

Forest Society and Colonialism

Graphic Novel

Class – IX
Social Sciences



Dietrich Brandis



Gunda Dhur



Surontiko Samin



0966CH04

**Subodh Public School, Airport,
Jaipur**

Affiliated to C.B.S.E.



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Acknowledgement

It is a matter of immense pleasure to acknowledge that this Graphic Novel is the outcome of co-ordination and team work of teachers from different subjects and classes of Subodh Public School, Near Airport Terminal 1, Jaipur.

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Disclaimer

This Graphic Novel is published as a learning material to enable the students to have a better understanding of the forests in India and Indonesia and the colonial control over them.

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PREFACE

The chapter Forest Society and colonialism is related to the forests and the different communities depend upon them for their livelihood.

It also tells about the growth of industries, ships and railways in the nineteenth century and the demand of forests for timber and other products.

This graphic novel is a creative approach to help students to get acquainted about the colonial control over the forests of India and Indonesia and the rebellion initiated by the local communities against such unjust laws.

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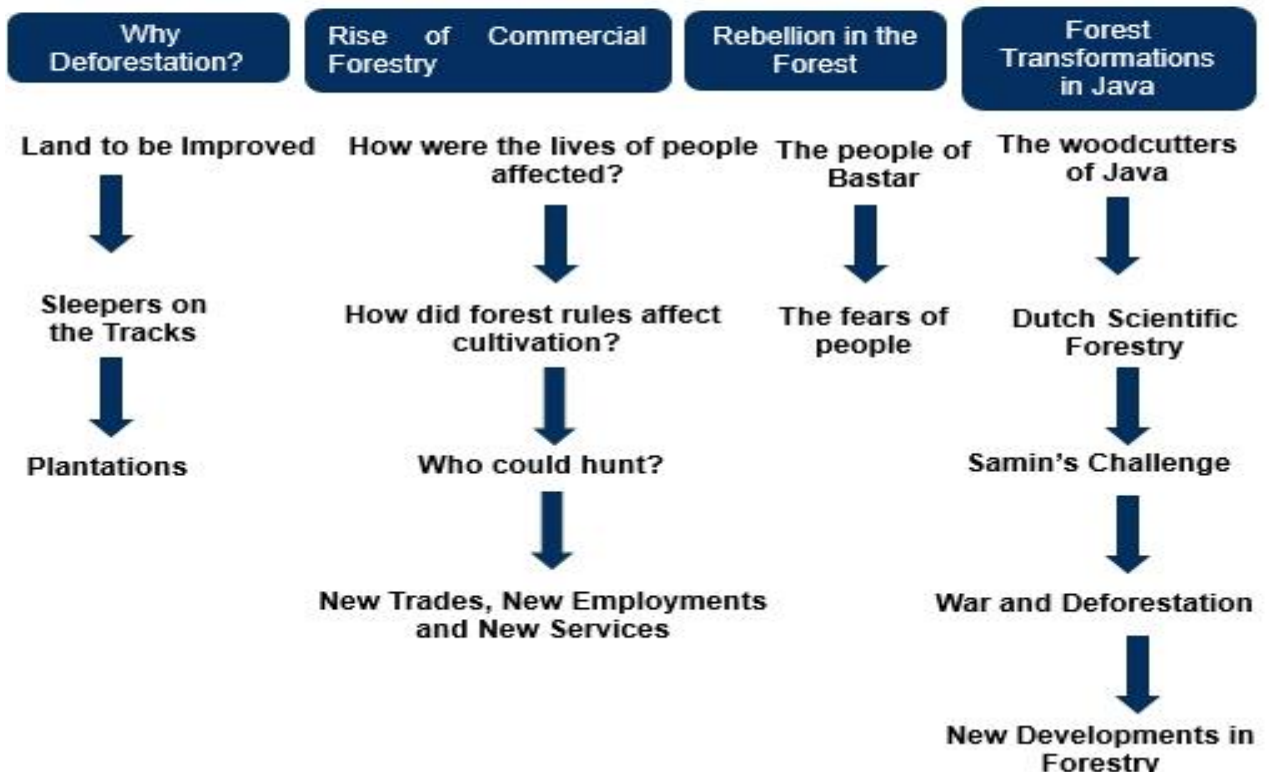
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LEARNING OUTCOMES

Through this lesson students will be able to:

1. Understand the importance of forest products in our life.
2. Understand the relationship between forests and livelihood.
3. Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.
4. Compare the effects of colonialism in India and Indonesia.

Story Board



Characters



Ms. Pooja
(Social Science Teacher)



Neeraj
(Class IX Student)



Divya
(Class IX Student)



Teena
(Class IX Student)



Kishore
(Class IX Student)



Jatin
(Class IX Student)



Drishti
(Class IX Student)



Tripti
(Class IX Student)



Sameer
(Class IX Student)



Vansh
(Class IX Student)



Gurmeet Singh
(Class IX Student)



Nikhil
(Class IX Student)



Riya
(Sameer's sister)



Garvit
(Class IX Student)



Mr. Vanraj
(Forester)



Mr. Manoj Singh
(Divya's Uncle- working in Rajasthan forestry and wildlife training institute)



Mr. Veerpratap Singh
(Neeraj's Grandfather)



Mr. Rajesh Sharma
(Sameer's father)



Mr. Kailash
(Sameer's Grandfather)



Raj
(Vansh's elder brother-pursuing Post Graduation in History)



Dietrich Brandis
(First Inspector General of Forests)



Gunda Dhur
(Tribal Leader of Bastar)



Surontiko Samin
(Led Saminist movement in Java)



British Officials

Students are in the bus while going to school.

Good morning friends. How are you all?

Very good morning dear.
We are absolutely fine.

How do you like the idea of
playing game as we have
enough time to reach school.

Sure

A very good idea.

I will speak a word
and you have to tell
the words related to it.

That's very interesting.

Let's not waste time and play the game.

The word is plastic.

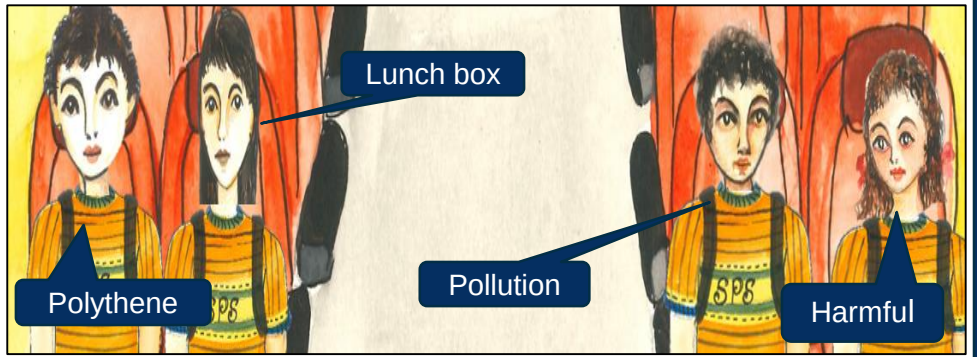


Lunch box

Polythene

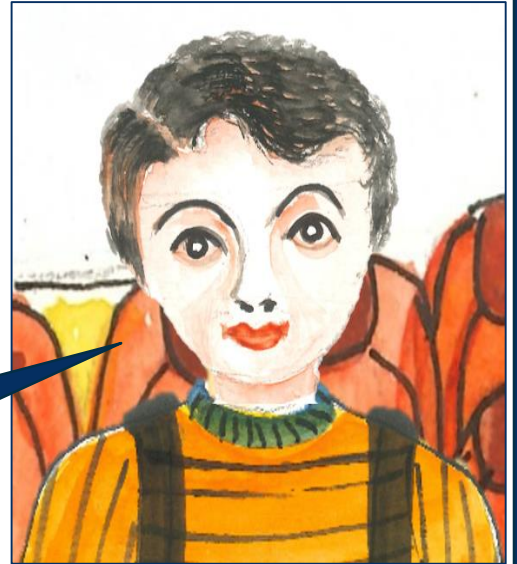
Pollution

Harmful



Wow... very interesting

Ok... Now, it's your turn Teena.

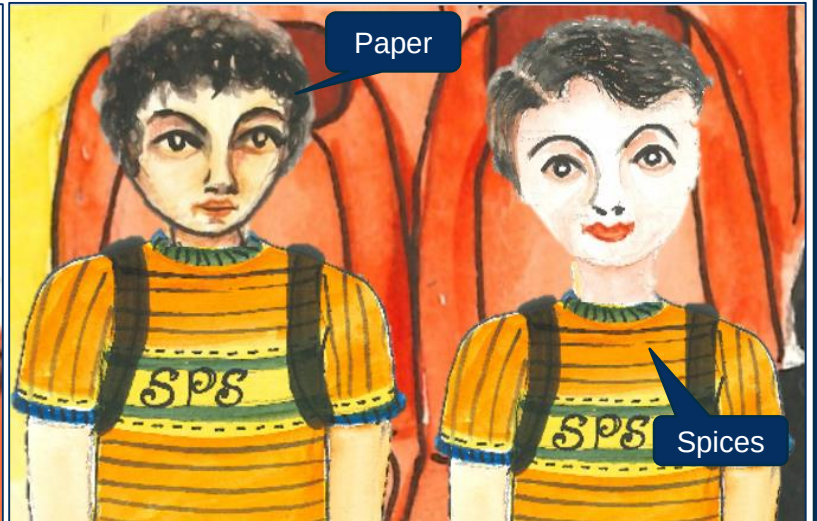


The word is forest.



Paper

Spices



Doors and Windows

Rubber



Wow... very nice,
anything else ?

Gum

Animals

Medicines

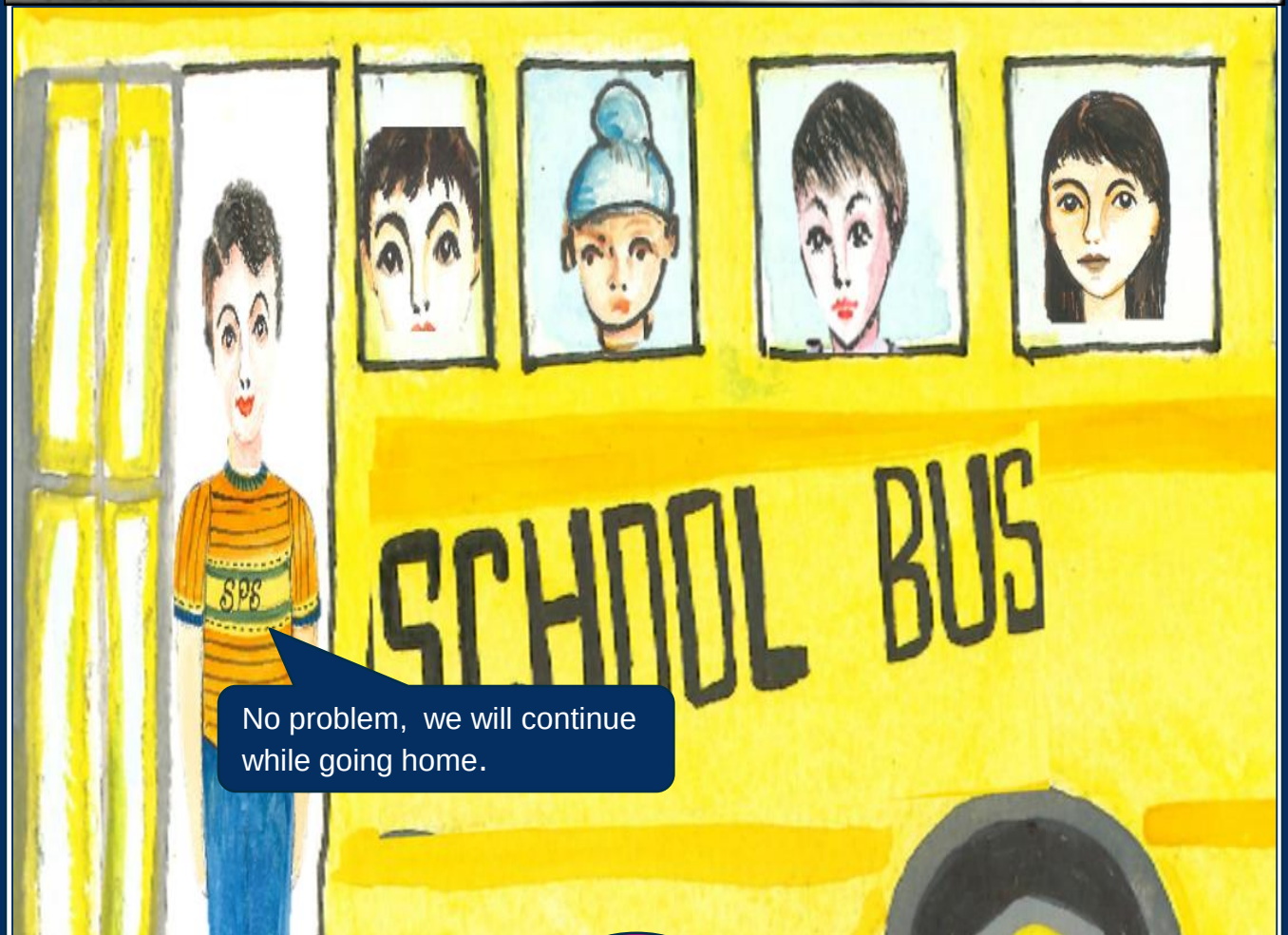
All these things are
procured from forests.

