JHARKHAND ACADEMIC COUNCIL (JAC)

# JCERT CLASS 8 ENGLISH (DAFFODIL)

## COMPLETE TEXTBOOK COMPANION & STUDY GUIDE

Official Curriculum Standard • Units 1a to 10b Textual Analysis, Comprehension, Solved Questions & Critical Insights

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| **Board:** | Jharkhand Academic Council (JAC) |
| **Class:** | Class 8 (Grade VIII) |
| **Textbook:** | Daffodil (English Textbook for Class 8) |
| **Publisher:** | Jharkhand Council of Educational Research and Training (JCERT), Ranchi |
| **Total Units:** | 20 Literature Units (10 Prose Lessons + 10 Poems) |
| **Platform:** | TargetExams (www.targetexams.com) |

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JCERT DAFFODIL • UNIT 1A

# The Naive Friends

“The Naive Friends” (■■■■■ ■■■■■) is a touching and poignant short story by the legendary writer Munshi Premchand, featured in Unit 1a of the JCERT Class 8 English textbook (Daffodil). The story revolves around two innocent siblings, Keshav and his younger sister Shyama, who discover three bird eggs in a nest on the cornice of their house. Eager to protect and comfort the unhatched chicks, their innocent intentions inadvertently disrupt the delicate laws of nature, leading to a heartbreaking discovery.

## 1. Discovery on the Cornice (■■■■■■■ ■■ ■■■■■■■)

A pair of birds had built a nest and laid three eggs on the high cornice of Keshav's house. Every morning, Keshav and his sister Shyama would stand transfixed below, watching the birds fly to and fro with intense curiosity and wonder. Their minds were flooded with endless childish questions: How big are the eggs? What color are they? How many are there? What do the parent birds feed them? How will the chicks sprout their wings? With their mother occupied in endless domestic chores and their father absorbed in books and writing, the two children comforted themselves by asking and answering their own imaginative queries.

## 2. The Innocent Plan to Protect the Chicks (■■■■■ ■■■■■)

Believing that the unhatched eggs were suffering in the blazing afternoon heat and resting on bare hard twigs, Keshav and Shyama devised an elaborate rescue plan: A Cushion of Rags: Shyama brought an old piece of cloth, which Keshav folded into a soft, four-layered cushion and placed under the three eggs. Water and Food: They placed a small clay bowl filled with water and scattered grains of rice on the ledge so the parent birds would not have to search for food in the heat. Sunshade: Keshav covered the top of the nest with an old perforated cane basket, stuffing a piece of paper into the hole to block the sun rays. However, in his eagerness to create a soft bed, Keshav handled the eggs directly with his bare hands.

## 3. The Heartbreaking Discovery & Mother's Lesson (■■■■ ■■■ ■■ ■■■)

When the children woke from their afternoon nap, Shyama rushed outside to check on the nest. To her horror, she found all three eggs lying broken and smashed on the floor, their white and yellow yolks oozing onto the tiles. When their mother discovered the broken eggs, she sternly explained the cruel reality to Keshav: 'When human hands touch birds’ eggs, they become tainted (unclean). The parent birds never hatch tainted eggs again; instead, they destroy them and abandon the nest forever.' Keshav was overwhelmed with profound remorse and grief. He wept bitterly, realizing that his naive attempts at kindness had unwittingly resulted in the death of three innocent chicks.

## 4. Character Analysis & Bilingual Vocabulary Table

<table class="min-w-full border border-gray-300 text-left text-sm"><thead class="bg-gray-100"><tr><th class="border p-2 font-bold">Word</th><th class="border p-2 font-bold">Hindi Meaning</th><th class="border p-2 font-bold">Contextual Definition</th></tr></thead><tbody><tr><td class="border p-2 font-semibold">Cornice</td><td class="border p-2">■■■■■■■■ / ■■■■■ ■■ ■■■■■■■</td><td class="border p-2">A horizontal decorative projection crowning a wall.</td></tr><tr><td class="border p-2 font-semibold">Naive</td><td class="border p-2">■■■■■ / ■■■■■■■■■</td><td class="border p-2">Showing innocent lack of worldly experience or wisdom.</td></tr><tr><td class="border p-2 font-semibold">Tainted</td><td class="border p-2">■■■■■■■■ / ■■■■ ■■■■</td><td class="border p-2">Contaminated or defiled by human touch.</td></tr><tr><td class="border p-2 font-semibold">Perforated</td><td class="border p-2">■■■■■■■■ / ■■■■■■■ ■■■■■</td><td class="border p-2">Pierced with one or more holes.</td></tr><tr><td class="border p-2 font-semibold">Remorse</td><td class="border p-2">■■■■■■■ / ■■■■■■■■■</td><td class="border p-2">Deep regret and guilt for a wrongdoing.</td></tr></tbody></table>

## Solved Examination Questions & Analysis

**Q1. Why were Keshav and Shyama so eager to see the birds on the cornice every morning?**

**Solution:** Keshav and Shyama were fascinated by the birds because they were endlessly curious about how bird eggs hatch, what color they were, how chicks grow feathers, and how the parents nourish them. They forgot about their morning breakfast

in sheer wonder.

**Q2. What preparations did Keshav and Shyama make to provide comfort to the eggs?**

**Solution:** They arranged a soft cushion made of folded cloth rags to rest the eggs comfortably, placed a clay bowl of water and grains of rice on the ledge, and provided shade from the sun using an old wicker basket.

**Q3. Why did the mother bird destroy her own eggs?**

**Solution:** The mother bird smashed her own eggs because Keshav had touched them with his bare hands. In bird biology and behavior, once human scent or touch taints the eggs, birds consider them defiled and will never hatch them.

**Q4. How did Keshav react when he realized what his actions had caused?**

**Solution:** Keshav was heartbroken and filled with immense guilt and sorrow. He realized that his innocent desire to protect the eggs had inadvertently killed them, and he broke down in tears of deep remorse.

## Key Takeaways & Chapter Flashpoints

• Keshav and Shyama discover three bird eggs on their house cornice and become obsessed with their welfare.

• Driven by innocence, they provide food, water, a soft cloth cushion, and a basket for shade.

• Keshav touches the eggs to place them onto the cloth bed.

• The parent birds find the eggs tainted by human touch, throw them down, and shatter them.

• Their mother scolds Keshav and explains that birds never hatch eggs touched by humans.

• The story highlights that sympathy without understanding nature's laws can be catastrophic.

JCERT DAFFODIL • UNIT 1B

# My Mother

“My Mother” is a deeply moving autobiographical poem by India’s 11th President and revered scientist Dr. A.P.J. Abdul Kalam, featured in Unit 1b of JCERT Class 8 English (Daffodil). The poem is a heartfelt tribute to his beloved mother, Ashiamma. It recalls Kalam's humble childhood in the seaside pilgrim town of Rameswaram, his exhausting dawn routines during World War II, and the boundless love, pious grace, and comforting hands of his mother that nurtured him into greatness.

## 1. Rameswaram Childhood & Exhausting Routines (■■■■ ■■■■ ■■ ■■■■■■■■■■)

Kalam opens the poem by evoking the serene seas of Rameswaram, where the golden sandy shores and whispering sea waves mingled with the rhythm of his mother’s footsteps. He recalls his gruelling daily routine as a schoolboy during the dark years of World War II: Waking hours before sunrise to attend lessons at the Arabic school. Walking miles to collect and distribute newspapers at the Rameswaram railway station to support his family's meager finances. Attending primary school and returning after dusk tired and worn out.

## 2. Mother's Gentle Hands & Divine Comfort (■■■ ■■ ■■■■■■ ■■■■■■■)

Despite the exhaustion and physical hardships of his long days, young Kalam found celestial sanctuary at his mother Ashiamma's feet. Whenever he wept in distress or struggled with fatigue: 'You comes to me like heaven's caring arms... Your tender hands remove all pain, and fill me with divine strength.' His mother would gently caress his forehead, wipe his tears, feed him with affectionate hands, and pray silently for his well-being. Her prayers, offered five times a day according to Islamic tradition, radiated a serene, protective grace that shielded him from every fear.

## 3. The Eternal Legacy of Faith (■■■■ ■■■■■■■■ ■■ ■■■■■■■)

Kalam acknowledges that it was his mother's unwavering piety, quiet dignity, and selfless generosity that molded him into the man, scientist, and leader he became. Even when food was scarce, his mother always shared their simple meals with strangers, beggars, and travelers before feeding her own children. The poem concludes with an emotional affirmation that he will meet his mother once again on the Great Day of Judgment, united in eternal peace.

## Solved Examination Questions & Analysis

**Q1. Who is the poet of 'My Mother' and who is the poem dedicated to?**

**Solution:** The poet is Dr. A.P.J. Abdul Kalam, the former President and renowned missile scientist of India. The poem is dedicated to his mother, Ashiamma.

**Q2. What hardships did Kalam face in his childhood as mentioned in the poem?**

**Solution:** Kalam had to wake up hours before sunrise, walk long distances to study Arabic, deliver newspapers to help support his family during World War II, and balance schoolwork with exhausting physical labor.

**Q3. How did his mother comfort young Kalam when he was tired or in tears?**

**Solution:** His mother placed him in her lap, gently stroked his hair with loving hands, wiped away his tears, and bestowed upon him divine strength and reassurance through her prayers.

**Q4. What moral and spiritual qualities did Kalam inherit from his mother?**

**Solution:** Kalam inherited deep humility, boundless generosity, unwavering faith in God, compassion for the needy, and resilience in the face of adversity.

## Key Takeaways & Chapter Flashpoints

• Dr. A.P.J. Abdul Kalam recalls his childhood by the sea in Rameswaram.

• He describes his arduous daily struggles delivering newspapers and studying before sunrise.

• His mother’s gentle, caring hands and quiet prayers offered him celestial comfort.

