movement.

10.5.1 Non-cooperation Movement

In support of Khilafat as well as for swaraj, Gandhiji decided to start non-cooperation movement in 1920 in order to drive the British out of the country. Non-cooperation movement was a non-violent war against the atrocities of the British government. Various social groups participated in this movement, each with its own specific aspiration. As part of non-cooperation movement, Indians surrendered their titles given by the British government and boycotted the law courts, the educational institutions and the election of the legislatures. Foreign goods were boycotted, liquor shops picketed, and foreign cloth burnt in huge bonfires. Irrespective of religion, caste and community the participation by all people in the movement provided a mass character.

Due to the Chauri Chaura incident, Gandhiji decided to withdraw the non-cooperation movement in February 1922. In December 1929, under the presidency of Jawaharlal Nehru, the Lahore Congress formalised the demand of ‘Purna Swaraj’ or full independence for India. It was declared that 26 January 1930, would be celebrated as the Independence Day when people were to take a pledge to struggle for complete independence.

10.5.2 Civil Disobedience Movement

Under the leadership of Gandhiji, the Civil Disobedience Movement was launched with the Dandi March in AD 1930. On 12 March 1930, Gandhiji with some of his followers left the Sabarmati Ashram at Ahmedabad and marched towards Dandi, a village on the west coast of India. Here, Gandhiji protested against the Salt Law (salt was a monopoly of the government and no one was allowed to make salt) by making salt himself and throwing up a challenge to the British government. The Dandi March signified the start of the Civil Disobedience Movement. Even the women folk also took part in this civil disobedience movement. After the decline of the Non-Cooperation-Khilafat movement, a large section of Muslims felt alienated from the Congress and kept away from civil disobedience movement. Through these movements Indians learnt how philosophical tenets influence masses to lead political battles. In the next section, we demonstrate how to teach civil disobedience movement in India through teaching-learning strategy.

10.6 TEACHING-LEARNING STRATEGY

In the following section, you will learn how to teach the topic-‘Civil Disobedience Movement in India’ in your class.

10.6.1 Learning Objectives

At the end of the lesson, students will be able to:

• recognize the meaning of the term civil disobedience;
• delineate the reasons for launching civil disobedience movement;
• categorize the stages of civil disobedience movement;
• describe the event and result of civil disobedience movement in India.
Pre-Requisite

Students might be aware about various events that took place during Indian Independence Movement.

Learning Aids

- Pictures related with Dandi March
- Handouts related with civil disobedience movement, Gandhi’s Code of Discipline

(Civil Disobedience Movement)

10.6.2 Teaching-Learning Activities

Stage 1- Engage

Showing the following picture in the class, students are asked to identify the context of the picture.

Possible responses of students regarding the scene might be:

- A March
- A protest rally under the leadership of Mahatma Gandhi
- An event that took place during Indian Independence

Stage 2 – Explore (Introduction to the topic)

The teacher gave the students a hint that the march was related with salt. The students then might recall the event and name it as ‘Dandi March’. Students are then asked to identify the movement related with ‘Dandi March’? The students name it as civil disobedience movement.

Announcement of the topic

After having the above interaction with the learners, the teacher announces that today let us discuss and learn in details about ‘Civil Disobedience Movement in India’.

Stage 3- Explain (Presentation on Civil Disobedience Movement)

Activity 1- Group Discussion

The teacher divides the students into four groups and gives the topic ‘Civil Disobedience Movement’ to discuss. After the discussion, each group will present...
their understandings about the term ‘Civil Disobedience’ and the teacher writes the points on the chalkboard as follows:

- Group I - Refusal to obey the demands of government
- Group II - Refusal to oblige certain laws
- Group III - Rebellion against unfair laws
- Group IV - A type of non-violent movement

The teacher then adds that civil disobedience, as a philosophy was first coined by Henry David Thoreau in America in 1849. The basic activity of civil disobedience is to break the salt laws of the government without any violent measures.

**Activity II- Note-making (Dandi March)**

The teacher provides a handout related with ‘Civil Disobedience Movement in India’ to each group and asks them to gather information about the following questions:

- Who started the Civil Disobedience Movement in India?
- Which is the most important event that took place with this movement in India?
- Why was the march known as ‘Dandi March’?
- What activity did the protesters do in the Dandi March?
- What was the role of women in this movement?

**Assessment**
- The teacher assesses the daily diary of each student.

**Stage 4- Elaborate - Brainstorming session and Note-making**

The teacher distributes a flash card related with Gandhiji’s Code of Discipline to each group. Each group reviews together ‘Gandhiji’s Rules of Civil Disobedience’.

**Gandhiji’s Rules of Civil Disobedience**

1) Harbor no anger, but suffer the anger of the opponent.
2) Do not submit to any order given in anger, even though severe punishment is threatened for disobeying.
3) Refrain from insults and swearing.
4) Protect opponents from insult or attack, even at the risk of life.
5) Do not resist arrest or the attachment of property, unless holding property as a trustee.
6) Refuse to surrender any property held in trust at the risk of life.
7) If taken prisoner, behave in an exemplary manner.
8) As a member of the satyagraha (civil disobedience) unit, obey the orders of satyagraha leaders, and resign from the unit in the event of serious disagreement.

Involve students in a brainstorming activity designed to provide answers to the questions given below:

- What is the essence of this code of discipline?
- Is it a passive resistance or active resistance? Why?

**Consequences of the Civil Disobedience Movement**

Conduct a collaborative session to discuss the consequences of the Civil Disobedience Movement. Questions to prompt them might include:

- In what ways do you think that the Civil Disobedience Movement might have influenced the freedom struggle in India?
- What is the economic impact of Civil Disobedience Movement?

Each student will prepare an essay focusing on the consequences of the Revolution.

**Assessment**

- Notes on daily diary

At the end, the students will summarize that Civil Disobedience Movement was an important event during the Gandhian Era. Though it was withdrawn in 1934, this event played a major role in enhancing the national consciousness among Indians. Politically and economically, this event exerted a major influence on the freedom struggle of India.

**10.6.3 Assessment Questions**

**Stage 5- Evaluate (Reflective Questions and Activities)**

- Why did Gandhiji decide to launch Civil Disobedience Movement?
- Describe the event of Civil Disobedience Movement.
- Compare the Civil Disobedience Movement in India with those of other countries.
- How did this movement act as a catalyst in the freedom struggle of India?

**10.7 LET US SUM UP**

In this Unit, a brief content on two events- the French Revolution and Nationalism in India were presented. Under the French Revolution, we discussed origin of the revolution, major events in the course of the revolution and consequences of the revolution. In order to teach the contents, we provided teaching-learning strategy comprising learning objectives, teaching-learning activities and assessment questions. Teaching-learning strategy was presented using 5-E constructive approach to transaction of learning experiences. Similarly, under Indian Nationalism, we discussed non-cooperation movement and civil disobedience movement. In order to teach the contents, we provided teaching-learning strategy comprising learning objectives, teaching-learning activities and assessment questions. Teaching-learning strategy was presented using 5-E constructive approach to transaction of learning experiences.
10.8 REFERENCES AND SUGGESTED READINGS


10.9 ANSWERS TO CHECK YOUR PROGRESS

1) i) Participation in the American revolution and extravagance of King Louis XVI and his wife led France into debt. Bad harvest resulted to famine in society and subsequently led to subsistence crisis. Due to bad harvest, the peasants were unable to pay taxes.

ii) Montesquieu rejected the theory of the Divine Right of the kings and suggested that the king should be selected by the will of the people. Montesquieu proposed a division of power within the government between the legislature, the executive and the judiciary.

In his Two Treatises of Government, Locke sought to refute the doctrine of the divine and absolute right of the monarch.

Rousseau gave the people of France the concept of democracy through his book ‘Social Contract’.

2) i) The rich people (active citizens) have gained from the Constitution of 1791.

ii) Refer to section 1.3.2.
UNIT 11 LIVELIHOOD, ECONOMIES AND SOCIETY

Structure
11.1 Introduction
11.2 Objectives
11.3 Forest Society
  11.3.1 Meaning of Forest and Forest Society
  11.3.2 Levels of Human Interaction with Forest
11.4 Colonization
  11.4.1 Rise of Commercial Forestry
  11.4.2 Deforestation during Colonial Period
  11.4.3 Rebellion in the Forest
11.5 Forest Transformation in Java
11.6 Teaching-Learning Strategies
  11.6.1 Learning Objectives
  11.6.2 Teaching-learning Activities
  11.6.3 Assessment Questions
11.7 Let us sum Up
11.8 References and Suggested Readings
11.9 Answers to Check Your Progress

11.1 INTRODUCTION

We cannot understand the making of the contemporary world unless we begin to see the changes in the lives of diverse communities and people. We also cannot understand the problems of modernisation unless we look at its impact on the environment. This unit attempts to discuss Forest Society and Colonization under broad areas of Livelihood, Economies and Society. Here, effort will be made to understand how different social groups confront as well as shape the economic change in the modern world. This unit will be studied through a focus on one region, and through two appropriate case studies, one Indian and one from another country. The effort will be to give learner some idea of variety within seemingly similar process and phenomenon. The general discussion of the issue will revolve around and will be drawn out from the case studies.

This unit defines the concept of forest and familiarises you with the variety of ways the forests were used by communities living within them. It depicts how in the nineteenth century, the growth of industries and urban centres, ships and railways, created a new demand on the forests for timber and other forest products. New demands led to new rules of forest use, new ways of organising the forest. We also discuss how colonial control was established over the forests, how forest areas were mapped, trees were classified, and plantations were developed. All these developments affected the lives of those local communities who used forest resources. They were forced to operate within new system and reorganised their
lives. But they also rebelled against the new system. The rules persuaded the state to change its policies. The unit will give you an idea of the history of such developments in India and Indonesia. In this unit, we also discuss teaching-learning strategy to teach the contents.

11.2 OBJECTIVES

After going through this unit, you will able to:

• explain the meaning of forests and forest society.
• discuss the rise of commercial forestry, deforestation and rebellion in the forest under colonization;
• describe forest transformation in Java;
• formulate learning objectives for the contents of the unit;
• develop suitable teaching-learning activities to teach the contents; and
• prepare assessment questions to evaluate students’ performance.

11.3 FOREST SOCIETY

11.3.1 Forest and Forest Society

Human being’s interaction with the nature and forest is as old as human existence. Since its beginning when human being was living as hunter gatherers, and after that in agricultural, feudal and industrial societies, he/she has been having contact with the forest in one form or other. Social Scientists do not agree on any common definition of forest because perceptions and use of forest have been different in different societies and cultures. The general historical understanding of forest has been that of an area that is wooded; is the habitat of wild animals and many species of birds and reptiles and is not subjected to the law of civility (Mayank Kumar). Romila Thapar tried to see forest society historically. She writes “Forest people are said to live on gathering roots and fruits and on hunting wild animals and this is a different culture from the cultivators and traders who constitute the settled society. The life of the forest people is seen as antithetical to the evolution of civilization if civilization is defined as the activities of the settled society”.

In forest areas, people use forest products – roots, leaves, fruits, and tubers – for many purposes. Fruits and tubers are nutritious to eat, especially during the monsoons before the harvest has come in. Herbs are used for medicine, wood for agricultural implements like yokes and ploughs; bamboo makes excellent fences and is also used to make baskets and umbrellas. A dried scooped-out gourd can be used as a portable water bottle. Leaves can be stitched together to make disposable plates and cups, the siadi (Bauhinia vahlii) creeper can be used to make ropes, and the thorny bark of the semur (silk-cotton) tree is used to grate vegetables. Oil for cooking and to light lamps can be pressed from the fruit of the mahua tree. Hence, forest people use different forest products for their daily requirements. Forest is the major source for their livelihoods.

11.3.2 Levels of Human Interaction with Forest

Forest-human interaction has been visualised in the context of the social relevance of forest. The process of evolution from the simple social formation of ‘hunter-
gathering’ to the complex social formations of ‘industrial society’ has influenced the level of interaction between human and forest. It is difficult to define this kind of interaction because there are tremendous regional variations in the physical nature of forests (Mayank Kumar). However, on the basis of broad generalization to elucidate the intricacies of the social interaction with forest, they can divided in two phases-

**Sole Providers**

In this phase, the forests were the sole provider of sustenance to humans. To a great extent, the physical needs of the human beings were catered to by the forest resources. They also provided shelter to the human beings. Varied ecological niches in these ecosystems were exploited by traditional ethnic groups (tribes) whose economies were geared to hunting and gathering, riverine fishing, marine fishing and shifting cultivation. Typical examples of traditional ethnic groups (tribes) are Van Vagri (Thar), Birhor (Chota Nagpur), Chenchu, Yanadi, Konda, Reddi, Koya, Voda Baliji (Eastern Ghats), Kadars (Kerala), Baiga, Gond, Muria (Madhya Pradesh), Kandh, Savara, Gadaba, Juang (Odisha), and Walri and Koli (Maharashtra). All these ethnic groups pursue their traditional modes of food procurement notwithstanding the fact that they are now integrated into village economies.

**Ancillary Product**

In the second phase, the relationship between human being and forest underwent a drastic change with the development of agriculture as a source for food. For the agricultural societies, forest assumed secondary position. However, forest remained sole supplier of numerous ancillary products, like wood, wax, gum, resin, lac, honey, rubber and querns which were used by human beings for various daily needs.

