



## तंत्रशिक्षण संचालनालय, महाराष्ट्र राज्य

३, महापालिका मार्ग, पत्र पेटी क्र. १९६७, मुंबई ४०० ००९.

दूरध्वनी क्र. ०२२-६८५९७४३६/४७६,

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महत्वाचे/ कालमर्यादा

१२ ऑगस्ट २०२५

प्रति,

सहसंचालक,

तंत्रशिक्षण विभागीय कार्यालये,

मुंबई, पुणे, नाशिक, छत्रपती संभाजीनगर, अमरावती व नागपूर.

विषय :- १४ ऑगस्ट हा दिवस "विभाजन एक विभिषिका दिन" म्हणून साजरा करणेबाबत.

संदर्भ- १. Hon. Joint Secretary, Department of school education & literacy, New Delhi,

Gov Letter No. D.O.No 17-32/2024-Coord, date-09.08.2024.

2. Hon. Director-P&AP, AICTE, Letter No. AICTE/P&AP/Circular/2024,  
date-07.08.2024

उपरोक्त विषयाच्या अनुसरून, मा. पंतप्रधान, श्री. नरेंद्र मोदी, यांनी १५ ऑगस्ट २०२१ रोजी लाल किल्ल्यावरून आपल्या भाषणात १४ ऑगस्ट या दिवसास "विभाजन एक विभिषिका स्मृतिदिन" (Partition Horrors Remembrance Day) म्हणून साजरा करण्याची घोषणा केली होती. संदर्भिय पत्रांचे अवलोक करावे.

२. १४ ऑगस्ट हा दिवस भारताच्या इतिहासातील सर्वात मोठ्या लोकवस्ती विभाजनाच्या संदर्भात लाखो भारतीयांच्या विस्थापनाची आठवण करून देतो, ज्यामध्ये असंख्य लोकांचे प्राण गेले आणि कोटखावची लोकांनी आपल्या घरादाराचा त्याग केला. या दिवशी लोकांनी दिलेल्या बलिदानाची आणि विभाजनाच्या वेळी झालेल्या वेदना, त्रास व दुःख यांना उजाळा देणे आणि सदर दिवसाच्या इतिहासाची युवकांना जाणीव व्हावी म्हणून दरवर्षी १४ ऑगस्ट हा दिवस "विभाजन एक विभिषिका स्मृतिदिन" म्हणून साजरा करण्याचे आवाहन केले आहे.

३. या पार्श्वभूमीवर, नॅशनल स्कूल ऑफ ड्रामा (NSD) यांच्यातर्फे एक विशेष नाटक तयार करण्यात आले आहे. सदर नाटक विद्यार्थ्यांमध्ये जागरूकता वाढवण्यासाठी आणि विभाजन काळातील घटनांची समज निर्माण करण्यासाठी तयार करण्यात आले आहे. या नाटकाची इंग्रजी व हिंदी भाषेतील लिंक विद्यापीठ अनुदान आयोगाच्या सोबत जोडलेल्या पत्रांमध्ये नमूद करण्यात आलेली आहे.

४. तरी संदर्भिय पत्रान्वये प्राप्त निर्देशानुसार, आपल्या अधिनस्त सर्व शासकीय, अशासकीय अनुदानित व विनानुदानित पदवी/पदविका अभ्यासक्रम राबविणा-या सर्व संस्थांना त्यांच्या संकेतस्थळावर सदर नाटकाची लिंक अपलोड करून प्रसारित करण्याची कार्यवाही करावी. जेणेकरून सर्वांना त्याचा सहज उपयोग करता येईल. तसेच, संदर्भिय पत्रांमधील निर्देशानुसार, पत्रातील नमूद प्रदर्शने व कार्यक्रम आयोजित करण्यात यावे.

(डॉ. विनोद म. मोहितकर)

संचालक,

तंत्रशिक्षण संचालनालय म. रा., मुंबई.

प्रत कार्यवाहीकरिता-

सर्व प्राचार्य, शासकीय/ अशासकीय अनुदानित/विनानुदानित पदवी/पदविका अभ्यासक्रम राबविणा-या संस्था.



Dr. Amarpreet Duggal  
Joint Secretary  
Tele: 011-23387781  
Email: jsad-moe@gov.in

D.O. No. 17-32/2024-Coord

Dated 9<sup>th</sup> August, 2024

Respected Ma'am / Sir,

As you are aware, Hon'ble Prime Minister, in his speech on 15th August 2021 at Red Fort, had declared 14th August to be observed as "*Partition Horrors Remembrance Day*". The Partition Horrors Remembrance Day has been envisaged to bring to light the agony, suffering and pain of millions of people who were the sufferers of partition. It is to remind the country of the largest displacement of the human population, which also claimed the lives of a large number of people.

2. Every year programmes like exhibitions and other activities are organised in schools of the country on and around 14th August.

3. This year, to portray sufferings of the partition affected people, a play has been curated by the National School of Drama (NSD). The script of the play is designed to educate and raise awareness among students about the events of Partition, the impact it had on millions of lives, and the importance of remembering this chapter of our history.