• Her selfless generosity and piety left an indelible imprint on his character.

- The poem stands as a timeless anthem of gratitude toward maternal devotion.

JCERT DAFFODIL • UNIT 2A

# Kali and the Rat Snake

“Kali and the Rat Snake” is an inspiring and engaging story by celebrated wildlife author Zai Whitaker, featured in Unit 2a of JCERT Class 8 English (Daffodil). The story centers on Kali, a young boy belonging to the Irula tribal community in Tamil Nadu. Ashamed of his tribal background and bullied by classmates, Kali desperately wants to fit in. However, when a massive rat snake causes absolute pandemonium in his classroom, Kali's indigenous snake-handling heritage turns him from a despised outsider into a celebrated school hero.

## 1. The Irula Heritage & Kali's Loneliness (■■■■■ ■■■■■■ ■■ ■■■■ ■■ ■■■■■■■■)

Kali lived in the Thiruvallur district of Tamil Nadu. He belonged to the Irula tribe , renowned worldwide for their uncanny ability to track, catch, and handle venomous and non-venomous snakes. Kali's father was celebrated as one of the best snake catchers in the forest, earning Rs 150 per venomous snake from the Snake Catchers’ Industrial Cooperative Society to extract venom for life-saving antivenom serum. Yet at school, Kali felt utterly alienated. He had been attending school for over two months, but had no friends. He felt embarrassed because his lunch consisted of fried termites (which he loved), while other children had idlis and rice. Classmates whispered that Irulas were 'weird' and ate strange things.

## 2. Panic in the Classroom (■■■■■ ■■■ ■■■■)

One warm afternoon during English class, chaos erupted. A giant rat snake (■■■■) , over two and a half meters long, slithered across the palmyra thatched roof and peered down at the children! The classroom descended into absolute hysteria: Children shrieked, scrambled over benches, and dived under desks in blind terror. The teacher himself was petrified with fear, trembling and scrambling up onto a table, crying for help. Books, slates, and ink bottles were tossed in every direction as pupils stampeded toward the doorway.

## 3. The Heroic Capture & Instant Acceptance (■■■■■■ ■■■■ ■■ ■■■■)

While everyone was frozen in panic, Kali remained cool and observant. To him, catching snakes was second nature. He knew that rat snakes are non-venomous and generally harmless to humans, though they can deliver a sharp bite if panicked. Calmly walking forward, Kali reached up, gripped the thick reptile behind its head with an expert hold, and pulled it down safely from the rafters. The snake thrashed and wrapped itself around his muscular arms, but Kali held firm with quiet composure. Carrying the snake out to the open fields to release it unharmed, Kali returned to find his world completely transformed. The teacher praised him, and the very classmates who once mocked him now clamored to sit beside him, offer him snacks, and become his best friends.

## Solved Examination Questions & Analysis

**Q1. Why was Kali hesitant to walk to school in the morning?**

**Solution:** Kali disliked school because he felt lonely and excluded. He had no friends, and his classmates ridiculed his Irula tribal background, calling his people weird.

**Q2. How did Kali's father earn a living?**

**Solution:** Kali's father caught poisonous snakes (like cobras and kraits) and sold them to the local Irula Snake Catchers' Cooperative Society, which extracted venom to make life-saving antivenom medicine.

**Q3. Describe the scene when the rat snake appeared in the classroom.**

**Solution:** Pandemonium broke out: children screamed and hid under desks, tables were overturned, books flew everywhere, and even the teacher climbed onto his chair in sheer terror.

**Q4. How did the classmates react after Kali captured the snake?**

**Solution:** The students erupted in joy and cheered Kali as a hero. They competed with each other to sit next to him, share their lunch, and be his friends.

## Key Takeaways & Chapter Flashpoints

- Kali is an Irula tribal boy who feels isolated and bullied in his school.
- His community possesses centuries of traditional snake-catching and survival skills.
- A large rat snake falls from the roof into the classroom, causing wild panic.
- Kali steps up fearlessly, catches the snake with expert skill, and saves the class.
- He is hailed as a hero, overcoming prejudice and finding true friendship.

JCERT DAFFODIL • UNIT 2B

# Daffodils

“Daffodils” (also known as “I Wandered Lonely as a Cloud”) is one of the most celebrated Romantic lyric poems in English literature, written by William Wordsworth and featured in Unit 2b of JCERT Class 8 English (Daffodil). Inspired by a walk Wordsworth took with his sister Dorothy along Ullswater in the Lake District, the poem captures the transformative power of nature. It illustrates how the memory of a golden field of dancing daffodils becomes a perpetual fountain of joy in moments of solitude.

## 1. The Solitary Wanderer & The Golden Discovery (■■■■■■ ■■■)

The poem begins with the poet wandering solitary and detached, comparing himself to a high cloud floating over valleys and hills: 'I wandered lonely as a cloud / That floats on high o'er vales and hills, / When all at once I saw a crowd, / A host, of golden daffodils...' Suddenly, the loneliness is shattered by the glorious sight of countless golden daffodils beside the lake, sheltered beneath the trees, fluttering and dancing joyfully in the fresh spring breeze.

## 2. Celestial Grandeur & The Jocund Company (■■■■■ ■■ ■■■■■■)

Wordsworth employs a stunning celestial simile, comparing the flowers to the stars that shine and twinkle along the Milky Way. They stretch in an unending line along the margin of the bay: 'Ten thousand saw I at a glance, / Tossing their heads in sprightly dance.' Even the sparkling waves of the lake danced beside them, but the daffodils outdid the sparkling waves in gleeful ecstasy. The poet notes that no sensitive poet could help but be joyous in such a 'jocund' (cheerful) company.

## 3. The Inward Eye & The Bliss of Solitude (■■■■■■■■■■■■ ■■ ■■■■■)

The true philosophical climax occurs in the final stanza. At the time of viewing the daffodils, the poet did not realize the immense spiritual wealth the scene had brought him. Whenever he lies on his couch in a vacant, thoughtful, or melancholic mood: 'They flash upon that inward eye / Which is the bliss of solitude; / And then my heart with pleasure fills, / And dances with the daffodils.' The memory of the dancing blossoms revitalizes his spirit, proving that nature's impressions are everlasting.

## Solved Examination Questions & Analysis

**Q1. What was the poet doing when he encountered the daffodils?**

**Solution:** Wordsworth was wandering aimlessly and lonely like a cloud drifting over hills and valleys when he suddenly came upon a vast host of golden daffodils.

**Q2. Where were the daffodils and what were they doing?**

**Solution:** The daffodils were blooming along the margin of a lake beneath the trees, fluttering, swaying, and joyfully dancing in the breeze.

**Q3. What comparison does the poet make with the Milky Way galaxy?**

**Solution:** He compares the endless rows of daffodils to the stars that shine and twinkle continuously along the Milky Way, emphasizing their infinite number and radiance.

**Q4. What does Wordsworth mean by 'the inward eye'?**

**Solution:** 'The inward eye' refers to human imagination and spiritual memory, which can visualize and relive past beautiful experiences even in quiet isolation.

## Key Takeaways & Chapter Flashpoints

• The poet wanders lonely and encounters a vast golden field of dancing daffodils.

• The flowers are compared to twinkling stars in the Milky Way.

• The daffodils dance more joyfully than the sparkling lake waves.

• The poet gazes upon them without realizing the enduring spiritual wealth he has received.

- In later years, during pensive moments, the vision flashes upon his inward eye, filling his heart with joy.

JCERT DAFFODIL • UNIT 3A

# Siachen: The Place of Wild Roses

“Siachen: The Place of Wild Roses” is an evocative and factual expository essay featured in Unit 3a of JCERT Class 8 English (Daffodil). Situated in the eastern Karakoram range of the Himalayas, the Siachen Glacier is the highest battlefield in the world. The chapter explores the dramatic contrast between its poetic Balti name ('place of abundant wild roses') and the unforgiving, sub-zero reality where brave Indian soldiers defend the nation against frostbite, blizzards, avalanches, and extreme hypoxia.

## 1. Etymology and Geography (■■■■■■■ ■■ ■■■ ■■ ■■■■■)

The name Siachen originates from the native Balti language spoken in the region: Sia: Refers to the thorny wild rose flower that blooms abundantly in the lower valley valleys during summer. Chun / Chen: Means 'abundance' or 'plenty'. Thus, Siachen ironically translates to 'The Place of Wild Roses' . Spanning approximately 76 kilometers in length, it is the longest glacier in the Karakoram and the second longest non-polar glacier on Earth. Its highest military posts perch at staggering altitudes between 18,000 and 21,000 feet above sea level.

## 2. Extreme Climate & Medical Hazards (■■■■ ■■■■■■ ■■ ■■■■)

At Siachen, nature itself is the deadliest adversary. Temperatures plunge to -50°C , with howling blizzard winds exceeding 150 km/h. <table class="min-w-full border border-gray-300 text-left text-sm"><thead class="bg-gray-100"><tr><th class="border p-2 font-bold">Condition</th><th class="border p-2 font-bold">Cause</th><th class="border p-2 font-bold">Medical Effect</th></tr></thead><tbody><tr><td class="border p-2 font-semibold">Hypoxia</td><td class="border p-2">Oxygen levels at ~10% of sea level</td><td class="border p-2">Memory loss, severe headaches, insomnia, nausea.</td></tr><tr><td class="border p-2 font-semibold">Frostbite & Chilblains</td><td class="border p-2">Sub-zero contact</td><td class="border p-2">Freezing of body tissue, leading to gangrene and amputation.</td></tr><tr><td class="border p-2 font-semibold">Pulmonary Edema</td><td class="border p-2">Extreme high altitude pressure drops</td><td class="border p-2">Fluid accumulation in lungs, potentially fatal without rapid evacuation.</td></tr><tr><td class="border p-2 font-semibold">Snow Blindness</td><td class="border p-2">Intense UV reflection off ice</td><td class="border p-2">Temporary or permanent corneal damage without polarized goggles.</td></tr></tbody></table>

## 3. Daily Life & Logistical Engineering (■■■■■■■ ■■ ■■■■■■■■)

Daily survival requires extraordinary discipline and specialized logistical support: Food & Water: Fresh water does not exist; soldiers must melt ice blocks over kerosene stoves. Fruits and canned food freeze solid like stones; even chocolate bars must be boiled or warmed to be chewed. Cheetah & Dhruv Helicopters: Indian Air Force pilots fly at the absolute edge of aerodynamic flight limits to drop rations, kerosene, letters, and medicines to precarious helipads perched on ridges. Operational Vigilance: Operation Meghdoot was launched by the Indian Armed Forces in April 1984 to secure the strategic heights of the Saltoro Ridge.

