

National Integration

INTRODUCTION

Do you think moments of glory make people more patriotic?

Recall more such moments.

- The Indian flag was hoisted on the highest mountain peak of the world, Mount Everest on 29th May 1953.
- When the National Anthem plays during Olympics.
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Ans. Certainly moments of glory make people more patriotic. When team India wins the World Cup, every Indian feels proud and wants to share the moment.

- The Indian flag was hoisted on the highest mountain peak of the world, Mount Everest on 29th May 1953.
- When the National Anthem plays during Olympics.
- When Vishwanathan Anand won the World Cup in chess.
- When Kapil Dev and his Devils won the World Cup at Lords in 1983.
- When M.S. Dhoni won the World Cup in 2011.
- When A.R. Rehman won two Oscars in 2009.

A. Unity in Diversity

A.1 Read about Rohan and Rajni's observation that the Indian identity is forged in diversity.

See Main Course Book, Pages 205–206

ENRICH YOUR VOCABULARY

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Diversity—variety, विविधता। **Palpable**—easily noticed by the mind or senses, इन्द्रियगोचर, दिमाग और इंद्रियों द्वारा आसानी से ग्रहण होने वाला।

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Appreciate—recognising the good qualities of others, ठीक समझना, गुण पहचानना। **Embracing**—

सम्मिलित किये हुए, समाविष्ट किये हुए। **Multitude**—so many, अनेक। **Conviction**—(here) faith, विश्वास, (धर्म)। **Cuisine**—food, भोजन। **Costume**—dress, वेशभूषा, पहनावा। **Dedicated**—devoted to, समर्पित। **Harvests**—harvestings (of crops), फसल कटाई। **Heartened**—inspired, प्रोत्साहित। **Displayed**—showed, दिखाया।

A.2 During the journey, Rohan and Rajini both note down the information they gather about the states they travel through. When they return they jot down this information.

Working with your partner, choose any one journey and complete the grid for them. You may access the internet or refer to books in the library to complete your grid.

See Main Course Book, Page 207

Ans.

STATE	LANGUAGE	CUISINE	HANDICRAFTS	WEATHER
Gujrat	Gujrati	'Dhokhla' and Gujarati 'thali'	Pattan sarees and wood crafts	Hot in summer (upto 45°C) and cold in winter (upto 3-4°C)
Maharashtra	Marathi	'Paav Bhaji' and 'Bhel Puri'	Aurangabadi sarees, Mumbai cotton garments Sholapuri 'Chappals'	Humid in (20°-30°C) max. coastal areas (40° C & 5°C) min. and dry in the interior
Uttar Pradesh	Hindi	'Petha sweets' 'Kheer' and Rabri and 'vegetarian thali'	Banarasi silk and sarees, Mirzapuri carpets Firozabadi bangles	Hot in summer and (upto 45°C) max cold in winter (upto 3-5°C) min.
Bihar	Hindi	'Sattu' rice and 'pooha'	Bhagalpuri silk, 'kurtaas' and sarees.	Hot in summer (upto 46°C) and cold in winter (upto 3°C)
Bengal	Bangla	'Rasogollas' 'Macher Jhol' 'Sandesh'	Bankura 'horse' Murshidabadi silk and sarees	Humid near (20°C-35°C) the sea and mild hot and humid in (20-40°C) the interior

A.3 What conclusions do you draw from Rohan and Rajini's experience?

Ans. While travelling through different regions, Rohan and Rajini get the feeling of 'Unity in Diversity'. India has a multitude of castes, creed, colour, conviction, culture, cuisine, costume and customs. And yet they are all Indians. Festivals are dedicated to seasons and harvests. After travelling the whole length and breadth of India, one feels genuinely proud to be an Indian.

A.4 Present your conclusions to the class.

Ans. [A classroom activity].

A.5 Where are they from?

Divide the class into six groups. You will listen to the conversation between four people talking about the Indian states they live in. As soon you think you know which region the first person is speaking about, ask your teacher to stop. If you are right your group gets a point. If you are wrong, all the other groups get a point and the teacher starts again. But your group isn't allowed to guess again for this region. Then listen to the other three speakers in the same way. Which group has got the most points at the end?

Ans. [A classroom activity]

A.6 Look at the pictures given below. Decide in your group which regions the six photos probably come from. Explain why you think so and find out from your teacher if you were correct. Then write a short caption for each photograph. It can be serious or funny.

See Main Course Book, Pages 208-209



'Konark'—'The Pride
of Orissa'



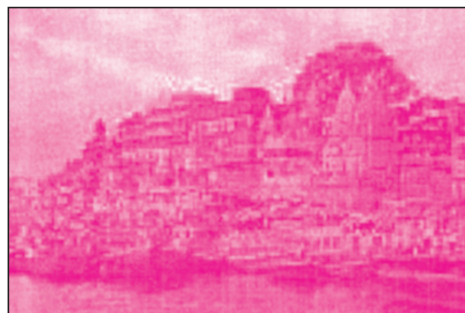
Udaipur—'The City
of Lakes'



'Lavani'—'The sensuous
Marathi Dance'



Tea gardens of Darjeeling—'The most
flavoured tea in the world'



Banares—'The city of Ganga and
Moksha'

B. Challenges to National Integration

B.1 Read the poem given below and answer the questions that follow.

