



**SHIVAJI UNIVERSITY, KOLHAPUR**

**CENTRE FOR DISTANCE EDUCATION**

# **Compulsory English**

(Paper-E and F)

**B. A. Part-III**

**(Semester-V Paper-E)**

**(Semester-VI Paper-F)**

(Academic Year 2015-16 onwards)

**B. A. Part-III : Compulsory English**

ISBN- 978-81-8486-610-6

Copyright © Registrar,  
Shivaji University,  
Kolhapur. (Maharashtra)  
First Edition 2015

Prescribed for **B. A. Part-III**

All rights reserved. No part of this work may be reproduced in any form by mimeography or any other means without permission in writing from the Shivaji University, Kolhapur (MS)

Copies : 10,000

*Published by:*  
**Dr. V. N. Shinde**  
Ag. Registrar,  
Shivaji University,  
Kolhapur-416 004.

*Printed by :*  
**Shri. B. P. Patil**  
Superintendent,  
Shivaji University Press,  
Kolhapur-416 004

ISBN-978-81-8486-610-6

- ★ Further information about the Centre for Distance Education & Shivaji University may be obtained from the University Office at Vidyanagar, Kolhapur-416 004, India.
- ★ This material has been produced out of the Developmental Grant from UGC, Distance Education Bureau, New Delhi.

**Centre for Distance Education  
Shivaji University, Kolhapur**

---

■ **ADVISORY COMMITTEE** ■

---

**Prof. (Dr.) D. B. Shinde**

Vice-Chancellor,  
Shivaji University, Kolhapur

**Prof. (Dr.) M. M. Salunkhe**

Vice-Chancellor,  
Yashwantrao Chavan Maharashtra Open  
University, Nashi.

**Prof. (Dr.) K. S. Rangappa**

Hon. Vice-Chancellor,  
University of Mysore

**Prof. P. Prakash**

Pro. Vice-Chancellor,  
Indira Gandhi National Open University,  
New Delhi

**Prof. (Dr.) Cima Yeole**

Git Govind, Flat No. 2,  
1139 Sykes Extension,  
Kolhapur-416001

**Dr. A. P. Gavali**

Dean, Faculty of Arts and Fine Arts,  
Shivaji University, Kolhapur

**Dr. J. S. Patil**

Dean, Faculty of Social Sciences,  
Shivaji University, Kolhapur

**Dr. C. J. Khilare**

Dean, Faculty of Science,  
Shivaji University, Kolhapur

**Dr. R. G. Phadatare**

Dean, Faculty of Commerce,  
Shivaji University, Kolhapur

**Prin. D. R. More**

Director, B.C.U.D.,  
Shivaji University, Kolhapur

**Dr. V. N. Shinde**

Ag. Registrar,  
Shivaji University, Kolhapur

**Shri. M. A. Kakade**

Controller of Examinations,  
Shivaji University, Kolhapur

**Shri. A. B. Chougule**

Ag. Finance and Accounts Officer,  
Shivaji University, Kolhapur

**Capt. Dr. N. P. Sonaje**

(Member Secretary)

Ag. Director,

Centre for Distance Education,  
Shivaji University, Kolhapur.

---

■ **BOARD OF STUDIES IN ENGLISH** ■

---

Chairman- **Dr. S. B. Bhambar**

Head, Dept. of English, Tukaram Krishnaji Kolekar Arts & Commerce College, Nesari

● **Prof. (Dr.) M. L. Jadhav**

Professor and Head, Dept. of English,  
Shivaji University, Kolhapur

● **Dr. S. R. Ghatge**

Associate Professor, Dept. of English  
Vivekanand College, Kolhapur

● **Dr. P. M. Patil**

Assistant Professor and Head,  
Dept. of English,  
Arts, Commerce & Science College, Palus

● **Dr. R. Y. Shinde**

Associate Professor and Head,  
Dept. of English,  
Kisan Veer Mahavidyalaya, Wai

● **Dr. N. R. Sawant**

Associate Professor and Head  
Dept. of English,  
Shivraj College of Arts, Commerce &  
Science, Gadhinglaj