The link to download the script of the play is as under: -

<https://drive.google.com/drive/u/1/folders/1Eakk7hIRSOKIAmkHuytDKuAj4lg-lbHA>

The script is indicative and can be adapted or modified as per the suitability and creative requirements of individual schools.

4. To ensure wider outreach and dissemination of the message, it is requested to share this script with all schools under your jurisdiction and to upload the script and link of the play on your official website for easy access and reference by schools. A copy each of the scripts in English and Hindi is enclosed. You may also like to translate the script of the play into other languages through SCERT of your State.

5. As we had requested last year, mounting of an exhibition on "*Partition Horrors Remembrance Day*", jointly curated by the Indian Council of Historical Research (ICHR) and the Indira Gandhi National Centre for the Arts (IGNCA) may also be considered by schools in your jurisdiction. The exhibition is available for

download at <https://amritmahotsav.nic.in/partition-horror-remembrance-day.htm>. The SOP for mounting the exhibition is also enclosed. It is reiterated that considering the sensitivity of the issue, it may kindly be ensured that the exhibition is showcased with the sobriety and solemnity that it deserves. It should be especially ensured that the sentiments of any section of the society are not to be hurt. The SOP may be strictly adhered to. The State Government may like to consider mounting the exhibition in one prominent school of each district which students from nearby schools may also visit. The display of the exhibition may be accompanied by small programmes like discussions, debates, etc. to be organized by the head of the relevant institution. Local media may be invited to witness and cover the same.

6. I would deeply appreciate if follow up action taken in the matter is conveyed to the Department at ee1.section-edu@gov.in.

*Kind regards,*

Yours sincerely,

*A. Duggal*  
9/8/24

(Dr. Amarpreet Duggal)

[Encl: As above]

**Additional Chief Secretary/Principal Secretary/ Secretary, School Education:  
All States and UTs**

Copy to NIC, DoSEL for uploading the link in the website of MoE.

PARTITION HORRORS REMEBERENCE DAY  
14 AUGUST

Important Instructions for the Exhibition

1. This exhibition should be displayed at the important public places like banks, post offices, Govt buildings, educational institutions, community halls, petrol pumps, shopping malls etc. Enough efforts should be made so that that maximum people can see the exhibition
2. This exhibition can be printed on sun-board and be placed on easels  
The size can be 2.5' x 4'
3. This exhibition can also be shown through digital media
4. There can be a brief function at the beginning of the exhibition
5. Freedom Fighters, prominent senior citizens or public representatives be requested to inaugurate this exhibition
6. Patriotic songs be played during the inaugural ceremony
7. In the beginning there can be a brief introduction about the purpose of the exhibition
8. Media be invited to the exhibition
9. Persons who have suffered the tragedy of partition should be invited to the exhibition
10. The inaugural ceremony should end with the National Anthem
11. Exhibition should be displayed for a definite duration
12. Enough arrangements be made for security of the exhibition
13. Enough efforts be made so that more and more people can come and see the exhibition
14. The exhibition is organised to remember the tragedy and agony of the partition so the sensitivity of this exhibition be remembered. It should also be ensured that no section of the society gets hurts by any act during the exhibition.

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अखिल भारतीय तकनीकी शिक्षा परिषद्

(भारत सरकार का एक सार्वजनिक निकाय)

(शिक्षा मंत्रालय, भारत सरकार)

नेल्सन मंडेला मार्ग, वसन्त कुंज, नई दिल्ली-110070

**ALL INDIA COUNCIL FOR TECHNICAL EDUCATION**

(A Statutory Body of the Govt. of India)

(Ministry of Education, Govt. of India)

Nelson Mandela Marg, Vasant Kunj, New Delhi-110070

**F. No. AICTE/P&AP/Circular/2024**

**Date:07<sup>th</sup> August,2024**

**CIRCULAR**

To,

All Vice Chancellors of Technical Universities  
Directorates of Technical Education (All States /UTs) and  
All Directors/Principals of AICTE Approved Institutions

**Subject: Observance of Partition Horrors Remembrance Day 2024**

Respected Sir/Madam,

As we are aware that 14th August is observed as "Partition Horrors Remembrance Day". The Partition Horrors Remembrance Day has been envisaged to bring to light the agony, sufferings and pain of millions of people who were sufferers of partition. The Ministry of Education (MoE) has been organising series of activities to observe the Partition Horrors Remembrance Day.

To showcase the suffering of the partition affected people, a play has been curated by National School of Drama (NSD). The script of the play is designed to educate and raise awareness among students about the events of Partition, the impact it had on millions of lives and the importance of remembering this chapter of our history. The script is indicative and can be adapted or modified as per the suitability and creative requirements of individual HEIs. The link to download the play is:

<https://drive.google.com/drive/u/1/folders/1Eakk7hIRSOklAmkHuytDKuAj4lg-lbHA>

A copy of script in English and Hindi is enclosed for reference.

All the Universities and HEIs are requested to disseminate the message and to upload the script and link of the play on the official website for easy access.

We deeply appreciate your time and engagement.

