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Introduction

- I. Read the following complaints parents usually have against their teenage children.

COMMON COMPLAINTS OF PARENTS TODAY

MY CHILDREN....

<p>.....don't help in household chores.</p> <p>Mrs Bajaj</p> 	 <p>Mrs Bhalla</p> <p>.....dress distastefully and have ugly hairstyles.</p>	 <p>Mrs Sharma</p> <p>.....have queer friends.</p>
 <p>Mr Gupta</p> <p>.....watch too much T.V.</p>	 <p>Mr Goswami</p> <p>.....don't take interest in the their studies.</p>	<p>.....don't listen to our advice.</p> <p>Mr Tiwari</p> 
<p>.....waste too much time over facebook and other social media.</p> <p>Mrs Arora</p> 	 <p>Mrs Verma</p> <p>.....stay awake till late at night and keep chatting.</p>	<p>.....are always arguing.</p> <p>Mrs Nair</p> 



- II. Have you ever heard your parents make these complaints? If yes, which ones? Tick (✓) the ones you have heard.
- III. Work with your partner and discuss the complaints teenagers usually make about the members of their family. Make a list of the common ones.

My parents/family members.....

- are always telling me what to do.
- turn down all my requests for attending parties.
- disapprove of almost all my friends.

- _____
- _____
- _____
- _____
- _____



- A.1.** Do you want to know the 'real you'? Check out what you would do in each of the following situations. Tick (✓) your choice. If you would do something different, write your response in the space provided.

WHAT WOULD YOU DO?

- (a) If your friends have planned a party your parents don't approve of, you would—

- not attend the party.
- lie about it and attend.
- keep pestering your parents till they are forced to say 'yes'.



(b) If you saw a classmate of yours cheating in an exam, you would—

- ignore it.
- tell the teacher.
- talk to the classmate about it after the exam.



(c) If you saw an old lady standing at the end of a queue while you were right ahead, you would—

- ignore the lady's presence.
- exchange places with her.
- ask someone to stand in the queue for her.

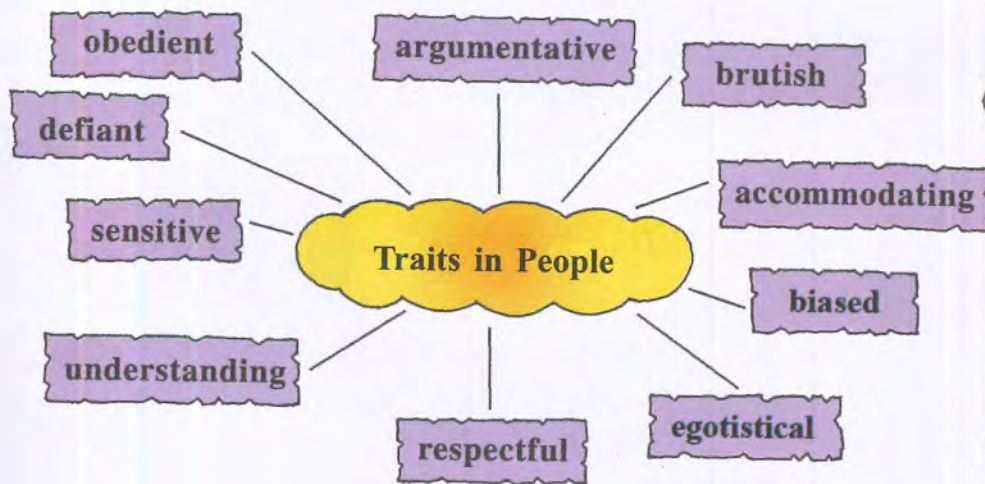


(d) If your friend gave you a T-shirt that was not of your liking, you would—

- say something nice and put it in a closet when he/she has left.
- say frankly that you didn't like it.
- say 'thank you' and wear it.

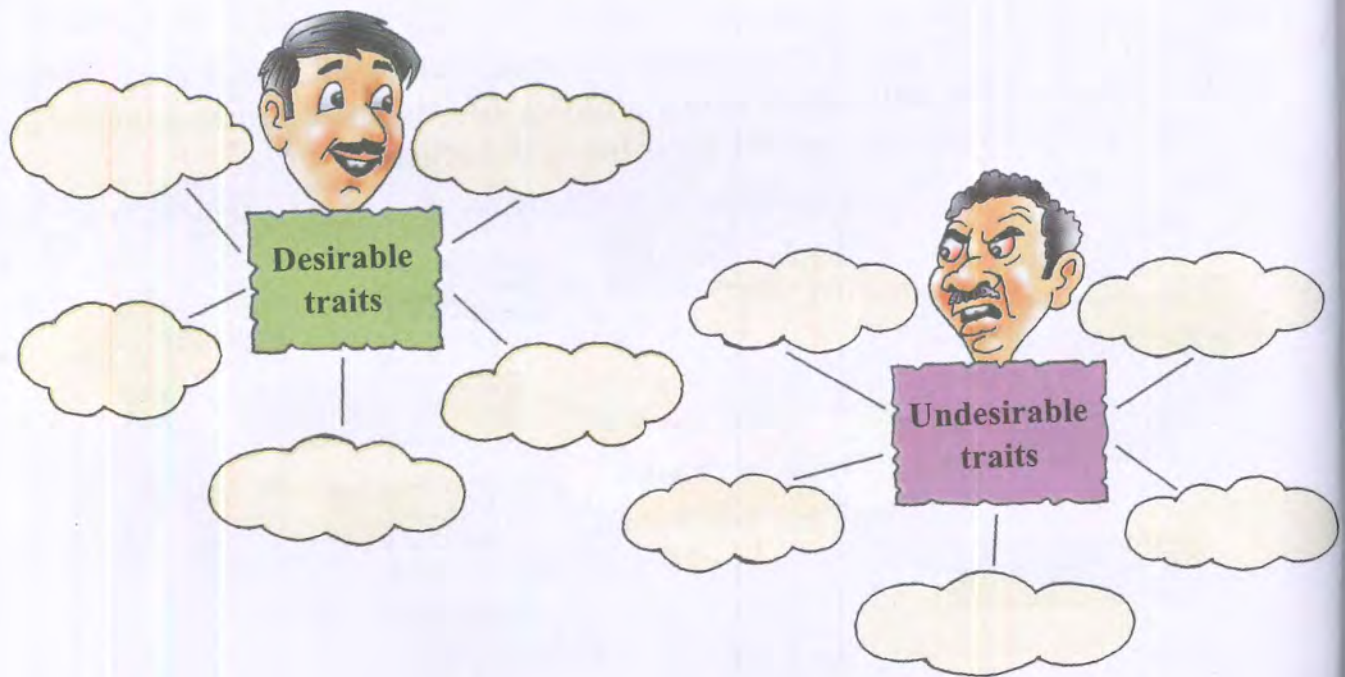


A.2. People you meet have different traits, some desirable and others undesirable. Read some of the traits given below and tick (✓) the ones you have heard of. Look up a dictionary to find the meaning of the others.



Now write the words whose meanings are given below. Also list them as desirable or undesirable.

- (a) One who shows politeness or honour to someone or something
- (b) One who has the intelligence to form reasoned judgements
- (c) One who is excessively fond of raising objections
- (d) One who is willing to adapt
- (e) One who deliberately refuses to obey authority
- (f) One who possesses an exaggerated sense of self-importance
- (g) One who is rough, unpleasant and often violent
- (h) One who shows a bias
- (i) One who is easily upset by things people say or do
- (j) One who complies with an order or law



A.3. Let us now understand the contrasting points of view of the teenagers and of their parents. Read the dialogues between a counsellor and Pranoy and between the counsellor and Pranoy's mother.

