

# **CBSE Answers NCERT Solutions Class 12 English Flamingo <http://freehomedelivery.net/The Last Lesson> Download 2017 2018 New Edition PDF**

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## **English Flamingo The Last Lesson Download 2017 2018 New Edition PDF CBSE Answers NCERT Solutions Class 12**

### **THINK AS YOU READ**

**Q1. What was Franz expected to be prepared with for school that day?**

**Ans:** That day Franz was expected to be prepared with participles because M. Hamel had said that he would question them on participles. Franz did not know anything about participles.

**Q2. What did Franz notice that was unusual about the school that day?**

**Ans:** Usually, when school began, there was a great bustle, which could be heard out in the street. But it was all very still that day. Everything was as quiet as Sunday morning. There was no opening or closing of desks. His classmates were already in their places. The teacher's great ruler instead of rapping on the table, was under M. Hamel's arm.

**Q3. What had been put up on the bulletin-board?**

**Ans:** For the last two years all the bad news had come from the bulletin-board. An order had come from Berlin to teach only German in the schools of Alsace and Lorraine. The Germans had put up this notice on the bulletin-board.

### **THINK AS YOU READ**

**Q1. What changes did the order from Berlin cause in school that day?**

**Ans:** M. Hamel had put on his best dress—his beautiful green coat, his frilled shirt and the little black silk cap, all embroidered. The whole school seemed so strange and solemn. On the back benches that were always empty, the elderly village people were sitting quietly like the kids.

**Q2. How did Franz's feelings about M. Hamel and school change?**

**Ans:** Franz came to know that it was the last lesson in French that M. Hamel would give them. From the next day they will be taught only German. Then he felt sorry for not learning his lessons properly. His books, which seemed a nuisance and a burden earlier were now old friends. His feelings about M. Hamel also changed. He forgot all about his ruler and how cranky he was.

### **UNDERSTANDING THE TEXT**

**Q1. The people in this story suddenly realise how precious their language is to them. What shows you this? Why does this happen?**

**Ans:** M. Hamel told the students and villagers that henceforth only German would be taught in the schools of Alsace and Lorraine. Those who called themselves Frenchmen would neither be able to speak nor write it. He praised French as the most beautiful, the clearest and most logical language in the world. He said that for the enslaved people, their language was the key to their prison. Then the

people realised how precious their language was to them. This shows people's love for their own culture, traditions and country. Pride in one's language reflects pride in the motherland.

**Q2. Franz thinks, "Will they make them sing in German, even the pigeons?" What could this mean?(There could be more than one answer.)**

**Ans:** This comment of Franz shows a Frenchman's typical reaction to the imposition of learning German, the language of the conquerors. Being deprived of the learning of mother tongue would mean cutting off all bonds with the motherland. Teaching the pigeons to sing in German indicates how far the Germans would go in their attempts of linguistic chauvinism.

### **TALKING ABOUT THE TEXT**

**Q1. "When a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison."**

**Can you think of examples in history where a conquered people had their language taken away from them or had a language imposed on them?**

**Ans:** Mother tongue helps a person to express his feelings and thoughts most lucidly and intimately. Conquerors try to subdue and control the people of the enslaved territory by enforcing many measures such as use of force to crush dissent and imposing their own language on them. From time immemorial the victorious nations have imposed their own language on the conquered people and taken away their own language from them. The Romans conquered many parts of Europe and replaced the local languages by their own language— Latin. Later on Spanish, Portuguese, Italian and French developed from Latin. The Muslim invaders imposed Arabic and Persian in the countries of Asia or empowered by them. In many Arab countries the local religion and language have disappeared. In India, a new language Urdu developed from the mixture of Persian and Hindi.

**Q2. What happens to a linguistic minority in a state? How do you think they can keep their language alive? For example:**

**Punjabis in Bangalore**

**Tamilians in Mumbai**

**Kannadigas in Delhi**

**Gujaratis in Kolkata**

**Ans.** The linguistic minority in any state is easily marked and faces the same discrimination as the religious, social or ethnic minorities. There is, however, a pronounced difference in the treatment meted out and the level of acceptance displayed by the majority community in that region/city. Some cities like Delhi, Mumbai are cosmopolitan in outlook.

The linguistic minority tries to preserve its identity through an intimate contact, interaction and preservation of their language in social get-togethers, family functions and festivals of their own region. Adherence to social customs and traditions in family gatherings/group meetings of women also promote the unity between members of the linguistic minority.

In short, they create a mini-Punjab in Bangalore, mini-Chennai in Mumbai, mini-Bangalore in Delhi and mini-Surat in Kolkata.

**Q3. Is it possible to carry pride in one's language too far? Do you know what "linguistic chauvinism" means?**

**Ans.** 'Linguistic chauvinism' means an aggressive and unreasonable belief that your own language is better than all others. This shows an excessive or prejudiced support for one's own language. Sometimes pride in one's own language goes too far and the linguistic enthusiasts can be easily identified by their extreme zeal for the preservation and spread of their language. In their enthusiasm, love and support for their own language, they tend to forget that other languages too have their own merits, long history of art, culture and literature behind them. Instead of bringing unity and winning

over others as friends, having excessive pride in one's own language creates ill-will and disintegration. The stiff-resistance to the acceptance of Hindi as national language by the southern states of India is a direct outcome of the fear of being dominated by Hindi enthusiasts. The result is that 'One India' remains only a slogan.

### WORKING WITH WORDS

**Q1. English is a language that contains words from many other languages. This indusiveness is one of the reasons it is now a "world language". For example'**

**petite – French**

**kindergarten – German**

**capital – Latin**

**democracy – Greek**

**bazaar – Hindi**

**Find out the origins of the following words:**

**tycoon barbecue zero**

**tulip veranda ski**

**logo robot trek**

**bandicoot**

**Ans.** Word Origin Word Origin

Tycoon Japanese Veranda Portuguese

Tulip Persian Robot Czech

Logo Greek Zero Arabic

Bandicoot Telugu Ski Norwegian

Barbecue Spanish Trek South African Dutch

**Q2. Notice the underlined words in these sentences and tick the option that best explains their meaning:**

**(a) "What a thunderclap these words were to me!"**

**The words were**

**(i) loud and clear.**

**(ii) startling and unexpected.**

**(iii) pleasant and welcome.**

**(b) "When a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison."**

**It is as if they have the key to the prison as long as they**

**(i) do not lose their language.**

**(ii) are attached to their language.**

**(iii) quickly learn the conqueror's language.**

**(c) Don't go so fast, you will get to your school in plenty of time. You will get to your school.**

**(i) very late.**

**(ii) too early.**

**(iii) early enough.**

**(d) I never saw him look so tall.**

**M. Hamel (i) had grown physically taller.**

**(ii) seemed very confident.**

**(iii) stood on the chair.**

**Ans. (a) (ii) startling and unexpected.**

**(b) (ii) are attached to their language.**



In most of the states in India, students have to study three languages at school. One of them is the mother tongue, the second is Hindi (the national language) and the third is English (the international or link language). In Hindi speaking region, a South or East Indian language—Tamil, Telugu, Kannada, Malayalam or Bangla, Oriya, Assamese etc is taught. The three language formula helps in national integration by acquainting young students about the social customs, rituals, culture and traditions of the various parts of the country. It also focuses on the principle of unity in diversity. The only drawback in this system is that it puts an excessive burden on the minds of the young learner. To alleviate their problem, the courses of study in the three languages may be structured suitably.

**Q3. Have you ever changed your opinion about someone or something that you had earlier liked or disliked? Narrate what led you to change your mind.**

**Ans:** Facts are sometimes stronger than fiction. Many occurrences of life come as eye-openers. Such an experience occurred the previous day which led me to change my mind about our hostel warden Miss Angela Thomas. Overnight the terrible titan was transformed into a loving and affectionate elder sister full of milk of human kindness. Now when I remember how I disliked her and invented nicknames and pranks to tease her, I feel ashamed of myself. Yesterday, I had a terrible nightmare and I cried and wept. My room-mate failed to console me and reported the matter to the warden. God knows how long I remained unconscious! When I came to my senses I found my head in the lap of Miss Angela Thomas. Her eyes were red with tears and lips moving in prayer. She had really proved an angel for me and saved me.

**THINGS TO DO**

**Q1. Find out about the following (You may go to the internet, interview people, consult reference books or visit a library.)**

**(a) Linguistic human rights**

**(b) Constitutional guarantees for linguistic minorities in India.**

**Ans:** Extension Activity: To be done under the Teacher's Guidance.

**Q2. Given below is a survey form. Talk to at least five of your classmates and fill in the information you get in the form.**

**Ans:**

S. No.	Languages you know	Home language	Neighbourhood language	City/Town Language	School Language
1.					
2.					
3.					
4.					
5.					

**Classroom Activity:** Do it yourself.

**MORE QUESTIONS SOLVED**

**SHORT ANSWER TYPE QUESTIONS**

**Q1. Why do you think was little Franz afraid of being scolded?**

**Ans:** Franz was afraid of being scolded that day especially because M. Hamel, the teacher, had said that he would question them on participles. Franz frankly admits that he was totally ignorant about the topic. His exact words are: "I did not know the first word about them." Secondly, he had started for school very late that morning.

**Q2. "It was all much more tempting than the rule for participles." What did Franz find 'much more tempting'? How did he finally react?**

**Ans:** Franz found that it was a very warm and bright day. The birds were chirping at the edge of woods. The Prussian soldiers were drilling in the open field at the back of sawmill. He could gladly spend life out of doors. However, he had the strength to resist the temptation. Finally, he hurried off to school.

**Q3. "What can be the matter now?" says Franz. Why, do you think, did he make this comment?**

**Ans:** There was a bulletin-board near the town-hall. When Franz passed by it, he noticed a crowd there. He did not stop to look at it. He wondered what could be the matter then. For the last two years they had received all the bad news from the bulletin-board—the lost battle, conscription and the orders of the commanding officer.

**Q4. Who was Wachter? What did he ask Franz and why? How did Franz react?**

**Ans:** Wachter was a blacksmith. He was reading the latest bulletin. He asked Franz not to go so fast to his school. He added that the little boy would get to his school in plenty of time. Wachter had read the latest bulletin about teaching of German. Franz thought that the blacksmith was making a fun of him. So, he ran to the school and reached there breathless.

**Q5. What was the usual scene when Franz's school began in the morning?**

**Ans:** Usually, when the school began, there was a great bustle. The noise could be heard out in the school. Students opened and closed their desks. They repeated the lessons together very loudly. They kept their hands over their ears to understand better. The teacher would go on rapping the table with his great iron ruler.

**Q6. How had Franz hoped to get to his desk? What had he to do and why?**

**Ans:** Franz had hoped to get to his desk unseen during the commotion. But that day it was very quiet. So, Franz had to open the door and go in before everybody. He blushed as he was late. He was frightened that the teacher might rebuke him, but M. Hamel spoke kindly to him that day.

**Q7. What three things in school surprised Franz most that day?**

**Ans:** First, M. Hamel, the teacher had put on his fine Sunday clothes—his beautiful green coat, frilled shirt and the little black silk cap, all embroidered. Second, the whole school seemed quite strange and solemn. Thirdly, the village people were sitting quietly like school children on the back benches that usually remained empty.

**Q8. Why had the villagers come to school that day? How did they look?**

**Ans:** The villagers had come there to thank M. Hamel for his forty years of faithful service. They also wanted to show their respect to the country that was theirs no more. They were sorry that they had not gone to school more. They were sitting quietly and looked sad.

**Q9. "What a thunderclap these words were to me!" Which were the words that shocked and surprised the narrator?**

**Ans:** M. Hamel, the teacher, told the children in a solemn and gentle tone that it was their last French

lesson. Henceforth, only German would be taught in the schools of Alsace and Lorraine. The new master would come the next day. As that was their last French lesson, he wanted them to be very attentive. The teacher's kind gesture and use of soft words shocked and surprised the narrator.

**Q10. How did Franz react to the declaration: 'This is your last French lesson'?**

**Ans:** The words appeared startling and unexpected like a thunder clap. He now understood why there was a crowd at the bulletin board, why the village people had come to school, why the teacher was dressed in his Sunday best and why there was sadness and silence in the school.

**Q11. What tempted Franz to stay away from school? [Delhi 2014]**

**Ans:** Franz was not prepared for the test on participles. The Prussian soldiers were drilling in the open field at the back of sawmill. The birds were chirping at the edge of woods. These things tempted him. So he hurried off to school.

**Q12. Who did M. Hamel blame for neglect of learning on the part of boys like Franz?**

**Ans:** He thought it typical with the people of Alsace. They would put off learning till tomorrow. Parents are not quite anxious to have their children learn. They put them to work on a farm or at the mills in order to have a little more money. The teacher got his flowers watered or gave them a holiday. He too neglected their lessons.

**Q13. What did M. Hamel tell them about French language? What did he ask them to do and why?**

**Ans:** M. Hamel told them that French was the most beautiful language in the world. It was the clearest and the most logical language. He asked them to guard it among them and never forget it. He gave a reason also. When a people were enslaved, as long as they held fast to their language, they had the key to their prison.

**Q14. Why were the elders of the village sitting in the classroom? [All India 2014]**

**Ans:** M. Hamel was taking the class of last French lesson. That is why elders of the village were sitting in the classroom to attend it. It was done not only to pay respect to M. Hamel but to pay respect to his own language.

**Q15. How did Franz and other boys enjoy their lesson in writing?**

**Ans:** That day M. Hamel had new copies for them. The words "France, Alsace, France, Alsace" were written on them in a beautiful round hand. The boys set to work quietly. The only sound was the scratching of the pens over the paper. Nobody paid any attention to the beetles who flew in.

**Q16. How did M. Hamel feel and behave during the last lesson?**

**Ans:** M. Hamel was solemn and gentle. He sat motionless in his chair during the writing lesson. He gazed at one thing or the other. Perhaps he wanted to fix in his mind how everything looked in that little school room. Surely, it must have broken his heart to leave it all after forty years.

**Q17. "He had the courage to hear every lesson to the very last." What led Franz to make this remark?**

**Ans:** Franz noticed that M. Hamel was feeling sad on having to leave the place after 40 years and not being allowed to teach French any longer. Yet, he kept control on his emotions. He performed his duties faithfully. He heard every lesson to the last. The school was dismissed only at mid-day prayer time.

**Q18. What happened when the lesson in history was over?**

**Ans:** After the lesson in history was over, the babies chanted their ba, be, bi, bo, bu. Old Hauser, who was sitting at the back of the room, had put on his spectacles. He was holding his primer in both hands. He was spelling the letters with the babies.

**Q19. “Ah, how well I remember it, that last lesson!” says the narrator. Which scene does he remember more vividly than the others?**

**Ans:** The narrator remembers the scene of old Hauser spelling the letters from the primer with the babies. He too was crying. His voice trembled with emotion. It was so funny to hear him that all of them wanted to laugh and cry at the same time.

**Q20. How did M. Hamel behave as the last lesson came to an end?**

**Ans:** M. Hamel stood up in his chair. He looked very pale and tall. He wanted to say some parting words, but something choked him. Then he wrote “Vive La France!” on the blackboard with a piece of chalk. Then he stopped. He leaned his head against the wall. Without a word, he made a gesture to the students with his hand to permit them to go as the school was over.

**LONG ANSWER TYPE QUESTIONS**

**Q1. Why was Franz scared that day? What did he see on his way to school and how did he get to his desk?**

**Ans:** Franz was not good at learning. He would rather take the day off and waste time in searching birds' eggs or going sliding on the Saar. Franz was scared that day because M. Hamel had said that he would question them on participles. Franz did not know anything about participles.

He found that the day was warm and bright. The birds were chirping at the edge of the woods. The Prussian soldiers were drilling in the open fields. There was a crowd in front of the bulletin-board near the town-hall.

Franz found the school room unusually quiet. So, he had no option but to open the door and go in before everybody. He blushed and was frightened of the teacher. M. Hamel spoke very kindly to him and asked him to go to his place quickly. Franz jumped over the bench and sat down at his desk.

**Q2. What order had been received from Berlin that day? What effect did it have on the life at school?**

**Ans:** An order had been received from Berlin that only German would be taught in the schools of Alsace and Lorraine. This order had far-reaching effects on the life at school. M. Hamel, who had been teaching French at the village school for the last forty years would deliver his last lesson that day.

It was in honour of the last lesson that M. Hamel, the teacher had put on his best clothes. Old men of the village were sitting quietly at the back of the classroom. They were sad as well as sorry for they had not gone to school more. They had come to thank the master for his forty years of faithful service and to show respect for the country that was theirs no more.

The teacher addressed the students in a solemn and gentle tone. He asked them to be attentive and explained everything quite patiently. He appealed to them to preserve French among them. During slavery it would act as key to the prison. He felt so overwhelmed by emotion that he could not bid farewell properly.

**Q3. What do you think is the theme of the story ‘The Last Lesson’? What is the reason behind its universal appeal?**

**Ans:** The theme of the story ‘The Last Lesson’ is linguistic chauvinism of the proud conquerors and the pain that is inflicted on the people of a territory by them by taking away the right to study or speak their own language and thus make them aliens in their own land of birth. The story has a sub-theme also. It highlights the attitudes of the students and teachers to learning and teaching.

Though the story is located in a particular village of Alsace district of France which had passed into Prussian hands, it has a universal appeal. It highlights the efforts of the victors to crush their victims—the vanquished people in all possible manner—materially, spiritually, mentally and emotionally. Taking away mother tongue from the people is the harshest punishment. The proper equation between student and teacher, his focused attention, helpful and encouraging attitude and kind treatment can encourage students to learn better.

**Q4. Comment on the appropriateness of the title ‘The Last Lesson’.**

**Ans:** The story has an appropriate and suggestive title. It is the centre of attention throughout and the whole story revolves around it. The beginning of the story serves as preparation for it. The unusual quietness at school, presence of village elders and the teacher in his Sunday best dress—all point out to the unusual and unique occasion—the last lesson in French in a French village school in a district conquered by the Prussians. While delivering the last lesson, the teacher wants to transmit all his knowledge in one go. He explains everything with patience and the students as well as old villagers listen attentively.

For the narrator it is an unforgettable experience. “Ah, how well I remember it, that last lesson,” says he. Old Hauser is crying and his voice trembled with emotion. As the teacher is unable to express his emotions because of choked throat, he ends the lesson by writing ‘Vive La France’ on the blackboard. He makes a gesture with his hand to indicate that the school is dismissed and students can go home.

**Q5. What impression do you form of M. Hamel on the basis of your study of the story ‘The Last Lesson’?**

**Ans:** M. Hamel is an experienced teacher who has been teaching in that village school for forty years. He imparts primary education in all subjects. He is a hard task master and students like Franz, who are not good learners, are in great dread of being scolded by him.

The latest order of the Prussian conquerors upsets him. He has to leave the place for ever and feels heart broken. He feels sad but exercises self-control. He has the courage to hear every lesson to the last.

His performance during the last lesson is exemplary. He is kind even to a late comer like Franz. He uses a solemn and gentle tone while addressing the students. He has a logical mind and can analyse problems and deduce the reasons responsible for it. The problem for Alsace is that he (the district) puts off learning till tomorrow.

He knows the emotional hold of a language over its users. He is a good communicator and explains everything patiently. Partings are painful and being human, M. Hamel too is no exception. He fails to say goodbye as his throat is choked. On the whole, he is a patriotic gentleman.