See Main Course Book, Pages 209–210

- (a) Why does the poet say, 'Where the mind is without fear'?
- (b) What are the narrow domestic walls being referred to?
- (c) Why are they 'narrow'?
- (d) How/when does the 'clear stream of reason' lose its way?
- (e) What is the poet's appeal?

- Ans.**
- (a) The poet thinks of a country where the people can live without fear peacefully. India of Tagore's time was under the British rule. The people didn't feel the sense of being liberated and secure. So the poet prays God to make his countrymen fearless.
 - (b) The narrow 'domestic walls' are religious, linguistic, social and regional differences that put the people of the same country against one another.
 - (c) They are 'narrow' because they are based on narrow mental thinking. They are barriers which defy the essential liberal feelings of oneness and unity.
 - (d) The 'clear stream of reason' loses its way when the minds and habits of the people are blocked by narrow and sectarian feeling and thinking.
 - (e) The poet's appeal is to lead him to the world of ever widening thinking and liberal actions. They would bring eternal happiness in the country of his birth.

B.2

See Main Course Book Page 210

B.3 My Childhood

See Main Course Book, Pages 211–214

SUMMARY OF THE LESSON

► Born in Rameswaram

APJ Abdul Kalam was born in a middle-class Tamil family in the island town of Rameswaram. His father had neither much formal education nor much wealth. But he was a wise and generous man. Many more outsiders ate with them than all the members of their own family put together. They lived in their ancestral house. It was made of limestone and brick, on the Mosque Street in Rameswaram. His austere father avoided all unnecessary comforts and luxuries. However, all necessities were provided for and Abdul Kalam had a very secure childhood, both materially and emotionally.

► Kalam Earns His First Wages

When the Second World War broke out in 1939, Kalam was eight years old. For unknown reasons, a sudden demand for tamarind seeds erupted in the market. Kalam used to collect the seeds and sell them to a provision shop on Mosque street. A day's collection would fetch him the 'princely' sum of one 'anna.' Soon India was forced to join the Allied Forces. The train halt at Rameswaram station was suspended. The newspapers now had to be bundled and thrown out, from the moving train down at a fixed place. Kalam's cousin Samsuddin who distributed newspapers in Rameswaram needed a helping hand to

catch the bundles. Kalam filled the slot. It helped him earn his first wages. Even half a century later, Kalam feels proud of earning his money for the first time.

► Kalam Inherited Noble Virtues of Parents

Kalam inherited honesty and self-discipline from his father. From his mother he inherited faith in goodness and deep kindness. He had three close friends in his childhood. Ramanadha Sastry, Aravindan and Sivaprakashan. All these boys were from orthodox Hindu Brahmin families. As children, none of them ever felt any differences amongst themselves because of their religious differences and upbringing. During the annual Shri Sita Kalyanam ceremony, Kalam's family arranged boats for carrying idols of the Lord from the temple. His mother and grandmother would tell events from the 'Ramayana' and from the life of the Prophet.

► Unpleasant Incident at School

When Kalam was in the fifth standard at the Rameswaram Elementary School, a new teacher came to his class. Kalam used to wear a cap which marked him as a Muslim. He was sitting next to Ramanadha Sastry in the front row. The new teacher couldn't stomach a Hindu priest's son sitting with a Muslim boy. Kalam was asked to go and sit on the back bench. He felt very sad and so

did Ramanadha Sastry. After school, they narrated the incident to their respective parents. Ramanadha's father Lakshmana Sastry was the high priest of Rameshwaram temple. Lakshmana Sastry summoned the teacher and scolded him for spreading the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island. Fortunately, the teacher regretted his behaviour and the matter ended there and then.

► Incident at Sivasubramania Iyer's House

One day, his science teacher Sivasubramania Iyer, invited him to his home for a meal. He was a Brahmin but his wife was very conservative. She was horrified at the idea of a Muslim boy being invited to dine in her kitchen. She refused to serve Kalam in the kitchen. Sivasubramania was not perturbed but instead served Kalam with his own hands. He invited Kalam to join him for dinner again the next weekend. Observing his hesitation, Sivasubramania told him not to get upset saying, "Once you decide to change the system, such problems have to be confronted." When Kalam visited his house the next week, Sivasubramania Iyer's wife took him inside her kitchen and served him food with her own hands.

ENRICH YOUR VOCABULARY

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Erstwhile—previous, पहले वाली। **Formal**—(here) regular and traditional, औपचारिक। **Innate**—natural, inherent, स्वाभाविक। **Generosity**—kindness, दयालुता। **Helpmate**—helper, मददगार। **Recall**—remember, याद करता हूँ। **Undistinguished**—ordinary, साधारण। **Ancestral**—parental, पैत्रिक। **Austere**—(here) very simple and full of control, बहुत सादे और संयमी। **Inessential**—unnecessary, गैर-जरूरी, अनावश्यक। **Luxuries**—things of luxury, ऐश्वर्य के सामान। **Secure**—safe, सुरक्षित। **Materially**—worldly (comforts), सांसारिक सुखों से। **Erupted**—(here) rose up suddenly, उछाल आ गया। **Provision shop**—a grocery shop, परचून की दुकान। **Trace**—locate, ढूँढ़ना।

