

NATIONAL INTEGRATION

UNIT 6

(SUMMARY)

NATIONAL INTEGRATION

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction	<ul style="list-style-type: none"> Using a reading text as a trigger for discussion 	<ul style="list-style-type: none"> Making short notes. 	<ul style="list-style-type: none"> Narrating incidents and events. 		
(A) Unity in Diversity	<ul style="list-style-type: none"> Retrieving and synthesizing information from a range of material. 	<ul style="list-style-type: none"> Transcoding information into a grid. Writing captions 	<ul style="list-style-type: none"> Presenting conclusions clearly and logically. 	<ul style="list-style-type: none"> Listening to narratives and using the information gathered to identify states / regions. 	<ul style="list-style-type: none"> Words related to features of a region.
(B) Challenges to National Integration.	<ul style="list-style-type: none"> Local and global comprehension of a poem. Identifying the main points of a text. Deducing the meaning of unfamiliar lexical items. Interpreting and evaluating ideas. 	<ul style="list-style-type: none"> Writing a diary entry. Writing a letter to the editor Designing a stamp. 	<ul style="list-style-type: none"> Presenting an oral report on a SWOT analysis effectively. Role Play: Participating in spontaneous spoken discourse. Taking active part in a group discussion 		<ul style="list-style-type: none"> Words and phrases that enhance the power of expression.



SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(C) Spirit of Unity		<ul style="list-style-type: none"> • Making a power point presentation. • Writing a film review. 	<ul style="list-style-type: none"> • Taking active part in a group discussion 		<ul style="list-style-type: none"> • Words used in film reviews.
(D) Mile Sur Mera Tumhara	<ul style="list-style-type: none"> • Synthesising information from a range of material. 	<ul style="list-style-type: none"> • Writing slogans 	<ul style="list-style-type: none"> • Making a musical presentation 		<p>----</p>

INTRODUCTION



The Indian National Flag flew, for the first time, to space in 1984 when Wing Commander Rakesh Sharma went to the space. The flag was attached as a medallion on the space suit of Rakesh Sharma. On being asked by Mrs Indira Gandhi how India looked from up there, he said '*saare jahan se achcha*'.

Rakesh Sharma has one underlying concern. "I hope we don't export conflict from this planet into the others. None of the paradigms that define us here on earth- the borders, the parochialism, the divide, should mar our presence in space".

Do you think moments of glory make people more patriotic?

Recall more such moments.

- The Indian flag was hoisted on the highest mountain peak of the world, Mount Everest on 29th May 1953.
- When the National Anthem plays during Olympics.
-
-
-
-

Now read the passage given below.

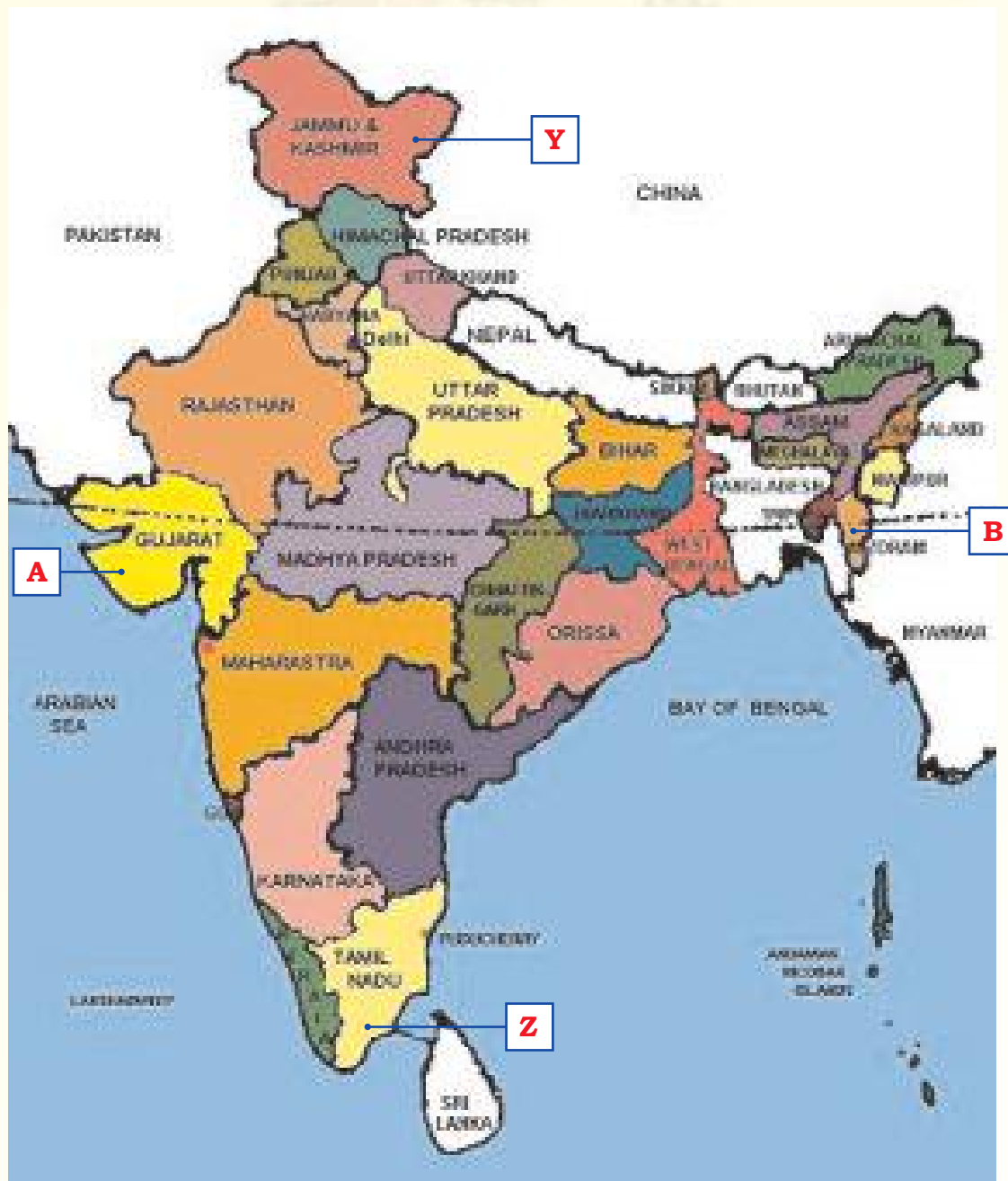
A. UNITY IN DIVERSITY

A1. Read about Rohan and Rajni's observation that the Indian identity is forged in diversity

Rohan and Rajni are travelling in India, one from A (Gujarat) to B (Mizoram), and the other from Y (Kashmir) to Z (Tamil Nadu). As they travel they notice the beauty and diversity of each region, and yet feel a strong palpable emotional connect.



They appreciate the idea that India is one land embracing many and that the Indian nation has a multitude of castes, creed, colour, conviction, culture, cuisine, costume and custom; and yet we are one. Everywhere they observed festivals dedicated to seasons and harvests. They felt heartened by the pride displayed during national festivals. They both return home with a feeling of being complete Indians having embraced every region that they travelled through.





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A2. During the journey, Rohan and Rajini both note down the information they gather about the states they travel through. When they return they jot down this information.

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

- The states that they pass through.
- The variety of languages they hear.
- The local cuisines they enjoy.
- The local handicrafts they buy for their family from each of the states they pass through.
- The weather they experience.

STATE	LANGUAGE	CUISINE	HANDICRAFTS	WEATHER

A3. What conclusions do you draw from Rohan and Rajini's experience?

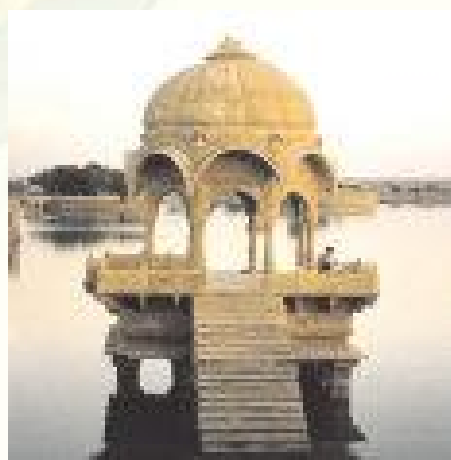
A4. Present your conclusions to the class.

A5. Where are they from?

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

A6. Look at the pictures given below. Decide in your group which regions the six photos probably come from. Explain why you think so and find out from your teacher if you were correct. Then write a short caption for each photograph. It can be serious or funny.







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B. CHALLENGES TO NATIONAL INTEGRATION

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

Where the Mind is Without Fear

WHERE the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

Rabindranath Tagore

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

B 2. SWOT ANALYSIS OF INDIA

S: Strengths

W: Weaknesses

O: Opportunities

T: Threats

SWOT analysis is a tool used to develop effective strategies and plans for the progress and development of organizations, companies, institutions and even individuals. Working in groups, identify the strengths, weaknesses, opportunities and threats for our country. Present your group's views to the class. Your brief presentation should conclude with a 'vision statement' for India- where you want our country to be, say ten years from now and what we should do to achieve it.