### Check Your Progress 1

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1) Differentiate between forest society and settled society

2) Describe the two phases of human interaction with forest.
11.4 COLONIZATION

Colonization is a process or an action to form a settlement or colony by a group of people or a country who seek to take control of territories or country/countries. It usually involves immigration of people to a new location and the expansion of their civilization and culture into this area. After the Battle of Plassey in 1757, British colonialism was established in India, and East India Company took dominance over Bengal. Besides political impact, colonialism had also impact on the natural environment of the country. In India, with colonialism an era of unprecedented resource exploitation began and natural resources got geared to the requirements of the nascent English industries. The commercial interests came into centre-stage and a large chunk of communities dependent on various resource-use practices for their subsistence were marginalised. The twin-process of industrialization and colonisation operated in tandem and brought in environmental impoverishment for India. The colonial power, in this process, is guided by its own understanding of the environment and the policy of resource use unfolds and becomes operational in consonance with this understanding. (Ravindra Kumar). It is an estimate that between 1700 and 1995, the period of industrialization, 13.9 million sq km forest or 9.3 per cent of the world’s total area was cleared for industrial uses, cultivation, pastures and fuel wood.

11.4.1 Rise of Commercial Forestry

British needed forests in order to build ships and railways. They were worried that the use of forests by local people and the reckless feeling of trees by traders would destroy forests. So they decided to invite a German expert, Dietrich Brandis, for advice, and made him the first Inspector General of Forests in India.

Brandis realised that a proper system had to be introduced to manage the forests and people had to be trained in the science of conservation. This system would need legal sanction. Rules about the use of forest resources had to be framed. Felling of trees and grazing had to be restricted so that forests could be preserved for timber production. Anybody who cut trees without following the system had to be punished. So Brandis set up the Indian Forest Service in 1864 and helped formulate the Indian Forest Act of 1865. The Imperial Forest Research Institute was set up at Dehradun in 1906. The system they taught here was called ‘scientific forestry’. Many people now, including ecologists, feel that this system is not scientific at all.

In scientific forestry, natural forests which had lots of different types of trees were cut down. In their place, one type of tree was planted in straight rows. This is called a plantation. Forest officials surveyed the forests, estimated the area under different types of trees, and made working plans for forest management. They planned how much of the plantation area to be cut every year. The area cut was then to be replanted so that it was ready to be cut again in some years. After the Forest Act was enacted in 1865, it was amended twice, once in 1878 and then in 1927. The 1878 Act divided forests into three categories: reserved, protected and village forests. The best forests were called ‘reserved forests’. Villagers could not take anything from these forests, even for their own use. For house building or fuel, they could take wood from protected or village forests.
11.4.3 Deforestation during the Colonial Period

Disappearance of forests is known as deforestation. It’s not a recent problem and started many centuries ago. During the colonial period this process became more systematic and extensive. Deforestation is the clearing of trees and transforming a forest into cleared land. Deforestation includes the conversion of forestland to farms, ranches or urban areas.

Some causes of deforestation in India during the colonial rule were:

**Improvement of Land** - As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation, clearing forests and breaking new land. In the colonial period, cultivation expanded rapidly for different reasons, like- The British encouraged the production of commercial crops- jute, sugar and cotton. Besides this, in the early nineteenth century, the colonial state thought that forests were unproductive. They were considered to be wilderness that had to brought under cultivation so that the land could yield agriculture products and revenue, and enhance the income of the state.

- **Timber for the Ships and Train Sleepers** – By the early nineteenth century, oak forests in England were disappearing. This created a problem of timber supply for the Royal Navy. By the 1820s, search parties were sent to explore the forest resources of India. Within a decade, trees were being felled on a massive scale and vast quantities of timber were being exported from India.

  From the 1850s spread of railway created a new demand because they were essential for the colonial trade and for the movement of imperial troops. To run locomotives, wood was needed as fuel, and to lay railway lines sleepers were essential to hold the tracks together.

- **Plantations** – Large areas of natural forests were also cleared to make way for tea, coffee and rubber plantations to meet Europe’s growing need for these commodities. The colonial government took over the forests, and gave vast areas to European planters at cheap rates. These areas were enclosed and cleared of forests, and planted with tea or coffee.

11.4.3 Rebellion in the Forest

In many parts of India, and across the world, forest communities rebelled against the changes that were being imposed on them. The leaders of these movements against the British like Siddhu and Kanu in the Santhal Parganas, Birsa Munda of Chhotanagpur or Alluri Sitarama Raju of Andhra Pradesh are still remembered today in songs and stories. We will now discuss in detail one such rebellion which took place in the kingdom of Bastar in 1910.

**The People of Bastar**

Bastar is located in the southernmost part of Chhattisgarh and borders Andhra Pradesh, Odisha and Maharashtra. The central part of Bastar is on a plateau. To the north of this plateau is the Chhattisgarh plain and to its south is the Godavari plain. The river Indrawati winds across Bastar east to west. A number of different communities live in Bastar such as Maria and Muria Gonds, Dhrurwas, Bhatras and Halbas. They speak different languages but share common customs and
beliefs. The people of Bastar believe that each village was given its land by the Earth, and in return, they look after the earth by making some offerings at each agricultural festival. In addition to the Earth, they show respect to the spirits of the river, the forest and the mountain. Since each village knows where its boundaries lie, the local people look after all the natural resources within that boundary. If people from a village want to take some wood from the forests of another village, they pay a small fee called *devsari* or *dand* in exchange. Some villages also protect their forests by engaging watchmen and each household contributes some grain to pay them. Every year there is one big event where the headmen of villages in a *pargana* (cluster of villages) meet and discuss issues of concern, including forests.

**The Fears of the People**

When the colonial government proposed to reserve two-thirds of the forest in 1905, and stop shifting cultivation, hunting and collection of forest produce, the people of Bastar were very worried. Some villages were allowed to stay on in the reserved forests on the condition that they worked free for the forest department in cutting and transporting trees, and protecting the forest from fires. Subsequently, these came to be known as ‘forest villages’. People of other villages were displaced without any notice or compensation. For long, villagers had been suffering from increased land rents and frequent demands for free labour and goods by the colonial officials. Then came the terrible famines, in 1899-1900 and again in 1907-1908. Reservations proved to be the last straw.

People began to gather and discuss these issues in their village councils, in bazaars and at festivals or wherever the headmen and priest of several villages assembled. The initiative was taken by the Dhurwas of the Kanger forest, where reservation first took place.

Although there was no single leader, many people speak of Gunda Dhur, from village Nethanar, as an important figure in the movement. In 1910, mango boughs, a lump of earth, chillies and arrows, began circulating between villages. These were actually messages inviting villagers to rebel against the British. Every village contributed something to the rebellion expenses. Bazaars were looted, the houses of officials and traders, schools and police stations were burnt and robbed, and grain redistributed. Most of those who were attacked were in some way associated with the colonial state and its oppressive laws. William Ward, a missionary who observed the events, wrote: ‘From all directions came streaming into Jagdalpur, police, merchants, forest peons, schoolmasters and immigrants.’

The British sent troops to suppress the rebellion. The adivasi leaders tried to negotiate, but the British surrounded their camps and fired upon them. After that they marched through the villages flogging and punishing those who had taken part in the rebellion. Most villages were deserted as people fled into the jungles. It took three months (February - May) for the British to regain control. However, they never managed to capture Gunda Dhur. In a major victory for the rebels, work on reservation was temporarily suspended, and the area to be reserved was reduced to roughly half of that planned before 1910.

The story of the forests and people of Bastar does not end there. After Independence, the same practice of keeping people out of the forests and reserving them for industrial use continued. In the 1970s, the World Bank proposed that
4,600 hectares of natural *sal* forest should be replaced by tropical pine to provide pulp for the paper industry. It was only after protests by local environmentalists that the project was stopped.

**Check Your Progress**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

3) What are different categories of forestry?

4) What were the causes of deforestation under the colonial rule?

5) Why did forest people revolt against the colonial rule?

11.5 **FOREST TRANSFORMATIONS IN JAVA**

Java is now famous as a rice-producing island in Indonesia. But once upon a time, it was covered mostly with forests. The colonial power in Indonesia was the Dutch, and as we will see, there were many similarities in the laws for forest control in Indonesia and India. Java in Indonesia is where the Dutch started forest management. Like the British, they wanted timber from Java to build ships. In 1600, the population of Java was an estimated 3.4 million. There were many villages in the fertile plains, but there were also many communities living in the mountains and practising shifting cultivation.

**The Woodcutters of Java**

The Kalangs of Java were a community of skilled forest cutters and shifting cultivators. They were so valuable that in 1755 when the Mataram kingdom of
Java split, the 6,000 Kalang families were equally divided between the two kingdoms. Without their expertise, it would have been difficult to harvest teak and for the kings to build their palaces. When the Dutch began to gain control over the forests in the eighteenth century, they tried to make the Kalangs work under them. In 1770, the Kalangs resisted by attacking a Dutch fort at Joana, but the uprising was suppressed.

**Dutch Scientific Forestry**

In the nineteenth century, when it became important to control territory and not just people, the Dutch enacted forest laws in Java, restricting villagers’ access to forests. Now wood could only be cut for specified purposes like making river boats or constructing houses, and only from specific forests under close supervision. Villagers were punished for grazing cattle in young stands, transporting wood without a permit, or travelling on forest roads with horse, carts or cattle. As in India, the need to manage forests for shipbuilding and railways led to the introduction of a forest service. In 1882, 280,000 sleepers were exported from Java alone. However, all this required labour to cut the trees, transport the logs and prepare the sleepers. The Dutch first imposed rents on land being cultivated in the forest and then exempted some villages from these rents if they worked collectively to provide free labour and buffaloes for cutting and transporting timber. This was known as the *blandongdiensten* system. Later, instead of rent exemption, forest villagers were given small wages, but their right to cultivate forest land was restricted.

**Samin’s Challenge**

Around 1890, Surontiko Samin of Randublatung village, a teak forest village, began questioning state ownership of the forest. He argued that the state had not created the wind, water, earth and wood, so it could not own it. Soon a widespread movement developed. Amongst those who helped organise it were Samin’s sons-in-law. By 1907, 3,000 families were following his ideas. Some of the Saminists protested by lying down on their land when the Dutch came to survey it, while others refused to pay taxes or fines or perform labour.

**War and Deforestation**

The First World War and the Second World War had a major impact on forests. In India, working plans were abandoned at this time, and the forest department cut trees freely to meet British war needs. In Java, just before the Japanese occupied the region, the Dutch followed ‘a scorched earth’ policy, destroying sawmills, and burning huge piles of giant teak logs so that they would not fall into Japanese hands. The Japanese then exploited the forests recklessly for their own war industries, forcing forest villagers to cut down forests. Many villagers used this opportunity to expand cultivation in the forest. After the war, it was difficult for the Indonesian forest service to get this land back. As in India, people’s need for agricultural land has brought them into conflict with the forest department’s desire to control the land and exclude people from it.

**New Developments in Forestry**

Since the 1980s, governments across Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from forests has resulted in many conflicts. Conservation of forests rather than collecting timber has become a more important goal. The government has recognised that
in order to meet this goal, the people who live near the forests must be involved. In many cases, across India, from Mizoram to Kerala, dense forests have survived only because villages protected them in sacred groves known as sarnas, devarakudu, kan, rai, etc. Some villages have been patrolling their own forests, with each household taking it in turns, instead of leaving it to the forest guards. Local forest communities and environmentalists today are thinking of different forms of forest management. The Forest Rights Act, 2006 also gives the community the right to protect and manage the forest. Section 3(1) (i) provide a right and a power to conserve community forest resources, while section 5 gives the community a general power to protect wildlife, forests, etc. This is vital for the thousands of village communities who are protecting their forests and wildlife against threats from forest mafias, industries and land grabbers, most of whom operate in connivance with the Forest Department.

**Check Your Progress**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

6) Which colonial rule had control over the forests of Java?

7) What is the ‘blandongdiensten’ system?

8) How did World War I and II impact forests?

9) What can be done to conserve forests?
11.5 TEACHING-LEARNING STRATEGY

Teaching-learning strategy for this unit includes learning objectives, teaching-learning activities and assessment questions.

11.5.1 Learning Objectives

Through this teaching-learning strategy, students will be able to:

- explain the relationship between forests and livelihood;
- discuss the impact of colonialism on forest societies.
- compare the impact of colonial rule on the forest in India with that in Indonesia;
- explain relationship between human and forest;
- discuss causes and consequences of deforestation;
- examine impact of colonial rule and modern world on forest;
- describe rise of commercial forestry, its effects on lives of people;
- discuss how forest rules affect cultivation;
- describe new trades, employment and services after introduction of commercial forestry/scientific forestry;
- explain nature of different rebellions in the forest; and
- explain nature and consequences of forest transformation in Java.

11.5.2 Teaching-learning Activities

i) Forest

While explaining the concept of ‘Forest’, learners may be asked to do the following:

Learners may be asked to take a look around their surroundings and identify all the things that are produced with raw materials obtained from forests, like paper, desks, tables, chairs, door, window, dyes, colour, gum, honey, tea, coffee, rubber, and many other things.

The learners may be asked to tell what kind of forests they have in their localities.

The learner may be asked to tell how forests are inevitable for the livelihood of human beings.