▶ Give Me A Break

Counsellor speaks to Pranoy

He was a lanky boy, and taller than the other boys of his class—Class XII. He also had long hair and the counsellor wondered why his class teacher had not checked him for it. 'May I come in?' he asked the doctor. 'Yes, please do.'



He came in and sat down with a heavy sigh. He said, 'My name is Pranoy, ma'am. Could you please speak to my parents when they come for the parent-teacher meeting? They are so critical about everything that living at home is like hell. They are impossible. According to them, I don't do anything right. For God's sake, give me a break. I am not a little kid. I do know how to conduct myself and I know what to do and what not to do. But I have to be instructed all the time. Is this any way to live?'

'I can see that you are both upset and angry. Has this been affecting you since only recently?' she asked.

'No, ma'am, it has always been like this. It is just that during the last one year, I have been finding it unbearable.'

'What do they normally ask you to do and what are the things they ask you not to do?'

'Frankly, I am stopped from doing anything I want to and am told to do everything I don't want to. For example, I am supposed to study every day for long periods. I am not supposed to interact with friends, except on weekends.'





They do not allow me to use the phone. I have my mobile and generally use that. It is only when my card is exhausted that I use the landline.'

'Could it be that they are concerned about your board exams?' she queried.

'I don't see why. I was okay in the tenth class board examination. I got a good percentage and the stream of my choice,' he said.

'Why don't you explain things to them gently?'

'Good God, there is no gentle talking in my house. Dad just yells at me.'

'What about your mother?'

'Well, she doesn't yell but always supports both my dad's viewpoint and his actions.'

'So if I get you right, you feel kind of trapped between what you want to do and what you are allowed to do and that makes you angry.'

'That's an understatement. I feel like hitting out.'

Counsellor speaks to Pranoy's mother

On the day of the parent-teacher meet, it was only Pranoy's mother, who came. She was a smartly dressed lady, with gentle manners and cultured voice.

The counsellor told her that Pranoy was feeling some stress at home and that perhaps they needed to work this out to help him be relaxed for his exams.

'To be frank, we too feel the stress because of him,' she stated.



'Can you elaborate on that?'

'You see, he has become very different at home. He is defiant, disobedient, and disrespectful, especially with his father. He has also got a set of high-flying friends, who have a lot of money to spend. My son tries to keep up with the same standard, which is not possible because we are not that affluent.'

My son's high demands and my husband's constant taunts—it has not been easy. I have two younger daughters and they are very understanding. They make no demands and are content with the few things we can afford. They stay out of their father's way, generally do what is expected of them.'

'How old are your daughters?' the counsellor wanted to know.

'The older one is fifteen and the younger one is twelve.'

'It must be really hard on you.'

'Yes, trying to be a buffer between father and son is not easy. Pranoy has become insensitive to the family situation. He does not understand that excess of everything is bad. I do provide the essentials but extravagances and undue expenditure have to be cut down.'

'Have you ever tried to discuss things with him?' she asked.

'I am afraid that will be like throwing water on a duck's back. He is immune to things beyond himself. It is amazing that the girls who are much younger than him understand things so much better and are so accommodating.'

'Do you tell Pranoy this?'

'I do time and again, but he thinks it is because I am partial to the girls.'

'Children do not like being compared. They feel it is unfair. Sometimes it gets their back up when they encounter real or imagined partiality. This could be one of the reasons why Pranoy is being difficult.' The counsellor explained.

'I doubt it. I feel he is just insensitive to the right and the wrong.'

'What areas do you and Pranoy have disagreements on?'



'Mostly about his demands. Most of them involve money. But he also does not realise some basic things. He hardly puts in time for studies but can spend hours and hours on the telephone. Sometimes our family and friends complain that they can never get in touch with us because the phone is always engaged. To counter this problem, I bought him a mobile phone and give him a card worth ₹ 500 every month. This gets over in a week or ten days and then the landline becomes his. My poor girls!'

'Perhaps you need to assert yourself more,' the counsellor suggested.

'Then he becomes more difficult and argumentative, and almost brutish.'

'Okay, let me discuss this with Pranoy.'

'I hope you can make some headway because I am at the end of my tether.'



A.4. Complete the following statements on the basis of your reading of the passage.

- (a) Pranoy went to the counsellor because _____

- (b) The cause of Pranoy's anger and being upset was _____



- (c) Pranoy thought his mother was better than his father because _____

- (d) However, she too added to Pranoy's stress by _____

- (e) Pranoy's friends added to the misery of his parents because _____

- (f) Things were difficult for Pranoy's mother because she had to face both his _____ and _____.
- (g) The mother thought Pranoy misused the facilities given to him. This is evident from the fact that _____.
- (h) 'My poor girls' is what Pranoy's mother felt for her daughters. She felt so because _____.

A.5. Complete the table taking information from the conversation. Produce evidence from the text.

Pranoy	Mother
	
(a) Causes of Stress: <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	(a) Causes of Stress: <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____
(b) What he thinks of: <ul style="list-style-type: none"> • his father _____ • his mother _____ • his friends _____ 	(b) What she thinks of: <ul style="list-style-type: none"> • Pranoy _____ • Pranoy's friends _____ • her husband _____



(c) How he feels about himself: _____	(c) How she feels about herself: _____
(d) How he feels about his studies: _____	(d) What she thinks about his studies: _____

A.6. HOTS

Suppose you come across a child grappling with a situation similar to that of Pranoy and decide to extend the best possible help to them. How would you go about mentoring them in such a scenario?

A.7. Life Skills

'He has also got a set of high-flying friends, who have a lot of money to spend. My son tries to keep up with the same standard,' laments Pranoy's mother.

Peer influence or peer pressure is part and parcel of growing up and can be daunting to deal with. Constant comparisons by parents and teachers along with the desire to 'fit in' make children imitate the actions, ambitions and lifestyle of certain peers.

How, in your opinion, can this situation be handled?

For the Teacher

Hold a class discussion on Peer Pressure.



A.8. Values

Pranoy's mother had a hard time keeping up with the incessant and unreasonable demands of her teenaged son. She could no longer cope with his 'defiant' and 'disrespectful' disposition.

Do you also think that Pranoy is defiant and disrespectful? How would you have behaved had you been in Pranoy's position?

A.9. The following extracts from 'Give Me a Break' have some words that are probably unfamiliar to you. Do not look up these words in a dictionary. Instead, 'puzzle out' the meanings with the help of clues/other words or phrases in the extract. One has been done for you as an example. Consult a dictionary later to check whether you are right or wrong.

(a) He has also got a set of high-flying friends, who have a lot of money to spend. My son tries to keep up the same standard, which is not possible because we are not that **affluent**.

Possible meaning : rich

Clue(s) : have a lot of money to spend

What the dictionary says : rich



(b) They are so **critical** about everything that living at home is like hell. They are impossible. According to them, I don't do anything right. For God's sake, give me a break.

Possible meaning : _____

Clue(s) : _____

What the dictionary says : _____



(c) I do provide the essentials, but **extravagances** and undue expenditure have to be cut down.

Possible meaning : _____

Clue(s) : _____

What the dictionary says : _____



(d) I am afraid that will be like **throwing water on a duck's back**. He is immune to things beyond himself. It is amazing that the girls who are much younger than him understand things so much better and are so accommodating.

Possible meaning : _____

Clue(s) : _____

What the dictionary says : _____

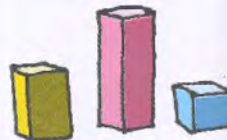


(e) Children do not like being compared. They feel it is unfair. Sometimes it **gets their back up** when they encounter real or imagined partiality. This could be one of the reasons why Pranoy is being difficult.