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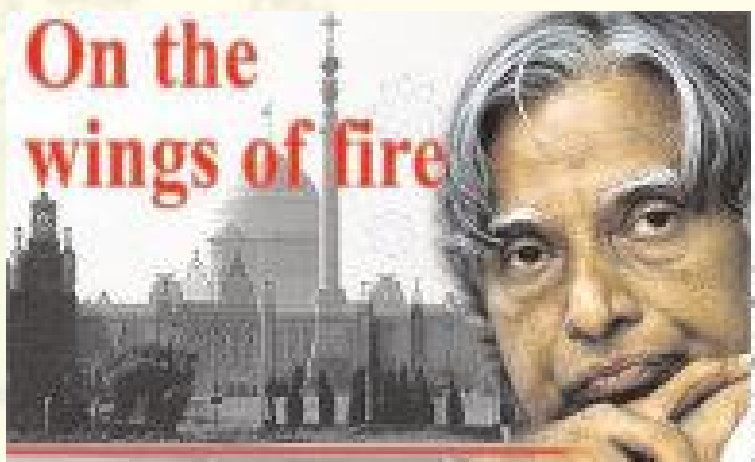
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B3. Read the following extract from Wings of Fire, where the former President of India speaks of his childhood.

My Childhood

--APJ Abdul Kalam

1. I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.
2. I was one of many children - a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large pucca house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.
3. The Second World War broke out in 1939, when I was eight years old. For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would fetch me the princely sum of one anna. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated, was





completely unaffected by the War. But soon India was forced to join the Allied Forces and something like a state of emergency was declared. The first casualty came in the form of the suspension of the train halt at Rameswaram station. The newspapers now had to be bundled and thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi. That forced my cousin Samsuddin, who distributed newspapers in Rameswaram, to look for a helping hand to catch the bundles and, as if naturally, I filled the slot. Samsuddin helped me earn my first wages. Half a century later, I can still feel the surge of pride in earning my own money for the first time.

4. Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister. I had three close friends in my childhood - Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple. Later, he took over the priesthood of the Rameswaram temple from his father; Aravindan went into the business of arranging transport for visiting pilgrims; and Sivaprakasan became a catering contractor for the Southern Railways.
5. During the annual Shri Sita Rama Kalyanam ceremony, our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near our house. Events from the Ramayana and from the life of the Prophet were the bedtime stories my mother and grandmother would tell the children in our family.
6. One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw

it, I was asked to go and sit on the back bench. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The image of him weeping when I shifted to the last row left a lasting impression on me.

7. After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island. Not only did the teacher regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.
8. On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, "Kalam, I want you to develop so that you are on par with the highly educated people of the big cities."
9. One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset, saying, "Once you decide to change the system, such problems have to be confronted." When I visited his house the next week, Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands.



10. Then the Second World War was over and India's freedom was imminent. "Indians will build their own India," declared Gandhiji. The whole country was filled with an unprecedented optimism. I asked my father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram.
11. He told me as if thinking aloud, "Abul ! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?" He quoted Khalil Gibran to my hesitant mother, "Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts."

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

1. 'Despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit'. The expression 'these disadvantages' here refers to
 - a) lack of formal education and riches
 - b) middle class social status and a small town
 - c) lack of comforts and luxuries
2. Kalam's childhood was
 - a) secure
 - b) insecure
 - c) austere
3. 'That forced my cousin Samsuddin'...' That' here refers to
 - a) world War II
 - b) increase in the demand of tamarind seeds
 - c) withdrawal of train halt at Rameshwaran station
4. Samsuddin was forced to seek a helping hand because



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- a) the Second World War had begun
 - b) the train now halted at Rameshwaram station
 - c) newspapers thrown from the moving train had to be collected
5. Kalam continues to be proud of the money he had earned during the time of World War-II because
- a) his cousin Samsuddin had helped him earn it
 - b) it was the first wages he had earned
 - c) he was able to supplement his father's income
6. Kalam owes his honesty and self-discipline to his
- a) brothers
 - b) father
 - c) mother
7. As children Kalam and his friends did not have any
- a) religious differences
 - b) right upbringing
 - c) realization that they were different in any way
8. Paragraph 5 shows that Kalam's mother and grandmother had
- a) great scholarship and wisdom
 - b) excellent ability to tell stories of historic importance
 - c) all embracing outlook on religion and communities
9. 'As the new new teacher saw it' (Paragraph 6). Which of the following best explains the meaning of this expression?
- a) as our new teacher understood it
 - b) as our new teacher wanted it
 - c) as our new teacher was asked to ensure



10. Lakshmana Sastry made the newly appointed teacher realize that
 - a) it was wrong on his part to discriminate on the basis of religion
 - b) it was wrong to separate two great friends
 - c) it was wrong to impose one's own ideas on others
11. Kalam's science teacher Sivasubramania was something of a rebel in the sense that
 - a) he used to spend hours with his students
 - b) he used to defy his wife
 - c) he encouraged people of different communities and castes to mix up freely
12. The science teacher's wife's behaviour during Kalam's second visit to their home showed that
 - a) she had understood and adopted her husband's outlook on the oneness of mankind
 - b) she wanted to repent for her earlier mistake
 - c) she had purified her kitchen ritually
13. Father gave Kalam the example of the seagull to
 - a) encourage him to be adventurous and fearless
 - b) encourage him to study the science of flying
 - c) encourage him to be creative and imaginative
14. "Once you decide to change the system, such problems have to be confronted." Which problems are referred to here?
 - a) keeping kitchens ritually pure
 - b) discrimination and boycott on the basis of one's faith
 - c) differences in the way people of different communities live

B 5. Complete the following sentences.

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

B.6 Role Play:

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

Kalam

Ramanadha Sastry

Aravindan

Shivaprakasan



In your group you should play the role allocated to you by engaging in a conversation in which the friends

- a) Express surprise and joy at meeting each other after nearly fifty years
- b) Fondly recall their childhood times
- c) Compare the problems facing the country then with the problems she is facing now.
- d) Discuss what can be done to rid her of these problems

(Refer to the SWOT analysis of India)

After the role play, your teacher will invite some of the groups to share with others what problems they discussed and the solutions they proposed.

B.7 Diary Entry:

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

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

Things to do:

1. Narrate the incidents described in the memoir in the form of a comic strip
2. Make a short film on the incidents narrated in the memoir
3. Script and stage a skit on the incident that happened in V grade.

B.8. Vocabulary

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



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1. For reasons I have never been able to understand, a sudden demand for tamarind seeds *erupted* in the market.
 - a) came up
 - b) blew up
 - c) ended
2. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to *trace* in the headlines in Dinamani.
 - a) draw
 - b) locate
 - c) copy
3. The first *casualty* came in the form of the suspension of the train halt at Rameswaram station.
 - a) target
 - b) something destroyed as an indirect result of a particular event or circumstances
 - c) victim
4. My cousin Samsuddin, was looking for a helping hand to catch the bundles and, as if naturally, I *filled* the slot.
 - a) was found suitable for the purpose
 - b) applied for the job
 - c) was rejected
5. The new teacher could not *stomach* a Hindu priest's son sitting with a Muslim boy.
 - a) tolerate
 - b) dislike
 - c) face



6. He looked utterly *downcast* as I shifted to my seat in the last row.
 - a) happy
 - b) angry
 - c) dejected
7. Sivasubramania Iyer was not *perturbed*, nor did he get angry with his wife
 - a) relaxed
 - b) agitated
 - c) panicky
8. Then the Second World War was over and India's freedom was *imminent*.
 - a) at hand
 - b) well-known
 - c) distant

B.9. Phrases

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

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

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



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B.11. Assignments

1. If you were in the selection committee for the National Integration Award who would you choose and why?
2. Design a stamp in honour of your hero that captures the important moment of his contribution. You could create a fictional hero also.

B.12 The following passage is an excerpt from an article presented by the author at a meeting organized to observe the national integration week (19-25 November) by the India - Canada Association and the High Commission of India on 25th Nov. 2009.

Read it carefully and answer the questions that follow:

Challenges to National Integration: Dr. Subhash C. Biswas

As the population of India comprises many different races, religions, cultures and language groups, the importance of national integration comes to the forefront. In order to establish peace and stability and ensure progress, all different societies must be brought into one single nation with a national consciousness. National integration should aim at improving socio-cultural relations, reducing economic inequalities and strengthening unity and solidarity. If we ask what the forces that challenge national integration are, the answers are not difficult to find. Regionalism, communalism, religious fanaticism, lingualism and now terrorism are the main forces among others. The patriotic doctrine that for a citizen, the country comes first and all other issues come second, doesn't always work to motivate the people for national causes. As we know, the second is an under dog that always vigorously tries to overcome the first. This explains why national integration is always under threat from within the country as well as from outside. It's unfortunate that pernicious forces-often coming from a few individuals with extraordinary capability to gather and organize followers-are always present posing threat to national integration for narrow political goals.

