UNIT 8

Pre-task

P.1 The Rajghat Besant School is situated in Varanasi. It is run by the Krishnamurty Foundation, India. Its main concerns are:

- To awaken intelligence and sensitivity.
- To create an atmosphere of affection, order and freedom.
- To help child for a harmonious development of body and mind.
- To nurture a feeling for nature and for all forms of life.
- To create the right kind of confidence in the child to face the challenges of life.
- To discover a way of teaching-learning without undue dependence on reward, punishment or comparison.
- To help child achieve excellence, academically and otherwise.

Questions:

1. Would you like to join this school? Why?
2. Find concerns of your school and compare them with that of The Rajghat Besant School. For more details log on to *www.rajghatbesantschool.org*

P.2 Are you really free? Tick mark your honest response in appropriate box.

No	Statement	Agree	Uncertain	Disagree
1	I am forced to believe in so many traditions and rituals by my parents or society.			
2	I do want a secure job and some luxury.			
3	I do not ask questions about the beliefs and ideas of my family members.			
4	I have a keen desire to become a respectable person			
5	I want to live my life as I want.			
6	It is not bad to have some tension and fear for securing a comfortable future life.			
7	I try to raise doubts about religious matters.			
8	I am not happy with mysclf.			
9	I am too busy with things which are not really important for a good life.			
10	I favour a simple and peaceful life.			

Get your freedom score. Disagree:1, Uncertain:2, Agree:3, on statement no. 3,6 and 10.

For all other statements, Agree:1, Uncertain:2 and Disagree:3. Total your score. If you get 20 or more you are a good thinker and you have a good sense of freedom.

Read 1

FOR YOUTH

-J. Krishnamurthy

I would like to discuss with you the problem of freedom. It is a very complex problem, needing deep study and understanding. We hear much talk about freedom, religious freedom, and the freedom to do what one would like to do. Volumes have been written on all this by scholars. But I think we can approach it very simply and directly, and perhaps that will bring us to real solution.

I wonder if you have ever stopped to observe the marvellous glow in the west as the sun sets, with the shy young moon just over the trees? Often at that hour the river is very calm , and then everything is reflected on its surface: the bridge, the train that goes over it, the tender moon , and presently , as it grows dark , the stars. It is all very beautiful. And to observe, to watch, to give your whole attention to something beautiful, your mind must be free of preoccupations, must it not ? It must not be occupied with problems, with worries, with speculations. It is only when the mind is very quiet that you can really observe, for then the mind is sensitive to extraordinary beauty; and perhaps here is clue to our problem of freedom.

Now, what does it mean to be free? Is freedom as matter of doing what happens to suit you, going where you like, thinking what you will? This you do anyhow. Merely to have independence, does that mean freedom? Many people in the world are independent, but very few are free. Freedom implies great intelligence, does it not? To be free is to be intelligent, but intelligence does not come into being by just wishing to be free; it comes into being only when you begin to understand your whole environment, the social, religious, parental and traditional influences that are continually closing in on you. But to understand the various influences the influence of your parent, of your government, or society, of the culture to which you belong, of your beliefs, your gods and superstitions, of the tradition to which you conform unthinkingly - to understand all these and become free from them requires deep insight; but you generally give in to them because inwardly you are frightened. You are afraid of not having a good position in life; you are afraid of what your priest will say; you are afraid of not following tradition, of not doing the right thing. But freedom is really a state of mind in which there is no fear or compulsion, no urge to be secured.

Don't most of us want to be safe? Don't we want to be told what marvellous people we are, how lovely we look, or what extraordinary intelligence we have? Otherwise we would not put letters after our names. All that kind of thing gives us self-assurance, a sense of importance. We all want to be famous people - and the moment we want to be something, we are no longer free.