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Unaffected—not affected, अप्रभावित। **Allied forces**—armies of the Allies Countries i.e., England, France and the U.S.A, मित्र देशों की फौजें। **Casualty**—victim, शिकार। **Suspension**—

stoppage temporarily, अस्थायी रूप से रोकना। **Slot**—(here) place, स्थान। **Surge**—on rush, प्रवाह, भाव उमड़ना। **Inherited**—(here) got from his parents, पैत्रिक देन। **Characteristics**—qualities, traits, गुण। **Orthodox**—conservative, पुरातनपंथी। **Upbringing**—the way a child is looked after, पालन-पोषण। **Idols**—images, मूर्तियाँ। **The Prophet**—Prophet Mohammad, पैगम्बर मोहम्मद। **Marked me**—distinguished, पहचान कराता था। **Stomach**—(here) tolerate, सहन करना।

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Downcast—(here) sad, उदास, मुँह लटका हुआ। **Respective**—mutual, अपने-अपने। **Intolerance**—not tolerating (people of other religion), असहनशीलता। **Bluntly**—(here) in a direct way, सीधे तरीके से। **Apologise**—beg pardon, क्षमा माँगना। **Conviction**—faith, विश्वास। **Ultimately**—finally, अन्ततः। **Rigid**—(here) narrow, तंग, कठोर। **Segregation**—separation, पृथक्करण, अलगाव या जुदाई। **Perturbed**—got panicky, परेशान हुआ। **Confronted**—faced, सामना किया।

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Imminent—very near, बिल्कुल समीप, सन्निकटता। **Unprecedented**—matchless, अभूतपूर्व अद्वितीय। **Optimism**—(here) hope, आशा। **Seagull**—a sea-bird, सामुद्रिक पक्षी।

B.4 On the basis of your reading of the passage answer the following questions by ticking the most appropriate options. Give reasons for your choices.

1. 'Despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit'. The expression 'these disadvantages' here refers to
 - (a) lack of formal education and riches
 - (b) middle class social status and a small town
 - (c) lack of comforts and luxuries
2. Kalam's childhood was
 - (a) secure
 - (b) insecure
 - (c) austere
3. 'That forced my cousin Samsuddin' ... 'That' here refers to
 - (a) World War II
 - (b) increase in the demand of tamarind seeds
 - (c) withdrawal of train halt at Rameshwaram station
4. Samsuddin was forced to seek a helping hand because
 - (a) the Second World War had begun
 - (b) the train now halted at Rameshwaram station
 - (c) newspapers thrown from the moving train had to be collected
5. Kalam continues to be proud of the money he had earned during the time of World War II because
 - (a) his cousin Samsuddin had helped him earn it
 - (b) it was the first wages he had earned
 - (c) he was able to supplement his father's income
6. Kalam owes his honesty and self-discipline to his
 - (a) brothers
 - (b) father
 - (c) mother
7. As children Kalam and his friends did not have any
 - (a) religious differences

- (b) right upbringing
- (c) realization that they were different in any way
- 8. Paragraph 5 shows that Kalam's mother and grandmother had
 - (a) great scholarship and wisdom
 - (b) excellent ability to tell stories of historic importance
 - (c) all embracing outlook on religion and communities
- 9. 'As the new teacher saw it' (Paragraph 6). Which of the following best explains the meaning of this expression?
 - (a) as our new teacher understood it
 - (b) as our new teacher wanted it
 - (c) as our new teacher was asked to ensure
- 10. Lakshmana Sastry made the newly appointed teacher realize that
 - (a) it was wrong on his part to discriminate on the basis of religion
 - (b) it was wrong to separate two great friends
 - (c) it was wrong to impose one's own ideas on others
- 11. Kalam's science teacher Sivasubramania was something of a rebel in the sense that
 - (a) he used to spend hours with his students
 - (b) he used to defy his wife
 - (c) he encouraged people of different communities and castes to mix up freely
- 12. The science teacher's wife's behaviour during Kalam's second visit to their home showed that
 - (a) she had understood and adopted her husband's outlook on the oneness of mankind
 - (b) she wanted to repent for her earlier mistake
 - (c) she had purified her kitchen ritually
- 13. Father gave Kalam the example of the seagull to
 - (a) encourage him to be adventurous and fearless
 - (b) encourage him to study the science of flying
 - (c) encourage him to be creative and imaginative
- 14. "Once you decide to change the system, such problems have to be confronted." Which problems are referred to here?
 - (a) keeping kitchens ritually pure
 - (b) discrimination and boycott on the basis of one's faith
 - (c) differences in the way people of different communities live

- Ans.**
- 1. (a) lack of formal education and riches
 - 2. (a) secure
 - 3. (c) withdrawal of train halt at Rameshwaram station
 - 4. (c) newspapers thrown from the moving train had to be collected
 - 5. (b) it was the first wages he had earned
 - 6. (b) father
 - 7. (c) realization that they were different in any way
 - 8. (c) all embracing outlook on religion and communities
 - 9. (a) as our new teacher understood it
 - 10. (a) it was wrong on his part to discriminate on the basis of religion

11. (c) he encouraged people of different communities and castes to mix up freely
12. (a) she had understood and adopted her husband's outlook on the oneness of mankind
13. (a) encourage him to be adventurous and fearless
14. (b) discrimination and boycott on the basis of one's faith

B.5 Complete the following sentences.