Yes, you are right,
Neeraj

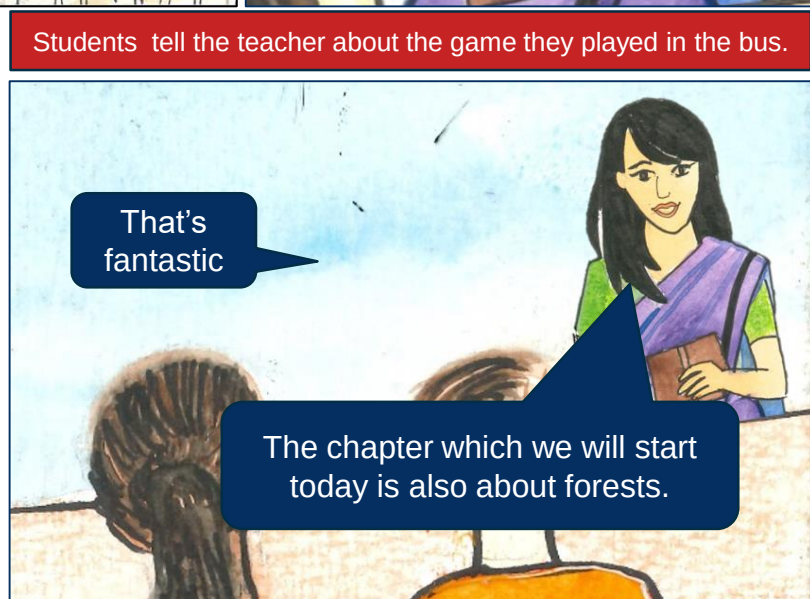
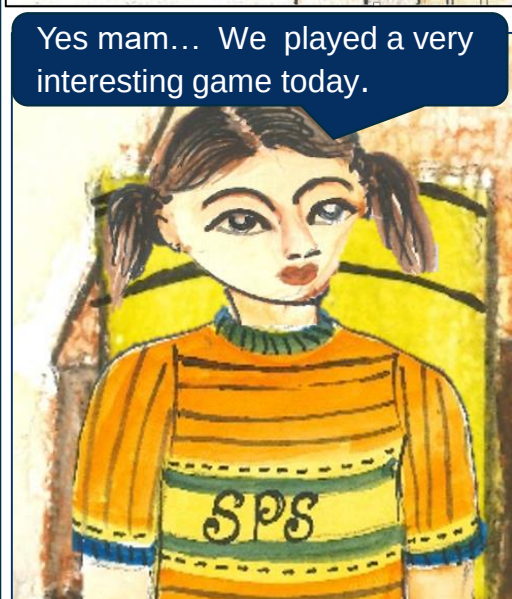
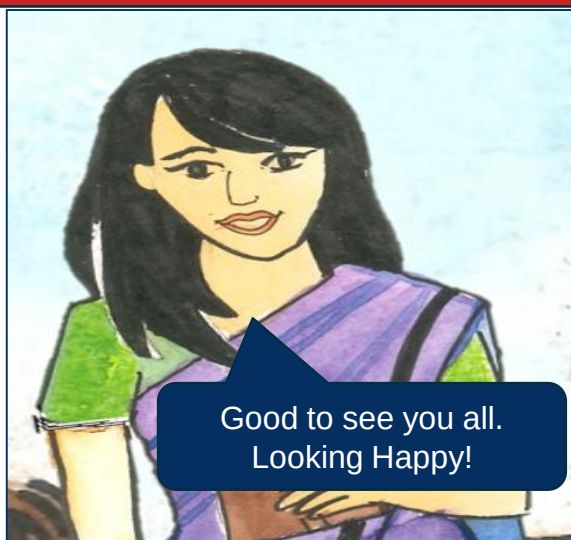
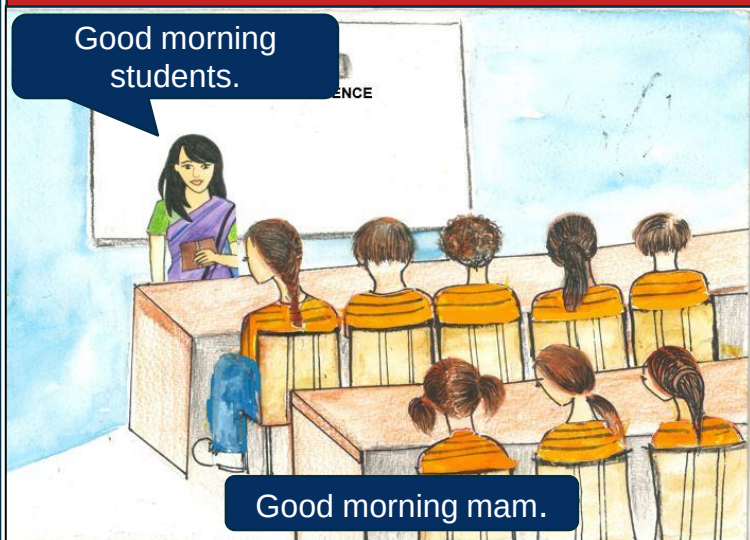
Yes, forests are very
useful for us.

It's my turn now.

The bus reaches the school



The students reach the classroom and the teacher enters.



Teacher writes the name of the chapter on the Board.

CLASS IX

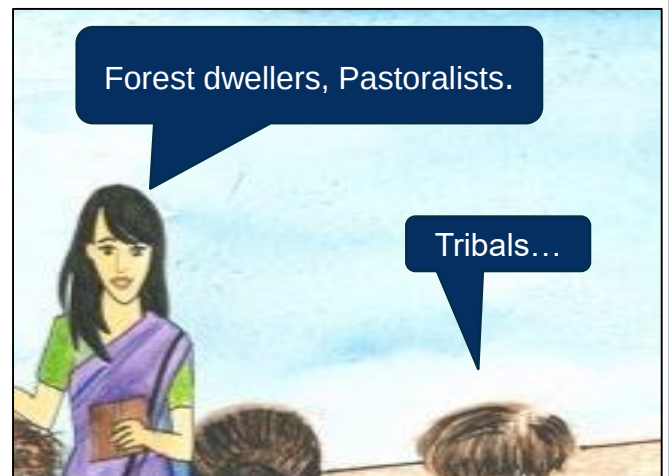
SOCIAL SCIENCE

FOREST SOCIETY AND COLONIALISM





The teacher explains the meaning of forest society



The teacher tells students about colonialism





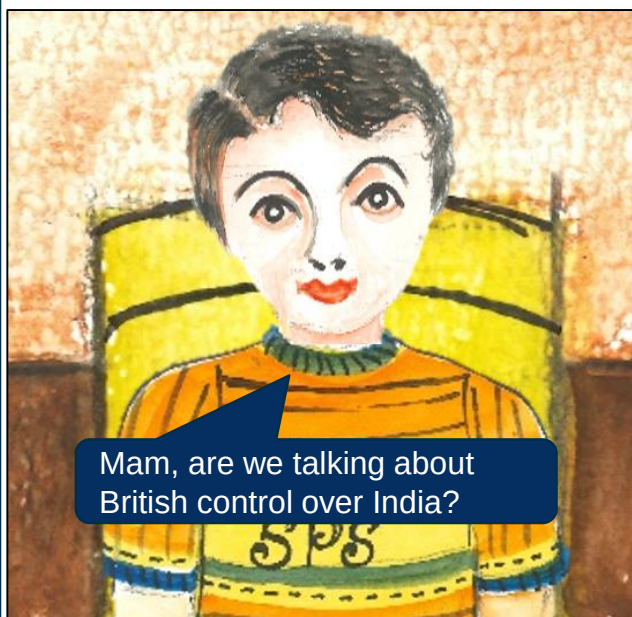
Yes mam...

We were being colonised by British before independence.

The teacher writes the meaning of colonialism on the Board.

SOCIAL SCIENCE **FOREST SOCIETY AND COLONIALISM**

When one country conquers another country socially, politically, economically and establishes its dominance over other, is called colonialism.



Mam, are we talking about British control over India?

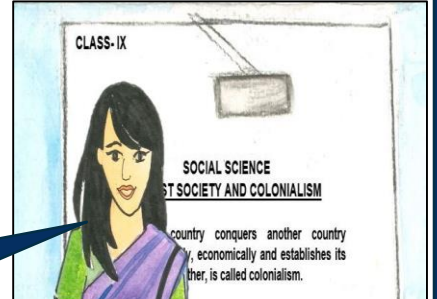


Yes, British control especially over the forests in India.



Can we go to the forest to study this chapter.

Yes, why not, I will take you to a forest visit tomorrow.



The bell rings.

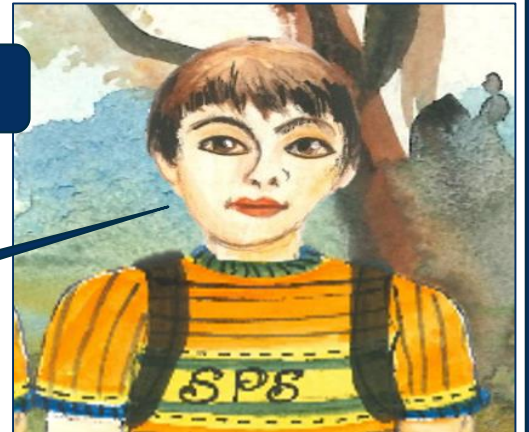
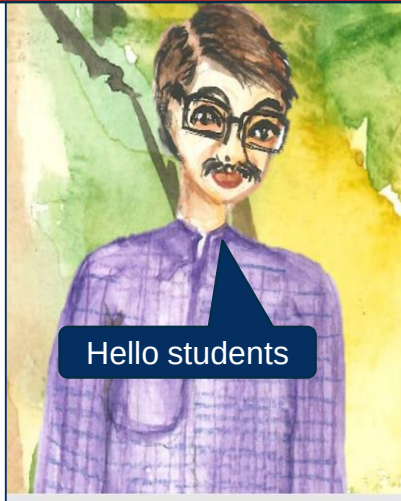
School gets over and the students come out of the school.



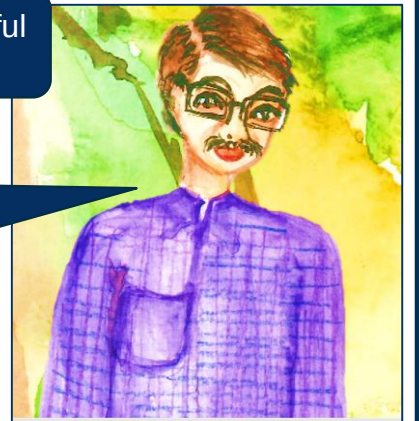
Next day, the teacher takes the students to a forest.



Meanwhile, Mr. Vanraj, a forester, arrives.



Do you know, between 1700 and 1995, 13.9 million sq. km. of forests were cleared.



Mr. Vanraj tells students about deforestation

The disappearance of forests is known as deforestation.

Disappearance?

Clearing of forests by cutting down trees over a wide area.

This practice began many centuries ago.

It became very systematic under colonial rule.

Why did this happen?

There were many reasons for this.

Mr. Vanraj tells students about different reasons for deforestation in India.

Increasing population

British considered forests unproductive

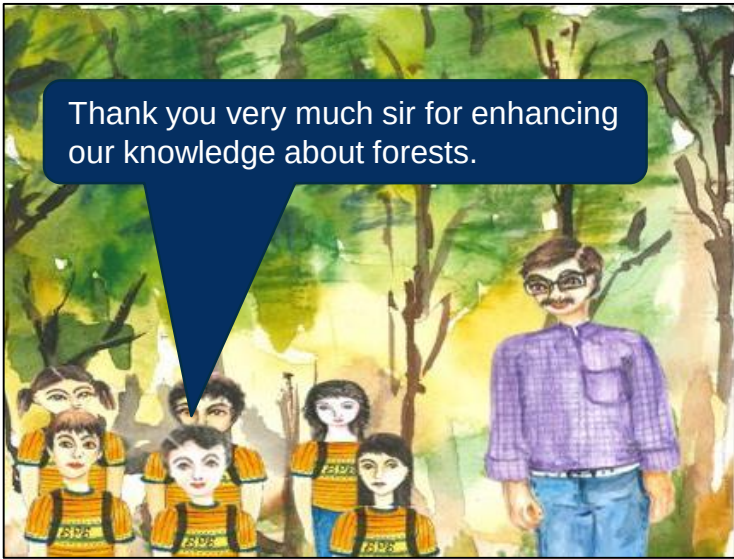


Demand of commercial crops

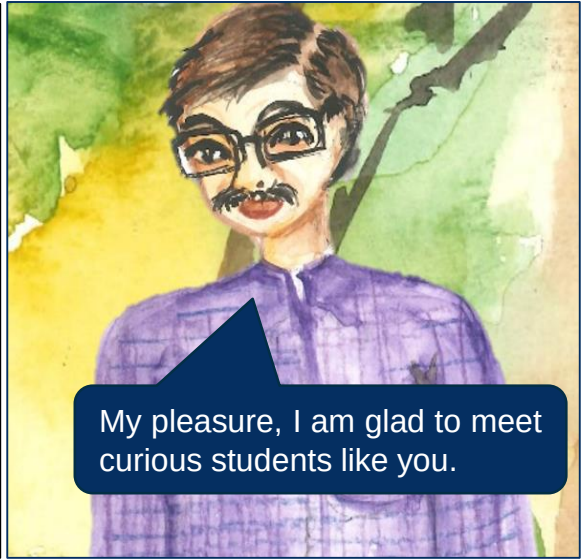
Export of timber from India

Spread of Railways

Thank you very much sir for enhancing our knowledge about forests.



My pleasure, I am glad to meet curious students like you.



Next morning students returned from educational tour of forest.

In the evening, Drishti and Kishor were discussing about deforestation in a park. Meanwhile, Vansh arrives with his elder brother Raj who was pursuing Post Graduation in History.

Hello friends, what are you doing?



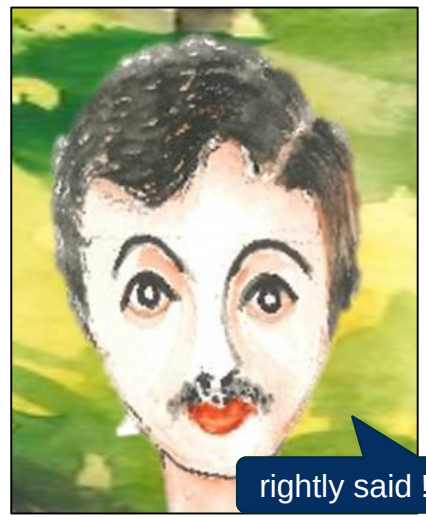
Hello Vansh, we are discussing about deforestation.



What happened?



We all know that deforestation is a bad practice.

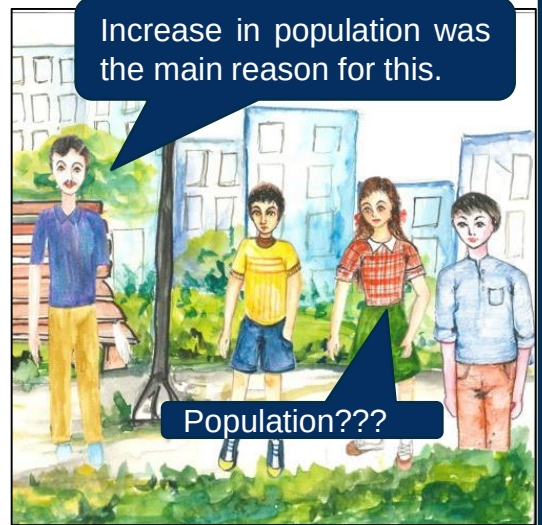


rightly said !

And I came to know that people started deforestation during colonial period.