Please see this, for it is the real clue to understanding of problem of freedom. Whether in this world of politicians, power, position and authority, or in the so-called spiritual world where you aspire to be virtuous, noble, saintly, the moment you want to be somebody you are no longer free. But the man or woman who sees the absurdity of all these things and whose heart is therefore innocent, and therefore not moved by desire to be somebody - such a person is free. If you understand the simplicity of it, you will also understand its extraordinary beauty and depth.

After all, examinations are for that purpose; to give you a position, to make you somebody. Titles, position and knowledge encourage you to be something. Have you

not noticed that your parents and teachers tell you that you must amount to something in life, that must be successful like your uncle or grandfather? Or you try to imitate the example of some hero, to be like the master, the saints; so you are never free. Whether you follow the example of a master, a saint, a teacher, a relative, or stick to a particular tradition, it all implies a demand on your part to be something; and it is only when you really understand this fact that there is freedom.

The function of education, then, is to help you from childhood not to imitate anybody, but to be yourself all the time. And this is a most difficult thing to do; whether you are ugly or beautiful, whether you are envious or jealous, always to be what you are, but understand it. To be yourself is very difficult, because you think that you are ignoble, and that if you could only change what you are into something noble, it would be marvellous but that never happens. Whereas, if you look at what you actually are and understand it, then in that very understanding there is a transformation. So freedom lies, not in trying to become something different, nor in doing whatever you happen to feel like doing, nor in following the authority of tradition, of your parents, of your teacher, but in understanding what you are from moment to moment.

You see, you are not educated for this; your education encourages you to become something or other- but that is not the understanding of yourself. Your 'self ' is a very complex thing; it is not merely the entity that goes to school ,that quarrels, that plays games, that is afraid, but it is also something hidden , not obvious . it is made up, not only of all the thoughts that you think, but also of all things that have been put into your mind by other people, by books, by the newspapers, by your leaders; and it is possible to understand all that only when you don't want to be somebody, when you don't imitate, when you don't follow - which means, really, when you are in revolt against the whole tradition of trying to become something. That is the only true revolution, leading to extraordinary freedom. To cultivate this freedom is the real function of education.

Your parents, your teachers and your own desires want you to be identified with something or other in order to be happy, secure. But to be intelligent, must you not break through all the influences that enslave and crush you?

The hope of a new world is in those of you who begin to see what is false and revolt against it, not just verbally but actually. And that is why you should seek the right kind of education; for it is only when you grow in freedom that you can create a new world not based on tradition or shaped according to the idiosyncrasy of some philosopher or idealist. But there can be no freedom as long as you are merely trying to become, or imitate a noble example.

Glossary

volume books **preoccupation** worry, anxiety **speculation** wonder **implies** means, indicates **influences** impacts, effect **insight** understanding, vision **urge** desire, longing **self-assurance** self-confidence **aspire** wish **saintly** good, virtuous **absurdity** meaninglessness **stick** fasten, join **ignoble** low, dishonourable **entity** individual **crush** suppress, put down **idiosyncrasy** peculiarity **scholar** academic researcher, intellectual **approach** a way to deal with a situation **marvellous** wonderful, spectacular **parental** pertaining to parents **conform** to be traditional, to be conventional, to do the accepted things only, to fit in with a standard practice or behaviour **superstition** false notion, blind beliefs, fallacy **spiritual** religious, saintly, holy **virtuous** righteous, moral, upright

Comprehension

C.1.1 Write Yes or No.

1. I can enjoy beauty when my mind is engaged in thinking.
2. An intelligent mind can understand that it is not free from impact of tradition.
3. The freeman does not believe in his parents' beliefs.
4. Freedom means to be free from religious faith.
5. Freeman can feel happiness in real sense.
6. We should not be afraid of questioning traditions and beliefs.

C.1.2 Match A with B.

A	B
1. When our mind is peaceful	a. to provide real freedom.
2. To feel nature in real sense	b. we should not be only imitators.
3. When we are afraid	c. we can observe real beauty.
4. Freedom implies that	d. we can't remain free.
5. It is the real purpose of education	e. we must cut off from all problems.