- (a) An example of the generosity and kindness of Kalam's parents is
- (b) Kalam feels he had a very secure childhood because
- (c) The suspension of train halt at Rameshwaram station proved to be a blessing in disguise for Kalam because
- (d) Kalam continues to feel proud about the money he had earned in childhood by picking up bundles of newspaper because
- (e) Some traits and values Kalam and his siblings inherited from their parents were
- (f) The salient feature of Kalam's relationship with his three childhood friends was that
- (g) Two unique examples of communal harmony and brotherhood of mankind are
- (h) The nation should be wary of people like the grade V teacher of the narrator because
- (i) However, the country needs more and more people like Kalam's Science teacher Sivasubramania and Kalam's mother and grandmother because
- (j) Kalam's second visit to his science teacher's house surprised him because

- Ans.** (a) that they used to feed more outsiders than all the members of the family put together.
- (b) all his material and emotional needs were fulfilled.
- (c) he was able to earn his first wages.
- (d) it was his own money earned for the first time.
- (e) honesty, self-discipline, faith in goodness and deep kindness.
- (f) none of them felt any difference amongst themselves because of religious differences.
- (g) Lakshmana Sastry and Sivasubramania Iyer.
- (h) their narrow mindedness generate religious hatred.
- (i) they believe in communal harmony and brotherhood of mankind.
- (j) Sivasubramania Iyer's wife took him inside her kitchen and served him food with her own hands.

B.6 Role Play:

Your teacher will divide the class into groups of four and ask them to act out the following roles:

See Main Course Book, Pages 217-218

Ans. [Not meant for writing]

B.7 Diary Entry:

Suppose you are Kalam/Ramanadha Sastry. You are upset about being made to sit away from your best friend in the class. Write a diary entry expressing your feelings and reactions. In your diary entry you should

- (a) Describe the incident briefly
- (b) Say how you and your friend felt about it
- (c) Decide what you are going to do about it

Ans. 20th March, 20××. (Rameshwaram).

Today, a new teacher came to our class, V-A. I was sitting as usual with my best friend Ramanadha Sastry in the front row. I was wearing, as I used to wear in those days, a cap. That marked me as a Muslim. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. Ramanadha was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple. He immediately asked me to go and sit on the back bench. I really felt very sad. But Ramanadha Sastry was about to weep. I shifted to the last row. I looked at Ramanadha. He was almost in tears. It left a lasting impression on me. After school, we went home and narrated the sad incident to our respective parents. Lakshmana Sastry summoned the teacher in our presence and scolded him for spreading the poison of social inequality and communal intolerance in the minds of young children. He asked the teacher to either apologise or quit the school and the island. Fortunately, the teacher regretted for his behaviour and the matter ended there and then. However, it cemented my friendship not only with Ramanadha but with all like-minded students as well.

B.8 Vocabulary

Read each of the following sentences from the story and tick the word/phrase that gives the correct meaning for the italicized words/phrases in the context in which they are used here.

1. For reasons I have never been able to understand, a sudden demand for tamarind seeds *erupted* in the market.
 (a) came up (b) blew up (c) ended
2. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to *trace* in the headlines in Dinamani.
 (a) draw (b) locate (c) copy
3. The first *casualty* came in the form of the suspension of the train halt at Rameswaram station.
 (a) target
 (b) something destroyed as an indirect result of a particular event or circumstances
 (c) victim
4. My cousin Samsuddin, was looking for a helping hand to catch the bundles and, as if naturally, I *filled* the slot.
 (a) was found suitable for the purpose (b) applied for the job
 (c) was rejected
5. The new teacher could not *stomach* a Hindu priest's son sitting with a Muslim boy.
 (a) tolerate (b) dislike (c) face
6. He looked utterly *downcast* as I shifted to my seat in the last row.
 (a) happy (b) angry (c) dejected
7. Sivasubramania Iyer was not *perturbed*, nor did he get angry with his wife.
 (a) relaxed (b) agitated (c) panicky
8. Then the Second World War was over and India's freedom was *imminent*.
 (a) at hand (b) well-known (c) distant

- Ans.** 1. (a) came up 2. (b) locate
 3. (c) victim 4. (a) was found suitable for the purpose
 5. (a) tolerate 6. (c) dejected
 7. (c) panicky 8. (a) at hand

B.9 Phrases

Match the phrases in Column A with their meanings in Column B.

Column A	Column B
break out	to try to find somebody or something
to look for	as a rule or in general taking all relevant factors into account
to take over	start suddenly and strongly
to go into	to obtain or assume control of something, or gain control of something from somebody else
on the whole	to begin a job or career in a particular area of activity

Ans.

Column A	Column B
break out	start suddenly and strongly
to look for	to try to find somebody or something
to take over	to obtain or assume control of something, or gain control of something from somebody else
to go into	to begin a job or career in a particular area of activity
on the whole	as a rule or in general taking all relevant factors into account

B.10 Write a letter to the editor of a leading newspaper/an article for your school magazine on 'Celebrating Diversity, but Working for Unity'.