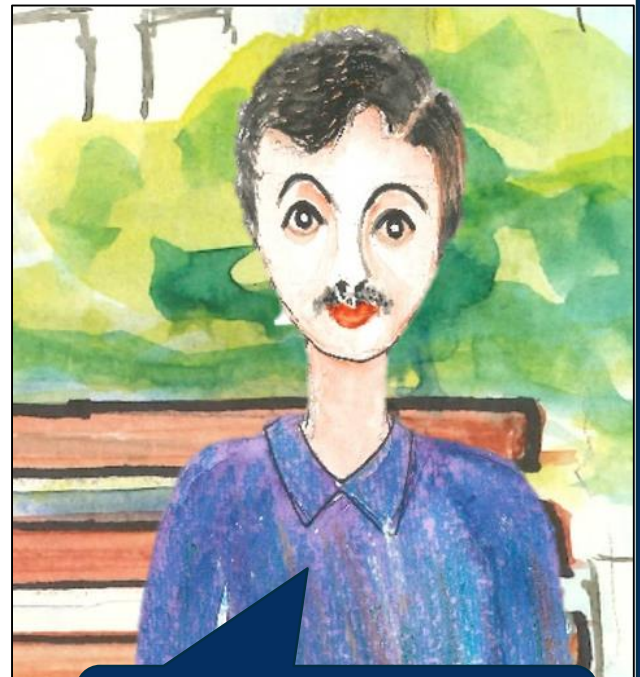
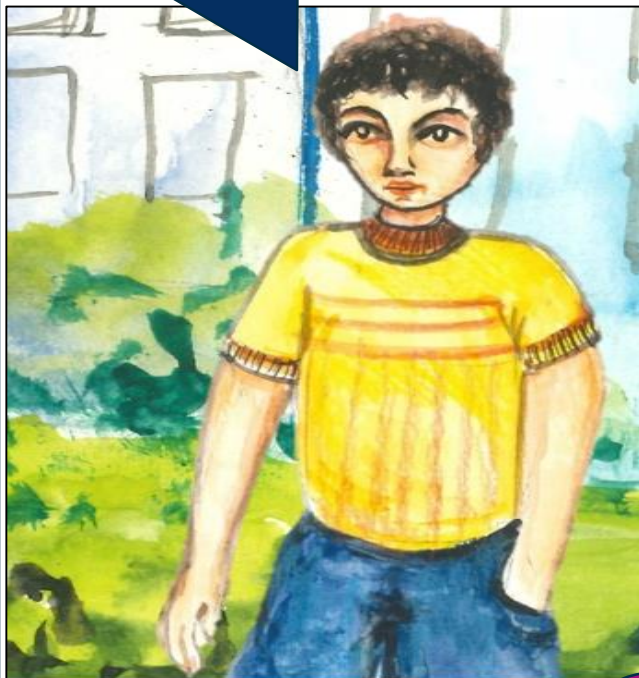
What were the reasons behind this ?



Increase in population was the main reason for this.

Population???

What was the need to cut trees for that ?



Look friends... increase in population leads to increase in demand for food and shelter.

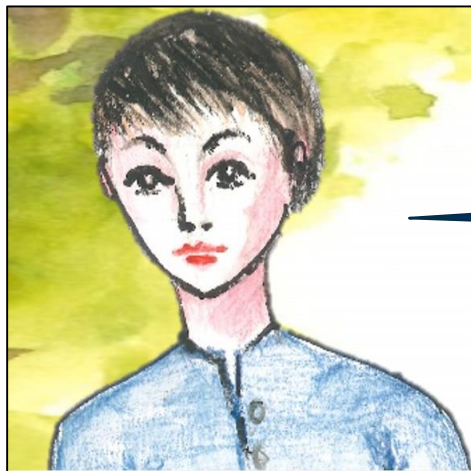


Was this the only reason bhaiya?

No, my dear. There were other reasons also.



To increase agricultural production, the farmers started cutting down the trees.



And ??



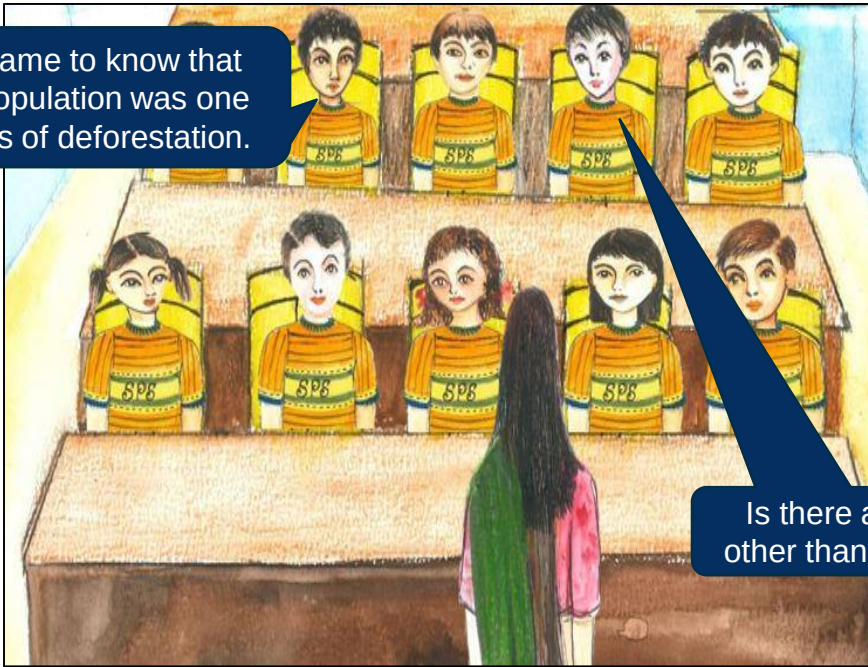
Sorry... But right now I am getting late for my coaching classes, rest we will discuss later.

Okay bhaiya.

Thank you so much bhaiya.

Students in the class

Mam... We came to know that increase in population was one of the reasons of deforestation.



Is there any reason other than population?

Yes, my dear.



Before that, I have something to show you.



The teacher shows some crops on the Smart- Board

Wheat



Jute



Cotton



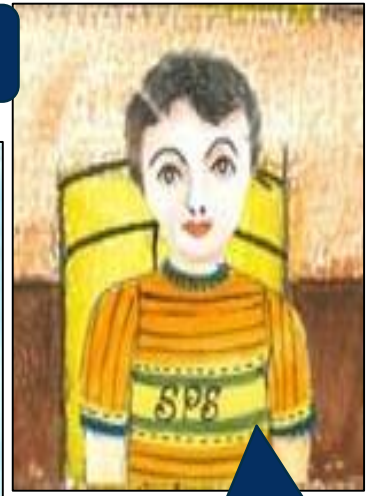
Sugarcane





Why are we talking about these crops?

These crops are known as commercial crops.



Commercial crops?

An agricultural crop which is grown for sale to earn profit.



During British rule, commercial crops were produced at large scale.



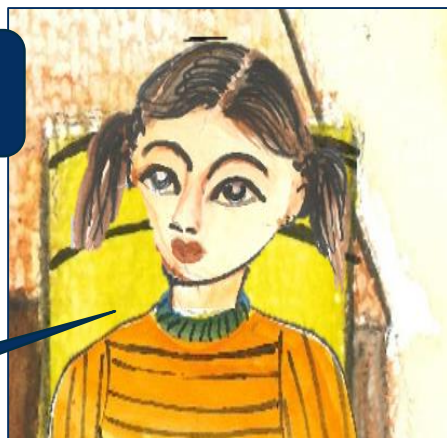
But, why mam?



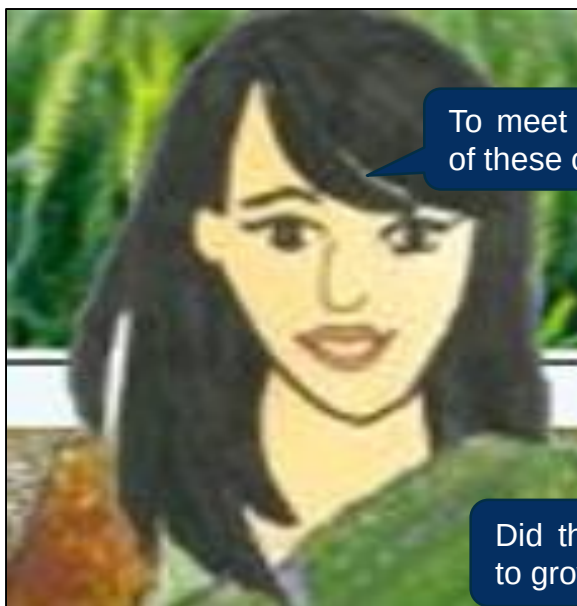
To provide raw material for industries and to feed the growing population.



Not only this but the forests were cleared for tea, coffee and rubber plantation also.



But why, mam ?



To meet the increasing demand of these commodities in Europe.



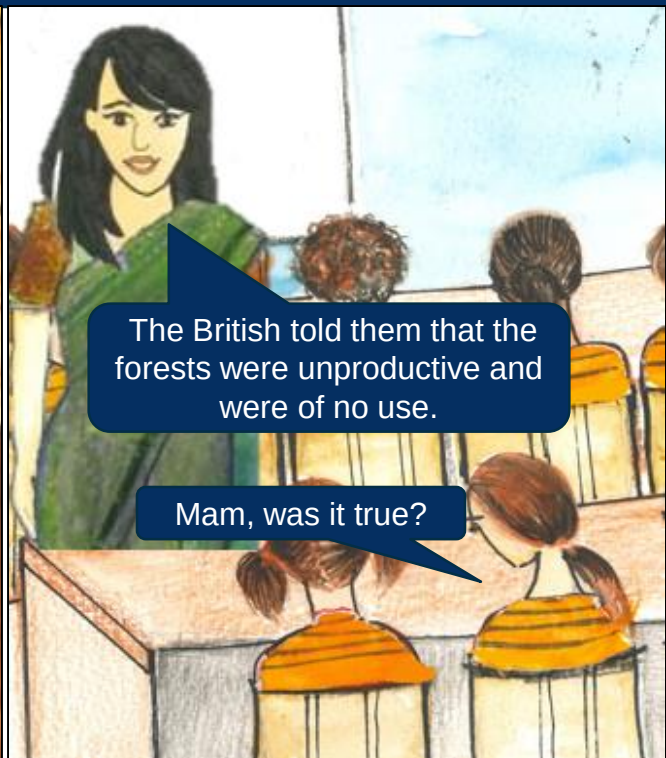
Did they ask Indians to grow these crops?



No, they took over the forests and gave to European planters at cheap rates

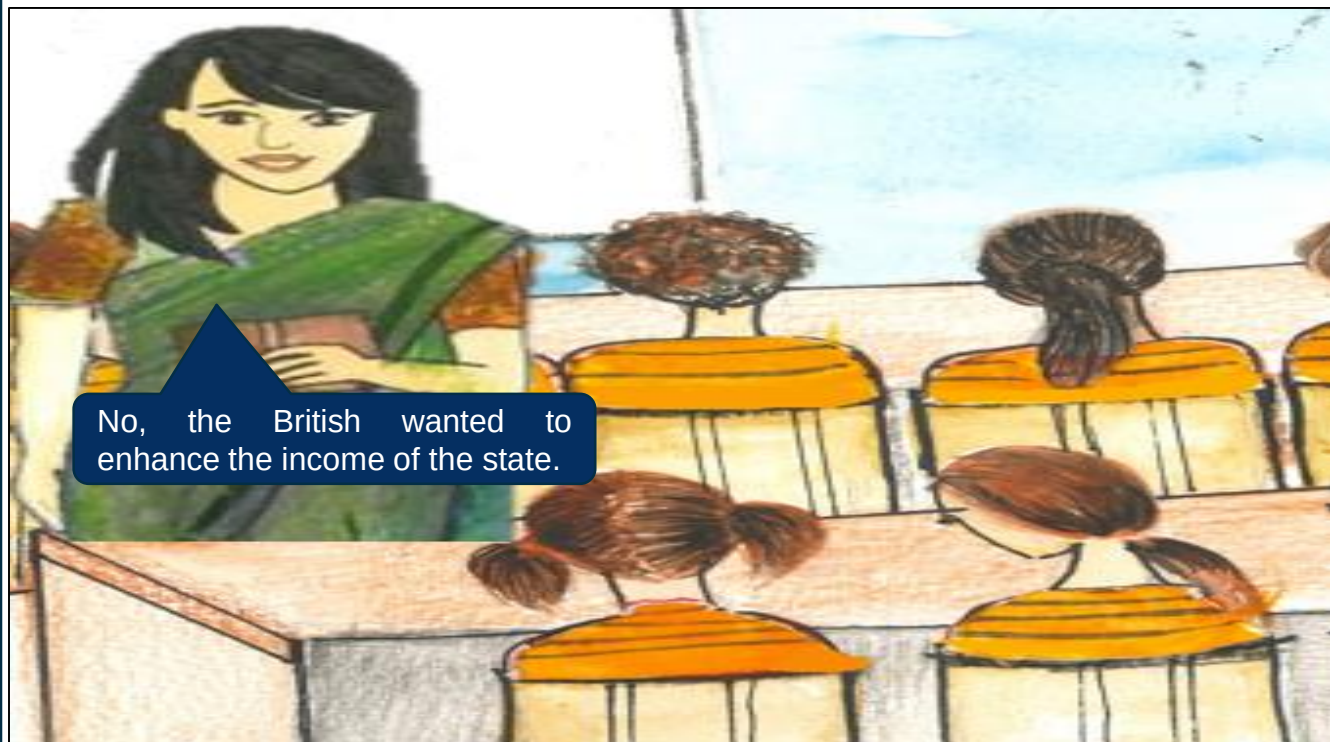


Why did the Indians allow British to clear forests?



The British told them that the forests were unproductive and were of no use.

Mam, was it true?



No, the British wanted to enhance the income of the state.

Between 1880 and 1920, cultivated area increased by 6.7 million hectares.



The bell rings and the school gets over

Neeraj reaches home and discusses about the topic studied in the class.



Dadaji, our teacher was saying that the British cut forests to grow commercial crops.

That's true my dear.

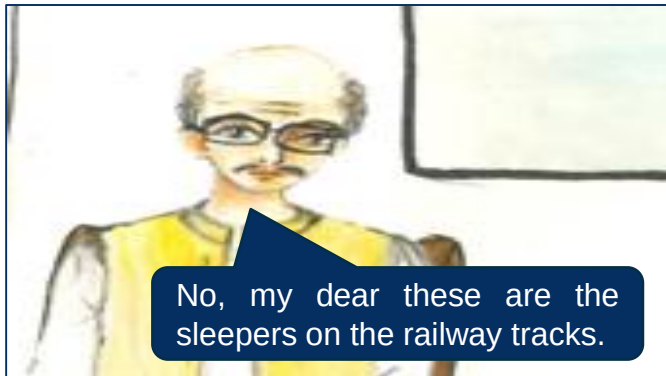


Do you know, they cut forests for making sleepers also ?

