

GROWTH IN HUMANNESS



Part - 3

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9. Human Feelings

10. Justice

11. Equality

12. Equal but different

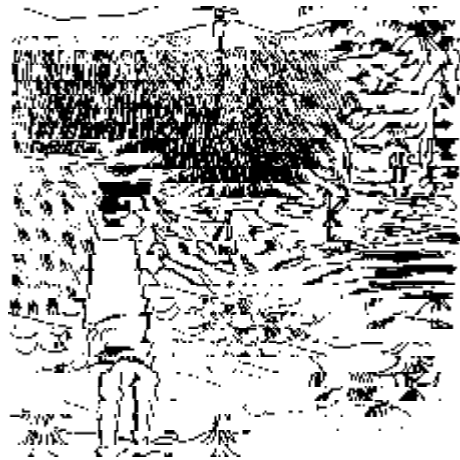
13. Freedom

9. HUMAN FEELINGS

Story 1

The dispersed cranes and the united human beings

Johnny was studying sixth standard in Trivandrum. He was a hosteller. He belongs to a well-to-do family. He has come to his village for quarterly holidays. The day after he came home, after having his breakfast, he went out to play.



There were many fields around his house. There was a pond in the middle of the fields. He had a catapult in hand. He was catapulting stones here and there aimlessly.

When he was doing that, he noticed a number of cranes near the pond. On seeing them he was tempted to shoot a stone at them. He held a stone in the catapult and aimed it at the cranes. It hit a crane on its head. The crane fell dead on the spot. On seeing one of their members dropping dead, the other cranes flew away out of fear.

Johnny was overwhelmed with joy. When he walked further he noticed many women transplanting crops in the fields. The children of these women were engaged in playing with one another near the field. Are they not the children of these labourers? Some children were wearing shirts and some were not. He thought of hitting the children also as he did the cranes. Immediately he thrust a stone in the catapult and aimed it at a child. The stone hit the child on his foot and the child screamed in pain. The mother of the child, alarmed by the scream, came

running. Not only the mother, but also all the women who were engaged in the work ran towards the scene and raised an alarm.

What do we understand from this story? As soon as a crane was hit, all other cranes flew away. But when a child was hit, no one sped away. All of them came to the rescue of the crying child.

Now you recall the lesson we read about social life. Human beings live in society. They have a social sense and that is why when a member of the society is affected, every one gets affected. This is what distinguishes men from all other animals and this is what we call human nature or culture.

Why does not this nature come out at times? What is the reason.?

Human Nature

Human feelings are like a storm and also like a gentle breeze. The storm will uproot the trees and pull them down. But the breeze will play through the branches and leaves of a tree and sing songs in a sweet voice. Strong emotions will destroy human beings and nature, and the gentle, breeze will respect human dignity and its growth.

*If there is honesty in heart,
there would be beauty in character;
If there is beauty in character,
there would be harmony in the home;
If there is harmony in the Home,
there would be, orderliness in the country;
If there is orderliness in the country,
there would be peace on earth.*

- Confucius

Story 2

Little Peacock

Keshavan stood in front of his hut carrying his five year old child on his shoulder.

His wife Leela asked earnestly, **“What did the doctor say and how is my child?”**

“What to say? The doctor says the child is suffering from a peculiar kind of fever and we should be careful.



We must admit the child before 6 O'clock in the hospital”, When he was saying this, his eyes were filled with tears. “Don't worry about any thing, Almighty would not let us down. I would also come to the hospital in the evening and we shall get the child admitted in the hospital!” so said Leela.

“It is not a free hospital, it is a private hospital. First we should pay Rs.1000/- Then only they would admit the child, said Keshavan. Leela was worried she said “Where do we go for a thousand rupees? We are daily wage earners “Who will give a thousand rupees to us”

Keshavan lit a beedi and inhaled the smoke. The cycle caught his eye. He became brisk. He removed his lungi. He wore a pant and a sleeveless banian.

He addressed leela, “Hai! Leela, I am going out. If the child opens his eyes, you give him some gruel. I will return before sunset.”

