

The Mahatma as School Master

Q.1. What were the provisions made for educating the children at 'Tolstoy Farm' in South Africa ?

Ans :- Gandhiji laid importance on building of character. At the same time arrangements were made to impart literary and physical training. Since outsourcing was not possible, so provisions were made to meet the need of teachers from within. Hence services of Gandhiji himself, Mr. Kallenbach and Pragji Desai were fully utilised.

Q.2. Describe the detail the work done by the children at the Farm. How did physical labour help them ?

Ans :- At Tolstoy Farm, there were no servants. Hence all works had to be done by the inmates. Children who were not engaged in the kitchen had to work in the garden as a routine. They had to dig pits, fell timber and lift loads. This gave them ample exercise. Therefore, they were generally free from illness.

Q.3. How was literary training conducted by Gandhi ?

Ans :- Gandhiji found it difficult to impart literary training to the inmates of the farm. Firstly, he didn't have the sources or literary equipment necessary. Secondly, it was difficult to get some time from the busy daily routine. So classes for literary training had to be kept after midday meal. Three periods were allotted for the purpose. Hindi, Tamil, Gujarati and Urdu were taught. Tuition was given through vernaculars of the boys. English was also taught.

Q.4. Describe the relationship of Gandhi with his students.

Ans :- Gandhiji believed that true education could be imported only by parents. So he played the role of the father in a family. In Tolstoy Farm, daily routine for the inmates was rigorous. They had to do a lot of physical labour. So some inmates and sometimes all of them malingered. At times I was strict but they never resisted. The relation between Gandhiji and his students was cordial.

Q.5. What are Gandhi's views on the education of children ?

Ans :- Gandhiji did not believe in then prevailing system of education. Under the ideal system, true education could be imparted by the parents. However, he expressed his willingness to find out a true system by experience and experiment.

Q.6. Who was fond of gardening ?

Ans :- Mr. Kallenbach was found of gardening.

Q.7. For which purpose Mr. Kallenbach went to Trappist monastery ? What did he learn there ?

Ans :- Mr. Kallenbach went to Trappist monastery to make himself fit for imparting vocational training to willing inmates of the Tolstoy Farm. He learnt shoe making in the monastery.

1. In each of the following sentences choose the correct form of the personal pronoun from the options given in brackets.

A. Between you and (I, me), this is a nasty business altogether.

Ans :- Between you and I, this is a nasty business altogether.

B. If you go with (he, him) you can be sure of losing your way.

Ans :- If you go with him, you can be sure of losing your way.

C. This dinner-set is a gift from (we, us).

Ans :- This dinner-set is a gift from us.

D. It is not you that I am afraid of; I am afraid of (she, her).

Ans :- It is not you that I am afraid of; I am afraid of her.

E. Return the book to (he, him) at once !

Ans :- Return the book to him at once !

F. The survey proved to (we/us) what we had suspected all along that air pollution has turned our city into a virtual gas chamber.

Ans :- The survey proved to us what we had suspected all along that air pollution has turned our city into a virtual gas chamber.

Vocabulary

Provision – ব্যৱস্থা।

Scarce – বিৰল, পোৱা কঠিন।

Malingering – কাম নকৰাৰ বাবে বেমাৰীৰ ভাও জোৰা।

Trappist – ১১৪০ খৃঃত প্ৰতিষ্ঠিত কৰা খ্ৰীষ্টান পন্থা।

Rudiments – মূল কথা।

Shirk – অস্বীকাৰ কৰা।

Elementary – প্ৰাথমিক।