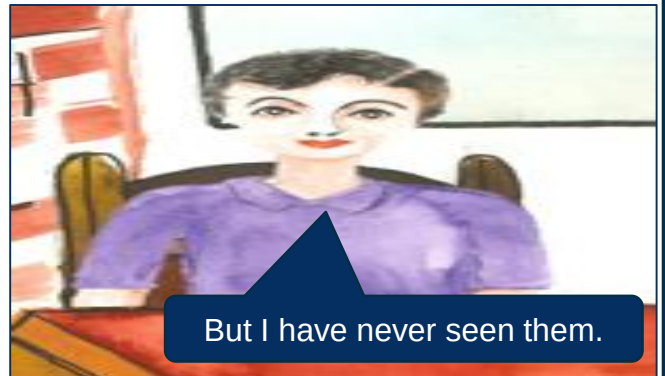


Sleepers??

Are these the beds in the train for passengers?



No, my dear these are the sleepers on the railway tracks.

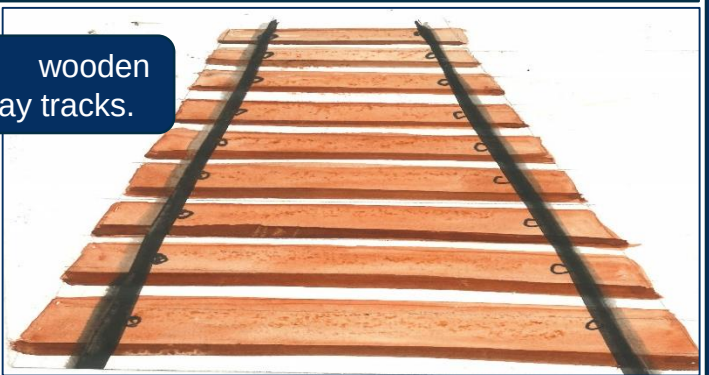


But I have never seen them.

Dadaji brings some books from his library to show the picture of sleepers to Neeraj



See, these are the wooden planks laid across railway tracks.

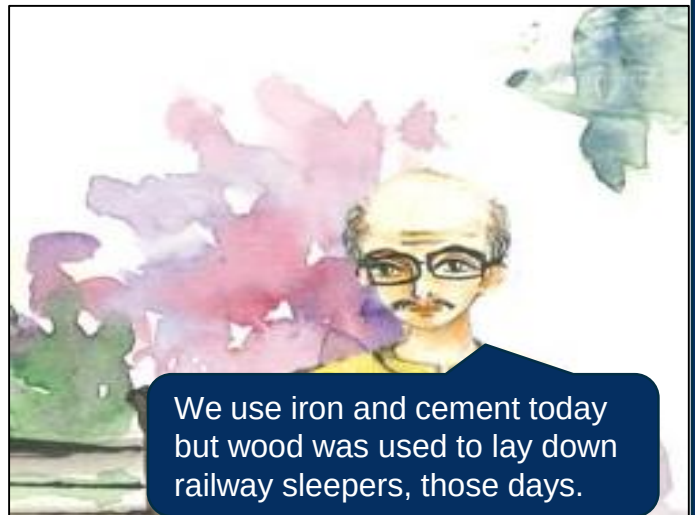




What was the use of these sleepers?

These were used to hold the tracks in right position.

But railway tracks are made of iron and cement, then why was wood used?



We use iron and cement today but wood was used to lay down railway sleepers, those days.

Wood was also used as fuel to run locomotives.



Oh... the British cut down our forests for their own benefits.

Do you know, about 25,500 km of track had been laid by 1890?



Really!

Yes, and for this large number of trees were felled.



In the Madras Presidency alone, 35,000 trees were being cut annually for sleepers .

Tripti visits Jatin's house.

Jatin, I was searching on Google about the topic discussed in today's class.

What did you find?

The British Royal Navy also created a problem.

Yes, the oldest part of the British fighting forces committed to security.

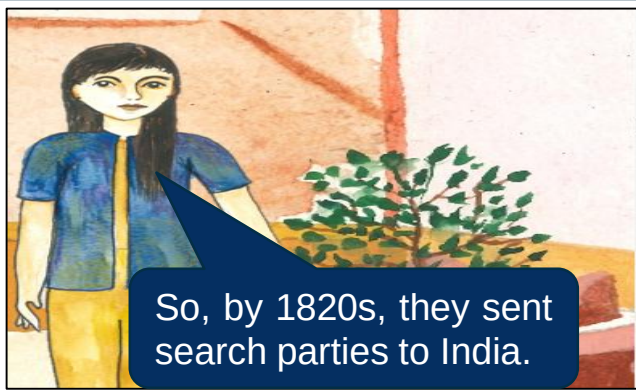
British Royal Navy?

What was the use of wood for them?

They were using wood for constructing ships.

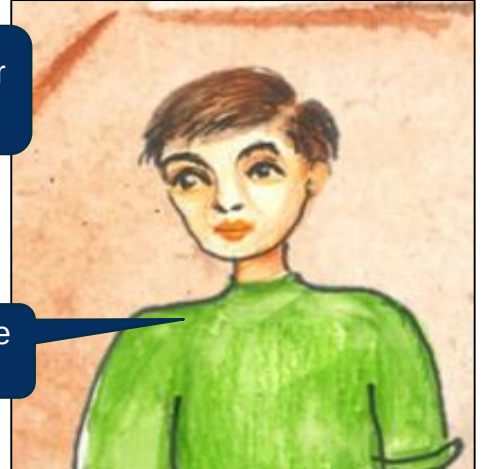
Did they not have forests in their own country?

By the 19th century, oak forests in England were disappearing.



Large quantity of timber was exported from India.

Oh ! That's why we have very less forests left here.



One evening, Divya's uncle, who was in Rajasthan Forestry and Wildlife Training Institute came to see them.

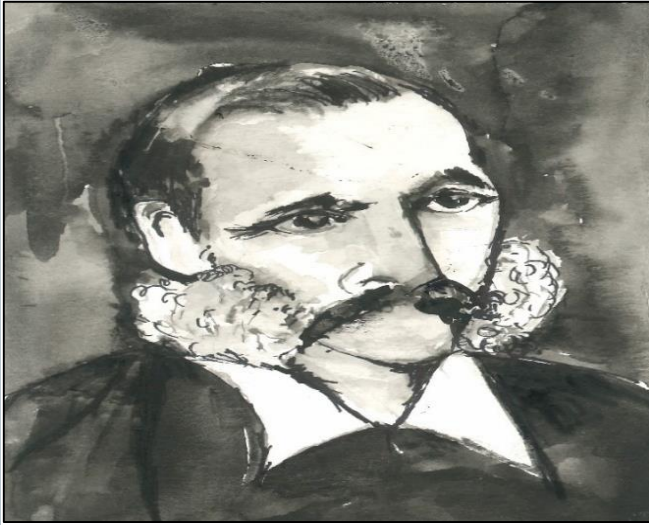


Scientific Forestry?

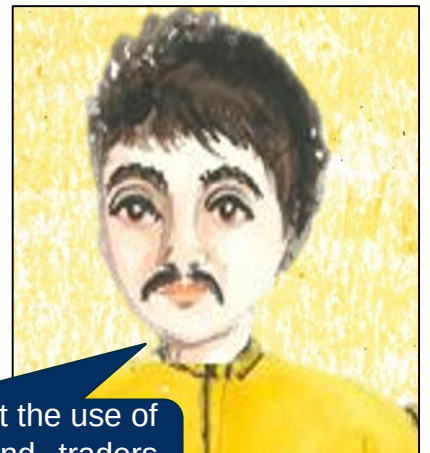
Let's move to study room. we will discuss about it there.



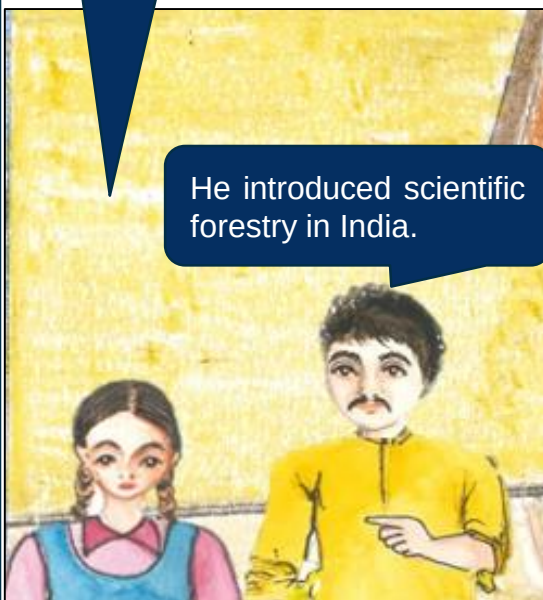
Mr. Manoj Singh opens his laptop to tell Divya about scientific forestry and the person who introduced this.



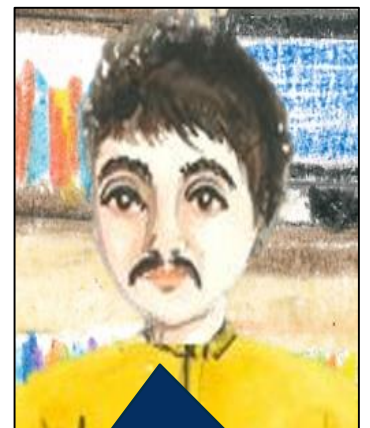
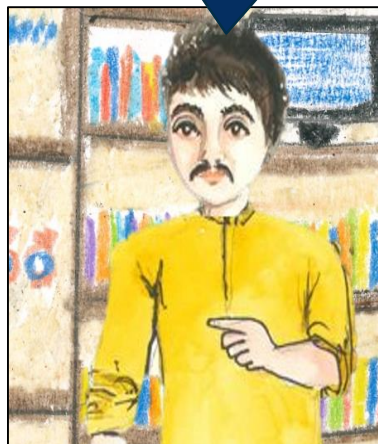
He was invited by the British for advice.



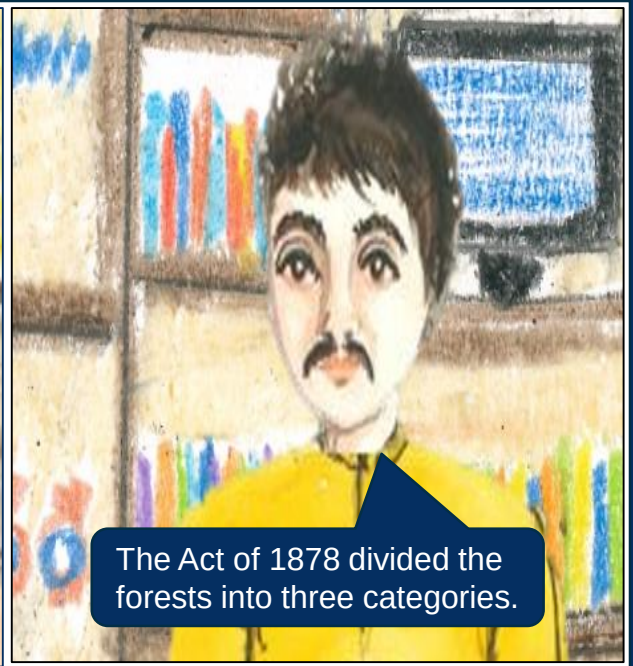
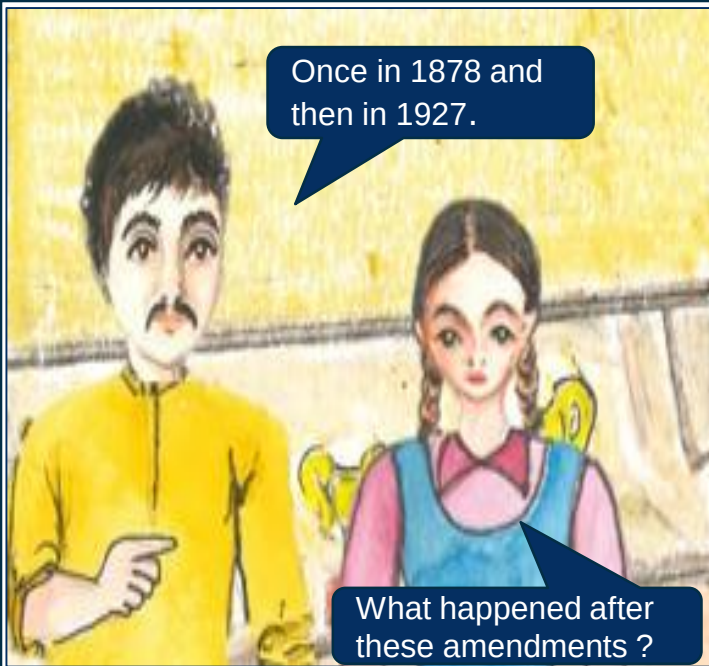
What did he do after coming here?



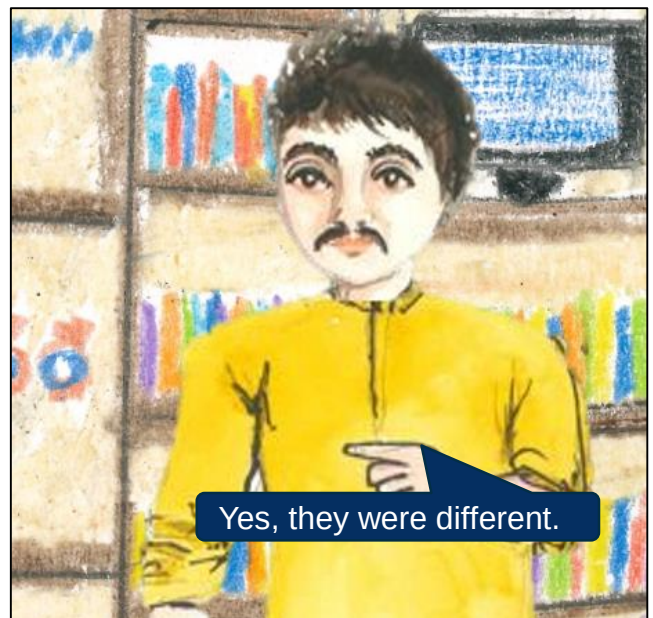
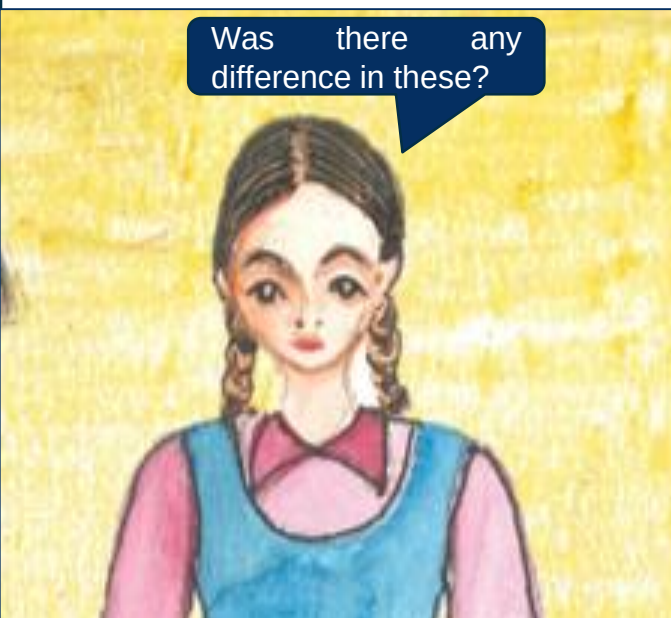
The natural forests which had different types of trees were cut down and one type of trees were planted in straight rows called plantation.



