

**ANNUAL PREPARATORY PROGRAMME FOR ENHANCEMENT IN  
ACADEMICS AND REVISION (APPEAR)  
CLASS XII, ENGLISH CORE - 301  
MODULE - X LOST SPRING (PART-I)**

Module Detail	
Subject Name	English Core
Course Name	Annual Preparatory Programme for Enhancement in Academics and Revision (APPEAR) in English for Class XII
Module Name/Title	Lost Spring (Part I)
Module Id	lefl_10201
Pre-requisite	Lifestyle and hardship of poor slum dwellers. Understanding of the poem 'An Elementary School Classroom in a Slum'.
Learning Outcomes	<p>After carefully reading this module and doing the suggested activities, you will</p> <ul style="list-style-type: none"> <li>• identify minimum five words/expressions indicating poverty and misery while listening,</li> <li>• respond to True/False questions on factual understanding of the lesson- after listening,</li> <li>• infer the meaning of the expressions,</li> <li>• fill up specific details in the graphic organizer after reading,</li> <li>• identify the main/central ideas in the given paragraphs,</li> <li>• brainstorm social issues like migration to cities and child labour, and</li> <li>• write a paragraph on the given topic.</li> </ul>
Keywords	Poverty, misery, squatters, scavenging, garbage, scrounging, brainstorm etc.

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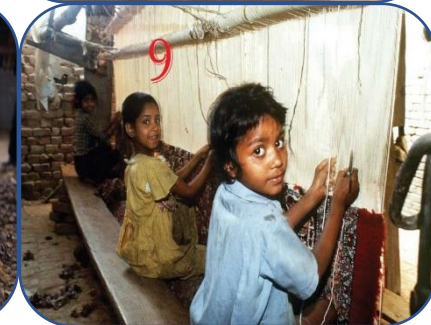
## INTRODUCTION

This lesson is an excerpt from Anees Jung's book titled *Lost Spring, Stories of Stolen Childhood*. She analyses the grinding poverty and traditions which condemn these children to a life of exploitation. Being an editor and columnist for major newspapers in India and abroad, the author analyses the poverty, exploitation, and child labour prevails in the society. She narrates her observations and expresses her feelings towards exploitations through two characters named Saheb-e-Alam, a resident of Seemapuri situated on the outskirts of Delhi and Mukesh from Firozabad.



### Activity-1

Observe the pictures carefully and arrange them in the relevant columns. The images are numbered. Write the theme/message of each visual in a few words along with the number.



Desirable events of childhood		Undesirable events of childhood		List reasons for classifying the pictures as undesirable.
Image no.	Theme or message	Image no.	Theme or message	

How can you relate spring with the theme or messages listed above? What is special about the events you related with spring? How can you relate the other events with ‘Lost Spring’ to justify the title?

Recall the poem ‘An elementary School Classroom in a Slum’

## LISTENING COMPREHENSION

### Activity-2 (Listening for information)

Let us listen to the audio clip carefully and write down minimum five words/expressions indicating poverty and misery.

[https://ciet.nic.in/audio\\_files/gradeXII/flamingo/Chapter%202-%20Lost%20Spring.mp3](https://ciet.nic.in/audio_files/gradeXII/flamingo/Chapter%202-%20Lost%20Spring.mp3)

### Activity-3 (Infer the meaning of the expressions)

Match the expressions with their meaning in the given table.

i. scrounging	A. to set up a tent
ii. glibly	B. to get as needed by or as if by foraging, scavenging, or borrowing
iii. explain away	C. work hard
iv. drowned in an air of desolation	D. one that settles on property without right or title or payment of rent
v. squatters	E. no longer in use or visited by people

vi. pitch the tent	F. fluent but insincere and shallow
vii. slog	G. a place to live
viii. roof over his head	H. to state reasons for so as to justify/minimize

#### Activity-4 (Listening for comprehension)

Let us listen to the audio clip again and answer the following True/False questions. ([audio file link No.1](#))

1. The author meets Sahib every morning searching for coins in the garbage dumps in her neighborhood. True ( ) False ( )
2. Sahib and his family left their hometown because their house and fields were destroyed by frequent storms. True ( ) False ( )
3. Sahib did not go to school because he wanted to earn money for his family. True ( ) False ( )
4. When Sahib said to the author, "Is your school ready?", the author felt very happy. True ( ) False ( )
5. If Sahib knew the meaning of his name, it would be very difficult for him to believe it because he was a rag-picker. True ( ) False ( )
6. The rag-picking boys did not wear chappals or shoes. It shows the extreme level of poverty in which they live. True ( ) False ( )
7. The author says that though Seemapuri is situated on the periphery of Delhi, yet miles away from it, metaphorically. It means people in Seemapuri do not enjoy the basic necessities and facilities of life. True ( ) False ( )
8. The rag pickers have lived in Seemapuri for more than thirty years with proper permits from the authorities of the government. True ( ) False ( )
9. The ragpickers in Seemapuri have ration cards. It shows that food is more important for survival than an identity. True ( ) False ( )
10. Garbage to both children and parents is a means of survival. True ( ) False ( )

