

**Nagaland Board of School Education  
Kohima**

**NOTIFICATION NO. 63/2021**  
Dated Kohima the 15<sup>th</sup> August 2021

NO.NBE-18/Ad-Misc. (12)/2021-22:: It is hereby notified for information of all concerned that in order to mark the celebration of 75 years of India's Independence – **Azadi Ka Amrut Mahotsav**, different activities have been conducted by the Board from March 2021 to August 2021 for both Government and Private Schools.

On the occasion of Independence day i.e 15<sup>th</sup> August 2021, the Board is pleased to announce the winners of each category based on the entries and activities submitted by the students.

**1. From 12<sup>th</sup> March 2021 to 12<sup>th</sup> April 2021 Classes VIII to XII**

Essay/Creative writing on **any one** of the following

- i. Mahatma Gandhiji's contribution to India's freedom movement.
- ii. The role of Indian National Congress in the freedom movement.
- iii. The journey of progress since India got independence
- iv. Despite being so diverse, India has managed to stay united.
- v. Challenges faced by India on attaining independence in 1947

**Best 5 entries in order of merit**

1. Name : **Shena Paul**  
School : St. Paul Hr. Sec. School, Dimapur  
Essay on : *Despite being so diverse. India managed to stay united.*
2. Name : **Temsusenla O Longkumer**  
School : Edith Douglas Hr. Sec.School, Mokokchung  
Essay on : *Despite being so diverse, India managed to stay united.*
3. Name : **Lemihthong**  
School : Christian High School, Shamator  
Topic : *Challenges Faced by India on Attaining Independence in 1947.*
4. Name : **Heno Lohe**  
School : All Saints Hr. Sec. School, Peren  
Topic : *Challenges Faced by India on Attaining Independence in 1947.*
5. Name : **Priskila**  
School : Woodland Hr. Sec. School, Zunheboto  
Topic : *Mahatma Gandhi's contribution to India's freedom Movement.*

**2. From 1<sup>st</sup> July to 31<sup>st</sup> July 2021. (Activity A) Classes VIII to X**

- i. To conduct a craft making competition in line with Mahatma Gandhi's thoughts.
- ii. To conduct a drawing competition on Naga's art and culture.
- iii. To conduct a drawing competition on various aspects of Mahatma Gandhi's life.

**Best entry in each category:**

1. *Craft making competition in line with Mahatma Gandhi's Thoughts*  
Name : **Panvang A. Konyak**  
School : St.John Hr. Sec. School, Mon

2. *Drawing competition on Naga's Art and Culture*  
Name : **Metozo Medeo**  
School : Govt. High School, Yoruba Village
3. *Drawing competition on various aspects of Mahatma Gandhi's life*  
Name : **Rounak Pincha**  
School : Carewell School, Dimapur

3. **From 1<sup>st</sup> August till 14<sup>th</sup> August 2021. (Activity B) Class XII**
- i. To write an essay on how Mahatma Gandhi had influenced the Indian National Movement for Independence (300 words minimum) 'or'
  - ii. What would Mahatma Gandhi want the citizens of India today to make a better India? (300 words minimum)

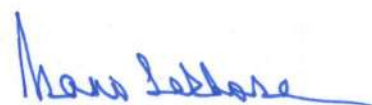
**Best 3 entries of Activity 'B' in order of merit**

1. Name : **Nishe Awomi**  
School : Christian Hr Sec School, Dimapur.
2. Name : **Mechou**  
School : Clark Mem. Hr. Sec. School, Mokokchung.
3. Name : **Lithungbeni Yanthan**  
School : Bethel Hr. Sec. School, Kohima.

A Certificate of Merit will be given to the best entries in the different categories while a Certificate of Participation will be given to all the entries. The list of winners under the different categories and also the list of participants are given as follows:

- i. Essay/Creative writing conducted from 12<sup>th</sup> March 2021 to 12<sup>th</sup> April 2021 – Annexure 1.
- ii. Craft Making and Drawing Competition conducted from 1st July to 31st July, 2021 – Annexure 2.
- iii. Activity B - Class XII – Annexure 3.

The winners, the list of participants and the best entries shall be made available in the Board's Portal ([www.nbsenl.edu.in](http://www.nbsenl.edu.in)).



(Mrs. Asano Sekhose)

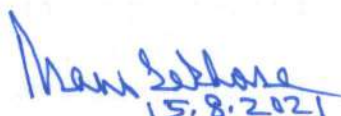
**Chairman**

NO.NBE-18/Ad-Misc.(12)/2021-22/1205

Dated Kohima the 15<sup>th</sup> August 2021

**A. Copy to:**

1. The Principal Secretary to the Government of Nagaland, Home Department, Nagaland, Kohima for information.
2. The Special Secretary to the Government of Nagaland, Department of School Education & SCERT, Kohima for information.
3. The Mission Director, Samagra Shiksha, Kohima for information.
4. The Principal Director, School Education, Nagaland, Kohima for information.
5. All the Heads of Registered Institutions.



(Mrs. Asano Sekhose)

**Chairman**

**Essay/Creative writing conducted from 12<sup>th</sup> March 2021 to 12<sup>th</sup> April 2021**

**Best 5 entries in order of merit**

1. Name: **Shena Paul**  
School: St. Paul Hr. Sec. School, Dimapur  
Essay on: *Despite being so diverse, India managed to stay united.*
  
2. Name: **Temsusenla O Longkumer**  
School: Edith Douglas Hr. Sec.School, Mokokchung  
Essay on: *Despite being so diverse, India managed to stay united.*
  
3. Name: **Lemihthong**  
School: Christian High School, Shamator  
Topic: *Challenges Faced by India on Attaining Independence in 1947.*
  
4. Name: **Heno Lohe**  
School: All Saints Hr. Sec. School, Peren  
Topic: *Challenges Faced by India on Attaining Independence in 1947.*
  
5. Name: **Priskila**  
School: Woodland Hr. Sec. School, Zunheboto  
Topic: *Mahatma Gandhi's contribution to India's freedom Movement.*

## From 12<sup>th</sup> March 2021 to 12<sup>th</sup> April 2021

Essay/Creative writing on **any one** of the following

- i. Mahatma Gandhiji's contribution to India's freedom movement.
- ii. The role of Indian national congress in the freedom movement.
- iii. The journey of progress since India got independence
- iv. Despite being so diverse, India has managed to stay united.
- v. Challenges faced by India on attaining independence in 1947

### List of participants

#### KOHIMA DISTRICT

Name of School	Name of student
1. St.John Bosco School, Khonoma	Thepfükieno
2. St.Peters School, Kohima	Moajungla
3. Genesis School, Kohima	Chubasenla
4. GHS, Nerhema Model	Rokoseno Vakha
5. Don Bosco Hr. Sec. School, Sechii	R. Kahimgailiu
6. Mount Sinai Hr. Sec. School, Kohima	K Angelina Grace
7. Radiant School,Kohima	Vikishe Kechangunuo
8. Ministers Hill Baptist Hr. Sec. School, Kohima	Jongshijiba Ozukum
9. Stella Hr.Sec. School ,Kohima	Kekhriehazo Nakhro
10. St. Johns School, Kohima	Imnajungla
11. Mount Hermon Hr.Sec.School, Kohima	Vipeni Achumi Pishika
12. Model Hr.Sec.School , Kohima	Azizi Phesao
13. Dainty Buds,Kohima	Elinu Mero
14. Holy Family Hr. Sec. School, Kohima	Kethoneino
15. GHSS, Tseminyu	Ninen Kath
16. Alderville Hr.Sec.School, Kohima	Kenitheja Peseyie Noel
17. Mezhür Hr.Sec.School,Kohima	Kevikhrienuo Nakhro
18. Fernwood School, Kohima	Nizeno Nakhro

#### TUENSANG DISTRICT

Name of School	Name of student
1. Wela Foundation School, Tuensang	Betimansa Chang
2. Baptist Thangyen Hr.Sec.School, Tuensang	Warish Ahmed Phaoni K Khamniungan Kelendola L
3. GHSS, Tuensang	Jonglio. K
4. 3 <sup>rd</sup> Bn. NAP High School, Tuensang	Khumdila
5. Eklavya Model Res. School, Tuensang	B Beti Chang



**PHEK DISTRICT**

<b>Name of School</b>	<b>Name of student</b>
1. St. Xavier Hr. Sec. School, Meluri	Wiejilo Nyuthe Nyichifi L Trakha Suvila T Thonglu Kiitsi Z Pichhurii Nayjuray Trakha Khiantimong Shinemi Vakhong Michelle Singson
2. GHS, Kanjang	Hohoi Katiry
3. GHS, Khuza	Vengozo Sapuh

**MOKOKCHUNG DISTRICT**

<b>Name of School</b>	<b>Name of student</b>
1. GMS, Merakiong	Arenkala
2. Children School, Mokokchung	Imlikokla Jamir
3. GMS Aliba	Yinglon
4. Town Hr. Sec. School, Mokokchung	Akansa Rai Kensangrola L Lemtur
5. 2 <sup>nd</sup> NAP Hr. Sec. School, Alichen	Kikongangla
6. GHS Yajang 'C'	Lipoksenla
7. GHS Kubolong	Wanghai Chungki Temsükala
8. Mission School, Changki	Mendinola

**KIPHIRE DISTRICT**

<b>Name of School</b>	<b>Name of student</b>
1. Little Flower School, Pungro	Regina K Nulanlei
2. GMS, Sanphure	Tsarila

**WOKHA DISTRICT**

<b>Name of School</b>	<b>Name of student</b>
1. Perennial School, Wokha	Lirony Z Lotha
2. Isiah Ability Hr. Sec. School, Wokha	Chichanbeni Ezung
3. GHSS, Wokha	Rosy Ezung Orenvungi C lotha

**MON DISTRICT**

<b>Name of School</b>	<b>Name of student</b>
1. St Mary's School, Mon	Moiya M Konyak Leyelnshe Konyak Yingmei. M.K
2. Eklavya Model Res. School, Tizit	Yonngam Konyak Nocknyi Konyak
3. Newman Hr. Sec. School, Tobu	Neshe Eangtho

Name of School	Name of student
	Bongkhao N Elang Marina
4. Model School, Mon	Easther Konyak
5. GHSS, Aboi	H.Manngam Walim
6. GHS, Angjanyang	M Mosang
7. GHS, Tizit Village	Mahnaz Begum