● **Dr. S. R. Sawant**

Associate Professor,  
Dept. of English,  
Kisan Veer Mahavidyalaya, Wai

● **Dr. R. P. Lokhande**

Associate Professor and Head,  
Dept. of English,  
Rajarshi Chh. Shahu College, Kolhapur

**Writing Team**

Writers Name	Sem. V Units	Sem. VI Units
<b>Shri. Avinash S. Lokhande</b> Mahavir Mahavidyalaya, Kolhapur	<b>1</b>	<b>12</b>
<b>Dr. S. I. Noorani</b> DKASC College, Ichalkaranji	<b>2</b>	<b>16</b>
<b>Shri. Prakash Kumbhar</b> M. H. Shinde College, Tisangi	<b>3, 7</b>	<b>–</b>
<b>Shri. P. A. Patil</b> Yashwantrao Chavan Mahavidyalaya, Halkarni	<b>4</b>	<b>11</b>
<b>Mr. Suresh P. Patil</b> Vijaysinh Yadav College, Pethvadgaon	<b>5</b>	<b>13</b>
<b>Dr. Anand S. Jarag</b> D. R. Mane Mahavidyalaya, Kagal	<b>6</b>	<b>10</b>
<b>Dr. Neeta V. Jokhe</b> Deshbhakt Anandrao Balwantrao Naik Arts & Science College, Chikhali	<b>8</b>	<b>9</b>
<b>Dr. N. B. Masal</b> Dr. S. S. Ghali College, Gadhinjlaj	<b>–</b>	<b>14, 15</b>

■ **Editors** ■

**Shri. Y. S. Kalamkar**  
Pune

**Dr. Anand S. Jarag**  
D. R. Mane  
Mahavidyalaya, Kagal

**Dr. S. B. Bhambar**  
Head, Dept. of English  
Tukaram Krishnaji Kolekar  
Arts & Commerce College,  
Nesari

## PREFACE

This book entitled English for Communication which is prescribed for B. A. Part III as the compulsory English course. It is in continuation of our textbooks prescribed for B. A. Part I and B. A. Part II at compulsory levels. They are prepared taking into account the needs of our students to use English in day-to-day communication as well as to acquire advanced skills in written communication in English.

The first section of this book deals with communication skills of written English. There are several tasks included in these units after each teaching point so that the students should practise those skills in the class and at home. Teachers are requested to devise more such tasks and give students ample practice for spoken as well as written English.

The second section introduces passages of prose and poetry to improve reading comprehension of the students. There are different types of comprehension questions asked under each reading unit to ensure close reading of the text. There are also questions for testing composition skills in the units of both the sections.

We sincerely hope this book, like the earlier ones, will be of hope to both the teachers as well as the students.

### ■ Editors ■

**Shri. Y. S. Kalamkar**  
Pune

**Dr. Anand S. Jarag**  
D. R. Mane  
Mahavidyalaya, Kagal

**Dr. S. B. Bhambar**  
Head, Dept. of English  
Tukaram Krishnaji Kolekar  
Arts & Commerce College,  
Nesari

## CONTENTS

### Compulsory English

#### Semester–V Paper-E

##### Section-I

##### Communication Skills

Unit 1	a) How to Face an Interview	1
	b) Developing Vocabulary	15
Unit 2	Avoiding Common Errors in Written English	43

##### Section-II

##### Reading Comprehension

Unit 3	a) Empowering Three Billion	Dr. A. P. J. Abdul Kalam	69
	b) The Riding Fate	Ishwar Chander	90
Unit 4	a) Happy Prince	Oscar Wilde	112
	b) The Sick Rose	William Blake	132
	c) Stopping by The Woods on a Snowy Evening - Robert Frost		138

#### Semester–VI Paper-F

##### Section-I

##### Communication Skills

Unit 1	a) Official Letter Writing	145
	b) English for Journalism	167
Unit 2	Interacting in a Group Discussion	196

##### Section-II

##### Reading Comprehension

Unit 3	a) Building an Indian Innovation Ecosystem	Raghunath Anant Mashelkar	218
	b) No Man is an Island	Minoo Masani	230
Unit 4	a) Khadi	M K. Gandhi (1869-1948)	250
	b) The Mettle of Soldiers	R. Singh	261
	c) The Banyan Tree	Rabindranath Tagore	268

Each Unit begins with the Objectives of the Section -

Objectives are directive and indicative of :

1. what has been presented in the Unit and
2. what is expected from you
3. what you are expected to know pertaining to the specific Unit once you have completed working on the Unit.