11. Sahib's interest in wearing tennis shoes shows that he can easily become a tennis player.

True ( ) False ( )

12. The women in Seemapuri say that they are happy to live there than in the fields in Dhaka because they are able to feed their families in Seemapuri. True ( ) False ( )

13. "Seemapuri means rag picking." It means people living in Seemapuri earn their livelihood by rag picking. True ( ) False ( )

14. The author wants to tell us that Sahib is happy to work in the tea-stall now as he is paid 800 rupees and all his meals. True ( ) False ( )

15. The author suggests that the steel canister that Sahib carries seems heavier than the plastic bag because Sahib has lost his freedom and he works for somebody now. True ( ) False ( )

### **READING COMPREHENSION**

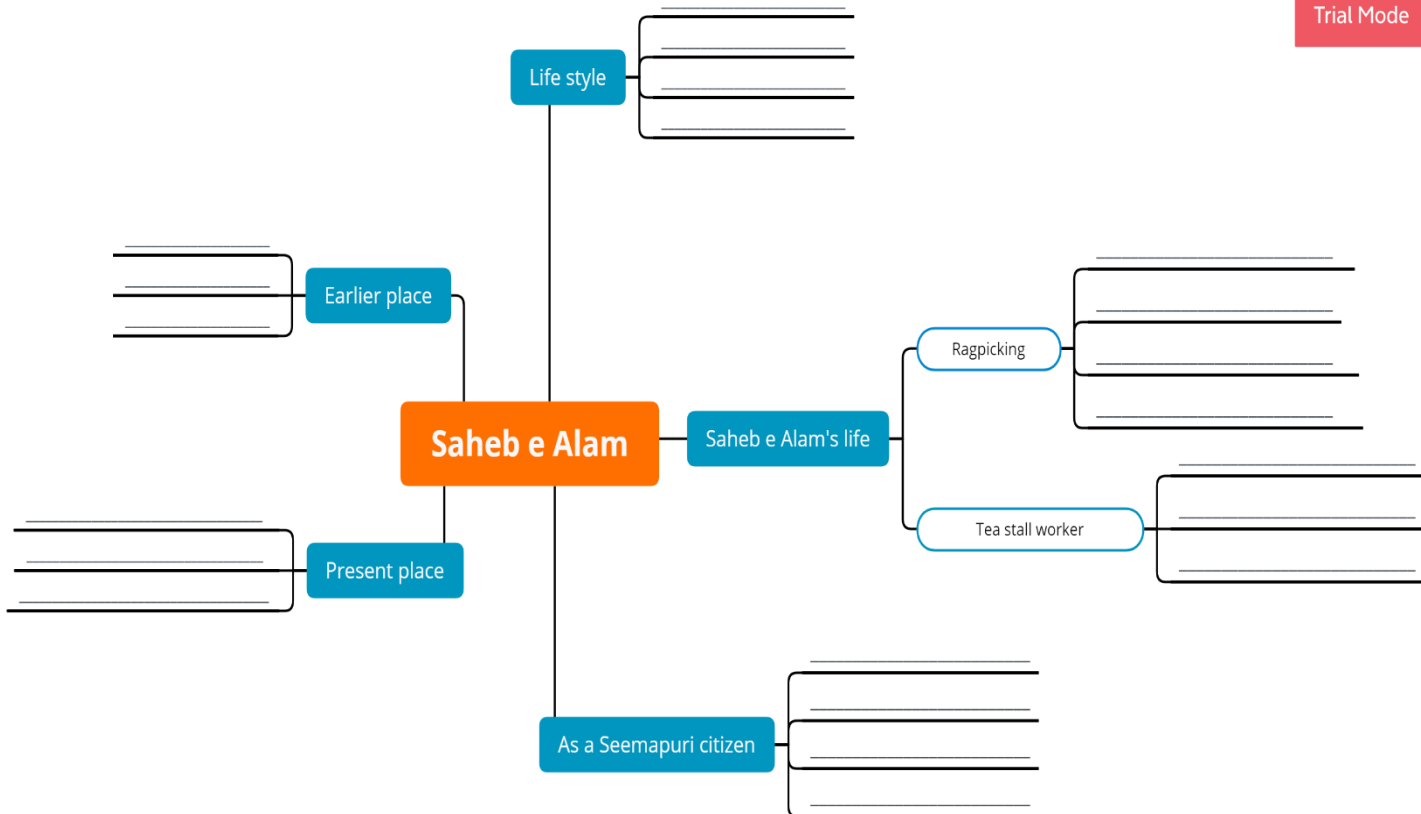
Anees Jung, the writer analyses the grinding poverty and traditions which condemn Saheb-e-Alam and Mukesh to a life of exploitation. The writer encountered Saheb-e-Alam, a rag picker every morning when he was looking out for gold in the garbage dump of her neighbourhood. He was Bangladeshi migrant. They were compelled to leave their native land due to the constant occurrences of natural disaster. His attempts to find a rupee in the garbage is a wild goose chase and education is a will over the wisp for him. The writer's advice to go to school sounds hollow and unrealistic. His name Saheb-e-Alam represents – lord of the universal that is a stark contrast to his real life.