*With regards,*

Yours sincerely,

**Dr. Dinesh Singh**

**Director-P&AP (AICTE)**



शुभना का  
अधिकार

Partition: A Catastrophe

Written by Dr. Prakash Jha

Scene: A Community Gathering

[A festive atmosphere, with people singing and celebrating.]

**Song:** Children, let's celebrate our great nation, India, a land of heroes. Embrace this soil, sacred and pure, Where countless lives were given. India, our motherland, forever to adore.

**Song:** Children, let's celebrate our great nation, India, a land of heroes. Embrace this soil, sacred and pure, Where countless lives were given. India, our motherland, forever to adore.

**Child:** Grandpa, listen to everyone singing so beautifully!

**Grandpa:** Yes, their voices fill my heart with pride. These words, they resonate deep within us.

**Child:** Why are they singing this song today, Grandpa?

▣ **Grandpa:** They're preparing for the commemorations of August 14th and 15th.

▣ **Child:** I know the 15th is Independence Day, Grandpa. But why do we observe the 14th?

▣ **Grandpa:** The 14th marks Partition catastrophe Remembrance Day. It's a day of remembrance and reflection.

▣ **Child:** Grandpa, what does this "catastrophe of partition" mean?

**Grandfather:**

*Do you not understand the meaning of partition? If you don't understand the meaning of partition, how will you understand the meaning of a catastrophe?*

*Oh children... our country was once very large. But later, it was partitioned.*

**Child:**

*You mean it was divided?*

**Grandfather:**

Yes, it was divided, but there's a difference between dividing and partitioning. Let's say you have ten candies. How would you divide them among yourselves? You'd probably divide them equally, five for each. Now, imagine you have only one candy. What would you do?

**Child:**

*I would break it into two pieces.*

**Grandfather:** Child... breaking it, shattering it into pieces... that's what partition is. And the pain, the suffering that arises from it, that is a catastrophe.

**Child:**

Grandpa, I understand partition now... but this catastrophe... partition... catastrophe...

**Grandfather:**

Let me explain...

**Song:**

Come children, let us show you, a glimpse of Hindustan. Touch this soil, this land is of sacrifice. Vande Mataram... Vande Mataram...

**Child:**

Grandpa, please tell us in detail... how this partition happened.

**Grandfather:**

Yes! I will tell you... about the partition... the partition of our country. Pay attention... listen carefully to the historians' perspective on the partition... pay attention and try to understand. Our country was divided into two parts in the name of religion. Millions of people started to flee from one side to the other. There was chaos everywhere. Millions of people became homeless.

**Song:**

Where love is the eternal custom... I sing the song of that place. I am a resident of India. I tell the story of India. Where love is the eternal custom.

**Narrator 1:**

The partition of undivided India is a painful dark history of unprecedented human displacement and forced migration.

**Narrator 2:**

This was an event where millions of people were searching for new homes in completely opposite circumstances, among strangers.

**Narrator 1:**

Apart from being a story of a violent division based on faith and religion, it's also a story of...

**Narrator 2:**

How a lifestyle and an era of coexistence for many years ended abruptly and dramatically.

**Narrator 1:**

Approximately 6 million Hindus, Sikhs, and people from other communities left the areas that later became West Pakistan.

**Narrator 2:**

*6.5 million Muslims left Punjab, Delhi, and many parts of India for West Pakistan.*

**Narrator 1:**

*2 million Hindus and people from other communities left East Bengal, which later became East Pakistan, and came to West Bengal.*

**Narrator 2:**

*In 1950, another 2 million Hindus and people from other communities come to West Bengal.*

**Narrator 1:**

*1 million Muslims left West Bengal for East Pakistan.*

**Narrator 2:**

*The death toll in this catastrophe is said to be around 500,000.*

**Narrator 1:**

*But the estimated figure is between five ten lakh.*

**Narrator 2:**

*It's said that this partition probably resulted in the largest number of killings in the name of religion after World War II.*

**Narrator 1:**

*Centuries-old social fabric and beliefs were broken.*

**Song:**

*These tears of pain flowing from my eyes... Life lost, friends lost...*

**Child:**

*Grandpa, their homes, their everything were taken away from them. I'm scared just listening to it.*

**Grandfather:**

*It's natural to be scared, child. Imagine the plight of those who were there at that time.*

**Child:**

*Grandpa, there must have been children like me there. What must have they faced?*

**Grandfather:**

*Yes, there were millions of children like you who saw that scene with their own eyes and still shudder when they recall it.*

**Child:**

*Please tell us more, Grandpa.*

**Grandfather:**

*I will. So listen.*

**Song:**

*Look at Bengal here, every inch is green. Every child here is ready to die for their country.*

Children, let's celebrate our great nation, India, a land of heroes. Embrace this soil, sacred and pure,  
Where countless lives were given. India, our motherland, forever to adore.