## Solved Examination Questions & Analysis

**Q1. What does the word 'Siachen' literally mean, and in which language?**

**Solution:** In the Balti language, 'Sia' means a wild rose plant, and 'chun/chen' means abundance. Thus, Siachen literally means 'a place where wild roses bloom in abundance'.

**Q2. Where is the Siachen Glacier located geographically?**

**Solution:** It is located in the eastern Karakoram range of the Himalayas, near the Line of Control between India and Pakistan in Northern Ladakh.

**Q3. What are the primary weather hazards encountered on Siachen?**

**Solution:** Temperatures falling to -50°C, ferocious blizzards with winds exceeding 150 km/h, deep crevasses hidden under fresh snow, and frequent avalanches.

**Q4. How do soldiers prepare food and drinking water at high altitude camps?**

**Solution:** They must melt snow and ice blocks over special multi-fuel or kerosene stoves to obtain drinking water. Canned food and rations freeze into rock-hard solids and must be thawed before consumption.

## Key Takeaways & Chapter Flashpoints

• Siachen means 'place of wild roses' in Balti, but it is the world's highest, coldest battlefield.

• Situated at altitudes above 18,000 feet with temperatures dipping to -50°C.

• Soldiers battle severe oxygen deficiency, frostbite, snow blindness, and crevasses.

• Indian Air Force helicopters provide lifeline drops under perilous flying conditions.

• The essay honors the superhuman endurance and patriotism of Indian soldiers.

JCERT DAFFODIL • UNIT 3B

# Bharat Our Land

“Bharat Our Land” (■■■■■■ ■■■ ■■■■■) is an ardent patriotic poem penned by celebrated freedom fighter and Tamil visionary poet Mahakavi Subramania Bharati (translated into English by Prema Nandakumar), featured in Unit 3b of JCERT Class 8 English (Daffodil). The poem is a magnificent salute to the geographical, spiritual, intellectual, and moral grandeur of India. Bharati celebrates the peerless Himalayas, the sacred Ganga, the profound wisdom of the Upanishads and the Buddha, the valor of ancient heroes, and the eternal abundance of Bharat.

## 1. Peerless Natural Splendor (■■■■■■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■■)

Bharati opens with majestic praise for India's physical landmarks: 'The mighty Himavant is ours— / There's no equal nowhere on earth. / The generous Ganga is ours— / Which other river can match her grace?' The towering Himalayas stand as an unconquerable sentinel of truth and beauty, while the Ganga flows as a generous mother, nourishing millions with her life-giving waters and sacred spiritual purity.

## 2. Sacred Wisdom & Gallant Warriors (■■■■■■, ■■■■■■ ■■ ■■■■■■ ■■ ■■■■■)

In the second stanza, Bharati moves from natural beauty to the philosophical soul of India: The Upanishads: The sacred philosophical dialogues exploring the nature of reality and the soul have no equal anywhere in global literature. Brave Sages & Warriors: Sages who dedicated their lives to spiritual truth, alongside gallant warriors who defended righteousness without fear of death. Gautama Buddha: The enlightened teacher who spread messages of non-violence, compassion, and dharma across Asia was born in this ancient soil. The land's 'hoary antiquity' (■■■■■■■■ ■■■■■) makes her venerable and worthy of highest praise.

## 3. Defiance of Fear, Poverty & Abundant Bounty (■■■■■■■, ■■■■■■■■ ■■ ■■■■■■■■)

In the concluding stanza, the poet infuses vigorous optimism and social defiance: 'Danger shall not scare us, / Nor poverty sear our souls. / Selfishness shall not blind us, / Nor cowardice hold us back.' Bharati asserts that Indians are noble and generous, not cowards or petty self-seekers. India is blessed with perennial streams, rich orchards, and fertile soil yielding milk, honey, and grain. He concludes with the triumphant refrain: 'This sunny, golden land is ours—she is peerless, let us praise her!'

## 4. Bilingual Word Bank & Vocabulary

<table class="min-w-full border border-gray-300 text-left text-sm"><thead class="bg-gray-100"><tr><th class="border p-2 font-bold">Word</th><th class="border p-2 font-bold">Hindi Meaning</th><th class="border p-2 font-bold">Contextual Usage</th></tr></thead><tbody><tr><td class="border p-2 font-semibold">Himavant</td><td class="border p-2">■■■■■■■ (■■■■■■■ ■■■■■■)</td><td class="border p-2">Ancient poetic name for the Himalayan mountains.</td></tr><tr><td class="border p-2 font-semibold">Peerless</td><td class="border p-2">■■■■■■■■■ / ■■■■■■■</td><td class="border p-2">Incomparable; having no equal anywhere.</td></tr><tr><td class="border p-2 font-semibold">Gallant</td><td class="border p-2">■■■■ / ■■■■■■</td><td class="border p-2">Brave, chivalrous, and heroic.</td></tr><tr><td class="border p-2 font-semibold">Hoary Antiquity</td><td class="border p-2">■■■■ ■■■■■■■■ ■■■■</td><td class="border p-2">Extremely ancient and venerable heritage.</td></tr><tr><td class="border p-2 font-semibold">Sear</td><td class="border p-2">■■■■■■■■ / ■■■■■■</td><td class="border p-2">To scorch, burn, or wither painfully.</td></tr></tbody></table>

## Solved Examination Questions & Analysis

**Q1. Who composed the poem 'Bharat Our Land'?**

**Solution:** The poem was composed by Mahakavi Subramania Bharati, the celebrated Tamil nationalist poet and freedom fighter.

**Q2. What two natural features of India does the poet highlight in the first stanza?**

**Solution:** The mighty Himalayas (Himavant), which have no equal on Earth, and the generous Ganga river, unmatched in grace and life-sustaining bounty.

**Q3. What sacred philosophical works and religious teacher are mentioned in the poem?**

**Solution:** The sacred Upanishads, representing India's peerless philosophical thought, and Gautama Buddha, who preached compassion and enlightenment.

**Q4. What does the line 'She is peerless, let us praise her!' mean?**

**Solution:** It means Mother India is unique, matchless, and supreme in her cultural, spiritual, and physical grandeur, and all Indians should sing her praises with devotion.

## Key Takeaways & Chapter Flashpoints

• Subramania Bharati celebrates India's incomparable natural majesty (Himalayas and Ganga).

• He glorifies India's intellectual and spiritual treasures: the Upanishads and the teachings of Buddha.

• The poem extols the bravery of warriors, the wisdom of sages, and the moral integrity of its people.

• Bharati declares that fear, poverty, and cowardice cannot crush the enduring soul of India.

• The poem closes with the unifying refrain: 'She is peerless, let us praise her!'

JCERT DAFFODIL • UNIT 4A

# King John and the Abbot of Canterbury

“King John and the Abbot of Canterbury” is an entertaining and clever traditional English folk ballad featured in Unit 4a of JCERT Class 8 English (Daffodil). King John of England, jealous of the Abbot of Canterbury’s immense wealth and lavish lifestyle, threatens to execute him unless he can solve three impossible riddles. When all scholars fail, the Abbot’s uneducated but quick-witted shepherd disguises himself and answers the monarch with brilliant peasant wit, saving the Abbot’s life and securing a royal reward.

## 1. The Jealous King & The Three Riddles (■■■■ ■■ ■■■■■■■■ ■■ ■■■■ ■■■■■■■■■)

King John of England was a tyrannical ruler known for his hot temper. Hearing that the Abbot of Canterbury lived in greater splendor than the royal court—keeping fifty velvet-clad servants and hosting a hundred guests daily—the King suspected treason and summoned him to London. The King gave the terrified Abbot an ultimatum: answer three impossible questions within three weeks, or forfeit his lands and lose his head: 'Tell me to one penny, what I am worth sitting upon my throne with my golden crown.' 'Tell me how long it will take me to ride around the entire world.' 'Tell me truly what I am thinking at that very instant.'

## 2. The Despairing Abbot & The Clever Shepherd (■■■■■■■ ■■ ■■■■■ ■■ ■■■■)

The desperate Abbot rode to Oxford and Cambridge, consulting the wisest scholars, doctors, and philosophers in the land, but none could solve the riddles. Riding home in deep dejection to prepare for execution, he met his faithful shepherd. Seeing his master's distress, the shepherd laughed and said: 'Master, lend me your fine robes, horse, and crosier. People say we look remarkably alike. I will go to London and answer the King in your place!' The Abbot gladly agreed.

## 3. The Climax in the Royal Court (■■■■■■ ■■■■ ■■■■■■■■■ ■■ ■■■■■ ■■■■■■)

Disguised as the Abbot, the shepherd boldly entered King John's court on the appointed day. The King posed the questions: First Riddle (The King's Worth): The shepherd replied: 'Twenty-nine pence! For our Lord and Savior Jesus Christ was sold by Judas for thirty pence; surely an earthly king is worth at least one penny less than God!' The King laughed, accepting the answer. Second Riddle (Riding Around the World): The shepherd replied: 'Rise with the morning sun and ride alongside it all day until it rises again tomorrow morning, and you shall have circled the earth in exactly twenty-four hours!' The King marveled at the wit. Third Riddle (What the King is Thinking): The shepherd delivered the masterstroke: 'Your Majesty thinks I am the wealthy Abbot of Canterbury, but you are sorely mistaken—I am merely his poor shepherd who has come to beg your royal pardon!' King John roared with laughter at being outwitted. He pardoned the Abbot, awarded the clever shepherd a royal pension of four nobles a week, and sent him home in high honor.