He is quite unaware of his name and roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Tradition has confined them to the world of discrimination and heart-rending poverty. Saheb's family came from Bangladesh back in 1971. They are settling down illegally in Seemapuri, a place on the periphery of Delhi. Though they are in Delhi, they do not have the access to the world of development and its civilisation. They are deprived of basic amenities. They have lived here for more than thirty years without any identity. Food is more important for survival than an identity. Survival in Seemapuri means rag picking. Garbage to them is gold, it is their daily bread. Garbage has different meaning- for the children it

is wrapped in wonder; for the elders it is a means of survival. Later the writer finds Saheb working at the tea-stall. He has a steel canister instead of rag bag. He is paid 800 rupees and meals. He has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The canister belongs to the man who owns the tea shop. Saheb is no longer his own master!

**Activity-5 (Graphic organizer for comprehension)** Read the text silently and fill up specific details in the graphic organizer given below. The specific details to be filled in the graphic organizer are given in the boxes below.

Less earning	Move with an army of bare	Has ration card	Rag picking
Plastic bag - light	Seemapuri, India	Dhaka, Bangladesh	Has voter id
Garbage dumps	Good earning	Feels like a slave	Mud wall, tin roof, tarpaulin, no
Walk bare foot	Master of his own world	Frequent storms	Scrounging for money in the
No permit	Canister -heavy	Fertile land, green fields	Food is more important than



**Activity-6 (Identify the main/central idea in the paragraphs given below. (MCQ))**

We have enjoyed listening and reading comprehension activities. Now let us have a deeper understanding and identify the main idea in each paragraph.

1. “Why do you do this?” I ask Saheb whom I encounter every morning scrounging for gold in the garbage dumps of my neighbourhood. Saheb left his home long ago. Set amidst the green fields of Dhaka, his home is not even a distant memory. There were many storms that swept away their fields and homes, his mother tells him. That’s why they left, looking for gold in the big city where he now lives.

- A. Saheb belongs to a fertile place with green fields called Dhaka.
- B. Saheb’s home in Dhaka is not even a distant memory.
- C. Saheb visits the garbage dump every morning.



D. Frequent storms forced them to leave their home and fertile land in Dhaka and become ragpickers for survival.

2. After months of knowing him, I ask him his name. “Saheb-e-Alam,” he announces. He does not know what it means. If he knew its meaning — lord of the universe — he would have a hard time believing it. Unaware of what his name represents, he roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them.

A. It is an irony that -lord of universe- is the meaning of his name, whereas he is in extreme poverty and in the company of poor.

B. If he knows the meaning of his name, he will not work as a ragpicker.

C. Saheb along with the company of barefoot boys appear like morning birds and disappear at noon.

D. Saheb does not know the irony of his name.

3. “Even if she did he will throw them off,” adds another who is wearing shoes that do not match. When I comment on it, he shuffles his feet and says nothing. “I want shoes,” says a third boy who has never owned a pair all his life. Travelling across the country I have seen children walking barefoot, in cities, on village roads. It is not lack of money but a tradition to stay barefoot, is one explanation. I wonder if this is only an excuse to explain away a perpetual state of poverty.

A. Staying barefoot is a tradition and they followed it though they have money.

B. Citing ‘staying barefoot is a tradition’ is an excuse they invented to hide their poverty.

C. Even if mother brings chappals from shop, they do not wear it.

D. Children everywhere, in cities or in villages are seen walking barefoot.

4. “I sometimes find a rupee, even a ten-rupee note,” Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don’t stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.