Ans. 12, Fancy Bazar
 Guwahati
 12th March, 20××
 The Statesman
 Guwahati
 Assam

Sub: Celebrating Diversity, but working for unity

Sir

Through the columns of your esteemed daily, I want to highlight how diverse elements in the North East have happily integrated themselves in the Union of India. The erstwhile state of Assam is now separated into seven states with their own linguistic groups. They are: Assamese, Khasi, Garo, Jaintia tribes of Meghalaya, Mizos of Mizoram, Nagas of Nagaland, Vaishnavs of Manipur and the tribals of Arunachal Pradesh. Fortunately, each one of them is celebrating their own identity, traditions and culture. And still they have integrated themselves physically, mentally, culturally and economically with the nation. It is true that they are celebrating diversity but working the unity and integrity of India.

It is not only the Hindi belt but West Bengal and Orissa in the east also add to India's strength by enriching it scientifically, culturally and economically. Who can forget the contribution of Maharashtra and the four southern states in projecting

the 'Incredible India' image of our country? The contribution of the Bollywood in putting India on the international map can't be minimized. And when we talk of our patriots, we can not miss Subramaniam Bharti's name in that illustrious list. The temples of Rameshwaram, Tanjavur, Madurai enhance the spiritual image of India. India is not known only for the Taj but also for 'Konark', 'Khajuraho', and the 'Charminar'. If the ghats of Benaras echo the vedic music, the golden sands of Goa and Kerala make you hear the swaying rhythm of the swaying palms.

India and Indians are celebrating their diversity but each part, each region and each state is constantly working for the unity and integrity of the nation.

Yours faithfully

Jai Ram

B.11

See Main Course Book, Page 221

Ans. Not meant for writing.

B.12

See Main Course Book, Pages 221–223

Challenges to National Integration

SUMMARY OF THE LESSON

► Diversity of India

India comprises many different races, religions, cultures and language groups. Hence, the issue of national integration is of utmost importance. All different sections and societies must be brought into one single nation with a national consciousness. Only then there will be peace, stability and progress. National integration aims at reducing economic, social and cultural inequalities and strengthening unity and solidarity.

► Divisive Forces

Regionalism, communalism, religious fanaticism, lingualism and terrorism are the main forces that divide the nation. Regional aspirations, if not controlled, can be dangerous and divide the country. Communalism encourages clashes between the followers of different religions. There

should be no excessive bias or favour for any one language. Let us recollect what Gandhi and Nehru said in this context. They were against blind belief, bigotry, and communalism. Rabindranath Tagore held humanity above anything else. Fanaticism and radicalism have to be rooted out in order to have peace, stability and unity. We must create an emotional bond that may bind the people of the country.

► Common Ideas and Values

We must share common ideas and values like constitution, art, literature, music, national festivals, national flag, national anthem, sports and Bollywood. We should follow the spirit of Paul Robeson's song:

*"We're in the same boat brother
And if you shake one end,
You gonna rock the other."*

ENRICH YOUR VOCABULARY

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Comprises—contains, रखती है। **Integration**—(here) unity, एकता। **Forefront**—(here) primary, प्राथमिक, मुख्य। **Stability**—the quality of being steady and not changing, स्थिरता, मजबूती।

Solidarity—(here) fellow being, भाईचारा। **Regionalism**—love and thinking of one's own area or region disregarding others, क्षेत्रवाद। **Communalism**—a strong feeling of attachment to only one's own community (and hatred for others), साम्प्रदायिकता। **Fanaticism**—extreme beliefs or behaviour, especially in connection with religion, कट्टरपन, धर्मान्धता। **Lingualism**—extreme love for one's own language and indifference towards others, भाषावाद। **Motivate**—encourage, प्रोत्साहित करना। **Vigorously**—aggressively, जोर से, उग्रता से। **Pernecious**—harmful, fatal, हानिकारक, घातक, विनाशक। **Capability**—ability, capacity, योग्यता, क्षमता। **Posing**—presenting, प्रस्तुत करते हुए। **Goals**—aims, उद्देश्य। **Aspirations**—hopes, आशाएँ।

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Lingual preferences—preference for one's own language, भाषा की पसंद एवं वरीयता/प्राथमिकता। **Bias**—prejudice, द्वेष। **Agitation**—movement, आंदोलन। **Spectacle**—show, नजारा, प्रदर्शन। **Frequently**—often, प्रायः। **Condemned**—criticised, आलोचना की है, नकारा है। **Reaction**—a change in people's attitude caused by the disapproval of the attitudes of the past, प्रतिक्रिया/प्रतिगमन। **Dogma**—(rigid) religious principles or views, (हठधर्मीपूर्ण) धार्मिक सिद्धांत। **Bigotry**—(here) fanaticism, धर्मान्धता। **Preservation**—saving, रक्षा। **Vested interests**—self interests, निहित स्वार्थ। **Radicalism**—extremism, अतिवाद। **Eliminated**—removed, हटाना है। **Bond**—tie, बंधन। **Vital aspects**—very important matters, अतिआवश्यक मामले। **Unprivileged**—not having any privilege, ordinary, अप्राधिकृत। **Fostering**—nourishing, encouraging, पोषण करना, प्रोत्साहन देना। **Instil**—put into the mind, मन में बैठाना। **Appropriate**—proper, उचित।

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Ignored—not paid attention to, ध्यान नहीं दिया गया। **Internal**—of inside, अंदरूनी। **Conscience**—inner wisdom, अन्तःकरण विवेक। **Core**—central part, बीजकोष, सारभाग, केन्द्रबिन्दु।

B.13 Based on your reading of the passage answer the following questions:

- Why is national integration important for a country like India?
- What are the aims of national integration?
- What are the forces that challenge national integration?
- What are the steps that we should take to strengthen the nation and its unity?
- How can we bind the people of the country and create an emotional bond?
- How can we attain internal freedom for the people of the country?