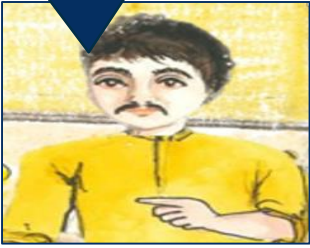
He also formulated the Indian Forest Act in 1865 which was amended twice.



Mr. Manoj Singh shows pictures of different types of forest to Divya.



In reserved forests the entry of the villagers was restricted.



However, the forests were of great importance for the villagers.

How?



People could take wood from protected and village forests only after getting permission.

They used forests for medicines, agricultural implements, bamboo for making baskets and umbrellas.



They were also stitching the leaves together for making disposable plates and cups.

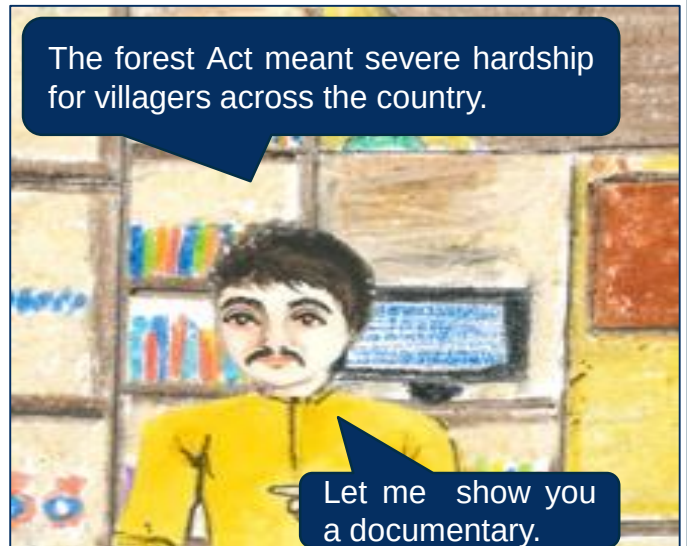
Wow... very interesting

Uncle, was it easy for the villagers to survive after the act introduced by the British?



No, not at all dear.

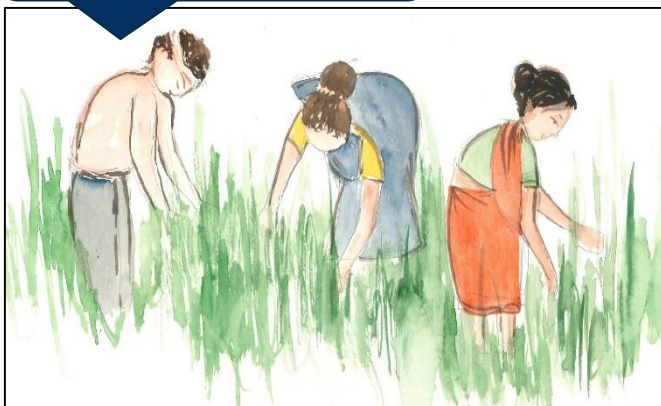
The forest Act meant severe hardship for villagers across the country.



Let me show you a documentary.

Mr. Manoj Singh shows a documentary.

We are forced to steal wood from our own forest.



Oh no...we are caught.

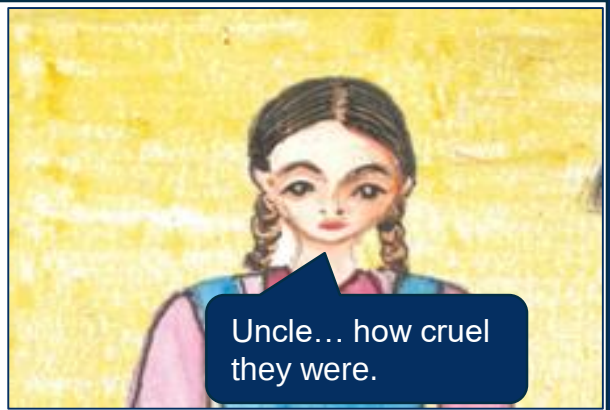


Now we are at the mercy of the forest guard.



Police constables were also harassing people by demanding free food.

The forest guards were taking bribes from the villagers.



Uncle... how cruel they were.



The British were thinking for themselves only.

Yes, you are right.



What else the British did with the villagers ?



We will discuss about this some other day.



Right now, I am getting late for the lecture.

Okay ! uncle, thank you.



Mr. Manoj Singh leaves the study room.

Test yourself...

A. Complete the following sentences with appropriate words.

1. The demand for _____ crops increased in nineteenth century Europe.
2. For house buildings or fuel, villagers could take wood from _____ or _____ forests.
3. In the early nineteenth century, the colonial government thought that forests were _____.
4. Dietrich Brandis was the first _____ of forests in India.
5. The British needed forests in order to build _____ and _____.

B. Choose the correct option for the following questions.

1. When was the Indian Forest Act passed ?
a) 1869 b) 1855 c) 1865 d) 1860
2. Colonial rulers considered forests as unproductive because:
a) the forests were not fit for habitation.
b) forests only had wild grown trees.
c) forests did not yield revenue to enhance income of the state.
d) forests were full of wild animals.
3. Which of the following decision was taken by the Forest act of 1878 ?
a) All forests were to be brought under the control of forest department.
b) Forests were to be divided into three categories.
c) Forests were to be cleared for cultivation.
d) All the above.

Next day in the school in Social Science period.

Mam, my uncle told me that the people from the forests were displaced also during the British rule.



Yes, it is true.



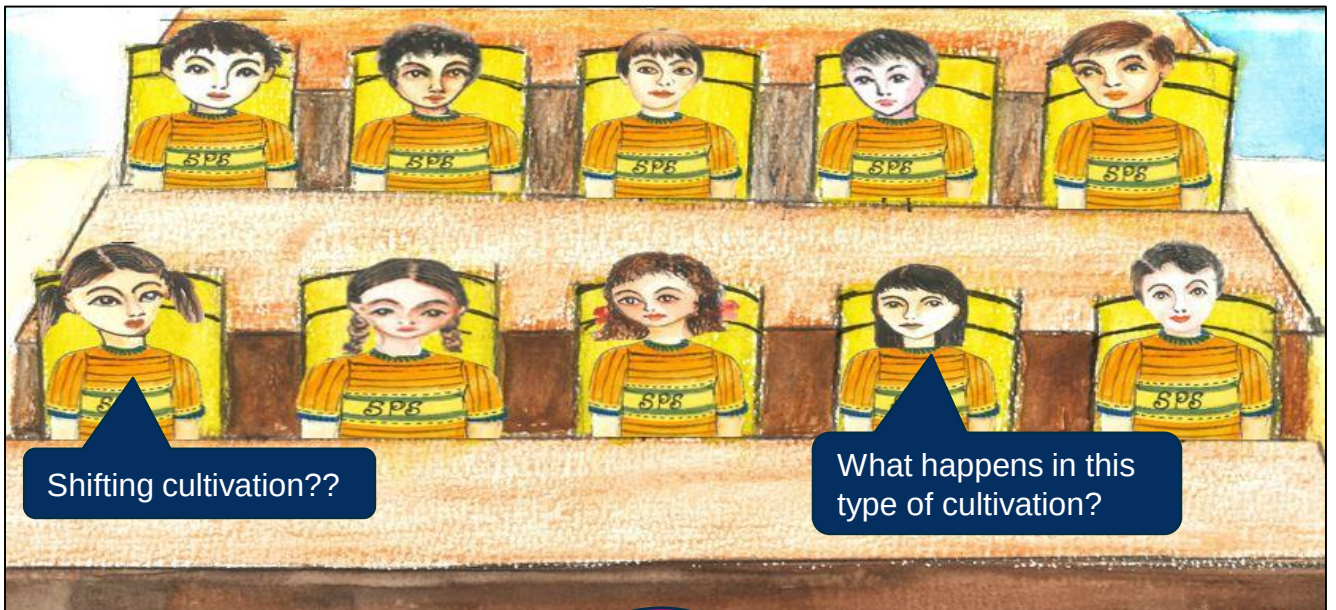
They were doing shifting cultivation.



Why was this ?

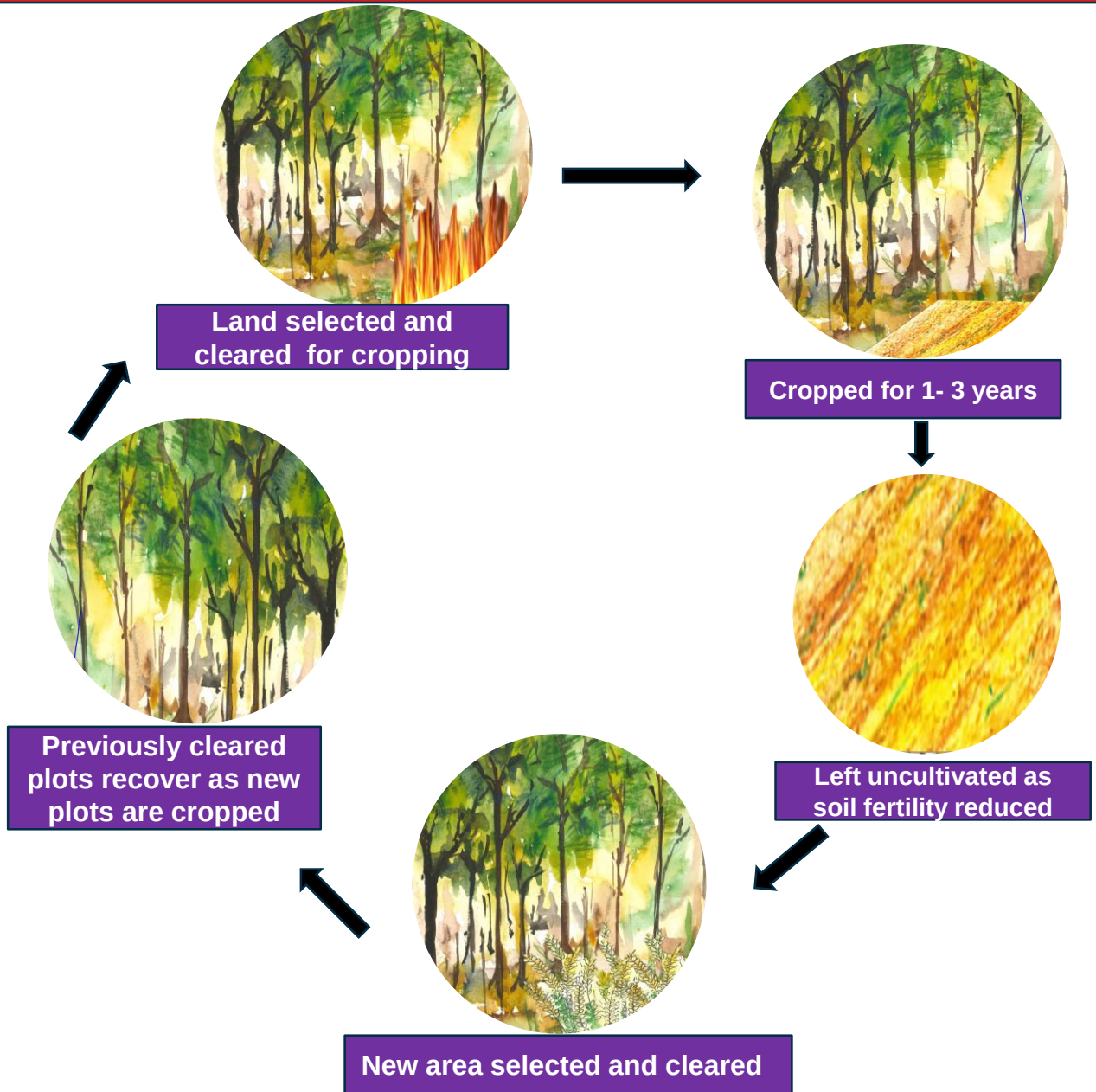


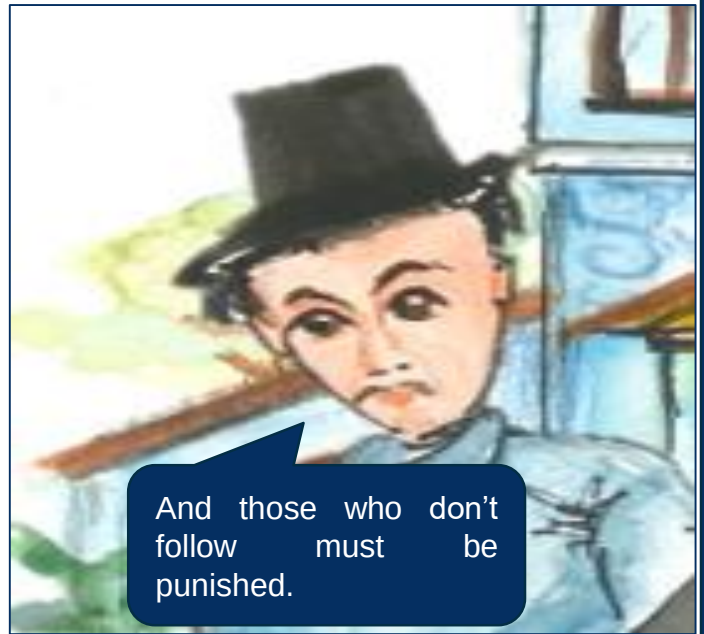
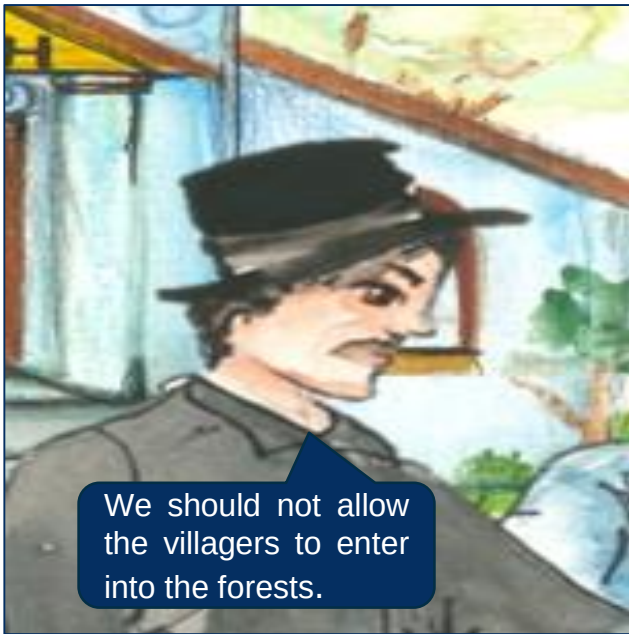
Shifting cultivation??



