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THE OUTSIDER

A. WARMER

- *How are the physically or visually challenged persons similar or dissimilar to the normal people? Discuss the differences and similarities.*
- *How are these persons generally viewed/ treated by people?*

I'm handicapped and wheelchair bound
Expected to sit and not make a sound
Just to smile and let the world go by
With saintly patience and never sigh.
Inside my head thoughts come and go
Ideas are born which long to flow
Flow from my lips and link me with others
But words sound strange as no one bothers.
My tongue and lips do not as I ask
I cannot perform the simplest task
But I have a mind and I'm still there



Don't lock me out in your ignorance there.

Talk though I seem not to understand

Touch me, include me, hold my hand

I am alive and I have time to give

Let me share in the life I was given to live.

Anonymous

GLOSSARY AND NOTES

handicapped(adj): unable to use a part of the body easily due to an injury or illness अक्षम

bound (adj):	forced or compelled (in this situation, to use a wheelchair) पहिएदार कुर्सी में (सीमित)
expected (v):	supposed अपेक्षित
saintly patience (noun phrase):	showing patience like a saint साधु समान सहिष्णुता
sigh (v):	take a deep breath कराहना
strange (adj):	awkward अदभुत
ignorance (n):	lack of knowledge अज्ञानता, अनभिज्ञता

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. Who is the speaker?
2. What kind of disability do you think he suffers from? How do you know?
3. How does the speaker want the others to treat him?
4. How do normal people behave with the speaker?

B.1.2. State whether the following statements are true or false:

1. The speaker is unable to move his limbs.
2. The speaker is mentally challenged.
3. He can perform simple tasks.
4. He desires to be treated equally by others.

B.2. THINK AND WRITE

B.2.1. Tick (✓) the most appropriate options that complete the following statements and give reasons in favour of the options selected:

1. The speaker is expected to
 - (a) complain
 - (b) share his grief with others
 - (c) maintain his silence
2. The speaker is eager to
 - (a) have someone to guide him
 - (b) express his thoughts and feelings
 - (c) dispel his fear of immobility
3. The speaker is grieved on account of
 - (a) the behaviour of others towards him
 - (b) his disability
 - (c) his inferiority complex

B.2.2. Answer the following questions:

1. What kind of a life does the speaker lead?
2. Why does the speaker say: "I have a mind and I'm still there"? Discuss his state of helplessness.
3. Why does he call the normal people ignorant?
4. Are differently-abled people inferior to others? Give reasons for your answer.

C. WORD STUDY

C.1 Fill in the blanks with suitable words from the box given below:

free	special	ability	feelings	unable
person	physical	imagination	beloved	

I am a differently abled _____. I don't consider myself as _____. My _____ deformity has not affected my mental _____. Although, I am _____ to move my body, my spirit remains _____. I express my _____ through songs. In my _____, I travel wherever I want to go. I'm also God's _____ child.

D. RHYME TIME

Read the following lines:

I'm handicapped and wheelchair bound. Expected to sit and not make a sound

The words 'bound' and 'sound' end with a similar sound ; therefore they can be called rhyming words . Pick out as many rhyming words from the poem as you can and write them down in the space provided below:

E. LET'S TALK

Discuss in class the following:

“Should differently abled persons be treated as equals?”

Students should also be encouraged to share their experiences (if any) of interacting with such persons.

F. COMPOSITION

Write a paragraph on the 'Life of a Disabled Person'.

Your paragraph should include the following points:

- nature of disabilities persons suffer from
- what problems they face.
- what support they need
- how people treat them
- responsibility of the society towards them

G. TRANSLATION

Translate the following into English:

कल मेरे साथ एक अदभुत घटना घटी। मैं दफ्तर से लौट रहा था। अपनी बिल्डिंग में पहुँचते ही अँधेरा हो गया। जेनरेटर और लिफ्ट भी काम नहीं कर रहे थे। मैं अँधेरे में किसी तरह सीढ़ी तक पहुँचा। पहली सीढ़ी पर पैर रखने की कोशिश में मैं गिर पड़ा। तभी किसी ने मुझे हाथ पकड़कर उठाया। वह अनजान व्यक्ति मेरा हाथ पकड़कर ऊपर ले गया। आठवीं मंजिल पर मेरे फ्लैट के दरवाजे पर पहुँचकर मैंने उसे बारम्बार धन्यवाद दिया। तभी बिजली वापस आ गई। मैंने अपने अनजान मित्र को देखा। वह अंधा था। एक अंधे ने मुझे राह दिखाई थी।

H. ACTIVITY

H.1. Response session

The following questionnaires can be circulated in class for students' responses:

- Do you have any friends with limited eyesight?

- Can you name any famous people without eyesight?
- What are the main causes of physical disabilities in India?
- What sort of jobs do the people without sight do?
- What things can the people without sight do better than those with sight?
- What facilities do our school have for the disables?

H.2. Sensitising students to the visually challenged persons:

Close your eyes with a handkerchief. Try to walk up to the blackboard. Pick up a chalk and try to draw something on the blackboard. Share your experiences with class.



मानव रहित रेलवे समपार पर लापरवाही जानलेवा हो सकती है।

- अपना वाहन समपार से 20 मीटर पहले रोक दें।
- आने वाली रेल की आवाज / हॉर्न ध्यान पूर्वक सुनें।
- दाईं व बाईं ओर ध्यान से देखें।
- पूर्ण रूप से सुनिश्चित होने के बाद ही वाहन पार करें।

याद रहे आपकी जिन्दगी अमूल्य है



मानव रहित समपार लापरवाही पूर्वक पार करना मोटर वाहन अधिनियम की धारा 131 एवं रेलवे अधिनियम की धारा 161 के अन्तर्गत कानून अपराध है, जिसके लिए एक वर्ष का कारावास भी हो सकता है।