**VALUE-BASED QUESTIONS**

**Q1. War causes destruction and spreads hatred. People feel insecure. Discuss the disadvantages of war keeping in mind Franco-Prussian war (1870-71).**

**Ans:** War is a great threat to mankind. Fear, anxiety, tension and hatred are some of the offsprings of war. No individual is in favour of this brutal act. Innocent people lose their life because of the vested interests of some of the corrupt politicians. Moreover, war is not the solution to any problem. It only increases the hiatus between two nations. The desire to overpower the other disseminates hatred and the feelings of enmity. The aftermaths of Hiroshima and Nagasaki are evident before us. It should also be remembered that each nation is trying its level best to become a nuclear power. A nuclear bomb has the power to devastate nations. Thousands of people will lose their lives. There will not be any survivor. If someone is left alive, he/she will be crippled. There is no doubt that war has put the human existence at stake. We have heard seers say that one should shed one’s ego. The nations should also feel equally important. No nation is self-sufficient. Peace enhances creativity and productivity.

The concept of a global village should be followed by all countries. Thus, war does not benefit any individual. It must not be encouraged.

**Q2. It is often said that each language is unique in itself. No language is superior or inferior. People need to understand that a language is one of the means of communication. Discuss this statement in the light of the following lines:**

**“My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson...”**

**Ans:** Language is always considered a medium of communication. Man is a gregarious animal. He has to interact with the fellow human beings. Therefore, a set of complex symbols is designed to serve this purpose. We must ruminate over the past before discussing the status of a language. There are innumerable man made problems. At the dawn of civilisation there was no discrimination on the basis of caste, colour, creed, language and nationality. But in this century these problems exist. Nature does not segregate nations. Scientific advancement, material prosperity, lofty aspirations, materialistic attitude, a desire to rule the world and vested interests are some of the causes of human sufferings. The concepts of all languages are similar. They have nouns, pronouns, adjectives, adverbs, prepositions and conjunctions. As no religion is insignificant in the same way no language is inferior. The characteristics and nature of all languages are similar. The only difference is in symbols and pronunciation. The purpose and objective of all languages are synonymous. There is a dire need to understand that there should be only one religion i.e. humanity and there should be only one language i.e. the language of love. A language must not become the cause of rift among masses. It should bring people together instead of spreading hatred. One should not despise others because of their language. It is against human dignity and grace.

**Q3. The people of Alsace and Lorraine were forced to study German. They were not allowed to study French. It implies that students of the area were taught only one language. They did not follow the concept of three languages at school. Write an article on the topic Advantages of Three Language System at school.**

**Ans:**

#### **Advantages of Three Language System**

India is a democratic state. It is replete with people who have diverse backgrounds, and culture. Their customs and traditions vary. Their languages are also different. The language of a South Indian is entirely different from that of the North Indians. People have their regional languages and dialects too. In such circumstances it becomes a herculean task to decide which language should be taught at schools. So, India opted for three language system at schools. It is a boon to the residents of a particular area. They do not feel that their language is insignificant and ignored. They are given ample opportunities to opt for the languages they intend to speak or learn. Pupils get fundamental knowledge of three languages and can appreciate the literature of all these three languages. Such students never face failure due to language barriers. They bring laurels to their parents and nations as well. They explore new avenues and horizons with an astonishing ease. Three language system must be adopted by all nations so as to acquaint the children with various language patterns. The people of Alsace and Lorraine could be taught both languages i.e. German and French. Linguistic discrimination mars the future of humanity.

**Q4. Nature has the knack to fascinate even the cynics. Its beauty and spontaneous music galvanise the beings. Write an article expressing the astounding beauty of nature in the light of the following lines:**

**“It was so warm, so bright! The birds were chirping at the edge of the woods... It was all much more tempting than the rule for participles...”**

**Ans.** Our touch with nature makes the whole world kin. Matthew Arnold has rightly said that:

“Nature, with equal mind,  
sees all her sons at play,  
sees man control the wind,  
the wind sweep man away.”

Nature's working is mysterious. It is an astonishingly fabricated universe. Man has, undoubtedly, progressed a lot. Scientific advancement has explored the portals of every field. The hidden realities have been exposed. But science has not unearthed the mysterious traits of nature. It is also an acceptable fact that nature gives happiness to weary minds. It soothes and consoles the troubled souls. It banishes anxiety, tension, worry, fear and dejection. Its law is to please every beholder. The aesthetic pleasure we derive from Nature is incredible and cannot be expressed in words. Keats has rightly averred that 'A thing of beauty is a joy forever!' Lord Byron has said:

“There is a pleasure in the pathless wood,  
there is a rapture on the lonely shore,  
there is a society where none intrudes,  
By the deep sea, and music in its roar:  
I love not man the less but nature more.”

Nature is our mother. It must be obeyed. It gives us moral lessons. All the seers and intellectuals have understood the significance of nature. “Nature goes on her own way, and all that to us seems an exception is really according to order.” It fascinates those who are indifferent to life. The boring scientific explorations and linguistic principles make our life insignificant. We are becoming devoid of emotions. But nature evokes sentiments and help us to become sensitive.

**Q5. Teachers can act as trailblazers in the lives of pupils. They can affect eternity. But the advancement of technology has changed the role of a teacher. Write an article on the para-digm shift in educational technology and the role of teachers.**

**Ans: Technology and Teachers**

It goes without saying that teachers shape the destiny of children. They mould them according to their inbred potential and considerable talent. Dronacharya taught his pupils together. But he could not make every one so skilled in using the bow and arrow as Aijuna. He identified his latent talent and tapped the same potential. In modern education system teachers don't have much time to study the child. Children stay in the school campus for six hours a day and study various subjects from teachers. At times it happens that the subject teachers do not remember the names of students. They use PPTs, projectors and computers to make their lectures interesting. They lack any kind of emotional attachment with the pupils. It has happened because of the innovative educational tools and aids. Teachers are given softwares to teach students. The teaching community has made students information seekers. The role of a teacher has undergone a sea change. A teacher has become a facilitator. He has no right to scold and punish the child. The dictum 'spare the rod, spoil the child' has become obsolete and outdated. A teacher has to understand the psychology of a child in a period of thirty minutes. The role of a teacher is a mystery in today's era.

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Answers NCERT Solutions Class 12**

## THINK AS YOU READ

**Q1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?**

**Ans.** Saheb is looking for gold in the garbage dumps. He is in the neighbourhood of the author. Saheb has come from Bangladesh. He came with his mother in 1971. His house was set amidst the green fields of Dhaka. Storms swept away their fields and homes. So they left the country.

**Q2. What explanations does the author offer for the children not wearing footwear?**

**Ans.** One explanation offered by the author is that it is a tradition to stay barefoot. It is not lack of money. He wonders if this is only an excuse to explain away a perpetual state of poverty. He also remembers the story of a poor boy who prayed to the goddess for a pair of shoes.

**Q3. Is Saheb happy working at the tea-stall? Explain.**

**Ans.** No, Saheb is not happy working at the tea-stall. He is no longer his own master. His face has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The bag was his. The canister belongs to the man who owns the tea-shop.

## THINK AS YOU READ

**Q1. What makes the city of Firozabad famous?**

**Ans.** The city of Firozabad is famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry. Families have spent generations working around furnaces, welding glass, making bangles for the women in the land.

**Q2. Mention the hazards of working in the glass bangles industry?**

**Ans.** Boys and girls with their fathers and mothers sit in dark huts, next to lines of flames of flickering oil lamps. They weld pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark than to the light outside. They often end up losing eyesight before they become adults. Even the dust from polishing the glass of bangles is injurious to eyes. Many workers have become blind. The furnaces have very high temperature and therefore very dangerous.

**Q3. How is Mukesh's attitude to his situation different from that of his family?**

**Ans.** Mukesh's grandmother thinks that the god-given lineage can never be broken. Her son and grandsons are born in the caste of bangle makers. They have seen nothing but bangles. Mukesh's father has taught them what he knows—the art of making bangles. But Mukesh wants to be a motor mechanic. He will go to a garage and learn, though the garage is far away from his home.

## UNDERSTANDING THE TEXT

**Q1. What could be some of the reasons for the migration of people from villages to cities?**

**Ans.** People migrate from villages to cities in search of livelihood. Their fields fail to provide them means of survival. Cities provide employment, jobs or other means of getting food. The problem in case of the poor is to feed the hungry members. Survival is of primary concern.

**Q2. Would you agree that promises made to the poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?**

**Ans.** The promises made to the poor are rarely kept. The author asks Saheb half-joking, whether he will come to her school if she starts one. Saheb agrees to do so. A few days later he asks if the school is ready. The writer feels embarrassed at having made a promise that was not meant. Promises like hers abound in every corner of their bleak world.

**Q3. What forces conspire to keep the workers in bangle industry of Firozabad in poverty?**

**Ans.** Certain forces conspire to keep the workers in bangle industry of Firozabad in poverty. These include the moneylenders, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians. Together they impose a heavy burden on the child.

## TALKING ABOUT THE TEXT

**Q1. How, in your opinion, can Mukesh realise his dream?**

**Ans.** Mukesh is the son of a poor bangle-maker of Firozabad. Most of the young men of Firozabad have no initiative or ability to dream, but Mukesh is an exception. He has the capacity to take courage and break from the traditional family occupation. He has strong will power also. He does not want to be a pawn in the hands of the middlemen or moneylenders. He insists on being his own master by becoming a motor mechanic.

He can realise his dream by joining a garage and learn the job of repairing cars and driving them. He will have to overcome many hurdles before he succeeds. Then comes transport problem. Money is the first one. He will have to earn some money himself. The garage is a long way from his home. He will have to cover it twice everyday anyhow—by walking on foot.

Patience, hardwork, firm will and the determination to learn will help him realise his dream.

**Q2. Mention the hazards of working in the glass bangles industry.**

**Ans.** The glass bangles industry has many health hazards. It usually employs small children. It is illegal to employ very young children in hazardous industries, but certain forces like middlemen, moneylenders, police and politicians combine to entrap the poor workers.

Let us first consider the places where bangle makers work. It is a cottage industry. They work in the glass furnaces with high temperatures. The dingy cells are without air and light. Boys and girls work hard during day next to lines of flames of flickering oil lamps.

They weld pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark than to the light outside. That is why, they often end up losing their eyesight before they become adults.

Glass blowing, welding and soldering pieces of glass are all health hazards. Even the dust from polishing the glass of bangles adversely affects the eyes and even adults go blind. Thus, the surroundings, prevailing conditions and the type of job involved—all prove risky to the health of the workers.

**Q3. Why should child labour be eliminated and how?**

**Ans.** Child labour should be eliminated because the children employed at tender age as domestic servants, dish-washers at road-side dhabas and in hazardous industries making glass bangles, biris, crackers etc. lose the charm of the spring of their life. Their childhood is stolen. Burdened by the responsibility of work, they become adults too soon. Most of them are undernourished, ill-fed, uneducated, and poor. They have a stunted growth.

Child labour can be eliminated only through concerted efforts on the part of government agencies,

NGOs (Non-Government Organisations), co-operative societies and political leaders. Mere passing of law will not help. Laws should be enacted faithfully. The children thrown out of work should be rehabilitated and given proper food, clothes, education and pocket money. Their feelings, thoughts and emotions should be respected. Let them enjoy sunshine and fresh air.

### THINKING ABOUT LANGUAGE

Although this text speaks of factual events and situations of misery, it transforms these situations with an almost poetical prose into a literary experience. How does it do so? Here are some literary devices:

- Hyperbole is a way of speaking or writing that makes something sound better or more exciting than it really is. For example: Garbage to them is gold.

- A Metaphor, as you may know, compares two things or ideas that are not very similar. A metaphor describes a thing in terms of a single quality or feature of some other thing; we can say that a metaphor “transfers” a quality of one thing to another. For example: The road was a ribbon of light.

- Simile is a word or phrase that compares one thing with another using the words “like” or “as”. For example: As white as snow.

Carefully read the following phrases and sentences taken from the text. Can you identify the literary device in each example?

1. Saheb-e-Alam which means the lord of the universe is directly in contrast to what Saheb is in reality.

2. Drowned in an air of desolation

3. Seema puri, a place on the periphery of Delhi yet miles away from it, metaphorically.

4. For the children it is wrapped in wonder; for the elders it is a means of survival.

5. As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make.

shoulders.

### Answers

1. Hyperbole 2. Metaphor 3. Contrast 4. Contrast

5. Simile 6. Contrast 7. Hyperbole 8. Metaphor

9. Metaphor 10. Hyperbole 11. Contrast

### THINGS TO DO

The beauty of the glass bangles of Firozabad contrasts with the misery of people who produce them.

This paradox is also found in some other situations, for example, those who work in gold and diamond mines, or carpet weaving factories, and the products of their labour, the lives of construction workers and the buildings they build.

- Look around and find examples of such paradoxes.

- Write a paragraph of about 200 to 250 words on any one of them. You can start by making notes.

Here is an example of how one such paragraph may begin:

You never see the poor in this town. By day they toil, working cranes and earth movers, squirreling deep into the hot sand to lay the foundations of chrome. By night they are banished

to bleak labour camps at the outskirts of the city

**Ans.** For self-attempt.

### MORE QUESTIONS SOLVED

#### SHORT ANSWER TYPE QUESTIONS

##### Q1. Who was Saheb? What was he doing and why?

**Ans.** Saheb was a young boy of school-going age. He was looking for gold in the garbage dumps of the big city. He had left his home in Dhaka, Bangladesh and came to the big city in search of living. He has nothing else to do but pick rags.

##### Q2. “But promises like mine abound in every corner of his bleak world.” What promise does the author recall? In what context was it made? Was it fulfilled?

**Ans.** The author asked Saheb about going to school. Saheb explained that there was no school in his neighbourhood. He promised to go to school when they built one. Half-joking, the author asked whether he would come in case she started one. Saheb smiled broadly and agreed to come. After a few

days, he ran upto the author and asked if the school was ready. The author felt embarrassed. She had made a promise that was not meant.

**Q3. What is the meaning of Saheb's full name? Does he know it? How does he conduct himself?**

**Ans.** His full name is "Saheb-e-Alam". It means the lord of the universe. He does not know it. If he knew it, he would hardly believe it. He roams the streets barefoot with other rag-pickers. This army of arefoot boys appears in the morning and disappears at noon.

**Q4. How does the author focus on the 'perpetual state of poverty' of the children not wearing footwear?**

**Ans.** The author notices that most of the young children engaged in rag picking are not wearing footwear. Some of them do not have chappals. Others want to wear shoes. Some say it is tradition to stay barefoot. To the author it seems lack of money. Poverty forces them to walk without footwear.

**Q5. Explain: "For children, garbage has a meaning different from what it means to their parents."**

**Ans.** Small children scrounge heaps of garbage. They expect to get some coin, note or valuable thing in it. Sometimes they find a rupee or even a ten rupee note. This gives the hope of finding more. They search it excitedly. For children, garbage is wrapped in wonder.

For the elders it is a means of survival. Thus, garbage has two different meanings.

**Q6. Where does the author find Saheb one winter morning? What explanation does Saheb offer?**

**Ans.** The author finds Saheb standing by the fenced gate of a neighbourhood club. He is watching two young men, dressed in white, playing tennis. Saheb says that he likes the game, but he is content to watch it standing behind the fence. He goes inside when no one is around. He uses the swing there.

**Q7. What job did Saheb take up? Was he happy? [All India 2014]**

**Ans.** Saheb took up the job at a tea-stall. But he was not happy with it. He was no longer his own master. His face had lost the carefree look. Although he earned ₹ 800, even then he was not satisfied.

**Q8. How has "a dream come true" for Saheb but what is "out of his reach"?**

**Ans.** Saheb is wearing discarded tennis shoes. One of them has a hole. Saheb does not bother about the hole. For one who has walked barefoot, even shoes with a hole is a dream come true. But tennis, the game he is watching so intently, is out of his reach.

**Q9. How does Saheb's life change when he starts working at the tea-stall?**

**Ans.** Saheb now has a regular income. He is paid 800 rupees and all his meals. Thus, food is no problem. But his face has lost the carefree look. The steel canister in his hand now seems a burden. He is no longer his own master. He may have to work for longer hours. The helplessness of doing things at his own will makes him sad.

**Q10. Who is Mukesh? What is his dream? Why does it look like "a mirage amidst the dust"?**

**Ans.** Mukesh is the son of a poor bangle-maker of Firozabad, where every other family is engaged in making bangles. His poor father has failed to renovate his house or send his two sons to school. Mukesh insists on being his own master. His dream is to be a motor mechanic. He wants to drive a car. Given the conditions of existence, his dream looks like a mirage amidst the dust.

**Q11. What do you learn about Firozabad from this chapter?**

**Ans.** Firozabad is famous for its glass bangles. It is the centre of India's glass-blowing industry. Families have spent generations working around furnaces, welding glass, making bangles for all the women in the land. Every other family in Firozabad is engaged in making bangles.

**Q12. "Born in the caste of bangle-makers they have seen nothing but bangles." Where do they 'see' bangles?**

**Ans.** Children like Mukesh are born in the caste of bangle-makers. They know no other work. They see bangles in the house, in the yard, in every other house, every other yard, every street in

Fir ozabad. The spirals of bangles lie in mounds in unkempt yards. They are piled on four wheeled hand carts.

**Q13. What contrast do you notice between the colours of the bangles and the atmosphere of the place where these bangles are made?**

**Ans.** The bangles are of every colour born out of the seven colours of the rainbow. These are sunny gold, paddy green, royal blue, pink and purple. Boys and girls work in dark hutments, next to the flickering flames of oil lamps around furnaces, blowing glass, welding and soldering it to make bangles.

**Q14. What are most of the bangle-makers ignorant of? What would happen if law were enforced strictly?**

**Ans.** Most of the bangle-makers are ignorant of the fact that employing children in bangle making is illegal. This is a hazardous industry. Many children become blind before reaching their adulthood. If the law were enforced strictly, 20,000 children would be released from working hard throughout the day at hot furnaces with high temperatures. \*

**Q15. Where is Mukesh's house located? What is he proud of?**

**Ans.** Mukesh's house is built in a slum-area. The lanes stink with garbage. The homes there are hovels with crumbling walls, wobbly doors and no windows. These are crowded with families of humans and animals. Most of these houses are shacks or huts. Mukesh is proud that his house is being rebuilt. His eyes shine as he volunteers to take the author to his home,

**Q16. What impression do you form about Mukesh's family on having a glimpse of their house?**

**Ans.** Mukesh's house is a half built shack with a wobbly door. One part of it is thatched with dead grass. There is a firewood stove. Spinach leaves are sizzling in a large vessel. More chopped vegetables lie on aluminium platters. The eyes of the frail young woman are filled with smoke, but she smiles. The scene depicts their grinding poverty but contentment with their lot.

**Q17. Give a thumb-nail sketch of the "frail young woman" in the chapter 'Lost Spring'.**

**Ans.** The young woman is the wife of Mukesh's elder brother. Her eyes are filled with the smoke of firewood. Though not much older in years, she commands respect as the daughter-in-law of the house. She adheres to customs and traditions. She veils her face before male elders. She gently withdraws behind the broken wall to do so.

**Q18. How would you regard Mukesh's father's life and achievement?**

**Ans.** Mukesh's father was born in the caste of bangle-makers. His father went blind with the dust from polishing the glass of bangles. He is an old and poor bangle-maker. He has worked hard for long years, first as a tailor and then as a bangle-maker. He has failed to renovate a house or send his two sons to school.

**Q19. "Savita is a symbol of innocence and efficiency." Comment.**

**Ans.** Savita is a young girl. She has put on drab pink dress. She is soldering pieces of glass. Her hands move mechanically like the tongs of a machine. She is innocent as she is ignorant about the sanctity of the bangles she helps to make.

**Q20. What do bangles symbolise? When, according to the author, will Savita know "the sanctity of the bangles she helps make?" How is the Indian bride dressed?**

**Ans.** Bangles symbolise auspiciousness in marriage for an Indian woman. Savita will come to know "the sanctity" of the bangles when she becomes a bride. The head of a bride is draped with a red veil. Her hands are dyed with red henna. Red bangles are rolled on to her wrists.