**Teacher:**

*Sit down.*

**Students:**

*Good morning, sir.*

**Teacher:**

*Good morning.*

**Students:**

*Sir, a request. You were telling us about the partition. You said we lost a lot. Now tell us what happened after the partition.*

**Teacher:**

*On February 20, 1947, British Prime Minister Clement Attlee announced in the House of Commons...*

**Student:** Sir, please let me tell the rest... I know about it.

**Teacher:** Yes, go ahead.

**Student 1:** So, friends... before June 30, 1948, the government...

**Teacher:** Poonam, not from there. Come here and tell everyone.

**Student 2:** Yessir. Sofriends, before June 30, 1948, the government decided to transfer power and leave India.

**Student 3:** Sir, I...

**Teacher:** Yes, go ahead.

**Student 4:** Although, due to Lord Mountbatten, the entire process was completed a year earlier.

**Student 5:** Yes, sir. Lord Mountbatten returned to New Delhi on May 31, 1947, with the approval of the transfer of power from London.

**Student 6:** I also remember... in the historic meeting of June 2, 1947, there was a broad consensus on the partition plan.

**Student 7:** Yes, sir. The decision to partition of India was a precondition, even though There was widespread opposition for the plan of dividing a country like India on religious grounds.

**Student 1:** It is said that only those leaders were mentally prepared for this partition who saw their own interest and bright future in this partition.

**Teacher:** Wow, children, you all have so much information. Let's start the next class, but before that, let's take a short break.

**Students:** ok si

Vande matram vandematram...

**Speaker A:** Hey, what do you think about the partition?

**Speaker B:** I think encouraging the partition would improve society. Different communities would get their own rights.

**Speaker A:** No, no. That's not true at all. Unity is what makes a society develop. We should all come together and progress towards prosperity.

**Speaker B:** Your points are good, but the reality is that everything is possible only through partition.

**Speaker A:** No, no... We should all work together to take our country on the path of progress. And we should eradicate the horrors of partition.

**Speaker B:** What do you think... can we all collectively take on this message?

**Speaker A:** Why not? For this, we all have to stay united, and this unity is our heritage. We must cherish it.

**Speaker B:** Okay, but tell me what else happened during the partition of undivided India?

**Speaker A:** Only those who experienced it can tell you that.

Vande matram, vandematram.....

**Students:** good afternoon sir,

**Teacher:** Good afternoon... Sit down... So, let's move on... A meeting of All India Muslim League was held at the Imperial Hotel in New Delhi on June 9, 1947.

**Student (J):** Because of the inability or inappropriate ambitions of the Congress and many leaders at that time along with the Muslim League, this step could not be strongly opposed. The result of the conflict between Congress leader Pandit Jawaharlal Nehru and Muslim League's Jinnah was that the country had to suffer the partition.

**Student (J):** ok... Sir... Sir... I know what happened next...

**Teacher:** Oh, Poonam, you know everything... Anyway, knowledge grows by sharing... please share.

**Student (J):** Friends, a proposal demanding partition was passed there almost unanimously.

**Student :** In which 300 votes were in favor and only 10 against.

**Student :** And just like that, India and Pakistan were divided into two parts.

**Song:** Tears flow from the eyes, these painful currents. Life has ended, friends have been lost.

**Character 3:** So many people came to Bengal from East Pakistan that there wasn't an inch of space left in anyone's house to accommodate their relatives.

**Character 4:** The West Bengal government arranged fifteen steamers to bring refugees from Chittagong, Narayanganj, Barisal, and Chandpur to Calcutta.

**Character 3:** People had fled East Pakistan by waterway. Many boats sank. After a few days, only corpses were floating on the water surface.

**Character 3 & 4:** What was so special about the land of our share? For which we lost everything.

**Character 3:** Bengal, Punjab, Gujarat, Sindh, the fire of partition raged everywhere.

**Character 4:** The people of Sindh were displaced and came here, but we didn't get Sindh.

**Narrator 1:** Speaking of Sindh, most Sindh families came to Rajasthan.

[As a Sindh family]

**Sindh Man:** After the partition, millions of refugees came to India from Pakistan, and Rajasthan was one of the states where a large number of refugees came.

**Sindh Woman:** For refugees like us arranging relief and rehabilitation in Rajasthan was a big challenge.

**Sindh Man:** With our arrival, the cultural fabric of Rajasthan also changed. We started to look different. Our culture, language, and customs all changed.

**Sindh Woman:** In Sindh, I had a big business. Here, I couldn't even provide two square meals for my children.

**Sindh Man:** All my shops and house were looted.

**Sindh Woman:**

"How can we forget that night, my child? When I fled with our children in my arms."

**Sindh Man:**

fleeing, we somehow reached a distant relative's place in Bikaner, Rajasthan."

**Sindh Woman:**

"Many of our relatives were scattered along the way. We haven't seen them since. Some ended up in Jhunjhunu."

**Sindh Woman:**

"How long could they keep us? In the end, we had to come to a refugee camp. Who understands better than us, how a happy family, a village, a city can be destroyed?"

**Child:**

**Student :** Based on religion, the eastern part of Bengal was also divided and assimilated to Pakistan.

**Grandfather:** The widespread and cruel communal violence that took place in various parts of India in 1946 and 1947 has been written about in detail in many books. It was March 4, 1947. The police opened fire on a procession of Hindus and Sikhs.