Possible meaning : _____

Clue(s) : _____

What the dictionary says : _____



A.10. Given below are some phrases from the text. Use them in sentences of your own.

(a) To be a buffer between: _____

(b) To be immune to things: _____

(c) To make some headway: _____

(d) To be at the end of one's tether: _____

litire



He is
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re so



mes it
y. This



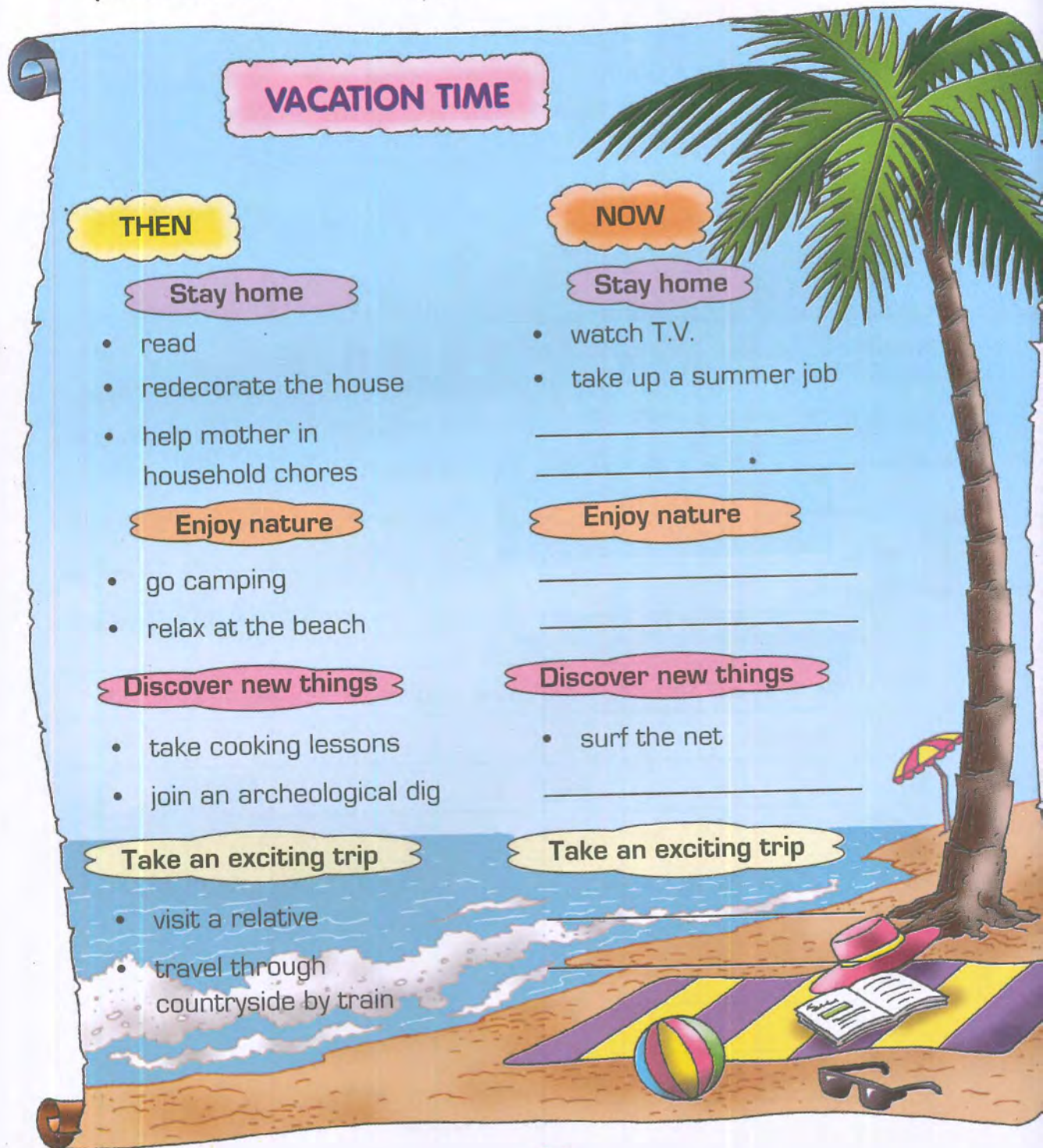
of your

A.11. Imagine that you are the counsellor. Charu, a student of Class-VIII, is undergoing a lot of stress because at home she is being constantly compared with her brother. Write a letter to Charu's father to be more sensitive towards Charu's feelings. Use some of the points that emerge from the discussion in A.7.

A large yellow sheet of paper with blue horizontal lines, intended for writing a letter. The paper is slightly wrinkled and has a white border on the left side.

B

B.1. What is your definition of a holiday? With changing times, the concept of a fun-filled vacation has changed too. Fill up the blank spaces with the activities you would like to engage in during your vacation. This will help you to understand the change.



VACATION TIME

THEN	NOW
Stay home <ul style="list-style-type: none">• read• redecorate the house• help mother in household chores	Stay home <ul style="list-style-type: none">• watch T.V.• take up a summer job__________
Enjoy nature <ul style="list-style-type: none">• go camping• relax at the beach	Enjoy nature <ul style="list-style-type: none">__________
Discover new things <ul style="list-style-type: none">• take cooking lessons• join an archeological dig	Discover new things <ul style="list-style-type: none">• surf the net_____
Take an exciting trip <ul style="list-style-type: none">• visit a relative• travel through countryside by train	Take an exciting trip <ul style="list-style-type: none">_____

concept
with the
will help



Listen to the audio compilation titled *Listen & Comprehend* (Class-VIII). After listening, answer the questions asked related to the script orally. Listen to the tape script once again and attempt the given question. The tape script is given on page no. 27.

B.2. On the basis of your listening to the conversation about the summer vacation plans of the three friends, complete the following statements.

- (a) Bineet is excited about his _____ but a little worried about the _____ he has to put in and the money he has to pay.
- (b) Chirag had taken up the job of a _____ earlier. The job of _____ is more paying than that of _____, he says.
- (c) Jhanvi is looking forward to her visit to Kupala because she will be able to go for _____ and do _____.

B.3. Organise yourselves into groups of four. Two students should go around the school and ask two teenagers each what they plan to do during their next summer vacation and what they enjoyed/did not enjoy doing last year.

The other two should put the same questions to any two adults (parents/ neighbours/teachers) and complete the following table.

S.No.	Name	Activity during vacation	Enjoyed (✓) Not Enjoyed (X)
(a)			
(b)			
(c)			
(d)			

B.4. After completing the table, study the results and discuss the following points.

- What do teenagers/adults enjoy most?
- Why do they enjoy/not enjoy a particular thing?
- What is the difference in the likes/dislikes of the two age groups?
- What are the probable reasons for these variations?



Based on the discussion, one student from each group will deliver a speech on the topic—'My Idea of a Perfect Vacation for Teenagers/Adults'. (Choose either of the two.)

B.5. Imagine you are a press reporter. Based on the survey you conducted in B.3. and the discussion you had with your group in B.4., write a newspaper report based on your findings. You may organise your report in the following way.

Paragraph 1 : A suitable opening.

Paragraph 2 : What teenagers enjoy doing the most and why they enjoy it.

Paragraph 3 : What adults enjoy the most and why.

Paragraph 4 : Comparison in choices and probable reasons for the variations.

Paragraph 5 : A suitable conclusion.

While writing the report, remember 'CODER', which means the following:

C - **C**ollect your ideas (based on your discussion in B.3 and B.4).

O - **O**rganise your ideas.

Organise your sentences so that they are in order, *i.e.* as per their importance. Remember that the ideas dealing with the same sub-topic are grouped together.