**Q21. "She still has bangles on her wrist but no light in her eyes." What exactly does the author want to convey through this?**

**Ans.** 'She' is an elderly woman who became a bride long ago. Since her husband, an old man with a flowing beard is still alive, she still has bangles on her wrist. She has, however, not enjoyed even one full meal in her entire lifetime. So, there is no light in her eyes. This is just a comment on the abject poverty and helplessness of the bangle-makers.

**Q22. “The young men echo the lament of their elders.” What do you think is the common complaint? How has it affected their lives?**

**Ans.** The bangle-makers of Firozabad are quite poor. They do not have enough money to do anything except carry on the business of making bangles. Some even do not have enough to pacify their hunger. Building a house for the family is an achievement for them. Years of mind-numbing toil have killed all initiative and the ability to dream.

**Q23. Why do the bangle-makers not organise themselves into a cooperative?**

**Ans.** Most of the young bangle-makers have fallen into the traps of the middlemen. They are also afraid of the police. They know that the police will haul them up, beat them and drag to jail for doing something illegal. There is no leader among them to help them see things differently. Their fathers are equally tired. They can do nothing except carrying on their inherited business.

**Q24. Which two distinct worlds does the author notice among the bangle-making industry?**

**Ans.** The families of the bangle-makers belong to one of these worlds. These workers are caught in the web of poverty. They are also burdened by the stigma of the caste in which they are born. They know no other work. The other world is the vicious circle of the moneylenders, the middlemen, the policemen, the keepers of the law, the bureaucrats and the politicians.

**Q25. How is Mukesh different from the other bangle makers of Firozabad? [Delhi 2014]**

**Ans.** Mukesh is quite different from other bangle makers of Firozabad because he has the courage to take initiative and break from the traditional family occupation. He has strong will power also. He insists on being his own master by becoming a motor mechanic.

**Q26. What do you think is the plight of the children born in the families of bangle-makers?**

**Ans.** The vicious circle of the middlemen and their allies have entrapped the poor bangle-makers in their nets. The stronghold is suffocating. They have imposed a heavy burden on little children. They can't put it down. Before they are able to think, they accept the baggages as naturally as their fathers.

**Q27. What do you think is the theme of ‘Lost Spring, Stories of Stolen Childhood’?**

**Ans.** The theme of the chapter is the grinding poverty and the traditions which condemn poor children to a life of exploitation. The two stories taken together depict the plight of street children forced into labour early in life and denied the opportunity of schooling. The callousness of the society and the political class only adds to the sufferings of these poor people.

### **LONG ANSWER TYPE QUESTIONS**

**Q1. What are the dreams of the poor like ‘Saheb-e-Alam’ and Mukesh? Could these be realised? What is the reality of the situation?**

**Ans.** Poor rag-pickers like Saheb spend the early years of their lives looking for gold in garbage dumps. The parents of these street children have no fixed income. They wage war against poverty and hunger. They have no dreams except finding the means of survival. Garbage to them is gold. It is the source of their daily bread and provides a roof over their heads. He ends up as a servant at a tea-stall and loses his freedom.

Mukesh, the son of a poor bangle-maker of Firozabad, has a dream of becoming a motor mechanic. He wants to learn to drive a car. He thinks of joining a garage to fulfil his dream. He knows that the garage is far away, yet he has decided to walk. He realises the reality and is willing to overcome the obstacles. His daring to rise and decision to get free from the trap laid by vicious moneylenders and middle men arouse a sense of hope. Deprived of education, proper food and upbringing, these children are forced into labour early in life.

**Q2. Firozabad presents a strange paradox. Contrast the beauty of the glass bangles of Firozabad with the misery of the people who produce them.**

**Ans.** Firozabad, the centre of India's glass-blowing industry, is famous for its bangles. Spirals of bangles of various colours can be seen lying in mounds in yards or piled on four wheeled push carts. These bangles have shining bright colours: sunny gold, paddy

green, royal blue, pink, purple—in fact, every colour born out of the seven colours of the rainbow. The bangle-makers lead a miserable life. They know no other work than bangle making. They have neither courage nor money to start another trade or job. They have spent generations in the clutches of middle men and moneylenders. Extreme poverty forces them to remain hungry and yet work all day. The elderly woman, who works with Savita, has not enjoyed even one full meal in her entire lifetime. Her husband has made a house for the family to live in. He has achieved what many have failed in their lifetime. Mukesh's father has failed to renovate a house or send his two sons to school. Young boys are as tired as their fathers. Their work at hot furnaces makes them blind prematurely.

**Q3.(i) “Survival in Seemapuri means rag-picking.”**

**(ii) “Garbage to them is gold.”**

**(iii) “For the children it (garbage) is wrapped in wonder, for the elders it is a means of survival.”**

**In the light of the above remarks write an account of the life and activities of the ragpickers settled in Seemapuri (Delhi).**

**Or**

**Give a brief account of the life and activities of the Bangladeshi squatters like Saheb-e-Alam settled in Seemapuri.**

**Ans.** Seemapuri is a place on the periphery of Delhi, yet miles away from it metaphorically. Squatters who came from Bangladesh way back in 1971 live here. Saheb's family is one of them. Seemapuri was then a wilderness. It still is, but it is no longer empty. Nearly 10,000 ragpickers live there in structures of mud, with roofs of tin and tarpaulin. These shanties are devoid of sewage, drainage or running water. These people have lived there for more than thirty years without an identity or permit. They have got ration cards that enable them to buy grains and get their names on voters' lists. For them food is more important for survival than an identity. The women put on tattered saris. They left their fields as they gave them no grain. They pitch their tents wherever they find food. Ragpicking is the sole means of their survival.

It has acquired the proportions of a fine art for them. Garbage to them is gold. It provides them their daily bread and a roof over the heads. Most of the barefoot ragpickers roam the streets early in the morning and finish their activities by noon. They seem to carry the plastic bag lightly over their shoulders. They are clothed in discoloured shirts and shorts and denied the opportunity of schooling.

**Q4. “The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home. The young men echo the lament of their elders. Little has moved with time, it seems, in Firozabad.” Comment on the hardships of the bangle-makers of Firozabad with special emphasis on the forces that conspire against them and obstruct their progress.**

**Ans.** The bangle-makers of Firozabad are born in poverty, live in poverty and die in poverty. For generations these people have been engaged in this trade—working around hot furnaces with high temperature, welding and soldering glass to make bangles. In spite of hard labour throughout the day, the return is meagre. Some of them have to sleep with empty, aching stomachs. Others do not have enough to eat. Whatever they do get is not delicious or nourishing.

The stinking lanes of their shanty town are choked with garbage. Their hovels have crumbling walls, wobbly doors and no windows. These are overcrowded with humans and animals.

Poverty and hunger, social customs and traditions, stigma of caste and the intrigues of powerful lobby that thrives on their labour combine to keep them poor, uneducated and hungry. The moneylenders, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians—all are ranged against them. Children are engaged in illegal and hazardous work. Years of mind-numbing toil have killed all initiative and ability to dream. They are unable to organise themselves into cooperative due to lack of a leader and fear of ill-treatment at the hands of the police. They seem to carry the burden that they can't put down. They can talk but not act to improve their lot.

**Q5. Compare and contrast the two families of bangle-sellers portrayed in 'Lost Spring.' Comment on the roles of individuals in highlighting the issues raised by the author.**

**Ans.** One of the families is that of Mukesh's. It comprises three males and two females: Mukesh, his brother, their father, their grandmother and the wife of Mukesh's elder brother. The grandmother had watched her own husband go blind with the dust from polishing the glass of bangles. Mukesh's father is a poor old bangle maker, who has failed to renovate a house and send his two sons to school. Mukesh and his brother make bangles. The wife of Mukesh's brother is a traditional daughter-in-law who follows the customs and cooks food for the family. The grandmother believes in destiny and caste. Only Mukesh shows some sparks of fighting the system and declares that he wants to be a motor mechanic.

Savita, the elderly woman and her old, bearded husband form the other family. Young and innocent Savita works mechanically. The elderly woman highlights the plight of bangle makers who fail to enjoy even one full meal during the entire lifetime. The old man has an achievement to his credit. He has made a house for the family to live in. He has a roof over his head.

The lifestyle, problems and economic conditions of the two families are similar. There is only a difference of degree but not of kind in their existence and response to life's problems.

**VALUE-BASED QUESTIONS**

**Q1. Hunger knows no friend but its feeder. The downtrodden lead a miserable life.**

**Elucidate the dictum keeping in mind the following lines:**

**“survival in Seemapuri means ragpicking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread a roof over their heads, “**

**Ans.**

**Poverty: A Vicious Circle**

It is a well known saying that poverty is the root cause of all evils. Corruption, loot, begging and incidents of theft are the offspring of abject poverty. The destitute lead a pitiable and miserable life. They do not get sufficient food. Lack of funds constrain them to take recourse to illegal activities. Slum dwellers always feel themselves dejected. They recognise only those beings who help them and feed them. Political leaders take undue advantages of their poverty. They are misused to win elections. Humanity, mankind, honesty, trust and love become significant when an individual succeeds in satisfying his hunger. Hungry people need only food. There is a dearth of people who are capable of converting obstacles into opportunities. These poor people are exploited ruthlessly by industrialists, politicians and other middlemen. They scrounge for gold in the garbage dumps to earn their livelihood. The hiatus between the rich and the poor seems difficult to be bridged. It is increasing day by day. The poor are becoming poorer and the rich richer. There is no human being who would like to work for their welfare. Their plight is pitiable and horrible. The residential areas of these people are packed with filth. They become habitual of foul smell. Poverty is a vicious circle. It never comes to an end. The unemployed youth are heading towards destruction. They do not remember anything except the help they receive from the opportunistic people who feed them to materialise their vested interests.

**Q2. There is no denying the fact that 'Life is action and not contemplation.' Those who shirk work and waste their time in thinking about bitter consequences never achieve greatness. They lack enthusiasm. Substantiate the aphorism keeping in mind the following lines:**

**“I will be a motor mechanic” “I will learn to drive a car”. His dream looms like a mirage amidst the dust of streets...”**

**Ans.**

**Life is Action and not Contemplation**

Initiation is the law of nature. Success depends on the actions taken by an individual. One has to take actions without wasting time. Dreams give us directions. But it should not be forgotten that a man cannot become influential by only dreaming. One who does not utilise time fails to do anything significant in life. Actions shape the destiny of the beings. Contemplation destroys happiness. Aimless

thinking aggravates woes and worries. It leads to nowhere. Such thinkers never get pleasure in this world of mortals. Those who believe in taking actions attain their long cherished goals with an astonishing ease. They never feel confused or perplexed. They never become a victim of depression. All the human beings are to perform their duties on the earth. Contemplation leads to idleness. Life is a judicious blend of contemplation and action. Contemplation transformed into action is of utmost importance. Action without contemplation may be disastrous. Contemplation without action is a sin. One should not waste time in thinking only. We should always remember that life is short and time is swift. Procrastination is the thief of time. One should not forget that there's a time for everything. One should grab this opportune time to get success in life.

**Q3. Dedication, determination and devotion are the factors responsible for phenomenal success. Substantiate the above quoted statement in the light of the following lines:**

**“I want to be a motor mechanic,’ he repeats. He will go to a garage and learn. But the garage is a long way from his home. I will walk,’ he insists.”**

**Ans.**

#### **Key to Success**

Hard work is the key to success. Dogged determination and strong will power are the essential ingredients of success. Industrious people never feel disheartened. They burn the midnight oil and strive hard to achieve the desired goals. It is said that between two stools one falls on the ground. Thus, one has to dedicate one's life to a specific field. The long term goals and aims of life must be set thoughtfully and not whimsically. The capricious nature of a fellow does not allow him to reach the heights. Devotion always brings good results and rewards. The essence of devotion is trust or faith. If one has trust in performing the actions, one is able in winning the battle of life. Trust gives strength and strength gives birth to determination which leads to dedication. Devoted and dedicated people never become a part of a problem. They remain a part of the solution. They do not do different things but they do things differently. Their devotion to the field encourages them to have in-depth knowledge. Those who dare to climb the hill conquer Mount Everest. Dedication has no substitute. It is the only way to great accomplishments.

**Q4. Health plays an important role in the life of a mortal. But the destitute fail to get nutritious food and do not remain healthy. It is said that health is wealth. People believe that a sound mind lives in a sound body. Elucidate it taking ideas from the following lines:**

**“Ek waqt ser bhar khana bhi nahin Khaya.”**

**Ans.**

#### **Health and Food**

One has to accept the fact that if wealth is lost, something is lost and if health is lost, everything is lost. The proverb 'A sound mind lives in a sound body' is apt. A healthy man can enjoy the beauty of this world. An unhealthy man misses one of the greatest boons given by the Almighty. A healthy beggar is better than an unhealthy king. A person who accumulates enormous wealth and suffers from chronic or fatal diseases cannot relish life.

He wastes his time in clinics and hospitals. Health is essential to have positive thoughts.

One should wake up early in the morning and take exercise. Nutritious food is indispensable for good health. Junk food must be avoided. The destitute suffer because they do not get sufficient food.

They do not have any source of income. Undoubtedly good health plays a pivotal role in the life of a mortal. Pecuniary gains are of utmost importance but a strong and sturdy body free from ailments is of paramount importance. It has no substitute. A mortal cannot endure the loss of health. Creativity, productivity and innovation get enhanced if a man is healthy. Thus, one should be in the best of health so that one can lead a happy and contented life.

**Q5. Child abuse is a very serious problem in our country. Children are forced by circumstances to work in various factories. Write an article, on the topic 'Child Abuse'. Take ideas from the following lines:**

**“None of them knows that it is illegal for children like him to work in the glass furnaces**

**1 with high temperatures, in dingy cells without air and light; that the law, if enforced, could get him and all those 20,000 children out of the hot furnaces where they slog their daylight /hours, often losing the brightness of their eyes.”**

**Ans.**

### **Child Abuse**

Child abuse is a grave problem in India. Many children work for dhabas, factories and tea stall owners. These are those unfortunate children of this country who don't get even . meals three times a day. It is a blemish on our nation. It is the duty of the governments to make arrangements of education for these children. Child labour is comm on in the fields of agriculture, domestic service, sex industry, carpet and textile industries, quarrying, bangle making and brick making. These children are forced to work in horrible conditions. There are no set working hours for these children. They are given low wages.

In some cases poverty of the household and low level of parental education are responsible , for child labour. Employing children in factories implies that the nation's future is in dark. These children never feel happy. They become devoid of human emotions. They adopt illegal ways to earn their bread and butter when they become able-bodied. It gives rise to .violence and corruption. Child labour should be stopped and the governments should educate these children free of cost. At least elementary education should be given to all children.



# CBSE Answers NCERT Solutions Class 12 English Flamingo <http://freehomedelivery.net/Deep Water> Download 2017 2018 New Edition PDF

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## Deep Water Download 2017 2018 New Edition PDF CBSE Answers NCERT Solutions Class 12 English Flamingo

### THINK AS YOU READ

#### Q1. What is the “misadventure” that William Douglas speaks about?

**Ans.** William O. Douglas had just learnt swimming. One day, an eighteen year old big bruiser picked him up and tossed him into the nine feet deep end of the Y.M.C.A. pool. He hit the water surface in a sitting position. He swallowed water and went at once to the bottom. He nearly died in this misadventure.

#### Q2. What were the series of emotions and fears that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface?

**Ans.** Douglas was frightened when he was thrown into the pool. However, he was not frightened out of his wits. While sinking down he made a plan. He would make a big jump when his feet hit the bottom. He would come to the surface like a cork, lie flat on it, and paddle to the edge of the pool.

#### Q3. How did this experience affect him?

**Ans.** This experience revived his aversion to water. He shook and cried when he lay on his bed. He couldn't eat that night. For many days, there was a haunting fear in his heart. The slightest exertion upset him, making him wobbly in the knees and sick to his stomach. He never went back to the pool. He feared water and avoided it whenever he could.

### THINK AS YOU READ

#### Q1. Why was Douglas determined to get over his fear of water?

**Ans.** His fear of water ruined his fishing trips. It deprived him of the joy of canoeing, boating, and swimming. Douglas used every way he knew to overcome this fear he had developed since childhood. Even as an adult, it held him firmly in its grip. He determined to get an instructor and learn swimming to get over this fear of water.

#### Q2. How did the instructor “build a swimmer” out of Douglas?

**Ans.** The instructor built a swimmer out of Douglas piece by piece. For three months he held him high on a rope attached to his belt. He went back and forth across the pool. Panic seized the author everytime. The instructor taught Douglas to put his face under water and exhale and to raise his nose and inhale. Then Douglas had to kick with his legs for many weeks till these relaxed. After seven months the instructor told him to swim the length of the pool.

#### Q3. How did Douglas make sure that he conquered the old terror?

**Ans.** Douglas still felt terror-stricken when he was alone in the pool. The remnants of the old terror would return, but he would rebuke it and go for another length of the pool. He was still not satisfied.

So, he went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island and swam two miles across the lake. He had his residual doubts. So, he went to Meade Glacier, dived into Warm Lake and swam across to the other shore and back. Thus, he made sure that he had conquered the old terror.

### UNDERSTANDING THE TEXT

**Q1. How does Douglas make clear to the reader the sense of panic that gripped him as he almost drowned? Describe the details that have made the description vivid.**

**Ans.** Douglas gives a detailed account of his feelings and efforts to save himself from getting drowned. He uses literary devices to make the description graphic and vivid. For example, 'Those nine feet were more like ninety', 'My lungs were ready to burst.' 'I came up slowly, I opened my eyes and saw nothing but water..... I grew panicky' 'I was suffocating. I tried to yell, but no sound came out!'

**Q2. How did Douglas overcome his fear of water?**

**Ans.** When Douglas grew up, he took the help of an instructor to learn swimming. His training went on from October to April. For three months he was taken across the pool with the help of a rope. As he went under, terror filled him and his legs froze. The instructor taught him to exhale under water and inhale through raised nose. He made him kick his legs to make them relax. Then he asked him to swim. He continued swimming from April to July. Still all terror had not left. He swam two miles across Lake Wentworth and the whole length to the shore and back of Warm Lake. Then he overcame his fear of water.

**Q3. Why does Douglas as an adult recount a childhood experience of terror and his conquering of it? What larger meaning does he draw from this experience?**

**Ans.** The experience of terror was a handicap Douglas suffered from during his childhood. His conquering of it shows his determination, will power and development of his personality. He drew a larger meaning from this experience. "In death there is peace." "There is terror only in the fear of death." He had experienced both the sensation of dying and the terror that fear of it can produce. So, the will to live somehow grew in intensity. He felt released- free to walk the mountain paths, climb the peaks and brush aside fear.

### TALKING ABOUT THE TEXT

**Q1. "All we have to fear is fear itself" Have you ever had a fear that you have now overcome? Share your experience with your partner.**

**Ans.** I must have been about eight or nine years old. It was the night of Diwali. All the houses were shining bright with the rows of candles, oil lamps and electric bulbs. Children were bursting crackers. Suddenly, a cracker went up and hit the thatched roof of a poor gardener. Soon the hut was in flames. His only son, a tiny infant had severe burns before he could be rescued. I began to tremble with fear as the police questioned the boys exploding crackers. From then on I had a fear of crackers, fire and police. My parents and I had to work very hard to remove this blemish. It was adversely affecting my personality. By learning the safeguards against fire and safe handling of crackers, I gradually overcame my fear. However, I still get panicked at the sight of a policeman in uniform. The fear of police remained now; My uncle came to my rescue. He got me dressed as a police inspector in one of his plays, I commanded many policemen and scolded them for misbehaving with the common people. I learnt that policemen were also, humans and not demons. Police protect and help us to maintain law and order. Thank God, I have overcome all my fears now.

