UNIT 2

THE AWAKENING OF WOMEN

Entry Activity

In the speech, 'The Appointed Day' by Jawaharlal Nehru and Song No. 35 and 36 of Gitanjali, we heard about the freedom struggle of India. We saw many personalities there. What was the role of women in the Indian freedom struggle?

Try to identify the pictures of these great Indian women?

Now, read an essay written by K. M. Panikkar titled 'The Awakening of Women' which gives us more details on the growth of women movement in India.

THE AWAKENING OF WOMEN

The greatest change that the Gandhian movement brought about in India is regarding the position of women.

It is wrong *historically to think that the position of women changed suddenly. It was not the result of a sudden *transformation.

Status of Women in Ancient India

Women in ancient India enjoyed a much higher status than those in the eighteenth and nineteenth centuries. From the ancient times there were many notable women in India - poets, scholars, capable administrators and leaders of religious movements. Even in the eighteenth century there was a great administrator of Indore state Ahalyabai Holkar who was a role model for all India. Lack of education, child marriage, early motherhood and *widowhood made Indian women backward compared to those in the rest of the world.

1.What was the position of women in ancient India?

_____

_____

_____

historically (adv) : used for saying that something has existed or happened for a long time.
transformation (n) : change
widowhood (n) : the state of being without husband or wife

Brahma Samaj and the Indian Women

The Brahma Samaj led the movement for the *emancipation of women. Eventhough the *ancient rules that existed were broken, Brahma Samaj was not able to bring about a great change. The upper class itself was not ready for a change in the existing system. By the beginning of the twentieth century there were some changes. Education for women slowly became popular and the educated people started working for the uplift of women. Gandhiji's non-cooperation movement encouraged women to come forward.

Role of Gandhiji in the Development of Indian Womanhood

Gandhiji realised that women power could be utilized to do his greatest task, rehabilitation of Indian villages. He requested women to help him in this work. He was not sure whether the secluded women of India could undertake the task that required physical suffering.

Role of Indian Women in the Freedom Struggle

Women came forward to picket liquor shops, boycott foreign cloth in even more numbers than men. So Gandhiji spoke of them as the main support of his movement. Women took part in the movement wholeheartedly defying social taboos, sacrificing physical comforts and denying all restrictions.

2.Why was Brahma Samaj not fully successful in emancipating Indian women?

3.Why did Gandhiji appeal to the women?

4. How did women take part in the freedom struggle?

emancipation (n) : process of giving freedom and rights to someone
ancient (adj) : very old
uplift (n): improve the condition
rehabilitate (v) : to help someone to become better
secluded (v) : to keep away
picket (n) : a group of people protesting on something
boycott (v) : to not to use something as a protest
defy (v) : to refuse to obey someone or something
taboos (n) : not allowed by society or religion
deny (v) : to refuse to do something

Effect of the Participation of Women in Indian Freedom Struggle

Women's participation in 'Satyagraha' was equal with men and the movement spanned over twenty five years. Women's active participation in the satyagraha gave them their present place in Indian life. As a result of this, there was no Suffragette Movement or Feminism in India. Indian women gained gender equality by participating in the battle for freedom. It surprised the outside world that independent India had many women members as cabinet ministers, governors, ambassadors and delegations to international conferences.

Having a few women leaders is not the true test of the changed status of Indian women. What is revolutionary is the free and equal participation of women in all spheres of life. India does not have a tradition of treating women as inferior. But social changes that happened later on made the position of women unequal in society. Gandhian movement freed Indian womanhood.

Legislative reform gave women right to independent property, to freedom of marriage, to education and employment and it is the most significant political achievement in the period of partial self government. Raising the age of marriage and dedication of women for temple services are some of the great reforms.

Contribution of women to modern India has changed their position in society and has brought about changes in family and social relationships.

5. What were the reasons for the backwardness of Indian women in the 18th century?

6. Why was the outside world surprised when many women were appointed to the highest posts in independent India?

Suffragette Movement (n) : a movement in UK and US where women demanded the right to vote
ambassador (n) : a senior official who lives in a foreign country and works for his/her country
delegation (n) : a person who represent a country
revolutionary (adj) : completely changing the way something is done
legislative (adj) : relating to law
reforms (n) : changes
modern (n) : new

About the author

K.M.Panikkar (Sardar Kavalam Madhava Panikkar) (1895-1963) was an Indian scholar, journalist, historian, administrator and diplomat. He first taught at the Aligarh Muslim University and later at the University of Calcutta. He turned to journalism in 1925 as editor of the *Hindustan Times*. He then served as ambassador to Egypt and France.

Understanding the text:

I.Pick out the correct option from the given choices.