During the question-answer and discussion sessions, students will be explained about the meaning of forest and the forest society. You can discuss the interaction of human beings with the forests. Pictures or photos of Western Ghats of India or Amazon forests of America to show rich biodiversity of the forests. Learners may be informed that it is possible to find as many as 500 different plant species in one forest patch in Western Ghats or Amazon Forest.

Activity 1: Listing Forest Products

Learning Outcomes:

After completing this activity the student would be able to do the following:
Understand the importance of forest products in our life.

- Identify forest products out of various other products.
- Recognise the properties of each product,
- Develop the organizing skill.

Procedure:

Read the words given below in the box and list them under two headings (learner could add many more to the list).

i) Forest products   ii) Non-Forest products.

<table>
<thead>
<tr>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latex, mobile phone, compact disc, honey, bamboo, chocolate, bangle, plate, baskets, table, chair, turmeric, computer, matchstick, oil, eraser, comb, spoon, tendu leaves, mahua, cotton, jute bags, doormats, resin, gum, rubber, indigo, tulsi, book, mint, eucalyptus oil, sweet potato, berries, disposable plates, ropes, tamarind, neem, poppy, shikakai.</td>
</tr>
</tbody>
</table>

Then study the list of forest products and categorise them further on the basis of some common properties / usage (eg: medicinal / domestic / industrial).

ii) Rise of Commercial Forestry

This part of the unit may be introduced by asking some questions like:

- What is commercial or cash crops?
- Which crop comes under commercial crops or cash crops and why?
- What is commercial forestry?
- What is scientific forestry?

By giving some probable answers and discussing them with the students, the concept of the commercial or scientific forestry may be explained through the following activities:

Activity-1: Discussion

At the outset, it is quite important for students to understand the concepts of ‘traditional forestry’ and ‘scientific forestry’, and then distinguish between two before they thoroughly understand causes, process and effects of scientific forestry. For them to be able to do so, the simplest method is to lead them to have a lively discussion on the issue. Therefore, you can do the following to begin teaching Scientific Forestry.

- You can ask the students to discuss which forests are labelled as ‘traditional’ and which are as ‘scientific’.
- Similarly, you can initiate a discussion in the class to let students debate and decide whether scientific forestry was good or bad with reasons behind their arguments.

Activity-2: Individual or Group Projects- Drawing up of Comparative Charts

Project can be of various types. They help students enrich their learning experience. In this case, you can do the following:
1) Group of students can be assigned projects either individually or group-wise to draw up ‘comparative charts’ showing characteristics, features and benefits of ‘traditional forests’ and ‘scientific forests’. They can access information available on the Internet.

2) Similarly, students can be asked to draw ‘differentiating charts’ to highlight specific attributes which differentiate ‘scientific’ forestry from ‘traditional’ forestry by taking several examples from both categories.

iii) Deforestation

This part of the unit may be introduced by asking some questions like:

- What is deforestation?
- Is deforestation a recent phenomenon?
- What kind of deforestation was in practices before the colonial period?
- Mention some causes of deforestation in India.

During some probable answers and discussing them with the students, the concept and nature of deforestation may be explained through the following ways:

Disappearance of forests is known as deforestation. It’s not a recent problem and started many centuries ago. During the colonial period, this process became more systematic and extensive.

The definition of the deforestation may be given by explaining the following:

Deforestation is the clearing of trees and transforming a forest into cleared land. Deforestation includes the conversion of forestland to farms, ranches or urban areas.

The causes of deforestation in India during the colonial rule may be shared with students.

This will give an idea to the students about different causes of deforestation during the colonial period.

This may be explained by showing different colonies on the map of the world where different crops and fruits were introduced by the colonial powers.

Based on the above, the concept of deforestation, for instance, deforestation in India or Africa or other part of the world, may be explained. The concept and process of deforestation may be discussed with the students and then the following activities may be given:

Activity -1: Learner may be assigned a project work to find out causes of deforestation in contemporary India and how these causes are different or the same as the colonial period.

iv) Rebellion in the Forest

This part of the unit may be introduced by asking a few questions like:

Why do people rebel or revolt?

Can you mention about a few revolts which occurred during the colonial period in India?
People revolts only for political reasons or for other reasons too, like – economic or political reasons.

By giving some probable answers and discussing them with the learners, students may be informed about any such rebellion in the forest by explaining the following:

This part of the unit may be introduced by posing few questions like:

What is the significance of the forests for economy of tribals?
Can you mention few names of tribal leaders who rebelled against British?
Name the communities living in Bastar?
Where is Bastar located?

After giving some probable answers and discussing them with the students, the rebellion in the forest of Bastar may be given by explaining the following:

In different parts of the world forest communities rebelled against the changes that were forced on them. Rebellion in Bastar forests of present Chhattisgarh is such popular revolt against the British. After that, students may be introduced to the above mentioned Bastar Rebellion.

**Activity 1: Introductory Discussion**

An introductory discussion often healthily warms up students to break down complex ideas and issues to see historical events in right perspectives. In this instance, unless students properly locate the complex issues troubling the tribal societies before the onset of Bastar Rebel, they cannot understand the subsequent development. Therefore, you may lead learners into an engaging interaction to continue over a period by doing the following:

1) This segment of the Bastar Rebellion can be better introduced to the learners by asking questions like – what are the economic sources of tribal communities?, why do they live near forests?, what are the importance of forests in tribals’ life?, what kind of political system they have?, how did interference of British affect different aspects of tribal life, what courses of action were available for the people when rulers were perceived to be disinclined to address their problems and concerns?

2) These questions will help learners reflect on the current situation in which they live and place in proper perspectives the situation which obtained in Bastar and other areas before the rebellion.

**Activity 2: Project Work**

Learners may be assigned a project work to prepare detailed information about any other tribal rebellion in India during the colonial period.

v) **Forest Transformations in Java**

This part of the unit may be introduced by asking questions like:

Where is Java located?
Which colonial power ruled over Java?
Which community of Java were skilled forest cutters and shifting cultivators?
What is ‘Scorched Earth Policy’ and why this was adopted during the colonial period?

After this an idea of forest transformation in Java may be given on the above mentioned bases.

This may be explained by showing different regions/countries on the map of the world, by giving examples and description of different colonial powers and their colonies.

**Activities 1: Project Work**

Collect information about one tribal movement in India and one in other part of the world, during the colonial period. Compare causes and effects of these two movements and list their similarities and differences.

**11.5.3 Assessment Questions**

1) Explain the meaning of forest.
2) Differentiate between forest society and settled society.
3) Differentiate between sole providers and ancillary product.
4) Match the tribes under column ‘A’ with their native places under column ‘B’.

<table>
<thead>
<tr>
<th>Column ‘A’ (Tribes)</th>
<th>Column ‘B’ (Native places)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Van Vagri</td>
<td>i) Eastern Ghats</td>
</tr>
<tr>
<td>b) Chenchu</td>
<td>ii) Kerala</td>
</tr>
<tr>
<td>c) Birhor</td>
<td>iii) Odisha</td>
</tr>
<tr>
<td>d) Kadors</td>
<td>iv) Chota Nagpur</td>
</tr>
<tr>
<td>e) Juang</td>
<td>v) Thar</td>
</tr>
</tbody>
</table>

5) What are the major reasons of environmental impoverishment in India?
6) Differentiate between traditional forestry and scientific forestry.
7) State the causes of deforestation in India.
8) Why did the people of Bastar revolt against the colonial government?
9) What is blandongdiensten system?
10) Examine the role of Forest Rights Act 2006 in the conservation of forests in India.

**11.6 LET US SUM UP**

In this unit, we attempted to discuss Forest Society and Colonization under the areas of Livelihood, Economies and Society. We explained the meaning of forest and forest society, discussed the levels of human interaction with the forest. We also discussed commercial forestry, deforestation, and rebellion among the forest people during the colonial period. We explained the nature and consequences of forest transformation in Java. Under new developments in forestry, we highlighted the recent initiatives by the Government of India and the Forest Rights Act, 2006. After presenting the contents, we discussed the teaching-learning strategy to be adopted for teaching the contents. learning objectives, details of teaching-learning activities and assessment questions were described.
11.6 REFERENCES AND SUGGESTED READINGS:

CBSE (2010). *Teachers Manual on Formative Assessment for Class-IX*, New Delhi: Central Board of Secondary Education


IGNOU, *History of Ecology and Environment: India*, MHI-08, Block-4 to7, New Delhi: IGNOU


NCERT (2014). *Package in Social Sciences For Professional Development for In-service Teachers*, New Delhi: DESS, NCERT

NCERT (2012). *Training Manual for In-Service Education of TGTs in Social Sciences*, New Delhi: DESS, NCERT.


11.7 ANSWERS TO CHECK YOUR PROGRESS

1) Forest society consists of people who are said to live on gathering roots and fruits and on hunting wild animals and the settled society comprise the cultivators and traders.

2) There are two phases of human interaction with the forests. These are; Sole Providers and ancillary product. During the phase of sole providers, the forests were the sole providers of sustenance to humans. To a great extent, the physical needs of the human beings were catered to by the forest resources. They also provided shelter to the human beings. During the ancillary product phase, the relationship between human being and forest underwent a drastic change with the development of agriculture as source for food.

3) There are two types of forestry- traditional forestry and scientific forestry.

4) The following are the causes of deforestation:
   i) Improvement of and
   ii) Timber for the ships and train sleepers
   iii) Plantations

5) The forest people revolted against the colonial rules due to the changes that were imposed on them.

6) The Dutch had control over the forests of Java.
7) The Dutch first imposed rents on land being cultivated in the forest and then exempted some villages from these rents if they worked collectively to provide free labour and buffaloes for cutting and transporting timber. This was known as the blandongdiensten system.

8) During the First World War and the Second World War, the forest department in India cut trees freely to meet British war needs. In Java, just before the Japanese occupied the region, the Dutch followed ‘a scorched earth’ policy, destroying sawmills, and burning huge piles of giant teak logs so that they would not fall into Japanese hands. The Japanese then exploited the forests recklessly for their own war industries, forcing forest villagers to cut down forests.

9) The people who live near the forests must be involved in the conservation of the forests. The Forest Rights Act, 2006 also gives the community the right to protect and manage the forest.
UNIT 12  STATE AND GOVERNMENT

Structure

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12.2  Objectives
12.3  Forms of Government
   12.3.1  Democratic Government
   12.3.2  Non-democratic Government
12.4  Teaching-Learning Strategy
   12.4.1  Learning Objectives
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12.5  Organs of Government
   12.5.1  Legislature
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   12.5.3  Judiciary
12.6  Teaching Learning Strategy
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12.8  Teaching Learning Strategy
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   12.8.2  Teaching-learning Activities
   12.8.3  Assessment Questions
12.9  Let Us Sum Up
12.10 References and Suggested Readings
12.11 Answer to Check Your Progress

12.1  INTRODUCTION

Human being is by nature a political animal. State and government are the significant political institutions as these institutions exercise legitimate power for the welfare of the public as a whole and for the resolution of the conflicts in society. State can be defined as a political organization which has exclusive monopoly in legitimate use of power, whereas government can be defined as the significant branch of the state which executes the tasks of the state. Both state and government help to recognize, protect and promote the right, freedom and justice of an individual which help him/her to lead a happy life in society. In many cases, both state and government are used synonymously. Therefore, knowledge of state and government is indispensable for all of us. This unit attempts to explain the concepts/issues relating to state and government. More
specifically, this unit will acquaint you with forms of government, organs of government and working of government. In this unit, teaching learning strategies relating to some content areas of state and government have been discussed so that you can develop instructional strategies for other contents.

12.2 OBJECTIVES

After going through this unit, you will be able to:

- explain the nature of democratic and non-democratic forms of government;
- examine the differences among the three major organs of government i.e. legislature, executive and judiciary;
- define the structure of government and its functions at different levels;
- illustrate the power sharing of government;
- identify different challenges to government; and
- design teaching learning strategies on the content areas of state and government.

12.3 FORMS OF GOVERNMENT

All of us live under the jurisdiction of government. Though the concept of government conveys different meaning, but, most popularly it refers to the system of managing the different political units such as nation, state, country, kingdom, etc. In different societies, different types of governments such as democratic government, monarchical government, aristocratic government, etc. are found. We can consider the different types of governments under two broad forms i.e. democratic government and non-democratic government. Let us discuss below the nature of these forms of government.

12.3.1 Democratic Government

Abraham Lincoln defines democracy as ‘the government of the people, by the people and for the people.’ Democracy is the rule of the people. In democratic government, the people have a share or say in administration of the state. People have power to elect the representative for state administration and also have power to reject the representative. Basically, there are two types of democracy i.e. direct democracy and representative democracy. In direct democracy, people directly participate in decision making process of the government. This is suitable to states with small population. Direct democracy is based on three political processes like Initiative, Referendum and Recall. Direct democracy was in practice in ancient Greek city state of Athens and ancient Rome. In modern times, Switzerland is the example of a direct democracy. In representative democracy, the people exercise their power in decision making process of the government through elected representatives. Indian, American, and British democracies are good examples of representative democracy.

12.3.2 Non-democratic Government

In non-democratic government, people have little role or say in administration of the state. Rights and freedom of people are not guaranteed. In non-democratic government, all powers are vested with the government, and government is formed
by a single individual or a small group of individuals. There are different types of non-democratic governments but some of the important types of non-democratic governments are monarchy, aristocracy and dictatorship (autocracy). Let us discuss below the nature of these non-democratic governments.