### DIMAPUR DISTRICT

Name of Schools	Name of student
1. Greenwood School, Dimapur	1) Nokpai Konyak 2) Neivitou Liegise 3) Maranenla Jamir 4) Drasa 5) Kivitoli 6) Elizabeth 7) Barfu Daimari 8) Sechibila Sangtam 9) Akumwapang
2. Mount Mary Hr. Sec. School, Chumukedima	Kutalü Lohe
3. GMS, Diezephe	1) Shiyetoli 2) Sabikum Nehar
4. Reverine Public School, Urta village Dimapur	Mamuni Khatun
5. Bethesda Hr. Sec. School, Dimapur	1) A Lchoi Phom 2) Atoli V Sumi 3) Duangailung Rongmei 4) Monina
6. Riverbelt School, Dimapur	Vikesano Zhimomi
7. Gamadi Vidya Bharati School, Dhansiripar	Deha Jigdungsa
8. GMS, Piphema	Visakhono Keyho
9. GHS, Purana Bazar	Neasay
10. Saint John's School, Diphupar 'B'	N Sangle Chang
11. Little Star Hr. Sec. School, Dimapur	Nandani Kumari
12. GMS, Signal Angami	Phowang
13. St. Mary's Hr. Sec. School, Padumpukhuri	1) Angelina Toppo 2) Rashmita Mech 3) Yangernungla Lkr 4) P. Y Wungramla 5) Kapani Losa 6) Nilovi Ayemi
14. St. Joseph Hr. Sec. School, Chumukedima	Priyanka Mahapatra
15. St. Paul School, Purana Bazar	1) Nipulo M Swu 2) Bhumika 3) Retika 4) Lito
16. Pranab Vidyapith Hr. Sec. School, Dimapur	Shretoma Paul

<b>Name of Schools</b>	<b>Name of student</b>
17. Christina Memorial Hr. Sec. School, Aoyimti Dimapur	Lichippy A Achumi
18. St. Thomas Hr. Sec. School, Dimapur	1) Wondanglo Tungoe 2) Ravi Koviri 3) Gaidonlu Pamei
19. St. Stephens Hr. Sec. School, Dimapur	Amrito N Zhimo
20. Community Education Centre School, Dimapur	1) Meyijungla 2) Nakul 3) Supongmenla 4) Yantsula
21. Ram Janaki Hr. Sec. School, Dimapur	Sahil Singh
22. GHS, Lingrijan	Tiakumzuk
23. GHSS, Chumukedima	Phaying Konyak
24. GHSS, Singrijan	Sayu Mongba
25. Zakiesato Hr. Sec. School, Dimapur	Noori Begum
26. GMS, Indisen	1) Chonglo 2) Mokjan
27. GHSS, Dimapur	Diya Biswakarma
28. Eastern Academy Hr. Sec. School, Dimapur	Ayesha Thapa

#### **PEREN DISTRICT**

<b>Name of Schools</b>	<b>Name of student</b>
1. GHS, Poilwa	Namgwanglie
2. All Saints Hr. Sec. School, Peren	1) Innachungla Jamir 2) Pehiareubabe N dang
3. GHS, Dungki	Pausuilungle
4. St. Xavier Hr. Sec. School, Jalukie	1) Tingneiphal Khongsai 2) Khopu James Rume 3) Jonathan

#### **ZUNHEBOTO DISTRICT**

<b>Name of Schools</b>	<b>Name of student</b>
1. GHSS, Zunheboto	Alovi G Yeptho
2. Sunbeam School, Zunheboto	Vivi M Zhimo
3. New Era School, Zunheboto	Topeni

**Craft Making and Drawing Competition conducted from 1st July to 31st July, 2021**

**Best entry in each category:**

- 1. Craft making competition in line with Mahatma Gandhi's Thoughts**

**Panvang A. Konyak**  
St. John Hr. Sec. School, Mon

- 2. Drawing competition on Naga's Art and Culture**

**Metozo Medeo**  
Govt. High School, Yoruba Village

- 3. Drawing competition on various aspects of Mahatma Gandhi's life**

**Rounak Pincha**  
Carewell School, Dimapur



## Craft making competition in line with Mahatma Gandhi's Thoughts

Date : 1st July to 31st July, 2021

### List of Participants

#### District Dimapur

Sl.No	Name of the institutions	Participants
1	Govt. High School, Burma Camp	Akumkaba
2	Govt. High School, Kushiabill	Anita
3	Govt. High School, Khaghaboto	Tolikali
4	Liz Woodland School, Dimapur	Rose Odyuo
5	Don Bosco Hr. Sec. School, Dimapur	Kaboli Chophy
6	St. Francis De Sales Hr. Sec. School, Medziphema	Peri Mekru
7	Gamadi Vidya Bharati School, Dhansiripar	Khimjali Girisa
8	New Horizon School, Dimapur	Mitalee
9	Eklavya Model Resi. School, Diphupar	Putuinla Imsong
10	Little Flower School, Dimapur	Apongla
11	St. Paul Hr. Sec. School, Dimapur	Aswani Kuswaha
12	Pranab Vidyapith Hr. Sec. School, Dimapur	Rohit Das
13	Govt. High School, Burma Camp	Akumkaba

#### District Kohima

Sl.No	Name of the institutions	Participants
1	Baptist Mission School, Jotsoma	Kedovoza Senotsu
2	Govt. High School, Jakhama	Nongotonu Zhotso
3	Govt. High School, Jakhama	Ponam
4	Govt. High School, Jakhama	Meshem
5	Don Bosco School, Tseminyu	Nyunben Kent
6	Holy Family Hr. Sec. School, Kohima	Vivana Pucho
7	Stella Hr. Sec. School, Kohima	Toshimenba
8	Mount Sinai Hr. Sec. School, Kohima	Riya Kumari
9	Loyola Hr. Sec. School, Jakhama	Rajiv Ahanthem
10	Loyola Hr. Sec. School, Jakhama	Nolenu
11	Govt. High School, Kezocha	Kethosüle Kotso
12	Govt. High School, PWD, Kohima	Shayan Konyak

#### District Phek

Sl.No	Name of the institutions	Participants
1	Nazareth School, Pfutsero	Beti Mekru
2	Nazareth School, Pfutsero	Neitshe-u Venuh

#### District Zunheboto

Sl.No	Name of the institutions	Participants
1	St. Anthony's School, Zunheboto	Lomi A. Ayemi

<b>District</b>	<b>Mon</b>	
<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Holy Cross School, Mon	Manpho
2	Govt. Hr. Sec. School, Mon	Manja M. Konyak
3	Eklavya Model Resi. School, Tizit	Langto Konyak
4	Eklavya Model Resi. School, Tizit	Yonggam Konyak

<b>District</b>	<b>Mokokchung</b>	
<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Govt. High School, Sumi	Imsojungla
2	Govt. High School, Yajang	B. Lanukumla
3	Clark Memorial Hr. Sec. School, Impur	Pangertoshi
4	Govt. High School, Mokokchung Village	Akhim Konyak

<b>District</b>	<b>Peren</b>	
<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Govt. High School, Dungki	Keheicugongle
2	Govt. Hr. Sec. School, Peren	Itule
3	Chwang School, Samzuiram	Jienthan Gangmei
4	Govt. Middle School, Peren Town	Teichurai

<b>District</b>	<b>Longleng</b>	
<b>Sl.No</b>	<b>Name of the institution</b>	<b>Participants</b>
1	Christian School, Longleng	Shingmei A. Phom
2	Govt. High School, Tamlu	Yaken

## Topic Drawing competition on Naga's Art and Culture

Date : 1st July to 31st July, 2021

### List of Participants

District Kohima

Sl. No.	Name of the Institution	Participants
1	Charity School, Kohima	Chiklan
2	Charity School, Kohima	Subrata Debnath
3	Model Hr. Sec. School, Kohima	Imtilong LKR
4	Holy Family School, Kohima	Ketholenu
5	Govt. Middle School, Forest Colony, Kohima	Tsule
6	Khedi Baptist Hr. Sec. School, Kohima Village	Khriemetuo Dzüvichü
7	Public school, Dzüvürü	Selto
8	Baptist Hr. Sec. School, Tseminyu	Chesa Kent
9	Baptist Hr. Sec. School, Tseminyu	Diya Kath
10	Baptist Hr. Sec. School, Tseminyu	Hitimo Kath
11	St. Peter's School, Kohima	Nuvelu Swuro
12	Govt. High School, Rüsoma	Nounesie-ü
13	Mount Hermon Hr. Sec. School, Kohima	Vekupo
14	Ministers' Hill Baptist Hr. Sec. School, Kohima	Thejano Sachü
15	Dr. Neilhouzhü Kire Govt. Hr. Sec. School, Seikhazou	Vipurhu
16	Govt. Middle School, Officers' Hill, Kohima	Mongshai
17	Govt. Middle School, L. Khel, Kohima Village	Zhade
18	St. Joseph's Hr. Sec. School, Viswema	Kekhrutho
19	St. Joseph's Hr. Sec. School, Viswema	Kevihosünü Pusa
20	St. Joseph's Hr. Sec. School, Viswema	Rokokhonuo
21	Alderville Hr. Sec. School, Jotsoma	Modoyio Phimu
22	Govt. High School, Jakhama	Keriekhoto
23	Govt. High School, Jakhama	Kheema Rai
24	Govt. High School, Jakhama	Vizhapuno Tetse
25	Charity School, Kohima	Lekhono
26	C. D. King Hr. Sec. School, Jotsoma	Keletsole Mekro
27	Govt. High School, Merhülietsa	Tunovito
28	Azedon School, Kohima	Kezhongoi
29	Nagabazar Baptist School, Kohima	Chuba
30	Fernwood School, Kohima	Hivi J Assumi
31	Mezhür Hr. Sec. School, Kohima	Azhupeni D Robvuna
32	Baptist High, Kohima	Ruokuophrenuo Kesiezie
33	Mewi Hr. Sec. School, Kohima	Emilo Kithan
34	Baptist School, Botsa	Nzeniele
35	Stella Hr. Sec. School, Kohima	Gwakenye
36	Vikesel's Vision School, Kohima	Tsundang Lims
37	John Govt. Hr. Sec. School, Viswema	Punozo Zao
38	Chandmari Hr. Sec. School, Kohima	Shivam
39	Loyola Hr. Sec. School, Jakhama	Kekhiizhoto Khieyo
40	Loyola Hr. Sec. School, Jakhama	Viketouzo