What happens in this type of cultivation?

Teacher explains about shifting cultivation with the help of a flow chart.







Now what will happen? The British have restricted our entry in the forest.



Our survival has become very difficult after the laws passed by the British.



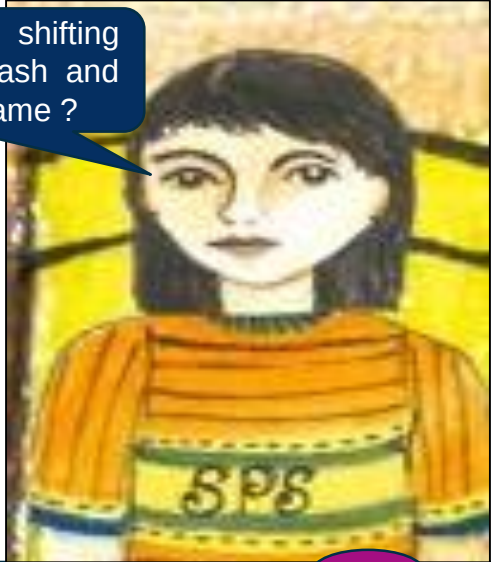
Even many communities were displaced from their homes in the forests.



The British officials were very inhuman.



I think you are right.



Mam, is the shifting cultivation and slash and burn agriculture same ?



Yes, it is same



It is known by different names in different countries.



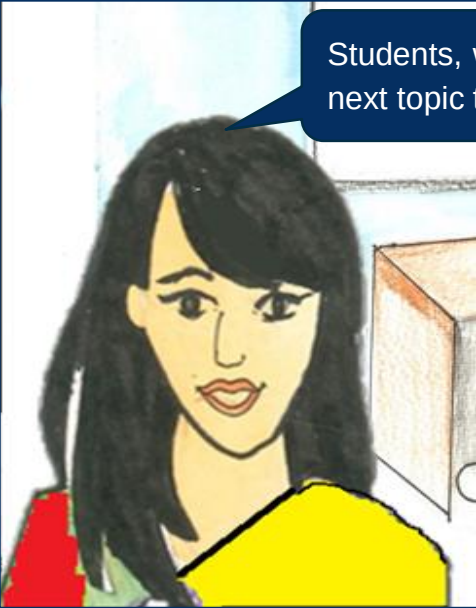
Like ?

The teacher shows another module on the smartboard to tell the different names of shifting cultivation.



Shifting cultivation or swidden agriculture

Local Name	Country
lading	Southeast Asia
milpa	Central America
Chitemene or tavy	Africa
chena	Sri lanka
dhya, penda, bewar, nevad, jhum, podu, khandad, kumri	India



Students, we will discuss the next topic tomorrow.

Sure mam



The bell rings.

Check your knowledge

A. Observe the picture and answer the following questions :



1. Name the type of cultivation that has been shown in the picture.
2. What is the local name of it in Central America?
3. How did British view on this type of cultivation?

B. Choose the correct option for the following.

1. Shifting cultivation is also known as-
 - a) Mixed cultivation
 - b) Primitive agriculture
 - c) Swidden agriculture
 - d) Modern cultivation
2. In South-East Asia shifting agriculture is known as :
 - a) Chitemene
 - b) Tavy
 - c) lading
 - d) Milpa
3. Shifting cultivation was banned by the Government in India because :
 - a) European foresters regarded this practice as harmful for the forests.
 - b) When a forest was burnt there was the danger of flames spreading and burning valuable timber.
 - c) It also made harder for the Government to calculate taxes.
 - d) All the above.

It was Sunday and Sameer was reading the newspaper in the morning.



Papa, why do people hunt animals?



Sometimes for their entertainment and to earn their living.

Entertainment ?



But this is very bad.



Mr. Rajesh shows a documentary to his children.

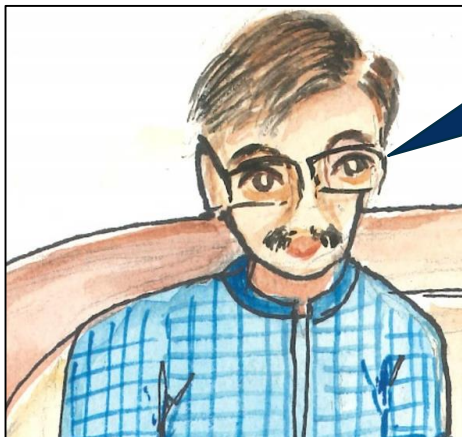


Oh... it means this is not something new.



Next scene of the documentary.





In India, hunting had been the part of the culture of the court and nobility for centuries.



The British saw the large animals as signs of wild, primitive and savage society.



They gave rewards for the killing of animals.

Next scene of the documentary.

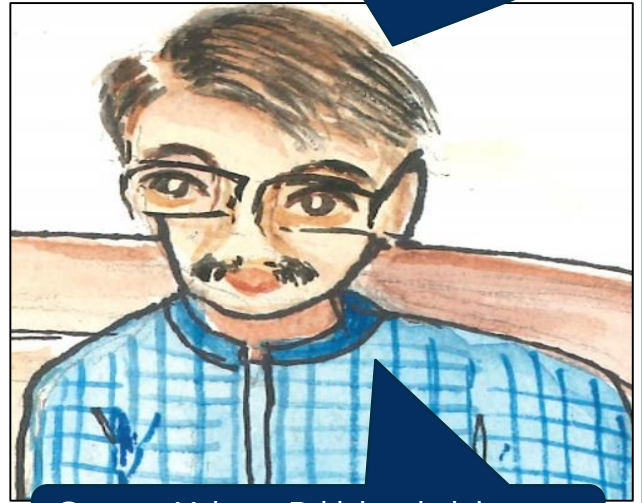
The one who will kill the tigers and wolves will be rewarded heavily.



Next scene of the documentary.

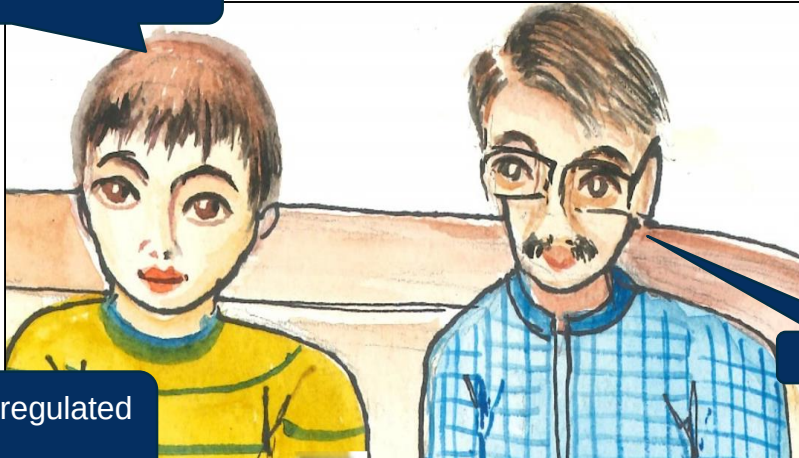


Do you know, Maharaja of Sarguja alone shot 1157 tigers and 2000 leopards?



George Yule, a British administrator, killed 400 tigers.

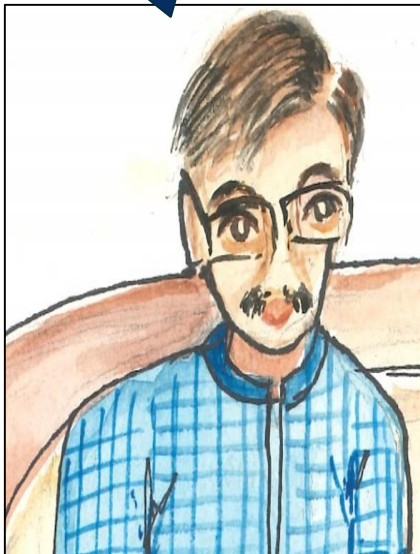
This practice should be banned.



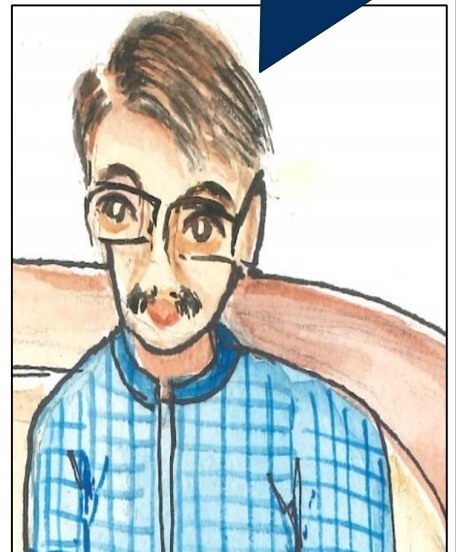
Trade was also regulated by the British.

It is banned.

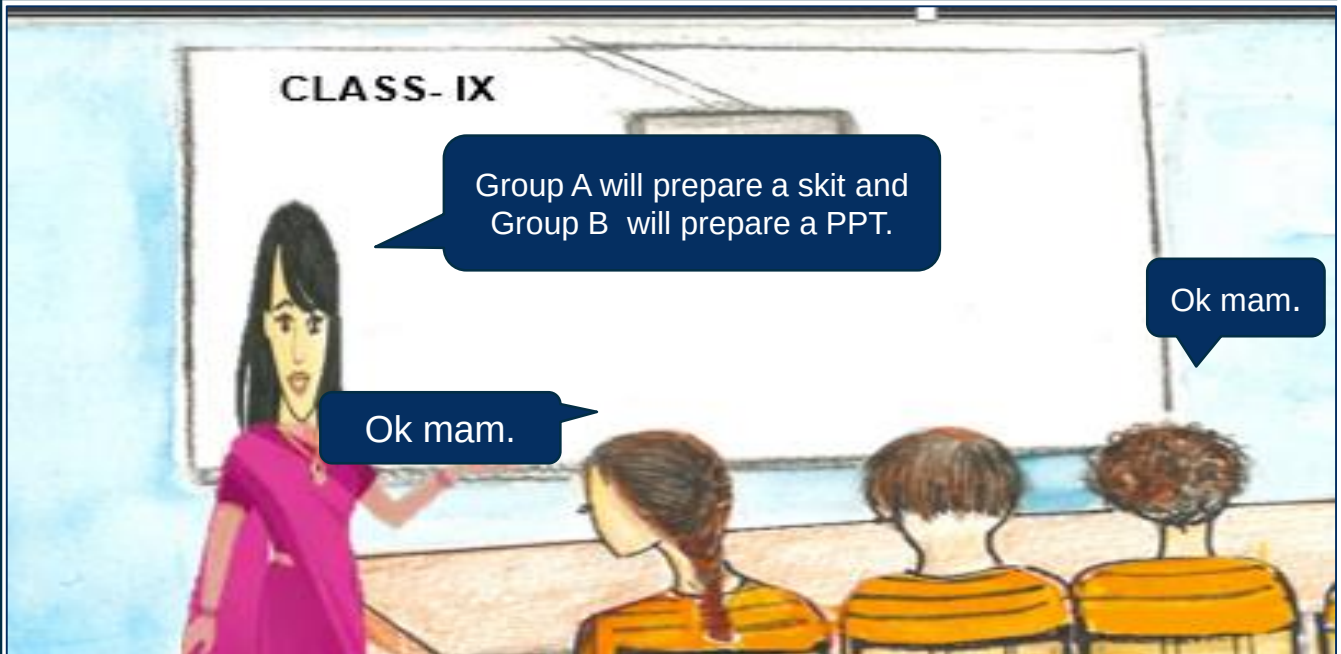
Different rules were introduced to control the trade of forest products.



I am not getting this.



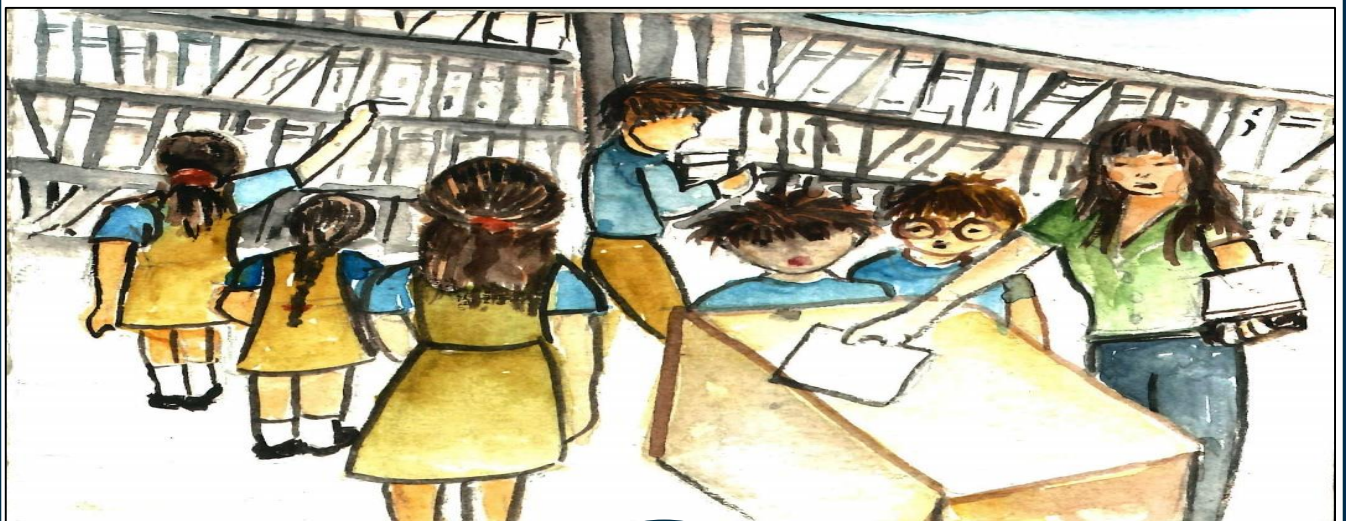
Next day, the teacher comes to the class and divides the students in two groups to present the topics- Rebellion in the forest and Forest transformation in Java.