**Monarchy:** Monarchy is the rule by a king or queen or the rule by a single person. Monarchy is such a form of government in which a monarch is the head of the state. In many cases, a single family or its successor remains in power for several generations. Monarchy was commonly prevailing in most parts of the world until the nineteenth century. Basically, two common types of monarchy are found i.e. absolute monarchy and constitutional monarchy. Absolute monarchy exists when the monarch has supreme power to take the decision without any restraints. The reign of the King Louis XIV in France is the example of an absolute monarchy. Constitutional monarchy exists when power of the monarch is restrained by a constitution and the monarch is a symbolic head of the state and retains only a special ceremonial role, exercising little political power. The example of constitutional monarchy is England, because, Queen (Elizabeth-II) is the head of England.

**Aristocracy:** Aristocracy is the rule by a small group of people or elites who are called aristocrats. Aristocrats are the dominant group of people in the society and they are characterized by their wealth, education, etc. In our country, caste based aristocracy is commonly prevalent. In some instances, aristocratic government is controlled by a few families, who try to exercise power from one generation to another. In ancient times, Sparta was an example of aristocracy. Currently, there is no such government which can be categorized as aristocratic government in true sense.

**Dictatorship (Autocracy):** Dictatorship is a type of government where ruling is done by a single self-appointed ruler or a number of self-appointed rulers. Dictators are quite authoritarian in their approach. Dictatorship does not allow any sort of opposition and there is censorship of press. Mussolini in Italy and Hitler in Germany are the examples of the dictators.

Below are given some differences between democratic form and non-democratic form of government. Let us observe such differences in Table 12.1.

### 12.4 TEACHING-LEARNING STRATEGY

Brainstorming is an effective teaching-learning technique to teach ‘Democratic and Non-democratic forms of government’. Brainstorming is a problem solving technique in which a problem is solved by a group of individuals together. In brainstorming technique, a problem is analyzed and/or solved by gathering a list of ideas spontaneously contributed by a number of individuals. The main purpose of a brainstorming session is to work as a group to define a problem and/or find a plan of action to solve it. Let us discuss teaching-learning strategy to teach the above content under three broad heads i.e. learning outcomes, teaching learning activities and evaluation:

#### 12.4.1 Learning Objectives

After implementation of the strategy, students will be to-
differentiate between democratic and non-democratic forms of government;
illustrate the scope and limitations of democratic and non-democratic forms of government; and
describe the conditions of public life under democratic and non-democratic forms of government

Table 12.1: Differences between Democratic Form and Non-Democratic Form of Government

<table>
<thead>
<tr>
<th>Democratic Form of Government</th>
<th>Non-Democratic Form of Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>People have participation in forming the government.</td>
<td>People have no participation in forming the government.</td>
</tr>
<tr>
<td>Power remains with the people.</td>
<td>The government enjoys absolute power.</td>
</tr>
<tr>
<td>The government is custodian for protecting rights and promoting welfare of the people.</td>
<td>The rights and welfare of the people are restricted.</td>
</tr>
<tr>
<td>People are free to criticize government, if they find wrong with the government.</td>
<td>Freedom of speech and criticism to government is restricted.</td>
</tr>
<tr>
<td>Rule of law or constitutional principle is respected.</td>
<td>Rule of law or constitutional principle is discouraged.</td>
</tr>
<tr>
<td>Minorities are also respected.</td>
<td>Minorities are overlooked.</td>
</tr>
<tr>
<td>Government is accountable to the public.</td>
<td>Government hardly cares the public.</td>
</tr>
<tr>
<td>Opposition parties have a place in management of government affairs.</td>
<td>Opposition parties are hardly given weightage in management of government affairs.</td>
</tr>
<tr>
<td>People are free to form association or union.</td>
<td>Forming association or union by the people is based on the mercy of the ruler.</td>
</tr>
<tr>
<td>Right to equality is highly respected.</td>
<td>Right to equality gets the back seat.</td>
</tr>
</tbody>
</table>

12.4.2 Teaching Learning Activities

we can formulate the following activities step-wise for the presentation of the content through brainstorming technique,

Step-1: Introducing the content

In order to introduce the content or lesson, the examples of the form of government which is presently prevailing in India (i.e. democratic form of government) and form of government which were previously prevailing in India (for example, monarchical government) would be cited. Also the examples of forms of governments that were found in different parts of the world in past days and that are found in different parts of the world in present days would be cited. On the basis of these examples, students would be oriented towards the lesson.
Step-2: Exposition to the content of discussion

Students would be exposed to the different aspects of the content area of learning i.e. democratic and non-democratic forms of government.

Step 3: Generation of ideas through brainstorming questions

After students have been exposed to the content, brainstorming questions would be asked to them. Some of the exemplar brainstorming questions relating to the present content area are mentioned below:

**Brainstorming Questions:**

1) Point out as many as differences between democratic and non-democratic forms of government.

2) State possible merits of democratic government over non-democratic government.

3) State possible merits of non-democratic government over democratic government.

4) Identify different types of democratic governments found in different parts of the world and explain the nature of such governments.

5) Identify different types of non-democratic governments found in the different parts of the world and explain the nature of such governments.

6) Describe the condition of public life under democratic form of government in different parts of the world.

7) Describe the condition of public life under non-democratic forms of government in different parts of the world.

Students would be encouraged to express their views or ideas on the brainstorming questions. They can generate the ideas individually as well as in group situations. They would also be allowed to generate many new questions relating to the contents and find answers to such questions.

Step 4: Recording the ideas

The ideas generated by the students in brainstorming session would be recorded for evaluation purpose.

Step 5: Evaluating the ideas

The recorded ideas would be evaluated on the basis of many parameters as would be decided on the spot of evaluation. Some exemplar criteria of evaluation of the ideas are given here:

a) Combining similar ideas

b) Identification of important/significant/unique ideas

c) Point of disagreement in ideas

d) Effectiveness of the ideas

Step-6: Documenting the session

The session of brainstorming may be documented for the reference purpose.
12.4.3 Assessment Questions

The students would be given the following assessment questions:

1) Which one of the following isn’t a feature of democratic government?
   a) Power remains with the people.
   b) Rule of law or constitutional principle is discouraged.
   c) Government is accountable to the public.
   d) People are free to criticize government if they find wrong with the government policies.

2) Which of the following countries has constitutional monarchy?
   a) England
   b) India
   c) Pakistan
   d) United States of America

3) Find out five countries of the world where different types of non-democratic governments are prevailing. Discuss policies of governments in such countries.

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

1) What is the difference between direct democracy and representative democracy?

2) Define aristocracy.

3) Germany under Hitler Adolf conforms to-
   a) monarchy
   b) aristocracy
   c) autocracy
   d) democracy
4) Write any two differences between democratic and non-democratic forms of governments?
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12.5 ORGANS OF GOVERNMENT

All of you know that a state has four basic elements i.e. population, territory, government and sovereignty. Government is an agency through which the will and aspirations of the people of a state are articulated. All governments perform legislative, executive and judicial functions. Most governments have separate organs to perform three functions: legislature, executive and judiciary. Let us discuss below these organs of the government.

12.5.1 Legislature

Legislature is that organ of government which is primarily concerned with making laws. For making laws, most of the states of the world have two houses of legislature (i.e. bicameral legislature) and a few states have one house of legislature (i.e. unicameral legislature). The states like India, Britain, France, Australia, Canada, etc. have two houses of legislature while the states like Israel, Bangladesh, etc. have one house of legislature. The two houses of Indian legislature are Lok Sabha (Lower House) and Rajya Sabha (Upper House). Some of the common functions of legislature are given below:

1) Law making is the prime function of legislature. Legislature has power to accept a bill or reject a bill or modify a bill.

2) Legislature exercises control over executive. In a parliamentary form of government, the executive is accountable to the legislature and government survives on the confidence of the legislature.

3) Legislature performs semi-judicial functions in some countries. In England, the House of Lords is the final court of appeal. In India, Parliament can remove the President by a process of impeachment.

4) Legislature has power to amend or change the constitution. The Parliament of India has already amended the Indian Constitution for 100 times by the year 2015.

12.5.2 Executive

While the legislature enacts the laws, the executive implements or executes those laws. Executive is concerned with policy administration. There are two forms of
executive commonly found in most countries of the world. Such forms are parliamentary executive and presidential executive. In parliamentary executive, the parliament has a control over executive. Parliamentary executive possesses these characteristics: i) the executive is constituted from the members of the legislature, ii) executive is responsible to the legislatures, and iii) executive can be voted out of the office by legislature before the completion of its tenure. Parliamentary executive system is functioning in countries like India, England, Japan, Italy, Norway, etc. In Presidential executive, the President is the head of the state and the government. S/he has real executive power and s/he isn’t responsible to the Parliament. S/he is the head of the government and administration. Presidential executive is functioning in U.S.A., Brazil and in a few countries of South America. Some common functions of executive are discussed below:

1) Executive administers and implements the laws as formulated by legislature.

2) Executive takes part in making laws. The executive prepares the bills for making laws and introduces such bills in the parliament.

3) Executive also possesses judicial Power. For example, the President of India is empowered under Article 72 of the Constitution to grant pardon to a person who is convicted by the court of law.

4) Executive possess the power of appointment. For example, the President of India appoints Judges of Supreme Court, Attorney General, Comptroller and Auditor General, etc.

12.5.3 Judiciary

Judiciary is that organ of government which adjudicates the laws. While legislature makes the laws and executive administers the laws, judiciary ensures that law is made properly by legislature and implemented properly by executive. Judiciary activities are performed by the courts. Different types of courts are found in our country. At the national level, we have the Supreme Court; at the state level, we have High Courts; and at the district level we have district courts (Civil courts and Criminal courts) including Lok Adalats. In courts, judges are appointed in order to protect laws or to provide justice. Those who violate the laws are punished by the courts. Independent and impartial judiciary strengthens democracy. Now a days, government is establishing Administrative Tribunals in order to solve issues relating to some specific cases for their speedy disposal. The Administrative Tribunals perform the activities just like courts. Let us find below some common functions of judiciary:

1) Judiciary protects or defends the laws. Judges hear the petitions and give decisions according to laws.

2) Judiciary interprets the laws. For example, there is no any clear-cut law for judging some cases. In such cases, judges give their decision by looking into the cases. In this way judiciary expands the laws.

3) Judiciary safeguards the constitution. If any law is passed that goes against the constitution, the courts have authority to make judicial review of such law.

4) Judiciary protects the rights and liberty of the citizens.
12.6 TEACHING LEARNING STRATEGY

Experiential learning is an effective approach to teach the content ‘Judiciary System’. Experiential learning involves learning which is acquired from experience. This is an approach to learning which emphasizes on learning through reflection while doing. This approach states that knowledge results from the combinations of grasping and transforming experience. This approach engages students in problem solving and decision making in contexts that are relevant to them. Let us see how the content can be transacted through experiential learning approach. The details about the teaching-learning strategy is discussed below under three broad heads i.e. learning outcomes, teaching learning activities and evaluation.

12.6.1 Learning Objectives

After implementing the strategy, students will be able to-

- explain the constitution and functions of judiciary system;
- describe the different levels and types of judiciary.; and
- state the importance of judiciary for the public life.

12.6.2 Teaching Learning Activities

The learning of the content through experiential learning approach would follow the following activities stepwise.

Step-1: Entering into Learning Scenario

For entering into learning scenario, at first these two cases would be presented in front of the students:
**Case 1:** In a landmark judgment, the Supreme Court (in 2014) recognized transgender persons as a third gender and ordered the government to treat them as minorities and extend reservations for them.

**Case 2:** In a landmark judgment, the Supreme Court (in 2015) stated that an unwed mother can be appointed as the sole legal guardian of her child without the consent of the father.

Students would be asked to add some more cases of courts that they know and present the judgments of the courts concerning to such cases. Discussion can also be encouraged on different aspects of the judicial system that are based on the intended learning outcome of the lesson.

**Step-2: Getting Concrete Experience**

After entering into the learning scenario, the next task of the students is to get the concrete experience relating to the lesson. For getting concrete experience, the students would be exposed to the different experience based projects as given below:

**Experience based project-1:** Let the students to be divided into some groups. Let each group of students visit particular court(s) available in their nearby town/locality for observing the judicial system. For example, let one group of students visit district civil court, another group of students visit district criminal court, another group of students visit Lok Adalat and so on. The aspects of the courts that would be observed by the student must be chalked out properly, and accordingly different aspects of courts and their proceedings would be observed. From this project, the students would get direct experience about the judicial system practiced in different types of courts.

**Experience based project-2:** A simulated judiciary system can be made in the school itself. For example, take a specific case or problem of the school which needs proper solution. One exemplar case is ‘one student injured another student heavily in the school’. In order to settle this case, the students would form a court in the school. The students would play different roles in the court like judges, clients, witnesses, etc. Proper procedure and rules would be set for forming the court as well as settling the case through the court. From this project, students would have experience about judiciary system.

Like the involvement in above mentioned experience based projects, the students would be involved in many other experience based projects for getting concrete experience about the judiciary system.

**Step-3: Reflection on the topic**

After getting concrete experience from the different experience based projects, the students would reflect and/or present their experiences in the form of discussion, question-answer session, dialogue, justification, etc. on the content of learning in the class. The members of the whole class would share their experiences among themselves that they have acquired from the different experience-based projects relating to the content.