D - **M**ake the first draft.

Write your report individually, using the format given in B.6. Add words and phrases to make the report look cohesive.

E - **E**dit your first draft.

Exchange your draft with your partner. Give each other advice on correcting grammar, spelling and punctuation, and improving the way you have expressed and organised your ideas.

R - **R**evise your first draft.

Revise and rewrite your report individually.



Report



Heading

by _____

Date & City, _____

Para 1 A suitable opening (e.g. our survey on _____ has produced some interesting results.

Para 2 _____

Para 3 _____

Para 4 _____

Para 5 _____



C.1. Work in pairs.

At what age do you think people tend to behave in these ways? Talk with your partner and tick (✓) one or more age groups for each behaviour.

	In their teens	In their 30s/40s	In their 50s/60s
Adventurous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argumentative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxious/Tensed up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Use the following language for your discussion.

A : I think, people in their teens tend to be more _____.

B : Yes, but I think people in their thirties and forties can be _____.

C.2. Now read the poem.

In frictionland there is a family

With some confusions as you will see.

There is Raghu aged fifteen and others all grown.

'Please will someone let me ever be on my own!'

Raghu wanted to go mountain climbing that suited him nice,

So he went to his papa to seek his advice.

His papa said, 'Son, I've got to say no, You think you are sporty but you really don't know.'

Rejection, refusal, Raghu saw red.

'Am I the Prefect at school? or the baby at home?'

Crazy! What adventures! Bah teenagers! Papa saw the threat,

They think they can manage everything on their own.

'Look at your clothes, looks like you haven't bathed in years,

Cut your hair, you look like a scream!' Raghu was in tears.

'Why can't I live like I wanna be?

I won't change! my friends love it and the girls - they all look at me.'

Days passed by, things looked better, sometimes worse.

'Papa, there is a band, that wants me to sing a verse.'

'Join a band!' yelled flabbergasted Papa. 'You have surely gone mad.

Think of a career, for things gonna be sad.'

Weeks went by and summer came down.

Soon his expertise on the computer he found.

His grandpa was great, like a bosom pal,

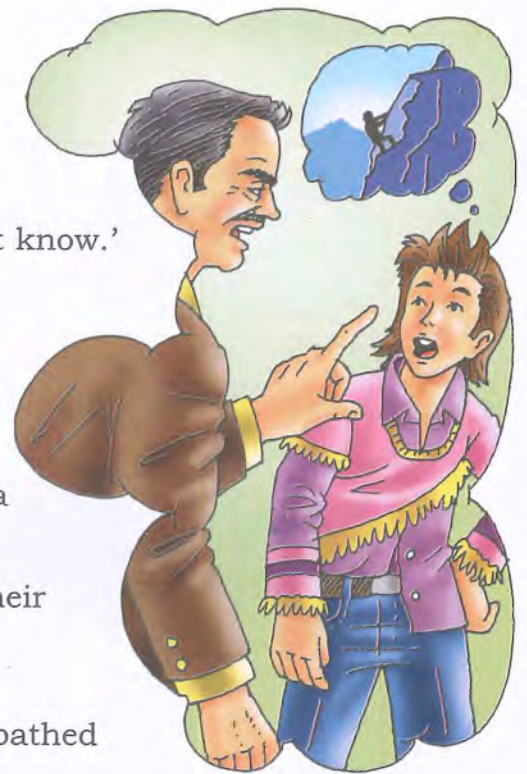
Raghu taught him about the net and e-mail.

'You're a genius: my bridge to modernity.'

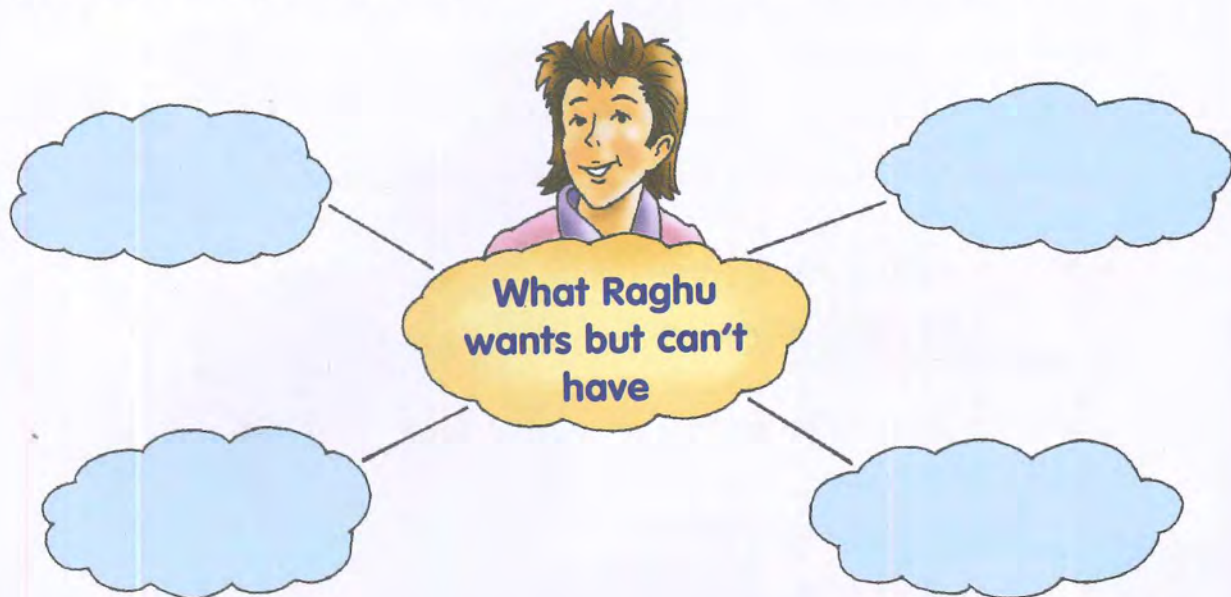
'But grandpa this is something for papa to see.'

'Take it easy, as fathers and sons, we've gone through the stage.

And I assure you, you will repeat our words when your son will be your age.'



C.3. On the basis of your reading of the poem, complete the web given below.



C.4. Complete the following statements on the basis of your reading of the poem.

(a) For any two of the answers written in C.3, write a reason given by Raghu's father for rejecting it.

(i) _____

(ii) _____

(b) Write the line that suggests that Raghu is confused.

(c) Do you think Raghu is stubborn? Give a reason for your answer.

(d) Is Raghu's father reasonable or unfair? Give a reason for your answer.

- (e) Raghu's father does not allow him to join the band because _____

_____.
- (f) Raghu's grandpa is different from his father. The difference is _____

_____.
- (g) Grandpa feels that Raghu should not worry about dad's attitude because _____

_____.
- (h) Write the word from the poem that suggests the same meaning as 'shocked'.

C.5. Give an appropriate title to the poem.

C.6. HOTS

Develop a short story (150-200 words) either beginning or ending with the following prompt from the poem.

'Am I the Prefect at school? or the baby at home?'

C.7. Life Skills

Imagine you are Raghu. You made Grandpa your confidant and sought solace in him. Grandpa's wise words began to impact you positively and eventually brought about a better understanding of your age and thoughts.

A friend of yours is distressed and often finds themselves in a personal psychological conflict. How would you help them overcome this conflict?

Discuss in your group.

Window to Grandpa's Wisdom

identity crisis – part of adolescence – constant 'who am I' thoughts – confusion about one's social role – attack by arsenal of fiery hormones – exasperation

C.8. Values

Generation Gap refers to the differences in actions, beliefs, interests and opinions that exist between individuals from different generations.