## Solved Examination Questions & Analysis

**Q1. Why was King John angry with the Abbot of Canterbury?**

**Solution:** King John was envious because the Abbot lived in greater luxury than the King himself, keeping 50 velvet-clad servants and hosting lavish feasts, which the King suspected was funded by treasonous ambitions.

**Q2. What were the three questions King John asked the Abbot?**

**Solution:** 1. What is the King worth on his throne with his golden crown? 2. How long does it take to ride around the whole world? 3. What is the King thinking at that exact moment?

**Q3. How did the shepherd answer the question about the King's worth?**

**Solution:** The shepherd valued King John at 29 pence, reasoning that since Jesus was sold for 30 pieces of silver, an earthly king must be worth at least one penny less than Christ.

**Q4. What was the King's reaction when the shepherd revealed his true identity?**

**Solution:** King John was immensely amused by the shepherd's cleverness. He laughed heartily, pardoned the Abbot, and rewarded the shepherd with a pension of four nobles a week.

## Key Takeaways & Chapter Flashpoints

- King John threatens to execute the Abbot of Canterbury over his excessive wealth.
- He challenges him to answer three impossible riddles in three weeks.
- Scholars and philosophers at Oxford fail to find solutions.
- The Abbot's witty shepherd disguises himself as the Abbot and goes to court.
- The shepherd answers all three questions with astonishing peasant humor and intellect.
- The King pardons the Abbot and rewards the shepherd with a lifelong royal allowance.

JCERT DAFFODIL • UNIT 4B

# Stopping by Woods on a Snowy Evening

“Stopping by Woods on a Snowy Evening” is Robert Frost’s iconic masterpiece of American lyric poetry, featured in Unit 4b of JCERT Class 8 English (Daffodil). Composed in 1922, the poem follows a solitary traveler who pauses on horseback near a quiet, dark forest on the winter solstice to watch snow fall softly over the trees. While tempted to surrender to the peaceful, enchanting quiet of nature, the speaker remembers his moral obligations and recommits himself to the journey of life with the immortal closing refrain.

## 1. The Solitary Halt in the Dark Woods (■■■■■■ ■■■■ ■■■ ■■■■■)

On the darkest evening of the year (winter solstice), a lone rider halts his horse beside a private forest: 'Whose woods these are I think I know. / His house is in the village though; / He will not see me stopping here / To watch his woods fill up with snow.' The forest owner lives safely in the village and cannot see the traveler trespassing in the tranquil silence, watching the flakes blanket the branches in immaculate white.

## 2. The Little Horse's Question (■■■■■ ■■ ■■■■ ■■ ■■■■■■■)

In the second and third stanzas, the poet shifts focus to his little horse, who personifies practical instinct and common sense: 'My little horse must think it queer / To stop without a farmhouse near / Between the woods and frozen lake / The darkest evening of the year. / He gives his harness bells a shake / To ask if there is some mistake.' The only sounds breaking the winter stillness are the sharp chime of harness bells and the gentle 'sweep of easy wind and downy flake' .

## 3. The Immortal Resolution: Promises to Keep (■■■■■■ ■■ ■■■■■■■)

The final stanza presents the traveler's philosophical choice between surrender and duty: 'The woods are lovely, dark and deep, / But I have promises to keep, / And miles to go before I sleep, / And miles to go before I sleep.' While the woods represent seductive peace, contemplation, or even the final peace of death, the traveler recognizes his social and moral duties. 'Sleep' symbolizes rest or death; 'miles to go' symbolizes the remaining span and duties of human life.

## Solved Examination Questions & Analysis

**Q1. Why does the poet think his little horse considers the stop unusual ('queer')?**

**Solution:** The horse thinks it strange because there is no farmhouse or shelter nearby, the lake is frozen solid, the evening is freezing and the darkest of the year, and horses are used to stopping only at designated barns.

**Q2. What two sounds alone break the silence in the woods?**

**Solution:** The ringing of harness bells as the horse shakes its head, and the gentle whisper of the passing breeze rustling through downy falling snowflakes.

**Q3. What does the poet mean by 'The woods are lovely, dark and deep'?**

**Solution:** The woods are visually mesmerizing, mysterious, and peaceful, offering a temporary retreat from the harshness and noise of society.

**Q4. Explain the significance of the repetition: 'And miles to go before I sleep / And miles to go before I sleep'.**

**Solution:** The first line refers literally to the long physical journey remaining on the road before the traveler can rest at night. The second line elevates to a symbolic level, meaning the speaker has many lifelong obligations, duties, and work to accomplish before reaching the final sleep of death.

## Key Takeaways & Chapter Flashpoints

• A solitary traveler pauses beside a snow-laden forest on a winter evening.

• The owner of the woods lives in the village and does not know someone is watching his trees.

• His little horse shakes its harness bells, questioning the unusual stop far from any farmhouse.

• The traveler finds the woods alluring, peaceful, and deep.

• Remembering his promises and lifelong responsibilities, he resumes his journey without delay.

JCERT DAFFODIL • UNIT 5A

# The Flying Machine

"The Flying Machine" is a profound science-fiction philosophical short story by master storyteller Ray Bradbury, featured in Unit 5a of JCERT Class 8 English (Daffodil). Set in ancient Imperial China around 400 A.D., Emperor Yuan rules a serene empire protected by the Great Wall. When an ingenious inventor constructs a pair of wings made of paper, bamboo, and silk and soars into the morning sky, the Emperor faces a grave philosophical dilemma: celebrate the sublime beauty of human flight or destroy the invention to safeguard the empire from airborne warfare.

## 1. The Miracle in the Sky (■■■■■ ■■■ ■■■■■ ■■■■)

It was the year 400 A.D. in ancient China. Emperor Yuan was sipping hot green tea on his pavilion, enjoying the peaceful morning breezes across his tranquil kingdom, when a servant rushed in out of breath, shouting: 'A miracle! A man is flying in the sky!' Looking up against the rising sun, the Emperor saw a wondrous figure soaring through the clouds. A man with large wings constructed of paper, bamboo struts, and colored silk fluttered like a magnificent dragon, laughing with pure joy in the mountain thermals.

## 2. The Creator's Joy & The Emperor's Dark Vision (■■■■ ■■■■ ■■■■■ ■■ ■■)

The Emperor summoned the inventor to his throne. The humble man bowed proudly, believing he would be showered with royal honors for achieving humanity's oldest dream. The Emperor asked gravely: 'What have you done?' 'I have made a machine that flies! Only I know how to build it!' replied the inventor happily. The Emperor took the inventor to the parapet overlooking the Great Wall, which had guarded China from invaders for centuries, and posed a chilling question: 'Who is to say that someday another man, not of good heart like you, will build such wings, fly over our Great Wall, and drop great stones and fire upon our peaceful people?'

## 3. The Tragic Execution & Clockwork Solace (■■■■■■ ■■ ■■■ ■■ ■■■■■■■)

Despite the inventor's tearful pleas that his machine brought only beauty and freedom, the Emperor summoned the executioner. He ordered the paper and silk wings burned to ashes and the inventor beheaded in secret so the secret of flight would die with him. As the executioner carried out the grim order, the Emperor retreated to his private chamber. He opened his favorite mechanical clockwork box—a safe, harmless garden where tiny tin birds made of gold and enamel sang artificial melodies at the winding of a key—comforting his conscience with controlled beauty.

## Solved Examination Questions & Analysis

**Q1. What miracle did the servant report to Emperor Yuan?**

**Solution:** The servant reported that he had witnessed a man flying in the sky, soaring freely like a giant paper and silk dragon above the hills.

**Q2. How was the flying machine made?**

**Solution:** The machine was constructed out of lightweight bamboo struts, strong colored silk, and painted paper, fastened with thin cords to the inventor's arms and legs.

**Q3. Why did Emperor Yuan decide to execute the inventor and burn the machine?**

**Solution:** The Emperor foresaw that while the inventor was gentle, an evil person in the future could duplicate the invention, fly over the Great Wall, and drop rocks and fire upon the empire, destroying the peace and security of his people.

**Q4. What mechanical object does the Emperor look at after the execution, and what does it symbolize?**

**Solution:** He looks at a clockwork miniature garden with artificial golden birds that chirp safely inside a box. It symbolizes controlled, safe, and artificial beauty that poses no threat to established authority or peace.

## Key Takeaways & Chapter Flashpoints

• In 400 A.D. China, a craftsman invents a paper-and-bamboo flying machine and glides across the sky.

• Emperor Yuan witnesses the aerial feat and summons the creator.

• The Emperor realizes that airborne machines could bypass the Great Wall and rain destruction on the kingdom.

- To protect his empire's peace, he orders the inventor executed and the glider burned.
- The story presents a timeless parable on the ethical perils and destructive potential of scientific discovery.

JCERT DAFFODIL • UNIT 5B

# The Land of Story Books

“The Land of Story Books” is a delightful and nostalgic lyric poem by renowned Scottish author Robert Louis Stevenson, featured in Unit 5b of JCERT Class 8 English (Daffodil). The poem captures the magic of a child’s bedtime imagination. While the adults sit calmly around the fireplace talking and reading, the young narrator crawls behind the sofa with his toy gun into his imaginary forest, recreating wild hunting adventures, prowling beasts, and starry encampments inspired by the books he has read.