Regional aspirations of the people, if not controlled, may be dangerous for the country as it may break it up or create more and more new states. Communalism may encourage clashes between communities. No community should be placed



above the nation. Lingual preferences should be peacefully dealt with so that no excessive bias or favour for any one language brings about agitation in the country. Religious fanaticism is another dangerous force that often leads to violence, not only in India, but all over the world. India is a secular country, but that hasn't solved all problems. Let us recollect what our secularist founding fathers thought about religions. Mahatma Gandhi said, *"I am a Hindu, I am a moslem, I am a jew, I am a Christian, I am a Buddhist"*.

And Pundit Nehru: *The spectacle of what is called religion or at any rate organized religion in India and elsewhere, has filled me with horror and I have frequently condemned it and wished to make a clean sweep of it. Almost always it seemed to stand for blind belief and reaction, dogma and bigotry, superstition, exploitation and the preservation of vested interests."*

Rabindranath Tagore held humanity above anything else. Religion has become an explosive issue. But fanaticism and radicalism have to be eliminated in order to ensure stability.

In order to achieve National Integration, we must first identify the force that may blissfully bind the people of the country, create an emotional bond and help them share common ideas and values. Constitution, territorial continuity, art, literature, music, national festivals, national flag, national anthem, sports and, let us not forget, Bollywood- these are the vital aspects that may be exploited to promote national integration. Economic development of the unprivileged and underprivileged regions should get primary importance. More facilities should be extended to distant regions and tribal groups. The education system in general should be revised with the aim of fostering national integration. Some special means should be adopted within the education system to instill a sense of belonging and unity in the mind from childhood. An old American song by Paul Robeson, very appropriate in this context, comes to my mind.

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

(Lyrics by Huddie "Leadbelly" Ledbetter).

Last but not the least, I would like to mention a very special point, often ignored, that may be considered extremely vital for national integration. Exercise of power and authority may be successful temporarily, but fails in the long run. It's essential to attain internal freedom for the people first, by which I mean a mind free of selfish ego and aware of basic values and humanity in general, a conscience always awakened and strong, and love and true spirit in the core of heart. Such a free mind remains open to other cultures, religions and languages and will easily accept different people of the country.

B13. Based on your reading of the passage answer the following questions:

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

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

Column A	Column B
foster	the act of accepting someone as a part of a group
pernicious	excessive enthusiasm for an extreme political or religious cause.
integration	encourage the development of.
fanaticism	agreement and support resulting from shared interests, feelings or opinions
solidarity	having a harmful effect.



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

The discussion will enable you to identify the forces that may 'blissfully bind the people of the country, create an emotional bond and help them share common ideas and values'.

- CONSTITUTION
- TERRITORIAL CONTINUITY
- ART
- LITERATURE
- MUSIC
- NATIONAL FESTIVAL
- NATIONAL FLAG
- NATIONAL ANTHEM
- SPORTS
- BOLLYWOOD

The class will be divided into groups with six students per group. The teacher will ensure that the students adhere to the Do's and Don'ts of participating in a Group Discussion.

Do's and Don'ts of Group Discussion

- 1 Keep eye contact while speaking :

Do not look at the evaluators only. Keep eye contact with every team member while speaking.

- 2 Initiate the GD:

Initiating the GD is a big plus. But keep in mind: initiate the group discussion only when you have understood the GD topic clearly and have some topic knowledge. Speaking without proper subject knowledge gives a bad impression.



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3 Allow others to speak:

Do not interrupt anyone even if you don't agree with his/her thoughts. Do not snatch their chance. Instead make some notes and give your views when it's your turn.

4 Speak clearly:

Speak politely and clearly. Use simple and understandable words. Don't be too aggressive while disagreeing with someone. Express your feelings calmly and politely.

5 Make sure to bring the discussion on track:

If the group is deviating from the topic or goal then simply take initiative to bring the discussion on track. Make all group members aware that you need to come to some conclusion at the end of the discussion. So stick to the topic.

6 Positive attitude

Be confident. Do not try to dominate anyone. Use positive language.

7 Speak sensibly:

Do not speak just to increase your speaking time. Don't worry even if you speak less. Your thoughts should be sensible and relevant.

8 Listen Carefully to others:

Speak less and listen more! Pay attention while others are speaking.

9 No need to go into much details:

Some basic subject analysis is sufficient. There is no need to give detailed explanations. You have limited time so be precise and convey your thoughts in short and simple language.



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

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

C2. Film review

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

C3.

Common words / phrases used in film reviews

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



C4. Writing a Film Review

- **Title**

Imaginative and catchy: It gives a brief idea of the nature of the film and provides a starting point for the reader to focus on. You can indicate if the review will be positive or negative.

- **Brief outline of the plot**

Synopsis or summary of the plot: Make sure that your summary makes sense to a reader who does not know the movie. Do not refer to specific scenes and do not try to explain everything. Don't give details about the ending or else no one will go and see the film!

- **What you liked about the film.**

Use descriptive words, think about the story, setting, effects used and music used.

- **What you didn't like about the film.**

Comment on the same things that you mentioned in the previous paragraph.

- **Characterization**

Talk about the characters, did you like them? Did the actors play them well? What was it about their portrayal that you liked or didn't like? Other impressions of the characters, will audiences be able to relate to the characters? How? Will audiences not like certain characters? Why not?

- **Why the film was worth watching / not worth watching**

In the last part of your review write about:

- Its message, if any: the director's purpose or intention; or the theme of the film.
- Compare with other realities you know (your country, historical fact or event, other films from the same director or genre...)



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NATIONAL INTEGRATION

- Your opinion that summarizes your view of the film. You may want to say something inspiring to get the reader to go out and see the film or you might say something that would want them not to go and see it!

Rating

You could give it a star rating out of 5

You must include the credits:

- | | |
|--------------------------------|---------------|
| • title and year of production | • genre |
| • screenplay | • director |
| • music or soundtrack | • main actors |

C5. Now write your own film review on 'Chak de India', 'Lagaan', or 'Mother India'.

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

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

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





C6. Working in groups of four, discuss the ways in which the following have integrated India:

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

D. MILE SUR MERA TUMHARA

D1. Read the following extract from an article by Usha Bande on Bonds of Culture. Based on your understanding, complete the tasks.

A decade or so ago to counter the threat of the divisive forces, a catchy slogan on buses and public places read "From Kashmir to Kanyakumari, India is one". Incidentally, around the same time, V.S. Naipaul's India: A Million Mutinies Now (1991) was released, visualising a strong and unified India despite its "million mutinies" threatening its very existence. The mutinies, he said, are a process of integration and restoration and are not to be wished away. "These were a part of a new beginning, of a new way for millions, part of India's growth, part of its restoration". It is true that "a central will, a central intellect and a national idea" has always prevailed underneath Indian culture lending cultural wholeness to the country.

"From Kashmir to Kanyakumari, India is One" is a popular slogan for promotion of National Integration

A slogan is a memorable motto or phrase used in a political, commercial, religious and other contexts as a repetitive expression of an idea or purpose. Often their simple rhetorical nature leaves little room for detail, and as such they serve perhaps more as a social expression of unified purpose



UNIT-6

D2. Jog your memory for interesting and memorable slogans you may have come across:

Airlines Slogan _____

Adult Education Campaign Slogan _____

Struggle for Independence Slogan _____

Polio Eradication Slogan _____

Eye Donation Slogan _____

Blood Donation Slogan _____

Let us learn four essential tips on writing catchy slogans:

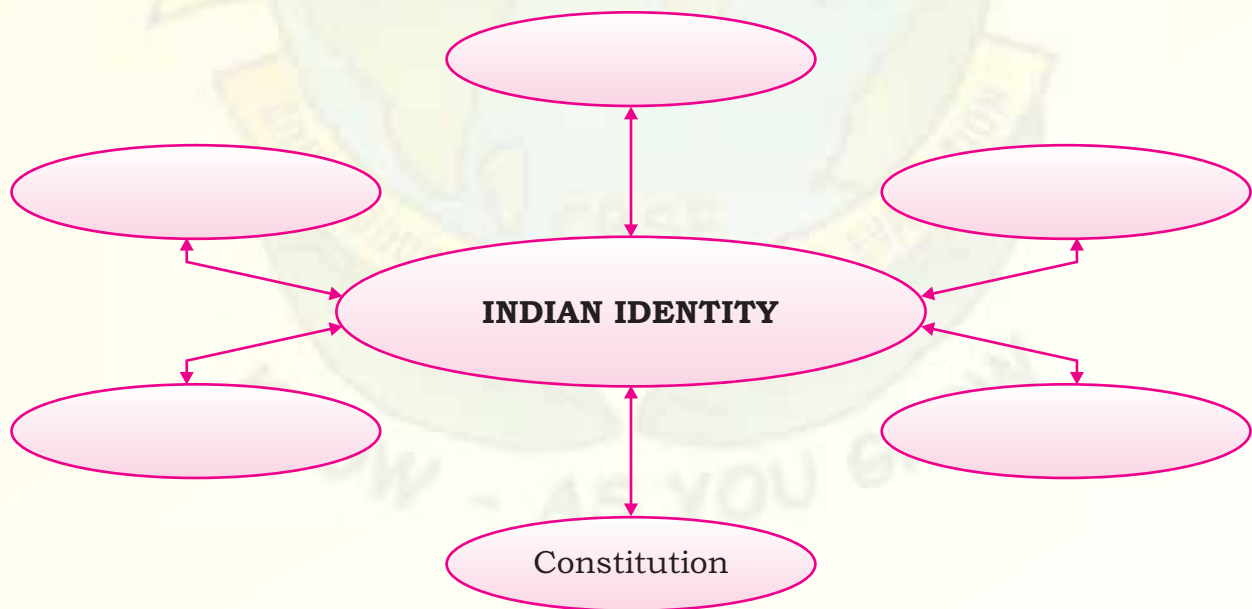
- Focus on the core issue you wish to promote
- Decide which specific aspect to target and promote
- Ensure quick and easy language
- Where you can bring humour to a slogan, do it
- Brevity is the essence of a good slogan

D3. Look at the pictures given below, frame short, interesting and creative slogans:





D4. Work with your partner and write six prominent features of Indian identity.