**Step- 4: Conceptualization**

Based on the reflection on the topic, the students would be familiar with different issues and concepts of judiciary system like constitution of judiciary, functions of judiciary, levels of judiciary, types of judiciary, etc.
Step-5: Validation
To validate the learning, students would use/take the help of different things/items which are related with judiciary like-

1) Pictures of different courts of the country
2) Charts of division of judiciary system and functions of judiciary system.
3) Video recordings and films about judiciary system
4) Documents and news about judiciary system etc.

12.6.3 Assessment Questions
The students would complete the following tasks relating to evaluation:

1) The highest court of India is called-
   a) High Court
   b) Lok Adalat
   c) District Court
   d) Supreme Court

2) Which of the following is the chief function of judiciary?
   a) Protect Law
   b) Create Law
   c) Execute Law
   d) Break Law

3) What is Nyaya Panchayat? Describe the functions of the NyayaPanchayat?

Check Your Progress
Notes: a) Write your answers in the space given below.
      b) Compare your answers with those given at the end of this unit.

5) What is Legislature?

6) Write three characteristics of Parliamentary Executive.
7) Why is Judiciary important?
..............................................................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................
8) Fill in the blanks by taking appropriate answers from the brackets.
   a) India has ......................... legislature (unicameral/bicameral)
   b) Executive mainly takes part in ..................... (making the law/
       implementing the law/protecting the law)
   c) ......................... executive is functioning in U.S.A. (Parliamentary/
       Presidential)

12.7 WORKING OF GOVERNMENT

For the administration of state or country, government performs varied activities. The activities or working of government depends upon the nature of different elements or factors affecting it. Some important factors or elements of government that affect the working of government are structure of government, functions of government, power sharing of government and challenges to government. Let us study these elements of government.

12.7.1 Structure

Structure of government is nothing but the framework or composition or constitution of government. The structure of government is based not only on the separation of powers between the different organs of the government but also on the distribution of powers among different levels. The structure of government varies from country to country depending upon the type of political system they have. So far as the political system of India is concerned, government has three main structural levels i.e. central government, state government and local government. The following diagram illustrates the basic structural organs of Indian government.

```
Government
   Organs of Central Government
       (Legislature, Executive and Judiciary)
   Organs of State Government
       (Legislature, Executive and Judiciary)
   Organs of Local Government
       (Legislature, Executive and Judiciary)
```

Fig 12.2: Basic structural organs of Indian government

Let us have discussion on compositions of these three levels of government:
Central Government: Central government is composed of three important organs i.e. legislature, executive and judiciary. The Parliament which is composed of Lok Sabha, Rajya Sabha and President is the legislative unit of central government. The President, Prime Minister, Council of Ministers and officials of many offices of central government like Union Public Service Commission (under Article 315), Comptroller and Auditor General (under Article 148), Finance Commission of India (under Article 280), union civil service, etc. constitute the chief executive unit of central government. The Supreme Court of India (under Article 124-147) is the judiciary authority at the central level.

State Government: Each state of India has its own government. Like central government, each state government has also three important organs like legislature, executive and judiciary. Some states have bicameral legislature (i.e. Legislative Assembly and Legislative Council). There are currently seven states namely Andhra Pradesh, Telangana, Bihar, Jammu-Kashmir, Karnataka, Maharashtra and Uttar Pradesh having bicameral legislature. The rest of the states have unicameral legislature (i.e. Legislative Assembly). The state legislature includes Legislative Assembly and Legislative Council (if Legislative Council exists in the state). The state executive mainly includes Governor, Chief Minister, Council of Ministers, State Cabinet, state civil service and many other officials of different departments of the state including State Public Service Commission. High Court is the judiciary authority at the state level.

Local Government: At the local level, two types of political systems exist. One is rural local self-government known as Panchayati Raj System operating in rural areas and the other is urban local self-government operating in urban areas. The Panchayati Raj System is a three-tier political system which is composed of Village Panchayat, Panchayat Samiti and Zilla Parishad. The urban local self-government is composed of Nagar Panchayat (in small towns), Municipal Board/Council (in big town/cities) and Municipal Corporations (in very big cities). Members of Village Panchayat, Panchayat Samiti and Zilla Parishad (in rural areas) and the members of Nagar Panchayat, Municipal Board/Council and Municipal Corporations (in urban areas), who are directly elected by people, take part in both legislative and executive activities at the local level. Besides the above members, the officers of many offices at local level like office of District Commissioner or Collector, Block Development Offices (BDO), Tehsildar or Revenue Officer, Sub-treasury Officer, District Welfare Officer, District Medical Officer, Superintendent of Police etc. perform many executive responsibilities at the local level. Mostly the District Courts and Lok Adalats perform the judiciary activities at the local level.

12.7.2 Functions at Different Levels

While some governments are unitary in nature, some others are federal in nature. The government which enjoys absolute power is called unitary government. On the other hand, a federal government is one where power of the government is distributed at different levels. In many federal countries of the world including India, government basically functions at three levels i.e. central level, state level and local level. Let us discuss functions of government at different levels in India.

Central Level: At the central level, India has central government. The central government takes the charge for overall development of the country. So, central
government provides all sorts of supports and directions to all the state
governments including local bodies for managing their state of affairs. Central
government co-ordinates and supervises the work and activities of the state
governments including local bodies. Further, central government handles some
important issues which have national importance like external affairs, defense,
citizenship, currency and coinage, foreign trade, etc. as per the Union list of
Constitution. Since India is a quasi-federal state, so, central government of India
enjoys more power than the state governments.

**State Level:** Each state of India has a government. The state governments of
India work under the overall direction and supervision of the central government.
The state government of a particular state works for the total development of
that state. The issues relating to public health and sanitation, agriculture, forest,
police, local government, etc. are handled by state governments as per the State
list of Constitution. The state governments help the central government in case
of its problems.

There are some issues like education, welfare of labour, etc. which have
importance both at central level as well as state levels as per the Concurrent list
of Constitution. Both central government and state governments jointly work on
such issues in order to resolve them.

**Local Level:** Local self-governments play the vital role for the administration,
welfare and development of their area of jurisdiction. Local self-governments
are entrusted with the functions like providing safe and clean drinking water,
maintaining hygiene in public places, providing recreational services, arranging
primary education, maintaining public park and gardens, taking care of the health
of the local people, checking food adulteration, etc. State government provides
all sorts of help and co-operates to the local self-governments in their smooth
functioning. Local self-governments mainly work under the aegis of the state
government.

12.7.3 **Power Sharing**

We know that power sharing is a common feature of every government. In a
democratic government, the power sharing conforms to the democratic principles
whereas in non-democratic government, power sharing is hardly found as all
powers are concentrated. The theory of power sharing of government intends to
make a distinction among the different units of government so that each unit of
government can enjoy autonomy to exercise its power within its allotted
jurisdiction. Power sharing is a mechanism to prevent monopoly in using power.
The great political philosopher Aristotle in his famous treatise ‘Politics’ stated
about the separation of the power of the government. The French scholar
Montesquieu gave a comprehensive theory of separation of power in his work
‘The Spirit of Laws’ (1748). Every government develops its own mechanism for
power sharing. Let us discuss below how the power sharing of government of
India has been done.

**Power sharing among different organs of government:** There is a horizontal
division of power among three main organs of government i.e. legislature,
executive and judiciary. The Constitution of India assigned the limited power
and autonomy to each organ of government. Each organ of government works
within its jurisdiction, so that none of the organs exercises unlimited power.
Each organ of government puts a check on other organs in order to maintain balance of power under the system of check and balances. The following diagram illustrates the power sharing among the different organs of government.

**Organs of Government**

```
Legislature  Executive  Judiciary
```

**Horizontal Power Sharing**

**Vertical Power Sharing**

**Power sharing among different levels of government:** Vertical power sharing takes place among three important levels of government i.e. union or central government, state government and local self-government. The Constitution of India has made a vertical division of power between the central government and state government by preparing three lists i.e. union list, state list and concurrent list. There are 100 items of national importance on which the union government or central government has exclusive right to make laws. These 100 items are considered under the union list. The examples of some of the items of this list are defence, foreign affairs, postal, railways, airways, banking, etc. There are 61 items on which state governments have exclusive rights to make laws. These 61 items are considered under the state list. The examples of some of the items of the state list are police, agriculture, forest, fisheries, etc. The issues relating to local government are considered under the state list. In the concurrent list, there are 52 items which have importance both at union and state levels. Both union government and state governments have right to make laws on these 52 items. The items like education, welfare of labour, economic and social planning, etc. are kept in the concurrent list. The items which aren’t covered under these three lists are considered as residuary items, on which the union government has exclusive rights to make laws. An example of residuary items is software and information technology. The following diagram explains the power sharing among different levels of government.

**Power sharing among different social groups:** India is a multicultural, multilingual, multi-religious and multi-ethnic society. The Constitution of India provides directions for the protection of rights and autonomy of different social groups. In order to achieve an inclusive society and/or to allow different social groups to participate in affairs of the government, the government of India makes special provisions for different groups of society. Reservation for weaker sections...
of society, community development policies and programmes are examples of some of such provisions. The working of National Scheduled Caste Commission, National Scheduled Tribe Commission, National Commission for Women, National Commission for Minorities, National Human Rights Commission, and similar commissions at the state level facilitate the participation of concerned groups in affairs of the government and through these they share power to some extent.

12.7.4 Challenges

The peace, harmony and development of a state or society depend a lot upon the functioning of its government. Always a good and stable government is appreciated. But in many cases, government faces large number of challenges because of which it’s functioning is affected. The challenges to government vary from country to country. For example, while some governments face the challenge of internal conflict, others face the challenge of external aggression. While some governments face the challenge of political instability, others face the challenge of economic scarcity and poverty. In China though economic reform is initiated, the communist party has a monopoly over political power. Belgium faces the challenges of tension between French speaking people and Dutch speaking people. South Africa faces the challenge of racial discrimination. The talk between Liberation Tiger of Tamil Eelam (LTTE) and government of Sri Lanka hasn’t come to an end for the solution of the ethnic problems of Tamils in Sri Lanka. Like other countries, the government of India faces many challenges. Some visible challenges that government of India faces are cited here. Indian society is composed of diversified groups of people belonging to different castes, classes, religions, races, languages, etc. Ensuring equitable participation of diversified groups in government affairs is a challenge for the government. Further, ensuring equitable participation of the social groups who are neglected historically (for example, dalits and women) is also a major challenge of the government. Naxalite activities, regionalism, communalism, terrorism, insurgency, etc. are some major threats to integration, internal security and peace of the country. Conflict and/or war with her neighboring countries like Pakistan, China etc. is a challenge for the Indian government. India, being a developing society, faces acute problems of illiteracy, ignorance, poverty, health hazards, etc. All these problems affect the quality of life of the people of the country. Further, being a developing society, India faces the infrastructure related problems like problems or road, aviation, power, oil, fuel, tele-communications, port, etc. The socio-personal issues relating to corruption, dowry, nepotism, casteism, ethnic violence, gender inequality, etc. are rampant in many parts of the country. All these socio-personal issues affect the public life to a great extent. Hence, government faces challenges to mitigate these socio-personal issues. In addition to these, many new challenges are faced by the government because of the changes in the society and the environment. Mitigating the issues of environmental degradation and adoption of new technologies, etc. are some of the recent challenges of Indian government.

12.8 TEACHING-LEARNING STRATEGY

For the learning of the content ‘Challenges to Indian Government’, constructivist approach is adopted here as a teaching learning strategy. Constructivist approach is a learner centric approach to teaching-learning. This approach acts as a contrary
approach to objectivist approach, and states that learning occurs in a social environment and a learner must be given maximum freedom to construct his/her own knowledge in his/her own manner in a guided environment. This approach intends to provide maximum scope and flexibility to the learner to develop his/her spontaneity, creativity and many other cognitive abilities including the motor skills. The details of the teaching-learning strategy are cited below under three heads i.e. learning objectives, teaching-learning activities and assessment questions.

12.8.1 Learning Objectives

Through this teaching-learning strategy, students would be able to:

- identify different challenges to Indian government;
- analyze the effect of such challenges on government and general public as a whole; and
- define the role of government in mitigating such challenges.

12.8.2 Teaching-learning Activities

The details of the presentation of the content through the constructivist approach are given below.

*Getting entry into the learning task:*

![Global Literacy Rates](image)

The above map would be shown to the students and in corroboration to the map discussion would be held about the literacy position of India in comparison to the other countries of the world. Discussion would also be held about different dimensions of literacy rate of India in comparison to the other countries of the world. From the discussion challenges to achieving cent percent literacy are inferred. Then the students would be told that Indian government faces many other similar challenges. Then the teacher and students would proceed for discussing other challenges to Indian government as given in the following sections.