**Q2. Find and narrate other stories about conquest of fear and what people have said about courage. For example, you can recall Nelson Mandela's struggle for freedom, his perseverance to achieve his mission, to liberate the oppressed and the oppressor as depicted in his autobiography. The story 'We're Not Afraid To Die,' which you have read in Class XI, is an apt example of how courage and optimism helped a family survive under the direst stress.**

**Ans.** In his autobiography 'Long Walk to Freedom', Nelson Mandela tells the extraordinary story of

his life. He brings vividly to life the escalating political warfare in the fifties between the African National Congress and the government, culminating in his dramatic escapades as an underground leader and the notorious Rivonia Trial of 1964, at which he was sentenced to life imprisonment. He recounts the surprisingly eventful twenty-seven years in prison and the complex, delicate negotiations that led both to his freedom and to the beginning of the end of apartheid. Mandela also struggled against the exploitation of labour and on the segregation of the universities. He persevered to achieve his mission and to liberate the oppressed and the oppressor. In 1990, he was freed from prison. The apartheid laws were relaxed. Mandela became the champion for human rights and racial equality. He also became the first non-white president of the Republic of South Africa.

### **THINKING ABOUT LANGUAGE**

If someone else had narrated Douglas's experience, how would it have differed from this account? Write out a sample paragraph or paragraphs from this text from the point of view of a third person or observer, to find out which style of narration would you consider to be more effective? Why?

Ans. The third person account or one from the point of view of an observer is detached and objective. Real-life personal account is subjective and focuses more on the person's thoughts, feelings and emotional response. I would consider the first person narrative style more effective as it is quite authentic and depicts everything faithfully.

### **SAMPLE PARAGRAPHS**

(From the point of view of a third person observer)

A big bruiser of a boy, yelled, "Hi, Skinny! How'd you like to be ducked?" with that he picked up the 10 year old tiny boy and tossed him into the nine feet deep end of the Y.M.C.A. pool. The kid struck the surface in a sitting position, swallowed water and at once went to the bottom.

Watching all this from a distance filled me with anxiety for the kid. I rushed towards the side of the pool. By that time, the boy had risen twice to the surface but being unable to grab a rope or support on the side wall, he went down.

Before I could bail him out he sucked in more water and went down third time. I at once jumped into the pool. The boy's legs were limp. All efforts had ceased. I carried him on my shoulder and swam to the side of the pool.

He was made to lie on his stomach. His back was slapped gently but firmly to make him vomit the water he had swallowed. He responded to the first-aid measures and soon regained consciousness.

### **WRITING**

**Q1. Doing well in any activity, for example a sport, music, dance or painting, riding a motorcycle or a car, involves a great deal of struggle. Most of us are very nervous to begin with until gradually we overcome our fears and perform well.**

**Write an essay of about five paragraphs recounting such an experience. Try to recollect minute details of what caused the fear, your feelings, the encouragement you got from others or the criticism.**

**You could begin with the last sentence of the essay you have just read: "At last I felt released—free to walk the trails and climb the peaks and to brush aside fear."**

**Ans. MY FIRST EXPERIENCE OF RIDING A MOTORCYCLE**

At last I felt released, free to walk the trails and climb the peaks and to brush aside fear. This fear of injuries had been my old enemy and had thwarted me at crucial moments. I remember exactly when I started developing this fear. I was a toddler when I was given a tricycle. I would lose balance and the tricycle would fall over me.

As I grew older, I was given dwarfed versions of cycles but my road fear persisted. I would hit someone or something and fall down. Sometimes the injuries took time to heal. I felt annoyed with myself and cursed my fear. But fear assumed monster like proportions.

Now I had passed tenth class examination and joined the city school. My father gifted me a Hero Honda moped on my birthday. My uncle volunteered to train me. After telling me in details the functions of various parts, he took me to the playground. He sat behind me and issued orders. He held

me firmly at first. When I had learnt to start the vehicle, change gear, increase and decrease speed, turn the vehicle and come to a stop, he asked me to take a round. I perspired from head to foot. He reassured me and encouraged me. I regained my confidence. Then I took a short round of the playground. I still hesitated while tinning the comer. Uncle explained the mechanism and demonstrated how to handle the machine. Finally, I took three rounds of the playground. Then uncle and I came to the side road. He trained me how to avoid the vehicles and give them passage. I drove to the city and returned safe. I had conquered fear and learnt how to ride a motorcycle.

**Q2. Write a short letter to someone you know about your having learnt to do something new.**

Ans. 23, King John's Lane  
Westbury (UK)

12 March, 2007

Dear Dolly,

You will be pleased to learn that at last I have learnt playing tennis. You know how I dotted on the players taking part in Wimbledon and had cherished a dream to play on the centre court.

Well, I have taken the first step in that direction. After years of perspiration and training I have learnt playing tennis. This year I am participating in the Junior County Championship.

I must take this opportunity of thanking you for you have been a constant source of inspiration and support to me, both on and off the court.

I am anxiously awaiting for the day when I'll intimate to you my achievements in this newly learnt game.

With best wishes

Yours sincerely

Angela

**THINGS TO DO**

**Q1. Are there any water sports in India? Find out about the areas or places which are known for water sports.**

Ans. India provides exciting opportunities for the following watersports:

(i) White Water Rafting, (ii) Water Skiing, (iii) Canoeing and Kayaking,

(iv) Scuba Diving, (u) Snorkelling, (vi) Angling and Fishing.

Areas or places known for watersports:

(i) White Water Rafting and Kayaking : The Ganges (from Rishikesh); the Beas (from Manali, the Indus (in Ladakh), Zanskar (in Zanskar), the Teesta (in Sikkim)

(ii) Water Skiing: The Ganges, the Beas.

(iii) Sailing, Yachting and Wind-surfing: Goa, Kovalam Beach in Kerala.

(iv) Scuba Diving: Andaman and Lakshadweep, Goa.

(v) Snorkelling: Andaman and Lakshadweep, Goa.

(vi) Angling and Fishing: Balukpong (Assam) Beas (Kullu Valley)

**MORE QUESTIONS SOLVED**

**SHORT ANSWER TYPE QUESTIONS**

**Q1. When did Douglas decide to learn swimming? What options were available to him to swim in? Which one did he choose and why?**

Ans. Douglas was ten or eleven years old when he decided to learn swimming. He could swim in the Yakima River or the Y.M.C.A. pool at Yakima. The Yakima River was dangerous. Many persons had drowned in it. So, he chose the Y.M.C.A. pool. It was considered safe.

**Q2. Which factors led Douglas to decide in favour of the Y.M.C.A. pool?**

Ans. The Y.M.C.A. pool was safe. It was only two to three feet deep at the shallow end. It was nine feet deep at the other. Moreover, the drop was gradual. The Yakima River was treacherous and had drowned many. So, he decided in favour of the Y.M.C.A. pool.

**Q3. “I had an aversion to the water when I was in it?” says Douglas. When did he start having this aversion and how?**

**Ans.** The aversion started when Douglas was three or four years old. His father had taken him to the beach in California. They were standing together in the surf. He had held his father tightly, even when the waves knocked him down and swept over him. He was buried in water. His breath was gone. He was frightened. There was terror in his heart about the overpowering force of the waves.

**Q4. How did Douglas initially feel when he went to the Y.M.C.A. pool? What made him feel comfortable?**

**Ans.** Unpleasant memories of the past were revived and childish fears were stirred. In a little while he gathered confidence. He paddled with his new water wings. He watched the other boys and tried to imitate them. He did so two or three times on different days. He began to feel comfortable.

**Q5. What two things did Douglas dislike to do? Which one did he have to do and why?**

**Ans.** Douglas hated to walk naked, into the pool and show his very thin legs. Secondly, he was fearful about going in alone. So, he sat on the side of the pool to wait for others. But he had to go into water as one cannot learn swimming without going into water.

**Q6. In what connection does Douglas mention “a big bruiser of a boy?”**

**Ans.** Douglas mentions him for his misadventure in the Y.M.C.A. swimming pool in which he had nearly died. It was this boxer boy who had picked up Douglas and tossed him into the deep end. Later on, when Douglas was rescued, the boy said, “I was only fooling.”

**Q7. Describe the boy who was responsible for the author’s misadventure?**

**Ans.** He was a big boy, a bruiser. He was probably eighteen year old. He had thick hair on his chest. He was a beautiful specimen. His legs and arms had rippling muscles. He was a fun loving fellow and enjoyed teasing the younger and weaker boys.

**Q8. How did the “misadventure” happen with Douglas?**

**Ans.** Douglas was sitting alone on the side of the pool, waiting for others. A big, boxer boy of eighteen came there. Mocking him as ‘skinny’ he enquired how he would like to be plunged in water. Saying so, he picked up Douglas and tossed him into the nine feet deep end. Douglas struck the surface of water, swallowed water and at once went to the bottom.

**Q9. “I was frightened, but not yet frightened out of my wits,” says Douglas. Which qualities of the speaker are highlighted here and how?**

**Ans.** Douglas was frightened when he went down into the pool and was about to be drowned. He had an aversion to water and now he was filled with terror. He had remarkable self-control. He used his mind even in the crisis and thought of a strategy to save himself from being drowned.

**Q10. “On the way down I planned,” remarks Douglas. What plan had he devised and how far did it succeed?**

**Ans.** While going down to the bottom, he made a plan to save himself from being drowned. He decided to make a big jump as his feet hit the bottom. He hoped to move up to the surface of water like a cork. Then he would lie flat on it, and paddle to the edge of the pool. The plan was only partly successful. He rose to surface twice. But each time he swallowed water and went down.

**Q11. What did Douglas experience as he went down to the bottom of the pool for the first time?**

**Ans.** Going down to the depth of nine feet was not quick. It seemed a long way down. For him those nine feet were more like ninety. Before he touched bottom his lungs were ready to burst. He did not lose his presence of mind. Using all his strength, he made a great jump upwards.

**Q12. How was the result of the ‘great spring upwards’ that Douglas made on hitting the bottom of the pool for the first time?**

**Ans.** Douglas rose to the surface very slowly. When he opened his eyes he saw nothing but water with a dirty yellow colour. He grew panicky. He tried to grab a rope but his hands clutched only at water. He was suffocating. He tried to shout, but no sound came out. Then his eyes and nose came out of the water but not his mouth.

**Q13. How did Douglas struggle before hitting the bottom of the pool for the second time? What was the outcome of his struggle?**

**Ans.** Douglas moved his arms and legs around without control. He swallowed water and choked. His legs hung as dead weights, paralysed and rigid. A great force was pulling him down. He struck at the water with full force as he went down. He had lost all his breath. His lungs ached and head throbbed. He was getting dizzy. He went down through dark water and was filled with fear.

**Q14. What sort of terror seized Douglas as he went down the 'water with a yellow glow'? How could he feel he was still alive?**

**Ans.** An absolute, rigid terror seized Douglas. It was a terror that knew no understanding or control and was beyond comprehension of any one who had not experienced it. He was paralysed under water-stiff and rigid with fear. His screams were frozen. The beating of his heart and throbbing of mind made him feel that he was still alive.

**Q15. 'In the midst of the terror came a touch of reason.' How did the two forces work in opposite direction and how did Douglas fare?**

**Ans.** Reason told him to jump when he hit the bottom as he felt the tiles under him, he jumped with everything he had. But the jump made no difference. A mass of yellow water held him. Stark terror took an even deeper hold on him. He shook and trembled with fright. His arms and legs wouldn't move. He tried to call for help, but nothing happened.

**Q16. '7 crossed to oblivion, and the curtain of life fell.' How did Douglas experience the sensation of dying before he actually crossed to oblivion?**

**Ans.** As Douglas went down the pool the third time, he swallowed more water. All his efforts to jump up ceased. His legs felt limp. A blackness swept over his brain and it wiped out fear and terror. There was no more panic. It was quiet and peaceful. He felt drowsy and wanted to go to sleep.

**Q17. In what state did Douglas find himself on regaining consciousness?**

**Ans.** He found himself lying on his stomach near the pool. He was vomiting. The fellow who had thrown him in the pool was saying that he was only joking. Then someone remarked that the small boy had nearly died. He hoped that he would be all right then. Then he was carried to the locker room for change of clothes.

**Q18. How did Douglas react to the frightening experience (i) that day and (ii) later when he came to know the waters of the Cascades?**

**Ans.** (i) He walked home after several hours. He was weak and trembling. He shook and cried when he lay on his bed. He couldn't eat that night. A haunting fear was there in his heart. The slightest exertion upset him. His knees became wobbly. He felt sick to his stomach. (ii) Whenever he waded the Tieton or Bumping River or bathed in Warm Lake of Goat Rocks, the terror that had seized him in the pool would come back. This terror would take possession of him completely. His legs would become paralysed. Icy horror would grab his heart.

**Q19. "This handicap stayed with me as the years rolled by." How did it affect his pursuits for pleasure?**

**Ans.** The haunting fear of water followed Douglas everywhere. He rowed in canoes on Maine lakes fishing for landlocked salmon. He went for bass fishing in New Hampshire, trout fishing on the Deschutes and Metolius in Oregon, fishing for salmon on the Columbia, at Bumping Lake in the Cascades. Fear ruined his fishing trips. It deprived him of the joy of canoeing, boating, and swimming.

**Q20. What efforts did Douglas make to get over his fear of water and why?**

**Ans.** Fear of water was a handicap Douglas developed during his childhood. It stayed with him as he grew older. It ruined his pursuits of pleasure such as canoeing, boating, swimming and fishing. He used every method he knew to overcome this fear. Finally, he determined to get an instructor and learn swimming.

**Q21. What was the first piece of exercise the instructor gave Douglas? How long did it take to yield the desired result?**

**Ans.** The instructor made him go across the pool an hour a day for five days with the help of a rope

attached to his belt. The rope went through a pulley that ran on an overhead cable. The instructor held on to the end of the rope. They went back and forth across the pool. A bit of panic seized him every time. Moreover, the old terror returned and his legs froze when the instructor loosened his grip on the rope and Douglas went under water. It was after three months that the tension began to decrease.

**Q22. Which other exercise did the Instructor prescribe for Douglas to make him shed the panic caused by water?**

**Ans.** He taught Douglas to put his face under water and exhale. Then he was to raise his nose and inhale. He repeated this exercise hundreds of times. Bit by bit he shed part of the panic that seized him when his head went under water.

**Q23. Which exercise helped Douglas to loosen his stiff legs and make them work as he desired?**

**Ans.** The Instructor held Douglas at the side of the swimming pool. Then he made Douglas kick with his legs. He did just that for weeks. At first his legs refused to work. But gradually they relaxed. Finally, he was able to command them.

**Q24. Why does Douglas say: 'The Instructor was finished. But I was not finished?' How did he overpower tiny vestiges of the old terror?**

**Ans.** The Instructor's work was over when he built a swimmer out of Douglas piece by piece and then put them together into an integrated whole. However, Douglas was not satisfied as the remnants of the old terror would return when he swam alone in the pool. He would frown on terror go for another length of the pool.

**Q25. Why did Douglas go to Lake Wentworth in New Hampshire? How did he make his terror flee?**

**Ans.** Douglas was not sure whether all the terror had left even after the training from October to April and practice till July. So, he went to Lake Wentworth and swam two miles. Terror returned only once when he was in the middle of the lake. He had put his face under and saw nothing but bottomless water. The old sensation returned in a smaller size. He laughed and rebuked terror. His terror fled away and he swam on.

### **LONG ANSWER TYPE QUESTIONS**

**Q1. "There was terror in my heart at the overpowering force of the waves." When did Douglas start fearing water? Which experience had further strengthened its hold on his mind and personality?**

**Ans.** The water waves which knocked down young Douglas and swept over him at the beach in California filled him with fear. He was then three or four years old. All this happened when he had clung to his father. He was buried under water. His breath was gone and he was frightened. His father laughed, but there was terror in his heart at the overpowering force of the waves.

His introduction to the Y.M.C.A. swimming pool revived unpleasant memories and stirred childish fears. He had gathered some confidence when a misadventure happened as a big boy threw him at the nine feet deep end of the pool. His efforts to rise to the surface and paddle to the side failed twice. He would have drowned if he had not been rescued in time. This terror of water overpowered his limbs and made them stiff. His mind was haunted by fear of water. It was, in fact, a handicap to his personality.

**Q2. Give an account of the fears and emotions of Douglas as he made efforts to save himself from being drowned in the Y.M.C.A. swimming pool.**

**Ans.** Douglas was frightened as he was going down. His active mind suggested a strategy to save himself from being drowned in water. He knew that water has buoyancy. He must make a big jump as his feet hit the bottom. He hoped to rise up like a cork to the surface, lie flat on it and paddle to the edge of the pool.

Before he touched bottom, his lungs were ready to burst. Using all his strength, he made a great jump. He rose up very slowly. He saw nothing but yellow coloured dirty water. He grew panicky and he was suffocated. He swallowed more water as he tried to shout. He choked and went down again. His stiff

legs refused to obey him. He had lost all his breath.

His lungs ached and head throbbed. He was getting dizzy. He went down through darkwater again. An absolute terror seized Douglas. He was paralysed under water. His reasoning power told him to jump again. He did so, but his arms and legs wouldn't move. His eyes and nose came out of water, but not his mouth. He swallowed more water and went down third time. Now a blackness swept over his brain. He had experienced the terror that fear of death can produce as well as the sensation of dying.

**Q3. How did the misadventure in Y.M.C.A. swimming pool affect Douglas? What efforts did he make to conquer his old terror? Did he succeed?**

**Ans.** Douglas had nearly died in the swimming pool. For days there was a haunting fear in his heart. The slightest exertion upset him. He avoided going near water as he feared it. The waters of the cascades, fishing for salmon in canoes, bass or trout fishing—all appeared attractive activities. However, the haunting fear of water followed Douglas everywhere and ruined his fishing trips? It deprived him of the joy of canoeing, boating and swimming.

The fear of water became a handicap. He used every method he knew to overcome this fear. Finally, he decided to engage a trainer and learn swimming. In seven months the Instructor built a swimmer out of Douglas. However, the vestiges of the old terror would return when he was alone in the pool. He could now frown on terror and go for another length of the pool. This went on till July. Douglas was not satisfied.

He went to Lake Wentworth and swam two miles. The terror returned only once when he had put his face under water and saw nothing but bottomless water. In order to remove his residual doubts he hurried west to Warm Lake. He dived into the lake and swam across to the other shore and back. He shouted with joy as he had conquered his fear of water. He finally succeeded in his effort.

**Q4. Comment on the appropriateness of the title 'Deep Water'**

**OR**

**Do you think the title 'Deep Water' is apt? Give reasons in support of your answer.**

**Ans.** The title 'Deep Water' is quite appropriate to this extract from 'Of Men and Mountains' by William O. Douglas. The title is highly suggestive and at once focuses our attention on the main theme—experiencing fear of death under water and the efforts of the author to overcome it.

All the details in the essay are based on his personal experience and analysis of fear. The psychological analysis of fear is presented from a child's point of view and centres round deep water and drowning.

The overpowering force of the waves at the California beach stir aversion for water in Douglas. His mother warns him against swimming in the deep waters of the treacherous Yakima River. The nine feet deep water of the swimming pool appears more than ninety to Douglas. However, when he conquers fear he can dive and swim in the deep waters of Lake Wentworth and Warm Lake. :

Thus the title is apt and suggestive.

**Q5. What impression do you form of William O. Douglas on the basis of reading Deep Water?**

**Ans.** William Douglas leaves a very favourable impression on us. He appears quite truthful and courageous. He gives a detailed account of his fears and emotions as he struggles against deep water to save himself from being drowned. Confessing one's faults and shortcomings is not easy. It needs courage, honesty and will power. Douglas has all these qualities.

His efforts to overpower the fear of water show his firm determination, resolution and strong will power. He has an analytic mind which diagnoses the malady and prompts him to search the cure. He is frightened of deep water, but not yet frightened out of his wits.

