



3 Compassion and Social Service



Learning Objectives

After completing this chapter, students will be able to:

- explain how compassion leads to social service
- identify needs in their community
- plan and take part in service activities
- understand the value of serving society



Think about these questions:

- ✧ What social problem in your community concerns you most?
- ✧ Why is it not enough only to feel sorry for those who suffer?
- ✧ How can students contribute to social service?

Talk about your answers with your friends.



Introduction

Compassion is feeling the pain of others and wishing to relieve it; social service is compassion turned into organised action for the good of the community. Beyond helping individuals, social service tackles wider needs — illiteracy, poverty, poor sanitation, neglect of the elderly. When citizens, including students, give their time and effort to serve society, they not only relieve suffering but also strengthen the bonds that hold a community together. Service transforms compassion into lasting change.



Understanding the Lesson

- Compassion is feeling and wishing to relieve others pain.
- Social service turns compassion into organised action.
- Service tackles wider community needs.
- Feeling sorry alone changes nothing.
- Students too can serve society meaningfully.
- Service strengthens community bonds.
- Compassion in action creates lasting change.



Real-Life Example

Moved by elderly residents living alone, a group of students began weekly visits to a care home — reading, chatting and helping out. Their small service brought joy to lonely lives and taught the students more than any classroom could.



Story

The Students Who Lit a Village

A group of city students, comfortable and well-off, went on a weekend visit to a poor village far from their homes, as part of a school programme. They expected little more than a pleasant outing in the countryside. But what they saw there moved them deeply and changed the way they thought about the world. The village had no electricity at all, and as soon as the sun went down, the whole place fell into darkness, and life simply stopped.

What struck the students most was the plight of the village children. These children worked or helped their families during the day, and the only time they had to study was in the evening — but with no electric light, they could not read or write once night fell. A few families could afford a small kerosene

lamp, but its dim, smoky flame was poor for studying and costly to keep burning. So most of the village children fell behind in their education, through no fault of their own, simply because they had no light by which to learn.

The students felt a deep pity for these children, so like themselves and yet so unfairly deprived. On the bus home, they talked about it sadly. But one of them, a thoughtful girl named Ananya, said something that stayed with them all: 'Feeling sorry for them changes nothing. If we truly care, we must do something about it. Pity that does not act is useless.' Her words turned their sympathy into a resolve. They decided that they would not simply forget the village and go back to their comfortable lives.

Back in the city, the students began to plan. They researched the problem and discovered affordable solar study lamps — small lamps that charged by sunlight during the day and gave bright, clean light at night, with no need

for electricity or costly fuel. Such a lamp could let a village child study after dark for years. The students set themselves a goal: to provide a solar study lamp to every school-age child in that village.

It was not easy. They pooled their own pocket money, but it was far from enough. So they organised fund-raising drives at their school, gave presentations to explain the cause, sold

crafts and snacks, and persuaded their families, teachers and local shopkeepers to contribute. It took weeks of effort, planning and cooperation, and at times the goal seemed too large. But they kept at it, working together, until at last they had raised enough to buy lamps for every child.

During their holidays, the students returned to the village, carrying boxes of solar lamps. They did not simply hand them out and leave; they showed each



family how the lamps worked, and they stayed to hold evening classes, helping the village children catch up on the lessons they had missed. For the first time, the little houses of the village glowed softly each evening, and children sat reading and writing by clean, steady light, their faces bright with new hope.

Within months, the change was remarkable. The studies of village children improved, and several who had been on the verge of dropping out now dreamed of finishing school and going further. The students who had brought the lamps felt a joy and pride deeper than anything they had known. They had learned that compassion locked in the heart helps no one, but compassion turned into organised, determined service can light up not just lamps, but whole futures. They had set out to feel sorry for a village, and instead had helped to transform it. Long after the lamps were given, the students kept in touch with the village, returning each year to help, for they had discovered that true service is not a single gift but a lasting bond of care between those who help and those they serve.



Moral

Compassion becomes powerful only when we organise it into real service for others.



Key Values

- Compassion
- Service
- Citizenship
- Cooperation



Exercise

A. Knowledge Check (Understanding Basic Concepts)

Fill in the blanks using the given words.

community, action, compassion, service

- _____ is caring that wishes to relieve others pain.
- Social _____ turns compassion into organised action.
- Service tackles the needs of the _____.
- Feeling sorry without _____ changes nothing.



Tick (✓) the correct answer.

- Social service turns compassion into _____. (action / words)
- Service tackles _____ community needs. (no / wider)
- Students _____ serve society. (cannot / can)
- Service _____ community bonds. (strengthens / weakens)

Write True or False.

- Feeling sorry for people is enough to help them. (_____)
- Social service turns compassion into action. (_____)
- Students can serve society meaningfully. (_____)
- Service strengthens community bonds. (_____)

Match the columns.

Column A

- Compassion
- Social service
- Welfare
- Volunteer

Column B

- The well-being of others
- One who serves freely
- Caring that seeks to help
- Work for the community's good



B. Understanding and Application

Answer the following questions:

1. How does compassion lead to social service?

2. How did the students help the village, and why did it work?

3. Write two social needs your class could address.

4. Why is organised service more effective than individual pity?

C. Real-Life Situations (Competency-Based Questions)

Read the situations and answer the questions.

Situation-1

Many children near your school cannot afford books or tuition.

1. What service could your class organise?

2. Why is collective action effective?

Situation-2

An old-age home nearby needs volunteers.

1. How can you offer your help?

2. Why is helping elderly people important for our community?

D. Critical Thinking

Think carefully and answer:

1. Why is organised service more powerful than scattered sympathy?

2. How does serving society also benefit the volunteers?



3. Why is youth participation important for social change?

E. Value-Based Activity (Experiential Learning)

Plan a real class service project: identify a need, set a goal, assign roles, and carry it out. Record its impact and reflect on it.

F. Group Discussion

Discuss in groups:

Why is social service a duty of every responsible citizen?

Write two examples from your discussion:

1. _____
2. _____

G. Project Work (Experiential Learning – NEP Requirement)

Study an organisation doing social service in your region. Present its work, challenges and how students can support it.

H. Self-Assessment (Reflection – NEP Core Component)

Tick (✓) the statements that are true for you.

1. I notice needs in my community.
2. I turn my compassion into action.
3. I take part in service activities.
4. I respect those I disagree with.
5. I value serving the community.

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When a social problem moves you, ask, 'What organised step can we take together?' Channelling compassion into planned service turns good feelings into real, lasting change.