- Ans.**
- India is a country that comprises so many different races, religions, cultures and language groups. All these diverse elements have to be woven into a single whole—the nation. Hence, the issue of national integration is very important for a country like India.
 - The aims of national integration is to bring all these different racial, religious, cultural and linguistic groups together into one single nation with a national consciousness. It aims at removing socio-cultural, economic inequality and strengthening unity and solidarity.
 - Regionalism, communalism, religious fanaticism, linguism and terrorism are the main forces that challenge national integration. National integration is always under threat from these divisive forces. The nation is first and all other issues come second.

- (d) Regional aspirations of the people should be controlled otherwise they can be dangerous for national unity. No community should be placed above the nation. There should be no excessive bias or favour for any one language. All these steps should be taken to strengthen the nation and its unity.
- (e) We must first identify the forces that may bind the people creating an emotional bond and national consciousness. We should share common ideas and values. Constitution, art, literature, music, national festivals, national flag, national anthem, sports and Bollywood promote national integration as they belong to all, small or big, rich and poor.
- (f) It is essential to attain internal freedom for the people first. Basic values and humanity must be the guiding virtues. Our minds should be free from selfish ego. Our conscience should always be awakened and we should have love and true spirit in the core of heart.

B.14 Read the passage carefully and familiarize yourself with the new words used in the passage by working out their meanings. Match the words in column A with their meanings in column B.

Column A	Column B
(a) foster	(i) the act of accepting someone as a part of a group
(b) pernicious	(ii) excessive enthusiasm for an extreme political or religious cause
(c) integration	(iii) encourage the development of
(d) fanaticism	(iv) agreement and support resulting from shared interests, feelings or opinions
(e) solidarity	(v) having a harmful effect.

Ans.

Column A	Column B
(a) foster	(iii) encourage the development of
(b) pernicious	(v) having a harmful effect.
(c) integration	(i) the act of accepting someone as a part of a group
(d) fanaticism	(ii) excessive enthusiasm for an extreme political or religious cause
(e) solidarity	(iv) agreement and support resulting from shared interests, feelings or opinions

B.15 Organize a group discussion on the topic: “Destabilizing Forces Within a Country: Challenges to a Nation”.

See Main Course Book, Pages 224–225

Ans. “Destabilizing Forces within a Country: Challenges to a Nation”

(A group Discussion)

Group A : A country of India’s size and dimension comprises many races, religions, cultures and language groups.

Group B : There can’t be any peace, stability or progress if these different groups and communities are not brought into one single nation with a national consciousness. This brings the issue of national integration to the forefront.

Group C : The forces that challenge national integration are regionalism, communalism, religious fanaticism, lingualism and terrorism.

- Group D : National integration is always under threat from within the country as well as from outside if such disruptive forces are not crushed.
- Group A : Regional aspirations of the people should be controlled before they become dangerous to the unity of the country.
- Group B : Communalism should have no place in a secular country like India. Communalism may encourage clashes between communities. No community should be placed above the nation.
- Group C : Language issues should be peacefully dealt with. There should be no excessive bias or favour for any language.
- Group D : Gandhi and Nehru were true secularists. They were against blind faith, reaction, communalism and regionalism.
- Group A : To achieve national integration and to crush divisive and disruptive forces, we must create an emotional bond of common ideas and values that can bind all the people of India.
- Group B : Constitution, art, literature, music, national festivals are common and must be proudly shared by all.
- Group C : So are our sports, national flag, national anthem and of course, the Bollywood.
- Group D : Economic disparities between regions and tribal groups must be abridged. More facilities should be provided to distant regions and tribals. India is for all its sons and daughters and all of them must live and die for her.

C. Spirit of Unity

See Main Course Book, Pages 226–227

C.1 ‘Whenever our nation faces a threat, or some major calamity happens, don’t we all stand together with a sense of emotional oneness to fight against evil forces and unnatural situations?’

In groups of six, research on the occasions when ‘India’ came together (e.g. tsunami, earthquake at Bhuj, Ladakh flash floods, Mumbai Blasts)

See Main Course Book, Pages 226–227

Make a Powerpoint presentation of about 5–7 minutes. You can collect information by surfing the net and through other sources like books, magazines and newspapers.

Focus on

- Rescue
- Relief
- Rehabilitation
- Interview with victims and volunteers
- United we serve

Alternatively, prepare a creative presentation (charts, collage etc). Each member will take turn to speak on a particular aspect of the given topic.

Ans. Group A : Whenever our nation faces a threat all of us are united together like the rocks of Gibraltar.

Group B : Whenever any major calamity strikes India, we come forward in a body to face it.

Group C : In all such misfortunes and disasters we all stand together as a nation.