41	Corragio School, Kohima	Vileno Sakhrü
42	Corragio School, Kohima	Rovisenuo Hibo
43	St . John's School, Kohima	Matsügtoshi Lemdor
44	Govt. Middle School, Rükizu	Vekühülü
45	St. John Bosco School, Khonoma	Ashuziia
46	St. Joseph School, Kohima	P Khushe
47	Govt. High School, PWD, Kohima	Toili
48	Don Bosco School, Tseminyu	Bwengi Kent
49	Govt. High School, Jakhama	Neivino

**District Mokokchung**

<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Govt. Middle School, Imnatsungsa Longsa	Thungo
2	Clark Memorial Hr. Sec. School, Impur	Atsungla LKR
3	Mission School, Changki	Awainla
4	Bridges Academy, Chantongya	Sungjemka
5	Strightway Hr. Sec. School, Mokokchung	Aoyen Imsong
6	Imsutemjen Hr. Sec. School, Mokokchung	Temsujungba Jamir
7	Imsutemjen Hr. Sec. School, Mokokchung	Emlanenla LKR
8	2nd NAP Hr. Sec. School, Alichen	Paungoi
9	2nd NAP Hr. Sec. School, Alichen	Langoi
10	2nd NAP Hr. Sec. School, Alichen	Niamkoi
11	Govt. High School, Khar	Mangkotiba
12	Govt. High School, Khar	Aremchetla
13	Imsutemjen Hr. Sec. School, Mokokchung	Supongjungshi
14	Govt. High School, Yajang C	Nukshimoa
15	Govt. High School, Sumi	Rangdiakle
16	Govt. High School, Dilong	Sutsumong
17	Govt. High School, Longchem	Kikasangla
18	Imsutemjen Hr. Sec. School, Mokokchung	Meyongtemla
19	Edith Douglas Hr. Sec. School, Mokokchung	Imtinok Kichu
20	Govt. High School, Mokokchung Village	Pokyimlemba Longkumer
21	Yajen Aier Govt. High School, Mopongchuket	Kilangbenla
22	Govt. High School, Phangsang	Supongchila
23	Govt. High School, Phangsang	Haübüsangla
24	Govt. High School, Phangsang	Haubusangla

**District Zunheboto**

<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Sunbeam School, Zunheboto	Ginoka Zhimo
2	Sunbeam School, Zunheboto	Shiyeka H Chophy
3	Sunbeam School, Zunheboto	Anuka Zhimo
4	Don Bosco School, Aghunato	Inokali
5	Woodland Hr. Sec. School, Zunheboto	Likupu G
6	Govt. High School, Apukito	Tolivi
7	Mount Shepher School, Zunheboto	Kakali

8	Mount Shepher School, Zunheboto	Kumisu
9	Govt. Middle School, Settsü	Toto
10	Govt. High School, Pughoboto	Hitobo
11	Govt. High School, Pughoboto	Ayito
12	Govt. High School,Pughoboto	Hinato
<b>District</b>	<b>Wokha</b>	
<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Govt. High School, Yamhon, Old Wokha	Etsonthung R. Ezung
2	Perennial School, Wokha	Sochumlo N. Yanthan
3	Mount Sinai School, Wokha	Mharoni P. Enno
4	Govt. High School, Sanis	Alex Tsopoe
5	Govt. High School, Sanis	Nimdkie Sharpa
<b>District</b>	<b>Kiphire</b>	
<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Govt. Hr. Sec. School, Kiphire	Alemse C. Sangtam
<b>District</b>	<b>Phek</b>	
<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Govt. Hr. Sec. School, Phek	Lutso Keyho
2	Christian Mission School, Meluri	Lotsia Ngouri
3	Christian Mission School, Meluri	Atsah Jilo
4	Govt. Middle School, Keyake	Kukhruselü
5	Nazareth School, Pfutsero	Dielhi Dienu
6	Govt. High School, Kezocha	Medovi Sachü
<b>District</b>	<b>Tuensang</b>	
<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Eklavya Model Resi. School, Tuensang	Lemsila S
2	Baptist Thangyen Hr. Sec. School, Tuensang	Angelish Ronghangpi
3	Govt. High School, Kuthur	Ayimla
4	Govt. Hr. Sec. School, Tuensang	Among Sipong
5	Eklavya Model Resi. School, Tuensang	Yimtisukum
6	Eklavya Model Resi. School, Tuensang	Kupjamsangla M
<b>District</b>	<b>Peren</b>	
<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Transforming Lives Hr. Sec. Academy , Gaili Village	Jemimah
2	Govt. Hr. Sec. School, Peren	Itule
3	Govt. Hr. Sec. School, Peren	Iluzoule
4	Govt. High School, Dungki	Imriaktule
5	Govt. High School, Ahthibung	Rosy Lalrempui Gangte
6	Govt. High School,Ngwalwa	Diethovikho
7	Govt. High School, Ngwalwa	Lungcieppeule
8	Govt. Middle School, Beisumpuikam	Wisiliu Newmai

9 Ibaung Thou Memorial School, Jalukie Wichamliu

**District Longleng**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Govt. Middle School, Leinak	I. Phakmei
2	Govt. High School, Pongo	Kangthong
3	Govt. High School, Pongo	A Phangmei
4	Govt. High School, Tamlu	Hongkam
5	Vision Vale School, Longleng	Peter Chingphung
6	Govt. High School, Nyengching	Yimyali
7	Govt. High School, Nyengching	Yingchu
8	Govt. High School, Nyengching	Phangnyu
9	Christian High School, Longleng	K.Peter

**District Mon**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	St. Joseph School, Mon	Tingpon
2	Govt. Hr. Sec. School, Mon	Nginnyei
3	St. Mary's School, Mon	Angla
4	Govt. Hr. Sec. School, Aboi	A. Mankai Konyak
5	Kongjong Hr. Sec. School, Mon	Wangman K
6	Kongjong Hr. Sec. School, Mon	Peter Leezushu
7	Edith Douglas School, Mon	Wanying C
8	Model School, Mon	K.Leongin Konyak
9	St.John Hr. Sec. School, Mon	Yapho N
10	Carewell School,Naginimora	Baukham
11	Carewell School,Naginimora	Hanvai P
12	Carewell School,Naginimora	Letau Konyak
13	Carewell School,Naginimora	Modan Phom
14	Carewell School,Naginimora	Shongyo
15	Carewell School,Naginimora	Wanjai Konyak
16	Little Flower School, Tizit village, Mon	MD. Sahbaz Alam
17	St.John's School, Aboi	Leya Konyak

**District Dimapur**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Rincho Academy, Sovima	Lushine Veino
2	S.M. High School, Dimapur	Nandani Patel
3	Bethesda Hr. Sec. School, Dimapur	Monina
4	Eklavya Model Residential school, Diphupar	Yanglechuba
5	Millenial Vision School, Dimapur	Ahmed Shahsria
6	Govt. High School, Naharbari	Christina Ming
7	St. Gabriel High School, Chumukedima	Sarika Gouda
8	Govt. Hr. Sec. School, Diphupar-A	Sheitying
9	Govt. Hr. Sec. School, Diphupar-A	Maria
10	Govt. Hr. Sec. School, Diphupar-A	T. Washinungla Lemdor

11	Govt. Hr. Sec. School, Diphupar-A	Shilpi
12	Govt. Middle School, Veterinary Colony	Gaithailiu
13	Govt. Middle School, Signal Angami	C. Liyim
14	St. John Hr. Sec. Res. School, Dimapur	Manya Tannyu Bezo
15	Christina Memorial Hr. Sec. School, Dimapur	Lichippy A. Achumi
16	Cornerstone Hr. Sec. School, Dimapur	Ili Aye
17	Pine Mount School, Padampukhuri	Loinoli Swu
18	Govt. Middle School, Purana Bazar	Ahika Aye
19	Govt. Middle School, Diphupar Ao	Olemjungla
20	Govt. High School, Zuheshe	Limugha Yepthomi
21	Assembly of God Hr. Sec. School, Dimapur	Machoni
22	Holy Cross Hr. Sec. School, Dimapur	Chumei Phom
23	Dayand Vidya Niketan, Dimapur	Sajida Begum
24	St. Joseph School , Viyito	Mughakha
25	El Shaddai Academy, Dimapur	Emlyren Longkumer
26	Govt. Middle School, Naga New Model Ao	Kalungailu Panmei
27	Bethel Faith School, Seithekiema-C	Nikina Zhimo
28	Livingstone Foundation Internationa, Dimapur	Spiah Deb
29	Community Education Centre, Dimapur	Dipak Bhattacharjee
30	Govt. Hr. Sec. School, Purana Bazar	Khutolu Zhimo
31	St. Anthony School, Tenyiphe	Kevinguno
32	Govt. High School, Moava	Sinlozu
33	Govt. Hr. Sec. School, Dimapur	Abhishek Kumar
34	Ram Janaki Hr. Sec. School, Dimapur	Likivi M. Sumi
35	Govt. High School, Khaghaboto, Dimapur	Kakheto Chishi
36	Little Flower School, Dimapur	Chingthianren
37	Liz Woodland School, Dimapur	Imdangmeren
38	North Town Hr. Sec. School, Chumukedima	Thejanino Sirie
39	North Town Hr. Sec. School, Chumukedima	KezhanguÜ Kruse
40	Harvest Mission School, Dimapur	Katirenla
41	Govt. Hr. Sec. School, Singrijan	Sayu Mongba
42	Govt. Hr. Sec. School, Singrijan	Wanlem
43	Govt. Hr. Sec. School, Singrijan	Sentimongla
44	Govt. Hr. Sec. School, Singrijan	Kevizenuo
45	Agape Hr. Sec. School, Chumukedima	Ramji Chang
46	St. Thomas Hr. Sec. School, Nagagaon	Jianchui
47	St. Thomas Hr. Sec. School, Nagagaon	Gloriya
48	Zakiesato Hr. Sec. School, Dimapur	Suhana Khatoon
49	Zakiesato Hr. Sec. School, Dimapur	Zarina Begum
50	Zakiesato Hr. Sec. School, Dimapur	Ujala
51	Zakiesato Hr. Sec. School, Dimapur	Arti Kumari
52	Pilgrim Higher Secondary, Dimapur	Avezii Nyusou
53	Don Bosco Hr. Sec. School, Dimapur	Ovungro Ovong
54	Christian Hr. Sec. School, Dimapur	Thoufik Hidayath
55	Dimapur Mission Hr. Sec. School, Dimapur	Purnungla Tzudir
56	Vidhya Bhawan Hr. Sec. School, Nagarjan	Soumen Paul