The self check exercises with possible answers will help you to understand the Unit in the right perspective. Go through the possible answer only after you write your own answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as Study Tools to help keep you on the right track as you study the Unit.

## Semester-V : Paper-E

### Unit-1

#### a) How to Face An Interview

---

##### 1.0 Objectives :

After studying this unit, you will be able to –

- Understand the relationship between interviewee and interviewer
- Know the do's and don'ts for interview and some fundamental qualities necessary for facing an interview
- Understand the skill of facing job interviews

##### 1.1 Introduction:-

Interviews are one of the most popularly used devices for selection of employees. Interview is the final hurdle which you have to cross to get the job. It is employed as supplementary to the written test. You may have obtained a first class degree but you may not perform well at the interview. You may be found unfit for the job for which you have applied. Many candidates pass the written test with credit, but they can't impress the interviewers and, so, they are rejected. So, interview is an important stage before final selection is made for any post. Only a few posts are filled without interview. The traits such as mental ability, personality, intelligence, presence of mind, emotional stability, experience, goals and values are assessed at the time of interview. There are certain posts where interview plays the decisive role. So, you must prepare yourself for the interview to avoid frustration.

##### 1.2 Presentation of Subject matter:

###### 1.2.1 Section – 1

###### [I] Interviewers :

The interviewers are persons of wide knowledge and experience. They can judge the real character and person's worth by his or her speech, expressions and self-presentation. They know the details about the job and its responsibilities. They have a mental picture of the ideal person fit for the job. They would not mind if the

candidate is a little short of their expectations. The candidate has to prove his aptitude for the job.

So, as a candidate, you have to give your best to the interviewers. You must remember that the first impression is the last impression. So, in the beginning, you should impress them with your knowledge, intelligence and confidence. You need to manipulate the questioning or the trend of conversation so that it can project your good points and hide your weaknesses. You must try to retain your politeness, cheerfulness and patience to the end showing your interest and sincerity in the interview all the time. You should never feel offended or annoyed at questions of personal type. You have to answer them sincerely and in a pleasant and convincing way. False or overstatements need to be avoided. Brief, to the point but clear expression is likely to impress the members of interview board.

### **[III] Preparation for the Interview:**

Work on your application and Curriculum Vitae (C.V.) to go through interview. It is time for some more homework. Check your resume/bio-data/application form carefully. Several questions in the interview are based on the resume. Prepare answers about the hobbies, about your present/past job etc. The secret of your success in an interview lies judging beforehand what is required by the employer, what the priorities are and what the employer prefers. You should play the role of a sales-person and make the necessary preparation a sales-person would do before winning a big order. Here, actually, you are to sell yourself, and your interviewer is playing the role of a customer.

The better you are prepared the better your chances of getting the job. As soon as you know the suitable career for you, you have to start preparing for making yourselves fit for that position. So, keep in mind the type of interview that you have to face. You are going to appear before an employer or a board of interviewers. So, develop qualities, habits and behavior required for the job e.g. 1] The future doctor has to cultivate in himself a deep interest in human physiology, biology and chemistry. 2] The future teacher has to develop interest in child psychology, the quality of leadership and individual confidence. Your interest in your career would lead you to gather all the knowledge and information connected with the job. So, start preparations for your future job as early in your life as possible.

**[III] General Do's and Don'ts :**

**[A] Do's :-**

- 1] Remember that interviewers are men of great experience. They know the qualities required for the job. So, they will judge your worth and capabilities from your words and expressions.
- 2] Give your best to the interviewers and cover your weakness through the presentation of other achievements.
- 3] Have confidence in yourself to evoke confidence in the interviewers.
- 4] Remain composed and keep your interest throughout the interview.
- 5] Listen to the questions attentively and carefully, then answer it in a natural and normal way.
- 6] Adopt a pleasing manner of speech.
- 7] Follow the interviewers swiftly and grasp the new question to tackle it with full energy and interest.
- 8] Feel pleased with your surroundings and be at your ease in the company of the interviewers.
- 9] Develop your personality to suit the post for which you have applied.
- 10] Be perfectly normal.
- 11] Be smart and soberly dressed.
- 12] Gather adequate general knowledge.
- 13] Tell frankly if you can't answer any question.
- 14] Arrive 15 minutes early. Late attendance is never excusable
- 15] Show gratefulness to the interviewers if they suggest the answer.
- 16] Show your interest in the job and never give the impression that you are only casually appearing before the interviewers.