In his heroic struggle against fear, terror and panic, he rises to heroic stature. He becomes an idol, a living image of bravery and persistent efforts. He typifies the will not to surrender or yield. His indefatigable zeal is a source of inspiration for all and specially for the youth.

In short, William Douglas impresses us as a frank, truthful, honest and determined person.

**VALUE-BASED QUESTIONS**

**Q1. It is often said that 'No Pains, No Gains'. One cannot get anything if one does not**

**work hard. Write an article on the topic, mentioned above, in not more than 120 words. You can take ideas from the following lines:**

**“I went to a pool and practiced five days a week, an hour each day. A rope attached to the belt went through a pulley that ran on an overhead cable. He held on to the end of the rope, and we went back and forth, back and forth across the pool, hour after hour, day after day, week after week.”**

**Ans. No Pains, no Gains**

The dictum implies that one can't attain phenomenal success without making sincere efforts. There is no substitute to hard work. There is no short cut to success. All successful persons have emphasised the importance of hard work in life. Nobody achieved greatness overnight. The secret of their success was hard and systematic work. Destiny never obliges the shirkers. God helps those who help themselves. Rome was not built in a day. Man must comprehend the significance of doing hard labour. One must burn the midnight oil to succeed in this world of intense competition. Never forget that rest is rust and work is worship. A person who toils and work hard gets applause and recognition everywhere. Hard work is the only key to success. Those who work hard flourish and those who are passive rain in their earthly existence. They lose their identity. Industrious people reach at their long cherished destinations. They lead their fellow human beings with politeness and humility.

**Q2. People say that failures are the stepping stones. They are the best teachers. Discuss the aphorism taking ideas from the following lines:**

**“I feared water. I avoided it whenever I could. A few years later when I came to know the waters of Cascades, I wanted to get into them. And whenever I did ... the terror that had seized me in the pool would come back... I decided to get an instructor and learn to swim.”**

**Ans. Failures are the Pillars to Success**

It is rightly said that failure plays an important role in a man's life. Failure in one field becomes the cause of exploring success in other fields. It is a sure key to many a riddle. Failures make us familiar with our weaknesses and flaws. They become the stepping stones and inspire us to fight against odd circumstances. Man should learn from his mistakes and strive hard to reach at his destination. Most of the successful peoples failed at any step but could get their target because failures guided them and encouraged them to try harder. One should never give up one's target. Our duty is to do our 'karma'. The result is in the hands of the Almighty. It is certain that failure inspires us to work with more strength and vigour. One should never get depressed and dejected. All leaders, fighters, businessmen, bureaucrats firmly say that failures are the pillars to success.

**Q3. The story “Deep Water” has made you realize that with determination and perseverance one can accomplish the impossible. Write a paragraph in about 100 words on how a positive attitude and courage will aid you to achieve success in life.**

**[Delhi 2014]**

**Ans.** Will power plays a pivotal in the life of a human being. Determination and persistent hard work are the hallmarks of success. A person who has passionate desire to do something achieves his goals within the stipulated time. There are numerous ways which lead to the desirable goals. Will power of a human being gives him strength, energy, vigour and enthusiasm. It determines the fate of a human being. Absolute determination has the uncanny ability to face and overcome obstacles. No hindrance can defeat the will power. It is invincible and insurmountable. A man who lacks enthusiasm, will power and determination is like a ship which has no helm. It floats on the surface of water according to the wind. There is no problem in this world which has no solution. It has been proved by great personalities that all obstacles can be overcome by sheer determination. Man has the knack to achieve anything. Nothing is impossible in this world of science and technology. He must not be fatalist. He should not believe in destiny, but on karma. Man can accomplish every assignment if he desires. Strong desire is the prerequisite to success. There is no scope for disappointment in the life of a

person who has iron will and dogged determination. He puts in tremendous efforts to achieve greatness.

**Q4. The significance of training cannot be underestimated. Saint Cyprian said, “The helmsman is recognised in the tempest; the soldier is proven in warfare”. Substantiate the words quoted above in your own words. You may take ideas from the given lines: “I decided to get an instructor and learn to swim... he taught me to put my face under water and exhale, and to raise my nose and inhale... Bit by bit I shed part of the panic that seized me when my head went under water.”**

**Ans. Training: An Essential Component of Success**

Training sharpens the consummate skills of trainees. Acquiring the profound knowledge of the work we do is of utmost importance. Nobody can refuse to accept and acknowledge the wider and potential significance of training. Soldiers receive training to overcome the greatest obstacles they can face in the battlefield. Doctors are given training so that they may not become the cause of a patient's life. Teachers receive training to dispel the darkness of ignorance. Training keeps the trainees abreast of the latest developments in their specific fields. The trainers apprise them of all the fundamental and significant instructions. A fresher who joins any profession without receiving proper training may devastate everything. Experience matters a lot. It teaches us the way things are to be done. It is rightly said that ‘the best way really to train people is with an experienced mentor... and on the job’. The experienced advice of the trainer enlightens the trainees. They are made exceptionally skilled in the basic techniques. The overwhelming importance of training can be neglected at our own peril. This perception of beings would bring them perilously close to disaster.

**Q5. FD Roosevelt says in his Inaugural Address in 1933 that “The only thing we have to fear is fear itself.” Write an article on this topic. You may take ideas from the given lines:**

**“I used every way I knew to overcome this fear, but it held me firmly in its grip**

**Ans. Fear**

Fear stifles innovation, erodes creativity and limits the exponential growth. It is said that Those who love to be feared, fear to be loved. Some fear them, but they fear every one. Montaigne wrote that The thing I fear most is fear’. Fear is the principal source of superstition, and one of the primary sources of cruelty. To conquer fear is the beginning of wisdom. Seneca says that ‘If we let things terrify us, life will not be worth living. A person who is afraid of something cannot enjoy life in totality. Fear makes us weak, and cowardly. But it does not mean that one should become arrogant. A person of peevish nature cannot be called a brave fellow. Aijuna said that a warrior's fear always helps him in understanding and analysing the potential of the opponent. Cervantes wrote in Don Quixote that ‘Fear has many eyes and can see things underground’. Man should not have unnecessary fear. It discourages him to achieve the lofty aspirations. Fear impedes action and it is a well known fact that those who do not act lose the battle of life. One has to face the challenges of life. They can never be ignored and neglected. They help us in honing our skills and tapping our untapped potential. Hence, one must shed fear.

## **CBSE Answers NCERT Solutions Class 12 English Flamingo <http://freehomedelivery.net/The Rattrap> Download 2017 2018 New Edition PDF**

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### **THINK AS YOU READ**

**Q1. From where did the peddler get the idea of the world being a rattrap?**

**Ans:** The peddler had been thinking of his rattraps when suddenly he was struck by the idea that the whole world was nothing but a big rattrap. It existed only to set baits for people. It offered riches and joys, shelter and food, heat and clothing in the same manner as the rattrap offered cheese and pork. As soon as someone let himself be tempted to touch the bait, it closed in on him, and then everything came to an end.

**Q2. Why was he amused by this idea?**

**Ans:** His own life was sad and monotonous. He walked laboriously from place to place. The world had never been kind to him. So, during his gloomy ploddings, this idea became his favourite pastime. He was amused how people let themselves be caught in the dangerous snare and how others were still circling around the bait.

**Q3. Did the peddler expect the kind of hospitality that he received from the crofter?**

**Ans:** The crofter served him porridge for supper and tobacco for his pipe. He also played a game of cards with him till bed time. This hospitality was unexpected as people usually made sour faces when the peddler asked for shelter.

**Q4. Why was the crofter so talkative and friendly with the peddler?**

**Ans:** The crofter's circumstances and temperament made him so talkative and friendly with the peddler. Since he had no wife or child, he was happy to get someone to talk to in his loneliness. Secondly, he was quite generous with his confidences.

**Q5. Why did he show the thirty kronor to the peddler?**

**Ans:** The crofter had told the peddler that by supplying his cow's milk to the creamery, he had received thirty kronor in payment. The peddler seemed to doubt it. So, in order to assure his guest of the truth he showed the thirty kronor to the peddler.

**Q6. Did the peddler respect the confidence reposed in him by the crofter?**

**Ans:** No, the peddler did not respect the confidence reposed in him by the crofter. At the very first opportunity that he got, he smashed the window pane, took out the money and hung the leather pouch back in its place. Then he went away.

## THINK AS YOU READ

### Q1. What made the peddler think that he had indeed fallen into a rattrap?

**Ans:** The peddler realised that he must not walk on the public highway with the stolen money in his pocket. He went into the woods. He kept walking without coming to the end of the wood. Then he realised that he had fallen in the rattrap. He had let himself be fooled by a bait and had been caught in.

### Q2. Why did the ironmaster speak kindly to the peddler and invite him home?

**Ans:** The ironmaster walked closely up to the peddler. In the uncertain reflection from the furnace, he mistook the man as his old regimental comrade, Captain Von Stahle. He addressed the stranger as Nils Olof, spoke very kindly and invited him home.

### Q3. Why did the peddler decline the invitation?

**Ans:** The peddler knew that the ironmaster had mistaken him for his old regimental comrade. Secondly, he had stolen money—thirty kronor—on him. Going to the ironmaster's residence would be like entering the lion's den. So, he declined the invitation.

## THINK AS YOU READ

### Q1. What made the peddler accept Edla Willmansson's invitation?

**Ans:** Miss Edla Willmansson looked at the peddler quite compassionately. She noticed that the man was afraid. She assured him that he would be allowed to leave just as freely as he came. She requested him to stay with them over Christmas Eve. Her friendly manner made the peddler feel confidence in her and accept her invitation.

### Q2. What doubts did Edla have about the peddler?

**Ans:** As Edla lifted the peddler's hat, he jumped up abruptly and seemed to be quite frightened. Even her kind looks, disclosure of her name and purpose of visit failed to calm him. From his fear, she thought that either he had stolen something or he had escaped from jail.

### Q3. When did the ironmaster realise his mistake?

**Ans:** Next morning, the stranger was cleaned and well-dressed. The valet had bathed him, cut his hair and shaved him. He was led to the dining room for breakfast. The ironmaster saw him in broad daylight. It was impossible to mistake him for an old acquaintance now. Then the ironmaster realised his mistake and threatened to call the Sheriff.

### Q4. How did the peddler defend himself against not having revealed his true identity?

**Ans:** The peddler explained that he had not tried to pretend as his acquaintance. He was not at fault. All along he had maintained that he was a poor trader. He had pleaded and begged to be allowed to stay in the forge. No harm had been done by his stay. He was willing to put on his rags again and go away.

### Q5. Why did Edla still entertain the peddler even after she knew the truth about him?

**Ans:** Edla did not think it proper on their part to chase away a human being whom they had asked to come to their house and had promised him Christmas cheer. She understood the reality of the peddler's life and wanted him to enjoy a day of peace with them. Hence, she still entertained the peddler even after knowing the truth about him.

## THINK AS YOU READ

### Q1. Why was Edla happy to see the gift left by the peddler?

**Ans:** As soon as Edla opened the package of the gift, the contents came into view. She found a small rattrap with three wrinkled ten kronor notes and a letter addressed to her. The peddler wanted to be nice in return as she had been so nice to him all day long. He did not want her to be embarrassed at the Christmas season by a thief.

### Q2. Why did the peddler sign himself as Captain von Stahle?

**Ans:** The ironmaster has invited the peddler to his house mistaking him for Captain von Stahle. He was welcomed there and looked after as captain even after the reality became known. The peddler got a chance to redeem himself from dishonest ways by acting as an honourable Captain.

## UNDERSTANDING THE TEXT

### Q1. How does the peddler interpret the acts of kindness and hospitality shown by the

### **crofter, the iron master and his daughter?**

**Ans:** The peddler interprets the acts of kindness and hospitality shown by the crofter, the iron master and his daughter differently. He cheats the crofter as he provides him company in his loneliness and helps him pass time. He wants to get a couple of kronors from the iron master and is surprised at the contrasting style of behaviour of father and daughter. He is touched by the kindness, care and intervention of Edla on his behalf.

### **Q2. What are the instances in the story that show that the character of the ironmaster is different from that of his daughter in many ways?**

**Ans:** The ironmaster is impulsive\* whereas his daughter is cool, logical, kind and thoughtful. In uncertain light he (iron master) mistakes the stranger as his old regiment comrade. He invites him home and takes care of his feeding, clothing etc. When he sees him in broad day light he calls them a dishonest, demands an explanation and is ready to call in the sheriff. His daughter is more observant. She notices the fear of the stranger and thinks that either he is a thief or a runaway prisoner. In spite of that she is gentle, kind and friendly to him. She treats him nicely even after knowing the mistake in identity.

### **Q3. The story has many instances of unexpected reactions from the characters to others' behaviour. Pick out instances of these surprises.**

**Ans:** The peddler is surprised at the warm welcome, generous supper, cheerful company and intimate confidences by the crofter. The ironmaster addresses the peddler as Captain von Stahle. He is surprised when the ironmaster calls him "Nils Olof. The ironmaster assumes his declining the invitation a result of embarrassment caused by his miserable clothing. The peddler's comparison of the world to a rattrap makes the ironmaster laugh and he drops the idea of calling in the sheriff. The peddler looks at Edla in boundless amazement when she tells him that the suit is a Christmas present. She also invites him to spend next Christmas with them. She does all this even after knowing the mistake about his identity. The crofter is robbed by his guest, the rattrap peddler, in return of his hospitality.

### **Q4. What made the peddler finally change his ways?**

**Ans:** Edla Willmansson treated the tramp in a friendly manner. She was nice and kind to her. She interceded on his behalf when her father was about to turn him out. She still entertained the peddler even after knowing the truth about him. She offered him the suit as Christmas present and invited him to spend the next Christmas with them. Her love and understanding aroused the essential goodness in the peddler and finally he changed his ways.

### **Q5. How does the metaphor of the rattrap serve to highlight the human predicament?**

**Ans:** The world entices a person through the various good things of life such as riches and joy, shelter and food, heat and clothing. These were just like the baits in the rattrap. Once someone is tempted by the bait, the world closed on him. The peddler was tempted by thirty kronor of the crofter. It makes him hide himself. He walks through the wood. He is afraid to go to the Manor house. He gets peace only after returning the bait (money).

### **Q6. The peddler comes out as a person with a subtle sense of humour. How does this serve in lightening the seriousness of the theme of the story and also endear him to us?**

**Ans:** The peddler has a subtle sense of humour, which is revealed during his interactions with the ironmaster and his daughter after the truth about him becomes known. He is neither afraid of being turned out in cold in rags nor of being sent to prison. He makes the ironmaster laugh with his metaphor of the rattrap. His letter with the Christmas present to Edla is a fine example of his capacity to make others laugh at him. Thus, he lightens the seriousness of the theme of the story and also endears himself to us.

### **TALKING ABOUT THE TEXT**

**Discuss the following in groups of four. Each group can deal with one topic and present the views of your group to the whole class.**

**Q1. The reader's sympathy is with the peddler right from the beginning of the story.**

### **Why is this so? Is the sympathy justified?**

**Ans:** The peddler wins our sympathy for his way of life and how the world treats him. It is an admitted fact that the underdog always runs away with sympathy, so does the peddler with the rattraps. He begs the material like wire for his rattraps. His business not being specially profitable, he resorts to begging and petty thievery to keep body and soul together.

His life is sad and monotonous. He plods along the road lost in his own meditation. The world has never been very kind to him and he feels happy in calling it a rattrap. Whenever, he asks shelter for the night, he meets sour faces. He is an unwelcome, unwanted and undesirable figure. The blacksmiths at forge glance at him only casually and indifferently. The master blacksmith nods a haughty consent without honouring him with a single word.

The old and lonely crofter finds him an enjoyable company. The ironmaster mistakes him for an old regimental comrade. Only Edla Willmanson behaves with him in a kind, friendly manner. Her nice treatment arouses the tramp's goodness. He redeems himself by returning the stolen money and wins our admiration. Thus, we see that the sympathy is not only well earned but well justified too.

### **Q2. The story also focuses on human loneliness and the need to bond with others.**

**Ans:** There are at least three characters in the story who suffer from loneliness and express the need to bond with others. They represent three strata of the human society as well. The peddler with the rattraps, the old crofter and the ironmaster all suffer from loneliness. The peddler is called a tramp, a vagabond and stranger at various points of the story. He moves wearily from one place to the other. He is lost in his own thoughts. He seeks shelter for night and people look at him with sour faces. Even the blacksmiths look haughtily at him and nod consent. The old crofter suffers from loneliness as he has neither wife nor child with him. Hence, he feels happy when he gets the peddler to talk to in his loneliness.

The ironmaster is also lonely in his manor house. His wife Elizabeth has died and his sons are abroad. There is no one at home except his oldest daughter and himself. His requests to Captain von Stehle to accompany him show his need for human bonding. He admits frankly that they didn't have any company for Christmas. The stranger turns down the request not because he is against bonding with others but because he fears being caught with stolen money.

### **Q3. Have you known/heard of an episode where a good deed or an act of kindness has changed a person's view of the world?**

**Ans:** Yes, I know how the kindness of a Bishop transformed a hard-hearted beastly convict into a man again with faith in God and human values. The story is presented in the form of a famous play 'The Bishop's Candlesticks'

The Bishop provides food and shelter at midnight to a runaway convict who threatens him with a knife. Long years of imprisonment and harsh treatment in the prison has transformed the man into a beast and he is devoid of all human feelings now. The convict runs away with the Bishop's silver candlesticks, but is caught by the police.

In order to save the convict from further punishment and torture, the Bishop tells the police officer that the fellow is his friend and he had himself given him the candlesticks. This kind act of the Bishop melts the hard heart of the convict. He sobs and weeps. He promises to be a man again.

### **Q4. The story is both entertaining and philosophical. Discuss.**

**Ans:** The story entertains us by providing glimpses into human nature and how people react to various situations. The actions of the peddler after stealing thirty kronor are quite amusing. The reactions of the blacksmiths to the tramp's request for shelter show how casual and indifferent human beings can be.

The U-turn in the ironmaster's attitude towards the stranger reveals how selfish and ignorant human beings can be. Mistaking the vagabond for his old regimental comrade, whom he thinks he has run across unexpectedly, he asks the stranger to accompany him home and spend Christmas with them. When the stranger refuses to go with him, the ironmaster sends his daughter. With her better persuasive power she makes him follow her.

The ironmaster is annoyed on seeing the stranger in broad daylight. But instead of realising his own mistake, he puts the blame on the man. He talks of handing him over to the sheriff. The metaphor of the world being a rattrap saves the situation for the tramp, but the ironmaster wants to turn him out. His daughter's comments are quite entertaining and philosophical. She wants the tramp to enjoy a day of peace. Secondly, she does not want to chase away a person whom they had invited home and had promised Christmas cheer.

### WORKING WITH WORDS

**Q1. The man selling ratttraps is referred to by many terms such as “peddler, stranger” etc. Pick out all such references to him. What does each of these labels indicate of the context or the attitude of the people around him.**

**Ans:** Initially, the man who went around selling small ratttraps of wire is called a Vagabond' for he plodded along the road, left to his own meditations. He is referred to as “stranger” by the narrator while describing his meeting with the old crofter. When he leaves the next day he is described as “the man with ratttraps.’ When he returns half an hour later to steal money he is called ‘the ratttrap peddler.’

For the blacksmiths at the forge he is an intruder. The narrator now refers to him as a ‘tramp’. For the rich ironmaster he is a “ragamuffin’. Since he had never seen the ironmaster or known his name, the man with ratttraps is called a ‘stranger’. He is described as ‘stranger\* while he stretches him self out on the floor when the ironmaster leaves. The label sticks to him during his stay at the manor house as a guest. These descriptions also suggest the degree of social difference ^between the persons and the peddler of ratttraps and their attitude towards him.