On the big bazar street, there is a large vacant place. Keshavan went there pushing his cycle. Some balloons had been tied on the two sides of the rear wheel of the cycle. He pedalled the cycle fast. The balloon rubbed against the wheels. It created a big, fluttering noise. It attracted the attention of the people. In a few minutes old people, mothers, children all arrived and formed a circle. Keshavan addressed them.

“Elders, mothers, youngmen, and children, I salute all of you! I am going to do some acrobatic exercises on my bicycle. Finally I will break some tube lights on my back. Please help me with money. I am going to amuse you in this scorching heat. All the children clap your hands.”

The children assembled there, clapped their hands enthusiastically. Keshavan performed many acrobatic tricks on his bi-cycle. The large assembly of people looked at him in wonder.

He thought, if each of the assembled people drops just one or two rupees as charity, he will get about a thousand rupees and he can admit the child in the hospital. "How lean my child has become! I must buy apples, horlicks, etc. Keshavan murmured to himself.

The show came to the last episode. Keshavan removed his sleeveless banian. He had black skin and shapely muscles formed out of hard labour. Fused tube lights of four feet length were by his side.

He demanded the attention of his benefactors. "Oh! Philanthropic gentlemen! Please watch! I am going to break these tube lights lying here" "Then he picked up the tube lights one by one and hit them on his back. They broke into pieces with a tinkling sound. His back was bleeding. The crowd expressed pity for him and dispersed.

Have you finished reading the two stories? And now just think over the two stories for a while. After finishing it please try to find answers the following questions. Let me see.

1. What did the other cranes do when a crane was hurt?
2. What made the fellow shoot a stone at the poor child?
3. What did the women who were transplanting seedlings do when the child was hit by a stone?
4. What did Keshavan do when his child fell ill?
5. What did he do for his child who was suffering?
6. Do you realise that the feelings that are manifested in the two stories are natural human feelings?
7. Keshavan suffered so much to save his child, what can be the reason?
8. What are the rights lost by Keshavan and his family?

Why do we speak high about the sea ? It receives the water from ponds, tanks, lakes, rivers, etc. with a large heart. When you respect the dignity of other human beings and accept them in your heart, you are as great as the sea.

Class Exercise

1) (a) List ten feelings that exhibit the humane character of man

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Dogs and cats never like each other. When a dog chases a cat, the cat climbs over the tree and sits there. But pups and kitten would play with each other. If people are as innocent as a child they would respect each other and live in peace.

One morning, the sun spoke to the flower. “Had there not been a cool night you would have suffered under my hot rays for the whole day. You are fortunate.”

The flower said, “I thank you dear Sun, for the energy I get from your rays in the day time.

The human relations are like this

It gives energy and love and
helps him to live with dignity.

(b) List ten harmful feelings that are against humane nature.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(2) What are the human feelings hidden in the following sentences?

(a) "I felt I should slap her"

(b) "I would never do such an unjust act"

(c) "How can I convince you? Are you a man at all?"

(d) "However I suffer, I would never receive bribe."

(e) All these girls have come to study! Are they going to become collectors?"

(f) "I would always help the poor people"

(g) "Why should I care, if your daughter is in the hospital? Do I have a lot of money to spare or else have you dumped your money here? Get out you beggar, beggar dog!"

(h) I would never forget those who help me

(i) "Who do you think I am? Do you know that all women and children of this place would come and fall at my feet if I just move my little finger a bit? You are a teacher who came yesterday. Mind your own business. More than that if you mention the word 'revolution', I would cut you to size."

(j) “You should live like a queen. All your desires must be fulfilled. I give you leave happily

(k) “Ramu! you acted well in the drama yesterday. My hearty greetings to you. I wish you become a famous actor in future”:

(l) “It is right to punish the minister who has swindled crores and crores of rupees”

(3) State your feelings while reading the statements given below

Event 1 : You hear that the people at Tasildar’s office demand Rs.50/- as bribe to give a community certificate? What are your feelings?

Event 2 : What are the feelings that arise in your mind when you see the hardships of the slum dwellers, when the slums are cleared for beautifying the cities?

Event 3 : The feelings that arise in me, when I see children of school - going age working in match factories and hotels.