**Narrator 2:** By morning of March 5th, all cities of Punjab, including Amritsar, Jalandhar, Rawalpindi, Multan, and Sialkot, were engulfed in the flames of riots.

**Narrator 1:** Compared to Punjab, the displacement and resettlement that continued for decades in Bengal had a completely different form.

**Narrator 2:** The people of Bengal were very unfortunate.

**Narrator 1:** Why?

**Narrator 2:** Because the people of Bengal had to face displacement twice.

**Narrator 1:** Twice?

**Narrator 2:** Yes, twice.

**Narrator 1:** First, they all had to leave their homes and go to East Pakistan.

**Narrator 2:** Then they had to flee from there and come to West Bengal.

**Narrator 2:** Brother, the authorities there underestimated the severity of the crisis caused by the partition.

**Narrator 1:** Thousands of Hindu families fled from Dhaka and its surroundings and reached Sealdah.

**Narrator 2:** They didn't reach so easily. Women were robbed of their belongings on the way. They were tormented in various ways.

**Narrator 1:** Women, children, and the elderly were treated inhumanely.

**Narrator 2:** Whether it was women, children, or the elderly, everyone was mistreated.

**Narrator 1:** Yes, it's true. Women suffered greatly during the partition.

**Narrator 2:** Millions of families were separated from their loved ones.

**Narrator 1:** Not only that, people boarded trains alive, but they arrived here as pile of corpses.

[A child starts crying]

**Grandfather:** Don't cry... Be quiet...

**Child:** Grandfather... What happened to those people who came from Dhaka? Whose everything was looted

**Grandfather:** It's a strange story, child. As they say, neither at home nor on the shore.

**Child:** Why is that?

**Grandfather:** When they left their homes and came back to this country, they became refugees in their own homes.

\*People from Pakistan fled towards Jammu & Kashmir, Punjab, Gujarat, Bengal, Rajasthan in millions

*Both the elderly couple break down and weep.*

**Song:**

*Tears stream from our eyes, these painful currents. A life broken, lost companions.*

**Child:**

\*Grandfather, I can't listen to it anymore...\*

**Grandfather:**

Yes, my child... This dark chapter of our nation's history is so painful that no one can bear to hear it. It's a heart-wrenching event... you are just a child, hearing this even a stone-hearted person would have a change of heart. ... Now, I will tell you something that we must do now.

**Narrator 1 & 2:**

Where every morning used to dawn with smiles... The sight there turned even tears into blood...

**Characters 3 & 4:**

Their pain of your weight on the shoulders is not much... When weighed against fear, war, and cruelty...

**Character 1:**

I offer my deepest respects to millions of Indians who lost their lives in the catastrophe of Partition and suffered the pain of displacement.

**Character 2:**

To safeguard the unity and integrity of India, we all must learn to strive together.

**Character 3:**

In the political game of Partition, poison was instilled in the minds of one brother against another.

**Character 4:**

Because of this poison, humans cut down humans, humans divided humans, humans lost humans. And our undivided India was divided.

**Grandfather:** let bygones be bygones, let's listen to what our esteemed prime minister has to say.

**PM's voice**

\*The pain of the country's partition can never be forgotten. Due to hatred and violence, lakhs of our sisters and brothers were displaced, and many even lost their lives. In memory of the struggle and sacrifice of those people, we have decided to observe 14th August as 'VibhajanVibhishika Diwas'

**Character 1:**

"If anyone among us tries to deceive us based on religion or caste, or if anyone tries to mislead us, we must not be swayed."

**All:**

"We must not be swayed."

**Character 1:**

"We must keep India united."

**All:**

"We must keep India united."

**Character 4:**

"We will not fall for any political trickery now."

**All:**

"We will not fall for any political trickery now."

**Character 4:**

"With unity and focus, peace and prosperity, we will develop our Mother India"

**All:**

"We will develop our Mother India."

**All:**

"Come, let us all vow..."

**All:**

"Victory to Mother India! Victory to Mother India!"

**Song:**

"Vande Mataram... Vande Mataram..." (Glory to Mother India)

## विभाजन एक विभीषिका

आलेख : डॉ. प्रकाश झा

दृश्य :	एक आयोजन चल रहा है...
गीत :	<p>आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की...</p> <p>इस मिट्टी से तिलक करो, यह धरती है बलिदान की...</p> <p>वंदे मातरम... वंदे मातरम...</p> <p>आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की...</p> <p>इस मिट्टी से तिलक करो, यह धरती है बलिदान की...</p> <p>वंदे मातरम... वंदे मातरम...</p>
बच्चा :	दादा जी... दादा जी आपने सुना ये लोग कितना अच्छा गा रहे हैं ।
दादाजी :	वंदे मातरम... वंदे मातरम... शब्द ही ऐसा है,



	जिसे बार बार गाने का, सुनने का मन करता है ।
बच्चा :	दादा जी... ये लोग आज ये गीत क्यों गा रहे हैं ?
दादाजी :	ये लोग 14 और 15 अगस्त के आयोजन के लिए तैयारी कर रहे हैं ।
बच्चा :	दादा जी 15 अगस्त तो मैं जानता हूँ कि स्वतंत्रता दिवस है पर 14 अगस्त के लिए क्यों दादा जी ?
दादाजी :	14 अगस्त को हमारा देश विभाजित हुआ था, तो हम लोग उसे 'विभाजन विभीषिका स्मृति दिवस' के रूप में मनाते हैं ।
बच्चा :	हाँ दादा जी, ये 'विभाजन की विभीषिका' क्या है दादा जी ?