**Q2. You came across the words, plod, trudge, stagger in the story. These words indicate movement accompanied by weariness. Find five other such words with a similar meaning.**

**Ans:** Five other words with a similar meaning are: clomp, lumber, lurch, reel, stumble.

### NOTICING FORM

1. He made them himself at odd moments.

2. He raised himself.

3. He had let himself be fooled by a bait and had been caught.

4. a day may come when you yourself may want to get a big piece of pork.

Notice the way in which these reflexive pronouns have been used (pronoun + self)

•In 1 and 4 the reflexive pronouns “himself” and ‘yourself” are used to convey emphasis.

•In 2 and 3 the reflexive pronoun is used in place of personal pronoun to signal that it refers to the same subject in the sentence.

•Pick out other examples of the use of reflexive pronouns from the story and notice how they are used.

**Ans.** 1. He had not come there to talk but only to warm himself and sleep.

2. To go up to the manor house would be like throwing himself voluntarily into the lion's den.

3.....there is no one at home except my oldest daughter and myself.

4. But he laughed to himself as he went away ...

5.....apparently hoping that she would have better powers of persuasion than he himself.

6. The stranger had stretched himself out on the floor ...

7. It would never have occurred to me that you would bother with me yourself, miss.

8..... if he had not been raised to captain, because in that way he got power to clear himself.

In sentences 3, 5 and 7 the reflexive pronouns ‘myself, “himself and ‘yourself are used to convey emphasis.

In sentences 1, 2, 4, 6 and 8, the reflexive pronoun is used in place of personal pronoun to signal that it refers to the same subject in the sentence.

### THINKING ABOUT LANGUAGE

**Q1. Notice the words in bold in the following sentence:**

**“The fire boy shovelled charcoal in the maw of the furnace with a great deal of clatter.” This is a phrase that is used in the specific context of an iron plant.**

**Pick out other such phrases and words from the story that are peculiar to the terminology of ironworks.**

**Ans:** Words and phrases that are peculiar to the terminology of ironworks are given below: hammer strokes, smelter, forge, rolling mill, coal dust, furnace, pig iron, anvil, iron bar, big bellow, coal, charcoal, shovel and sooty panes.

**Q2. “Mjolis” is a card game of Sweden.**

**Name a few indoor games played in your region. “Chopar” could be an example.**

**Ans:** ‘Rang-kaaf and ‘Turap Bol’ are popular indoor card games in our region.

‘Chukkhal’ is a poor man’s substitute for Chopar.

‘Goti-paar’ is popular among young girls in rural areas.

**Q3. A “Crofter” is a person who rents or owns a small farm especially in Scotland.**

**Think of other uncommon terms for “a small farmer” including those in your language.**

**Ans:** The uncommon terms for “a small farmer” are:

tiller, plowman/ploughman, husbandman, rancher, tenant farmer and small holder.

In our language there are words like haali’, ‘bataai-jotta’, ‘jotta’ etc.

**MORE QUESTIONS SOLVED**

**SHORT ANSWER TYPE QUESTIONS**

**Q1. How did the peddler of rattrops manage to survive?**

**Ans:** He made rattrops of wire and went around selling them. He got material for making them by begging in the big stores or at big farms. Since his business was not quite profitable, he would beg or steal in order to survive.

**Q2. How did the peddler look? Was he different from people of his type?**

**Ans:** He was a man with a long beard, dirty, ragged, and with a bunch of rattrops dangling on his chest. His clothes were in rags, his cheeks were sunken, and hunger gleamed in his eyes. No, he looked like the way people of his type usually did.

**Q3. What idea did he get about the world? What were its implications?**

**Ans:** He got the idea that the whole world was only a big trap. It sets baits for people exactly as the rattrop offered cheese and pork. It offered riches and joys, shelter and food, heat and clothing as baits. It closed on the person who let himself be tempted to touch the bait. Then everything came to an end.

**Q4. Why did the peddler think of the world as a rattrop? What became his cherished pastime?**

**Ans:** The world had never been kind to the peddler. So, he got unusual joy to think ill of the world. His pastime was to think of people he knew who had let themselves be caught in the dangerous snare of the world, and of others who were still circling around the bait.

**Q5. What hospitality did the peddler with rattrops receive from the old crofter?**

**Ans:** The old crofter served the peddler hot porridge for supper and gave him tobacco for his pipe. He entertained his guest by playing cards with him. He also informed him about his prosperous past life and how his cow supported him in his old age now.

**Q6. ‘The old man was just as generous with his confidences as with his porridge and tobacco’. What personal information did he impart to his guest ?**

**Ans:** The old man told his guest that in his days of prosperity he had been a crofter at Ramsjo Ironworks. Then he worked on the land. Now he was unable to do physical labour. His cow supported him now. He supplied her milk to the creamery every day. Last month he had received thirty kronor in payment.

**Q7. Where had the old man put his money? Why did he hold it up before the eyes of his guest and what did he do later on?**

**Ans:** The man had put his money in a leather pouch which hung on a nail in the window frame. He

picked out three wrinkled ten-kronor bills for his guest to see as he has seemed sceptical. Then he stuffed them back into the pouch.

**Q8. 'The next day both men got up in good season.' Why? Who are the men and what did they do after getting up?**

**Ans:** The two men are the old crofter and his guest-the peddler with, the rattraps. The crofter was in a hurry to milk his cow. His guest did not want to stay in bed when the host had risen. They left the cottage at the same time. The crofter locked the door and put the key in his pocket. The peddler bade him goodbye and thanked him. Then each went his own way.

**Q9. Why did rattrap peddler return and how did he rob the old crofter?**

**Ans:** The rattrap peddler was tempted by the thirty kronors he had seen in the leather pouch of the old crofter. He returned half an hour later, smashed a window pane, stuck in his hand and got hold of the pouch. He took out the money and thrust it into his own pocket. Thus, he robbed the old crofter.

**Q10. How did the peddler feel after robbing the crofter? Why did he discontinue walking on the public highway?**

**Ans:** At first he felt quite pleased with his smartness. Then he realised the danger of being caught by the police with the stolen money with him. He decided to discontinue walking on the public highway and turn off the road, into the woods.

**Q11. Why did Edla plead with her father not to send the vagabond away? [All India 2014]**

**Ans:** Edla was kind and sympathetic. She was much pained by the plight of the peddler. Edla requested her father to spend a day with them in peace as a respite from the struggle.

**Q12. How did the peddler feel while walking through the wood? What did he realise?**

**Ans:** During the first hours the woods caused him no difficulty. Later in the day, it became worse as it was a big and confusing forest. The paths twisted back and forth. He kept on walking but did not come to the end of the wood. He realised that he had been walking around in the same part of the forest.

**Q13. What do you learn about the Ramsjo Ironworks from 'The Rattrap'?**

**Ans:** The Ramsjo Ironworks used to be a large plant, with smelter, rolling mill and forge. In the summer time long lines of heavily loaded barges and scows slid down the canal. In the winter time, the roads near the mill were black from charcoal dust.

**Q14. Why did the blacksmith fail to notice the entry of the peddler in the forge?**

**Ans:** The forge was full of many sounds. The big bellows groaned and the burning coal cracked. The fire boy shovelled charcoal into the maw of the furnace with a great deal of clatter. A water fall roared outside. Sharp north wind made the rain strike the brick-tiled roof. Due to all this noise the blacksmith failed to notice the peddler's entry.

**Q15. 'The blacksmiths glanced only casually and indifferently at the intruder', What prompted them to do so?**

**Ans:** Usually poor vagabonds, without any better shelter for the night, felt attracted to the forge by the glow of light which escaped through the sooty panes. They came in to warm themselves in front of the fire. The intruder looked like other people of his type usually did.

**Q16. What did the tramp ask? Was his request granted? What did he do then?**

**Ans:** The tramp asked permission to stay. The blacksmiths hardly deigned to look at him. The master blacksmith nodded a haughty consent without uttering a word. The tramp too did not say anything. He had come there only to warm himself and sleep. So, he eased his way close to the furnace. '

**Q17. Who was the owner of the Ramsjo Iron Mill? Why did he come to the forge that night?**

**Ans:** The owner of that mill was a very prominent ironmaster. His greatest ambition was to ship out good iron to the market. He insisted on quality and kept a watch on the work both night and day. He came to the forge on one of his nightly rounds of inspection.

**Q18. What did the ironmaster notice in the forge? How did he react then?**

**Ans:** The ironmaster noticed a person in dirty rags lying quite close to the furnace. Steam rose from his wet rags. The ironmaster went near him and looked at him very carefully. Then he removed his slouch hat to get a better view of his face. He thought that he was an old acquaintance of his and said: "But of course it is you, Nils Olof!"

**Q19. Why did the man with the rat traps not want to undeceive the ironmaster all at once?**

**Ans:** The peddler thought that if the fine gentleman thought he was an old acquaintance, he might perhaps throw him a couple of kronor. So he did not want to undeceive him all at once.

**Q20. What observation did the ironmaster make about the stranger? What did he ask him to do?**

**Ans:** The ironmaster saw the stranger in the uncertain light of the furnace and mistook him for his old regimental comrade. He said that it was a mistake on his part to have resigned from the regiment. If he had been in service at that time, it would never have happened. He asked the stranger to go home with him.

**Q21. What did the peddler think about going up to the manor house? How did he react to the ironmaster's invitation?**

**Ans:** The peddler looked quite alarmed. He still had the stolen thirty kronor on him. Going up to the manor house would be like throwing himself voluntarily into the lion's den. He did not feel pleased to go there and be received by the owner like an old regimental comrade. So he declined the invitation.

**Q22. What did the ironmaster assume to be the reason behind his old comrade's refusal? How did he try to reassure him?**

**Ans:** The ironmaster assumed that his old regimental comrade felt embarrassed because of his miserable clothing. He said that his house was not so fine that he couldn't show himself there. He lived there only with his daughter as his wife Elizabeth was dead and his sons were abroad.

**Q23. What reason did the ironmaster advance in support of his invitation to the stranger?**

**Ans:** He said that they didn't have any company for Christmas. He thought it was quite bad. He requested the stranger to come along with him and help them make the Christmas food disappear a little faster.

**Q24. 'The ironmaster saw that he must give in.' What made him give in? What did he say? What did the blacksmith think about the ironmaster?**

**Ans:** The stranger declined the ironmaster's invitation thrice. The ironmaster then told Stjemstrom, the blacksmith that Captain von Stahle preferred to stay with him that night. He laughed to himself as he went away. The blacksmith, who knew the ironmaster, understood very well that he had not said his last word.

**Q25. Who was the new guest at the forge? Why had that person come there and how did he or she look? Who accompanied her and why?**

**Ans:** The new guest was the ironmaster's daughter. She drove in there in a carriage along with a valet who carried on his arm a big fur coat. She had been sent there by her father hoping that she had better powers of persuasion than he himself. She was not at all pretty, but seemed modest and quite shy.

**Q26. Describe the scene at the forge when Edla Willmansson came there.**

**Ans:** The master blacksmith and his apprentice sat on a bench. Iron and charcoal glowed in the furnace. The stranger had stretched himself out on the floor. He lay with a piece of pig iron under his head and his hat pulled down over his eyes.

**Q27. What did the young girl notice about the stranger? What did she conclude? How did she make him feel confidence in her?**

**Ans:** The stranger jumped up abruptly and seemed to be quite frightened. She looked at him sympathetically, but the man still looked afraid. She concluded that either he had stolen something or

else he had escaped from jail. She spoke to him in a very friendly manner to make him feel confidence in her.

**Q28. What did the peddler of rat traps think while he was riding up to the manor house?**

**Ans:** While he was riding up to the manor house he had evil forebodings. He questioned himself why he had taken that fellow's money. He thought that he was sitting in the trap and would never get out of it.

**Q29. Why did the peddler derive pleasure from his idea of the world as a rattrap? [Delhi 2014]**

**Ans:** The peddler was very happy with the idea of the world as a rattrap because he was never given kindly treatment by the world. He had quite different feeling for it and loved to think ill of it by comparing it to a rattrap.

**Q30. How did the ironmaster try to convince his daughter about the stranger's?**

**Ans:** He asked his daughter to have some patience. She would see something different as soon as the stranger got clean and dressed up. Last night he was naturally embarrassed. He asserted that tramp manners would fall away from him with tramp clothes.

**Q31. What impression did the well-groomed guest make? How did the ironmaster react and why?**

**Ans:** He looked truly clean and well dressed. The ironmaster did not seem pleased. He looked at him with contracted brow. It was because he had made a mistake in identifying the person in uncertain light at night. He demanded an explanation from the man.

**Q32. What did the ironmaster threaten to do after knowing the mistake? How did the stranger save himself?**

**Ans:** The ironmaster threatened to call in the sheriff. The stranger told him that the Sheriff might lock him up for dissembling. He reminded the ironmaster that a day might come when he might get tempted, and then he would be caught in the big rattrap of the world. The metaphor amused the ironmaster. He dropped the idea of sending for the sheriff, but asked the stranger to leave at once.

**Q33. 'The daughter stood there quite embarrassed and hardly knew what to answer.' What embarrassed her? Why did she intercede for the vagabond?**

**Ans:** The daughter had drawn plans to make things homelike and typical of Christmas, for the poor hungry wretch. She could not get away from this idea at once. She felt embarrassed when her father asked the man to get out. She interceded for the vagabond to persuade her father to let him stay for Christmas.

**Q34. What arguments did the young girl give in favour of the stranger's stay there?**

**Ans:** She said that the whole year long, the stranger walked around. He was probably not welcome or made to feel at home even at a single place. He was chased away wherever he turned. He was always afraid of being arrested and cross-examined. She wanted him to enjoy a day of peace with them - just one in the whole year.

**Q35. "He only stared at the young girl in boundless amazement." What made the man with the rattaps react in this manner?**

**Ans:** The young girl told him after the Christmas dinner that the suit he wore was to be a Christmas present from her father. He did not have to return it. If he wanted to spend next Christmas Eve peacefully, without any evil befalling him, he would be welcomed back again. This amazed him.

**Q36. "The young girl sat and hung her head even more dejectedly than usual." What two reasons forced her to behave in this manner?**

**Ans:** First, she had learned at church that one of the old crofters of the ironworks had been robbed by a man who went around selling rattaps. Second, her father taunted her and held her responsible for letting that "fine fellow" into the house.

**Q37. Sum up the contents of the letter addressed to Miss Willmansson.**

**Ans:** The stranger did not want her to be embarrassed at the Christmas season with a thief. As she

had been nice to him as if he were a captain, he would be nice to her as if he were a real captain. She asked her to return the money to the old crofter. The rattrap was a present from a rat who would have been caught in the world's rattrap if he had not been raised to captain. It was as captain that he got power to clear himself.

### **LONG ANSWER TYPE QUESTIONS**

**Q1. What is the theme of the story 'The Rattrap'? How has this theme been developed?**

**Ans:** The theme of the story is that most human beings are prone to fall into the trap of material benefit. However, every human being has an essential goodness that can be awakened through understanding and love. A human being has the tendency to redeem himself from dishonest ways. The theme is developed with the help of the metaphor of the rattrap. The peddler of rattraps calls the world a big rattrap. The material benefits like riches and joys, shelter and food, heat and clothing are temptations that allure a person to fall into the rattrap of the world exactly as the bait of cheese and pork attract a rat to fall into the rattrap. Once someone takes the bait, the world closes in on him and then everything is lost.

The peddler is tempted by the thirty kronors of the old crofter. He steals the money. Now he is afraid of being caught and moves through the woods. It is the kind, sympathetic, loving and generous treatment given by Edla Willmansson that helps him get himself free from the rattrap of the world.

**Q2. Give an account of the peddler's meeting with the old crofter. How does the peddler conduct himself? What light does this episode throw on human nature?**

**Ans:** One dark evening the peddler reached a little gray cottage by the roadside. He knocked on the door to ask shelter for the night. The owner, an old man without wife or child, welcomed him. He was happy to get someone to talk to in his loneliness. He served him hot porridge for supper and gave him tobacco for his pipe. Then he played cards with him till bedtime.

The host told the peddler that in his days of prosperity, he worked on land at Ramsjö Ironworks. Now his cow supported him. He sold her milk at the creamery every day. He showed the peddler the thirty kronor notes he got as payment that month. Then he hung the leather pouch on a nail in the window frame. Next morning the crofter went to milk the cow, and the peddler went away. However, he returned after half an hour, broke the window pane, took the money out of the leather pouch and hung it back on the nail. This episode shows that in loneliness, human beings crave for company, for social bonding. Secondly, temptations can overpower the greatest philosopher. The peddler who calls the world a rattrap is himself tempted by thirty kronor.

**Q3. How did the peddler feel after robbing the crofter? What course did he adopt and how did he react to the new situation? What does his reaction highlight?**

**Ans:** Having robbed his generous host, the peddler felt quite pleased with his smartness. He did not feel any qualms of conscience that he had abused the confidence reposed in him by the crofter. The selfish wretch thought only of his own safety. He realised the danger of being caught by the police with the stolen thirty kronor on his person. Hence, he decided to discontinue walking on the public highway and turn off the road, into the woods.

During the first few hours the woods caused him no difficulty. Later on, it became worse as it was a big and confusing forest. The paths twisted back and forth. He kept on walking but did not come to the end of the wood. He realised that he had only been walking around in the same part of the forest. The forest closed in upon him like an impenetrable prison from which he could never escape.

The reaction of the peddler highlights the predicament of human nature. Temptations lead to evil. The fruits of evil seem pleasant at first, but they deprive man of his goodness and push him into the maze of the world which holds a vice-like grip on him.

**Q4. (i) 'The blacksmiths glanced only casually and indifferently at the intruder.'**

**(ii) 'The ironmaster did not follow the example of the blacksmiths who had hardly deigned to look at the stranger \* What do these attitudes reveal? How does the forge-episode help to develop the story? What is its implication?**

**Ans:** The blacksmiths display the typical attitude of manual workers and labourers for whom work is

the first priority and parasites on human society are drags on the fruit of their labour. The master blacksmith nods a haughty consent without honouring the intruder with a single word. Evidently, he regards the tramp as insignificant.

The ironmaster, who is on his nightly round of inspection, behaves differently. He walks closely up to him and looks him over carefully. Then he removes his slouch hat to get a better view of his face. In the uncertain light of the furnace he mistakes the stranger for his old regimental comrade and requests him to go home with him. When the stranger declines the invitation, the ironmaster sends his daughter to persuade him to spend Christmas Eve with them. Thus the forge episode helps to develop the story.

The episode highlights the difference in the reactions of various persons to the same set of circumstances. This reveals the shades of human nature. It shows that even the person with best discernment may commit an error of judgement.

**Q5. Bring out the contrast in the ironmaster's attitude and behaviour towards the stranger before and after he realises his mistake.**

**Ans:** The ironmaster is moved to see his old regimental comrade in a pitiable state. He considers it a mistake on his part to have resigned from the regiment. He insists that his old comrade will go home with him. As the stranger declines the invitation, he thinks that the man feels embarrassed because of his miserable clothing. He explains that he does not have such a fine home that he cannot show himself there. He requests the stranger to provide company to him and his daughter for Christmas. When the stranger refuses thrice, he sends his daughter, with a big fur coat to persuade him. Just before breakfast on Christmas Eve, he thinks of feeding him well and providing him same honourable piece of work.

His behaviour undergoes a U-turn when he looks at the well-groomed stranger and realises his mistake. He expresses his displeasure with a wrinkled brow and demands an explanation from the man. Though the peddler defends himself well saying he never pretended to be someone else, the ironmaster calls him dishonest and threatens to hand him over to the sheriff. When the metaphor of world being a rattrap softens him a bit, he asks the peddler to quit at once.