**[B] Don'ts :**

- 1] Do not appear nervous or shaky.
- 2] Do not speak in an affected or aggressive style.

- 3] Don't try to elaborate your answer.
- 4] Don't interrupt the interviewer.
- 5] Do not enter into an argument with the interviewer.
- 6] Never answer a question until you have listened to it well.
- 7] Do not hesitate in answering questions.
- 8] Do not be shabbily or gaudily dressed.
- 9] Do not boast or show ill manners.
- 10] Do not try to evade answering the questions
- 11] Do not lose your balance or presence of mind.
- 12] Do not speak in a vague or obscure manner.
- 13] Do not try to confuse or flatter the interviewer.
- 14] Do not talk more than what is needed.
- 15] Do not hesitate to show your ignorance if you don't know the answer to a question.
- 16] On the other hand, don't answer questions with a simple "yes" or "no." Explain whenever possible.
- 17] Do not lie. Answer questions as truthfully as possible.
- 18] Do not make derogatory remarks about your present or former employers or companies

★ **Check your progress – 1**

**Write Short Notes On The Following :-**

- 1] The common Do's for an interview.
- 2] The Don'ts for an interview.
- 3] The common Do's and Don'ts that you ought to remember to face an interview.

## **1.2.2 Section - 2**

### **[IV] Some Fundamental Qualities**

#### **[A] Confidence :-**

Nervous, timid and shaky candidate can't face an interview successfully. You should get rid of the old habit if it holds you back. So, try to establish a new one and continue to use it. e. g. habit of shyness, of timidity should be replaced by habit of courage and self-confidence. If you have a strong will to win, you will find a way. Lack of self-confidence arises out of your shortcomings. Try to be sociable and mix with different people with different habits. The more experience you gather the more confidence you will develop. Participate in different types of activities, physical as well as mental.

#### **[B] Personality :-**

A winning personality is the key factor in success. It is the sum total of your qualities physical, mental and spiritual. It does not consist only of handsome features or well-built body. It includes physique, appearance, intelligence, aptitude and an individual's characteristic ways of conducting himself or herself in everyday situations. An experienced interviewer will gain valuable insights into the individual's personality traits from his expressed interests, ambitions, dress, mannerism, hesitations and emotional blockings . The way you open the door, enter the room, wish the interviewers, draw the chair and sit down, your facial expression etc. All these are embodied in your personality.

#### **[C] Expression :-**

The way you express your thoughts and ideas is very important in deciding your fate at the interview. Your expression will reveal your power of thinking. If your thoughts and ideas are clear you will express them clearly in an effective manner. Confused and ambiguous thoughts can't be expressed in a clear and convincing way. Your affected style of speaking or pedantic way of talking cannot impress the interviewers. Your answers should be short, precise, well-worded and spoken in a clear and pleasing tone. Even correct answers given in a harsh and irritating tone create an unfavorable impression on interviewers. You should not argue with the interviewer though you find that he is wrong.

**[D] Alertness :-**

You should be alert at the time of interview. Take less time in understanding the question. The interviewer may interrupt you while answering a question. The interviewer may forget the previous questions and ask a new one. Don't show any sign of irritation for not allowing to answer the previous question. Show your preparedness to accept new challenges. Don't repeat 'I beg your pardon, Sir' It shows your lack of attention and alertness. This may irritate the interviewer. Your alertness in responding to questions shows that you are quite serious about interview.

**[E] Manners :-**

You are always judged by your manners. It shows your status, breeding and background. So, cultivate good and pleasing manners. Try to adopt the best manners. They are revealed in your posture, walking, entering the room, wishing the interviewers, facing them, speaking to them and so on. Hence, prove that you are a well-mannered person. When you enter the room, stand properly. Hold your head high and your hands by your side. Stand erect showing a genuine interest and attention. Be your normal self and show confidence. Thus, your body language will speak better than your words. Avoid moving hands, head, legs, while sitting, smiling without reason, thumping the table, sitting or standing in an abnormal way etc.