57	St. Joseph Hr. Sec. School, Chumukedima	Enithung
58	St. Joseph Hr. Sec. School, Chumukedima	Lily Kath
59	Pranab Vidyapith Hr. Sec. School, Dimapur	Shreya Ghosh
60	Pranab Vidyapith Hr. Sec. School, Dimapur	Namdami Roy
61	St.Stephen's Hr. Sec. School,Dimapur	Mughakivi Achumi
62	St. Francis De Sales Hr. Sec. School, Medziphema	Keneizenuo Mezhatso
63	Govt. Middle School, Duncan	Meriyani Kikon
64	Eastern Academy Hr. Sec. School, Dimapur	Sanchui
65	Govt. Middle School, Disaguphu	Penyu Longchar
66	Govt. High School, Lengrijan	Moasangla
67	Govt. Middle School, Disaguphu	Anok

## Drawing competition on various aspects of Mahatma Gandhi's life

Date : 1st July to 31st July, 2021

### List of Participants

#### District Kohima

Sl No.	Name of the Institution	Participants
1	Dr. Neilhouzhü Kire Govt. Hr. Sec. School, Seikgazou	Thejakhrietuo Keyho
2	Rüzhükhrie Govt. Hr. Sec. School, Kohima	Khriehuzo Rutsa
3	Govt. High School, Jakhama	Kevicho
4	Govt. High School, Jakhama	Mhashevino Khatso
5	Silas School, Thizama	Lumdokhiung
6	Khedo Baptist Hr. Sec. School, Kohima	Kevizayie Dzüvichü
7	Stella Hr. Sec. School, Kohima	Onu-o Thira
8	Loyola Hr. Sec. School, Jakhama	Angelin Saju
9	Loyola Hr. Sec. School, Jakhama	Medongoto
10	Loyola Hr. Sec. School, Jakhama	Oyiehoto
11	John Govt. Hr. Sec. School, Viswema	Anmol Subba
12	Chandmari Hr. Sec. School, Kohima	Jehli C K Jingru
13	Govt. High School, Chandmari	Ilialungbe
14	Govt. High School, PWD, Kohima	Trisha Sonar
15	St John Bosco School, Khonoma	Neilhousanuo
16	Don Bosco Hr. Sec. School, Sechü Zubza	Thejasevi K Koutsu
17	Don Bosco School, Tseminyu	Hihile Semp

#### District Wokha

Sl no	Name of the institution	Participant
1	Mount Sinai School, Wokha	Mharoni P. Enno

#### District Phek

Sl No.	Name of the Institution	Participants
1	Christian Mission School, Meluri	Metevinu
2	Christian Mission School, Meluri	Jilo
3	Christian Mission School, Meluri	Rüngavi
4	Christian Mission School, Meluri	Kamriisii Liiziiri
5	Mount Kahu Christian School, Khezhakeno	Vietsode Koza
6	Govt. High School, Kezocha	Avisaku Temi
7	Sacred Heart Hr. Sec. School, Chizami	Mengunuo Solo

#### District Mokokchung

Sl No	Name of the Institution	Participants
1	Children School, Mokokchung	Nungshilong L Longchar
2	Senayangba Govt. Hr. Sec. School, Ungma	Chonglam
3	Govt. High School, Yajang	Bendangkokla
4	Imsutemjen Hr. Sec. School, Mokokchung	Temsunungsang
5	Govt. High School, Sumi	Yaki

6	Clark Memorial Hr. Sec. School, Impur	Taochisola Pongen
7	Clark Memorial Hr. Sec. School, Impur	Opijem
8	Govt. High School, Mokokchung Village	Pangernukshila

**District Zunheboto**

<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Mount Shepher School, Aghunato	Lusukhiung
2	Cornerstone Hr. Sec. School, Zunheboto	Chipito K.
3	Woodland Hr. Sec. School, Zunheboto	Ativi S. Awomi

**District Kiphire**

<b>SI No</b>	<b>Name of the Institution</b>	<b>Participants</b>
1	Saramati View Modern School, Kiphire	Alongti L. Sangtam

**District Dimapur**

<b>SI.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Carewell School, Dimapur	Bishika Dey
2	Govt. High School, Naga United Village	Kumzuksangla
3	Govt. Hr. Sec. School, Diphupar	Mojida Khatun
4	Govt. Middle School, Duncan Ao	Acham Konyak
5	Govt. Hr. Sec. School, Diphupar-A	Kenizele
6	St. Gabriel High School, Chumukedima	Sarika Gouda
7	Govt. Hr. Sec. School, Diphupar-A	Nazma Ahmed
8	Holy Cross Hr. Sec. School, Dimapur	Chumei Phom
9	Eklavya Model Resi. School, Diphupar	Rose Haan
10	Little Flower School, Dimapur	Samlamngaulule
11	St. Joseph Hr. Sec. School, Chumukedima	Enithung
12	Blue Star School, Singrijan	Joas Bunie
13	Blue Star School, Singrijan	Sanjana Chetri
14	Blue Star School, Singrijan	Ipulo Shohe
15	Blue Star School, Singrijan	Phoebe
16	Pilgrim Higher Secondary, Dimapur	Sentimenla
17	Zakiesato Hr. Sec. School, Dimapur	Megha Borah
18	Zakiesato Hr. Sec. School, Dimapur	Mehnaz
19	Zakiesato Hr. Sec. School, Dimapur	Alok Kumar
20	Zakiesato Hr. Sec. School, Dimapur	Debojit Shill
21	Zakiesato Hr. Sec. School, Dimapur	Gaurav Kumar
22	Don Bosco Hr. Sec. School, Dimapur	Delphi Oinam
23	North Town Hr. Sec. School, Chumukedima	Jyoti
24	North Town Hr. Sec. School, Chumukedima	Nemngaineng Haokip
25	Liz Woodland School, Dimapur	Sonia Rai
26	Lorna's Hr. Sec. School, Dimapur	Hemant
27	Lorna's Hr. Sec. School, Dimapur	Arti Singh
28	Lorna's Hr. Sec. School, Dimapur	Manisha Kumari
29	Govt. High School, Kaghaboto	Pulokali Chisho
30	Govt. Middle School, Khehokhu	Hikali

31	Eklavya Model Resi. School, Dimapur	Langshen
32	Kin High School, Dimapur	Anamika Kumari
33	Mount Saramati School, Unity Village, Dimapur	Vibo H. Kiba
34	Govt. Middle School, Disaguphu	Surhovi
35	Govt. High School, Lengrijan	Pinky Sharma
36	Govt. High School, Lengrijan	S. Lokhum Yimchunger

**District Longleng**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	St.Joseph's School, Longleng	Sunglei Angh
2	Govt. High School,Pungo	H. Yangshong
3	Govt. High School, Tamlu	Khamlau
4	Christian High School, Longleng	Themmei
5	Govt. Middle School, Buranamsang	Moidang

**District Mon**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	St.Mary High School, Mon	Maria Begum
2	Konjong Hr. Sec. School, Mon	Echi Konyak
3	Little Flower School, Tizit village	Shabina Begum
4	Carewell School, Naginimora	Elong
5	Carewell School, Naginimora	Yonglong
6	Govt. Hr. Sec. School, Mon	Shenglem

**District Tuensang**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Eklavya Model Resi. School, Tuensang	Lushia K
2	Eklavya Model Resi. School, Tuensang	Langshen
3	St. Xavier School, Shamator	Peter Laji

**District Peren**

<b>Sl.No</b>	<b>Name of the institutions</b>	<b>Participants</b>
1	Govt. High School, Dungki	Haireukiang
2	Govt. High School, Ngwalwa	Lungyiwangle

**Activity B - Class XII**

- i. To write an essay on how Mahatma Gandhi had influenced the Indian National Movement for Independence (300 words minimum)**
- Or**
- ii. What would Mahatma Gandhi want the citizens of India today to make a better India? (300 words minimum)**

*Conducted from 1<sup>st</sup> August till 14<sup>th</sup> August 2021.*

**Best 3 entries of Activity ‘B’ in order of merit**

- i. Nishe Awomi**  
*Christian Hr Sec school, Dimapur*
- ii. Mechou**  
*Clark Mem. Hr. Sec. School, Mokokchung*
- iii. Lithungbeni Yanthan**  
*Bethel Hr. Sec. School, Kohima*

## Activity 'B'

### LIST OF PARTICIPANTS

#### KOHIMA DISTRICT

Sl. no.	Name	School/College
1	Intikumzuk Longchar	Holy Family Hr. Sec. School, Kohima
2	Devila S	Mt.Carmel Hr. Sec. School, Kohima
3	Sedevinuo	Chandmari Hr. Sec. School, Kohima
4	Priyanshu	Mt.Sinai Hr. Sec. School, Kohima
5	Christine Tsela	Baptist Hr. Sec. School, Tseminyu
6	Isampoile Mbungcha	Ministers'Hill Baptist Hr. Sec. School, Kohima
7	Samlamchile	Baptist High, Kohima
8	Bendanginla chang	Mewi Hr. Sec. School, Kohima
9	Juphoi T	Rüzhüikhrie Govt.Hr. Sec. School, Kohima
10	Ruokuovor Suokhrie	Khedi Baptist Hr. Sec. School, Kohima
11	Mhalesenuo Zumu	Alder College, Kohima
12	Sweyievil Kikhi	John Govt. Hr. Sec. School, Viswema
13	Rokovizo Nagi	Don Bosco Hr. Sec. School, Kohima
14	Asangla Longkumer	Fernwood School, Kohima
15	Mulungzenla	Mezhür Hr. Sec. School, Kohima
16	Shürhino Kaimo	Japfü Christian College, Kohima
17	Thumchobeni Rebecca Yanthan	CD King Hr. Sec. School, Kohima
18	Rokosielie Ratsa	Dainty Buds ,Kohima
19	Jesse Kapfo	Stella Hr. Sec. School, Kohima

#### ZUNHEBOTO DISTRICT

Sl.No	Name	School/College
1	Vinika A. Jakha	Cornerstone , Zunheboto
2	Kunoli P. Yephthomi	Woodland Hr. Sec. School, Zunheboto