C.1.3 Select the correct options.

1. To cultivate freedom means
   a. We should imitate our elders.
   b. We should revolt against the whole tradition which force us to be something.
   c. We should learn more and more and make lots of use of technology.
2. To be intelligent means
   a. To get good score in exam
   b. To have more IQ
   c. To have deep insight to solve any problem
3. We are free when
   a. We follow our elders
   b. We want to be something
   c. We do what we like
4. The real purpose of education is
   a. To make a study
   b. To make something
   c. To enable us think freely

C.1.4 Study the example and fill in the table.

No.	What does education teach us?	No.	What should education teach us?
1.	to be something	1.	It helps not to imitate others
2.		2.	
3.		3.	
4.		4.	
5.		5.	

C.1.5 Read the sentences. Write RP against the sentences which express real perception of freedom and WP against the sentences which express wrong perception of freedom according to J. Krishnamurthy.

1. To make our mind free from tradition
2. Freedom means to do what we want to do.
3. To have mind without fear
4. To keep in mind, the social and other problems
5. Freedom makes us intelligent
6. To follow the political power and authority
7. Not to imitate others
8. Freedom lets you understand what you are.
9. The function of education is to cultivate real freedom.
10. Revolt against evil

C.1.6 Write answers in two or three sentences each.

1. Is freedom a simple problem? Why?
2. What should we understand to be free?
3. Why are we afraid, according to the author?
4. What do we expect people to say about us?
5. Why do we mention our degrees and designations after our names?
6. Why are we not free in so called spiritual world?
7. Does imitation give us pleasure? Why?
8. Why do we cling to our traditions and beliefs?
9. Make a list of obstacles to real freedom.
10. What is the real function of education?

Read 2

THE HEAVEN OF FREEDOM

- Rabindranath Tagore

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by Thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

Glossary

fragments sections **domestic walls** communal differences **striving** struggling, endeavouring **stream** brook, river **reason** logic **dreary** monotonous, lifeless **dead habit** old habits **ever-widening** act of making something wider

Comprehension

C.2.1 Here are some expressions in List A and their interpretations in List B. Join them appropriately.

A	B
Expressions	**Interpretations**
(1) Mind is without fear.	(a) Where people are truthful and words come out from the inner core of their hearts.
(2) World has not been broken up into fragments.	(b) The current of reason is not misled into the wasteland of prejudices.
(3) Words come from the depth of truth.	(c) People's thoughts are monitored by rational thinking, not by superstition.
(4) Tireless striving stretches its arms towards perfection.	(d) Countrymen are free from any fear of oppression or forced compulsion.
(5) Clear stream of reason has not lost its way.	(e) There is no division among people based on their caste, creed, colour or religion.
(6) Dreary desert sand of dead habit.	(f) God is addressed as 'Father' and is requested to awaken the country into 'heaven of freedom'.
(7) Mind is led forward by Thee.	(g) People have a broad mind and a broad heart and they enrich their thinking day by day.
(8) Ever - widening thought and action.	(h) Everyone works hard to reach his goal and attain perfection.
(9) My Father, let my country awake.	(i) Countrymen are progressive and broad-minded; their minds are led forward by the Almighty to good thoughts and action.

C.2.2 Answer these questions.

1) What does the poet mean by "head is held high" and "ever-widening thought and action"?
2) What does the poet compare "reason" and "dead habits" to?
3) What is "narrow domestic walls"?
4) Who is referred to as "thee"(you) and "my Father"?
5) Name the qualities the poet wishes to see in his countrymen.
5) What is the "heaven of freedom" according to the poet?

C.2.3 Write True or False.

1) Tagore draws a picture of a free nation with religious or caste based boundaries. _____
2) The poem is an offering to God, a prayer where the poet prays for a country which is a heaven of freedom._____
3) In India, people had gained freedom in all spheres during British rule. _____
4) Tagore longs for an undivided world where there is tolerance among the people and the courage to speak truth at any cost._____
5) 'Dead habits' refer to the superstitious beliefs and deeds that are 'dead' means we don't need them any more. _____

Vocabulary

V.1 Select the most appropriate word/phrase to add in the sentence at the indicated place.