**Q6. What impression do you form of Edla on reading the story 'The Rattrap' ?**

**Ans:** Miss Edla Willmansson is the eldest daughter of the owner of the Ramsjö Ironworks. She is not pretty, but modest and quite shy. She is quite obedient and visits the forge at the behest of her father. She has a wonderful power of observation and takes quick judgement. From the stranger's frightened looks, she concludes that he is either a thief or a runaway convict. She uses her skills of persuasion to make the stranger agree to accompany her home. Her compassionate looks, friendly manner and polite way of address help her. She tells her father that nothing about the man shows that once he was an educated man.

She believes in the spirit of Christmas and intercedes on behalf of the stranger to persuade her father to let him stay and be happy. She first makes a passionate plea and then argues that they should not chase away a person they had invited themselves and promised him Christmas cheer.

Her dejection on learning that the peddler with rattraps was a thief reflects her sensitiveness. The gift of the captain makes her happy. It is her noble action that helps a thief redeem himself. In short, she is an intelligent, affectionate and kind young girl.

**Q7. Comment on the ending of the story 'The Rattrap'.**

**Ans:** The story 'The Rattrap' has a very beautiful ending. It helps us to realise that all is not lost for human beings who are prone to fall into the trap of material benefits. It is the protagonist of the story—the peddler with the rattraps—who coins the metaphor of the rattrap, falls himself in it on being tempted and ultimately redeems himself by renouncing the temptation. His admission that he had been the thief, and the treatment he got as a captain, show how love and understanding can transform even a depraved soul. The story thus comes a full circle with the ending. All questions are answered and no loose tags remain hanging.

The ending also pays tribute to the goodness of humanity here exhibited through Miss Edla

Willmansson. The happy ending also arouses our optimism and belief in the essential goodness of man and other human virtues. Thus it serves to inspire the readers to do noble acts.

**Q8. Do you think the title of the story 'The Rattrap' is appropriate? Give reasons to support your answer.**

**Ans:** The story has an appropriate and suggestive title. It at once draws our attention to the central theme—the whole world is a big rattrap. This metaphor helps us to understand the human predicament. All the good things of the world are nothing but baits to tempt a person to fall into the rattrap. Through the character of the peddler, the writer drives home the idea that most human beings are prone to fall into the trap of material benefits.

The story begins with rattraps and ends with a rattrap as a present for someone who has helped a rat to get free from the rattrap. Even the middle of the story revolves round the rattrap. The actions of the peddler after he steals thirty kronor of the old crofter reveal the inner conflicts, tensions and lack of peace of a person who touches the bait of temptation. Renunciation of the temptation helps in redemption. Thus, we conclude that the title is apt and significant.

### **VALUE-BASED QUESTIONS**

**Q1. Honesty is considered the best policy for earning one's bread and butter. Stealing is a sin and a punishable act. Vagabonds tend to forget this essential goodness. Elucidate the dictum in the light of the following lines: "He made them himself at odd moments, from the material he got by begging in the stores or at the big farms. But even so, the business was not especially profitable, so he had to resort to both begging and petty thievery to keep body and soul together."**

**Ans:** **Honest Means of Livelihood**

Every human being has to earn his bread and butter. Means vary from person to person, but one has to face many obstacles and odd situations in life. These means can be fair or foul, honest or dishonest. Unfortunately, the modern man hankers after money and has become commercial-minded. People are not afraid of the Almighty. They wish to accumulate riches by hook or by crook. They have no respect for humanity and moral values. The social norms and time-tested principles seem somewhere in a corner. The mortals of this computer age focus only on pecuniary gains. They are desirous of becoming rich overnight. And it is sure that no one can make easy money without resorting to corruption. One should always remember that those who are honest get respect in society and feel themselves satisfied. They don't have to feel guilty. But those who are corrupt hide themselves behind the veils when caught. A person should always be honest and sincere. The factory workers, farmers, teachers and poor artisans live an honest life and are appreciated everywhere. Freud rightly proclaimed in his letter to Wilhelm Fliess that 'Being entirely honest with oneself is a good exercise'. A few honest men are better than numerous bad ones.

**Q2. It is rightly said that the crown and glory of life is character. Alphonse Karr, a French journalist, said, "Every man has three characters: that which he shows, that which he has, and that which he thinks he has". Substantiate the saying taking ideas from the following expressions: "...It was quite honest, either. You must admit that, and I should not be surprised if the sheriff would like to have something to say in the matter."**

**Ans:**

**"The crown and glory of life is character**

**When wealth is lost, nothing is lost;**

**When health is lost, something is lost;**

**When character is lost, everything is lost".**

Charming said that the great hope of society is individual character. Character plays a pivotal role in the life of a human being. It is as significant for a man as a crown for a king. It is the glory of a man's life. Character reflects the traits and personality of a person. A man of character retains moral strength and faces the music of life bravely. A man is judged by his character. A person who has good

character is respected and honoured in society. It is often said that our lot depends on our character. One rises in life in proportion to the strength of one's character. Character gives self-satisfaction to a person. He can lead a happy and contented life. He accumulates wealth in heaven instead of building treasures on the earth. It is only character that distinguishes man from beasts. Goethe remarked that "Talent is nurtured in solitude; character is formed in the stormy billows of the world."

**"Not in the clamor of the crowded street,  
Not in the shouts and plaudits of the throng,  
But in ourselves, are triumph and defeat. —Longfellow**

**Q3. Man is a gregarious animal. Aristotle wrote in Politics, "He who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god". Loneliness gnaws a man from within. Write an article on the topic mentioned above in your own words. You can take ideas from the following lines: "...he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old man, without wife or child, was happy to get someone to talk to in his loneliness."**

**Ans: Loneliness: A Terrible Moment**

Enduring loneliness requires perseverance and strength of mind. The state of alienation may depress a person. He may become insane. Everybody cannot bear the pangs of leading a lonely life. Seclusion irritates a mortal as it is known to us that man is a gregarious animal. He needs company to share his views and thoughts. It is also said that solitude is the playfield of Satan. Man gets diverted and takes recourse to illegal ways. The Bible says that 'woe to him that is alone when he falleth; for he hath not another to help him up'. An alienated person leads a miserable and pitiable life. Survival at a deserted place becomes next to impossible for a human being. Solitude gives vent to the feelings of enmity against mankind. A depressed person may go to any extent to avenge his seclusion. Solitude and melancholy are synonymous of each other. Mother Teresa has described loneliness in a fitting manner. She said, "Loneliness and the feeling of being unwanted is the most terrible poverty". Each individual needs love, affection and company. The victims of solitude and loneliness never feel themselves gratified. They never feel themselves the part of the main stream. It breeds negativity and animosity. They become hostile towards the fellow human beings. The repercussions of loneliness are catastrophic and disastrous.

**Q4. Voltaire has rightly remarked that 'Love truth, but pardon error'. It is by forgiving that one is forgiven. Sympathy is a divine virtue. It is indispensable for a philanthropist. Elucidate the dictum taking ideas from the following expressions. "Since you have been so nice to me all day long, as if I was a captain, I want to be nice to you, in return, as if I was a real captain—for I do not want you to be embarrassed at this Christmas season by a thief- but you can give back the money to the old man on the roadside..."**

**Ans:** The Bible proclaims that 'Blessed are the merciful; for they shall obtain mercy'. Love begets love and hatred begets hatred. People in this world have a reciprocal relationship. They reciprocate the thing they receive. It is a universally accepted aphorism that 'To err is human, to forgive, divine'. Sympathy has a great power. A sympathetic person receives the blessings of the destitute whom he helps or forgives. People can't imagine the incredible power of sympathy. A person's kind acts and words may save many precious lives. One must not forget that those who sympathise with others get inner satisfaction. It awakens the affection of a human heart. It leaves an indelible impression even on the most rugged nature. Its results are better than a king's power. It helps a man in his endeavour to elevate his fellow human beings from a state of poverty and distress. Dr. Samuel Johnson averred that the wretched have no compassion. When a man suffers himself, it is called misery; when he suffers in the suffering of another, it is called pity. Forgiveness is, undoubtedly, a divine quality. The philanthropists should inculcate the habit of forgiving others in their character.

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**Q1. Strike out what is not true in the following:**

(a) ~~Rajkumar Shukla~~ was:

(i) ~~a sharecropper~~ (ii) ~~a politician~~

(iii) ~~delegate~~ (iv) ~~a landlord.~~

(b) ~~Rajkumar Shukla~~ was:

(i) ~~poor~~ (ii) ~~physically strong~~

(iii) ~~illiterate.~~

Ans: (a) (ii) a politician

(b) (ii) physically strong

**Q2. Why is Rajkumar Shukla described as being 'resolute'?**

Ans: He had come all the way from Champaran district in the foothills of Himalayas to Lucknow to speak to Gandhi. Shukla accompanied Gandhi everywhere. Shukla followed him to the ashram near Ahmedabad. For weeks he never left Gandhi's side till Gandhi asked him to meet at Calcutta.

**Q3. Why do you think the servants thought Gandhi to be another peasant?**

Ans: Shukla led Gandhi to Rajendra Prasad's house. The servants knew Shukla as a poor yeoman. Gandhi was also clad in a simple dhoti. He was the companion of a peasant. Hence, the servants thought Gandhi to be another peasant.

**THINK AS YOU READ**

**Q1. List the places that Gandhi visited between his first meeting with Shukla and his arrival at Champaran.**

Ans: Gandhi's first meeting with Shukla was at Lucknow. Then he went to Cawnpore and other parts of India. He returned to his ashram near Ahmedabad. Later he went to Calcutta, Patna and Muzaffarpur before arriving at Champaran.

**Q2. What did the peasants pay the British landlords as rent? What did the British now want instead and why? What would be the impact of synthetic indigo on the prices of natural indigo?**

Ans: The peasants paid the British landlords indigo as rent. Now Germany had developed synthetic indigo. So, the British landlords wanted money as compensation for being released from the 15 per cent arrangement. The prices of natural indigo would go down due to the synthetic Indigo.

**THINK AS YOU READ**

**Q1. The events in this part of the text illustrate Gandhi's method of working. Can you**

**identify some instances of this method and link them to his ideas of Satyagraha and non-violence?**

**Ans:** Gandhi's politics was intermingled with the day-to-day problems of the millions of Indians. He opposed unjust laws. He was ready to court arrest for breaking such laws and going to jail. The famous Dandi March to break the 'salt law' is another instance. The resistance and disobedience was peaceful and a fight for truth and justice...This was linked directly to his ideas of Satyagraha and non-violence.

**THINK AS YOU READ**

**Q1. Why did Gandhi agree to a settlement of 25 per cent refund to the farmers?**

**Ans:** For Gandhi the amount of the refund was less important than the fact that the landlords had been forced to return part of the money, and with it, part of their prestige too. So, he agreed to settlement of 25 per cent refund to the farmers.

**Q2. How did the episode change the plight of the peasants?**

**Ans:** The peasants were saved from spending time and money on court cases. After some years the British planters gave up control of their estates. These now reverted to the peasants. Indigo sharecropping disappeared.

**UNDERSTANDING THE TEXT**

**Q1. Why do you think Gandhi considered the Champaran episode to be a turning-point in his life?**

**Ans:** The Champaran episode began as an attempt to ease the sufferings of large number of poor peasants. He got spontaneous support of thousands of people. Gandhi admits that what he had done was a very ordinary thing. He declared that the British could not order him about in his own country. Hence, he considered the Champaran episode as a turning-point in his life.

**Q2. How was Gandhi able to influence lawyers? Give instances.**

**Ans:** Gandhi asked the lawyers what they would do if he was sentenced to prison. They said that they had come to advise him. If he went to jail, they would go home. Then Gandhi asked them about the injustice to the sharecroppers. The lawyers held consultations. They came to the conclusion that it would be shameful desertion if they went home. So, they told Gandhi that they were ready to follow him into jail.

**Q3. "What was the attitude of the average Indian in smaller localities towards advocates of 'home rule'?"**

**Ans:** The average Indians in smaller localities were afraid to show sympathy for the advocates of home-rule. Gandhi stayed at Muzaffarpur for two days at the home of Professor Malkani, a teacher in a government school. It was an extraordinary thing in those days for a government professor to give shelter to one who opposed the government.

**Q4. How do we know that ordinary people too contributed to the freedom movement?**

**Ans:** Professor J.B. Kriplani received Gandhi at Muzaffarpur railway station at midnight. He had a large body of students with him. Sharecroppers from Champaran came on foot and by conveyance to see Gandhi. Muzaffarpur lawyers too called on him. A vast multitude greeted Gandhi when he reached Motihari railway station. Thousands of people demonstrated around the court room. This shows that ordinary people too contributed to the freedom movement in India.

**TALKING ABOUT THE TEXT**

**Discuss the following:**

**Q1. "Freedom from fear is more important than Legal justice for the poor."**

**Do you think that the poor of India are free from fear after Independence?**

**Ans:** For the poor of India means of survival are far more important than freedom or legal justice. I don't think the poor of India are free from fear after Independence. The foreign rulers have been replaced by corrupt politicians and self-serving bureaucracy. Power-brokers and moneylenders have a field day. The situation has improved in cities and towns for the poor but the poor in the remote villages still fear the big farmers and moneylenders. The police and revenue officials are still objects of

terror for them.

The poor, landless workers have to still work hard to make both ends meet. Peasants and tenant-farmers have to borrow money from rich moneylenders on exorbitant rates of interest, which usually they fail to repay due to failure of monsoon or bad crops. Cases of small farmers committing suicide are quite common. If this is not due to fear, what is the reason behind it?

## **Q2. The qualities of a good leader.**

**Ans:** A good leader has a mass appeal. He rises from the masses, thinks for them and works for them. He is sincere in his approach. He is a man of principles. Truth, honesty, patriotism, morality, spirit of service and sacrifice are the hallmarks of a good leader. He never mixes politics with religion or sect. He believes in working for the welfare of the nation and does not think in the narrow terms of class, caste or region. Corruption and nepotism are two evils that surround a leader in power. The life of a good leader is an open book. There is no difference between his words and actions. Such good leaders are very rare. What we find today are practical politicians, who think of achieving their end without bothering about the purity of means. The law of expediency gets the better of morality.

## **WORKING WITH WORDS**

### **1. List the words used in the text that are related to legal procedures.**

**For example: deposition**

**Ans:** Notice, summons, prosecutor, trial, plead, guilty, order, penalty, sentence, bail, judgement, prison, case, inquiry, evidence, commission.

•List other words that you know that fall into this category.

**Ans.** Complaint, complainant, decree, defendant, witness, prosecution, defence, sessions, jury, verdict, decision.

## **THINKING ABOUT LANGUAGE**

### **Q1. Notice the sentences in the text which are in 'direct speech'. Why does the author use quotations in his narration?**

**Ans:** The following sentences in the text are in 'direct speech'.

(a) He said, "I will tell you how it happened that I decided to urge the departure of the British. It was in 1917."

(b) Gandhi recounted. "A peasant came up to me looking like any other peasant in India, poor and emaciated, and said, 'I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district!'"

(c) Gandhi said, "I have to be in Calcutta on such-and-such a date. Come and meet me and take me from there".

(d) "It was an extraordinary thing 'in those days,'" Gandhi commented, "For a government professor to harbour a man like me."

(e) He said, "I have come to the conclusion that we should stop going to law courts. Taking such cases to the courts does little good. Where the peasants are so crushed and fear-stricken, law courts are useless. The real relief for them is to be free from fear."

(f) "The commissioner," Gandhi reports, "proceeded to bully me and advised me forthwith to leave Tirhut".

(g) "But how much must we pay?" they asked Gandhi.

(h) One woman took Kasturbabai into her hut and said, "Look, there is no box or cupboard here for clothes. The sari I am wearing is the only one I have".

(i) "What I did", he explained, "was a very ordinary thing. I declared that the British could not order me about in my own country".

(j) He said, "You think that in this unequal fight it would be helpful if we have an Englishman on our side. This shows the weakness of your heart. The cause is just and you must rely upon yourselves to win the battle. You should not seek a prop in Mr 'Andrews because he happens to be an Englishman".

(k) "He had read our minds correctly," Rajendra Prasad comments, "and we had no reply ... Gandhi in this way taught us a lesson in self-reliance".

The choice of the direct form strengthens the effectiveness of narration. The author uses quotations to highlight certain points which may not appear so effective in reporting indirectly.

**Q2. Notice the use or non-use of the comma in the following sentences:**

**(a) When I first visited Gandhi in 1942 at his ashram in Sevagram, he told me what happened in Champaran.**

**(b) He had not proceeded far when the police superintendent's messenger overtook him. (c) When the court reconvened, the judge said he would not deliver the judgement for several days.**

**Ans:** (i) When the subordinate clause comes before the main clause, a comma is used to separate it from the main clause.

(ii) No comma is used when the main clause comes before the subordinate clause.

### **THINGS TO DO**

**1. Choose an issue that has provoked a controversy like the Bhopal Gas Tragedy or the Narmada Dam Project in which the lives of the poor have been affected.**

**2. Find out the facts of the case.**

**3. Present your arguments.**

**4. Suggest a possible settlement.**

**Ans: Extension activity :** To be attempted under the guidance of the teacher.

### **MORE QUESTIONS SOLVED**

#### **SHORT ANSWER TYPE QUESTIONS**

**Q1. Who was Rajkumar Shukla? Why did he come to Lucknow?**

**Ans:** Rajkumar Shukla was a poor peasant from Champaran district in Bihar. He had come to Lucknow, where a Congress session was being held, to complain about the injustice of the landlord system in Bihar.

**Q2. Where is Champaran district situated? What did the peasants grow there? How did they use their harvest?**

**Ans:** Champaran district of Bihar is situated in the foothills of the Himalayas, near the kingdom of Nepal. Under an ancient arrangement, the Champaran peasants were sharecroppers. They had to grow indigo on 15 per cent of the land and give it to the English estate owners as rent.

**Q3. How did the development of synthetic indigo affect the English estate owners and the Indian tenants?**

**Ans:** The English estate owners saw that indigo cultivation was no longer profitable. They wanted money from the sharecroppers as compensation for being released from the 15 per cent arrangement. They obtained agreements from their tenants to this effect and extorted money illegally and deceitfully.

**Q4. How did the Indian peasants react to the new agreement released them from sharecropping arrangement?**

**Ans:** The sharecropping arrangement was troublesome to the peasants. Many of them signed the new agreement willingly. Some resisted and engaged lawyers. Then they came to know about synthetic indigo. The peasants wanted their money back.

**Q5. Why do you think Gandhi was not permitted to draw water from Rajendra Prasad's well at Patna?**

**Ans:** The servants of Rajendra Prasad thought Gandhi to be another peasant. They did not know him. They were not certain whether he was an untouchable or not. They feared that some drops from his bucket might pollute the entire well. So, he was not permitted to draw water from the well.

**Q6. Why did Gandhi decide to go first to Muzaffarpur before going to Champaran:**

**Ans:** Gandhi wanted to obtain more complete information about conditions than Shukla was capable of imparting. Muzaffarpur lawyers, who frequently represented peasant groups in courts, brief Gandhi about their cases.

**Q7. Why did Gandhi chide the lawyers? What according to him was the real relief for the sharecroppers?**

**Ans:** Gandhi chided the lawyers for collecting big fee from the poor sharecroppers. He thought that taking such cases to the court did little good to the crushed and fear-stricken peasants. The relief for them, according to Gandhi, was to be free from fear.

**Q8. How did Gandhi begin his mission in Champaran? How far did his efforts prove successful?**

**Ans:** He began by trying to get the facts. First, he visited the secretary of the British landlord's association. He told Gandhi that they could give no information to an outsider. Then Gandhi called on the British official commissioner of the Tirhut Division. The commissioner tried to bully Gandhi and advised him to leave Tirhut.

**Q9. How did Gandhi react to the commissioner's advice? Where did he go and how did people react to his arrival?**

**Ans:** Gandhiji did not leave Tirhut division. Instead, he went to Motihari, the capital of Champaran. Several lawyers accompanied him. At the railway station, a very large crowd of people greeted Gandhi.