UNIT-6

NATIONAL INTEGRATION

MILE SUR MERA TUMHARA

D 5. 'Ek sur' (meaning One Tune) or 'Mile Sur Mera Tumhara' as it is better known, is an Indian song and accompanying video feature promoting national integration and unity in diversity.

The concept for Mile Sur was developed in 1988 by Lok Seva Sanchar Parishad, and promoted by Doordarshan and India's Ministry of Information. The song was composed by Ashok Patki, co-composed & arranged by Louis Banks, written by Piyush Pandey (then an Accounts Manager and presently the Executive Chairman and Creative Head of Ogilvy and Mather, India). The project was conceived and directed by Suresh Mullick (then All India Creative Director, Ogilvy & Mather) and recorded by a group of people from all walks of life, including a super group of popular Indians - musicians, sports persons, movie stars, etc.



The national integration video was intended to instill a sense of pride and promote unity amongst Indians, highlighting the different linguistic communities and societies that live in India - India's unity in diversity, so to speak.

Mile Sur was telecast for the first time on Independence Day 1988, after the telecast of the Prime Minister's speech from the ramparts of the Red Fort.

It quickly captivated India, gaining and maintaining near-anthem status ever since.

The song's lyrics are unique; One phrase, repeated in fourteen Indian languages: 'Mile sur mera tumhara, to sur bane hamara', meaning "When my musical note and your musical note merge, it becomes our musical note".

The song itself ends by fading into the final notes of the Indian National Anthem.

Languages used

Hindi, Kashmiri, Urdu, Punjabi, Sindhi, Tamil, Kannada, Telugu, Malayalam, Bangla, Assamese, Oriya, Gujarati and Marathi.

Phir Mile Sur Mera Tumhara

Twenty years after the original debut, the song was re-recorded with an updated cast for telecast on January 26, 2010 by Zoom TV. This version titled *Phir Mile Sur Mera Tumhara* features Indian musicians, singers, sportspersons and film personalities from the current generation. The current version (16 min 17 sec) runs longer than the older version (6 min 9 sec) and has been directed by Kailash Surendranath who had produced the original version of Mile Sur Mera Tumhara as well. The new version also retains music composer/arranger Louis Banks who had co-composed/arranged the original Mile Sur Mera Tumhara as well.

The lyrics in different languages:

- “ [hi] मिले सुर मेरा तुम्हारा, तो सुर बने हमारा
 सुर की नदियाँ हर दिशा से, बहते सागर में मिलें
 बादलों का रूप लेकर, बरसे हलके हलके
 मिले सुर मेरा तुम्हारा, तो सुर बने हमारा
 मिले सुर मेरा तुम्हारा
- [ks-dev] चॉन्य तरज तय म्यॉन्य तरज, इक्वट बनि यि सॉन्य तरज
 [ks-nast] چائے ترز تے میائے ترز، اکوٹم بئہ یہ سائے ترز
 [pa] उंचा मुर मिले भेरे मुर दे ठाल, मिलवे घटे छिँव ठवां मुर उाल
- [hi] मिले सुर मेरा तुम्हारा, तो सुर बने हमारा
 [sd-dev] मुंहिंजो सुर तुहिंजे सां पियारा मिले जइहिं, गीत असांजो मधुर तरानो
 बणे तइहिं
 [sd-nast] مُنھنجو سُر تْنھنجي سان پيارا ملي جڏهن، گيت اسانجو مَيرُ ترانوبُڻي تڏهن
 [ur] سر کی دریا بہتے ساگر میں ملے
 [pa] ਬਾਦਲਾਂ ਦਾ ਰੂਪ ਲੈਕੇ, ਬਰਸਨ ਹੋਲੇ ਹੋਲੇ



UNIT-6

[ta] இசைந்தால் நம் இருவரின் ஸ்வரமும் நமதாகும்
திசை வேறானாலும் ஆழி சேர் ஆறுகள் முகிலாய்
மழையாய் பொழிவது போல் இசை
நம் இசை

[kn] ನನ್ನ ಧ್ವನಿಗೆ ನಿನ್ನ ಧ್ವನಿಯ, ಸೇರಿದಂತೆ ನಮ್ಮ ಧ್ವನಿಯ

[te] ನ ಸ್ವರಮು ನీ ಸ್ವರಮು ಸಂಗಮಮೇ, ಮನ ಸ್ಪರ್ಶಂ ಅವತರಿಸೆ

[ml] എന്റെ സ്വരവും നിങ്ങളുടെ സ്വരവും, ഒന്നുചേർന്നു നമ്മുടെ സ്വരമായ്

[bn] তোমার সূত্র মোদের সূত্র, সৃষ্টি করুক ঐক্যসূত্র

[as] সৃষ্টি হউক ঐক্যতান

[or] ତୁମ ଥାନର ସ୍ବରର ମିଳନ, ସୃଷ୍ଟି କରି ରାତ୍ନ ଏକ ତାନ

[gu] મળે સૂર જો તારો મારો, બને આપણી સૂર નિરાળી

[mr] माझ्या तुमच्या जुळता तारा, मधुर सुरांच्या बरसती धारा

[hi] सुर की नदियाँ हर दिशा से, बहते सागर में मिलें

बादलों का रूप लेके, बरसे हलके हलके

मिले सुर मेरा तुम्हारा, तो सुर बने हमारा

मिले सुर मेरा तुम्हारा

“ Transcription

[hi] milē sur merā tumhārā, tō sur banē hamārā
sur kī nadiyān har diśā se, bahte sāgar men milē
bādalon kā rūp lēkar, barse halkē halkē
milē sur merā tumhārā, tō sur banē hamārā
milē sur merā tumhārā

[ks] Chaañ taraz tai myain taraz, ik watt baniye saayen taraz

[pa] tērā sur milē mērē sur dē nāl, milkē bañē ikk navān sur tāl

[hi] milē sur merā tumhārā, tō sur banē hamārā

[sn] munīnājō sur tunhijē sāt piyārā milē jadāhin, gīt asāñjō madhur tarāñō
bañē jadāhin

[ur] sur ka darya bahte sagar men mile

[pa] bādalan dā rūp laikē, barsan haulē haulē

[ta] Isaindhal namm iruvarin suramum namadhakum

Dhisai veru aanalum aazi ser aarugal Mugilai

mazaiyai pozivadu pol isai

Nam isai



[kn] nanna dhvaniḡe ninna dhvaniya, sēridante namma dhvaniya
 [te] nā svaramu nī svaramu sangamamayi, mana svarangā avatarincē
 [ml] eṇṭe svaravum nīnākalote svaravum, ottuēṇṇu namote svaramāy
 [bn] tōmār sūr mōdēr sūr, sriṣṭi kōruk ōikōsūr
 [as] sriṣṭi hauk aikyatān
 [or] tuma āmāra svarāra mīlana, sriṣṭi kari chālu ekā tāna
 [gu] maḷē sur jō tārō mārō, banē āpnō sur nīrālō
 [mr] mājhyā tumēhyā jūṭā tārā, madhur surānchyā barastī dhārā
 [hi] sur kī nadiyān har diśā sē, bahte sāgar men milē
 bādalōn kā rūp lēkar, barse halkē halkē
 milē sur merā tumbārā, tō sur banē hamārā

”

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





ANNEXURES

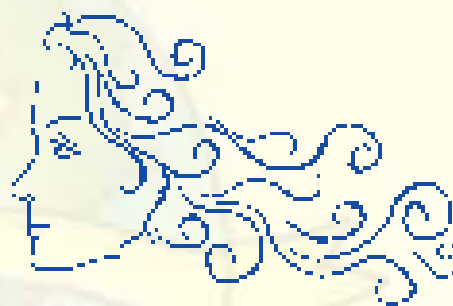
Texts for Listening Tasks



UNIT-1 : Health And Medicine

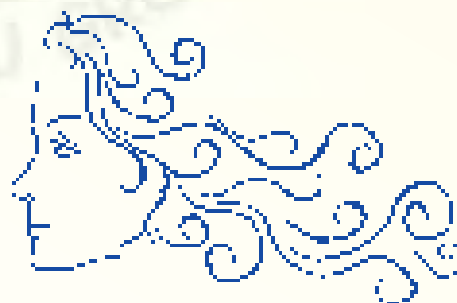
A 10 You have read about sleep deprivation and the ill effects it has on human beings. There are other work areas where youngsters remain sleep deprived and fall a prey to ill health. Listen carefully to some of the comments made about the business process outsourcing (BPO) sector which is part of the IT-enabled industry and do the activity.