**[F] Smartness :**

Dress smartly to catch interviewer's attention. It does not mean a costly dress. Your clothes should be properly tailored and fit you well. As an interview is a serious and solemn affair, put on sober, simple and pleasing dress. It shouldn't be showy. Consider the weather and season while choosing your dress. You should be at ease in your clothes. Polish your shoes properly. Your hair should be well-combed without looking much oily. Thus, try to show at your best.

**★ Check your progress – 2**

**Q. Write the true-to-life answers to the following questions:-**

- 1] What is your native place?
- 2] Tell us something about your native place?
- 3] Where did you complete your post- graduation ?
- 4] What was the special subject for your post- graduation?

- 5] What are your hobbies ?
- 6] What do you know about the president of this institute ?
- 7] Did you participate in any extra-curricular activities ?
- 8] Do you have any experience of this post ?

### 1.2.3 Section - 3

#### [V] Why and How to research the company/institute ?

**You must research the company/institute and the position for which you have applied for the following reasons :-**

- [A] Research enables you to have an edge over the other rival candidates. Employers expect you to have basic knowledge about the company or institute. They ask some questions to judge your suitability for the position. So, your relevant research enables you to reply questions during the interview. Don't forget "Knowledge is power." Research gives you knowledge and it makes you powerful.
- [B] Research shows your willingness and sincerity to join the particular position. The employer wants to judge your seriousness for the position you have applied for. So, show your seriousness by doing research about the company or organization. Though the job market is great for job seekers, employers don't hire candidates who are not a match for their needs. If you don't make research, you won't answer questions like- Why do you wish to join this company? or How do you feel suitable for the position ? or How would you be able to face the challenges entailing to the position you have applied for ? etc.
- [C] When you are an outsider, you have to compete with someone from inside of the company who knows a lot about the company and the position. So, your research should prove your competitive suitability for the position. The more you know about the organization, the position, the products etc.; the better you are prepared and the more chances you have to defeat the insider.
- [D] If you are an insider, think that your knowledge about the company and its competitors is naturally more than the others. The best outsiders are doing a lot of hard work to prove that they are more competent than you. So, keep yourself

ahead of others, whether from inside or outside. Do your research well and don't let the chance go in someone else's pocket.

**[VI] Some Typical Questions With Suggested Answers :-**

**[1] Tell me about yourself.**

Keep yourself brief. Avoid irrelevant details. Your answer should provide information of something you have in common with the interviewer. Describe some of your personal traits such as hobbies/interests. Mention your past work experience, training and specific knowledge useful for the job. Similarly, your answer must focus on your skills relevant to the job.

**[2] Why should I hire you ?**

Tell the interviewers some relevant example from your past that will prove your suitability for the job. If you have little experience, tell them about your education/your suitability for the job. Give examples of situations that demonstrate your energy, positive attitude, motivation, determination to achieve the goal.

**[3] What are your major strengths ?**

This appears to be a plain question, but while answering it think about what makes you unique and how you can make yourself different from others. Don't give the same answers everybody gives. Codify your answer in some new way that it looks different and more impressive. e.g. Common answer :- I am very energetic person. Unique answer :- I am energized by challenges and deadlines.

**[4] What do you know about our company / institute ?**

Mention maximum positive features about the company. Tell them about the products or services, revenues, sales-management style, history of the institute, founder members, impartial administration, its social obligation, any awards given to them etc. Show your interest in the company. But, don't claim that you know everything.

**[5] What are your weaknesses ?**

None is free from weakness. Never speak about a weakness that could darken your ability to accomplish the job. Never disclose your personal or private matters. Try to mention a couple of weaknesses that the interviewer might see as your

strengths e.g. I feel anxiety until the work is in progress. Or Sometimes I become a little too meticulous about the quality of work.

**[6] Why did you leave your last job ?**

Be careful with such a question. The employer wants to know if you had any problems on your last job. If you did not have any problems, simply give a reason like:-

1) The company has relocated away from the original place, Or 2) Company went out of business, Or 3) Temporary job. Or 4) No possibility of advancement Or 5) Wanted a job better suited to your skills. Never describe the previous employer in negative terms. Demonstrate that it was a learning experience and that it will strengthen your work potential. Explain that you can accept responsibility and be always ready to learn from your mistakes.