#### PEREN DISTRICT

Sl.No	Name	School/College
1	Keheirianeule	Govt. Hr. Sec. School, Peren

### MON DISTRICT

Sl.No	Name	School/College
1	Wangli Konyak N	St. John's Hr. Sec. School , Mon
2	Yeiwang N. Konyak	GHSS, Aboi
3	Loangam Konyak	GHSS, Tizit
4	Ajem Konyak N.	Konjong Hr. Sec. School , Mon
5	P. Phongpa	GHSS, Mon Town 'D'

### MOKOKCHUNG DISTRICT

Sl.No	Name	School/College
1	Nungsangrenla	Straightway Hr.Sec.School, Mokokchung
2	Taliyangba Imchen	2 <sup>nd</sup> NAP Hr.Sec.School,Alichen
3	Bendangsenla Longkumer	Model Hr.Sec.School, Mokokchung
4	Sashikala	Town Hr.Sec.School, Mokokchung
5	Chubatula I Pongentsur	Senayangba GHSS, Ungma
6	Lipokrenba Longchar	Edith Douglas Hr.Sec.School, Mokokchung

### LONGLENG DISTRICT

Sl.No	Name	School/College
1	Yungmei P.	Bautüing GHSS, Longleng

### TUENSANG DISTRICT

Sl.No	Name	School/College
1	Khingkhasiba Sangtam	GHSS, Tuensang
2	Efriem A. Sangtam	Baptist Thangyen Hr. Sec. School , Tuensang
3	Phuhiu P.	St. John's Hr. Sec. School, Tuensang

### PHEK DISTRICT

Sl.No	Name	School/College
1	Neshelü Vero	GHSS, Phek
2	Kuvethita Puro	Christian Mission Hr. Sec. School , Phek
3	Metsote Wezah	Sacred Heart Hr. Sec School, Chizami

### DIMAPUR DISTRICT

Sl.No	Name	School/College
1	Takasaungba Imchen	GHSS, Diphupar 'A'
2	Irene Panmei	North Town Hr. Sec. School , Chumukedima



<b>Sl.No</b>	<b>Name</b>	<b>School/College</b>
3	Kikati Yeptho	North Town Hr. Sec. School , Chumukedima
4	K.P. Ngenthen	Christina Memorial Hr. Sec. School , Aoyimti, Dimapur
5	Shonye Lorin	Tetso College, Dimapur
6	Khyothunglo M. Ngullie	Vidhya Bhawan Hr. Sec. School , Dimapur
7	Kilini K. Sumi	Eastern Christian College, Dimapur
8	Chawanglinbo Rangkau	Little Star Hr. Sec. School, Dimapur
9	Vevelu Chizo	Daeshin Academy, Dimapur
10	Yantsula Y. Yimchunger	Godwin Hr. Sec. School, Chumukedima
11	Lhingneingei	St. Mary's Hr. Sec. School, Padumpukhuri
12	K. Jenefer Khongsai	GHSS, Purana Bazar
13	K. Akivili Achumi	Unity Christian Hr. Sec. School, Diphupar
14	Arundhoti Chowdhury	Bethesda Hr. Sec. School, Dimapur
15	Taorem Raj Moni Singh	Cornerstone Hr. Sec. School, Dimapur
16	Debojani Chowdhury	King David Hr. Sec. School, Medziphema
17	Shilpi Rani	Pranab Vidyapith Hr. Sec. School, Dimapur
18	Jeetu Das	Zakiesato Memorial Hr. Sec. School, Dimapur
19	Roshni Kumari	St. Paul Hr. Sec. School, Dimapur
20	Basanti Das	Agape Hr. Sec. School, Chumukedima
21	Sechieü Thele	GHSS, Singrijan
22	Sentichila Walling	Eastern Academy Hr. Sec. School,Dimapur
23	Meneweu T Mero	St. John Res. Hr. Sec. School, Dimapur
24	Imrana Begum	Don Bosco Hr. Sec. School Dimapur

**Essay/Creative writing conducted from 12<sup>th</sup> March 2021 to 12<sup>th</sup> April 2021**

**Best 5 entries in order of merit**

1. Name: **Sneha Paul**

School: St. Paul Hr. Sec. School, Dimapur

Essay on: *Despite being so diverse, India managed to stay united.*

2. Name: **Temsusenla O Longkumer**

School: Edith Douglas Hr. Sec.School, Mokokchung

Essay on: *Despite being so diverse, India managed to stay united.*

3. Name: **Lemihthong**

School: Christian High School, Shamator

Topic: *Challenges Faced by India on Attaining Independence in 1947.*

4. Name: **Heno Lohe**

School: All Saints Hr. Sec. School, Peren

Topic: *Challenges Faced by India on Attaining Independence in 1947.*

5. Name: **Priskila**

School: Woodland Hr. Sec. School, Zunheboto

Topic: *Mahatma Gandhi's contribution to India's freedom Movement.*

## **ESSAY COMPETITION**

**Name: Sneha Paul**

**Class : X B**

**Roll no.48**

**School: St. Paul Hr. Sec. School, Dimapur**

**Essay on  
Despite being so diverse. India managed to stay united.**

**“ AZADI KI AMRUT MAHOTSAV ”**

## **Despite being so diverse, India managed to stay united....**

“Our ability to reach unity in diversity will be the beauty and the test of our civilization”.

-Mahatma Gandhi

India is a mass country. It consists of people belonging to different religions, professing a different political faith and using different languages, varieties of face, dress and region. India's civilization is around 6000 years old. It has given birth to the world's most important culture and religions. People of many races have settled here in India. Unity and synthesis are the embodiment of Indian culture. India's fundamental unity rests upon its peculiar type of culture. There is no single character or aspect that can be defined as culture. It is expressed through language, literature, religion, philosophy, customs, traditions and architecture. The diversities facilitate the overall progress of each states without difficulties. Each state preserves its identity. Being a diverse civilization, India is a land of countless languages with over 1650 regional accents and dialects. The whole country, viewed at a glance shows diversities but remains to unite. Each region of the country from Jammu and Kashmir to Kanyakumari, presents different customs and traditions, but this beautiful nation, connects people in the bond of humanity and peace.

The unforgettable fight for freedom was a perfect example of the unity of India in diversity when the whole nation stood on the same platform with diverse caste and religions. The story of India's unity in diversity is extraordinary and conveys a strong message that the nation is higher than any particular religion or culture. Currently, around 1.3 billion people live together with love and harmony. Indians bound by love have never opposed any civilization and embraced everyone with an open heart. Unity in the diversity of India is justifying by the fact that people with different views on life, religion, social, economic and political systems creating a civilized nation through their perception and ethical behaviour.

The leaders of the Indian libertarian movement Mahatma Gandhi, P. Jawaharlal Nehru, Mohammed Ali Jinnah, Gopal Krishna Gokhale, Maulana Abdul Kalam Azad, Sardar Vallabhai Patel and Netaji Subhash Chandra Bose used the slogan of unity in diversity to make the fight for freedom a success. Netaji always spoke about unity, diversity with all religions. That's why he was successful in making the Azad Hind Fauj, Muslims, Sikhs and Hindus all formed the Indian National Army, and they all fought for India's freedom. Netaji brought unity in Gujarati-Bengali. Mahatma Gandhi also played a huge role in connecting people of different religions and cultures in one bond of love and unity. It was Gandhiji who dreamed of secular India and made every effort to fulfill his dream.

India's moral and spiritual values have always been the same, despite many political and social changes. They strengthened India's fundamental unity even more. The ultimate goal of life is liberation, nirvana or moksha. Great saints, rishis, preachers and philosophers have always been an integral part of the complex and common Indian heritage and culture as Vedas, Gita, Ramayana, Quran, Guru Grantha Sahib, Bible etc. The unity of the people in the libertarian movement was the primary weapon and forced the British Empire to free India against its captivity. Belief in spirituality and cultural power played an essential role in bonding the people of India in a bond of unity. The difference in opinion, way of life, faith and religion is its strength, not weakness.

They reflect a vast horizon of views, depth of tolerance and dynamism. Here, people can have different, even, opposite perspectives on life, religion, social structure, economic growth, political system, ways of spiritual development and salvation and at the same time belong to one country, one nation that is Bharat. We have remained united, despite being so diverse for our merit. Outside, it seems that our country is a heterogeneous mix of diverse elements. However, it is homogeneous whole as a chemical compound.

**EDITH DOUGLAS HIGHER SECONDARY SCHOOL**

**ESSAY TOPIC: Despite being so diverse, India has managed to stay united**

**NAME – TEMSUSENLA O LONGKUMER**

**CLASS – 9 ‘B’**

**ROLL NO – 32**

India is a land of diversity woven together as a complex culture. It is rightly characterized by its unity and diversity. A grand synthesis of cultures, religions and languages of people belonging in caste and communities has upheld its unity and cohesiveness despite foreign invasion, like the Mughal and British Rule, and this has in-fact led to the development of the society with its unique features.

India is the 7<sup>th</sup> largest and the 2<sup>nd</sup> most populous country in the world. The main land covers an area of 3.28 million sq km. the vast population of India belongs to various races, cultures, religions, language speaking group. Plurality and Multiplicity characterized Indian society. Their tradition and values differ from one another, even though they maintain unity and solidarity at various levels.

Indian society has deep historical roots. This lies in its geography, composition of the people, its ancient traditions, social system and its culture. India's historical depth, her social and cultural variations are impressive, arresting and inspiring. Its vitality to continue and its capacity to respond to change are indeed unique. In the ideas, concepts and beliefs of the post ages rest the rich foundation of India's heritage and traditions. A study of the immigration process into India reveals the foundation and contribution of the different groups of people to the composite culture of the country.

Before the British annexation of India there was no political unity. The country was divided into small provinces. Although various social groups entered India and a certain amount of assimilation did take place, yet different communities could be easily identified by their differences. In fact every new arrival of outside groups, for purposes of trade, or spread of religion, or to annex power, resulted in further regional differences and cultural diversities. During the British period, a major transformation could be observed in the country. The British greatly succeeded in creating a supra-regional structure of political administration. As one political unity, with a central authority, all the regions began to share a common political culture. The British introduced new land reforms measure, a marketised and monetized economy and a uniform legal system, besides modern education to name a few. All these helped in removing barriers that existed between different groups on India. Introduction of railway and construction of roads greatly improve the mobility of one region to another.

Under such a liberal system of economy and society, Indians forgetting their differences started participating in the test of nation building. Nationalism replaced religion and culture as the cementing force within the Indian society, becoming more material and status oriented. Moreover due to greater need of the society, racial, cultural, religions and linguistic barriers were forgotten thus helping in strengthening the unity of Indian society. This is when diversity was removed and unity established.