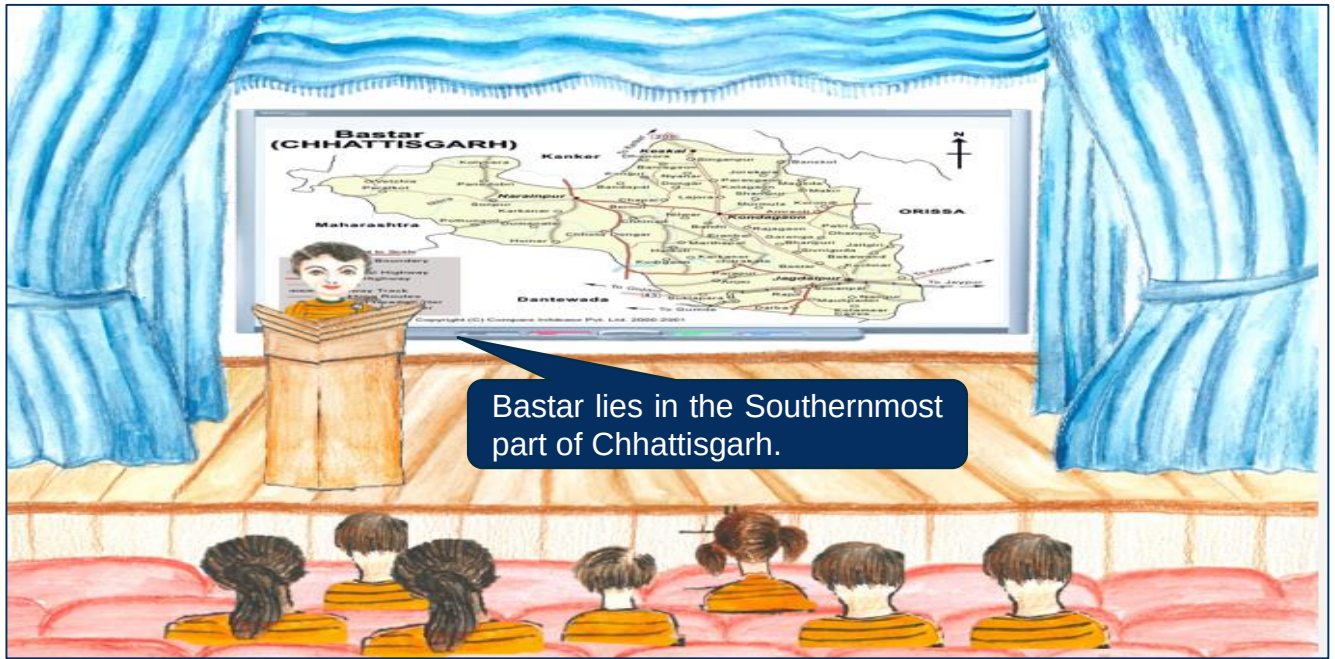


Both the groups started collecting information on the assigned topics from different sources like the school library, the internet and the newspapers.



Students exploring in the library.





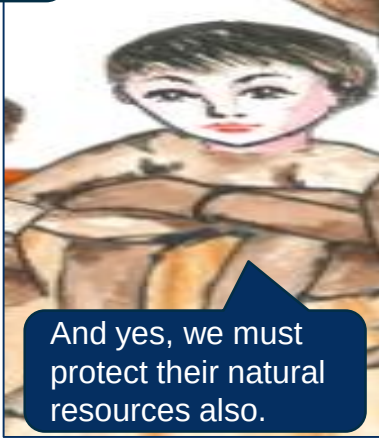
Well, in that case we will have to pay a small fee called devsari, dand or a man in exchange of things.



Some villages protect their forests by engaging watchmen and pay them with grains.



And yes, we must protect their natural resources also.



Two-third of the forest was proposed by the British government to be the reserved forest.



Shifting cultivation, hunting, grazing, collection of forest produce was not allowed in these forest.



Villagers were supposed to provide free labour to the Forest Department.



Leaders from the tribal communities began a movement to take back their forest and customary rights.



People in Bastar began to unite themselves and discuss the issues in their village councils, bazaars and at the festivals.



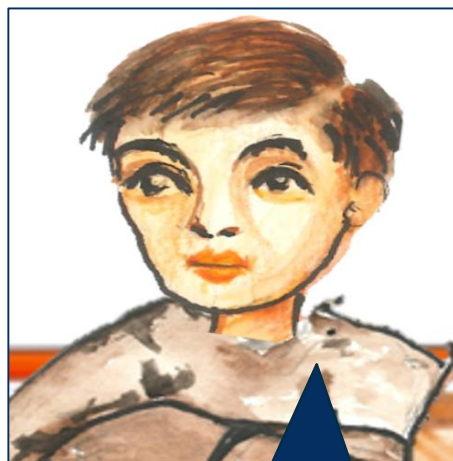
We have gathered here to discuss the new forest laws passed by the British.



They have displaced my family without any notice or compensation.

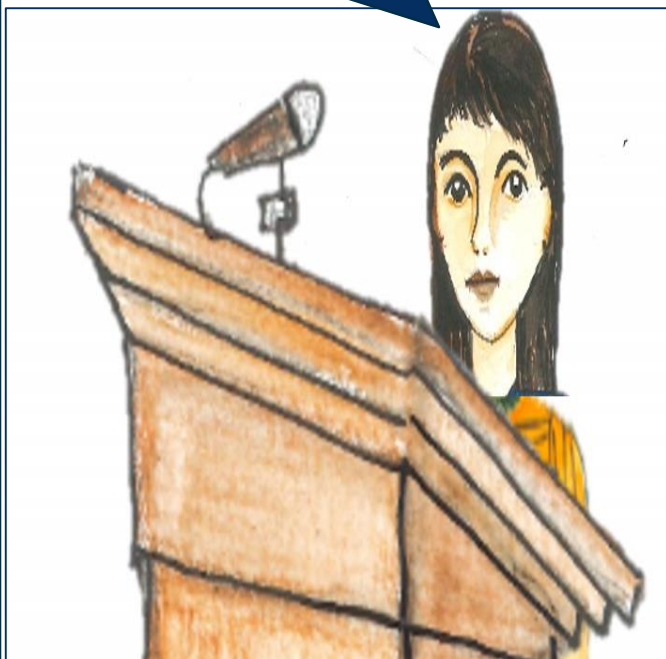


How are we going to oppose such senior officials.



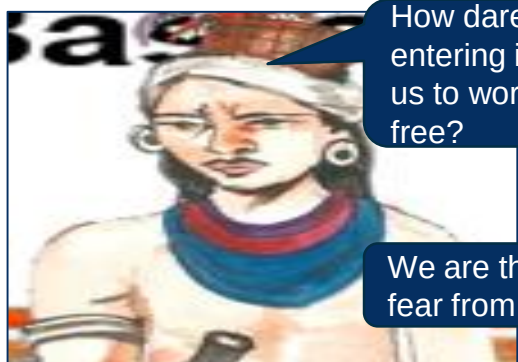
We have been starving. How am I supposed to pay such high land rents now?

Bastar faced terrible famines in 1899-1900 and in 1907-1908.

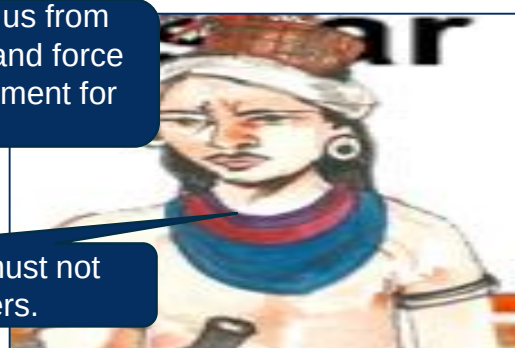


Then the government imposed reservation.

In 1910, Gunda Dhur, from village Nethanar became an important person in the movement.



How dare those Firangis stop us from entering into our own forests and force us to work in the forest department for free?



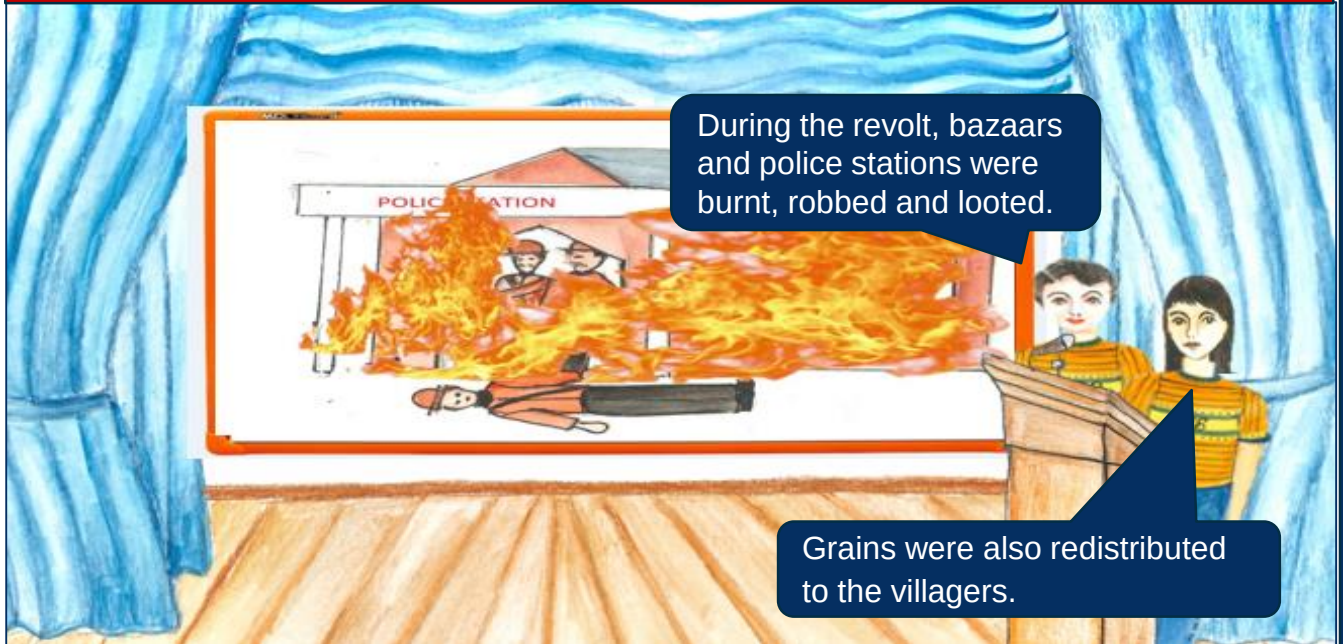
We are the DHURWAS. We must not fear from those colonial masters.

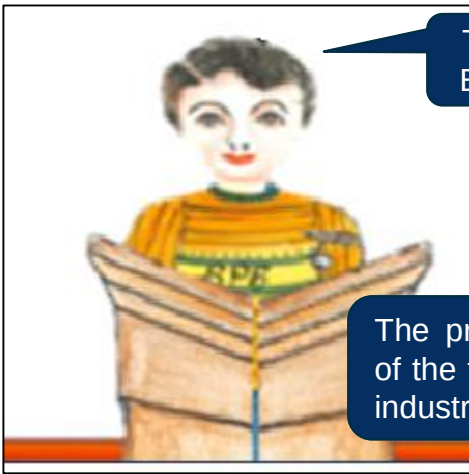
Gunda Dhur is right ! We must fight with them bravely.



Gifts like mango boughs, lump of earth, chillies and arrows have already been sent to the other villages as a message inviting the villagers to rebel.

Every village contributed something to the rebellion expenses.





The story of the people of Bastar does not end here.



The practice of keeping people out of the forests and reserving them for industrial use continued.



Thank you.

The teacher appreciates participants for their efforts.



Well done ! students.

Worksheet

A. Fill in the blanks :

1. Bastar is located in _____.
2. _____ led the forest rebellion in Bastar.
3. The Baster rebellion took place in _____.
4. The colonial government proposed to reserve _____ of forest in 1905.
5. Some villages of Bastar protect their forests by engaging _____.

B. Match the column A with the column B.

Column A	Column B
(i) Gunda Dhur	(a) Andhra Pradesh
(ii) Bastar	(b) Nethanar
(iii) Alluri Sitaram Raju	(c) Dhurwas

C. Name some Indian communities living in Bastar.

D. What do the people of Bastar think about the earth?

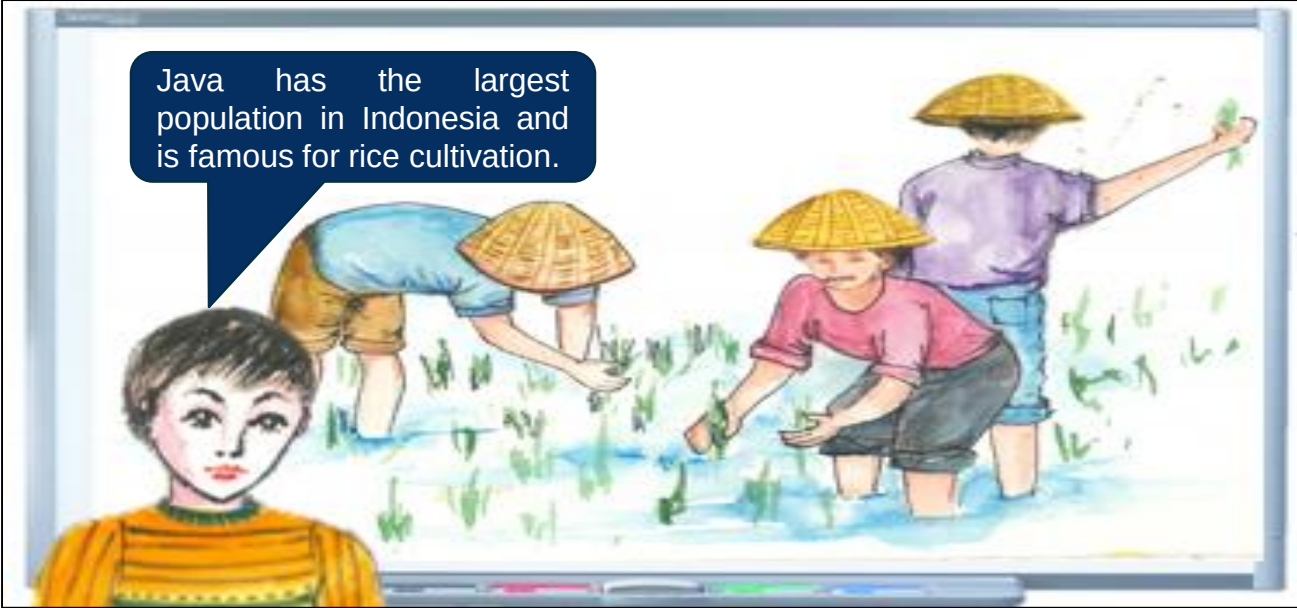
Next day, the teacher takes the students to the Activity Hall for the presentation of the next group.