**[7] What salary do you expect to receive ?**

You need to find out what range of salary the job is normally offered. Most lines of work have a set salary range or a salary package. It won't be wise to discuss salary before you get a job offer. If the interviewer insists, either say that you trust that the offer will be fairly reasonable based on your qualification, or answer the question using a range.

**[8] What prompted your decision to apply for this position ?**

Make research of the company and about the job. Study the job ad in advance. However, it is better for you to talk to someone in the organization already on the job or make proper enquiries beforehand from the reception or some executive etc. Never say, "I need a job, or the higher salary attracted me."

**[9] What are your hobbies / interests ?**

Describe your hobbies that reflect on your moral values, your thirst for knowledge or that they are necessary to keep you fit. Mention a hobby i.e. helpful in enhancing your knowledge e.g. visiting a library or attending seminars or reading literary works etc.

★ **Check Your Progress – 3**

**Q. Form WH questions to get the following statements as answers :-**

- 1] I am from Satara.
- 2] My hobbies are sports, music and reading.
- 3] Mumbai is the commercial capital of our country. It is also the capital of Maharashtra State.
- 4] My specialization is in English Language and Literature.
- 5] The full form of WHO is World Health Organization.
- 6] I scored 78% marks at post graduation.
- 7] Now, I am serving in a private school.
- 8] “Gitanjali” is a book of poems by Rabindranath Tagore.

**[VII] Some Hypothetical Questions With Suggested Answer :-**

**[1] What would you do, if a fellow executive at your own corporate level does not cooperate with you reasonably and this delays the work assigned to your own department ?**

**Ans. :-** I would like to talk to that person directly and apprise him politely of the problems encountered by my department. I will request him to extend his constructive cooperation, necessary for the smooth functioning of the organization as a whole. I will use all my wit to persuade him by letting him know the benefits of mutual cooperation and help. Every problem can be resolved with positive and determined approach.

**[2] How would you act in a situation when your boss is crazy about an idea, but you think it would be an utter failure ?**

**Ans. :-** I owe it to my boss that I should give my honest opinion . I shall tell him the flaws in his idea in a very positive and convincing manner. My boss always respects my views. I hope he will also consider what I submit to him. If he overrules me and asks me to do it in his way, then I shall extend my full support to make it a grand success.

**[3] If you are in a situation when everyone is against you and you think that you are on the right track , how will you react ?**

Ans. :- I will react in a positive way. I will put the facts before the authority who can decide the issue impartially. I will put forward my suggestions on the issue and show that I have no personal interest, and it is only in the best interest of the company. I should use my past experience and any action taken by me in my career in similar situation. If the things are not decided as per my views, then I will work hard and support the decision of the authority.

**[4] If you win a lottery of one crore, will you leave the job ?**

**Ans.:-** No, I won't leave the job. Money is not the sole criterion of happiness and inner satisfaction. I believe in working hard and do something on my own. In my opinion, hard earned money is essential to lead a happy and satisfactory life. Moreover, winning a lottery will make my life free from financial anxiety. It will give me liberty to think more positively with more options at my hand. Leaving the job is no option at all.

### **1.3 Summary:**

Interview is the most important device for selection of employees. There is the relationship between the interviewee (the candidate) and the interviewers (the employers) at the time of interview. The fundamental qualities such as confidence, personality, ways of expression, alertness, manners, smartness, etc. are judged at the time of interview. You should remember the general do's and don'ts for the interview. You must prepare yourself for the interview to be successful.