दादाजी :	विभाजन का मतलब नहीं समझते ? जब विभाजन का ही मतलब नहीं समझते तो विभीषिका का मतलब कैसे समझोगे ?  अरे बच्चों... यह देश हमारा पहले बहुत बड़ा था । पर, बाद में इसका विभाजन हो गया ।
बच्चा :	मतलब बाँट दिया गया ?
दादाजी :	हाँ बाँट दिया गया लेकिन बाँटना... विभाजन अलग अलग होता है । मान लो तुम्हारे पास दस टॉफी है । उसे तुम्हें आपस में बाँटना है तो कैसे बाँटोगे ? पाँच – पाँच बाँट लोगे... अब सोचो कि तुम्हारे पास एक ही टॉफी है... तो क्या करोगे...
बच्चा :	मैं उसे तोड़कर दो हिस्सों में बाँट दूँगी ।
दादा जी :	बच्चे... तोड़ना... उसे खण्डित खण्डित कर देना कर... यही विभाजन होता है । और इससे जो



	पीड़ा उपजती है... जो तकलीफ होती है वही विभीषिका है ।
बच्चा :	दादा जी... यह विभाजन तो समझ में आ गया... लेकिन यह विभीषिका... विभाजन ... विभीषिका...
दादा जी :	चलो बताता हूँ...
गीत :	आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम... वंदे मातरम... आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम... वंदे मातरम...



बच्चा :	दादा जी... हमें अच्छी तरह से बताइये न... कि यह विभाजन कैसे हुआ था ।
दादा जी :	बताता हूँ... बताता हूँ... विभाजन के बारे में... अपने देश के विभाजन के बारे में बताता हूँ... ध्यान से सुनो... विभाजन के बारे में इतिहासकारों का जो दृष्टिकोण है, उसे गौर से सुनो... ध्यान देकर सुनो और उसे समझने की कोशिश करो... । हमारे देश को धर्म के नाम पर दो हिस्सों में बाँट दिया गया । लाखों लोग इस पार से उस पार भागने लगे । चारों तरफ भगदड़ मच गयी । लाखों लोग बेघर हो गए...
गाना :	है प्रीत जहाँ की रीत सदा है प्रीत जहाँ की रीत सदा में गीत वहाँ के गाता हूँ भारत का रहने वाला हूँ भारत की बात सुनाता हूँ



	है प्रीत जहाँ की रीत सदा
सूत्रधार एक	अखण्ड भारत का विभाजन अभूतपूर्व मानव विस्थापन और मजबूरी में पलायन की एक दर्दनाक काला इतिहास है।
सूत्रधार दो	यह एक ऐसी घटना है, जिसमें लाखों लोग अजनबियों के बीच एकदम विपरित परिस्थिति में नया आशियाना तलाश रहे थे।
सूत्रधार एक	विश्वास और धार्मिक आधार पर एक हिंसक विभाजन की कहानी के अतिरिक्त इस बात की भी कहानी है कि...
सूत्रधार दो	कैसे एक जीवन शैली तथा वर्षों पुराने सह – अस्तित्व का युग एकदम नाटकीय तरीके से समाप्त हो गया।
सूत्रधार एक	लगभग 60 लाख हिन्दू, सिख और अन्य सम्प्रदाय के लोग जिन क्षेत्र से निकल आए, जो



		बाद में पश्चिमी पाकिस्तान बन गया ।
सूत्रधार दो	:	65 लाख मुसलमान पंजाब, दिल्ली और भारत के अनेक हिस्सों से पश्चिमी पाकिस्तान चले गए थे ।
सूत्रधार एक	:	20 लाख हिन्दू और अन्य सम्प्रदाय के लोग पूर्वी बंगाल, जो बाद में पूर्वी पाकिस्तान बना, उसको छोड़कर पश्चिम बंगाल आए ।
सूत्रधार दो	:	1950 में 20 लाख और हिन्दू और अन्य सम्प्रदाय के लोग पश्चिम बंगाल आए ।
सूत्रधार एक	:	दस लाख मुसलमान पश्चिम बंगाल को छोड़ कर पूर्वी पाकिस्तान चले गए ।
सूत्रधार दो	:	इस विभीषिका में मारे जाने वाले लोगों का आँकड़ा लगभग 5 लाख बताया जाता है ।
सूत्रधार	:	लेकिन अनुमानतः यह आँकड़ा पाँच से 10