## 1. The Cozy Evening & The Adults' World (■■■ ■■ ■■■■ ■■■■■ ■■■■■)

The poem opens in the warm living room of a Victorian home. In the evening, when the lamps are lit, the grown-up parents sit peacefully around the fireplace: 'At evening when the lamp is lit, / Around the fire my parents sit; / They sit at home and talk and sing, / And do not play at anything.' The adults represent calm, settled reality, oblivious to the grand adventures waiting in the shadows.

## 2. The Camp in the Dark Forest (■■■■ ■■ ■■■■ ■■■■■■ ■■■■)

Armed with his toy gun, the boy sneaks away on hands and knees behind the living room sofa: 'Now, with my little gun, I crawl / All in the dark along the wall, / And follow round the forest track / Away behind the sofa back.' In his mind, the dark wall transforms into a winding jungle trail. He establishes a hunter's campfire in the wilderness, keeping silent watch over the wild beasts prowling through the shadows.

## 3. Prowling Lions & The Return to Bed (■■■■■ ■■ ■■■■■■ ■■ ■■■■■)

The child imagines himself as a bold Indian scout or a legendary safari hunter tracking fierce roaring lions as they drink from a jungle river at night. His adventures continue until his nurse arrives to put him to bed. Reluctantly stepping out of his imaginary realm, he bids farewell to his encampment, carrying the heroes and landscapes of his storybooks with him into sleep.

## Solved Examination Questions & Analysis

**Q1. What do the parents do in the evening while the boy plays?**

**Solution:** The parents sit peacefully by the fireplace under the lamp, talking and singing, but they do not play games or enter the world of imagination.

**Q2. Where does the boy crawl with his little gun?**

**Solution:** He crawls along the dark wall and hides in the space behind the sofa, imagining it to be a dense, untamed forest track.

**Q3. What wild animals does the boy imagine seeing in his make-believe forest?**

**Solution:** He imagines roaring lions coming down to the river to drink, and pictures himself as a brave hunter watching them from a hidden camp.

**Q4. What brings an end to the boy's adventure at the end of the poem?**

**Solution:** His nurse comes in to announce bedtime, forcing the boy to leave his make-believe forest and go to sleep.

## Key Takeaways & Chapter Flashpoints

- In the evening, parents sit by the fire talking, while the young boy escapes into imagination.
- Armed with a toy gun, he crawls behind the sofa, imagining it as a deep wilderness track.
- He builds a hunter's camp, tracking prowling lions and living out the plots of his favorite books.
- When bedtime arrives, he leaves his make-believe world and goes to sleep dreaming of new stories.
- The poem celebrates the transformative magic of reading and childhood play.

JCERT DAFFODIL • UNIT 6A

# Champion Women

“Champion Women” is an inspiring biographical exposition featured in Unit 6a of the JCERT Class 8 English textbook (Daffodil). The chapter celebrates the grit, triumphs, and indomitable spirit of trailblazing Indian sportswomen who overcame intense poverty, conservative social prejudices, and gender barriers to conquer the world stage. It highlights iconic champions including MC Mary Kom, Sania Mirza, Saina Nehwal, Mithali Raj, and Dipa Karmakar, demonstrating that passion and relentless dedication can shatter any glass ceiling.

## 1. MC Mary Kom & Saina Nehwal ([redacted])

MC Mary Kom (Magnificent Mary): Hailing from a tenant farmer family in Kangathei, Manipur, Mary Kom secretly took up boxing despite her father's fear that it would disfigure her face. With ferocious discipline, she went on to win an unprecedented six World Amateur Boxing Championships and an Olympic Bronze Medal at London 2012, becoming a mother of three and a Member of Parliament. Saina Nehwal: Guided by parents who were both former state badminton champions, Saina broke China's monopoly in international badminton. She clinched an Olympic Bronze at London 2012, became World Number 1 , and inspired an entire generation of Indian badminton prodigies including PV Sindhu.

## 2. Sania Mirza & Mithali Raj ([redacted])

Sania Mirza: Shattered conservative societal norms to become India’s first global women's tennis superstar. She reached World No. 1 in WTA doubles, won six Grand Slam titles (3 doubles, 3 mixed doubles), and demonstrated exceptional fearlessness on and off the court. Mithali Raj: The longest-serving captain of the Indian Women's Cricket team, Mithali became the all-time highest run-scorer in women’s international cricket, leading India to two World Cup finals and bringing women’s cricket into the national mainstream.

## 3. Dipa Karmakar: Defying Death in Gymnastics ([redacted])

Hailing from Agartala, Tripura, Dipa Karmakar overcame flat feet—a severe physical disadvantage for gymnastics—training on makeshift mats made from discarded scooter parts. At the 2016 Rio Olympics, she stunned the world by attempting the Produnova vault (known as the 'Vault of Death' due to its extreme risk of spinal injury), missing an Olympic medal by just 0.15 points and earning global respect.

## Solved Examination Questions & Analysis

**Q1. What initial hurdles did MC Mary Kom face when she took up boxing?**

**Solution:** Mary Kom came from an impoverished tenant farmer family in Manipur. Her father opposed boxing because he feared she would injure her face and ruin her marriage prospects. She had to train secretly and travel to tournaments without money.

**Q2. Why is the Produnova vault performed by Dipa Karmakar called the 'Vault of Death'?**

**Solution:** The Produnova involves two and a half front somersaults off the vaulting horse. If the gymnast under-rotates by even a fraction of a second, she risks landing on her neck, causing severe spinal trauma, paralysis, or death.

**Q3. What is Mithali Raj's major contribution to Indian women's cricket?**

**Solution:** Mithali Raj became the highest run-scorer in women's international cricket, led India to two ICC World Cup finals, and popularized women's cricket across the nation, paving the way for the Women's Premier League (WPL).

**Q4. How did Saina Nehwal create history for Indian badminton?**

**Solution:** Saina won India's first Olympic medal in badminton (London 2012 bronze) and attained the World No. 1 ranking, breaking China's decades-long dominance in the sport.

## Key Takeaways & Chapter Flashpoints

• Celebrates iconic Indian sportswomen: Mary Kom, Saina Nehwal, Sania Mirza, Mithali Raj, and Dipa Karmakar.

• Mary Kom rose from rural Manipur poverty to win six boxing world championships and an Olympic medal.

- Saina Nehwal became World No. 1 and won an Olympic medal in badminton.
- Sania Mirza achieved World No. 1 rank in doubles with six Grand Slam crowns.
- Mithali Raj became the top run-scorer in international women's cricket.
- Dipa Karmakar mastered the dangerous Produnova vault at the Rio Olympics.

JCERT DAFFODIL • UNIT 6B

# When Sachin Walks Out to Bat

"When Sachin Walks Out to Bat" is an energetic, evocative tribute poem featured in Unit 6b of the JCERT Class 8 English textbook (Daffodil). The poem captures the extraordinary cultural phenomenon of cricket in India, focusing on cricket maestro Sachin Tendulkar. It describes how the entire nation of a billion people comes to a breathless standstill—streets empty, televisions glow in every shop, office work pauses, and hearts race with collective hope—the moment the master blaster steps onto the pitch.

## 1. The Country Comes to a Standstill (■■■ ■■■ ■■ ■■■■ ■■■ ■■■■■■■)

The poem opens with the sudden transformation of Indian daily life. As soon as the second wicket falls and Sachin steps down the pavilion stairs: Crowded bazaars, busy streets, and highway traffic thin out as people crowd around television screens in electronics shops, tea stalls, and homes. Offices pause work, phone calls go unanswered, and homework is set aside. A hushed, electric silence falls over millions of living rooms as the legendary number 10 strides toward the crease.

## 2. The Roar of the Stadium & The Masterstroke (■■■■■■■■ ■■ ■■■■ ■■ ■■■■■■■ ■■■■■■)

Inside the stadium, the atmosphere is deafening. Thousands of flags wave and a thunderous chant echoes across the stands: 'Sachin! Sachin! (clap clap clap)' . The poet describes Sachin taking his trademark stance—adjusting his pads, tapping his bat, and looking up at the sun with calm humility. Then comes the crack of willow on leather: a majestic, textbook straight drive that races past mid-off to the boundary fence, sending the crowd into euphoric ecstasy.

## 3. Cricket as a Unifying National Emotion (■■■■■■■■■ ■■■■ ■■ ■■■■■■)

The poem illustrates how Sachin transcends regional, linguistic, and religious divisions. When Sachin bats, a billion diverse people breathe together as one single heartbeat. His discipline, gentlemanly grace, and sheer brilliance symbolize the hopes and aspirations of emerging India.

## Solved Examination Questions & Analysis

**Q1. What happens to the streets and markets in India when Sachin walks out to bat?**

**Solution:** The streets and bazaars empty as people gather around televisions in tea stalls, roadside shops, and homes. Normal traffic and business come to a standstill.

**Q2. What famous chant echoes across the stadium when Sachin enters?**

**Solution:** The thunderous chant 'Sachin! Sachin!' accompanied by rhythmic clapping reverberates across the stands.

**Q3. Which cricket shot is highlighted as Sachin's signature stroke?**

**Solution:** The majestic straight drive, executed with effortless timing, high elbow, and perfect balance past the bowler to the boundary.

**Q4. Why is Sachin Tendulkar considered a unifying symbol for India?**

**Solution:** Because people of all religions, regions, ages, and castes forget their differences and unite in shared joy and anticipation whenever Sachin bats for the country.

## Key Takeaways & Chapter Flashpoints

- Captures the national excitement whenever Sachin Tendulkar walks out to bat.
- Bazaars empty, traffic halts, and people gather around televisions across India.
- The stadium erupts into the iconic 'Sachin! Sachin!' chant.
- Celebrates his textbook straight drive and humble sportsmanship.
- Shows how cricket and Sachin united a billion diverse citizens into one heartbeat.