### **1.4 Terms to Remember**

- **employee** : an individual who provides labour to a company or another person
- **employer** : a person, firm or company which pays for the services of another person
- **stability** : the condition of being stable
- **frustration** : the state of disappointment
- **aptitude** : natural ability or talent

- **physiology** : a branch of biology that deals with the functions and activities of life or living matter (as organs, tissues, or cells) and of the physical and chemical phenomena involved
- **gratefulness** : the state of thankfulness
- **aggressive** : attacking
- **shabbily** : in a torn, ragged or poor condition
- **gaudily** : in a showy manner
- **boast** : talk loudly, full of self praise; loud positive appraisal of oneself
- **evade** : avoid; escape from
- **flatter** : praise too much ; praise insincerely

### 1.5 Answers to check your progress – 3

1. Where do you come from?
2. What are your hobbies?
3. What is Mumbai famous for?
4. What is your specialization for post graduation?
5. What is the full form of WHO?
6. What percentage of marks did you score for post graduation?
7. What are you doing now?
8. What do you know about ‘Gitanjali’?

## 1.6 Exercise

Q. [I] Read the following advertisement carefully and answer the questions given below the advertisement :-

**WANTED**  
**Area Manager-04**  
**Dhanashri Publication**  
**Kolhapur Branch**  
**For**  
**Stationary Division**  
**Graduate, Dynamic**  
Experience in sales 4-5 years  
Apply at Dhanashri\_ Kolhapur@gmail.com

**Answer the questions in complete sentences :-**

- 1] What post has been advertised ?
- 2] Where is the employer located ?
- 3] What qualification is expected by the advertiser ?
- 4] How will you apply for the post ?

**[ II ] WE INVITE YOU TO JOIN WITH US AND GROW  
MANAGER -01**

Minimum 5 yrs experience, Good interpersonal skills.

**PROJECT IN-CHARGE -02**

Minimum 2 yrs experience, Good communication skills.

**ACCOUNTANT-01**

Minimum 5 yrs experience, GDC&A, Tally, fluency in English and Hindi

**Walk-in with your resume at**

**BALAJI GARMENTS**

Mangalwar Peth, New Vikasnagar, Nashik-03

e-mail: balajigarments\_nashik@gmail.com

**Answer the following questions in complete sentences :-**

- 1] What is the requirement of the third post ?
- 2] How will you answer the question about fluency in English and Hindi ?
- 3] How will you describe your experience for the second post ?
- 4] What certificates will you produce for the second post ?



## Unit-1

### b) Developing Vocabulary

---

1.0 Objectives

1.1 Introduction

1.2 Content

1.2.1 Sub – Content I (Words in Context)

Self – Check I

1.2.2 Sub Content II (Morphological Processes)

Self – Check II

1.2.3 Sub – Content III (Vocabulary Development)

Self – Check III

1.3 Key to Self – Check Exercises

1.4 Summary

1.5 Exercises

1.6 Writing Activity

1.7 Further Reading

#### **1.0 Objectives**

After studying with this unit you will be able to :

- enrich your vocabulary.
- understand how to guess the meaning of words through the context
- learn to make how to use of synonyms and antonyms.
- understand that there are different shades of meaning of the synonyms as well as antonyms.
- learn how prefixes and suffixes are useful to create new words.
- learn the use of problem words in English.

## 1.1 Introduction

Most of us feel that lack of second language vocabulary is an obstacle to more effective communication and comprehension. Learning new words and structures of another language requires conscious mental effort. Learning is language-based activity and it is fundamentally and profoundly dependent on vocabulary knowledge. Learning can't really happen without appropriate vocabulary. Learning starts with vocabulary. It is continually enlarged by new and richer vocabulary and it can't fail for lack of vocabulary. Vocabulary should be ubiquitous in our instruction. It has to underline and infuse every sphere of learning including every element of literacy : reading, listening, discussing, writing and every content domain.

In the previous unit, you have learnt how to face interview. You have come across dos and don'ts of interview. For facing interview, you must have good speaking skill. For four skills, you must have good and sound knowledge of vocabulary. The present unit aims at development of vocabulary in English. As you are going to complete your graduation and preparing for P.G. courses or appearing for competitive examinations, you have to improve your reading and writing skills, enrich vocabulary and be able to communicate effectively in English. The unit aims to show how to increase your word-power, understand meanings of words as per context and its clues and to show how vocabulary building is a creative process.

We are learning English means we are developing English language learning skills. They are Listening, Speaking, Reading and Writing. To develop all these skills, language should be lived rather than learnt. To achieve all these skills, vocabulary plays a very vital role. It is a core component. So, we want to know some ways or techniques of developing vocabulary in the unit. English, as an international language, is being prosperous, developed and spread day by day. The new words are always added to English. The latest edition of internationally reputed English into English dictionary can help us to keep update with English vocabulary. However, dictionary is one of the sources to develop vocabulary and it can't be learnt by heart. A good dictionary is like an ideal device which helps us to comprehend the word with its new form, class, usage and pronunciation.