Joe is ^ dancer; very light and smooth on his feet.

(a) a marvellous (b) an absurd (c) an aspiring (d) a saintly

1) The old cars are ^ and then melted down for the metal.
   (a) virtuous (b) volumes (c) aspiring (d) crushed
2) People thought he was ^ person because of all the kind and generous things he did for the children of the village.
   (a) an ignoble (b) an absurd (c) an idiosyncratic (d) a saintly
3) Trying to think like our clients helps us to gain greater ^ into their needs.
   (a) urge (b) insight (c) idiosyncrasy (d) superstition
4) Movie stars and sports celebrities have always had a lot of ^ on what young people wear.
   (a) approach (b) entity (c) influence (d) conform
5) Cooperation ^ compromise in which everyone benefits to some degree.
   (a) implies (b) sticks (c) influences (d) approaches

V.2 Reshuffle the words in bold to make meaningful sentences.

1) He **aspire** us to accept his offer.
2) While watching some serials on TV, **ignoble** guidance is essential for children.
3) To believe that the earth is flat is an **spiritual** .
4) No one should **approaches** to profit from the misfortune of others.
5) The thought that my right eye itches so some good luck will soon approach me is a **parental**.
6) We are not human beings on a spiritual journey. We are **urges** beings on a human journey.
7) Because Mr Frank has a habit of not showing up on time, he has an **superstition** reputation as someone who is not very responsible.
8) There are often several **absurdity** to diagnosing and treating a health problem.

V.3 Here some questions and answers are mixed up. Arrange them correctly.

Q.1. What insight does this book give?
A.1. _____as he kept on staring at the electricity pole in the street for 5 minutes constantly.
Q.2. Who won gold medal at Olympics in gymnastics?
A.2. _____a class – 1 officer.
Q.3. In which superstition does he believe?
A.3. _____understanding about how to behave during an interview.
Q.4. What do you aspire to become?
A.4. _____his honesty and reliability.
Q.5. When did you come to know about his idiosyncrasy?
A.5. Dipa Karmakar…
Q.6. What makes him virtuous?
A.6. _____because everyone knows that he is corrupt.
Q.7. Why people think that he is ignoble?
A.7. _____that cat's crossing his way will bring misfortune to him.

V.4 Find out words from the lesson that are nearest in meaning to the underlined words.

We are given children to test us and make us more <u>believing in religion</u>.	
When I talked to him I found that his mind was full of <u>worrying thoughts</u>.	
Your <u>way to deal a situation</u> reveals it whether you are an optimist or a pessimist.	
Your mere <u>forming a theory or conjecture without firm evidences</u> will only spoil your relations with her. You should rather talk to her once.	
I feel proud that my father was a <u>specialist in a particular branch of study</u>.	

V.5 Choose the correct form of the word given in the brackets. Work in groups.

A _____ (patriot) person is one who has deep feeling of _____ (patriot). His heart is _____ (fill) up with love for his country. If we look at the history of the world, we find that the _____(noble) heroes are those who have _____(try) to do well to their country and who have ____(die) for it when the need has _____(arise). Men _____ (fight) and died for their kith and kin (dear and near ones) or for _____ (his) religion, but the greatest heroes have always _____ (be) those who have _____ (risk) their lives in the defence of their country. Whenever a conqueror has tried to _____ (slave) a country, people have _____ (stand) up to defend the mother land.

V.6 Tick mark the options nearest in meaning.