JCERT DAFFODIL • UNIT 7A

# A New Religion

“A New Religion” is a thought-provoking and visionary ecological essay featured in Unit 7a of JCERT Class 8 English (Daffodil). Drawing inspiration from Rachel Carson’s groundbreaking environmental work 'Silent Spring', indigenous tribal traditions, and ecological pioneers, the essay asserts that humanity’s urgent moral duty in the 21st century is environmental conservation. It argues that revering Mother Earth, preserving biodiversity, planting trees, and protecting clean air and water must transcend narrow sectarian boundaries and become humanity's universal 'new religion'.

## 1. The Environmental Crisis & The Call for Awakening (■■■■■■■■ ■■■■ ■■ ■■■■■)

For centuries, humanity viewed nature as an inexhaustible resource to be exploited for commercial profit. Industrial smoke choked the atmosphere, chemical pesticides poisoned fertile soils, and ancient forests were razed for timber and urban expansion. The essay highlights Rachel Carson’s alarm in 'Silent Spring' (1962), which warned that unchecked chemical pollution would silence the songs of birds and poison the web of life. The chapter argues that political treaties alone cannot save the planet—humanity requires a deep spiritual transformation of conscience.

## 2. Sacred Nature & Tribal Wisdom (■■■■■■■■ ■■■■ ■■ ■■■■■■■■ ■■■■■■■■■)

The essay draws deeply upon indigenous philosophy, particularly the tribal heritage of Jharkhand: Sarna Sthal (The Sacred Grove): Indigenous Santhal, Munda, Oraon, and Ho communities revere virgin clusters of Sal trees where deities reside. Cutting a single branch in the sacred grove is forbidden. Sarhul Festival: The spring festival of Sarhul celebrates the blooming of Sal flowers and Mother Earth’s fertility, thanking nature before taking any forest produce. Bishnoi Community: In Rajasthan, 363 Bishnois sacrificed their lives hugging Khejri trees in 1730, inspiring the modern Chipko movement led by Sunderlal Bahuguna.

## 3. Tenets of the New Religion (■■ ■■■■ ■■ ■■■■ ■■■■■■■■■)

The 'New Religion' of ecological stewardship encompasses four sacred moral commandments: Reverence for Life: Treat trees, rivers, mountains, and animals as living family members, not commodities. Ahimsa toward the Earth: Minimize waste, ban single-use plastics, and halt toxic dumping in water bodies. Restoration & Planting: Plant and nurture trees for every milestone in life—birthdays, weddings, and memorial days. Intergenerational Justice: Pass on clean air, pure water, and living soil intact to future generations.

## Solved Examination Questions & Analysis

**Q1. Why does the author advocate for a 'New Religion' of nature conservation?**

**Solution:** Because laws and government regulations alone are insufficient to save the planet. Humanity needs an emotional, moral, and spiritual awakening where protecting nature, trees, and clean water is regarded as a sacred duty.

**Q2. What warning did Rachel Carson issue in her famous book 'Silent Spring'?**

**Solution:** Rachel Carson warned that the excessive, reckless use of synthetic chemical pesticides (like DDT) was poisoning ecosystems, killing birds and insects, and would lead to a desolate spring where no birds sing.

**Q3. How do the indigenous tribes of Jharkhand exemplify nature worship?**

**Solution:** Tribal communities like the Santhal, Munda, and Oraon protect sacred groves of Sal trees known as 'Sarna sthal' where cutting trees is strictly prohibited, and celebrate festivals like Sarhul to offer gratitude to Mother Earth.

**Q4. What practical steps can students take to practice this 'New Religion'?**

**Solution:** Planting trees on birthdays, refusing single-use plastics, conserving water, composting organic waste, and spreading awareness against deforestation.

## Key Takeaways & Chapter Flashpoints

• Unchecked industrial pollution and deforestation threaten the survival of our planet.

• Rachel Carson's 'Silent Spring' sounded the early alarm on ecological disaster.

- Indigenous tribal culture (e.g. Sarna groves and Sarhul festival) embodies sacred harmony with nature.
- Humanity must adopt a 'New Religion' of ecological preservation and reverence for life.
- Protecting forests, water, and soil is humanity's highest moral and spiritual obligation.

JCERT DAFFODIL • UNIT 7B

# A Heritage of Trees

“A Heritage of Trees” is a poignant and thought-provoking poem by David Keir, featured in Unit 7b of JCERT Class 8 English (Daffodil). The poem is an impassioned protest against the ruthless destruction of mature, roadside trees. It contrasts the noble benevolence of ancient kings and ancestors who planted banyans, neems, and tamarinds for future generations with modern society’s short-sighted greed, where electric saws fell centuries-old majestic trees in minutes to widen highways.

## 1. The Ancient Legacy of Shady Trees (■■■■■■■■ ■■ ■■■■■■■■■■ ■■ ■■■■■■■ ■■■■■)

The poem begins by recalling the noble traditions of ancient times. Compassionate rulers (such as Emperor Ashoka) understood the harsh tropical heat of the Indian plains and ordered shady banyans, pipals, and tamarinds planted along every highway: 'I saw a man who cut down a tree / That took a hundred years to grow...' For generations, these grand trees offered leafy canopy, cool breezes, oxygen, and safe nesting branches to weary bullock cart drivers, pilgrims, birds, and wanderers.

## 2. Modern Brutality: Electric Saws in Action (■■■■■■ ■■■■■■■ ■■ ■■■■■■ ■■ ■■■■■)

David Keir laments the ruthless speed of modern machinery. With motorized electric saws and heavy axes, workmen hack through the gnarled bark in a matter of minutes: Centuries of growth, rings of history, and nests of countless birds crash to the ground in a cloud of sawdust and diesel fumes. The highway is stripped bare, converted into a scorching, blistering strip of hot asphalt and concrete under the blazing sun.

## 3. The Tragedy of Blind Progress (■■■■ ■■■■■ ■■ ■■■■)

The poet satirically questions the definition of modern 'progress'. In the race for faster motor cars, we destroy the very lungs of the planet. While a brick road or tarmac highway can be laid in weeks, a hundred-year-old leafy giant cannot be replaced by machines.

## Solved Examination Questions & Analysis

**Q1. Why were trees originally planted along highways by ancient rulers?**

**Solution:** Ancient rulers planted banyan, neem, and tamarind trees along highways to provide shade, cool breezes, shelter, and fresh air to weary travelers, animals, and pilgrims traversing dusty roads under the scorching sun.

**Q2. How long does it take for a grand shade tree to grow, and how fast is it cut down?**

**Solution:** It takes nearly a hundred years of patient growth, sunlight, and rain for a tree to mature into a grand canopy, yet modern workmen cut it down in less than five minutes with electric saws.

**Q3. What happens to the road once the mature trees are felled?**

**Solution:** The road becomes a hot, dusty, blistering barren strip of asphalt with no shade, no nesting birds, and no shelter from the scorching sun.

**Q4. What is the central message of David Keir's poem?**

**Solution:** The poem calls upon society to preserve our living heritage of trees and realize that true progress must not come at the cost of environmental destruction.

## Key Takeaways & Chapter Flashpoints

• David Keir mourns the felling of ancient roadside trees.

• Past rulers wisely planted shade trees for the comfort of future generations.

• Modern chainsaws destroy centuries of growth in a few minutes.

• Roads are left barren, hot, and devoid of birds and shade.

- The poem urges us to treat old trees as irreplaceable cultural and natural heritage.

JCERT DAFFODIL • UNIT 8A

# Living in the Age of Google

“Living in the Age of Google” is a timely and analytical expository essay featured in Unit 8a of the JCERT Class 8 English textbook (Daffodil). The chapter explores the dramatic transformation of human society, education, memory, and everyday life in the era of internet search engines. While Google and smartphones provide instant access to humanity's collective knowledge at a keystroke, the essay critically evaluates the hidden costs: diminished attention span, digital dependency, 'Google Amnesia', filter bubbles, and the decline of deep contemplative reading.

## 1. The Information Revolution (■■■■■ ■■ ■■■■■■■■■■■■)

Prior to the late 1990s, research required physical journeys to libraries, flipping through card catalogs, and scanning printed encyclopedias like the Encyclopaedia Britannica . With the founding of Google by Larry Page and Sergey Brin in 1998, information was revolutionized: Billions of web pages are indexed and ranked in milliseconds using complex algorithms. Students in remote villages of Jharkhand now have access to the same scientific databases, lectures, and historical archives as students in London or New York. Learning has become democratized, flexible, and instantaneous.

## 2. The Hidden Costs: The 'Google Effect' & Attention Fragmentation (■■■■■■ ■■■■■■■■■■)

Psychologists and neuroscientists have identified significant cognitive shifts in the internet age: <table class="min-w-full border border-gray-300 text-left text-sm"><thead class="bg-gray-100"><tr><th class="border p-2 font-bold">Cognitive Effect</th><th class="border p-2 font-bold">Scientific Explanation</th><th class="border p-2 font-bold">Impact on Students</th></tr></thead><tbody><tr><td class="border p-2 font-semibold">Digital Amnesia</td><td class="border p-2">The brain forgets information it knows is stored online.</td><td class="border p-2">We remember where to find data, but fail to memorize core facts.</td></tr><tr><td class="border p-2 font-semibold">Skimming vs. Deep Reading</td><td class="border p-2">Eyes jump rapidly across hyperlinks and bite-sized snippets.</td><td class="border p-2">Difficulty reading long books, poems, or complex essays with sustained focus.</td></tr><tr><td class="border p-2 font-semibold">Misinformation & AI Bias</td><td class="border p-2">Algorithms prioritize clicks and sensationalism over verified truth.</td><td class="border p-2">Vulnerability to fake news and unverified social media claims.</td></tr></tbody></table>

## 3. Cultivating Digital Wisdom (■■■■■■ ■■ ■■■■■■ ■■■■■■■■)

The essay concludes with actionable advice for young students in the digital age: Search with Discernment: Check primary sources, verify facts across reputable educational and scientific domains (.edu, .gov, .org). Protect Deep Focus: Schedule screen-free study blocks; read printed books to strengthen neurological attention circuits. Memory as Foundation: Memorize poetry, formulas, and historical dates—an internal database is essential for creative problem-solving.