**Q10. Where did Gandhiji want to go? What happened to him on the way?**

**Ans:** Gandhiji wanted to go to a nearby village where a peasant had been maltreated. He had not gone far when the police superintendent's messenger overtook him and ordered him to return to town in his carriage. Gandhiji obeyed the order and returned with him.

**Q11. 'In consequence, Gandhi received a summons to appear in the court next day.' Which events of the previous day led to this state of affairs?**

**Ans:** The police superintendent's messenger served an official notice on Gandhi. It ordered him to quit Champaran immediately. Gandhi signed a receipt for the notice. He wrote on the receipt that he would disobey the order. Hence, he was summoned to appear in the court.

**Q12. What according to Gandhi was the beginning of the poor peasants' 'Liberation from fear of the British'?**

**Ans:** The next morning the town of Motihari was black with peasants. They had heard that a Mahatma who wanted to help them was in trouble with the authorities. They spontaneously demonstrated, in thousands, around the courthouse. Gandhiji called their action of protest as their liberation from fear of the British.

**Q13. Why did Gandhiji feel that taking the Champaran case to the court was useless? [Delhi 2014]**

**Ans:** Gandhiji felt that taking the Champaran case to the court was useless. Because the real relief for the peasants would come only when they become fearless. The peasants were in a acute panic.

**Q14. What was the "conflict of duties" in which Gandhi was involved?**

**Ans:** First, he did not want to set a bad example as a law breaker. Second, he wanted to render the "humanitarian and national service" for which he had come. He respected the lawful authority, but disregarded the order to leave to obey the voice of his conscience.

**Q15. What according to Rajendra Prasad, was the upshot of the consultations of the lawyers regarding the injustice to sharecroppers?**

**Ans:** They thought that Gandhi was a total stranger. Yet he was ready to go to prison for the sake of the peasants. On the other hand, the lawyers were the residents of nearby districts. They also claimed to have served these peasants. It would be shameful desertion if they should go home then.

**Q16. "Civil disobedience had triumphed, the first time in modern India." How?**

**Ans:** A case against Gandhi was initiated for disregarding government orders. The spontaneous demonstration of thousands of peasants baffled the officials. The judge was requested to postpone the trial. Gandhi refused to furnish bail. The judge released him without bail. Several days later Gandhi received an official letter. The case against him had been dropped. Thus, civil disobedience had triumphed.

**Q17. What do you think, led Gandhi to exclaim “The battle of Champaran is won”?**

**Ans:** Gandhi was ready to go to jail fighting against the injustice to the sharecroppers. Many prominent lawyers had come from all over Bihar to advise and help him. At first, they said they would go back if Gandhi went to prison. Later, they had consultations. They told Gandhi they were ready to follow him into jail. This support made Gandhi extremely happy and confident. This confidence led him to exclaim that the battle of Champaran was won.

**Q18. How did Gandhi and the lawyers try to secure justice for the sharecroppers?**

**Ans:** They started conducting a detailed enquiry into the grievances of the peasants. Depositions by about ten thousand peasants were written down. Notes were made on other evidence. Documents were collected. The whole area came alive with the activities of the investigators. The landlords raised loud protests.

**Q19. What was the reaction of Gandhi and his associates when he was summoned to the lieutenant governor?**

**Ans:** In June, Gandhiji was summoned to Sir Edward Gait, the Lieutenant Governor. Anything could happen. Gandhi met his leading associates before going. Detailed plans for civil disobedience were chalked out in case he should not return.

**Q20. What was the outcome of the four protracted interviews Gandhiji had with the Lieutenant Governor?**

**Ans:** An official commission of enquiry into the sharecroppers' situation was appointed. This commission consisted of landlords, government officials and Gandhi as the sole representative of the peasants.

**Q21. Why did the big planters agree in principle to make refund to the peasants?**

**Ans:** The official inquiry assembled a huge quantity of evidence against the big planters. The crushing evidence forced the big planters to agree in principle to make refund to the peasants.

**Q22. What amount of repayment did the big planters think Gandhi would demand? What did Gandhi ask? What amount was finally settled?**

**Ans:** They thought Gandhi would demand repayment in full of the money they had extorted from the sharecroppers. Gandhi asked only 50 per cent. The planters offered to refund up to 25 per cent. Gandhi was adamant on 50 per cent. The deadlock was broken when Gandhi agreed to a settlement of 25 per cent refund to peasants.

**Q23. How did the refund-settlement influence the peasant-landlord relationship in Champaran?**

**Ans:** Before the settlement of the refund, the planters had behaved as lords above the law. Now the peasant saw that he had rights and defenders. He learned courage. Within a few years, the British planters abandoned their estates. The peasants became masters of the land. There were no sharecroppers now.

**Q24. Which other spheres besides political or economic fields received Gandhi's attention during his long stay in Champaran?**

**Ans:** The cultural and social backwardness of the Champaran areas pained Gandhi. He appealed for teachers. Several persons responded to his call. Primary schools were opened in six villages. Kasturba taught the ashram rules on personal cleanliness and community sanitation. With the help of a doctor and three medicines, they tried to fight the miserable health conditions.

**Q25. “This was typical Gandhi pattern” observes Louis Fischer. What do you learn about Gandhian politics from the extract ‘Indigo’?**

**Ans:** Gandhi's politics was intermixed with the practical, everyday life of the millions of Indians. This was not a loyalty to abstractions. It was a loyalty to living human beings. In everything Gandhi did, he tried to mould a new free Indian who could stand on his own feet and thus make India free.

**Q26. How did Gandhi teach his followers a lesson of self-reliance?**

**Ans.** During the Champaran action, Gandhi's lawyer friends thought it would be good if C.F. Andrews stayed on in Champaran and helped them. Gandhi opposed this idea as it showed the weakness of

their heart. Their cause was just and they must rely upon themselves to win this unequal fight. They should not seek the support of Mr Andrews because he happened to be an Englishman.

### **LONG ANSWER TYPE QUESTIONS**

**Q1. What solution to the problems of the poor did Gandhi suggest? How far did the Champaran movement help in this direction?**

**OR**

**“The real relief for them is to be free from fear”, remarked Gandhi. What do you think, was “the beginning of their liberation from the fear of the British”?**

**Ans.** The sharecropper peasants had to grow indigo on 15 per cent of their holdings and surrender the indigo harvest as rent to the landlord. When Germany developed synthetic indigo, the British planters started extracting money illegally and deceitfully as compensation from the peasants for being released from the 15 per cent arrangement. The peasants were made to sign new agreements and pay money. The planters behaved as lords above the law. Many peasants engaged lawyers at hefty fees and went to courts.

The Muzaffarpur lawyers briefed Gandhi about the peasants for whom they frequently represented in courts. Gandhi realised that these peasants were badly crushed and fear-stricken. Freedom from fear was more important than legal justice for them. Gandhiji was ready to court arrest for them. Thousands of peasants demonstrated spontaneously around the court. The government had to release Gandhi without bail. This voluntary uprising of the peasants marked the beginning of their liberation from the fear of the British.

**Q2. Why was Gandhi summoned to appear in the court? How did he gain his liberty?**

**OR**

**‘Civil disobedience had triumphed, the first time in modern India.’ Relate the events during Gandhi’s stay in Champaran that led to the triumph.**

**Ans.** Gandhi had reached Motihari, the Capital of Champaran, to study the problems of the sharecropper peasants. He was on his way to a neighbouring village, where a peasant was ill-treated. On the way, he was stopped by the police superintendent’s messenger and ordered to return to town. When he reached home, he was served with an official notice to quit Champaran at once. Gandhi wrote on the receipt that he would disobey the order. So Gandhi received a summons to appear in the court the next day.

Next morning the town of Motihari was black with peasants. Thousands of peasants demonstrated voluntarily outside the court. The prosecutor requested the judge to postpone the trial. Gandhi protested against the delay. He read out a statement pleading guilty. He asked the penalty. The judge announced that he would pronounce the sentence after a two-hour recess. He asked Gandhi to furnish bail for that period. Gandhi refused. The judge released him without bail. After the recess, the judge said that he would not deliver the judgement for several days. Meanwhile he allowed Gandhi to remain at liberty.

Several days later Gandhi received a letter. The case against him had been dropped. Thus, civil disobedience had triumphed, for the first time in India.

**Q3. Give an account of Gandhi’s efforts to secure justice for the poor indigo sharecroppers of Champaran.**

**OR**

**“Indigo sharecropping disappeared.” Which factors do you think, helped to achieve freedom for the fear-stricken peasants of Champaran?**

**Ans.** Gandhi went to Champaran on receiving reports of exploitation of the poor sharecropper peasants at the hands of British planters. He began by trying to get the facts. The British landlords as well as the Commissioner of Tirhut were non-cooperative. Lawyers from Muzaffarpur briefed him about the court cases of these peasants.

Gandhi and the lawyers collected depositions by about ten thousand peasants. Notes were made on other evidence. Documents were collected. The whole area throbbled with the activities of the

investigators and forceful protests of landlords.

The lieutenant governor summoned Gandhi. After four protracted interviews an official commission of inquiry was appointed to look into the indigo sharecroppers' condition. Gandhi was the sole representative of the peasants. The official inquiry assembled huge quantity of evidence against the big planters. They agreed, in principle, to make refunds to the peasants. After consultation, a settlement of 25 per cent refund to the farmers was agreed on. This was a moral victory of the peasants. They recognised their rights and learned courage.

Within a few years the British planters gave up their estates. These now went back to the peasants. They became the masters of land. Thus, indigo sharecropping disappeared.

#### **Q4. How did Gandhi work for rural uplift during his stay in Champaran**

**Ans.** Gandhi wanted to do something to remove the cultural and social backwardness in Champaran villages. He appealed for teachers. Two young disciples of Gandhi, Mahadev Desai and Narhari Parikh and their wives volunteered themselves for work. Several others responded from distant parts of the country. Mrs. Kasturba Gandhi and Devdas, Gandhi's youngest son, arrived from the Ashram. Primary schools were opened in six villages. Kasturba taught the ashram rules on personal cleanliness and community cleanliness. She also talked to women about their filthy clothes.

Health conditions were miserable. Gandhi got a doctor to volunteer his services for six months. Only three medicines were available: Castor oil, quinine and sulphur ointment. Anyone who showed a coated tongue was given a dose of castor oil; anybody with malaria fever received quinine plus castor oil; anybody with skin eruptions received ointment plus castor oil.

Thus, Gandhi never contented himself with large political or economic solutions. He worked for total uplift of villages and the poor sections of the society.

#### **Q5. 'Self-reliance, Indian independence and help to sharecroppers were all bound together.' Elucidate on the basis of reading 'Indigo' by Louis Fischer.**

**OR**

#### **'The Champaran episode was a turning-point in Gandhi's life. Explain with examples from 'Indigo' by Louis Fischer.**

**Ans.** Gandhi stayed in Champaran for a long time. The Champaran episode was a turning point in his life. It was during this struggle in 1917 that he decided to urge the departure of the British.

Champaran episode did not begin as an act of defiance. It grew out of an attempt to make the sufferings of large numbers of poor peasants less severe. Gandhi concentrated on their practical day to day problems. He analysed the root cause of the problem - fear, and tried to eradicate it. The voluntary demonstration of the poor peasants against the government for putting Gandhi in trouble was the beginning of the end of their fear of the British.

In everything Gandhi did, he tried to mould a new free Indian who could stand on his own feet and thus make India free. He taught his lawyer friends a lesson in self-reliance by opposing the involvement of C.F. Andrews, an Englishman in their unequal fight. His help would be a prop. This would reflect their weakness. Their cause was just and they must rely on themselves to win the battle. Thus self-reliance, Indian independence and help to sharecroppers were all bound together.

#### **Q6. Justify the appropriateness of the title 'Indigo' to this extract.**

**Ans.** The title 'Indigo' is quite appropriate, to the point and suggestive. It at once focuses our \* attention on the central issue - the exploitation of the indigo sharecropper peasants at the hands of cruel British planters. They compelled them through a long term agreement to raise indigo on 15 per cent of their landholding and surrender the entire indigo harvest as rent.

After the development of synthetic indigo by Germany, the British planters extracted money from the peasants as compensation for being released from the 15 per cent agreement. The peasants who wanted their money back had filed civil suits. The planters who behaved as lords above the law and were dreaded by the poor were obliged to surrender part of money and with it part of their prestige. The extract also points out the work done by Gandhi and his associates to improve the economic, political, cultural and social life of the indigo sharecroppers. Their education, health and hygiene also

received due attention. The plight of indigo sharecroppers, then- struggle under Gandhi's leadership and ultimate victory when Indigo sharecropping disappeared from important landmarks. Thus, the title 'Indigo' is highly suggestive and apt.

**Q7. What impression do you form about Gandhi on reading the chapter 'Indigo' ?**

**Ans.** The chapter 'Indigo' pays a tribute to the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation. Gandhi had a magnetic attraction and great persuasive power. He could draw people of all classes to himself and make them partners in the freedom movement. Even ordinary people were inspired to make contribution to the freedom movement.

Gandhi emerges as a champion of the downtrodden and the oppressed. Rural uplift was his favourite programme. His knowledge of legal procedure and respect for law is also highlighted. He does not want to be a lawbreaker. At the same time he wants to render the humanitarian and national service in obedience to the higher law of our being, the voice of conscience. He also appears as a polite and friendly person. Gandhi's ability to read the minds of others made them speechless. He believed in self-reliance, just cause and purity of means to achieve India's Independence.

**Q8. Why is the Champaran episode considered to be the beginning of the Indian struggle for Independence? [All India 2014]**

**Ans.** The Champaran episode began as an attempt to ease the sufferings of a large number of peasants. He got spontaneous support of thousands of people. Gandhi declared that the British could not order him about in his own country. Under his leadership, the peasants became aware of their rights. Raj Kumar Shukla, a farmer of Champaran helped him a lot in bringing about the change. Other peasants too fought courageously and contributed in their own way to the movement. It resulted in their winning the battle of Champaran. The effects of Gandhi's method of non-violence and non-cooperation proved very fruitful in this movement. Hence, it can be said that the Champaran episode is the beginning of the Indian struggle for independence.

#### **VALUE-BASED QUESTIONS**

**Q1. Patriotism is in political life what faith is in religion. John F Kennedy said, "Ask not what your country can do for you, ask what you can do for your country". Those who sacrifice their comfort for the welfare of the state get recognition. Write an article on the topic 'Patriotism'. You can take ideas from the following hints:**

**"They thought, amongst themselves, that Gandhi was totally a stranger, and yet he was prepared to go to prison for the sake of the peasants; if they, on the other hand, being not only residents of the adjoining districts but also those who claimed to have served these peasants, should go home, it would be shameful desertion."**

**Ans. Patriotism**

**Breathes there the man with soul so dead,  
who never to himself hath said,  
this is my own native land! —Scott**

Patriotism implies love for one's nation. A patriot is ready to sacrifice his comfort for the service of his nation. It was for his country's sake that Sardar Bhagat Singh kissed the gallows. It was for the love for their land that Shivaji, Rana Pratap and Guru Govind Singh suffered untold hardships. True patriots respect other nations and religions but don't allow anyone to insult their nation. A great philosopher said, "It is not gold that makes a nation great. It is the sacrifice and martyrdom of patriots that raises a nation to the heights of glory." India is a land where patriots are in abundance. It got its freedom only because of the efforts of its patriots. Patriotism is a religion and an ideal. It is an ideology that guides the people of a nation. It is a feeling and a bond that unites the people of various sects, beliefs and backgrounds together. A patriot must not be narrow minded. He should develop an international progressive outlook. It would be pertinent to quote the words of Seneca here "No one loves his country for its size or eminence, but because it is his own."

**Q2. Undoubtedly, only a socially just country has the right to exist. In the modern world justice is a concept. Muscle is the reality. Corruption has become the way of the world. The destitute are exploited ruthlessly. People feel that 'to make a living, craftiness is better than learnedness'. Write an article on the topic mentioned above taking ideas from the given lines:**

**“Gandhi protested against the delay. He read a statement pleading guilty... when the court reconvened, the judge said he would not deliver the judgement for several days.”**

**Ans.**

### **Corruption in Contemporary India**

Corruption has engulfed all the educated, skilled and semi-skilled workers. Corruption means dishonesty and illegal behavior especially of the people in authority. A person resorts to corruption because of his poverty, lack of moral strength and other psychological and financial problems. Moreover, the path of righteousness is full of thorns. Some of the youngsters are misguided by the friends to multiply their benefits within a short span of time. One should always remember that corruption starts from the top. If the head of the family is corrupt, the other members will also imitate his actions. Our politicians and bureaucrats are corrupt and unscrupulous. They don't have any moral authority. Such corrupt politicians and bureaucrats should be punished and the honest persons should be rewarded if we intend to create a congenial atmosphere in our country. The system of justice is outdated and obsolete. It is said that 'justice delayed is justice denied'. People do not get justice in the court of law. If corruption is not checked, the poor will be exploited without any inhibition.

**Q3. Obstacles determine the quality of life. Hermits feel convinced that 'sweet are the uses of adversity'. Problems are opportunities. Elucidate the saying taking ideas from the given lines: “Events justified Gandhi's position. Within a few years the British planters abandoned their estates, which reverted to the peasants. Indigo sharecropping disappeared.”**

**Ans.**

### **Sweet are the Uses of Adversity**

The Bible proclaims that 'Man is born unto trouble, as the sparks fly upward'. Adversity is the first path that leads towards the truth. Emerson opines that 'every calamity is a spur and valuable hint'. But one cannot forget the truth that 'there is no wind that always blows a storm'. Problems are only opportunities in work clothes. Every individual aspires to attain phenomenal success in this era of consumerism. No one can refuse to accept the fact that material pleasures and prosperity bring happiness. But one cannot dare to ignore the significance of trying circumstances. One wishes to be away from the situations which can be troublesome and irksome. But one must not despair in those situations and should face the music of life. Prosperity makes a person lazy and ease loving. Adversity, on the other hand, though trying and full of hardships, has a chastening effect. One's character and personality become dynamic and vibrant if one fights bravely against the odd circumstances. It will not be wrong if we say that "as gold shines in fire, man shines in adversity.

**“If you are distressed by anything external, the pain is not due to the thing itself, but to your own estimate of it; and this you have the power to revoke at any moment” —Marcus Aurelius**

**Q4. Education sets the tone of a nation. Joseph Addison has rightly said, “What sculpture to a block of marble, education is to the soul”. But the quality of education is deteriorating gradually. Discuss the defects of our education system in your own words. Do remember the following expressions:**

**“Gandhi never contented himself with large political or economic solutions. He saw the cultural and social backwardness in the Champaran villages... He appealed for teachers.”**

**Ans.**

### **Defects of our Education System**

“Education is the ability to listen to almost anything without losing your temper or your self-confidence”. Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave, says John Ruskin. The prime objective of our education system is to develop a child’s overall personality. It should train not only the mind, but also the body and soul. Unfortunately, our present education system fails to achieve these objectives. The present education system does not make a child creative. It makes him a crammer. A child/pupil has to mug up nearly 200–300 pages a year to pass his examination. Students are not given any practical training. They never go to laboratories to verify the theories. Moreover, the present admission system has become the laughing stock of society. The school authorities have a provision for those tiny tots who seek admission to pre-nursery. This is the height of absurdity. We need not the people who can only read and write. Our nation requires engineers, scientists, technicians and doctors. Vocational education is the need of the hour but not at the cost of values. An educated man should not have only bookish knowledge. He must have the knowledge of practical things. Maria Montessori conceived that ‘The first idea that the child must acquire in order to be actively disciplined is that of the difference between good and evil; and the task of the educator lies in seeing that the child does not confound good with immobility, and evil with activity.