After the independence of the country, unity becomes a cherished legacy. People started taking pride in their national identity. Racial, cultural, religions and linguistic barriers were forgotten



thus helping in strengthening the unity of Indian society. Today the unity of India is manifested in several ways.

The country has a constitution that was adopted on 26<sup>th</sup> January, 1950. The country is a political unity, called the Indian union. Elected representatives from different constituencies spread all over the country constitute its parliament. All nationals carry a common passport. People of any given region are variously linked with other regions through religion, language, business, governments and politics. Moreover, the unity of India is further strengthened by the values of equality, liberty, fraternity, secularism and justice.

In India, there has been a considerable degree of tolerance amongst different religious groups. This tolerance is mostly visible during some religious festival like that of the Vijaya Dasami festival of the Hindus, where priest from Christian churches and Muslim mosque in Kerala vie with each other to perform the Hindu rituals of initiating children into the world of learning, or celebrating Deepawali not only by the Hindus but also by Sikhs and Christians as a festival of light, etc. religious and pilgrim centers located in different parts of the country like Amritsar, Varanasi, Pune and Mathura, etc attract people from all regions and different walks of life forgetting their differences of caste, class and other social taboos.

Language plays an important role in the unity of India. In the ancient and medieval times, Sanskrit, Arabic and Persian were the linked languages. Post Independence, Hindi became the national language and English remained as the language of central government and of higher education and research. Today "Hindi" as a linked language, is spreading far and wide. Rather than replacing other regional languages, Hindi is becoming an additional language that is spoken by millions. The mass media have played a vital role in this regard.

The tradition of interdependence is also expressed in the form of Jajmani system. Jajmani system had succeeded among various castes in the rural areas. It is a system in which the high caste land owning families are provided services and products by various lower castes such as carpenters, barbers, potters, washer men, blacksmith, etc and for the services rendered, the servicing caste are paid in cash or in kind. It is a durable relation between landowning family and landless families based on reciprocity. Thus it plays an integrative role between various castes at the village level.

India also has a rich cultural heritage. The great tradition of India and its literature, like the great epics of Ramayana, Mahabharata and the Puranas and the local stories of parochial heroes and events are an indispensable part of Indian culture. The magnificent art and architecture of the Hindu, Buddhist and the Jain temples and the iconography, the Mughal architecture like the forts, tombs, minarets and imperial garden are all part of India's proud cultural heritage. The institution of caste and joint family are found throughout the length and breadth of the country.

Today, one notices the emergence of a common cuisine with an all-India spread certain south Indian dishes like dosa, idly sambhar, tandoori dishes from Punjab, the sandesh and rasgulla of

Bengali are now part of every Indian cuisine. In matters of dress too, women in all parts of India are with the khadi kurtas of India.

Thus, it appears that through the present population of India is a mixture of almost all races, religions and linguistic groups of the modern world, an unbroken thread of unity binds the Indian society. The differences that are inherent to the population sink, when society is viewed as a whole. These is a fundamental unity in culture that binds the people of the country together.

It is the perennial flow of this cultural stream which determines the nation's strength, its characters and its capacity to survive as an integrated reality, despite having heavy odds and its continuous march on the path of progress. In other words, India diversity has given her, "her unity".

## **ESSAY COMPETITION**

**Name: Lemihthong**

**Class: X**

**School: Christian High School, Shamator**

**Topic: Challenges Faced by India on Attaining Independence in 1947**

## **Essay- Challenges Faced by India on attaining Independence in 1947**

‘‘Liberty, when it begins, to take roots, is a plant of rapid growth’’.

-George Washington.

On 15<sup>th</sup> August 1947 started an epoch that ended India’s colonial that subjugation and looked forward to a new India – India is an independence country while Indian found itself independent from the British, it was still to find independent from social, economic and political problems that had started to become a rock in the way of its growth. The problems that India faced on attaining independence in 1947 can be summarise into three phases challenges.

Immediate challenges – territorial and administrative intergration of princely states, communal riots, rehabilitation of nearly 60 lakh refuges migrated from Pakistan, protection of Muslims living in India as well as those going to Pakistan from communal gangs, communist insurgency, etc.

Medium term challenges – farming of the constitution for India, building of a representatives, democratic and civil libertarian political order, elections and abolition of feudal set up in agriculture, etc.

Long term challenges – national integration economic development, poverty alleviations, etc. India, as well as Pakistan, faced the consequences of partitions. The independence act had laid the procedure for the resolution of three major problems.

1. The settlement of boundaries between the two nation;
2. The division of apparatus and personal of India civil services and some other services; and
3. Division of military assets and formations.

In absurd hurry, the British government appointed the Boundary Commission under the chairmanship of Sir Cyril Radcliffe. The boundary commission consisted of two Muslims and two non-Muslims judges in each case, and worked under serious constraints – Radcliffe with very limited knowledge of India, and with the use of out-of-date maps and census materials was required to draw the boundaries and decide disputed points within a period of six weeks.

The report of the Boundary Commission was ready by August 12, but Lord Mountbatten intentionally made it public after August 15, so that the responsibility of the consequences – communal riots and its repercussions would not fall on the British.

To resolve the division of civil government amicably, a partition council, presided over by a steering committee, consisting of H.M. Patel and Mohammad Ali, at operational level. All civil servants were offered to give their option about the Dominion they wanted to serve. Around 1,60,000 employees opted for transfer from India to Pakistan or from Pakistan to India.

For a smooth division of the armed forces and their plants, machinery, equipment and stores, a joint defence council, headed by Auchinluk as its supreme commander, was set up. The council decided that Muslim – majority units to India but due to serious differences between the two parties, the post due to serious differences between the two parties, the post of supreme commander was abolished. Amidst serious chaos, the British troops started to leave India from August 17, 1947 and the process was completed by February 1948.

Refugee resettlement became the immediate challenge for both government (India and Pakistan). In view of large-scale influx of displaced people, the notion of ‘evacuee property’ to the protected by government, for any future return of those who had left for Pakistan, because an empty rhetoric because it was almost houses of Muslims.

It is to be known that, Indian constitutional principles of secularism and federalism are the foundational keystone of India democracy. Indian democracy is a heterogeneous model with a vast socio-religious and cultural diversity. It was predicted by western political analysts that the Indian model of democracy would not last long.

However, it was due to India’s strong commitment to its constitutional principles that let India to not only survive as a nation but also to emerge as the leader of the newly independent countries.

## **ESSAY COMPETITION**

**Name: Heno Lohe**

**Class: X**

**Roll No.23**

**School: All Saints Hr. Sec. School, Peren**

**Topic: Challenges Faced by India on Attaining Independence in 1947**

## Essay- Challenges Faced by India on attaining Independence in 1947

India is known as 'The Land of Diversity'. India faced many terrible activities while attaining Independence. This history of the independence of India began to spread as the country gets its independence. It not only stood as an Independent country but was also a leader (the leading country) for all other Independent countries especially the newly independent countries. 'India' has a very rich heritage and was also known for its richer; but due to the rule of Britishers, India started closing its economy and thus become poor. However, I can assure that India's future is still bright and secure.

I would like to state some challenges faced by India while attaining Independence in the following ways:

**Poverty:** This was the biggest challenge faced by the Indians, mostly in the rural areas. Half of the population was starved to death and 55% of India's population remained poor and un-hygienic.

**Water Scarcity:** There were no water supply, no proper rivers and ponds. Waters were contaminated and was no longer suitable for drinking. Therefore, many were left thirsty.

**No Proper Disaster Management:** These natural disasters like earthquake, flood, drought, etc., would occur and since there were no proper support and help lines, many died tremendously.

**Religion Violence:** People were not given the right to follow his/her religion. There were not only one specific which everyone must follow and whosoever caught breaking the law would be punished/tortured or even death.

**Pending Justice:** People were not given their rights to raise their voice or speak out their thoughts. They were totally controlled and used. Hence, they could not fight for their justice.

**Terrorism:** People were forced for cheap labour's, they were threatened for works, beaten for nothing and had a very harsh life. Terrorist attack was very common.

**Economic Degradation:** The economy of the country was running low, people were saddened and angered mentally and physically.

There are many other challenges and instances faced by the Indians but these are some of them which made the biggest history of the Indian's and it's drawback's. Due to its strong fundamental constitutional right's, India was able to attain Independence. "Secularism and Federalism are the two stone keys in attaining democracy. This history remained forever in the hearts of people. It all occurred because of co-operation, team-work and togetherness. Attaining Independence was really scarce and fierce but because of our respected leaders, who fought for our country and even gave their own lives, we are able to live our life the way we want it.



Some other major challenges faced by the Indian's were:

**Poor Policing:** There were no proper law and order in the country and this puzzled all the people as none knew any rules and regulations which are to be followed. Hence, maintenance of policies were too low.

**No Rights:** No-one had any right's to speak before the British. No-one had any right's to do what they want. Everybody were totally captured and thus, lived in vain for many years, darkness surrounded them.

**No food supplies or no proper irrigation:** There were no food supplies, no proper irrigation. Farmers would work whole day and got no time to rest. And when it was time for harvesting. The Britishers would take all their materials and thus, their hardwork would drown in vain. And many were starving for food, thirsty for water and lived a miserable live.

These were the darkest challenges faced by our brothers and sisters. They lived a miserable live under the rule of the Bristishers for almost 200 years. India got independence on 15th August 1947. This was the happiest and most historical work of the Indians. P.T. Jawaharlal Nehru was the first Prime Minister of India. We are celebrating this 75<sup>th</sup> year of the India's Independence and we should all be proud of our country because of our respected leaders that fought for the freedom of our country, shed their blood and gave their life. It is now, our turn to develop the country and remain strong. It is our responsibility to build our country even more and never forgetting our leaders for their outstanding performances.

“One who shed their blood and gave their life will be remembered forever. Their good deeds will be respected and cherished for the rest of our lives.

# **MAHATMA GANDHIJI'S CONTRIBUTION TO INDIA'S FREEDOM MOVEMENT**

SUBMITTED BY:  
PRISKILA  
STUDENT OF CLASS - 10  
WOODLAND HR. SEC SCHOOL  
ZUNHEBOTO, NAGALAND

DATE OF  
SUBMISSION:  
10<sup>th</sup> APRIL, 2021

Mohandas Karamchand Gandhi, known as Mahatma Gandhi was born on 2<sup>nd</sup> October, 1869, at Porbandar of Kathiawar in Gujarat. In 1887 Mahatma Gandhi went to England to receive higher education and became a barrister. Later he went to South Africa as a legal advisor to a business firm.