*Presentation of the Learning Task:*

In order to construct learning on the topic ‘Challenges to Indian Government’, the following learning scenarios would be presented to the students and learning scenario based interactions would be held between the teacher and students.
Learning Scenario- 1

Learning Scenario based Interaction

<table>
<thead>
<tr>
<th>Teacher Activity (Proposed Questions/Items)</th>
<th>Student Activity (Expected Answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The above pictures depict the people from how many religions?</td>
<td>Four religions</td>
</tr>
<tr>
<td>Whether the people from all these religions live in India?</td>
<td>Yes</td>
</tr>
<tr>
<td>Besides these four religions, whether the people from other religions live in India?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, what are other religions?</td>
<td>Students would say the name of other religions.</td>
</tr>
<tr>
<td>Whether the people from all the religions living in our country should participate in our government affairs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Isn’t the challenge of our government to achieve equitable participation from different religious people in affairs of the government?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Learning Scenario- 2

| Girls can become nurse or doctor | Girls have rights for voting | Girls can become better teachers or learners |
Learning Scenario based Interaction

<table>
<thead>
<tr>
<th>Teacher Activity (Proposed questions/items)</th>
<th>Student Activity (Expected answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether women (or girls) are equally treated in our society or have equal status in society?</td>
<td>Not always</td>
</tr>
<tr>
<td>Is it good to neglect girls’ education in our society?</td>
<td>No</td>
</tr>
<tr>
<td>See the above pictures and say whether girls have ability to participate equally like boys in different activities of the society.</td>
<td>Yes</td>
</tr>
<tr>
<td>Isn’t it a challenge of our government to secure equitable participation of girls in different activities of the society?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Learning Scenario- 3

| Pen and ink pot | Pencil | Midday meal for motivating children to go to school |
Learning Scenario based Interaction

<table>
<thead>
<tr>
<th>Teacher Activity (Proposed Questions/Items)</th>
<th>Student Activity (Expected Answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘The success of our government depends a lot upon the literacy and education of our people’ - Do you agree?</td>
<td>Yes</td>
</tr>
<tr>
<td>Whether we have achieved Universalization of Elementary Education (UEE) till today?</td>
<td>No</td>
</tr>
<tr>
<td>Do you know that UEE is a constitutional right in our country?</td>
<td>Some may tell Yes</td>
</tr>
<tr>
<td>Look at the above pictures and tell whether the material shown on the pictures should be provided to each child for achieving universal literacy and UEE.</td>
<td>Yes</td>
</tr>
<tr>
<td>Isn’t the challenge for the government to provide all sorts of facilities for achieving cent percent literacy and UEE?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Construction and Validation of Learning

Based on learning scenarios, some interactions have already been made among the teacher and the students. In corroboration to the learning scenarios, some more interactions would be made among the teacher and students for construction and validation of learning. The interactions which are projected are given below:

<table>
<thead>
<tr>
<th>Teacher Activity (Proposed Questions/Items)</th>
<th>Student Activity (Expected Answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the diverse socio-cultural groups living in India and how the government of India would ensure equity in participation among them?</td>
<td>Students would say groups belonging to different castes, classes, religions, races, languages etc. live in India. Students would suggest multiple methods through which equitable participation among them can be ensured.</td>
</tr>
<tr>
<td>What type of challenges is the government of India facing in relation to internal and external security?</td>
<td>Students will tell about the challenges relating to regionalism, language issues, religious conflict, external attack, etc.</td>
</tr>
<tr>
<td>Tell some other challenges that Indian government is facing.</td>
<td>Students would add the challenges like poverty, poor infrastructure, environmental degradation, etc.</td>
</tr>
<tr>
<td>If government wouldn’t face these challenges, then what would happen?</td>
<td>Students may tell that public life would be affected, sovereignty of the country would be threatened, corruptions would be rampant etc.</td>
</tr>
<tr>
<td>Can you define the role of government in mitigating such challenges?</td>
<td>The students may suggest the different roles that are to be performed by government like promoting reservation policy for the weaker section of society, enforcing law and order in the country, making the defence of the country very strong, adopting appropriate human development policy, etc.</td>
</tr>
</tbody>
</table>

Look at the Pictures and Just Comment:

Is it not a challenge of our government to promote afforestation to protect our environment?

Is it not a challenge of our government to provide health care facility to the old age poor people?
12.8.2 Assessment Questions

The students would complete the following tasks relating to evaluation:

1) Match the items in Column- A with items in Column- B through arrow mark (→).

<table>
<thead>
<tr>
<th>Column- A</th>
<th>Column- B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communist Monopoly</td>
<td>Belgium</td>
</tr>
<tr>
<td>Tension between French speaking and Dutch speaking people</td>
<td>China</td>
</tr>
<tr>
<td>LTTE</td>
<td>Srilanka</td>
</tr>
</tbody>
</table>

2) Prepare a project on this theme:

‘Meet some political leaders (MLAs/MPs) belonging to your state. Obtain data from them regarding the challenges that your state government is facing. Suggest some techniques for meeting such challenges’.

3) ‘Bringing women to mainstream society is a major challenge of Indian government’ - Justify it. Suggest modalities for bringing them to the mainstream society.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

13) What are the chief executive units of the Central Government?

...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................

14) Why is a strong opposition party needed?

...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................

15) In a democratic government, the ultimate power is enjoyed by whom and why?

...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
.............................................................................................................
16) Fill in the blanks given below by taking appropriate answer from the brackets.

a) India is a ............................state. (federal/unitary/quasi-federal)

b) Issues relating to ‘police’ are dealt with .................................
   (Central Government/State Government/Local Government)

c) ‘Education’ is kept under the ........................... list of Constitution.
   (Union list, State list, Concurrent list)

12.9 LET US SUM UP

In this unit, we discussed three important aspects of state and government i.e. forms of government, organs of government and working of government. Under forms of government, we explained the nature of two major forms of government i.e. democratic government and non-democratic government, and the difference found between such forms of government. Under organs of government, we described three organs of government i.e. legislature, executive and judiciary. The different functions of each organ of government were elaborated. Under working of government, we explained the structural organs of government at different levels of government i.e. central government, state government and local government; functions of government at central level, state level and local level; power sharing of government; and challenges to government. We presented teaching learning strategies for the learning of three content areas i.e. ‘democratic and non-democratic forms of government’, ‘judiciary system’ and ‘challenges to Indian government’. We presented learning objectives, teaching learning activities and assessment questions under each teaching learning strategy for the meaningful learning of the above content areas. These teaching learning strategies would help or guide you to design many other teaching learning strategies for learning of the other content areas relating to state and government.

12.10 REFERENCES AND SUGGESTED READINGS

12.11 ANSWER TO CHECK YOUR PROGRESS

1) In direct democracy, people participate directly in decision making process of the government, which suits to states with small population. Direct democracy is based on three political processes like Initiative, Referendum and Recall. Direct democracy was in practice in ancient Greek city state of Athens and ancient Rome. In modern times, Switzerland is the example of a direct democracy. In representative democracy, the people exercise their power in decision making process of the government through elected representatives. Indian democracy is an example of representative democracy.

2) Aristocracy is the rule by a small group of people or elites who are called aristocrats. Aristocrats are the dominant group of people in the society and they are characterized by their wealth, education etc.

3) Autocracy

4) i) People have participation in forming the government in democratic government whereas people have no participation in forming the government in non-democratic government
   ii) Right to equality is highly respected in democratic government whereas right to equality gets the back seat in non-democratic government.

5) Legislature is that organ of government which is primarily concerned with making laws.

6) i) the executive is constituted from the members of the legislature,
   ii) executive is responsible to the legislatures, and .
   iii) executive can be voted out of the office by legislature before the completion of its tenure.
7) Judiciary is important because it adjudicates the laws

8) a) bicameral
   b) implementing the law
   c) Presidential

9) The President, Prime Minister, Council of Ministers and officials of many offices of central government like Union Public Service Commission (under Article 315), Comptroller and Auditor General (under Article 148) Finance Commission of India (under Article 280), union civil service etc. are the chief executive unit of central government.

10) A strong opposition party is needed to counter the ill practices of the ruling party.

11) In democratic government, ultimate power is enjoyed by general public. The ultimate power is enjoyed by general public because they are the creators as well as breakers of the government. Government is accountable to them.

12) a) quasi-federal
    b) State Government
    c) Concurrent list
UNIT 13 INDIAN CONSTITUTION AND DEMOCRATIC POLITICS

Structure
13.1 Introduction
13.2 Objectives
13.3 The Indian Constitution
    13.3.1 Values Enshrined in Indian Constitution: The Vision
13.4 Directive Principles
    13.4.1 Classification of Directive Principles
13.5 Fundamental Rights
    13.5.1 Restrictions on Fundamental Rights
    13.5.2 Difference between Fundamental Rights and Directive Principles
13.6 Fundamental Duties
13.7 Let Us Sum Up
13.8 References and Suggested Readings
13.9 Answers to Check Your Progress Questions

13.1 INTRODUCTION

You must have read about the Indian constitution. This unit will acquaint you with details about the Constitution of India along with the fundamental rights, duties and directive principles as enshrined in it. The Part III of the Indian Constitution provides six fundamental rights which are guaranteed to all Indian citizens. These rights are basic in the sense that without these, no one can live in a democratic manner. Democracy cannot work if the people do not have these rights. By providing fundamental rights and remedies against their infringement, the Constitution of India prevents the government from becoming despotic. In addition, this unit will introduce you to fundamental duties. These duties are enshrined in Part IV of the Constitution. These are some responsibilities or obligations of the citizens to perform for peace and prosperity of our country. It is very important that we need to be aware not only of our rights but also our duties so as to achieve the goals of national development. The teacher has a crucial and vital role in this context. As a prospective teacher, you must know and understand the ways and means of acquainting the school students with the essential components and dimensions of the Indian Constitution. The present unit will throw light on different teaching-learning strategies, activities and assessment procedures that can be implemented for making students aware of the Indian Constitution and its various aspects.

13.2 OBJECTIVES

After going through this unit, you will be able to:

- explain the values enshrined in the Indian Constitution;
- classify Directive Principles of State Policy mentioned in the Indian Constitution;
• describe Fundamental Rights guaranteed by the Indian Constitution;
• differentiate between Fundamental Rights and Directive Principles
• enumerate fundamental duties as enlisted in the Indian Constitution;
• formulate learning objectives for the contents of the unit;
• organize suitable teaching-learning activities to teach the contents; and
• prepare assessment questions to evaluate students’ performance.

13.3 THE INDIAN CONSTITUTION

The document containing laws and rules which determine and describe the form of the government, the relationship between the citizens and the government, is called a Constitution. A constitution is the basic fundamental law of a State. It lays down the objectives of the State which it has to achieve. It also provides for the constitutional framework that is, various structures and organs of the governments at different levels. In addition, it describes the rights and duties of the citizens. It is, therefore, considered to be the basis for the governance of the country both in terms of goals and objectives as also their structures and functions.

The Constitution of India is a historic socio-legal document embracing the aspirations of the people belonging to a multifaceted heterogeneous society. The Indian Constitution’s commitment to structures informed by justice, liberty and dignity of the individual are reflected in the Preamble. The Preamble says:

“WE, THE PEOPLE OF INDIA, have solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HERE BY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.”

The Preamble, in brief, explains the objectives of the Constitution in two ways: one, about the structure of the governance and the other, about the ideals to be achieved in independent India. It is because of this, the Preamble is considered to be the key of the Constitution.

13.3.1 Values Enshrined in Indian Constitution: The Vision

The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of society that we aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that the country should uphold. The Indian Constitution has certain core values that constitute its spirit and are expressed in various articles and provisions. The vision of the Indian Constitution is clearly reflected in its Preamble. This vision reflects the values enshrined in our Indian
Constitution. But do you know what is the meaning of the word, ‘value’? You may immediately say that truth, non-violence, peace, cooperation, honesty, respect and kindness are values, and you may continue to count many such values. In fact, in a layman’s understanding, value is that which is very essential or ‘worth having and observing’ for the existence of human society as an entity. The Indian Constitution contains all such values, the values that are the universal, human and democratic. The values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, equity, liberty, equality, fraternity, human dignity and the unity and integrity of the nation. A brief description of the values enshrined in our Constitution is provided here:

i) **Sovereignty**: As we saw, the Preamble declares India “a sovereign socialist secular democratic republic”. Being sovereign means having complete political freedom and being the supreme authority. It implies that India is internally all powerful and externally free. It is free to determine for itself without any external interference (either by any country or individual) and nobody is there within to challenge its authority. This feature of sovereignty gives us the dignity of existence as a nation in the international community. Though the Constitution does not specify where the sovereign authority lies but a mention of ‘We the People of India’ in the Preamble clearly indicates that sovereignty rests with the people of India. This means that the constitutional authorities and organs of government derive their power only from the people.

ii) **Socialism**: The word socialist was not there in the Preamble of the Constitution in its original form. In 1976, the 42nd Amendment to the Constitution incorporated ‘Socialist’ and ‘Secular’, in the Preamble. The word ‘Socialism’ had been used in the context of economic planning. It signifies major role in the economy. It also means commitment to attain ideals like removal of inequalities, provision of minimum basic necessities to all, equal pay for equal work.

iii) **Secularism**: In the context of secularism in India, it is said that ‘India is neither religious, nor irreligious nor anti-religious.’ Now what does this imply? It implies that in India there will be no ‘State’ religion – the ‘State’ will not support any particular religion out of public funds. This has two implications, a) every individual is free to believe in, and practice, any religion he/ she belongs to, and, b) State will not discriminate against any individual or group on the basis of religion.

iv) **Democratic Republic**: The Preamble reflects democracy as a value. As a form of government, it derives its authority from the will of the people. The people elect the rulers of the country and the elected representatives remain accountable to the people. The people of India elect them to be part of the government at different levels by a system of universal adult franchise, popularly known as ‘one man one vote’. Democracy contributes to stability, continuous progress in the society and it secures peaceful political change. It allows dissent and encourages tolerance. And more importantly, it is based on the principles of rule of law, inalienable rights of citizens, independence of judiciary, free and fair elections and freedom of the press. Democracy is generally known as government of the people, by the people and for the
people. The Preamble also declares India as a Republic. It means that the
head of the State is elected and he/she is not a hereditary ruler as in case of
the British Monarch. This value strengthens and substantiates democracy
where every citizen of India is equally eligible to be elected as the Head of
the State. Political equality is the chief message of this provision.