एक	लाख के बीच का है ।
सूत्रधार दो	: कहा जाता है कि द्वितीय विश्व युद्ध के बाद संभवतः सबसे बड़े पैमाने पर इस विभाजन के फलस्वरूप धर्म के नाम पर हत्याएँ हुईं ।
सूत्रधार एक	: सदियों पुराने सामाजिक ताने – बाने और विश्वास का संबंध टूटा ।
गीत	: आँखों से बहते, ये दर्द की धारें आँखों से बहते, ये दर्द की धारें छुटी हुई ज़िंदगी, खोई हुई यारें । छुटी हुई ज़िंदगी, खोई हुई यारें । आँखों से बहते, ये दर्द की धारें आँखों से बहते, ये दर्द की धारें छुटी हुई ज़िंदगी, खोई हुई यारें । छुटी हुई ज़िंदगी, खोई हुई यारें ।
बच्चा	: दादा जी... इन लोगों का घर बार सब छीन



	लिया गया है। मुझे तो सुनकर ही डर लग रहा है।
दादा जी :	यह डरने की बात तो है ही बच्चे... सोचो जो लोग उस वक्त रहे होंगे उन पर क्या गुजरी होगी ?
बच्चा :	दादा जी... वहाँ तो मेरे जैसे बच्चे भी रहे होंगे... उनका क्या हाल हुआ होगा ?
दादा जी :	हाँ... तुम्हारे जैसे लाखों बच्चे थे, जिन्होंने उस दृश्य को अपनी आँखों देखा था और आज भी उस दृश्य को याद कर वे सिहर उठते हैं।
बच्चा :	हमें और बताइए ना दादा जी...
दादा जी :	बताता हूँ... तो सुनो बच्चा...
गीत :	ये देखो बंगाल यहाँ का, हर चप्पा हरियाला हैं यहाँ का बच्चा-बच्चा, अपने देश पे मरनेवाला



	<p>हैं आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम</p>
शिक्षक :	सिट डाउन...
बच्चे :	गुड मॉर्निंग सर...
शिक्षक :	गुड मॉर्निंग
बच्चे :	सर... सुनिए न... आप विभाजन के बारे में कुछ बता रहे थे... आपने कहा था कि बहुत कुछ गँवा दिया... अब आगे बताइए ना विभाजन के बारे में क्या हुआ...
शिक्षक :	20 फरवरी, 1947 को ब्रिटिश प्रधान मंत्री



		क्लेमेंट एटली ने हाउस ऑफ कॉमंस में यह घोषणा की थी...
बच्चा :		सर... इसके आगे तो मैं बताती हूँ... मुझे भी मालूम है ...
शिक्षक :		हाँ... बताओ...
बच्चा 1 :		हाँ... तो दोस्तों... सरकार ने 30 जून, 1948 से पहले...
शिक्षक :		अरे पूनम... वहाँ कहाँ... यहाँ आकर बताओ न सबको..
बच्चा 2 :		जी सर... हाँ... तो दोस्तों... सरकार ने 30 जून, 1948 से पहले... सत्ता का हस्तांतरण कर भारत को छोड़ने का फैसला किया है ।
बच्चा 3		सर मैं..



शिक्षक :	हाँ बताओ...
बच्चा 4 :	हालाँकि पूरी प्रक्रिया को लॉर्ड माउंटबेटेन की वजह से एक साल पहले कर लिया गया था ।
बच्चा 5 :	हाँ सर... लॉर्ड माउंटबेटेन 31 मई, 1947 को लंदन से सत्ता के हस्तांतरण की मंजूरी लेकर नई दिल्ली लौटे थे ।
बच्चा 6 :	मुझे भी याद आया... 02 जून, 1947 की ऐतिहासिक बैठक में विभाजन की योजना पर मोटे तौर पर सहमति बनी थी ।
बच्चा 7 :	हाँ सर... भारत के विभाजन का निर्णय एक पूर्व शर्त की तरह था । भारत जैसे देश का विभाजन धार्मिक आधार पर हो इस योजना का व्यापक विरोध हुआ ।
बच्चा 1 :	ऐसा कहा जाता है कि इस विभाजन के लिए वे ही नेता मानसिक रूप से तैयार थे, जिन्हें इस



	विभाजन में अपना हित और उज्ज्वल भविष्य दिख रहा था ।
शिक्षक :	अरे वाह बच्चों... आपको तो बहुत सारी जानकारियाँ हैं... अब आगे की क्लास हम शुरू करें, उससे पहले हम एक छोटा सा ब्रेक ले लेते हैं...
सभी बच्चे :	ठीक है सर...
गीत :	वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम
सूत्रधार 1 :	भाई, तुम्हारा विभाजन को लेकर क्या खयाल है?
सूत्रधार 2 :	भाई, विभाजन को बढ़ावा देने से समाज में सुधार होगा । विभिन्न समुदायों को अपने-