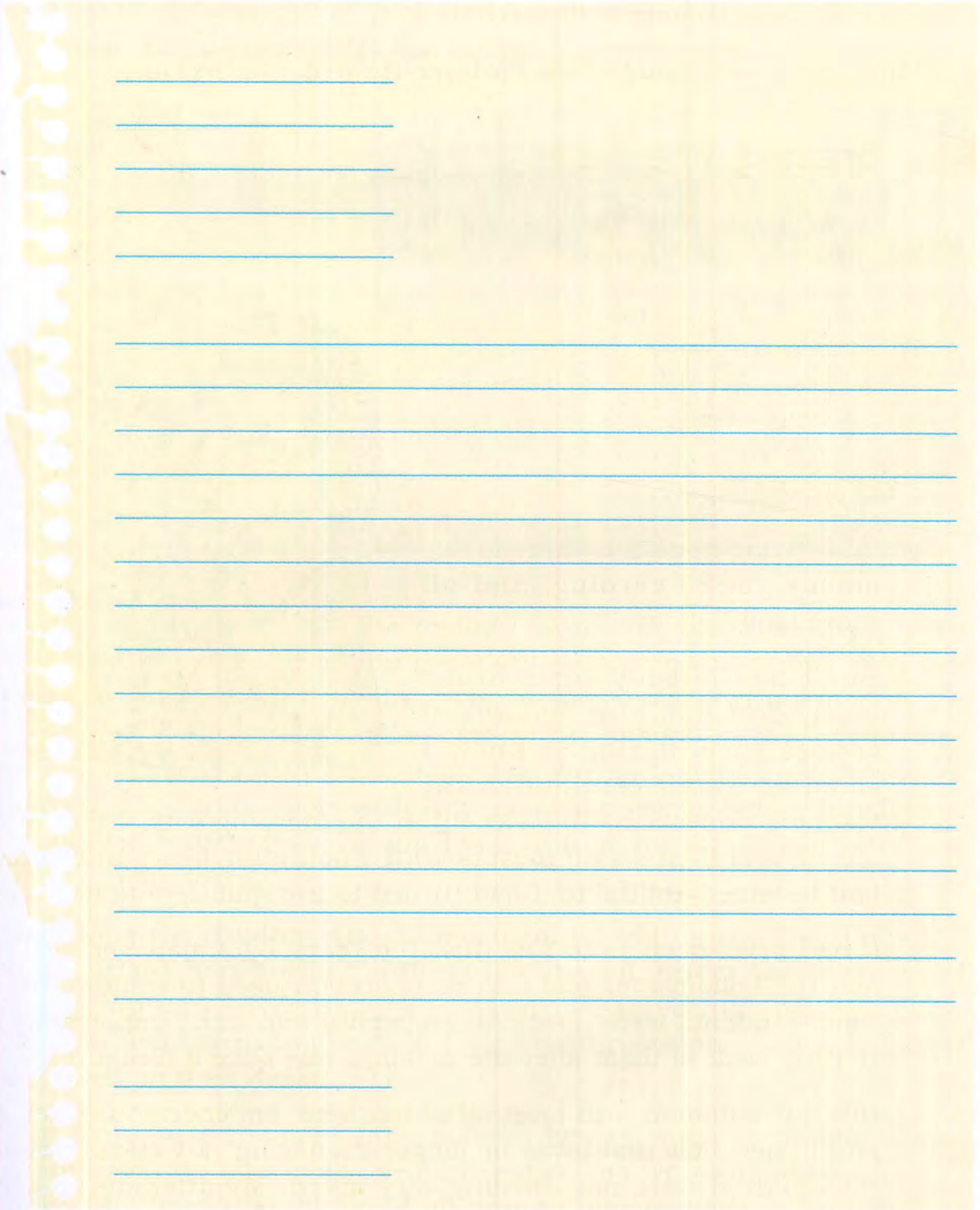
Given the accelerating rate of change in the society, generation gap is inevitable. Disagreements over taste in music, fashion, values, personality and mannerisms between parents and children are common and affect their interaction.

- (a) Write down what changes in family and personal values have contributed to generation gap (any four to five)?

- (b) How can the adverse effects of these changes be reduced?

C.9. Imagine you are the teenager's mother, who goes to his hostel room. You are shocked to see the disorderly condition of his room. Write a letter to your child suggesting the changes that you would like him to make in his room and the reasons for your saying so.

Remember CODER (refer to B.5.).



The form consists of a large yellow rectangular area with a perforated left edge, resembling a sheet of lined paper. It contains 25 horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the yellow area.



Read it Yourself

Most youngsters in their eagerness to be liked and admired by their peers often unknowingly cause damage to themselves.

Read this article and decide who is the loser—the writer or the kids.

► Braving The Odds

‘Ten years only and so much difference, what a loss!!!’

‘You must be mad!’ was the general comment of the family, friends and colleagues. ‘Giving up a teaching post now, when there isn’t much chance of finding another one, ever!’

‘And what about all that lovely money you’re earning, and all those long holidays?’

But I had already come to my lonely decision, after months of concealed suffering. I knew I could no longer continue in the teaching profession. To wake up in the morning with a fear of the day ahead, and then set off to work with a pounding heart and frozen face I had become habitual to. I had turned to tranquillizers to help me along.

It had never been as bad as this. Ten years ago I managed well enough, and the holidays for rest and recuperation used to come round just in time. Students were obedient, respectful and most importantly, warm. Getting back to them after the holidays was once a pleasure.

But I, in common with most other teachers, am enormously self-critical, and I knew now that I was no longer ‘managing’. My classes were noisy, the children were not learning very much. My attempts to cope with



changing teaching methods were patchy and I had run out of enjoyment and enthusiasm. Obviously, the children's enthusiasm and interest lay elsewhere. It was time to stop.

But was it all my own failure? In fairness to myself, I don't think it was. I had plenty of ideas, I loved my subject, and by and large, I liked children.



I had been idealistic. But the reality I faced was bored children, overstimulated by video watching the night before and tired out by a late bedtime. They were the children who were given the wrong food at the wrong time, who came breakfastless to the school. In the school they stuffed themselves with gum, crisps and sweets bought from the school canteen. They were 'high' with hunger in the lesson before lunch-time and giggled restlessly as the smell of food from the school canteen came wafting to all floors.

There were the children who were constantly testing and belittling each other. Bright hardworking little girls changed, under the pressure of peer group and advertising, into assertive, screeching empty heads. Most of them carried makeup in their pencil cases and had a magazine concealed on their desks.

Then there were the ones from difficult homes, such as Simon, whose parents split up after many years together and who was not wanted by either. His tired eyes flickered all around when I tried to remonstrate

with him privately. His pale face never stopped twitching. But he could bring chaos to my lessons with his sniggering and mutterings. The rudeness I had to put up with, and the bad language, appalled me. I had no redress, as the only form of punishment available was a detention, which meant facing the same obstinate lot again. Sometimes parents could be contacted, and their help sought, but frequently they were as bewildered and incapacitated as we ourselves.



A frequent image came before me, as I lay in bed after an early waking - the maths room, after a 'wet break', chairs turned over, books and orange peel on the floor. The tenth year is due for their English lesson, so I come in and attempt to assert myself and restore order. Jeremy is telling jokes. Donna is crackling. Andrew is standing on a desk and yelling out of the window.

At one time my very presence in the doorway would have been enough to ensure a partial silence. Now they give a vague 'good afternoon, miss', and carry on. I distribute the worksheets, expensively photocopied, and we try to start, but two slow girls are making noises: 'Miss, I can't understand this!' And James is quietly reading his football magazine, Jeremy continues to tell jokes, more quietly now, and Michele bares her gum-filled teeth and urges Paul to shut his face.