## Solved Examination Questions & Analysis

**Q1. How was student research conducted before search engines like Google existed?**

**Solution:** Students had to visit physical libraries, search through index card catalogs, browse thick printed encyclopedias, and manually copy notes from reference books.

**Q2. What is meant by the 'Google Effect' or 'Digital Amnesia'?**

**Solution:** It is the psychological phenomenon where people tend to forget information because they know it can be easily retrieved online at any moment. The brain remembers the location of the information rather than the information itself.

**Q3. What are the major advantages of living in the age of Google?**

**Solution:** Instant access to global knowledge, democratization of educational resources for students anywhere, rapid fact-checking, and interactive multimedia learning.

**Q4. How can students avoid becoming victims of fake news and misinformation online?**

**Solution:** By cross-checking facts across multiple reputable websites, verifying author credentials, relying on official educational and government domains (.edu, .gov), and questioning sensational headlines.

## Key Takeaways & Chapter Flashpoints

• Google and internet search have revolutionized access to human knowledge.

• Students worldwide can access global encyclopedias and research in milliseconds.

• Over-reliance on screens leads to digital amnesia, fragmented attention spans, and loss of deep reading.

• Algorithms can trap users in filter bubbles and expose them to misinformation.

• Students must practice digital hygiene, combining online tools with printed reading and critical thought.

JCERT DAFFODIL • UNIT 8B

# Baby Ate a Microchip

"Baby Ate a Microchip" is a whimsical, humorous sci-fi poem by modern American children's poet Neal Levin, featured in Unit 8b of JCERT Class 8 English (Daffodil). The poem humorously imagines what happens when a curious toddler accidentally swallows a tiny computer silicon microchip. Instead of getting sick, the baby transforms into a walking supercomputer—calculating advanced math formulas, processing data at light speed, speaking in programming codes, and rebooting instead of napping!

## 1. The Accidental Feast & Instant Upgrade (■■■■■■■■■■ ■■ ■■■■ ■■ ■■■■■)

The poem begins with a classic baby mishap. Exploring the floor, the baby swallows a fallen computer microchip: 'Baby ate a microchip, / Now she's very smart. / Rather than a tummy ache, / She's got a brand new part.' Instead of crying or needing a doctor, the child's mind is instantly upgraded into a high-speed digital processor!

## 2. High-Tech Toddler Prodigy (■■■■■■■■■■■■ ■■■■ ■■■■■■■ ■■■■■■)

The poet piles on comic exaggerations: Instead of babbling simple baby sounds, the infant rattles off complex equations, cube roots, and long division in seconds. Her eyes blink like LED monitors, and she communicates in rhythmic electronic beeps and modem sounds. She predicts weather patterns, downloads encyclopedic facts, and corrects adult algebra mistakes before finishing her milk bottle.

## 3. Bedtime Reboot & Playful Satire (■■■■■ ■■■ ■■ ■■■■■)

Even her daily routines take on a computer character. When tired, she doesn't take a nap—she switches into 'power save mode'. At bedtime, she executes a system shutdown, and in the morning, she reboots with an electronic chime! Through light-hearted fun, Levin gently satirizes our society's obsession with raising genius children and the omnipresence of electronic gadgets in modern homes.

## Solved Examination Questions & Analysis

**Q1. What unusual item did the baby swallow in the poem?**

**Solution:** The baby accidentally swallowed a computer microchip found on the floor.

**Q2. What happened to the baby instead of getting a stomach ache?**

**Solution:** Instead of getting sick, the baby became super intelligent, calculating complex mathematical problems and functioning like a miniature digital computer.

**Q3. List three computer terms used humorously in the poem.**

**Solution:** Microchip, calculate, reboot (or download/modem/power save mode).

**Q4. How does the baby's sleep routine change?**

**Solution:** Instead of taking a regular baby nap, she goes into 'sleep mode' or executes a system shutdown and reboots in the morning like a computer.

## Key Takeaways & Chapter Flashpoints

- A baby swallows a computer microchip and turns into a miniature supercomputer.
- Instead of babbling, she solves advanced mathematics and talks in electronic beeps.
- She downloads information and processes data at supersonic speed.
- Instead of napping, she goes into standby mode and reboots in the morning.
- Neal Levin's poem uses playful hyperbole to entertain and introduce technology concepts.

JCERT DAFFODIL • UNIT 9A

# Shri Krishna Eating House

“Shri Krishna Eating House” is a poignant and realistic excerpt from Anita Desai’s celebrated novel 'The Village by the Sea', featured in Unit 9a of the JCERT Class 8 English textbook (Daffodil). Set in the unforgiving metropolis of Bombay (Mumbai), the story follows young Hari, an impoverished village boy from Thul who leaves his seaside home to seek work to support his debt-ridden family. Alone, exhausted, and hungry in the giant city, Hari finds shelter and employment in the dingy, sweat-soaked 'Shri Krishna Eating House', uncovering quiet human compassion amid urban grime and poverty.

## 1. Arrival in the Giant Metropolis (■■■■ ■■ ■■■■■ ■■ ■■■■■■■ ■■■■■)

Hari had fled his small fishing village of Thul in Raigad district because his family was drowning in debt, his mother was bedridden with tuberculosis, and his father was an alcoholic. Arriving at Bombay Central railway station, Hari was overwhelmed by the deafening roar of traffic, the sea of hurried strangers, and towering buildings. Penniless, thirsty, and trembling with hunger, he wandered down the narrow, congested gullies of the city looking for any place where he could earn a crust of bread.

## 2. Inside the Shri Krishna Eating House (■■■■ ■■■■■■ ■■■■■ ■■■■ ■■ ■■■■■■)

He stumbled into a cheap, grimy restaurant called the Shri Krishna Eating House : The Setting: A dark, cavernous, soot-blackened eatery filled with choking coal smoke, sizzling frying pans, and the smell of burnt mustard oil, onions, and cheap lentils. The Clientele: Handcart pullers, coolies, beggar boys, and mill workers wolfing down cheap chapatis and dal. The Staff: Two thin, silent, soot-covered boys working barefoot at the huge charcoal stoves, washing piles of filthy metal plates in greased tubs of grey water.

## 3. Jagu's Gruff Compassion & The Seeds of Hope (■■■■■ ■■ ■■■■■■■ ■■ ■■ ■■■■■■)

The proprietor of the eating house was Jagu —a large, heavy-set, gruff man with bloodshot eyes and an unsmiling demeanor. When Hari timidly asked for work, Jagu barked at him, but noticing the boy's hollow cheeks and trembling frame, he slid two hot chapatis and a bowl of dal across the wooden counter, telling him to eat first. Jagu hired Hari, offering him food, a small daily wage, and permission to sleep on the hard wooden benches of the restaurant at night. Despite the back-breaking labor of scrubbing soot-covered pans and rolling dough in stifling heat, Hari felt a surge of gratitude. In the harsh belly of Bombay, he had found honest work, shelter, and survival.

## Solved Examination Questions & Analysis

**Q1. Why did Hari leave his village Thul and come to Bombay?**

**Solution:** Hari left Thul because his family was in severe financial distress: his mother was bedridden with grave illness, his father was incapacitated by alcoholism, moneylenders were demanding payment, and there were no jobs in the village to feed his sisters.

**Q2. Describe the appearance and atmosphere inside the Shri Krishna Eating House.**

**Solution:** It was a dingy, smoke-filled, soot-covered eatery with greasy wooden benches, suffocating fumes from coal fires, bubbling cauldrons of dal, piles of dirty metal plates, and exhausted young boys working silently in the heat.

**Q3. What kind of person was Jagu, the owner of the restaurant?**

**Solution:** Jagu appeared gruff, fierce, and unapproachable on the outside, but possessed a generous and compassionate heart. He noticed Hari's starvation, fed him immediately without demanding money, and gave him honest employment and shelter.

**Q4. What chores was Hari assigned to do in the eating house?**

**Solution:** Hari was put to work washing greasy brass plates in tubs of soapy water, scrubbing soot off cooking pots, wiping tables, and rolling out chapatis over the hot iron griddle.

## Key Takeaways & Chapter Flashpoints

- Hari leaves his seaside village Thul for Bombay to earn money for his sick mother and family.
- Lost and penniless, he wanders into the grimy Shri Krishna Eating House.
- The restaurant is smoky, cheap, and frequented by coolies and laborers.
- The owner, Jagu, notices the boy's hunger, feeds him, and hires him as a kitchen helper.
- Hari accepts the hard labor with gratitude, finding friendship, survival, and purpose in the city.

JCERT DAFFODIL • UNIT 9B

# Invictus

“Invictus” is William Ernest Henley’s world-renowned Victorian masterpiece of unconquerable courage and stoic defiance, featured in Unit 9b of JCERT Class 8 English (Daffodil). Written in 1875 from a hospital bed while the poet endured severe tuberculosis of the bone and multiple limb amputations, the Latin title translates to 'Unconquered'. The poem is an immortal anthem of human fortitude, celebrated globally for inspiring Nelson Mandela during his 27 years of imprisonment on Robben Island.

## 1. Out of the Pitch-Black Night (■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■)

The poem opens amidst total, suffocating darkness: 'Out of the night that covers me, / Black as the pit from pole to pole, / I thank whatever gods may be / For my unconquerable soul.' The 'night' symbolizes severe pain, disease, loneliness, and despair stretching across his entire world. Yet, rather than despairing, the speaker expresses gratitude for his indomitable spirit, which no suffering can crush.