1. Where words come from the depth of truth
   a. Where people are truthful and words come out from their hearts.
   b. Where people are superficial and words come out from their minds.
   c. Where people are rigid and words come out from their prejudices.
2. Where the world has not been broken up into fragments
   a. There is a harmony and unity among people.
   b. There is a clear division on the basis of religion and colour.
   c. The world is divided on the basis of superstition and religion.
3. Where the knowledge is free
   a. Nobody has to pay any fee for study.
   b. Knowledge is limited to few people.
   c. Everyone has unrestricted access to knowledge.
4. Where the clear stream of reason has not lost its way
   a. Everybody feels lost due to unclear thinking.
   b. Everyone's thoughts are monitored by rational thinking.
   c. Everyone believes in old beliefs and superstitions.

V.7 Answer these questions.

1) What makes you feel proud for our country?
2) How are the national festivals celebrated in our country?
3) What are the efforts of our national leaders for making our nation independent?
4) Narrate your experience of your visit to any of the monuments of our martyrs.
5) What is so unique in our Indian culture?

V.8 Make meaningful phrases with words from X and Y and write a sentence using X and Y in your context. Work in groups.

	X		Y	
1.	**fearless (c)**	a.	free	**Example. A fearless mind can achieve the desired goals in life.**
2.	ever-widening	b.	activities	
3.	**domestic (f)**	c.	**mind**	**One should break the domestic walls of caste and creed to make the nation peaceful.**
4.	stream	d.	thought	
5.	heaven	e.	fragments	
6.	world	f.	**walls**	
7.	knowledge	g.	freedom	
8.	tireless	h.	reason	

V.9 Frame sentences using all the words. You may change the forms of the words if needed.

Example: reason - logic - perfection

Answer: We can achieve perfection if we work with good reason and logic.

1) mind - fearless - achieve
2) work - tirelessly - ambition
3) strive - success - achieve
4) protect - conserve - forests
5) wish - India - freedom
6) God - guide - difficulty

Function (Connecting information)

F.1 Read the conversation. Fill in the blanks with appropriate option given in the brackets. Write capitals when needed.

[what she decided, what did she decide, what do I like the most in her, that she left her husband, what I like the most in her, she left her husband that, where will she join for the new job, Menka took a big decision, what I like the most in her, did Menka take a big decision, where she will join for the new job]

A : Do you know that_____?
B : No, I want to know_____.
A : Hmmm. Do you know she left that job?
B : Oh no. From when? I know that she was a very cooperative employee here.
A : True. _____is her modesty.
B : She also had some family issues.
A : _____is known to all her friends. She was much disturbed.
B : Maybe for that, she left the job too. Do you know_____?
A : No. I know nothing. I assume that she will settle in some other city.
B : I feel so. Anyway, may God bless her.
A : Amen!

F.2 Find out the correct option to complete the sentence.

1. Jasmine didn't ask Jaival _____.
   a) where her purse was. b) where was her purse.
   c) where her purse was? d) where was her purse?
2. Is it true _____ about you?
   a) what did he say b) what he said
   c) that did he say d) that he said
3. I'm not going to tell you_____.
   a) what should you do. b) what should you do?
   c) what you should do. d) what you should do?

F.3 Enact the conversation in your class.

Saumil : Excuse me, madam. I want to inquire something. Who is the manager here? I want to meet him.

Receptionist : Sure sir. You want to inquire who the manager is. May I know why you want to meet him?

Saumil : Yeah, actually, I want to apply for a job here. I want to know what the update regarding this job is.

Receptionist : In that case, I think you must meet Mr Dave, the HR manager. He will tell you what you should do now.

Saumil : Great. No problem. What you suggest looks better. Thanks.

Receptionist : You're welcome, sir.

F.4 Read the sentences given in A. Find out the sentence from the conversation from F3 and write it in B. One is done for you. Observe the change in the sentences.