- A. Saheb sometimes find a rupee, or a ten-rupee note in the garbage.
- B. When you find a silver coin in the garbage, then always there is a hope of finding more.
- C. Both parents and children scrounge for coins in the garbage.
- D. For parents, garbage is a means of survival but for children, it is something more than that and a kind of wonder or celebration.

5. This morning, Saheb is on his way to the milk booth. In his hand is a steel canister. “I now work in a tea stall down the road,” he says, pointing in the distance. “I am paid 800 rupees and all my meals.” Does he like the job? I ask. His face, I see, has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The bag was his. The canister belongs to the man who owns the tea shop. Saheb is no longer his own master!

- A. Saheb could earn more money by working in a tea stall.
- B. The canister belongs to the tea stall owner and the plastic bag belongs to Saheb.
- C. Saheb was his own master and happy as a rag picker though he got less money than the salary given by the tea stall owner.
- D. The steel canister he carries is heavier than the plastic bag.

### **Brainstorm social issues (Open discussion forums/threads)**

#### **Activity-7**

*Open the link to register your ideas:*

1. [Reasons for the migration of people from villages to cities.](#)
2. [Why should child labour be eliminated and how?](#)

*(\* remember to take notes from the discussion thread)*

### **LET US SUM UP**

Hope we all have enjoyed the first activity given with visuals and related them with spring and lost spring. Then we could identify minimum five words/expressions indicating poverty and misery and answered some true/false questions through two different listening activities. These activities helped us to have a comprehensive view on the life of Saheb-e-Alam. We further had a deeper

understanding of his life through reading and mapping the events in a graphic organizer. We have also learnt to infer the meaning of the words/expressions from the context and identify the central idea of each paragraph. We have almost experienced or witnessed the miserable life of Saheb-e-Alam. Finally, we could brainstorm the social issues from the background of Saheb's life and invented ways to solve those problems. We had a great learning of solving real life problems through discussion forum. There are hundreds of Sahebs in our locality and we should focus on solving their problems through the little efforts possible from our end and sensitize our neighbors and friends in this regard. We have also learnt to write paragraphs on the topics like reasons for the migration of people from villages to cities and how should child labour be eliminated. Fulfilling our social responsibility will lead us to have a happy society and build a strong nation.

### ANSWERS

#### Activity-3

i. scrounging	B. to get as needed by or as if by foraging, scavenging, or borrowing
ii. glibly	F. fluent but insincere and shallow
iii. explain away	H. to state reasons for so as to justify/minimize
iv. drowned in an air of desolation	E. no longer in use or visited by people
v. squatters	D. one that settles on property without right or title or payment of rent
vi. pitch the tent	A. to set up a tent
vii. slog	C. work hard
viii. roof over his head	G. a place to live