I have been trying to create the basic conditions in which teaching becomes possible, but I have failed, and I no longer have the stomach for the job. And that is why, I'm giving up.



Tape Script

Jhanvi : I'm so excited about the summer break. What are you going to do, Bineet?

Bineet : I've some good news! I've been selected for a modelling assignment. So I'll be joining grooming lessons.

Chirag : Oh, that's great!

Bineet : Yes, the assignment is great but the lessons are hard, very time-consuming and expensive too.

Jhanvi : Sure, but they are worth every penny. What's with you, Chirag?

Chirag : Nothing yet. But I've got a couple of summer jobs that sound exciting. One is working as an intern for a record company – mostly answering phones. Or I can get a landscaping job again.

Bineet : Being an intern sounds more interesting and probably not so hard.

Chirag : Yeah, but a landscaper earns more money than an intern.

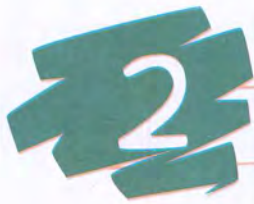
Bineet : What exactly do you do as a landscaper?

Chirag : Aa, a landscaper has to beautify a given area by enhancing the natural scenery.

Bineet : Hmm, have you found anything Jhanvi?

Jhanvi : No summer job this time. My parents have a beach house in Kupala. So I'm planning to go for long walks and do a lot of swimming there.





Compassionate Souls



Introduction

I. Read the following news headlines.

17-year old Babloo teaches other poor kids like himself.

90,000 Indians volunteered for the 'Teach India' programme launched by *The Times of India*.

Get into groups of four. Discuss how valuable the work of Babloo and the 'Teach India' volunteers is for the society.

II. Look for a few more stories about ordinary people doing extraordinary work for the society. Discuss in the class.



A.1. Given below is a list of the people who cast aside their personal interests for the larger interest of the society. Write the area in which they worked or are working.

Baba Amte

Medha Patkar

Anna Hazare

Dr Binayak Sen

Mother Teresa



A.2. Now read about Mahatma Hansraj, the architect of the D.A.V. movement, who was an epitome of simplicity and compassion.

▶ Mahatma Hansraj: Simple Living And High Thinking

Mahatma Hansraj, the founding father of the D.A.V. movement, was indeed a noble soul, full of the milk of human kindness. He was a *mahatma* in the real sense of the word. The two great *mahatmas*, Mahatma Gandhi (1869-1948) and Mahatma Hansraj (1864-1938) traced identical paths, one in the political and the other in the socio-cultural field. They were almost **contemporaries**. They were both frail of body but possessed heroic spirits. They could have opted for a life of luxuries but deliberately chose the path of hardships and sacrifice to work for the upliftment of the society.



Mahatma Hansraj was born in a Khatri family, which was respectable but not very sound financially. His childhood was a long story of poverty and want. When he finally graduated after a brilliant academic record, his family was keen that he took up a **remunerative** government job and put an end to the financial crisis, the family was facing. But inspired by Swami Dayanand and his beliefs, Mahatma Hansraj proposed lifelong **honorary** services to the cause of the Anglo-Vedic education. His dream was realised through the sacrifice of his elder brother Lala Mulraj, who very generously offered to share his meagre monthly salary of ₹ 80 equally with his younger brother. When Mahatma Hansraj's wife realised the true loftiness of his ideals, she too willingly offered to support him by adopting a simple lifestyle.

Although Mahatma Hansraj was **indifferent** to worldly riches, there were occasions when he felt the pinch of poverty. One such occasion was when Lala Sunder Dass, the headmaster of Sain Dass Anglo Sanskrit High School, Jalandhar, wrote to Mahatma Hansraj asking him to come over to help him in a grave crisis. Mahatma Hansraj had to regretfully inform him that much as he would have liked to visit him to help him

contemporaries: people living in the same period

remunerative: carrying a high payment

honorary: (services) for which no payment is made

indifferent: not caring about

out, he could not do so because he could not spare the railway fare to Jalandhar and back.

On another occasion, when a case of distress came to his personal notice from a very respectable family at Lahore, he gave whatever help he could from his slender resources. But we find him sorrowfully recording in his diary, 'I wish I had more money so that it might have been possible for me to help to a larger extent.'

Sometimes Mahatma Hansraj would offer help when it was not even asked for. One evening, he met an old student of his who was serving in a post office. The young man was visibly distressed. On being asked the reason, he told his pathetic tale without expecting any monetary help. On closing the account for the day, it was discovered to his horror that he was short of cash. He had tallied the account many a time but in vain. He knew for sure that the discrepancy would be detected the next day. He also admitted that he would be lucky if he escaped merely with dismissal from service. Mahatma Hansraj heard him patiently and took him home. He handed him the accounts book of his wife and told him to take out as much as needed to meet the cash shortage. The young man was tongue-tied with gratitude but extremely glad to be able to retain his job.

It is easy to be charitable when you are blessed, but real charity comes from scarce quarters. Truly, only a *mahatma* or a divine soul is capable of such great deeds. The inspiring ideals of Mahatma Hansraj will keep on enlightening the youth of our nation. A **philanthropist** in true sense, his entire life is an example of compassion and humanitarianism.

A.3. On the basis of your understanding of the text, complete the following statements.

- (a) After graduation, Mahatma Hansraj's family wanted him to _____
_____.
- (b) Lala Mulkraj offered to share his monthly salary of _____
_____ with Mahatma Hansraj.
- (c) Mahatma Hansraj's wife decided to support him when _____
_____.

philanthropist: one who helps people especially by giving them money

- (d) Mahatma Hansraj couldn't go to Jalandhar because _____

- (e) At times, Mahatma Hansraj wished to have more money so that _____

- (f) Mahatma Hansraj helped the young man by _____

A.4. HOTS

Unlike Mahatma Hansraj and other noble souls, a considerably large percentage of youth lacks core virtues like sincerity, compassion, courtesy, forgiveness.

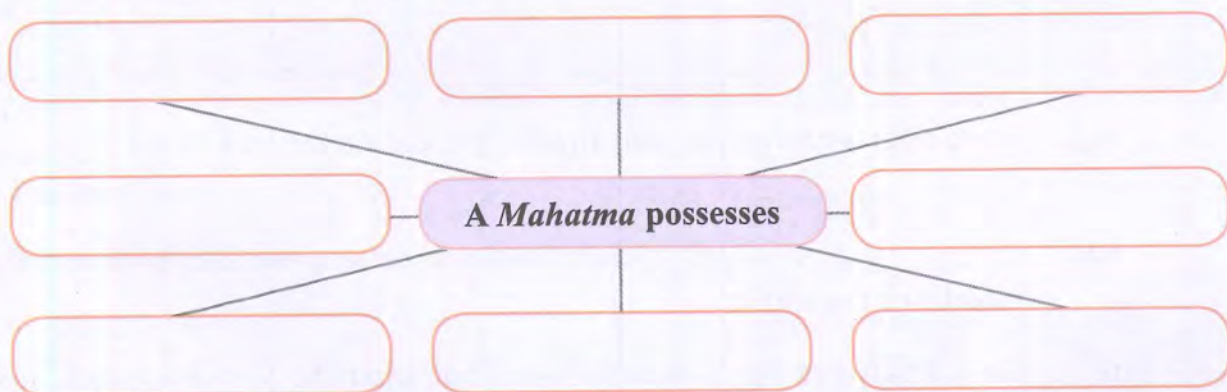
What factors are responsible for this degeneration of values amongst the youth?

Discuss in your group and write any four factors below.

A.5. Values

'He was a *mahatma* in the real sense of the word.'

What attributes make a person a '*mahatma*'?