Gandhiji's first political career begins with his visit to Africa. When in Africa, he had a bitter experience to humiliation. His first-hand experience to humiliation was when he travelled in a first class train (Durban to Pretoria), a white man entered the compartment and threw him out of the train along with his luggage. This very incident had a profound influence in shaping Gandhiji's political career.

When he returned to India in 1914, there was already an inspiration with his countrymen that he had qualities of superman who can eradicate all the social and political problems in the country. Even before he actually began his work in India, the title of Mahatma (great soul) was conferred upon him by his countrymen.

From 1917, Gandhiji started his first political movement from Champaran district in Bihar to improve the conditions of the peasants who cultivated indigo. The problem was the European indigo planters exploited the poor Indian peasants and committed atrocities upon them. Gandhiji formed a committee and looked into the grievances of the peasants. The movement was his first attempt to Civil Disobedience Movement.

Following the year in 1918, textile mill owners reduced the wages of their workers and this led to a dispute between the owners and workers. Gandhiji took the lead and resort to hunger strike to get the demands of the workers accepted.

No sooner this got over; a new struggle began in the Kheda district of Gujarat where the crops failed and the famine condition worsened, many cultivators failed to pay taxes. Gandhiji here too, drafted a petition and asked for suspension of revenue collection.

Gandhiji had a major influence on the Muslim population of India. He maintained unity among the Hindus and Muslims at the time of crisis when British tried to divide the nation on religious grounds. He actively participated

in the movement and became a spokesperson for the All India Muslim Conference.

After all these years of his active participation in politics, Gandhiji realized that the British had been able to be in India only because of the cooperation they received from the Indians. To counter this, he started the non-cooperation movement and set out the goal of Swaraj or self-governance.

The famous Dandi March movement also known as the Salt March began when Gandhi started a Satyagraha campaign against the salt law. On this day, Gandhiji along with his 79 selected and trusted followers marched from Sabarmati Ashram to Dandi, particularly a march from Ahmedabad to Gujarat, 320kms away. This Dandi March signaled the beginning of countryside waves of Quit Disobedience Movement.

The final nail in the coffin for British Raj in India was the Quit India Movement, led by Gandhiji in 1942. He firmly protested against the British rule in this movement. It brought about thousands of ordinary people. Many students left their colleges. It brought nationalist feeling among the youth to such a stage that the day for independence seems not far off and British would leave India.

Conclusion:

Gandhiji's contribution to India freedom movement and his championship of non-violence earned him the title of "Father of the Nation". During the Indian freedom struggle, Gandhiji advocated many peaceful protests and demonstrations with the principle of non-violence (Ahimsa). Gandhiji became a true inspiration not only for the past generation but also for the present and future generation with his ideology of non-violence, tolerance and social welfare.

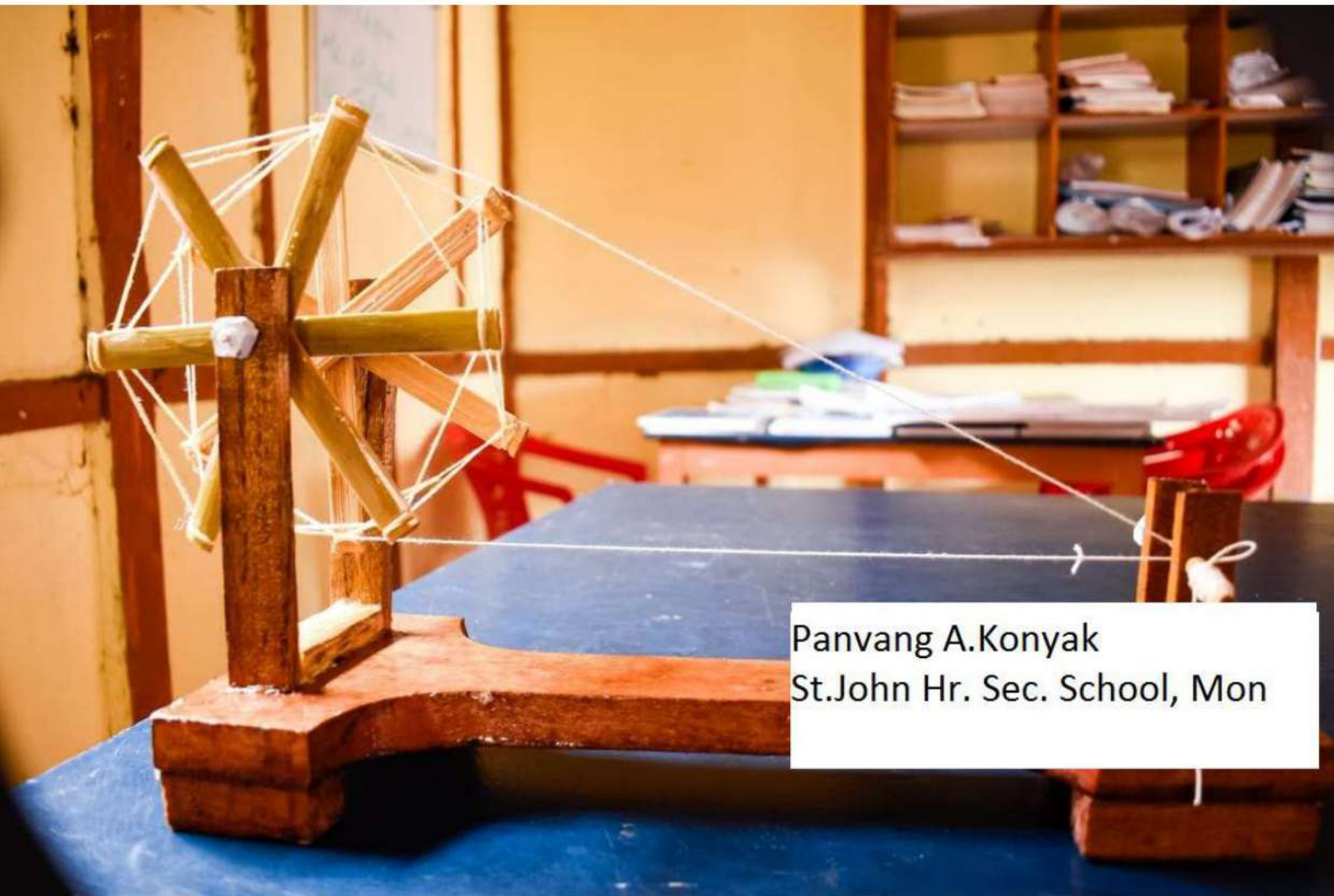
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**Craft Making and Drawing Competition conducted from 1st July to 31st July, 2021**

**Best entry in each category:**

- 1. Craft making competition in line with Mahatma Gandhi's Thoughts**  
**Name: Panvang A. Konyak**  
School :St.John Hr. Sec. School, Mon
- 2. Drawing competition on Naga's Art and Culture**  
**Name: Metozo Medeo**  
School: Govt. High School, Yoruba Village
- 3. Drawing competition on various aspects of Mahatma Gandhi's life**  
**Name: Rounak Pincha**  
School : Carewell School, Dimapur



Panvang A.Konyak  
St.John Hr. Sec. School, Mon





Name - Metozo M  
Name - Metozo Medeo  
class - 10  
G.H.S. Yonuba Village





*'Various aspects of Mahatma Gandhi's life'*  
Miss. Rounak Pincha, Class- 10  
Carewell School, Dimapur

## **Activity B - Class XII**

- i. To write an essay on how Mahatma Gandhi had influenced the Indian National Movement for Independence (300 words minimum)**
- Or**
- ii. What would Mahatma Gandhi want the citizens of India today to make a better India? (300 words minimum)**

*Conducted from 1<sup>st</sup> August till 14<sup>th</sup> August 2021.*

### **Best 3 entries of Activity 'B' in order of merit**

- i. Name:Nishe Awomi**  
School: Christian Hr. Sec. School, Dimapur
- ii. Name:Mechou**  
School: Clark Mem. Hr. Sec. School, Mokokchung
- iii. Name:Lithungbeni Yanthan**  
School: Bethel Hr. Sec. School, Kohima

## **Topic- What would Mahatma Gandhi want the citizens of India do to make a better India?**

India has come a long way since its Independence on 15<sup>th</sup> August 1947. The years have witnessed great progress, development and efforts made by the Indians to move forward and bring about change in all spheres of life. However, at times we tend to forget or ignore the teachings and ideas laid by our great leaders who have fought, struggled and even sacrificed their lives in an effort to free India from the British rule. Unity, truth and non-violence were the basic principles laid by Gandhiji for the people of India. It is rather sad and disappointing to note that none of these three words can be used to define the Indian society today.

Mohan Das Karamchand Gandhi is one of those historical figures whose influence has not been confined to their own time only. He appeared on the Indian scene when the country was still under the yoke of foreign imperialism and large majority of its people were steeped in poverty, ignorance and superstition. With the passage of time and despite the progress made in science and technology, Gandhiji still continues to have an enormous relevance even today in various fields.

We cannot deny the fact that India has made significant changes and has achieved tremendous progress in raising growth, income levels, standards of living and has developed a significant footprint in the global economy. But even after more than seventy years of Independence, the country is still saddled with numerous problems challenging the unity and integrity of the nation. The society is still lacking or perhaps going further downward with the increase in poverty, illiteracy, diseases, social evils and atrocities against women.

When we are to compare ‘ modern India’ to the ‘India in Gandhi’s dreams’ we are far from achieving and realizing the ideals of what Gandhiji had planned for us. According to him, the India in his dream will be in peace and harmony free of violence and corruption, where women are respected and people from all religion co-exist. Gandhiji’ said principles and the attitude of most Indians towards the problems faced by society today is in stark contrast as we delve deeper to some extent on the challenges mentioned above.

Gandhiji attached great importance to truth and non-violence in all forms of life. To him these two are inseparable from life. However, corruption in the Indian society has prevailed from time immemorial in one form or the other. Corruption in India is a result of the connection between bureaucrats, politicians and criminals. Further, it has become something respectable in India because respectable people are involved in it.

Gandhi regarded women as equal to men. He was in favor of giving equality to women in all spheres of life. He regarded women as the apostle of non-violence because of the love she gives in bringing up her children. It is quite ironic to note that violence against women is highly prevalent in India almost seventy percent of women are victims of domestic violence. The patriarchal nature of the Indian society is one of the major factors holding back women and the society at large from further progress.