- Group D : We all fight against evil forces and unnatural situations with a sense of emotional oneness.
- Group E : Recollect the 1962 war with China or 1965 and 1971 wars with Pakistan and you will remember how Indians got united like a joint family to make our enemies bite the dust.
- Group F : Young men volunteered themselves to fight for their motherland and volunteered themselves be sent at the borders to beat back the enemy.
- Group A : No one can forget how the whole nation came to the rescue of tsunami victims of Andhra, Tamil Nadu, Kerala and the Andamans.
- Group B : The most destructive earthquake of recent times at Bhuj in Gujrat brought ruin and disasters on an unprecedented scale. The whole country sent volunteers, money and aids from every part. Everyone shared the burden with a sense of emotional oneness.
- Group C : This is the real strength of India. In spite of our differences, we come forward to face such evil and unnatural situations like a fully equipped army of over one billion soldiers.
- Group D : Ladakh's flash floods or Mumbai Blasts, the whole nation stood united to fight against natural calamities or man-made disasters. India is one and will act unitedly like one nation and with one voice to face any threat to its integrity as a nation. With men, money material and the emotional oneness of 1.25 billion souls, it will surmount any threat or danger, evil or unnatural situations.

C.2 Film review

The aim of writing a film review is to judge a film and inform the viewer about it. The reviewer talks about the subject of the film being reviewed and how the film maker has handled the subject. At times the reviewer's aim is to arouse the interest of the viewer so that she/he wishes to see the film. Sometimes, the reviewer warns the viewer why she/he should not see a particular film.

Ans. Attempt yourself.

C.3 Common words/phrases used in film reviews

captivating	thrilled	excessive violence	brehtaking
evocative	mood	in poor light	atmosphere
unsuccessful	detail	perfect moments	scenery
irresistible plot	classic	wonderful	hilarious
unexpected	unbelievable	plot twists	phenomenal
disappointing	momentum	confusing/confusion/confused	portrayal
hype, suspense	imitation	moving	genre
unoriginal	quality	typical	credible
cliche	impressed by	mixture of	spectacular
visual effects	finesse	melodramatic	slapstick

Ans. Attempt yourself.

C.4 Writing a Film Review

See Main Course Book, Page 228

In the last part of your review write about:

- Its message, if any: the director's purpose or intention; or the theme of the film.
- Compare with other realities you know (your country, historical fact or event, other films from the same director or genre...)
- Your opinion that summarizes your view of the film. You may want to say something inspiring to get the reader to go out and see the film or you might say something that would want them not to go and see it!

Ans. Attempt yourself.

C.5 Now write your own film review on 'Chak de India', 'Lagaan', or 'Mother India'.

The teacher could arrange for the screening of the film if need be.

The class could also decide on any other regional film that portrays the spirit on National Integration.

Highlight the aspect of national integration that has been portrayed in the film.



Ans.

Film Review of 'Mother India'

Mehboob Khan's 'magnum opus' 'Mother India' is perhaps the most appreciated, liked and respected among all the Indian films in and outside the country. The film idealises and celebrates the typical Indian woman—'Mother India'. She can sacrifice her own most beloved son but not the ideals, values and traditions for which she lives and dies. The film exploded the silver-screen in 1957. It was produced and directed by Mehboob Khan. Music was given by the legendary Naushad Ali.

The framework of the film revolves round the injustices and exploitation suffered by a poor peasant family at the hands of a greedy and cruel moneylender, 'Sukkhulala'. The poor peasant can't come out of the clutches of the moneylender even after selling his bullocks and mortgaging his land. In an accident, he loses his hands. His wife fights a long battle against the cruel moneylender who had his eyes on her and on her land. When his second son grows up he joins a group of dacoits to revenge the injustices of 'Sukkhulala'. He burns his house, account books and even kills him. He kidnaps his daughter from the 'marriage-mandap' and runs away. Here he encounters his mother on the way. She pleads him to free the bride. When he refuses to release her, the mother fires at him. She kills her own son with her own hands. Thus the mother sacrifices her own son to safeguard the honour and dignity of a woman.

Nargis plays the role of her life and immortalises herself as 'Mother India'. Sunil Dutt as Birju and Rajkumar as the helpless peasant are superb. Rajender Kumar and Kumkum do justice with their roles. Kanahiya Lal is at his best in the role of 'Sukkhulala'. The music of Naushad is the soul of the film. Mehboob has proved once again that as a producer and director of classy film he is second to none in the Bollywood.

C.6 Working in groups of four, discuss the ways in which the following have integrated India:

1. Music-Jai Ho/Vande Mataram
2. Food-North Indian/South Indian
3. Fashion-Salwar kamees/lehengas/Achkan/Dhoti Kurta
4. Occupation and trade-Job opportunities
5. Relationships/Marriage

Ans. Group A : The thing that has integrated India more than anything is its rich music. Classical singers like Bade Gulam Ali Khan, Pt. Bhimsen Joshi, Pt. Kumar Gandharv and Pt. Jasraj echo the real soul of India. Music has no language. Bollywood film songs have been heard and sung right from Srinagar to Sriperambadur. 'Vande Mataram' is never missed on any auspicious occasion throughout India.

Group B : Nothing joins Indians together as their different, but delectable foods. 'Paranthas', 'Dal Makhni' and 'Tandoori' dishes of North India find place of honour in all the south Indian hotels and eateries. Similarly, the south Indian prestigious dishes like 'Masala Dosa', 'Idli' and 'Vadda' have captured the taste of many of the North Indians.

Group C : 'Salwar Kameez', the typical Punjabi dress has become the craze of ladies of the eastern, western and southern parts of India. Similarly, 'lehengas' and 'Achkan' are uniformly worn by ladies and men respectively on weddings.