Mahatma is a combination of the words '*mahan*' meaning **great** and '*atma*' meaning **soul**.

A.6. Find words from the text which mean the same as the following.

- (a) similar _____ (c) pitiful _____
(b) intentionally _____ (d) error _____

A.7. 'Milk of human kindness' – it is an idiomatic expression, which means 'full of kindness for others'. You will be surprised to know that there are many more such expressions using food items to enrich our language. Look at the following expressions and write their meanings with the help of the clues given in the box.

- (a) crying over spilt milk _____
(b) eat humble pie _____
(c) full of beans _____
(d) go bananas _____
(e) in a pickle _____
(f) piece of cake _____

in trouble, an extremely easy thing to do, to become crazy, to feel sorry, to be strong and energetic, worrying about something you cannot change

A.8. Now use the above expressions to complete the following sentences meaningfully.

- (a) Mrs Seth is a very helpful teacher. Students often approach her when they are _____.
- (b) To get a job is a _____ for the extremely brilliant Shekhar.
- (c) Even after walking for two hours, my father seemed to be _____.
- (d) I _____ when I receive wrong-number phone calls in the middle of the night.
- (e) Raj had always been overconfident but when he lost the match, he had to _____.
- (f) Now that Tina has missed the flight, there is no point in _____.

A.9. Compassion was long considered a virtue but it seems like an anachronism today. The present generation upholds only the value of self-gratification.

Bearing in mind the above statement, write an article for the school magazine on the topic — 'The Self-Centred Generation.'

The Self-Centred Generation

By: _____

Class: _____

A.10. Further Reading

Read about the life and work of any one of the following.

- Mother Teresa
- Ishwar Chandra Vidyasagar
- Baba Amte
- Dr Deviprasad Shetty





B.1. What would be your state of mind if you found yourself in the following situations?

- (a) Your car has a flat tyre on a busy road. You are blocking the free movement of the traffic. Everyone stops and glares at you but no one comes to your help.
- (b) You see an old handicapped beggar pleading for food but everyone ignores him and moves on. Even you, for some reason, are unable to help him.
- (c) In a newspaper, you see the pictures of the blood-stained bodies of the victims of a bomb-blast in your city. You cast aside the newspaper and continue doing your work.

Which human qualities, do you think, are absent in the above situations? Hold a brief class discussion on why there has been a decline of these qualities.

B.2 Now read this poem by William Blake, which very beautifully highlights the need for humanitarianism.

▶ The Divine Image

To Mercy, Pity, Peace, and Love
All pray in their distress;
And to these virtues of delight
Return their thankfulness.

For Mercy, Pity, Peace, and Love
Is God, our father dear,
And Mercy, Pity, Peace, and Love
Is Man, his child and care.

For Mercy has a human heart,
Pity, a human face,
And Love, the human form divine,
And Peace, the human dress.



Then every man of every clime
That prays in his distress,
Prays to the human form divine,
Love, Mercy, Pity, Peace.

And all must love the human form,
In **heathen**, turk or jew;
Where Mercy, Love, and Pity dwell
There God is dwelling too.

B.3. On the basis of your understanding of the poem, complete the given summary by filling the blanks with one word only.

The poet believes that Mercy, _____, _____ and _____ are divine qualities. In fact, according to the poet, they are God Himself. So everybody in distress prays to these qualities and feels _____ when the moment of distress has passed. Since God created man in His own image, _____, _____, _____ and _____ are human qualities as well. The poet elaborates this point by saying that Mercy has a human _____, Pity a human _____, Love is the human form _____ and Peace the human _____. The poet wants us to _____ the human form irrespective of caste, colour, race or religion. A heathen, a turk or a _____ must be treated with the same deep feelings and care. The poet firmly believes that wherever these qualities exist, God is sure to _____ there.

B.4. Read the following extracts from the poem and answer the questions that follow.

(a) To Mercy, Pity, Peace, and Love
All pray in their distress.

(i) Name the poet.

heathen: having no religion or not believing in Christianity

(ii) Why do all the people pray to Mercy, Pity, Peace and Love in their distress?

(iii) What is the difference between Mercy and Pity?

(b) And all must love the human form
In heathen, turk or jew;

(i) From which poem have these lines been taken?

(ii) What does the word 'heathen' mean?

(iii) What argument does the poet give to persuade us to love all human beings?

B.5. Answer the following questions briefly.

(a) Why does the poet begin the words 'Mercy', 'Pity', 'Peace' and 'Love' with capital letters?

(b) Why are 'Mercy', 'Pity', 'Peace' and 'Love' called virtues of delight?

(c) What does the expression 'his child and care' suggest?

B.6. Justify the appropriateness of the title 'The Divine Image'.

B.7. Divide the class into two groups, A and B. Ask Group A to collect articles/news items related to violence, jealousy and indifference towards one another. Group B will collect articles/news items about compassion, love and concern for mankind. Now compare and discuss which kind of incidents have become more prevalent in the present society. What could be the reasons for this scenario?

B.8. Values

'Mercy', 'Pity', 'Peace' and 'Love' have been perceived by the poet as divine qualities. For any one of the qualities mentioned above, write in brief an incident from your life where you displayed that quality.

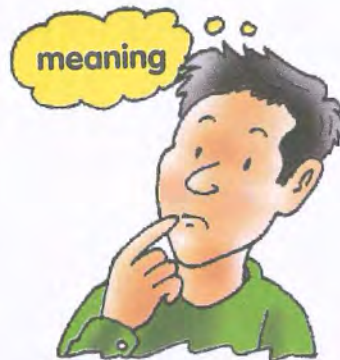
B.9. Refer to a dictionary to find the meaning of the following idiomatic expressions and write them in the space provided.

(a) at the mercy of someone

(b) to leave somebody to the mercy of someone

(c) to hold your peace

(d) to make peace with someone



B.10. 'An eye for an eye makes the whole world blind.' Do you agree with this statement? Hold a debate in the class.

B.11. Further Reading

Get a copy of *Songs of Innocence and of Experience* by William Blake from your school library. Read in particular the poems included in the *Songs of Innocence*.



C.1. Have you heard of the term 'NGO'?

(a) Tick (✓) the correct full form of NGO from the options given below.

- New Government Office
- Non-Governmental Organisation
- New Governmental Offer

(b) Discuss in groups of four the objectives of NGOs and their areas of work.

(c) Look at the list of the NGOs given below and collect information about them.

- Prayas
- CRY
- HelpAge India
- Cancer Society of India



- C.2.** Now read the true story of a man who is an NGO in himself. A man of compassion, Dr Parameswara Rao decided to move out of his comfort zone to *alleviate* the sufferings of the poor people of his native village, Dimli.

▶ Return Of The Native

Dr Parameswar Rao was a man of clear vision. After obtaining a doctoral degree from the Pennsylvania State University, USA, he turned down the lucrative offer of a job of an Assistant Professor at the University. Guided by his inner voice, he came back to India. 'What are your plans?' his father asked.



Till now, his father had decided everything for him. On completing his schooling, Rao had wanted to go to his native village. But he was persuaded to go for higher studies in the USA. Now the time had come for

Rao to realise his dream of working for the welfare of the society. He conveyed to his father, firmly, yet politely, his decision to go to Dimli.

'What will you do there?' his brothers asked.

'I'll go and see what I can do for the villagers. They need help. They are poor. They are exploited. The children need good education. I can teach them. I can also help the farmers get better yield from the land. There is so much to be done there.' Rao replied. His father did not say a word. He could sense the determination in his voice.

Rao arrived in the village along with his wife. His brothers too came to help him settle down in his ancestral home.

Early next day, Rao set out for a stroll.