v) **Justice:** Justice promises to give people what they are entitled to in terms
of basic rights to food, clothing, housing, participation in the decision making
and living with dignity as human beings. The Preamble covers all these
dimensions of justice – social, economic and political. “Social justice” has
been defined in a variety of ways. Amongst them, they incorporate concepts
of basic rights, the realisation of human potential, social benefit, an equitable
distribution of resources, equal opportunities and obligations, security, and
freedom from discrimination. Social justice means equal rights for all,
regardless of gender, race, class, ethnicity, citizenship, religion, age or sexual
orientation. It implies equal rights for women and girls in workplaces, homes
and public life. It implies economic justice – which means governments
must take active steps to alleviate poverty and redress past injustices.
Economic justice really forms a part of social justice. It seeks the equitable
distribution of natural and intellectual wealth so that everyone is able to
gain a fair share.

vi) **Equity:** Equity derives its spirit from the concept of social justice. It
represents a belief that there are some things which people should have,
that there are basic needs that should be fulfilled, that burdens and rewards
should not be spread too divergently across the community, and that policy
should be directed with impartiality, fairness and justice towards these ends.
It is generally agreed that equity implies a need for fairness (not necessarily
equality) in the distribution of gains and losses, and the entitlement of
everyone to an acceptable quality and standard of living. The Universal
Declaration of Human Rights, 1948 states that the ‘recognition of the inherent
dignity and of the equal and inalienable rights of all members of the human
family is the foundation of freedom, justice and peace in the world’. Social
equity refers to a set of standards which apply to our personal and social
relationships with other individuals and/or groups. These standards consist
of a bundle of rights and duties which apply to members of certain “deprived
or disadvantaged sections” in society. These disadvantaged sections are
defined by the Constitution and classified on the basis of caste, religion,
creed, gender (sex), age and disability. These groups have been designated
as deprived or disadvantaged because of certain injustices which have
occurred against the members of these groups in the past and present. Social
equity is the means used to help to redress these injuries. The term also
covers the protection of certain fundamental rights which we all enjoy as
citizens of a free society.

vii) **Equality:** Equality is considered to be the essence of modern democratic
ideology. The Constitution makers placed the ideals of equality in a place of
pride in the Preamble. All kinds of inequality based on the concept of rulers
and the ruled or on the basis of caste and gender, were to be eliminated. All
citizens of India should be treated equally and extended equal protection of
law without any discrimination based on caste, creed, birth, religion, sex
etc. Similarly equality of opportunities implies that regardless of the socio-
economic situations into which one is born, he/she will have the same chance as everybody else to develop his/her talents and choose means of livelihood.

viii) **Liberty:** The Preamble prescribes liberty of thought, expression, belief, faith and worship as one of the core values. These have to be assured to every member of all the communities. It has been done so, because the ideals of democracy cannot be attained without the presence of certain minimal rights which are essential for a free and civilized existence of individuals. Though freedom from want has not been guaranteed in the fundamental rights, certain directives to the State have been mentioned in the Directive Principles.

ix) **Fraternity:** There is also a commitment made in the Preamble to promote the value of fraternity that stands for the spirit of common brotherhood among all the people of India. In the absence of fraternity, a plural society like India stands divided. Therefore, to give meaning to all the ideals like justice, liberty and equality, the Preamble lays great emphasis on fraternity. In fact, fraternity can be realized not only by abolishing untouchability amongst different sects of the community, but also by abolishing all communal or sectarian or even local discriminatory feelings which stand in the way of unity of India.

x) **Dignity of the Individual:** Promotion of fraternity is essential to realize the dignity of the individual. It is essential to secure the dignity of every individual without which democracy cannot function. It ensures equal participation of every individual in all the processes of democratic governance.

xi) **Unity and Integrity of the Nation:** As we have seen above, fraternity also promotes one of the critical values, i.e. unity and integrity of the nation. To maintain the independence of the country intact, the unity and integrity of the nation is very essential. Therefore, the stress has been given on fostering unity amongst all the inhabitants of the country. Our Constitution expects from all the citizens of India to uphold and protect the unity and integrity of India as a matter of duty.

xii) **International Peace and a just International Order:** The value of international peace and a just international order, though not included in the Preamble is reflected in other provisions of the Constitution. The Indian Constitution directs the state (a) to promote international peace and security, (b) maintain just and honourable relations between nations, (c) foster respect for international law and treaty obligations, and (d) encourage settlement of international disputes. To uphold and observe these values is in the interest of India. The peace and just international order will definitely contribute to the development of India.

xiii) **Fundamental Duties:** Our Constitution prescribes some duties to be performed by the citizens. It is true that these duties are not enforceable in the court of law like the fundamental rights are, but these duties are to be performed by citizens. Fundamental duties have still greater importance because these reflect certain basic values like patriotism, nationalism, humanism, environmentalism, harmonious living, gender equality, scientific temper and inquiry, and individual and collective excellence.
13.4 DIRECTIVE PRINCIPLES

The Constitution of India aims to establish not only political democracy but also socio-economic justice to the people to establish a welfare state. With this purpose in mind, our Constitution lays down desirable principles and guidelines in Part IV. These provisions are known as the Directive Principles of State Policy. Though these principles are non-justiciable, they are fundamental in the governance of the country. The idea of Directive Principles of State policy has been taken from the Irish Republic. They were incorporated in our Constitution in order to provide economic justice and to avoid concentration of wealth in the hands of a few people. Therefore, no government can afford to ignore them. They are in fact, the directives to the future governments to incorporate them in the decisions and policies to be formulated by them.

13.4.1 Classification of Directive Principles

Directive principles of State policy have been grouped into four categories. These are: (a) the social and economic principles, (b) the Gandhian principles, (c) principles and policies relating to international peace and security and (d) miscellaneous.

A) The Social and Economic Principles

The state shall endeavour to achieve social and economic welfare of people by:

i) providing adequate means of livelihood for both men and women;

ii) reorganizing the economic system in a way to avoid concentration of wealth in a few hands;

iii) securing equal pay for equal work for both men and women;

iv) securing suitable employment and healthy working conditions for men, women and children;

v) guarding the children against exploitation and moral degradation;

vi) making effective provisions for securing the right to work, education
and public assistance in case of unemployment, old age, sickness and disablement;

vii) making provisions for securing just and humane conditions of work and for maternity relief;

viii) taking steps to secure the participation of workers in the management of undertakings, etc;

ix) promoting education and economic interests of working sections of the people especially the SCs and STs;

x) securing for all the workers reasonable leisure and cultural opportunities;

xi) making efforts to raise the standard of living and public health; and

xii) providing early childhood care and education to all children until they complete the age of 6 years.

B) The Gandhian Principles:

There are certain principles, based on the ideals advocated by Mahatma Gandhi. These principles are as follows:

i) To organize village panchayats.

ii) To promote cottage industries in rural areas.

iii) To prohibit intoxicating drinks and drugs that are injurious to health.

iv) To preserve and improve the breeds of the cattle and prohibit slaughter of cows, calves and other milk yielding animals.

C) Directive Principles relating to International Peace and Security:

India should render active cooperation for world peace and security by making endeavour to:

i) promote international peace and security.

ii) maintain just and honourable relations between nations.

iii) foster respect for international laws and treaty obligations.

iv) encourage settlements of international disputes by mutual agreement.

D) Miscellaneous Principles:

The Directive Principles in this category call upon the state to:

i) secure for all Indians a uniform civil code;

ii) protect historical monuments;

iii) save environment from pollution and protect wild life; and

iv) make arrangements for disbursement of free legal justice through suitable legislation.

Check Your Progress

Notes: a) Write your answers in the space given below.

   b) Compare your answers with those given at the end of this unit.

3) What do you mean by Directive Principles of State Policy?

..........................................................
4) The Directive Principles are justiciable and can be implemented through law. True / False

13.5 FUNDAMENTAL RIGHTS

Every human being is entitled to enjoy certain rights which ensure good living. In a democracy, all citizens enjoy equal rights. The Constitution of India guarantees those rights in the form of fundamental rights. These rights ensure the fullest physical, mental and moral development of every citizen. They include those basic freedoms and conditions which alone can make life worth living. Fundamental rights generate a feeling of security amongst the minorities in the country. They establish the framework of ‘democratic legitimacy’ for the rule of the majority. No democracy can function in the absence of basic rights such as freedom of speech and expression. Fundamental rights provide standards of conduct, citizenship, justice and fair play. They serve as a check on the government. In our Constitution, fundamental rights are enumerated in Part III from Article 14 to 32. These rights are justiciable. Our Constitution does not permit the legislature and the executive to curb these rights either by law or by an executive order. The Supreme Court or the High Courts can set aside any law that is found to be infringing or abridging the fundamental rights. The fundamental rights though justiciable are not absolute. The Constitution empowers the government to impose certain restrictions on the enjoyment of our rights in the interest of public good. Seven fundamental rights were enshrined in the Constitution of India. However, the Right to Property was removed from the list of fundamental rights by the 44th amendment in the Constitution in the year 1976. Since then, it has been made a legal right. There are now six fundamental rights. The fundamental rights are:

1) Right to Equality
2) Right to Freedom
3) Right against Exploitation
4) Right to Freedom of Religion
5) Cultural and Educational Rights
6) Right to Constitutional Remedies.

Recently, by the 86th Amendment Act, the Right to Education has been included in the list of fundamental rights as part of the Right to Freedom by adding Article 21(A).

1) **Right to Equality**

Right to Equality means that all citizens enjoy equal privileges and opportunities. It protects the citizens against any discrimination by the State on the basis of religion, caste, race, sex, or place of birth. It provides for
equality before law, end of discrimination, equality of opportunity, abolition of untouchability and abolition of titles. ‘Equality before law’ means that no person is above law and all are equal before law, every individual has equal access to the courts. However, the State is empowered to make special provisions for women, children and for the uplift of Scheduled Castes, Scheduled Tribes and other backward classes (OBC’s). The State can reserve seats for these categories in educational institutions, grant fee concessions or arrange special coaching classes. There shall be no discrimination on the basis of religion, race, caste, sex, place of birth or residence in matters relating to employment in public services. The Constitution abolishes untouchability and its practice in any form is forbidden. All titles national or foreign which create artificial distinctions in social status amongst the people have been abolished. This provision has been included in the Constitution to do away with the titles like ‘Rai Sahib’, ‘Rai Bahadur’ which were conferred by the British on a few Indians as a reward for their effective cooperation to the colonial regime. The practice of conferring titles like this is against the doctrine of equality before law. To recognize the meritorious service rendered by individual citizens to the country or mankind, the President of India can confer civil and military awards on those individuals for their services and achievements such as; Bharat Ratna, Padma Vibhushan, Padam Sri, Param Veer Chakra, Veer Chakra, etc., but these cannot be used as ‘titles’.

2) **Right to Freedom:**

Freedom is the basic characteristic of a true democracy. Our Constitution guarantees to the citizens of India a set of six freedoms described as the “Right to Freedom” - freedom of speech and expression, freedom to form associations, freedom to assemble peaceably without arms, freedom to move freely in India, freedom of residence in any part, and freedom of adopting any profession or trade or occupation. It ensures personal freedom and protection in respect of conviction for certain offences. The Constitution lays down that the freedom of life and liberty cannot be limited or denied except in accordance with the procedure established by law.

3) **Right against Exploitation:**

The people of India were exploited not only by the British but also by the money lenders and zamindars. This system was called forced labour. Right against exploitation prohibits all forms of forced labour as well as traffic in human beings. This fundamental right prohibits sale and purchase of human beings, forced labour (beggar) and employment of children in hazardous jobs and factories. The violation of this provision is an offence punishable under law. The state requires citizens’ services in times of major calamities such as floods, forest fire, foreign aggression etc.

4) **Right to Freedom of Religion:**

India is a multi-religious state. Besides Hindus, there are Muslims, Sikhs, Christians and many others residing in our country. The grant of this right involves the freedom of conscience, religion and the right to practice and propagate any religion. Any person can follow any religion. It gives to all religions freedom to establish and maintain their religious institutions. Each religious group is also free to purchase and manage its movable and immovable property in accordance with law, for the propagation of its
religion. No person can be compelled to pay any tax for the propagation of any religion. Our Constitution lays down that no religious education can be imparted in any educational institution which is wholly maintained out of the state funds. This restriction does not apply to those educational institutions which are not wholly maintained out of State funds. But, even in those institutions, no child can be compelled to receive religious instructions against his /her wishes. Right to freedom of religion is not absolute. It can be restricted on the grounds of public order, morality and health. The state shall not impose restrictions arbitrarily.

5) **Cultural and Educational Rights**

India is a vast country with diversity of culture, script and languages. People take pride in their own language and culture. Our Constitution guarantees the rights of the minorities to maintain and develop their cultures and languages. It also confers upon them the right to establish, maintain and administer their educational institutions. It also provides that the state shall not discriminate against any educational institution while granting financial aid on the grounds that it is being run by a minority community. These rights ensure that minorities will be given assistance by the state in the preservation of their language and culture. The ideal before the state is to preserve and propagate the composite culture of the country.