Another important topic which has received great attention is the issue of cow protection. Gandhiji was too opposed to cow slaughter but he would not stop it by force. He urged people not to insist upon anything that would create a further rift between people of different faiths. For him religion meant disinterested search for truth. It was not ritual counting of the beads or worshipping of an idol at a particular place. Although evil practices like female infanticide, child marriages and honour killing are strictly prohibited; few states in India continue to carry on with such harmful practices.

Trying to change something that has been going on for years does not happen overnight and is almost impossible. The Indian society is diverse and complex in nature. The narrowness, fickleness and hypocrisy embedded deep within the minds of the people is the result and influence of the environment of the society. Human beings have been influencing each other since the beginning of time. Gandhiji would encourage the people of India to become more responsible and to maintain a society functioning in peace, harmony and order. He would advise young Indians to develop their character and be truthful. They should not tell lies nor bear ill will towards anyone under any circumstances and should talk concerning their problems to their teachers and elders. He would want Indians to be active in life and not let bad influences take control of them. A person can move forward in life only when he goes through change himself before pointing his fingers at others.

Gandhiji's view was that despite cultural, linguistic and religious diversity, India is one nation. The outside world knows us all as Indians and not as Gujaratis, Maharashtrians or Tamilians. He would want the nation to be clear on the point that when the society is deliberately constructed in accordance with the law of unity and non-violence, its structure will be different in material part from what it is today.

Gandhi was a God fearing man and made a deep study of the relationship between God and soul. He believed that every man has a belief in his creator in one or the other form. However, he was against the practice of social evils in the name of religion and on the basis of superstitious beliefs. For India to reach greater achievements and development, he would want the citizens to make a clear distinction between religion and superstition.

The citizens of India must wake up from the deep slumber put on them by contempt, disparity and stereotypes, before planning to move ahead. As Gandhi once said, 'You must be the change you wish to see in this world.' Hence bringing about complete progress for peace, harmony and for the betterment of the nation is not possible unless the people of India are ready to shed off their hatred, differences in opinion and beliefs, and be conscientious citizens to combat the numerous challenges in a concerted manner.

Submitted by-  
NISHE AWOMI  
CLASS 12  
Christian Hr. Sec. School,  
Dimapur : Nagaland

**Name : Mechou**

**School: Clark Mem. Hr.Sec.School, Mokokchung**

**Topic: How Gandhi had influenced the Indian National  
Movement for independence.**

Mahatma Gandhi was born and raised in a Hindu family. He was born along the coastal regions of Gujarat , in western India. He lived a significant portion of his life in London and completed his education there. In London, he had acquired considerable crowd to follow his teachings and principles.

Gandhiji's fullname was Mohandas Karamchand Gandhi and he was born on 2<sup>nd</sup> of October 1869. He is popularly known as the 'Father of the Nation'. Mahatma Gandhi was the leader who guided India towards Independence. India was under the British rule for over 250 years. Gandhi returned to India from South Africa in 1915 at the request of Gopal Krishna Gokhale. Gandhi's contribution to the Indian freedom movement cannot be measured in words. He, along with other freedom fighters compelled the British to leave India. His policies and agendas were non-violent and his words were the source of inspiration for millions.

Mahatma Gandhi's famous contribution to Indian Freedom Movement are:

### World War I (WWI)

Lord Chelmsford, the then viceroy of India invited Gandhi to Delhi at a war conference. In order to gain the trust of the empire, Gandhi agreed to move people to enlist in the army for World War I. However, he wrote to the viceroy and said that he "personally will not kill or injure anybody, friend or foe".

### Champan

The Champan agitation in Bihar was Gandhi's first active involvement into Indian Freedom politics. The Champan farmers were being forced to grow indigo and were being tortured so they had started to protest. They sought Gandhi's help and through a calculated non-violent protest Gandhi managed to win concessions from the authority.

### Kheda

When Kheda , a village in Gujarat was badly hit by floods, the local farmers appealed to the rulers to waive off the taxes. Here, Gandhi started a signature campaign where peasants pledged non-payment of taxes. He also arranged a social boycott of the mamlatdars and talatdars (revenue officials). In 1918, the Government relaxed the conditions of payment of revenue tax until the famine ended.

### Khilafat Movement

Gandhi's influence on the muslim population was remarkable. This was evident in his involvement in the Khilafat Movement. After the First World War, the muslims feared for the safety of their caliph or religious leader and a worldwide protest was being organised to fight against the collapsing status of the caliph. Gandhi became a

prominent spokesperson of the All India Muslim Conference and returned the medals he had received from the empire during his Indian Ambulance corps days in South Africa. His role in the Khilafat Movement made him a national leader in no time.

### Non-Cooperation Movement

Gandhi had realised that the British had been able to be in India only because of the co-operation they received from the Indians. Keeping this in mind, he called for a non-cooperation movement with the congress support and his indomitable spirit, he convinced people that peaceful non-cooperation was the key to independence. The ominous day of Jallianwalla Bagh Massacre triggered the non-cooperation movement. Gandhi set the goal of Swaraj or self-governance which since then became the motto of Indian Freedom Movement.

### Salt March

Also known as the Dandi Movement Gandhi's Salt March is considered to be a pivotal incident in the history of freedom struggle. At the Calcutta Congress of 1928, Gandhi declared that the British must grant Indian dominion status or the country will erupt into a revolution for complete independence. The British did not pay heed to this. As a result, on December 31, 1929, the Indian flag was unfurled in Lahore and the next January 26 was celebrated as Indian Independence Day. Then, Gandhi started the Satyagraha campaign against the salt tax in March 1930. He marched 388 kilometres from Ahmedabad to Dandi in Gujarat to make salt. Thousands of people joined him and made it one of the biggest marches in Indian history.

### Quit-India Movement

During the Second World War Gandhi was determined to strike the British empire with a definite blow that would secure their exit from India. This happened when the British started recruiting Indians for the war. Gandhi protested strongly and said that the Indian cannot be involved in a war that is in favour of democratic purposes when India itself is not a free country. This argument exposed the two-faced image of the colonisers and within half a decade, they were out of this country.

To the Indian people, Gandhi gave a nation to the world; he gave 'Satyagraha' arguably the most revolutionary idea of a long and ravaged century. He showed that political change could be affected by renouncing violence; that unjust laws could be defied peacefully and with readiness to accept punishment; that 'soul-force' as much as armed force could bring down an empire.

Gandhi's greatest achievement lay in his legacy for his ideals and the example he provided in living them out, inspired and continues to inspire people of all nations to take up the peaceful struggle for freedom from oppression.

## TOPIC:

### **"How Mahatma Gandhi had influenced the Indian National Movement for independence"**

"Gandhiji's contribution towards the Indian National Movement for independence"

Mahatma Gandhi 'Father of the Nation' is also known as Mohandas Karamchand Gandhi. He was born on 2<sup>nd</sup> October 1869, in Porbandar, Gujarat, India. Gandhiji got married to Kasturba Makhanji at the age of just 13 years. He had played a very vital role in India's freedom struggle. He was the leader who guided India towards independence. Mahatma Gandhi is perhaps the most widely recognised figure of the Indian Nationalist movement for his role in leading non-violent civil uprising. He first employed the non-violent approaches in South Africa where he was serving as an expatriate lawyer. When he witnessed the discrimination and exploitation of coloured people under whites rule, he was hurt and angry. He organised non-violent protests in the country which gained him fame and support from the people of South Africa.

Unforgettable is his services which gave us freedom. Some of his major achievements towards Indian independence are listed below;

- The Satyagraha Movement;

One of his major achievements is in the year 1918 were the Champaran and Kheda agitations which are also called a movement against British landlords. The farmers and peasantry were forced to grow and cultivate Indigo and were even to force to sell them at fixed prices. Finally, these farmers pledged to Mahatma Gandhi which resulted in non-violent protest. Wherein Gandhiji won the battle. Kheda, in the year 1918 was hit by floods and farmers wanted relief from tax. Using non-cooperation as his main weapon Gandhiji used it in pledging the farmers for nonpayment of taxes.

- The Khalifat Movement;

Gandhiji in the year 1919 approached Muslims, as he found the position of Congress was quite weak and unstable. Khilafat Movement is all about the worldwide protest against the status of Caliph by Muslims. Finally, Mahatma Gandhi had an All India Muslim Conference and became the main person for the event. This movement supported Muslims to a great extent and the success of this movement made him the national leader and facilitated his strong position in the Congress party. Khilafat movement collapsed badly in 1922 and throughout their journey, Gandhiji fought against communalism, but the gap between Hindus and Muslims widened.

- The Non-Cooperation Movement;

The first of the Gandhi-led movements was the Non-Cooperation Movement lasting from September 1920 until February 1922. Gandhi, during this movement, believed that the British were only successful in maintaining control because the Indians were cooperative. If the residents of a country stop co-operating with the British, then the minority Britishers would be forced to give up. The movement gained popularity, and soon, millions of people were boycotting British-run or cooperative establishments. This meant that people left their jobs, removed their children from schools, and avoided government offices. The name Mahatma Gandhi became popular.



- The Dandi March, Civil Disobedience, and Salt Satyagraha;

The abrupt ending of the Non-Cooperation Movement did nothing to stop the quest for independence. On March 12, 1930, protesters took part in the Dandi March, a campaign designed to resist taxes and protest the British monopoly on salt. Gandhi began the 24-day, 240-mile march with 79 followers and ended with thousands. When the protesters reached the coastal town of Dandi, they produced salt from saltwater without paying the British tax. This act was accompanied by civil disobedience across the country. The Dandi group continued moving south along the coast, producing salt along the way.

- The Quit India Movement;

The Quit India Movement began on August 8, 1942, during World War II. The India Congress Committee, under the urging of Gandhi, called for a mass British withdrawal and Gandhi made a “Do or Die” speech. British officials acted immediately and arrested nearly every member of the Indian National Congress party. England, with a new Prime Minister, offered some concessions to the Indian demands such as the right to make independent Provincial constitutions, to be granted after the war; they were not accepted.

Gandhiji's contribution to the Indian freedom movement cannot be measured in words. India was under the British rule for over 250 years, He along with other freedom fighters, compelled the British to leave India. His policies and agendas were non-violent and his words were the source of inspiration for millions.

Submitted by:

Lithungbeni Yanthan

Class 12

Bethel Hr. Sec. School, Kohima