Work in a call center is insensitive, requiring high levels of concentration. An employee performs one type of activity throughout the day staring at the computer screen all day



They are expected to be at the desk at all times during their shift except for toilet and meal breaks. They have to pick up the telephone within seconds of its ringing. This is monitored by the managers. They have to complete the call satisfactorily, as quickly as possible and move on to the next call.

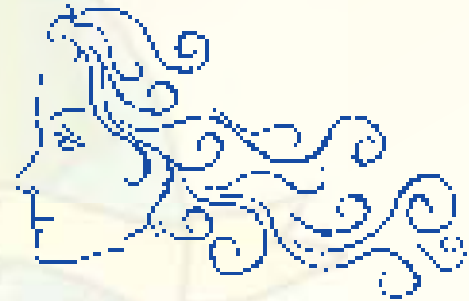
They also have to meet an unrealistically high target number of calls everyday. In India workers are expected to complete an average of 180 calls per day, compared to 75 in the US. This is really emotionally exhausting!





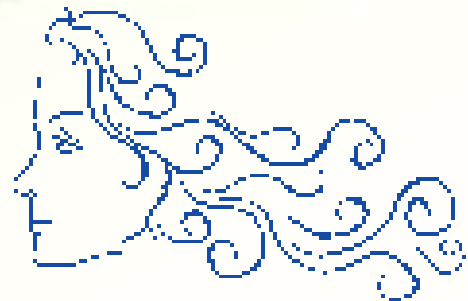
I have also heard that the employees are under constant surveillance. Closed circuit cameras are placed in every part of the office. In addition, the 'group leader' in each department tracks the workers' performance minute by minute to ensure that work never slows down and peak efficiency is maintained-even though these offices are always short-staffed.

When a person wants to take a toilet break she/he must raise a hand and the group leader will give permission after making sure that someone else takes over the desk. There are even reports of employees being followed to the toilet to make sure they are not actually taking a long break!



No wonder there are a number of related long-term health problems. In a study it has been found that 13% have reported visual problems such as eye fatigue, 3% have reported headaches while 23% had indigestion and constipation. They also suffer repetitive stress injuries from long hours at the computer and repetitive voice injury from speaking on the telephone for hours continuously

I suppose that is why there is such a high burn-out rate in this industry. People rarely stay for more than a year in any one office, and in about three years they've left the industry for other jobs





UNIT-2 : Education

C.12. Listen carefully to a speech by Steve Jobs.

(Speech by Steve Jobs (from Canara bank in house magazine and also in Steve Jobs Stanford Commencement Speech 2005- you tube)

Thank you.

I'm honoured to be with you today for your commencement from one of the finest universities in the world. Truth be told, I never graduated from college, and this is the closest I've ever gotten to a college graduation. Today, I want to tell you the story of my life. That's it. No big deal. Just a story.

The story is about connecting the dots. I dropped out of Reed College after the first six months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife----except that when I popped out they decided at the last minute that they really wanted a girl.

So my parents, who were on a waiting list, got a call in the middle of the night asking, "We've got an unexpected baby boy; do you want him?" They said, "Of course." My biological mother found out later that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would go to college. This was the start in my life.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all the money my parents had saved their entire life.



So I decided to drop out and trust that it would all work out okay. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked far more interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms. I returned coke bottles for the five cent deposits to buy food with and I would walk the seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuitions turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically satisfying albeit in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the "Mac" would have never had multiple typefaces or proportionally spaced fonts.

And since Windows just copied the Mac, it's likely that no personal computer could have them. If I had never dropped out, I would have never dropped in on that calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college but was very, very clear looking backwards 10 years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something... your gut, destiny, life, karma,



whatever.... because believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leads you off the well-worn path, and that will make all the difference.

(Steven Paul Jobs (born February 24, 1955) is an American business magnate and inventor. He is well known for being the co-founder and chief executive officer of Apple.)





UNIT-3 : Science

A.7 You are going to listen to a presenter discussing three new inventions-The Solerickshaw, the Green Phone and the Solar Water Purifier. As you listen complete the notes given below:

Good Morning everyone. In today's episode of Scientific Inventions I am going to talk about three exciting new inventions, the Solerickshaw, the Green Phone and a solar water purifier .

First some information about the Solerickshaw

The Solerickshaw is not just any rickshaw but an optimally designed pedal - operated and motor- assisted three-wheeler. Solerickshaws provide motorized assistance with the motor running on battery powered by solar energy. This Zero Carbon, Urban Transport Vehicle or 'Pedicab' was designed and developed by a team of engineers from the Central Mechanical Engineering Research Institute, Durgapur, West Bengal.

Now for the second interesting invention-yes the gorgeous Green Phone!

We all know mobile phones are 'must haves' these days. In fact according to statistics six out of ten people in this world own a cell phone. So imagine the energy consumed and the e-waste generated by these devices, Realizng the 'side-effects' of mobile phones, many handset manufacturers are going green while some are even going solar!

Samsung for instance has unveiled the solar powered phone-'Blue Earth'. It is a touch phone that has a full solar panel on its back which can generate enough power to charge the phone. It is made from recycled plastic from water bottles and has a built-in pedometer to keep a tab on your carbon dioxide emissions. And it is small enough to fit into your pocket!

Another phone that can fit into your pocket and also your budget is the Coral 200, a solar-powered handset from the Chinese mobile manufacturer ZTE. The phone provides fifteen minutes of talktime for every hour of sunlight'



LG too plans to launch a solar powered concept cell phone, which would provide 3 minutes of talk time for every 10 minutes of sunlight. The company has also come up with the HFB-500 Bluetooth solar car kit, which gives customers hands-free mobile use in a fully rechargeable solar unit.

The third solar powered gadget that has just been invented is the solar water purifier which can convert contaminated water into drinkable water.

There are two kinds of solar water purifiers. One type uses solar panels to power a 12 volt water purifier and the other counts on distillation without electricity. While the former is more potable, the latter is relatively inexpensive.

In a solar distillation system, a solar panel is placed on top of a rectangular-shaped box filled with unpurified water. The sun rays heat the water which condenses on the underside of the solar panel and the impurities remain in the box. The gentle slope of the panel allows the water to run into a trough and into collection bottles at the lower end of the box. Additionally, the ultraviolet rays from the sun kill the germs and bacteria in the water.

So dear listeners which of the inventions are you going to buy? With this I sign off promising to bring more exciting scientific news from the world of inventions next week, same frequency, same time!!!!



UNIT-4 : Environment

A6. Listen to the passage 'Wetlands, an Important Ecosystem' and complete the flowchart:

Wetlands

Wetlands, an Important Ecosystem

February 2, is celebrated each year as the World Wetlands Day all over to raise public awareness about the ecosystem and promote its conservation.

As is obvious by the name, wetlands are water bodies. But a wetland is not just any water body, but it is land that is covered with shallow water - either still or flowing, in which the water table is close to the surface. Swamps, marshes, oases in deserts, mud flats, and paddy fields are all examples of wetlands. Stretches of marine water where the depth does not exceed 6 meters at low tide are also categorised as wetlands. It is an entire ecosystem with its associated plant and animal life.

Wetlands are world's most productive environments with stunning biological diversity. Wetlands stretch from mountains to seas and include a wide variety of habitats from rivers and lakes, lagoons and mangroves to coral reefs. These habitats support a variety of species of birds, mammals, reptiles, and fish. Some are shrimp farms or fisheries, while others are purely for recreation purposes, valuable in ecotourism.

However, not all wetlands are natural. Some are man-made. Fish and shrimp farms, ponds, irrigated land like paddy fields, salt pans and reservoirs are artificial wetlands.

Wetlands like mangroves provide a barricade between the sea and land and help in stabilizing the shoreline. They help in preventing soil erosion and also in reclaiming land. They are breeding ground for marine organisms like shrimps and a variety of fish. Some wetlands help in checking floods and siltation of water ways, others help in checking erosion of forests. Wetlands, which are freshwater bodies, are sources of water supply.



For thousands of years mangrove forests have provided a natural shield against cyclones and storms that have frequently hit the shores of southern India. It has now been documented that coastal trees and shrubs saved the lives of hundreds of people in the tsunami disaster.

Sunderbans in West Bengal is the largest mangrove forest in the world. India has 19 wetlands sites which are of international importance.

It is interesting to note that wetlands cover a tiny portion of the earth's surface, but by the nature of their unique ecosystem, it becomes all the more important to protect and conserve them.





UNIT-5 : Travel And Tourism

C10. Listen carefully to Harsh Misra's vacation plans and fill in the blanks with exact information:

Harsh Misra's Vacation Plan

My name is Harsh Misra . This autumn break I am thinking about heading to Shimla for vacation. I'm from Allahabad, I haven't been out in the hills very often. Shimla will be a nice change of place as I have heard there are endless attractions in this area.