	अपने अधिकार मिलेंगे ।
सूत्रधार 1 :	नहीं नहीं, विभाजन से ऐसा कुछ भी नहीं होगा, अरे एकता से ही समाज का विकास हो सकता है । हम सब को एक होकर समृद्धि की राह पर आगे बढ़ना चाहिए ।
सूत्रधार 2 :	तुम्हारी बातें अच्छी हैं, लेकिन वास्तविकता यह है कि विभाजन से ही सब कुछ संभव होता है ।
सूत्रधार 1 :	नहीं नहीं... हम सबको मिलकर देश को प्रगति के पथ पर ले जाना चाहिए । और विभाजन की विभीषिका को मिटाना ही चाहिए ।
सूत्रधार 2 :	तुमको क्या लगता है... हम सब मिलकर यह संदेश अपना पाएंगे ?
सूत्रधार 1 :	क्यों नहीं अपना पाएँगे... इसके लिए हम सबको एकजुट होकर रहना पड़ेगा और यह



	एकजूटता ही हमारी धरोहर है, इसे संजो कर रखना पड़ेगा ।
सूत्रधार 2 :	ठीक है, पर मुझे अखंड भारत के विभाजन के समय और क्या क्या हुआ वो तो बताओ...
सूत्रधार 1 :	इसके बारे तो वही लोग तुम्हें बताएँगे, जिन्होंने इसे भोगा है...
गीत :	वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम.
बच्चे :	गुड आफ्टर नून सर...
शिक्षक :	गुड आफ्टर नून... सिट डाउन... हाँ तो आगे चलें... तो आगे सुनो... ... अखिल भारतीय मुस्लिम लीग की बैठक 9 जून, 1947 को नई दिल्ली के इम्पीरियल



	होटल में हुई थी ।
बच्चा :	भारतीय मुस्लिम लीग के साथ साथ उस समय कांग्रेस और अनेक नेताओं की अक्षमता या अनुचित महत्वाकांक्षाओं के कारण इस कदम का पुरजोर विरोध नहीं सो सका । कांग्रेस के नेता पं. जवाहर लाल नेहरू और मुस्लिम लीग के जिन्ना के आपसी द्वन्द का नतीजा देश को विभाजन के रूप में भोगना पड़ा ।
बच्चा 1 :	अच्छा... सर... सर... इसके आगे की बात फिर से मुझे मालूम है...
शिक्षक :	अरी पूनम तुम को तो सब कुछ मालूम है... वैसे भी ज्ञान बाँटने से बढ़ता है... बाँटो ज्ञान...
बच्चा 1 :	दोस्तों... वहाँ विभाजन की माँग वाला प्रस्ताव लगभग सर्वसम्मति से पारित हुआ ।



	होटल में हुई थी ।
बच्चा :	भारतीय मुस्लिम लीग के साथ साथ उस समय कांग्रेस और अनेक नेताओं की अक्षमता या अनुचित महत्वाकांक्षाओं के कारण इस कदम का पुरजोर विरोध नहीं सो सका । कांग्रेस के नेता पं. जवाहर लाल नेहरू और मुस्लिम लीग के जिन्ना के आपसी द्वन्द का नतीजा देश को विभाजन के रूप में भोगना पड़ा ।
बच्चा 1 :	अच्छा... सर... सर... इसके आगे की बात फिर से मुझे मालूम है...
शिक्षक :	अरी पूनम तुम को तो सब कुछ मालूम है... वैसे भी ज्ञान बाँटने से बढ़ता है... बाँटो ज्ञान...
बच्चा 1 :	दोस्तों... वहाँ विभाजन की माँग वाला प्रस्ताव लगभग सर्वसम्मति से पारित हुआ ।



बच्चा 2 :	जिसके पक्ष में 300 और विरोध में मात्र 10 मत पड़े ।
बच्चा 3 :	देखते ही देखते भारत और पाकिस्तान दो हिस्सों में बँट गया ।
बच्चा 5 :	धर्म के आधार पर बंगाल का पूर्वी हिस्सा भी विभाजित होकर पाकिस्तान में शामिल हो गया था ।
दादा जी :	भारत के विभिन्न हिस्सों में 1946 और 1947 में हुई सांप्रदायिक हिंसा की व्यापकता और क्रूरता पर कई जगह विस्तार से किताबों में लिखा गया है । वह 04 मार्च, 1947 का दिन था । पुलिस ने हिंदुओं और सिखों के एक जुलूस पर, गोली चला दिया ।
सूत्रधार – 2	देखते ही देखते 06 मार्च की सुबह तक अमृतसर, जालंधर, रावलपिंडी, मुल्तान और



		सियालकोट समेत पंजाब के सभी शहर दंगों के लपटों में घिर गए थे ।
सूत्रधार – 1	:	पंजाब की तुलना में बंगाल में दशकों तक जारी विस्थापन और पुनर्वास का रूप बिलकुल अलग ही था ।
सूत्रधार – 2	:	बंगाल के लोग बहुत ही अभागे थे...
सूत्रधार – 1	:	क्यों...
सूत्रधार – 2	:	क्योंकि... बंगाल के लोगों को दो – दो बार विस्थापन झेलना पड़ा था ।
सूत्रधार – 1	:	दो...दो... बार...
सूत्रधार – 2	:	हाँ... दो...दो...बार ??
सूत्रधार – 1	:	एक बार तो उन सभी को अपना घर बार छोड़ कर पूर्वी पाकिस्तान जाना पड़ा ..