Event 4 : When my neighbour thrashes and tortures his wife, the feelings that arise in me

Event 5 : The feelings I get when I see people employed in cleaning faeces

The sudden downpour of rain will not drench the depth of the earth. That will run away quickly. The rain that pours down steadily will moisten the inner layers of the earth. That will give strength to trees, plants, creepers and bushes. Our feelings are also like that. Negative feelings rush out of our mind. But they here is no use. Positive feelings will soothe others. These will develop the dignity of children, men and women.

5. Among these qualities choose any five that you like most and state the reason why do you like them.

The qualities I like	Reasons
1.	
2.	
3.	
4.	
5.	

6. Of these 5 good qualities, which one would benefit the society the most, according to you? How will it benefit the society?

The good quality	Benefit	How it will benefit

7. What do you think are your bad qualities?

1.	2.	3.
4.	5.	6.
7.	8.	9.

8. Of your bad qualities, which one will cause the maximum harm to society? How will it cause harm?

Bad Quality	Damage	Nature of Damage

9. Name a good human being who has impressed you much. List five good qualities of the person you like Why do you like these qualities of the person?

The person	Good qualities	Reason
1.		
2.		
3.		
4.		
5.		

10. Mention the name of a person whom you don't like? List 5 bad qualities that you hate in him State why?

A human being you dislike	Bad qualities	Reason
1.		
2.		
3.		
4.		
5.		

11. Close your eyes, get into a calm, serene mood and think of your classmates. List down the qualities you have noticed in them.

a. Qualities you like	b. Qualities you dislike
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Home Exercise

12. Fill up the tables with the help of your mother or father or an elderly member of your family. Share this in class. Later the teacher will ask thought-provoking questions and share with the students his/ her views on this.

Ten Humane qualities that can nourish the society	Ten Evil qualities that can destroy the society
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

10. JUSTICE

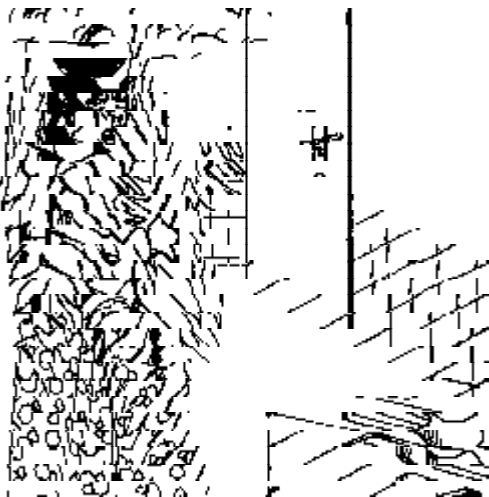
Incident 1

All our life we toiled for the village

Velu and Karuthamma are aged launderers. They have been laundering for many years. Now the people ask them to vacate the village, since they have become old. “We have become old. We are ailing and our son is not with us. We told the villagers that we won’t be able to launder their clothes any longer. Villagers say that if we can’t launder their clothes, we should vacate our house and leave the village. We didn’t vacate the house. The plight we are in is so bad that we play that even our enemies shouldn’t face such a condition. The villagers have ostracized us. No one talks to us here. When we ask for water to drink, they refuse us. At nights, stones rain down on the roof tiles. They have set fire to all our firewood. Our cooking vessels have been broken to pieces. We feel orphaned at this old age” Karuthamma begins to weep.

Incident 2

Went to work and returned with burns!



Rejani narrated her story, sobbing, “Chitra is my daughter. I struggled hard to bring her up. Now, see her lying on a plantain leaf. She had been assisting me in the fields. I sent her to work in a person’s house as a domestic helper. After a few days, the people there told me to send her for work at their relatives’ house. I took her there last Jan - Feb. They said that they would give Rs.150 each month and give her 3 meals a day. They also said that they would buy her utensils and household things when she got married.”

“The last new moon day, around 11.00 a.m., 2 persons came on a motor- bike and said to me that my daughter had been admitted in a private hospital, after she had fallen ill with vomiting and diarrhoea. They gave me 20 rupees and asked me to go to the hospital. But, when I went to the hospital. I saw her with burns all over the body, lying inert, without any movement”.