1. ..... led the movement for the freedom of Indian women.

   a. Arya Samaj b. Brahma Samaj c. Ramakrishna Mission

2. The great Indian woman administrator of Indore state was .....

   a. Ahalyabhai Holkar b. Rani Padmini c. Rani Lakshmibai

3. Gandhiji was not sure if women of India would respond to his call to participate in the freedom struggle because .....

   a. they were not capable b. they were secluded for a long time c. they were not physically fit

4. There was no Suffragette Movement in India because .....

   a. Indian women had already gained equal status b. Indian women were afraid of demanding their right c. Indian women did not want to vote

II.Trace the chronological growth of women's movement in India.

Hints:

- position of women in ancient India
- role of Brahma Samaj
- Gandhiji's contribution
- effect of the Gandhian movement
- present status

III. Word building

Given below are some of the pictures associated with Indian freedom struggle. Match the pictures with the correct movements.

Round table conference

Boycott of foreign goods

Picketing liquor shop

Satyagraha

Non-cooperation

Salt satyagraha

IV. Given below are words associated with law and order. Find out the meanings of these words.

CURFEW	An order given by a judge to stop or delay something.
BAN	An order not allowing people to go out during certain periods of the day.
STAY	An order stating people should not do something.

V. Given below is a bar graph showing the percentage of employed people in India over the past seven decades. Write five sentences interpreting the data.

You may begin like this.

During the decade 1949 to 1959, only 22% of the population of India was employed. .....

VI. Some words are given below. Identify the adjectives from these words.

excellent	experienced	melodious	talented
tall	great	beautiful	accomplished
between	notable	secluded	athletic
capable	sacrifice	talented	eminent

VII. Now, look at the pictures of these contemporary Indian women. Try to identify them. Write one sentence about each one of them using an adjective from the box? One is done for you.

Tessy Thomas is an eminent scientist.

Subject and Predicate

Look at the following pictures carefully.

Frame a sentence using each one of them.

_____

_____

_____

_____

See the following sentence.

He has finished his work.

This sentence can be divided into two parts. 'He' and 'has finished his work'

Now, let's divide the sentences you have written above into two.

_____

_____

_____

_____

Every complete sentence contains two parts: a **subject** and a **predicate**.

The **subject** is the naming part. It names the person or thing that we speak about. It is normally a noun or its equivalent.

Eg. Arun, The boys, Cows, Water, Ernakulam etc.

The **predicate** is the telling part. It tells us something about the subject. It includes the verb and other words of further information.

Children **play**.

Certain dogs **bark aloud**.

Smoking **is injurious to health**.

The words given in italics are subjects and the rest are predicates.

Now, read the following sentences written by Cinthya, a student of your class. She has written six sentences. She has underlined the subjects. Verify whether she has done it right.

Judy plays.

The doctor **took the temperature**.

The pilot flew the aeroplane.

A grey dolphin **jumped into the sea.**

Kavya and her dog run on the ground every morning.

A big spider **made a web on the tree**.

Exercise: Match the subjects and predicates given in the following table to form complete sentences.

Subject	Predicate
The river	made Heaven and Earth.
Two American astronauts	ran a race.
God	flowed swiftly..
The rabbit and the turtle	discovered America.
Christopher Columbus	landed on the Moon.

Concord (Subject-Verb Agreement)

Look at the pictures given below:

A.

B.

C.

D.

Frame a sentence using each one of the pictures.

_____

_____

_____

_____

_____

Read the following sentences.

The boy writes on the blackboard.

Boys write on the blackboard.

Identify the subjects in the above sentences.

How do you find the sentences different?

'The boy' is the subject in the first sentence. As the subject is singular we use the singular verb 'writes'. 'Boys' which is the subject in the second sentence, agrees with the verb 'write'.

For a singular subject, the verb takes the singular form, and for a plural subject, the verb takes the plural form. This is called **Agreement or Concord**.

Now, find out the differences in the sentences you have written earlier.

_____

_____

_____

_____

Personal Pronouns:

The word 'Person' in grammar refers to the three possible subjects of speech. The First Person stands for the speaker, the Second Person for the person spoken to, and the Third Person for anyone or anything else.

Singular	Plural
I	We
You	You
He/She/It	They

Read the following sentences.

I am a boy.

They are boys.

We are boys.

He is a boy.

You are a boy.

When the subject is singular, the verb will be singular. When it is plural, the verb will be plural.

The verb takes 's' or 'es' with 'he', 'she' and 'it' except for 'I' and 'You'.

Look at the verbs in the following sets of sentences.

I am a student.

We are students.

You are a student.

They are students.

She is a student.

My brother is a student.

I love ice cream.

We love ice cream.

You love ice cream.

They love ice cream.

He loves ice cream.

She loves ice cream.

Peter loves ice cream.

Exercise: Fill in each set with suitable forms of the verb given.

(do)

I _____ my work.

We _____ our work.

You _____ your work.

He _____ his work.

She_____ her work.

They _____ their work.

(have)

I _____ a house.

We _____ a house.

You _____ a house.

Ram _____ a house.

They _____ a house.