## 2. Bloody but Unbowed: Defiance in Suffering (■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■■)

In the second stanza, Henley confronts the cruel blows of unpredictable life: 'In the fell clutch of circumstance / I have not winced nor cried aloud. / Under the bludgeonings of chance / My head is bloody, but unbowed.' Even though fate strikes him like a club ('bludgeonings of chance') causing his head to bleed with agonizing pain, he refuses to lower his head in defeat. He stands tall with grim, noble defiance.

## 3. The Immortal Declaration: Master of My Fate (■■■■■■ ■■ ■■■■■■■)

Looking beyond life toward the shadowy threshold of death ('the horror of the shade'), the poet finds no fear: 'It matters not how strait the gate, / How charged with punishments the scroll, / I am the master of my fate, / I am the captain of my soul.' No matter how narrow ('strait') the path of virtue, or how heavily burdened with suffering his life's record is, the speaker claims absolute ownership of his destiny. He is the sovereign commander of his inner life.

## Solved Examination Questions & Analysis

**Q1. What does the Latin word 'Invictus' mean?**

**Solution:** 'Invictus' is a Latin word meaning 'Unconquered', 'Undefeated', or 'Insubdued'.

**Q2. Explain the metaphor: 'My head is bloody, but unbowed'.**

**Solution:** It means that while the poet has endured severe blows, pain, and wounds from unpredictable misfortunes (like a warrior in battle), he refuses to bow his head in surrender, self-pity, or defeat.

**Q3. Under what personal circumstances did William Ernest Henley write this poem?**

**Solution:** Henley wrote the poem while hospitalized for severe tuberculosis of the bone. He had already had one leg amputated below the knee and was enduring painful treatments to save his remaining foot.

**Q4. What do the final two lines 'I am the master of my fate, / I am the captain of my soul' signify?**

**Solution:** They mean that no external authority, illness, or tragedy can dictate our inner state. Each individual holds sovereign responsibility for their choices, courage, and moral dignity.

## Key Takeaways & Chapter Flashpoints

• Composed by William Ernest Henley from a hospital bed in 1875.

• The speaker confronts life's deepest darkness with an unconquerable soul.

• Under the harsh blows of circumstance, his head is bloody but unbowed.

• He feels no fear in the face of suffering or the shadow of death.

• Concludes with the immortal creed: 'I am the master of my fate, I am the captain of my soul.'

JCERT DAFFODIL • UNIT 10A

# Young Voices of Change

“Young Voices of Change” is an empowering biographical exposition featured in Unit 10a of the JCERT Class 8 English textbook (Daffodil). The chapter showcases the courage and leadership of young global changemakers who refused to stay silent in the face of injustice, ignorance, and climate apathy. It focuses on three extraordinary youth leaders: Malala Yousafzai (who fought for girls' education against terrorist violence), Greta Thunberg (who catalyzed the global 'Fridays for Future' climate strikes), and Iqbal Masih (who escaped bonded child labor to liberate thousands of children).

## 1. Malala Yousafzai: The Pen is Mightier than the Bullet ([redacted])

Born in the Swat Valley of Pakistan, Malala Yousafzai refused to accept the Taliban's ban on female education. At just 11 years old, she began blogging under a pseudonym for the BBC about life under terrorist rule, insisting that every girl has a sacred right to go to school. In October 2012, a masked gunman shot Malala in the head on her school bus. Miraculously surviving after intensive surgery in the UK, she refused to be silenced, declaring before the United Nations: 'One child, one teacher, one book, and one pen can change the world.' In 2014, at age 17, Malala became the youngest Nobel Peace Prize laureate in history.

## 2. Greta Thunberg: School Strike for the Climate ([redacted])

In August 2018, 15-year-old Swedish schoolgirl Greta Thunberg decided she could no longer watch political leaders ignore runaway global warming. Armed with a hand-painted sign reading 'Skolstrejk för klimatet' (School Strike for Climate), she sat alone outside the Swedish Parliament every Friday. Her solitary protest quickly sparked the global 'Fridays for Future' movement, mobilizing over 4 million students across 160 countries to march for urgent climate action. Addressing world leaders at the UN Climate Summit, she delivered her famous, unsparing rebuke: 'How dare you!'

## 3. Iqbal Masih: Crusader Against Child Slavery ([redacted])

At the age of four, Iqbal Masih was sold by his impoverished father into bonded labor at a Pakistani carpet factory for just $12. Shackled to looms, beaten, and starved for twelve hours a day, Iqbal managed to escape at age ten with the help of the Bonded Labour Liberation Front (BLLF). Displaying astonishing courage, young Iqbal traveled the world exposing the horrors of child slave labor in the international carpet trade, helping liberate over 3,000 bonded children before his tragic assassination at age twelve in 1995. His martyrdom inspired the global fight against child exploitation.

## Solved Examination Questions & Analysis

**Q1. Why was Malala Yousafzai targeted by the Taliban in 2012?**

**Solution:** Malala was targeted because she fearlessly campaigned for girls' education and publicly criticized the Taliban's extremist ban on women attending school in Pakistan's Swat Valley.

**Q2. How did Greta Thunberg initiate the 'Fridays for Future' global climate movement?**

**Solution:** Greta began by skipping school on Fridays and sitting alone outside the Swedish Parliament holding a hand-painted sign reading 'School Strike for Climate', demanding that politicians take immediate action to cut carbon emissions.

**Q3. What was Iqbal Masih's contribution to combating child labor?**

**Solution:** After escaping bonded slavery in a carpet factory, Iqbal traveled internationally speaking against child slavery, raising global awareness, and directly helping liberate more than 3,000 children from forced labor.

**Q4. What major honor was bestowed upon Malala Yousafzai in 2014?**

**Solution:** She was awarded the Nobel Peace Prize at the age of 17, becoming the youngest Nobel laureate in history.

## Key Takeaways & Chapter Flashpoints

- Malala Yousafzai fought for female education in Pakistan, survived an assassination attempt, and won the Nobel Peace Prize.
- Greta Thunberg sparked a worldwide youth movement demanding climate accountability from world governments.
- Iqbal Masih escaped bonded carpet slavery and dedicated his short life to freeing thousands of child workers.
- The chapter proves that youth have the power to challenge injustice and reshape global society.
- Encourages students to take stands for justice, education, and planet preservation.

JCERT DAFFODIL • UNIT 10B

# If

“If—” is Rudyard Kipling’s masterly, globally beloved didactic poem, featured as the capstone literary text in Unit 10b of JCERT Class 8 English (Daffodil). Written in 1895 as fatherly counsel to his son John, the poem presents a timeless blueprint for personal integrity, stoicism, moral balance, and emotional maturity. Through a series of conditional clauses ('If you can...'), Kipling challenges the reader to face praise and blame, triumph and defeat, and exhaustion and power with unwavering inner poise.

## 1. Poise Amidst Blame & Doubt (■■■■■, ■■■■■■■■ ■■ ■■■■■■■■■■■)

Kipling opens with a call for unshakable composure: 'If you can keep your head when all about you / Are losing theirs and blaming it on you, / If you can trust yourself when all men doubt you, / But make allowance for their doubting too...' True strength requires balancing self-confidence with open-minded humility. Even when slandered by lies, one must not deal in lies; even when hated, one must not surrender to hatred—all while avoiding self-righteous arrogance.

## 2. Triumph, Disaster & Rebuilding from Ashes (■■■, ■■■ ■■ ■■■■■■■■■■■■)

In the second stanza, Kipling offers his most famous philosophical insight: 'If you can meet with Triumph and Disaster / And treat those two impostors just the same; / If you can bear to hear the truth you’ve spoken / Twisted by knaves to make a trap for fools, / Or watch the things you gave your life to, broken, / And stoop and build ’em up with worn-out tools...' Both success and failure are called 'impostors' because both are temporary and misleading. Success breeds vanity, while failure brings despair. A wise person remains unaffected by both.

## 3. The Unforgiving Minute & The Climax (■■■■■ ■■■■■ ■■ ■■■■■■■■)

The final stanza demands tireless perseverance and egalitarian grace: 'If you can talk with crowds and keep your virtue, / Or walk with Kings—nor lose the common touch... / If you can fill the unforgiving minute / With sixty seconds’ worth of distance run, / Yours is the Earth and everything that’s in it, / And—which is more—you’ll be a Man, my son!' If one treats every second as sacred and interacts with commoners and kings with equal dignity, the entire Earth belongs to him—and above all, he achieves true, noble humanity.

## Solved Examination Questions & Analysis

**Q1. Why does Kipling refer to 'Triumph' and 'Disaster' as 'two impostors'?**

**Solution:** He calls them impostors because neither success nor failure is permanent or completely truthful. Triumph creates a false sense of invincibility and pride, while Disaster creates unwarranted despair and hopelessness. A mature person treats both with identical calm detachment.

**Q2. What advice does the poet give about handling lies and hatred?**

**Solution:** Kipling advises that even if others spread lies about you, you must never engage in lies; even if you are hated by others, you must not give way to hatred yourself, while maintaining humility without looking too good or talking too wise.

**Q3. What does Kipling mean by 'build ’em up with worn-out tools'?**

**Solution:** It means having the resilience and mental fortitude to rebuild your life, dreams, or achievements from scratch when they have been destroyed, using whatever remaining energy and resources you possess without giving up.

**Q4. What is meant by 'walk with Kings—nor lose the common touch'?**

**Solution:** It means remaining humble, approachable, and grounded when associating with the wealthy and powerful, treating common citizens and monarchs with equal respect.

## Key Takeaways & Chapter Flashpoints

• Rudyard Kipling offers a father’s timeless counsel on developing moral maturity and inner poise.

• Advocates maintaining composure and self-trust when doubted or blamed by others.

• Warns that Triumph and Disaster are twin impostors that should be met with equal detachment.

- Encourages rebuilding patiently with worn-out tools when life’s work is shattered.
- Concludes that filling every minute with purpose and treating all people equally makes one a true human being.