Since Allahabad is so far away from Shimla I will probably have a stopover in Delhi. The spring season is the peak season in Shimla so I'll have to pay a lot. My friend's brother is a travel agent so I will have to ask him to help me out in getting some good rates. Having talked to him in the past about travelling I know he is going to tell me to go in the off season to get a better rate. He tells all of his clients this. I understand his point, but I've never liked planning my vacations around the lean seasons.

I will visit the Jakhu Hill that is located 2 kms. away from the town. Serving as the highest peak of Shimla, Jakhu Hill offers panoramic views of the town and the nearby mountains.

My friends have advised me to stop for a quick bite at the Coffee House which serves the original flavours of coffee picked from the plantations. The next halt in my itinerary would be the State Museum at Shimla, which showcases various miniature paintings, costumes, textiles and jewellery of the region.

My temple trail would include visits to the Kamna Devi Temple, Tara Devi Temple, Kali Bari Temple and Christ Church that are some of the highly revered pilgrimage centres in Shimla. . It should be a great time!



UNIT-6 : National Integration

A5. Where are they from?

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

Speaker A: A trip to my colourful state will leave you totally charmed. Bordered by Pakistan, and the states of Rajasthan to the north east, Maharashtra and the Union territories of Diu, Daman, Dadra and Nagar Haveli to the south and Madhya Pradesh to the east, my state is one of the major tourist destinations in India. Strolls along the lovely beaches of Ahmedpur, Mandvi Beach, Chorwad Beach, Diu Beach, Gopnath Beach and Kutch Mandvi Beach will offer some of the cherished moments of your life. One of our famous temples is at Somnat. Also known as 'the Shrine Eternal', the temple was torn down six times, but was rebuilt on each occasion. My name is Jassu Ben

Speaker B: The name of my state means elevated land. This state has a rich history and tradition dating back to the times when the ancient rulers used to reign over this place. Tipu Sultan was an important ruler. He fought against the British with the invaluable assistance of the French but was eventually overthrown by the British in the year 1799. The capital of my state has significantly contributed to the technological advancement and overall commercial growth of the state.. Some of the prominent national parks are Bandipur National Park, Bhadra Wildlife Sanctuary, Nagarhole and Ranganathittu Wildlife Sanctuary. My name is Arnav Karnad

Speaker C: My state is miniature India in itself, comprising mountains, forests, a large number of rivers, the Gangetic delta and the sea. India, was ruled from its



capital city till 1911 when the capital was shifted to Delhi. Popularly known as the Queen of the Hills, one of the most beautiful hill stations in India is among the major highlights of tourism in my state. The state has immense geological importance as the Ganges enters its final stage here, and drains the world's largest delta which is home to a large forest, the habitat of the royal tiger. The state has given the country as many as four Nobel laureates. The prominent landmarks to this city include the Victoria memorial Hall, the writers' building, Town Hall, The Indian Museum, Asiatic Society, Rabindranath Tagore's residence, national Library and other places of importance. The state has many forests that are rich in wildlife and are known for the leopard and elephant population. The northern region is known for some swift flowing rivers like the Teesta, which is popular among adventure enthusiasts. My name is Abeer Sen

Speaker D: My state is located in the northern part of India at the foothills of the Shivaliks and is one of the most visited among the various tourist destinations of north India. Some of the important fairs and festivals are Hatkalika Fair, Tapkeshwar Fair, Surkhanda Devi Mela, Kunjapuri Fair, Lakhawar Village Fair, and Mata Murti Ka Mela. There are innumerable tourist attractions such as Badrinath, Corbett National Park, Gangotri, Haridwar, Mukteshwar, Kausani, Mussoorie and Nainital. There are a number of pilgrimage spots that are located in my state such as Gangotri, Yamunotri, Badrinath, Kedarnath, Hemkund Sahib and Joshimath. The state was carved out of Uttar Pradesh in 2000 and was known as Uttaranchal till 2006. My name is Anant Bahuguna



Additional Reading Material

Travel and Tourism

Resplendent Diversity of India

Read the following account and attempt the exercises given at the end.

Raju and Pinky were visiting Agra on a school excursion and were very excited about this trip. There had been a lot of discussion before the educational tour was finalized. Some wanted to go to Jaipur, others thought that Corbett National Park would be far more thrilling. The choice of Agra was made because the excursion could be completed in a day, did not involve expensive night stay in a hotel and of course what clinched the issue was the Taj Mahal, a world heritage site. Some senior students from class XII also joined as the Final Board exams were far away.

All along the way, those who had suggested Jaipur and Corbett kept grumbling. Mr. Kumar, the teacher consoled them by promising that next time a more distant and exotic destination may be possible. Many students started talking at the same time. Salim suggested the sun drenched beaches of Goa and Gurjit chipped in with Andaman Nicobar islands that he had visited with his parents on a LTC vacation. George and Mary -the cheerful twins-had Ajanta and Ellora on their wish list and while Anjali, usually very shy and not talkative, for once broke her silence to vote for Hyderabad, the city of Char Minar and next to Golconda. This gave Mrs Nair an opportunity to embark on a lecture on the resplendent diversity of India that is our priceless inheritance. She, of course, painted wonderful word pictures of Shalimar Gardens in Srinagar and Fishing Nets in Cochin. Zoobi, who won all the prizes in all the quiz competitions, lost no time in showing off by rattling figures about the number of foreign tourists that visit India every year and how much foreign exchange we earn through them.

But the kids were not prepared for a rude shock when they reached the Taj Mahal. Two young foreigners just ahead of them in the line before the ticket counter were mobbed by a group of unruly 'guides'. The visitors were looking harassed and irritated. Pinky told Raju, "Isn't this just like the Amir Khan ad they show on TV?" Anjali, exceptionally vocal on the trip, commented sharply, "But no Amir Khan is going to appear here as a saviour.



What are you waiting for? How long are you going to watch this tamasha? Are you scared to rescue your guests?" This prompted Gurjit to roll up his sleeves literally and rush in. In a blink all the students with their teachers formed a circle and outnumbered the haggling guides. Their enthusiastic intervention forced the officials and security guards to come out. The troublemaking guides retreated and the young foreigners thanked their new young friends. The teachers invited them to join the school kids for a quick cup of tea before beginning the exploration of the majestic building. At first they were reluctant and hesitant but were won over when Salim quoted the Sanskrit verse Atithi devo bhava- and explained it stating that in India a guest is treated as God. Zoobi immediately contributed a song version of the shloka singing slightly out of tune, 'Mehman jo hamara hota hai wo jaan se pyaara hota hai' translating in the same breath- 'our guest is dearer to us than our own life.' The eyes of foreigners twinkled mischievously and they didn't miss the opportunity of reminding the kids of their encounter with the guides! The children were stumped but regained their cheer before long.

Soon the strangers began to feel at home with their new Indian hosts and started exchanging their experiences, sweet and sour with them. Liz was from France and Jim was from Australia. Both were studying in an American university and visiting India as back packers. The teachers as well as the children shot a volley of questions at them. What are the places you have visited? What other places are you going to visit? Do you plan to ride on the Palace on Wheels? Have you stayed in the Lake Palace Hotel in Udaipur built on an island on Lake Pichola? What have you liked most? What have you bought for friends at home? There was no end to their curiosity. Liz and Jim were patient and tried to explain that they were not rich tourists who could splurge at deluxe hotels and ride Royal trains. They also told the children what the pleasures of back packing are. One can enjoy a lot even on a small budget if one knows what to eat, where to stay and what to see and do. Liz pulled out a copy of the Lonely Planet guide from her rucksack and showed the children the wealth of information it contained about Agra.

After some time they took their leave and the children kept talking about them as they appreciated the beauty of the marvellous monument in marble. After Taj it was the turn of the Red Fort. Here, the problem was the litter left behind by visitors who had thrown about empty water bottles, pieces of paper in the lawn. The children, prompted by teachers, volunteered to clean up the mess. They also asked the guards on duty why they hadn't stopped and punished the culprits. They in turn pleaded helplessness. "What can we do? We are so few. Hundreds visit this place every day; it's impossible to keep an eye



on all of them." Pinky observed, "We must take care of our heritage ourselves. Government cannot do everything. People should have self discipline." She would have continued with her lecture but another shock stopped her in mid sentence. Someone had scribbled with charcoal on a wall in a corner 'Sita and Gita, Ram and Shyam had come here.' A cartoon like figure was also drawn that defaced the wall. Zoobi hissed in anger. "Incredible India!" Anjali once again put him in his place reminding him that all of us are part of Incredible India. Instead of blaming others we should do our bit. Lighting a lamp is better than cursing darkness. All poor Zoobi could do was to say, 'Gurudev Tagore wrote that, didn't he?' The kids cleaned up the wall the best they could and after an evening snack headed back for Delhi.