Hema _____ a house.

Exercise: Fill in using suitable forms of 'to be' (am/is/are)

1. I _____ 17 years old.
2. My brother_____ very tall.
3. We _____ happy to see you.
4. The children _____ playing.
5. You _____ a good boy.
6. Lisa _____ afraid of dogs.
7. John and I _____ friends.
8. Your keys_____ on the table.
9. The book and the pen_____ in the bag.
10. My mother _____ a teacher.

Introducing Oneself and Others

Lisa is a smart young lady. Look how well she introduces herself to us:

Did you read the above sentences? Doesn't it sound quite simple?

Now, try to introduce yourselves to the class as Lisa did.

_____

_____

_____

_____

_____

Choose a friend of yours from the class as a partner.

Collect his/her personal details. Now, introduce each other to the class.

You may begin like this:

Let me introduce my friend Rahul. He comes from Kottayam. His father and mother are teachers. He has two brothers and _____

_____

_____

_____

Question tags

Read the following conversation between Sonu and Manu.

Manu : Good morning, Ms. Sonu.

Sonu : Good morning, Manu. It's raining heavily, isn't it?

Manu : Yes. It's raining since yesterday.

Sonu : You'll be going home next week, won't you?

Manu : Oh no, I'm going home next month only.

Sonu : You expect your sister's arrival next month, don't you?

Manu : Yes, she'll be back next month.

Sonu : She's now working in Chennai, isn't she?

Manu : Yes. I've planned to go to the park. Are you coming?

Sonu : That's fine. But I've some work left. We'll see in the evening, won't we?

Manu : Yes. We'll meet in the evening.

You have read the conversation, haven't you?
You came across a lot of questions during their conversation.
Did you notice the patterns of those questions?
Let's learn more about them:

***Now, l*ook at the following sentences.**

You are tired, ***aren't you****?*

It is raining, ***isn't it****?*

He looks smart, ***doesn't he***?

In the above sentences the words highlighted are **question tags**.

A positive statement takes a negative tag and a negative statement takes a positive tag

The pattern of the tag is -

If the statement is negative:

Auxiliary (helping) verb + Subject (Pronoun)

Eg: **He isn't** coming, **is he**?

If the statement is positive:

Auxiliary + n't + Subject (Pronoun)

Eg: **You are** Tom, **aren't you**?

Not is always used in its abbreviated form ***n't*** in question tags.

Let's split a verb

Play	=	do play
Plays	=	does play
(not) play	=	don't play
played	=	did play

For sentences without auxiliaries, use: don't, doesn't, didn't.

They play football on Sundays, **don't they**?
She plays football on Sundays, **doesn't she**?
They played football on Sundays, **didn't they**?

Exercises

A) Tick on the correct sentence

1)

- ☐ We must be at school at 8 o'clock, aren't we?
- ☐ We must be at school at 8 o'clock, mustn't we?
- ☐ We must be at school at 8 o'clock, needn't we?

2)

- ☐ Uncle won't come tommorow, will it?
- ☐ Uncle won't come tommorow, will he?
- ☐ Uncle won't come tommorow, won't he?

3)

- ☐ He has a car, is he?
- ☐ He has a car, hasn't he?
- ☐ He has a car, doesn't he?

B) Use the correct tags.

1. She sings well, _____?
2. He will come, _____?
3. John broke the glass, _____?
4. They will go, _____?
5. You like sweets, _____?
6. She wasn't there, _____?

Short Answers: Affirmative, Negative

Frame questions to the pictures given below:

Hint: Begin with an auxiliary. (be, do ,have/modal)

Is the boy crying?
Yes, he **is**.

Is the girl reading?
Yes, she **is**.

Am I your best friend?
Yes, You **are**.
No, You **are not**.
Anil is my best friend.

Are you ok?
No, I **am not.**
I have a cold.

Yes/No questions will always get Yes/No as answers.

Yes/No questions are asked using *be*, *have*, *do*, or a modal verb.

Yes/No questions always begin with one of these verbs.

It can be answered with a simple *yes* or *no*, or with the question repeated as a statement.

The following is a common pattern of answers to **Yes/No** questions:

Yes + Subject (Pronoun) + auxiliary

Or **No + Subject (Pronoun) + auxiliary + n't (not)**

Were they singing?	Yes, they were.
Is she working today?	No, she isn't. It is a holiday for her.
Was it raining?	Yes, it was.
Was Anna cooking?	No, Anna wasn't. She was sleeping.
Has your brother left?	No, he hasn't. He leaves only on Monday.

Can we stay?	Yes, we can.
Should they stop?	No, they shouldn't. Let them continue.
May I help you?	Yes, you may.
Will it rain?	No, it won't. There are no clouds.

Give short answers to the following questions.

Do you like ice cream?

Is he a good friend?

Did the teacher see you?

Are you leaving today?

Can you send it to me?

Are you fine?

Does he come here everyday?