Group D : The corporate world, industries and job opportunities know no bounds of geography, region or language. Indians from different parts go to other parts to earn their living. You may find most of the taxi drivers in Mumbai from U.P. and Bihar while almost all the nurses in the hospitals of North India are Keralites.

Group A : Last, but not the least are relationships and marriages that bind Indians from different parts together. A Punjabi 'munda' may fall in love with a Gujarati girl and marry her. Similarly, we can find many Bengali and Maharastrian housewives in North Indian families.

D. Mile Sur Mera Tumhara

D.1

See Main Course Book, Page 230

D.2 Jog your memory for interesting and memorable slogans you may have come across:

Ans. Airlines Slogan "Be a Maharaja". Fly Air India",
Adult Education Campaign Slogan "Education for one, Education for all"
Struggle for Independence Slogan "Chalo Dilli!"

Polio Eradication Slogan *"Just Two Drops"!*

Eye Donation Slogan *"Other can see through your eyes"*

Blood Donation Slogan *"Your blood can save a life"*

Let us learn four essential tips on writing catchy slogans:

- Focus on the core issue you wish to promote
- Decide which specific aspect to target and promote
- Ensure quick and easy language
- Where you can bring humour to a slogan, do it
- Brevity is the essence of a good slogan

D.3 Look at the pictures given below, frame short, interesting and creative slogans:

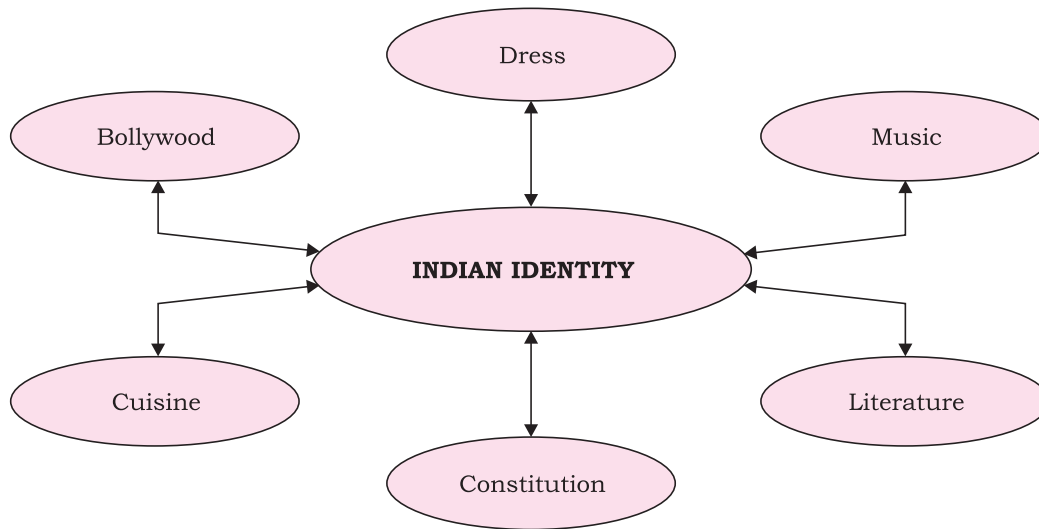
Ans.

See Main Course Book, Page 229

D.4 Work with your partner and write six prominent features of Indian identity.

See Main Course Book, Page 232

Ans.



D.2 Mile Sur Mera Tumhara

See Main Course Book, Pages 233–236

SUMMARY OF THE LESSON

► 'EK SUR' (ONE TUNE)

'Mile Sur Mera Tumhara' is an Indian song promoting national integration and unity in diversity. The concept was developed by Lok Seva Sanchar Parishad in 1988 and was promoted by Doordarshan and Ministry of

Information. It was composed by Ashok Patka. The project was conceived and directed by Suresh Mullick. It included people from all walks of life, including musicians, sports persons and Bollywood stars, etc.

► National Integration Video

The accompanying video promotes national integration and unity in diversity. It was intended to instil a sense of pride and promote unity among Indians. 'Mile Sur' was telecast for the first time on the Independence Day 1988 after the Prime Minister's speech. Very soon it captivated India. It attained near-anthem like status. One phrase is repeated in fourteen

languages. It means when my and your musical notes merge, "it becomes our musical note".

► Re-recorded after 20 years

The song was re-recorded on 26th January, 2010. The current version (16 min. 17 sec) runs longer than the first version, It includes musicians, singers, sportspersons and film personalities from the current generation.

ENRICH YOUR VOCABULARY

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Promoting—(here) encouraging, प्रोत्साहन देते हुए। **Integration**—(here) unity, एकता। **Diversity**—variety, विविधता। **Conceived**—the brain child of, दिमाग की उपज। **Instil**—put into, अन्दर भरना।

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Debut—the first public launching, सर्वप्रथम सार्वजनिक शुरुआत। **Updated**—made up to date, नवीनीकरण किया गया। **Current generation**—(people) belonging to the (contemporary) modern times, आज की पीढ़ी। **Retains**—keeps the original, बरकरार रखता है।

D.6 Arrange a video viewing of both the versions of "Mile Sur". (After you may produce your own version of the song for presentation in the morning assembly.

Ans. For self attempt.