#### Activity-4

1. False
2. True
3. False

4. False

5. True

6. True

7. True

8. False

9. True

10. False

11. False

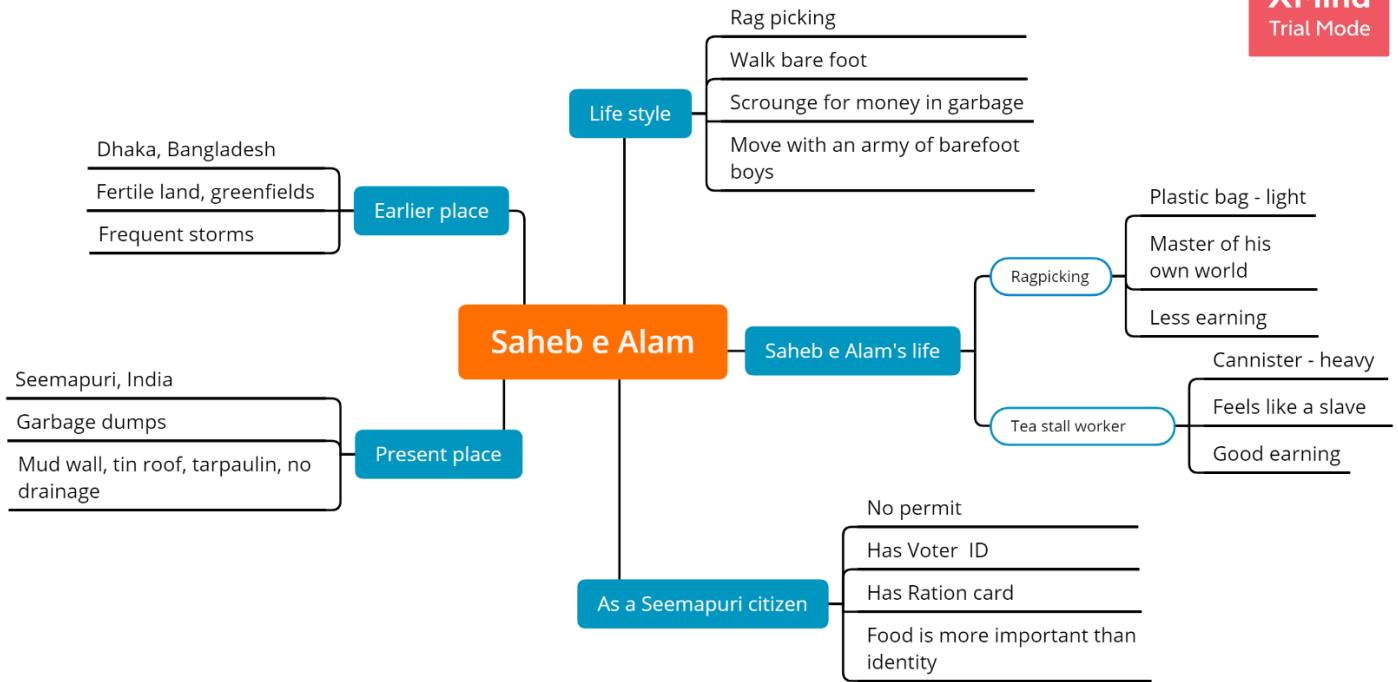
12. True

13. True

14. False

15. True

## Activity-5



## Activity-6

1. D
2. A
3. B
4. D
5. C

## REFERENCES

Figure1 [https://en.wikipedia.org/wiki/Child\\_labour\\_in\\_India#/media/File:Fruit\\_seller\\_in\\_Kolkata.jpg](https://en.wikipedia.org/wiki/Child_labour_in_India#/media/File:Fruit_seller_in_Kolkata.jpg)

Figure2 <https://www.thenational.ae/child-slavery-in-india-will-be-hard-to-eradicate-1.459595>

Figure3 <https://d3hjf51r9j54j7.cloudfront.net/wp-content/uploads/sites/5/2012/06/Slave-labour.jpg>

Figure4 <https://www.livemint.com/rf/Image621x414/LiveMint/Period2/2017/08/04/Photos/Processed/brickkilns%20-kmL--621x414@LiveMint.JPG>

Figure5 [http://3.bp.blogspot.com/ApPuVlqv\\_C8/U0AfGb9RTUI/AAAAAAAAA2hg/ijpk6lvDhn4/s1600/2014-04-05\\_231713.jpg](http://3.bp.blogspot.com/ApPuVlqv_C8/U0AfGb9RTUI/AAAAAAAAA2hg/ijpk6lvDhn4/s1600/2014-04-05_231713.jpg)

Figure6 <https://theknowledgeexchangeblog.files.wordpress.com/2015/11/creativecommonsantonio-thomc3a1s-koenigkam-oliveira-2012.jpg>

Figure7 [https://commons.wikimedia.org/wiki/File:Kids\\_Enjoying\\_Ice\\_Cream,\\_Oatman,\\_Arizona\\_\(7280150660\).jpg](https://commons.wikimedia.org/wiki/File:Kids_Enjoying_Ice_Cream,_Oatman,_Arizona_(7280150660).jpg)

Figure8 [https://www.bing.com/images/search?view=detailV2&ccid=sbRkXmeJ&id=0CFD1DC0F5B6CD4FEAEB74698AFA249B5CE1EAC1&thid=OIP.sbRkXmeJHYD50T9PGsaqvgHaE6&mediaurl=https%3a%2f%2flibrarylearners.files.wordpress.com%2f2008%2f11%2f2769822397\\_13b998a405\\_o1.jpg&exph=530&e](https://www.bing.com/images/search?view=detailV2&ccid=sbRkXmeJ&id=0CFD1DC0F5B6CD4FEAEB74698AFA249B5CE1EAC1&thid=OIP.sbRkXmeJHYD50T9PGsaqvgHaE6&mediaurl=https%3a%2f%2flibrarylearners.files.wordpress.com%2f2008%2f11%2f2769822397_13b998a405_o1.jpg&exph=530&e)

Figure9 <https://toronto.citynews.ca/2015/12/09/tag-suspended-at-toronto-elementary-school-due-to-injuries/>

(<https://ncert.nic.in/textbook.php?lefl1=2-14>)

(<https://www.xmind.net/>)

## **PRACTICE QUESTIONS**

1. Write a paragraph on reasons for the migration of people from villages to cities in about 150 words. Refer the open discussion threads for more information.
2. Write a paragraph in about 150 words on why should child labour be eliminated and how? Refer to the open discussion threads for more information.
3. Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?