A. Set of Sentences	B. Synthesis	C. Connectors
You want to know that. Who is the manager?	You want to know who the manager is.	Person – who
May I know the reason? Why do you want to meet him?		Reason – why
I want to know that. What is the update regarding this job?		Topic – what
You must meet Mr Dave, the HR manager. I think so.		Full information - that
He will tell you that. What should you do now?		Topic – what
You suggest something. It looks better.		Topic – what

F.5 In F4, you have observed that sentences are joined using a conjunction. Fill in the blanks with an appropriate conjunction given in the brackets. Write a clue for selecting a conjunction. (where, how, that, who, why, what, when, if)

1. He told me that he would surely accept the proposal. (topic of telling)
2. _____ I kept that project file is a mystery. (place)

3. I know _____ the manager was dismissed. (_____)
4. I don't know _____ he is doing. (_____)
5. I wonder _____ he feels today. (_____)
6. The teacher asked _____ the students had made their presentations. (_____)
7. Do you know _____ won the silver medal in Rio Badminton for India? (_____)
8. The boss does not tell her _____ he is going to arrange interviews. (_____)

F.6 Complete the sentences by using the clue given in the brackets. One is done for you.

1. You saw Mr Joshi at the party.
   Tell me **whom you saw at the party**. (you see at the party)
2. Hema talked to someone.
   Do you know _____ (Hema talk to)
3. Someone lives in that bungalow.
   Do you know _____ (live in that bungalow)
4. Something happened then.
   Tell me _____ (happen then)
5. Hemant said something to that old lady.
   Tell me _____ (Hemant say to her)
6. How old are their children?
   I can't even remember _____ (age of their children)
7. Shahin invited someone.
   I don't know that person _____ (Use 'whom')

F.7 Work in pairs. One pair will come before the class. One will say the sentence from A. The other one will report it and write in B. Some are done for you.

A	B
I have no money with me now.	He said that he had no money with him now.
What have you read?	He asked what I had read.
You must work hard for the next examination. (suggestion)	
I visited that auditorium. (information)	
I want to know that. How did you get such a good result?	
Have you ever uploaded any video on youtube.com? (if)	
Better you go for a walk every day. (advice)	
Where did I find the money for the project?	His question …..
Which one is the capital of Karnataka?	……was the question he asked.

The teacher will add more sentences in A.

F.8 Complete these sentences by adding suitable expressions. One is done for you.

* I cannot understand why she behaved so rudely with that child. (reason for behaving rudely with that child)

1. They said _____(certainty for attending a programme)
2. I do not know _____(place of his working)
3. He knew _____(someone's child was crying)
4. _____hurts me. (your behaviour in a rude manner)
5. You can take _____(some dishes are ready for meal)
6. Can you guess _____? (a team won the match)
7. Vedant is certain _____(surety of his first rank)
8. I want to know _____(time of the train's arrival)
9. No one knows _____(reason for her resignation)
10. Heta and Sweta are surprised that _____. (information about Anita's good result)

F.9 Read the paragraph. There are 11 errors in it. Identify these errors and rewrite the paragraph correcting the errors.

Nowadays, everyone knows how can one download a mobile app. It is very convenient even why can a person done money transactions without go to a bank. Do you know which you can do e-business through your mobile apps? What do the old gen people say about the gen-next people may not be true. They complain how many the young generation spoil its career and life by wasting their precious time on mobiles. It is also surprising to know how many time they spend on foolish and useless things for no reason. It is also believed what if the use of mobile phone is in proper direction, and done in lenient way, it can give us maximum convenience, benefits too.

Writing

W.1 Read the following quotes and explain them in your own words:

"Freedom is not worth having if it does not include the freedom to make mistakes."

"When I discover who I am, I'll be free."

"Better to die fighting for freedom then to be a prisoner all the days of your life."

W. 2 Write a prayer talk depicting your own thoughts on freedom.

W. 3 Select a newspaper article related to youth published in any Gujarati / English daily newspaper and summarize it.

Activity

A.1 Meet 5 various professionals. i.e. a teacher, a soldier, a politician, a doctor, a lawyer etc. and ask them to write about their definitions of 'real freedom' in a few sentences. Share the collected thoughts with your class.

Project

Collect 5 famous quotations of J. Krishnamurthy. Compile all the quotations and display them in your class.

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