“The persons at the hospital told me that the persons, who admitted my daughter, gave them Rs.2,000/-, for which she had already been treated, and that if she had to be administered further treatment, I should pay more. They pushed me out saying that I could take my daughter away if I didn’t have the money. Then, I got my daughter admitted at the Government hospital. There she was taken care of very well. She told the doctor, police and the judge about what happened to her. They had taken her deposition too.”

Chitra, who was suffering from wounds, both physical and psychological, began talking slowly. “I worked in their household for one year. I would call her ‘Sister’ . She didn’t like me serving food or coffee to brother(the employer’s husband). Once when I did, she told me, “Just wait and see what I do to you one of these days”.

“I hadn’t committed any crime. So, I didn’t take the matter seriously. On the morning of the day of the incident, saying that I had stolen her slippers and had kept them in my bag, she started hitting me. She and her daughter hit me for a long time with slippers and broomstick, saying that I had shown the qualities innate to my community. They abused me, referring to the name of my community. I told them that I was willing to go home if they didn’t like me staying there. But they pushed me into the bathroom saying, “You’ll go home only if I leave you alive” and poured kerosene over me. Then, they set fire to me and bolted the door from outside”.

“I shouted for help. It was a girl, working in the neighbouring house, who heard my cries and opened the door. I ran to the water tank and jumped into it. I don’t know what happened after that since I regained consciousness only in the hospital”.

“I haven’t done anything wrong. I don’t know how Sister could think of murdering me. Will I survive?” saying this, Chitra began sobbing uncontrollably.

A community in caves

Incident 3

Irulas are a community of Scheduled Tribes who are still languishing in rock caves. Outsiders have chased them away from lands that they had been inhabiting earlier and cultivate grains there. These people, who have lost their land because of their ignorance are now purchasing flour from the market for food.

To suppress hunger, these people tie a ribbon like cloth around their abdomen tightly. These people are not allowed to visit temples. None of them are literate.

Raja (19) is a boy, who stopped going to school after attending classes for 3 days. He says that he would like to study but has no means to pursue his education. He says that they don't have the means, even for food and that he fills his stomach by eating 10 wild plantains a day. A cactus variety called *kalli mulli* also assuages the hunger of these people.

What is striking is that these people have not been included in the census so far. Many among them are not able to pursue their studies since they haven't got their community certificates. They have no access to facilities like housing, roads, drinking water, electricity and ration card. Their population also remains stagnant without any growth.

Class Exercise

1. Divide the class in 3 groups and ask them to read the 3 real life incidents. The leader of each group should tell a brief summary of the incident that they have read, before the entire class.
2. Later 3 students should express in their views about the treatment meted out to the persons in the incidents and say whether they are right or wrong.
3. They should write on the blackboard, who the victims were, in each of the incident.
4. Write on the blackboard, the reasons for saying that the treatment meted out to them was unjust.

5. You would have understood that victims are persons, who have been denied their rights. List down the rights that have been denied to them.

S. No.	Community	Lost Rights
1.	Scheduled Tribes	
2.	Dalit Elderly People	
3.	Girl who went to work	

Lost Rights eg:

1. Right to Food
2. Right to Work
3. Right to Education.

6. Is it right that affluent people grab settlements or lands given by the Government to poor people, widows and Dalits? Give reasons.

7. Write the feelings that arise in you when you witness incidents of injustice.

8. What is justice? What is injustice? Explain with examples.

9. Write an essay of not more than 20 lines on the life of a famous person, who worked for justice or such a person who lives in your town/ village. You could have read about this person in your textbook or could have heard about him/her, or could have met him/ her in person.

10. A mother has 2 children. One is an intelligent and healthy kid. The other is a physically challenged child. Is it just or unjust if the mother treats them equally? Why?



11) 2 children come to a nursery school for admission. One comes from a poor family. This child's parents are not well educated and are poor. The other child comes from an affluent family and its parents are well educated. Both of them are subjected to an entrance test, in which the same questions are put to both. Which one of them would get more marks? The child of the well-educated parents would definitely score more marks. Is it just if the child, who got good marks alone is admitted in the school? Or is it unjust? Why?

12) Government provides free note books, clothes, bus pass and monetary assistance to poor children belonging to the scheduled communities. Is this a just or unjust practice? Why?