I am inviting the next group for Power Point Presentation.



Activate With
Go to Settings to



Java has the largest population in Indonesia and is famous for rice cultivation.



Once, it was covered mostly by forests.

Dutch wanted timber to build ships like the British.



The Dutch started forest management in Java.



The Kalang community of Java were skilled forest cutters and shifting cultivators and very valuable for the kingdom of Java.



They had to harvest teak and build palaces for the kings.



When Dutch colonised Java forest in the 18th century, they tried to enslave Kalangs.



In 1770- Kalangs resisted by attacking Dutch fort at Joana, but were defeated.



In the 19th century, Dutch introduced Scientific forestry in Java and restricted the villagers access to the forests.



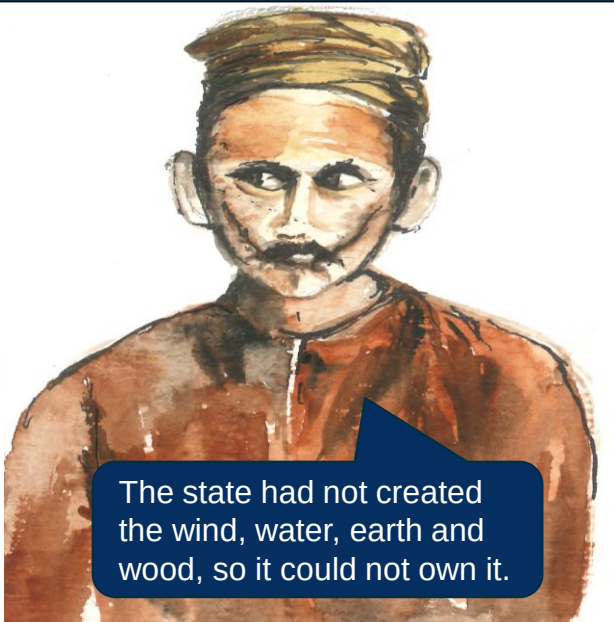
The villagers were allowed only to cut wood for making boats or constructing houses.



Blandongdiensten System

The Dutch first imposed rents on land being cultivated in the forest and 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 blandongdiensten system.

Around 1890, Surontiko Samin began questioning about the state ownership of the forest and ignited a movement against colonial laws.



The state had not created the wind, water, earth and wood, so it could not own it.

A widespread movement spread in Java.



The Saminists protested and others refused to pay taxes.



The First and the Second World Wars had a major impact on forests.

War and Deforestation

In India, working plans related to forest conservation were abandoned.

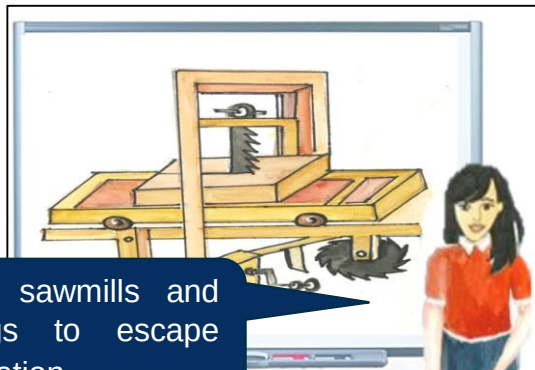


Even, trees were cut freely to meet the war needs.

Dutch followed 'a scorched earth' policy in Java.



They destroyed sawmills and burnt teak logs to escape Japanese Occupation.



New Developments in forestry

Since 1980, forest conservation has become a very important goal in the Asian and African countries.

Today, many local communities and environmentalists are thinking of different forms of forest management.



In India, dense forests have survived only because villages have protected them in sacred groves.



That's really very good mam.

Even some villages have been patrolling their own forests.



Good way of protecting forest, after all they are the real wealth of a nation.

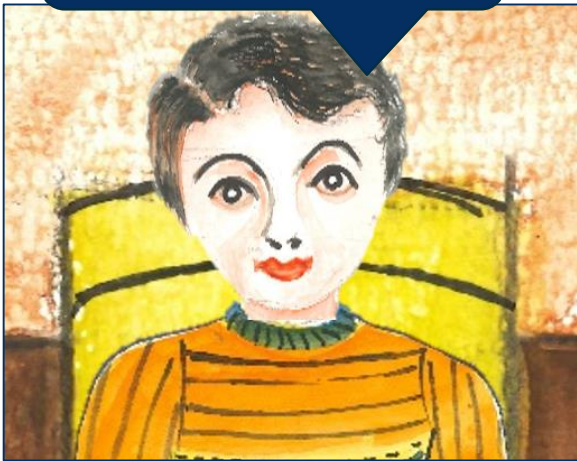
Yes you are right.



We must protect the forest resources of our country.



Yes mam, we will definitely try to conserve our forests.



That's really very good.



So, this was all about forest society and colonial rule. Hope you all enjoyed the chapter ?



Yes mam.

let's do it...

Solve the puzzle by following the search horizontally and vertically to find the hidden answers.

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

1. The disappearance of a forest is known as _____.
2. Wooden planks lay across railway tracks.
3. The first Inspector General of forests in India.
4. The place where the Imperial Forest Research Institute was set up.
5. The practice of planting one type of tree in straight rows.
6. The skilled forest cutters of Java.
7. The famous rice- producing island in Indonesia.
8. The person questioned the state ownership of the forest.

Timeline

1755 : The Mataram kingdom of Java split into two kingdoms.

1770 : The Kalangs rose in rebellion against the Dutch but were suppressed.

Early 19th century: Colonial powers started exploiting forest as they considered it to be unproductive.

1860s : Rapid expansion of railway network.

1864 : British appointed Dietrich Brandis as the Inspector General to setup Indian Forest Service.

1865 : Enactment of Indian Forest Act.

1878 : Indian Forest Act divided forest into three categories.

1890 : Surontiko Samin questioned state ownership of forest.

1906 : Imperial Forest Research Institute was set up.

1980: Government across Asia and Africa recognised importance of scientific forestry and conservation through participation of communities.

Glossary

- 1) Deforestation : Disappearance of forests or cutting down of trees.
- 2) Sleepers : Wooden planks laid across railway tracks; they hold the tracks in position.
- 3) Scientific Forestry : A system of cutting trees controlled by the forest department, in which old trees are cut and new ones planted
- 4) Reserved Forest : These forests produced commercially valuable timber. No pastoralist was allowed access to these forest.
- 5) Paragana : A group of villages.
- 6) Blandongdiensten system : A system introduced by the Dutch in which some villagers were exempted from rent if they worked collectively to provide free labour and buffaloes for cutting and transporting timber.

Answer Key

Test yourself...

- A. 1. commercial 2. protected, village 3. unproductive 4. Inspector General 5. ships, railways
B. 1-(c) 1865 2. (c) Forests did not yield revenue to enhance income of the state.
3- (b) Forests were to be divided into three categories.

Check your Knowledge

- A. 1. Shifting Cultivation. 2. Milpa 3. British regarded this practice as harmful for the forest
B. 1. (C) Swidden agriculture
2. (C) lading
3. (D) All the above

Worksheet

- A. 1 Chhattisgarh 2. Gunda Dhur 3. 1910 4. Two-Third 5. Watchmen
B. (i) b, (ii) c, (iii) a
C. Maria and Muria, Gonds, Dhurwas, Bhatras, Halbas
D. Each village was given land by the earth and in return they look after the earth by making some offerings.

let's do it...

1. Deforestation 2. Sleepers 3. Brandis 4. Dehradun
5. Plantation 6. Kalang 7. Java 8. Surontiko

Bibliography

1. NCERT

2. Google Contents :

<https://images.app.goo.gl/7HcLwGTsn1ooEYsg8>

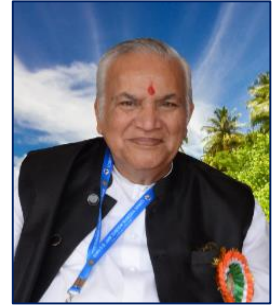
<https://images.app.goo.gl/dSQLCxxSXQV6mLd6u9>

<https://www.agrifarming.in/wp-content/uploads/2015/04/Wheat-farming1.jpg>

<https://images.app.goo.gl/Kx9VPD1WT2jR3TkE6>

<https://images.app.goo.gl/5NstjEdhnuQV3zbF6>

“Be willing to be a beginner... but grow through what you go through...” Life is about accepting the challenges along the way, choosing to keep moving forward, and savouring the journey. Only difficult roads lead to the best places, when things do not go easy, let's remember that every challenge - every adversity - contains within it the seeds of opportunity and growth.



It was a great opportunity for the teachers to showcase their creativity through this Graphic Novel and the teachers did an excellent job. I am sure that this Graphic Novel will surely explain the difficult concepts to the learners in an interesting way.

I wish the publication very best.

N. R. KOTHARI

PRESIDENT

SHRI. S. S. JAIN SUBODH SHIKSHA SAMITI, JAIPUR.

Continuous effort - not strength or intelligence - is the key to unlocking our potential. Satisfaction lies in the effort. If everyone is moving forward together, then success takes care of itself. Resolution to succeed is more important than anything.



Teachers, your ability has taken you to the new height of success. This Graphic Novel is a great job and this is the result of your dedication and hard work and yes...confidence too in the tough time of the pandemic.

Many congratulations to the mentor and team Subodh.

S. S. BOTHRA

HONY. SECRETARY

SHRI. S. S. JAIN SUBODH SHIKSHA SAMITI, JAIPUR.

“The Law of Universe neither blesses us nor punishes us, it only responds to the vibrations of our Attitude...” Happiness in life depends on how we perceive it, but it's a simple fact that without efforts we cannot gain anything. As we grow in years more efforts and work need to be done. When we do something selflessly for the society, it makes us more humane and teaches to respect humanity.

The dedication, enthusiasm and insight of the team of teachers in designing the Graphic Novel is really inspiring.



VINOD LODHA
JOINT SECRETARY
SHRI. S. S. JAIN SUBODH SHIKSHA SAMITI, JAIPUR.

Knowledge becomes invaluable when put into practice... hence students should understand the values of practice. We may need book...we may need internet...but the best cure for curiosity is creativity.

Graphic Novel is the creativity of the team of teachers. Their perseverance has helped them to accomplish this task. Congratulations for their accomplishment and to utilise this challenging time into creativity.



ANIL KUMAR GOKHROO
CONVENER
SUBODH PUBLIC SCHOOL, AIPRORT, JAIPUR

From the Principal's Desk



“Creativity is what drive innovation and progress...”

The work done in this pursuit was a journey of self-exploration of creativity, ideas, thoughts, team spirit, collaboration, co-ordination and much more than all this. Initially when the idea of graphic novel was shared, the response of some teachers was a kind of ‘Wishful thinking for some doubt’ for self etc. It took some time for the teachers to decide of the topic and class, to start putting the text in the form of graphic novel. After a few days of processing thoughts, discussions, there was a need of orientation and exchange of ideas. It was significant to convey complex ideas and theories in a creative manner. After the orientation sessions, teachers felt more confident but when the things were to put on the paper, they were to adopt different roles e.g. story— teller, sketcher to draw the characters, more imagination to select names from the context, expressions with cultural diversity, authenticity with aesthetics etc.

The effort to make a graphic novel to inculcate interest and understanding of the reader had been a challenging task. We hope that readers will acquire the same. It had been a time exhausting exercise and simultaneously carries an attribute to a new hope, enthusiasm, innovation and confidence in team members. The Information Technology Teachers and Fine Arts Teachers too contributed a lot, since the context was to be put in different blocks without losing the content and the attempt to make learning interesting and meaningful. The objective of the graphic novel is to encourage critical thinking in the learners, eliminate the learning gap and to promote experiential learning. It was observed that during the process teachers acceptability of ideas, creativity, co-operation, adaptability was a marvelous example of team spirit. Each teacher is feeling more cognizant, confident, energetic, enriched and motivated.

We wish the journey of happy and joyful learning will continue...

KAMALJEET YADAV

PRINCIPAL

SUBODH PUBLIC SCHOOL, AIRPORT, JAIPUR

Summary

The teacher in the class introduces a new chapter 'Forest Society and Colonialism' and explains the meaning of the words forest society and colonialism to the students.

To make the chapter clear to the students, she organises a visit to a forest where the students meet a forester who tells them about the reasons of deforestation during the British rule.

As all of them were getting late for the school, they were able to know about one reason. Their teacher and Neeraj's grandfather explained them about other reasons.

In the school, the teacher discusses all the reasons with the students and asks them to go through the next topic 'Scientific Forestry'.

When Tripti reaches home, she finds that her uncle was sitting in the drawing room who was posted from Jodhpur to Jaipur and was working in Rajasthan Forestry and Wildlife Training Institute. Tripti is very happy to see him as she is finding it easy to understand the topic which her teacher asked to prepare.

Tripti's uncle tells her about the scientific forestry and why it was introduced in India during the colonial rule.

In the evening Tripti goes for evening walk with her school friends where all of them discuss what Tripti's uncle said about the other practices introduced by the Britishers in India for their benefit.

The next day, it was Sunday and a student Sameer was reading the newspaper in which he read an article about the illegal hunting and the declining number of tigers in India and asked his father about this.

His Father explains everything about how the practice of hunting was started by the British officials for their entertainment which led to the declining number of tigers in India.

To proceed on to the next topic (the case study of Bastar and Java) the teacher divides the class into two groups and asks one group to prepare a Role Play on the topic 'Rebellion in Bastar' and the other group to prepare a Power Point Presentation on 'The Transformations in Java'.

After exploring the topics assigned, the students present the same in the class in the form of a Role Play and the PPT and the teacher appreciates the students for their efforts and presentation.



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