Maybe it was the day full of exciting excursions, or sheer tiredness but the road on return journey felt bumpier and the food packed from the shop near the bus stand tasted stale and insipid. Discussion soon heated on the so called four lane highway and amenities for tourists in the city of Taj. Conversation with foreign youngsters was recalled. It's not only foreigners who need facilities but domestic travellers too require clean drinking water, hygienic food and convenient toilets. Affordable hotels, hostels and dormitories must be added to this list. All this would be wasted if no good roads or trains provide connectivity. Suddenly, some students started teasing Raju who, it was well known to his classmates, wanted to join a Hotel Management Course after finishing school. "If this is the case of a heritage site and a historic city, you will have no tourists to cater to by the time you get your first job!"

Raju, made of sterner stuff, responded gallantly. He pointed out how much the city and the monuments had improved since his last visit. He reeled off how clean and beautiful the Red Fort in Delhi looked now. Could anyone deny that the Light and Sound show was magical? What about Humayun ka Makbara that had left President Obama speechless? The moment he mentioned Jantar Mantar those who had wanted to visit Jaipur took off. Jantar Mantar there may be smaller but wasn't the Hawa Mahal in the Pink City exquisite! Gurjit who had been sleeping on the seat woke up as soon as pyaaz ki kachori and daal baati choorma were mentioned. Salim who was a hard core non vegetarian couldn't resist mentioning the sublime biryani he had tasted at his grandparents' house in Hyderabad and what could compare with the delicious khoobani ka meetha topped with malai. Before the contenders could come to blows, the teachers intervened gently. This time interesting anecdotes about diversity in food and costumes became the subject of a quick quiz. Song and dance and colourful festivals and dazzling



handicrafts too cast their spell on tourists both domestic and foreign. Chikan work in Lucknow, Bidriware in Hyderabad, miniature bronze and silks in Tamilnadu, inlaid woodwork and sandalwood in Karnataka. The names came tumbling out from children; shawls and embroidery from Kashmir, soft leather jutis and tie & dye cottons and feather-light quilts in Rajasthan. It was almost like an antakshari cataloguing souvenirs. Those who couldn't think of handicrafts kept interrupting with names of landmarks and monuments from these tourist destinations. Rumi Darwaza and Bara Imambara, Ghats in Varanasi, Victoria Memorial and Rosogolla all got jumbled up and all ended up laughing uncontrollably.

When the students met again the day after in school they were full of recollections and stories related to their trip. They were made happier when the class teacher asked them to write a short essay on how to make Agra more tourist friendly. She was in a generous mood and allowed the wild life lovers to write their essay focusing on problems and potential of Wildlife Parks.

When the essays were read out, one thing became quite clear. Nearly every region in our vast and varied land has breathtaking natural beauty and enchanting flora and fauna. Some species are threatened and a balance must be struck between tourism development and conservation. Tigers and Dolphins, Elephants and Pheasants, majestic Deodar and Orchids all are part of the enchantment of this land. This biodiversity needs protection as urgently as the architectural heritage. It was delightful to see classmates, wiser by their trip to Agra and chance encounter with young foreign tourists, could now talk about tourism in a balanced manner. They cheerfully filled up gaps in fellow students' presentations. All in all the class covered not only the natural and cultural diversity that attracts tourists like a magnet but also showed awareness of different types of tourism- heritage tourism, pilgrim tourism, eco tourism, adventure tourism and wilderness tourism.

Those who had stayed back and not joined the excursion made up by slogging in the library and making presentations that relied on facts and figures enriched with pictures and interesting charts. These provided the perspective that even today our country's share in international tourist trade is minimal. Much smaller countries like Singapore, Thailand and UAE attract much larger numbers. Some talked of favourite destinations for Indian tourists- Australia, Hong Kong, Dubai and Switzerland. When told that they had strayed from the prescribed topics, a smart Alec responded with 'Mam, we wish to learn from others' experiences!'



The teacher couldn't help smiling a little but insisted that they do as homework what had been assigned. The only concession she made was to add one more topic to the list. Students could also choose to write about the variety of jobs and employment that tourism can generate for young Indians in coming decades. She mentioned as a helpful hint the hospitality industry that provides board and lodging, travel and transport, folk arts and crafts, guides and interpreters, banks and souvenir sellers. It's not difficult to guess what our friend Raju wrote about! Zoobi is busy preparing an Incredible India quiz based on ads of different Indian states-covering everything from MP Gazab Hai to 'Gods Own Country'. Audio-Visual cues range from miniature paintings of Baj Bahadur and Rupmati who lived once in a City of Joy (not Kolkata!) to a small part of a Thyagaraja kritti to help you identify a magnificent temple built a thousand years ago. Can you name it now? A Jataka tale is retold in brief to tempt you to lose your way in a maze of cave paintings - Do you know what we are talking about? Three different celebrations of Dussehra tempt us to visit three different states and a picture of Carnival takes us to a region where the Portuguese held sway for over four centuries. Additional cues are cartoons by Miranda.

Pintu Ghosh, the youngest in the class, surprised everyone with his comprehensive contribution surveying the wonders in the north east. 'The Rainbow Unveiled' was the title of his project that covered all the seven sisters and a brother! He reminded his classmates that Arunachal Pradesh had monasteries like Tawang as impressive as Ladakh and like Sikkim which could boast of Pemyengtse and Tashiding attracted a lot of tourists interested in Buddhism. Pintoo had taken trouble to include details about Manipuri raas, a dance form that is inspired by the Radha-Krishna legends but is very different from dandiya raas in Gujarat or the raas leela in Uttar Pradesh. A large section in his essay dealt with Kaziranga, the wild life sanctuary in Assam, home of the rare one horned rhino. The illustrations were all very colourful and showcased chiraaw bamboo dance from Mizoram and Naga shawls and spears. Never to be satisfied easily, Zoobie cribbed, 'But he has not mentioned Cherapunji in Meghalaya and the Toy Train in Darjeeling.' No one in the class was in the mood to support him. Everyone was in a hurry to read out what they had done.

Another essay that drew praise from the teacher was written by bespectacled Madhavan Pillai who had prepared a note on all the World Heritage Sites in India. Most had heard of the concept but were ignorant about their number and location in India. The Red Fort, Fatehpur Sikri, the Taj, the Grand Stupa in Sanchi attract tourists like a powerful



magnet. But others are no less fascinating. Madhavan reminded his class fellows that unless we are careful and protect these monuments, UNESCO can withdraw this prestigious recognition. We must ensure, he added, that none defaces or disfigures these.

Samyukta Mohanti followed this with a short essay that continued the argument further. She referred to the Great Dark Pagoda, the Sun temple at Konark and the Jagannath temple at Puri, famous for the rath yatra festival. Her complaint was that most tourists gave Orissa a miss and were not even aware of the beauty spots it possesses like the Chilka Lake or Satkosia gorge on Mahanadi and the Bhitarkanika crocodile reserve. She was keen to include something about the Odissi dance and Geet Govinda but had to wind up due to the word limit.

Raj Iyer who had recently come to Delhi from Puducherry wrote a short piece about the French connection and the revolutionary sage, Sri Aurobindo.

We could go on and on with teasing and tempting but think it will be better to set you free to explore the land and people on your own. Do as much armchair travelling as you wish before you step out. Remember the old saying 'Charan vai madhu vindati'- one who travels gathers honey. Don't ever forget that 'Atithi devo bhava' and 'Incredible India' go hand in hand. Welcome the guest and treat him well. Take good care of the shared natural and historical heritage. These are an integral part of our identity and never forget a happy guest is a friend for life. Tourism doesn't only add to earnings and creates jobs- it enriches our own lives.

Things to do:

Make a list of delicacies from different parts of India.

Match major tourist destinations with historic monuments.

List the World Heritage Sites in India and write short notes on any five.

Write briefly about the temples and shrines belonging to different faiths in different regions of India.

Name the more famous wild life parks and natural reserves in India and write about the rare animals we can encounter there.

Jaipur-Delhi -Agra are often referred to as the Golden Triangle. Can you suggest similar Golden Triangles for Eastern, Western and Southern India?



Name the major Indian dance forms -classical and folk that may interest the tourists, both domestic and foreign.

How would you plan a trip to a destination of your choice? Cover everything-travel, accommodation, sightseeing, food and souvenir purchases.