13) A construction work is going on in your town/ village. Men and women do masonry work there. They do the same kind of work. But the men are paid more. Is this just or unjust? Why?

JUSTICE...

We, the people of India having solemnly resolved to constitute India into a sovereign, socialist, secular, democratic republic and to secure to all its citizens: JUSTICE, social, economic and political... do hereby adopt, enact, and give to ourselves this constitution.

(Preamble to the Constitution of India)

The state shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which JUSTICE-Social, economic and political-shall inform all the institutions of national life.

(Article 38, constitution of India)

The State shall secure that the operations of the legal system promote JUSTICE, on a equal opportunity, and shall, in particular provide free legal aid, by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.

(Article 39 A, constitution of India,)

The State shall, in particular, direct its policy toward securing that the citizens, women and men equally, have the right to an adequate means of livelihood.

(Article 39(a), constitution of India.)

14. Mark '✓' in the 'correct' or 'incorrect' columns for the following questions.

	Correct	Incorrect
1. Street children dirty the streets. So, they should be punished		
2. Thieves won't speak the truth. So, they should be tortured in prisons to bring out the truth.		
3. Women need not study more than men.		
4. There is nothing wrong in clearing slums to beautify the town.		
5. Parents should bring up their children, without discriminating between boys and girls.		
6. The Government should give credit only to talent . It should not consider caste.		
7. Prevalence of too many religions is a threat to unity. So, only a single religion should prevail in India.		

Class Exercise

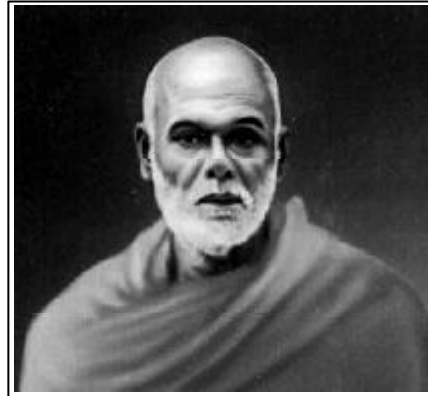
15. Students should form groups and discuss the incidents of justice or injustice that they witnessed and should stage it in class in the form of a short play.

- a) Bring the newspaper cutting of an incident of justice or injustice published in daily newspapers recently, to the class.
- b) Divide students into small groups. Each group should prepare a poster with the news paper cuttings.
- c) Group members should show the poster in class and conduct debates on the news cuttings in class.
- d) The teacher's ideas would be shared finally.

11. EQUALITY

Students !

All of you would have known about ‘Sri Narayana Guru’ You would have seen his photos in many places. You might have seen buildings named after him. There are Universities and Colleges in his name. Why have they been named after him. Why are we still singing his praises? Similar to Sri Narayana Guru in Kerala was ‘*Thanthai*’ Periyar in Tamilnadu Listen to an incident relating to him.



When he was young, ‘Thanthai’ Periyar wanted to go on a pilgrimage to Kasi. He went to his father and got the necessary amount of money. Then he went to Kasi with his friends. He saw the place and spent all the money he had. The friends, who had accompanied him, returned home. But he had no money left. The day after all his money was exhausted, he starved the whole morning and went in search of a place, where he could get free food.

He saw a ‘Mutt’. It was afternoon and he was very hungry. He eagerly went in. Many people were having food there. But he was chased out, since it was a place where food was distributed free of cost only to people of the upper caste. He waited outside for the plantain leaves to be thrown out. When they fell, he ran towards it. He ate the left overs. But this incident inflicted deep wound in his heart. He couldn’t forget the experience of being treated as a low caste man, for the rest of his life.

‘Thanthai’ Periyar struggled all through his life for safeguarding ‘humanism’ that we are talking about now. He said that all the persons living in this society should have self-respect. He said that a person who does not have self respect is not a human being at all. He questioned, as to why some persons were treated lowly and stressed that all people have self-respect. He opposed the subjection of people to slavery because of their birth in a particular community. He

Government shall have the responsibility for developing, with the participation of the indigenous and tribal peoples, coordinated and systematic action to protect the rights of these peoples and to guarantee respect for their integrity.

(Article 2:1, International labour conference : convention concerning indigenous and tribal peoples in independent countries, 1989)