He saw children carrying satchels, walking along the dusty path. He asked the children why they were out so early. They said, 'We have to start early as we attend the school at Yellamanchali.'

'You mean, you walk five miles in the morning to reach school and then another five miles to return home, after school?' Rao could not believe himself.

alleviate: to make (the sufferings) less severe

It gave Rao an idea where to start from.

Establishing a school in Dimli became his first priority.

What about funds? Rao did not want to invest his money as he felt that public participation alone would make the scheme truly worthwhile. The people would then look upon the school as their own. The school would be an outcome of their own efforts.

In the evening, the villagers came for the meeting called by Rao but they had fears about Rao's intentions. Rao explained his plan to the people and said, 'Let's start a school here. Let's do it together.'

'You will want money for that, won't you?' asked Chilukama the richest man in the village.

'Of course, we all will contribute,' Rao replied.

The villagers were a little skeptical but when Rao's brothers told them how Rao had left a lucrative job in America, they seemed a bit relaxed.

And then came donations, small and big, from the villagers. Rao too made a small contribution. Soon they had an amount of ₹ 70,000.



The amount was enough to build a school.

But a new problem cropped up.

The school could not get recognition.

Rao met the Chief Minister several times but to no avail. He did not lose heart and tried to meet the Governor, Kandubhai Desai but every time he was turned away by minor officials.

Luck came to him when he met the ADC (personal assistant) to the Governor. Impressed by his will of steel and concern for the villagers, he arranged a meeting with the Governor. The Governor gave him a patient hearing and they parted as friends. Rao soon received news that the school had been recognised.

The teacher did not look back. He went on teaching the children and introduced Adult Education. He showed the farmers how better methods of farming could increase the yield. He taught them how to reclaim marshland or wasteland for cultivation. He worked with women to show how they could make extra money.

The people of Dimli and other villages around Dimli look upon Rao as the Good Samaritan. For them he is more than God. They owe their progress to the native who chose to return.

—R. K. Murthi

C.3. On the basis of your understanding of the text, complete the following statements briefly.

- (a) Dr Parameswar Rao refused a job in the USA because _____.
- (b) His dream was to _____.
- (c) Rao's brothers helped him _____.
- (d) _____ became his first priority.
- (e) Rao wanted everyone to contribute _____.
- (f) For the people of Dimli, Rao is _____.

C.4. Why did Rao ask for contributions from the villagers for the school?
Discuss in groups of four.

C.5. HOTS

Can one serve one's community, nation or people while staying in a foreign land? If yes, how?

Write down the various ways and means to serve the society.

C.6. Values

Dr Rao chose social service over a remunerative job of an Assistant Professor at the university and subsequently returned to his native village.

In groups of four, identify the qualities of his character that influenced his decision and write them below.

C.7. Life Skills

Dr Rao's inspiring saga of service and sacrifice inspires one and all to the core.

Had you been in his place, what would you have done?

C.8. Find words from the passage which mean the following.

- (a) giving a lot of money _____
- (b) belonging to one's forefathers _____
- (c) an important thing that must be attended to before other things _____
- (d) doubting that something is useful _____



C.9. The given words are similar in meaning to the main word selected from the text. Underline the meaning which you feel is correct as per the text.

- (a) persuaded — convinced, tempted, influenced, converted
- (b) contribution — grant, gift, sponsorship, offering
- (c) sense — faculty, feel, point, awareness
- (d) determination — dedication, will-power, commitment, firmness
- (e) yield — profit, agree, produce, submit

C.10. Work in groups of four and discuss the following points.

- Who are good Samaritans?
- What qualities make a person a good Samaritan?
- Do they still exist?
- Is the rapid change in our society leading to an increase in self-seeking individuals?

Now organise a JAM (Just a Minute) session in the class. One student from each group will speak for a minute on the topic-'Decline of Good Samaritans'.

C.11. You have read about Dr Parmeswara Rao, who opened a school in a village and thus helped the children. Now listen about Hemant Chhabra, who helped village children by providing bicycles.

Listen to the audio compilation titled *Listen & Comprehend* (Class-VIII). After listening, answer the questions asked related to the script orally. Listen to the tape script once again and attempt the given question. The tape script is given on page no. 47.

One word in each of the statements given below is wrong. After listening to the tape script, identify the wrong word, underline it and then write the correct word in the space provided.

- (a) Hemant Chhabra has been helping the village children by providing them with education. _____
- (b) He is also known as the 'Cycle Santa'. _____
- (c) His wife and children helped him in starting this project. _____
- (d) He sent pamphlets to people asking them to donate their old bicycles. _____
- (e) He was discouraged by the initial response. _____
- (f) The rusted bicycles were given away to the village children. _____
- (g) The children were given bicycles on the basis of their age, attendance record and distance from school. _____
- (h) His project has spread to other cities like Pune and Chennai. _____

C.12. Imagine you are Karan. You feel committed towards the less fortunate ones in your society and plan to serve them.

Write a letter to your friend telling them about the new project- 'We Care' you have undertaken and invite them to be a part of this noble initiative.



Handwriting practice area with a yellow background and blue horizontal lines. The lines are arranged in a pattern: three lines at the top, followed by a large section of 18 lines, and three lines at the bottom.



Read it Yourself

Read the following article by P. P. Wangchuk.

▶ Four Shades Of Human Beings

Human beings, according to the Buddha, can be categorised into four types: those who work for their own good but not for others, those

who work for others but not for their own good, those who work neither for themselves nor for others, and those who work for their own good as well as for others.

The first type are the ones who strive for the abolition of greed and hatred in themselves but do not care whether others follow them. Persons in the second category work for the good of all but care nothing for their own growth.

The third type show the least care for self as well as for others. And the fourth are exactly the opposite of the third. They not only strive for their own spiritual growth but are also very keen to let others too 'bloom' like the Buddha.



The first and the third types are the worst ones, not fit to be called human beings, because, the Buddha says, those who work for their own selfish interest at the expense of others are no better than animals who have only limited intelligence to live for mere survival.

The second type may be good but they cannot be described as ideal human beings. One who does not take care of one's own self is not likely to take much interest in others. We should keep ourselves in good humour in order to serve others and be blessed and happy forever.

An ideal human being is one who falls into the fourth category and takes a **holistic** outlook.

Karuna (compassion) and *Panna* (wisdom) are the hallmarks of their personality. They build themselves into a strong person so that they can, in turn, build a strong and **cohesive** society based on love. They understand the pain and suffering of the less gifted and the poor. In the words of the Buddha—

*It is easy enough to be pleasant
when life flows along like a song.
But the man worthwhile is the man who can smile
when life goes dead wrong.*

holistic: inclusive of the whole

cohesive: united





Tape Script



Bicycle Santa

Hemant Chhabra is the real hero for hundreds of village children around Mumbai. Their 'Bicycle Santa' has made life and education easier for them by providing bicycles to these children, who had to walk to their schools each day. A few of them had to walk for almost two hours daily. Chhabra started this bicycle project

with his wife Sangeeta and Simona Terron, a journalist friend. He drafted an e-mail requesting people to donate their old bicycles to village kids for whom going to school was the most important thing but too tough a task. The response was overwhelming, but a lot was needed to be done before giving away these unused and rusted bikes of the city children. They were to be collected, repaired, painted and then donated



to the village children. Besides, the children most in need of a bicycle had to be identified. Children were short-listed on the basis of the distance from school, class performance and attendance records. When the project finally took off, several village kids benefited from their more privileged counterparts settled in the cities.

The bicycle project has grown quickly and is also taking root in Delhi and Pune.

If you wish to help 'The Bicycle Project', e-mail at donate@thebicycleproject.in.

—Aarti Narang