6) **Right to Constitutional Remedies**

This fundamental right is the soul of the entire Bill of Rights. After reading about all the fundamental rights, a question may arise in your mind: what can an individual do if one or more of his or her fundamental rights are encroached upon by the State? Part III of our Constitution provides for legal remedies for the protection of these rights against their violation by the State or other institutions/individuals. This is called the Right to Constitutional Remedies stipulated in Article 32. It provides for the enforcement and protection of fundamental rights by the courts. Since Fundamental Rights are justiciable, they are just like guarantees. They are enforceable, as every individual has the right to seek the help from courts, if they are violated. It empowers the Supreme Court and High Courts to issue writs for the enforcement of these rights.

7) **Right to Education**

By the 86th Amendment of the Constitution, a new article 21A has been added after Article 21. By this Amendment Act, Right of Children to Free and Compulsory Education Act (2009), popularly known as Right to Education Act has been made a fundamental right and has been deleted from the list of Directive Principles of State Policy. According to it, “The State shall provide free and compulsory education to all children of the age of six to fourteen in such a manner as the State may by law determine”. It further states that it is the responsibility of the parent or guardian to provide opportunities for education to their child or ward between the age of six to fourteen years. It is a major step forward in making the country free of illiteracy. But this addition remained meaningless, as it could not be enforced until 2009 when the Parliament passed the Right to Education Act, 2009. It is this Act which aims at ensuring that every child who is between 6-14 years of age and is out of the school goes to school and receives quality education, that is his/her right.
13.5.1 Restrictions on Fundamental Rights

Though the Constitution of India guarantees all these fundamental rights for the citizens, yet there are some limitations and exceptions of these rights also. A citizen cannot enjoy fundamental rights absolutely or at will. Citizens can enjoy their rights within some Constitutional limitations. The Constitution of India imposes some reasonable restrictions upon enjoyment of these rights so that public order, morality and health remain intact. The Constitution always aims at restoration of collective interest along with individual interest. For example, right to religion is subject to restrictions imposed by the state in the interest of public order, morality and health so that the freedom of religion may not be abused to commit crimes or anti-social activities. Therefore, our Constitution also empowered the state to impose reasonable restrictions as may be necessary in the larger interest of the community.

1) Restrictions may be put on the Right to Freedom of speech and expression in the interests of the sovereignty, integrity and security of India, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence.

2) Right to assemble peacefully and without arms may be restricted in the interests of the sovereignty and integrity of India or public order.

3) Right to form associations or unions may have restrictions in the interests of the sovereignty and integrity of India, public order or morality.

4) Right to move freely throughout the territory of India and to reside and settle in any part of India may also be restricted in the interest of the general public or for the protection of the interests of any Scheduled Tribe.

5) Right to practice any profession or to carry on any occupation, trade or business may have restrictions in the interests of the general public. The State is also permitted to lay down the professional or technical qualifications necessary for practicing any profession or carrying on any occupation, trade or business.

13.5.2 Difference between Fundamental Rights and Directive Principles

The fundamental rights are claims of the citizens recognized by the state. They are in the nature of denial of certain authority to the government. They are, therefore, negative in nature. The directive principles are like positive directions that the government at all levels must follow to contribute to the establishment of social and economic democracy in India. Another point of difference as mentioned earlier is that while the fundamental rights are justiciable and are enforceable by the court of law, the Directive Principles are non-justiciable. However, this should not lead us to conclude that the Directive Principles are inferior or subordinate to the fundamental rights.

In spite of these differences, there is a close relationship between the fundamental rights and directive principles. Both of these complement and supplement each other. Whereas the fundamental rights establish political democracy, the directive principles establish economic and social democracy. No government can afford to ignore them while formulating its plans and policies as it is responsible for all its actions to the people in general.
Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

5) How many fundamental rights are there in the Indian Constitution?
   ...............................................................................................................
   ...............................................................................................................
   ...............................................................................................................
   ...............................................................................................................
   ...............................................................................................................

6) The fundamental rights are absolute in nature. True / False
7) The fundamental rights are enlisted in Article 14 to 32 in our
   Constitution. True / False
8) Right to Education came into force in 2009. True / False

13.6 FUNDAMENTAL DUTIES

It is a well-established saying that rights have significance only when enjoyed in
consonance with the duties. Rights and duties are two sides of a coin. There are
no rights without duties, no duties without rights. In fact, rights are born in a
world of duties. While the rights are given as guarantees to the people, the duties
are obligations which every citizen is expected to perform. The original
Constitution enforced in 1950, did not mention fundamental duties of the citizens.
It was hoped that citizens would perform their duties willingly. But, 42nd
Amendment to the Constitution added the following list of 10 duties in Chapter
IV under Article 51A of the Constitution.

i) To abide by the Constitution and respect our National Flag and National
   Anthem.
ii) To follow the noble ideals that inspired our national freedom movement.
iii) To protect the unity and integrity of India.
iv) To defend the country when the need arises.
v) To promote harmony and brotherhood among all sections of the people and
to respect the dignity of women.
vi) To preserve our rich heritage and composite culture.

vii) To protect and improve our natural environment including forests, rivers,
lakes and wildlife.

viii) To develop scientific outlook and humanism.
ix) To protect public property and not to use violence.
x) To strive for excellence in all spheres of individual and collective activity.

xi) Clause (K) of Article 51A (86th Amendment in 2002), “a parent or guardian
to provide opportunities for education of his child or ward between the age
of six and fourteen years, as the case may be.
Fundamental duties for citizens are in nature of a code of conduct. A few of these duties are even vague and unrealistic. For example, a common citizen may not understand what is meant by ‘composite culture’, ‘rich heritage’ ‘humanism’, or ‘excellence in all spheres of individual and collective activities’. They will realize the importance of these duties only when these terms are simplified. The non-justiciable character of these duties makes them less interesting. Fundamental duties are like some noble advice of which some are civic duties and others are moral duties. They are not legally binding upon the citizens and even the courts cannot enforce them. So, fundamental duties are not enforceable by the courts of our country. No one can be punished if he/she does not perform his/her duties. Though there is no legal force behind these duties, yet they are integral part to the Constitution of India. These duties have moral impact and educative value upon the citizens. Therefore, people obey these duties on moral obligation for welfare of the people. Inclusion of fundamental duties in the Constitution is considered necessary towards progress, peace and prosperity of the country.

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

9) Through which Amendment, fundamental duties were included in the Indian Constitution?

10) There are 10 fundamental duties in our Constitution. True / False

13.7 Teaching - Learning Strategy

Teaching-learning strategy for this unit includes learning objectives, teaching-learning activities and assessment questions.

13.7.1 Learning Objectives

Through this teaching-learning strategy, students will be able to:

- explain the nature and vision behind the Indian Constitution;
- describe the values enshrined in the Indian Constitution;
- discuss the nature of Directive Principles of State Policy;
- classify Directive Principles of State Policy;
- explain the meaning, and nature of Fundamental Rights;
- describe the Fundamental Rights mentioned in the Constitution;
- differentiate between Fundamental Rights and Directive Principles; and
- enumerate fundamental duties as enlisted in the Indian Constitution.
13.7.2 Teaching-Learning Activities

i) The Indian Constitution

As a prospective teacher, you should know the ways and means of acquainting and inculcating the students with constitutional values. The following teaching-learning activities may be organized by you.

1) Give your students a handout of the Preamble of the Indian Constitution. Ask them to answer the following questions:
   i) What does the word ‘We’ stand for in the Preamble?
   ii) Why do we need a Constitution?
   iii) What are the values enshrined in the Indian Constitution?

2) You can make use of oral discourses during routine teaching-learning process in the classroom to acquaint the students with various constitutional values.

3) Your own actions and dealing with the students and other members in the school can be an effective way of acquainting the students with different constitutional values. You should demonstrate such values through your own actions.

4) These constitutional values can be taught and developed through organization of various co-curricular activities. The students can be made aware of their duties, national unity, integrity by organizing morning assembly and NCC activities in the schools.

5) Different Socially Useful Productive Works (SUPW) and NSS related activities can prove to be an effective tool for imparting the values of fraternity, dignity of the individual.

6) Debates, quizzes, and declamation contests can be organized to make students aware of the values of secularism, socialism, equality, fraternity and social justice.

7) Ask students to collect the details about the Right of Children to Free and Compulsory Education Act, 2009 from the Internet.

8) You can assess the development of constitutional values among students by observing their behaviour in non-participant situations. Individual and group-based interviews may be conducted to assess the students’ understanding about these constitutional values.

ii) Directive Principles

You can organize the following teaching-learning activities to enhance students’ understanding about directive principles mentioned in our Constitution:

1) You can use lecture strategy along with question-answer strategy for acquainting students with various categories of directive principles.

2) Declamation contest, class level seminar presentation can be organized by the teachers on Directive Principles and its implications for function of government.
3) You can improve students’ understanding about directive principles by explaining and illustrating various policies, acts, regulations of the government and its different departments. You can also illustrate such incidences or steps of the government (as reported in print or non-print media) which were against Directive Principles. For this, you can make use of newspaper cuttings, media, video clips in the classroom. This will be helpful for students’ in understanding functioning of government in accordance with the Constitution and role of judiciary in this regard.

4) The assessment of students’ understanding about Directive Principles can be done through written tests and assignments involving analysis of current steps initiated by the government. The students’ participation in discussions can also help the teacher in evaluating students’ understanding about the Directive Principles and their implications.

iii) Fundamental Rights and Duties

In order to make students aware of the fundamental rights and duties enlisted in our Constitution, you may organize the following activities:

1) Short lectures on each type of fundamental rights and duties may be given by you. You can provide various case studies relating to fundamental rights and their violations in the society to make students aware of their different dimensions. This lecture should be followed by questions from the students and clarification of doubts by you.

2) Debates on various burning issues may be organized by you in the class to make students aware of right to freedom of speech and expression and right to constitutional remedies.

3) Conduct a role play depicting the importance of rights of a citizen.

4) The students can be made aware of the fundamental duties like, respect for national anthem and national flag through morning assembly and celebration of other important national days.

5) Cultural activities like skits, plays, dramas, folk dances, folk songs, etc. can be organized in the schools to make students understand about right to freedom of religion, practice of own culture and languages, right against exploitation and fundamental duties.

6) Organization of NCC, NSS and Scouts and Guide activities in the schools can be helpful in making students aware of their duties like: conservation of natural resources, promotion of national unity, development of brotherhood and harmony, rendering services to the nation in the hours of need, etc.

7) Different clubs and committees like, science club, red ribbon club, discipline committee etc. with adequate students’ representation can be formed in the school. This will not only help you in acquainting the students with the right to form associations but will also help the students in learning about functioning of such committees according to school rules and regulations (the constitution of such committees and clubs), the duties expected from the students and the rights endowed on them being the member of these clubs or committees.
8) Selection of monitors in the class and selection of school prefect (student head) through democratic means can prove to be a very effective medium for acquainting the students not only with the democratic values but also with the process of democracy and right of electing their representatives. School level mini parliament or state legislature can be constituted in the school to make students aware of democracy, election process, formation of government, etc.

9) In order to assess the students’ understanding about fundamental rights and duties, techniques like oral questioning (viva-voce or interviews), written tests comprising short and long answer type questions and observing students’ participation in various academic and co-curricular activities can be organized by you.

13.7.2 Assessment Questions

1) Explain the vision behind the Indian Constitution?

2) What are the major constitutional values enshrined in the Preamble? How are these being practiced in our daily lives?

3) Examine the nature of Directive Principles of State Policy. What is the sanction behind them?

4) Examine the role of the state in the implementation of Directive Principles of State Policy.

5) Explain the implications of Directive Principles in governance?

6) Explain the significance of fundamental rights in our day to day life. Which fundamental right do you consider the most important in your life and why?

7) Highlight only three restrictions imposed on the Right to Freedom. In your opinion, are these restrictions justified? Give arguments to support your answer

8) What are the fundamental duties enumerated in the Constitution? Which of these do you consider as most important duties and why?

9) “Duties and rights go side by side.” Explain the statement.

13.8 LET US SUM UP

In this unit, we discussed about the Indian Constitution and the values enshrined in it. Our Constitution is a rich source of values and our existence in the absence of Constitution is almost impossible. Besides this, we also described the Directive Principles which are guidelines for the government and other functionaries to govern the nation. These Principles, though non-justiciable, are the major source for a successful democracy. We also discussed about fundamental rights, their types and nature. We described that there are seven fundamental rights which are guaranteed by our Constitution and are justiciable in nature. Any sort of oppression or breach of such rights by any person, group or government is subjected to legal action and remedy. These rights are protected through courts of law. The Indian Constitution also incorporates fundamental duties of its citizens. Both these rights and duties are closely connected to one-another. Every right implies a corresponding duty. The unit also focused on the strategies that can be adopted by you as a prospective teacher for acquainting the students with all the aforesaid
aspects of the Indian Constitution. Along with this, we provided some questions for assessing students on these aspects.

13.9 REFERENCES AND SUGGESTED READINGS


13.10 ANSWERS TO CHECK YOUR PROGRESS

1) Values enshrined in our Constitution are; Equality, Fraternity, Secularism, Justice and Equity.

2) True.

3) The Directive Principles are like positive directions that the government at all levels must follow to contribute to the establishment social and economic democracy in India.

4) False.

5) Seven.

6) False.

7) True.

8) True.

9) 42nd Amendment in 1976.

10) True