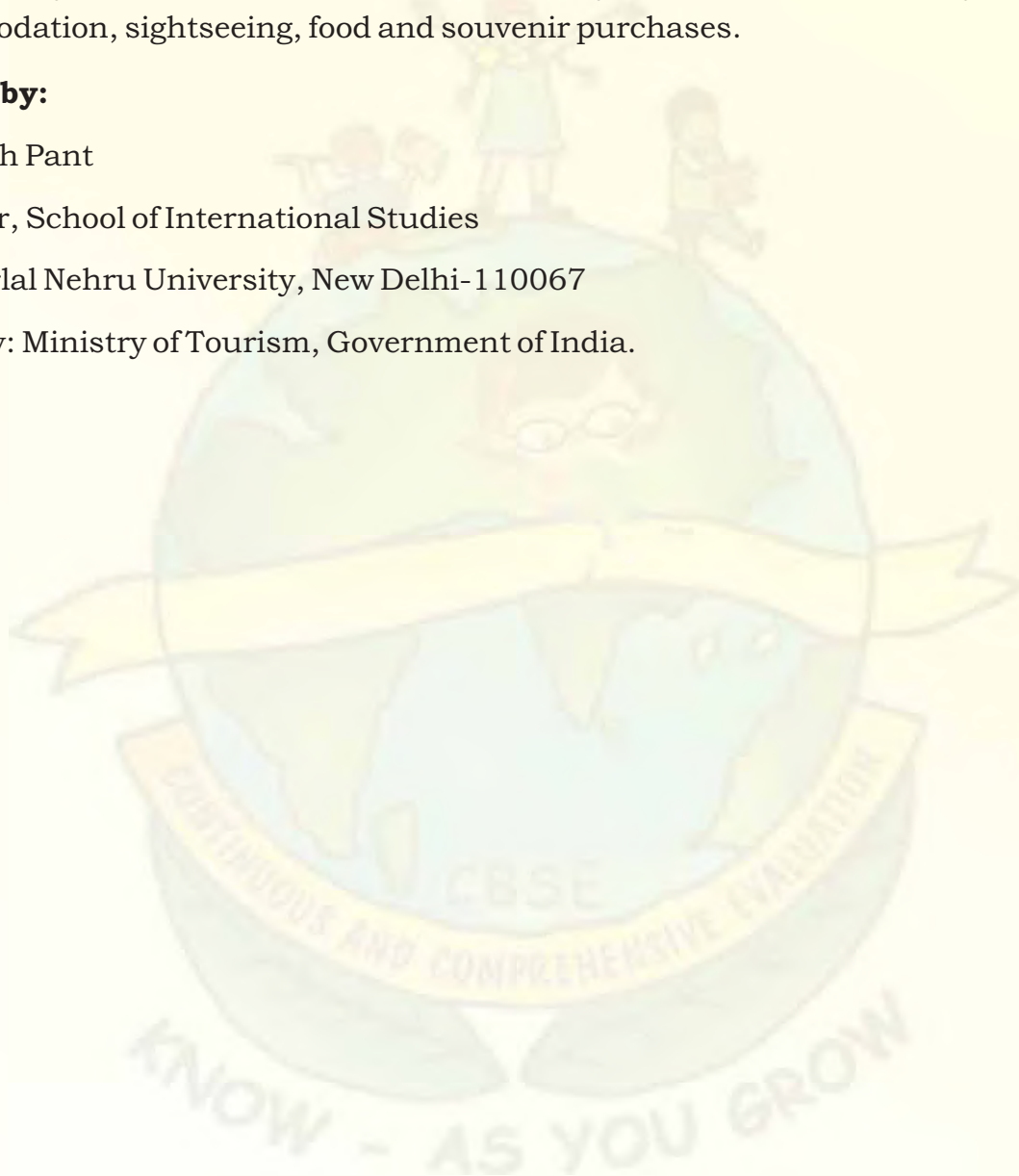
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Courtesy: Ministry of Tourism, Government of India.





Inter-disciplinary Project

This is an ideal area for an inter-disciplinary project. Such a project will help children explore different aspects of the diverse tourism opportunities that India offers in a joyful manner, working in groups of 4-5 students. Besides enabling the students to integrate their learning by working across subject boundaries, such a project will also reduce the work load on students and teachers.

Here are some suggestions for an inter-disciplinary project based on the above feature 'Resplendent Diversity of India'.

Project Topics:

Since the feature covers many aspects of India from the point of view of tourism, it is advisable to identify specific areas for the project work so that they can be easily managed by students.

The topics for the project work on India as a tourist destination are as follows (all the topics are with reference to India only).

- Historical and Heritage Site Tourism.
- Eco Tourism
- Adventure Tourism
- Pilgrim Tourism
- Wild Life Parks and Natural Reserves
- Cuisines and Handicrafts
- Art, Dance and Music
- 'Atithi Devo Bhava'- promoting Indian Tourism.
- Tourism Infrastructure

(After reading the feature you may be able to identify more topics).



- **Subjects that can be integrated in the Project:**

Language: The topics can be explored for developing language skills through

- a) Brochures
- b) Advertisements
- c) Power point presentations
- d) Travel guides
- e) Feature and analytical articles
- f) Photo features
- g) Essays
- h) Recipes
- i) Role plays (as guides and tourists)
- j) Light and sound shows
- k) Posters
- l) Drawings and paintings with write-ups

The language component of the project can include some of the above suggested modes.

Geography: Since tourism is very closely related to geographical locations, it offers immense scope for integrating geography through

- a) Write-ups on the geographical locations and sites of the tourist destinations chosen
- b) Maps showing exact locations
- c) Write-ups describing the salient geographical features, flora and fauna
- d) Maps and details of rail, road and air links.
- e) Power-point presentations with visuals
- f) Miniature models of heritage sites, religious monuments etc.
- g) Drawings and paintings with write-ups giving information about location, weather and transport available.



History: Since most of the tourist destinations are steeped in history, the project can encourage students to gather information about the history of monuments, places of worship, heritage sites, cuisines, trade, dance forms, handicrafts etc. through

- a) Time lines
- b) Historical sketches
- c) Dramatization and role play
- d) Feature articles and essays tracing the history of monuments and places of tourist interest.

Mathematics: Tourism industry involves both foreign and Indian tourists, income including foreign exchange, accommodation and travel facilities. These may be integrated in the project through

- a) Graphs, pie charts, tables etc.
- b) Calculation of foreign exchange inflow
- c) Projection of future needs in infrastructural facilities. (Refer Section D of Unit 5)

Procedure

1. The subject teachers involved in the project (it may involve the language, social science and mathematics teachers, if all the four subject components are chosen) must get together and prepare a detailed plan for the project on the basis of notes given here.
2. The students will be divided into groups of 4-5 students.
3. Each group can be allowed to choose a topic after discussion and consultation among themselves and with the teacher.
4. Based on the topic, a combination of modes listed under the four subjects could be chosen. It should be ensured that the project reflects all the four subject areas but at the same time does not become too heavy or difficult for the students.
5. The subject teachers should sit with each group and help them draw out on outline of their project.
6. Sources and Resources for collecting information, material and for research may be identified.



7. The members of each group may be helped to allocate the work on the basis of their interests and talents.
8. An initial draft/ presentation to the teachers may be arranged for comments and suggestions. It may not be complete in all respects. Such an intervention by the teachers is necessary to help students know whether they are on the right track. It will also enable the teachers to know what learning gains are accruing for the students.
9. Any help by way of editing, improving etc may be provided by the teachers.
10. A time schedule may be suggested for the final submission/ presentation. It is suggested that a project of this nature may require about 40 days. So this is ideally suited for a Formative Assessment Task. Since Travel and Tourism is the 5th unit of MCB, teachers will do well to give this project as part of FA 4. If teachers feel that it would be too close to SA 2, the project can be given as FA 3 and subsequently the unit on Travel and Tourism could be taken up for detailed study.

Assessment

The three subject teachers can develop rubrics for assessment keeping the requirements of their respective subjects. Suggested rubrics are given below:

Rubrics

Max. Marks for each subject: 10

Languages

- Relevance, richness and variety of content : 3 Marks
- Accuracy of language used : 2 Marks
- Fluency and effectiveness of organization : 2 Marks
- Imaginative use of language, visuals and : 2 Marks
other presentation techniques
(modulation, eye contact etc in the case
of oral presentation)
- Group Dynamics : 1 Mark

Total

10 Marks



Geography and History

- Correctness and relevance of geographical / historical information : 3 Marks
 - Richness and Variety of information : 2 Marks
 - Effectiveness of presentation : 2 Marks
 - Richness and authenticity of sources used and research done : 2 Marks
 - Group Dynamics : 1 Mark
-
- Total : 10 Marks**

Mathematics

- Correctness and relevance of mathematical Tools used such as graphs, pie-charts etc. : 2 Marks
 - Correctness of calculations : 2 Marks
 - Effectiveness of presentation : 2 Marks
 - Aptness and authenticity of sources used for collecting data : 2 Marks
 - Aptness of conclusions drawn and projections made : 1 Mark
 - Group Dynamics : 1 Mark
-
- Total : 10 Marks**

Precautions

- It should be done as a group project.
- Students will do the project within the school hours.
- Sources for information should be easily accessible like books from the library, internet etc.



- The project should not expect a voluminous document as a product. Simple advertisements, posters, write-ups, articles backed by oral presentations will be more enjoyable.
- If there is a written product, it should not be a computer print out. It should be handwritten supported by visuals, either drawn / painted or pasted.
- Subject teachers should make use of simple but probing questions to ascertain the learning gain of every member of the group.
- The project may be assessed by each of the three teachers so that it can be taken as a Formative Assessment Task for all the three subjects, ie, English or Hindi, Social Science and Maths. Thus, with one project three subjects can be assessed.
- It will be advisable for the three subject teachers to come together for assessment, especially if the project work involves oral presentations, dramatization, talks, role play etc.

This is only a suggested plan for the inter-disciplinary project. Teachers are at liberty to make any changes they feel necessary to suit the needs of their students.