Word, phrase, clause and sentence are the grammatical units. Word is the smallest one and sentence is the longest one among these units. A phrase is made of a word or words. The elements of a clause are phrases and a complex sentence may

contain two or more clauses. To develop vocabulary, we should consider a word in its functional role in given context rather than in isolation. The form of the word is less important and its meaning is the least important criterion. Unfortunately, we foreign learners give more importance not even to meaning of words exactly but to its translation in our first or second language.

There are two classes of words. They are Open Class and Closed Class words. The Open Class words are : Nouns, Adjectives, Adverbs and Verbs whereas the closed class words are Determiners, Pronouns, Prepositions, Conjunctions, Interjections, Enumerators and Operator Verbs. There are different word formation processes because of which the words can change their classes. These word formation processes are Compounding, Affixation, Conversion, Clipping, Blending and Acronym. To develop vocabulary, we have to understand the contextual function of word, its form and meaning. Here are some clues with which we can develop our vocabulary.

## **1.2 Content**

### **1.2.1 Sub – Content I (Words in Context)**

#### **A. Context provided by synonymous expressions:**

Synonym means words with similar meaning. Sometimes, we come across an unknown or a new word. The meaning of such word is expressed by using synonymous word. To understand such words, we can use the synonymous expressions within the sentences. For example:

1. In the Seventh Pay Commission, the workers will demand exorbitant, that is, excessively high, pay scales.
2. Normally, kitchen is adjacent, or next to, living.
3. She did not want a lavish, that is, expensive, party for her birthday.
4. It is a very pretty, or beautiful, flower.

The underlined expressions in the above sentences are synonymous. Here, the synonymous words are introduced by ‘that is’ and ‘or’.

## **B. Context provided by antonymous expressions:**

Antonyms are words which express opposite meanings of the given words, for example: good x bad, tall x short. Sometimes, the antonyms are given for understanding certain words in the same sentences. Now, read the following sentences.

1. The task was so complicated, on the other hand, if it was easy, he could do it.
2. He enjoyed the game with alacrity, however, his mother looked gloomy and without cheer as he was ill.

In these sentences, the terms like ‘on the other hand’ and ‘however’ make us easy to understand the antonyms: complicated X easy, alacrity X gloomy and without cheer.

Similarly, there are some more expressions which can help us to identify the antonyms or expressions with opposite meanings. They are:

Although, but, conversely, despite, in contrast, instead, nevertheless, whereas, yet

Read the following sentences.

3. He was interested in modern art but he was enjoying ancient temple that day.
4. The teacher asked the students to write numbers in descending order instead ascending one.

## **C. General Context:**

Sometimes, there may not be synonyms or antonyms to understand the meaning of a particular word. The general meaning of the sentence or of the whole text can give us a clue to explain the meaning of the word. Such expressions are normally used to give example. Here are some expressions:

like, for instance, for example, such as, including, consist of.

Read the following sentences.

1. Every good artist has an urge to win an award such as Film Fare Award, Oscar Award and Nobel Prize.

2. The ambitious person may have aspirations, like getting a good job, going abroad and starting a new business.

Here, the general context helps us to understand the meanings of the words ‘urge’ and ‘aspirations’. They are strong ‘wish’ and ‘dreams ‘desires’ respectively.

### Self – Check I

#### A. Choose the alternative that indicates correct meaning of the word in bold in the following sentences.

- Sachin was looking **gloomy** as he was reading a sad poem.  
a. unhappy      b. good      c. cheerful      d. delighted
- The boss was angry because the new employee did not know the **protocol**.  
a. work      b. procedure      c. subject      d. agreement
- The doctor advised him to **abstain** from smoking.  
a. promise      b. obey      c. do without      d. enjoy
- The trainer asked me to **accelerate** the vehicle while overtaking.  
a. stop      b. change the gear  
c. press the clutch      d. increase the speed
- Most of the times, a kitchen is **adjacent** to a living room.  
a. next to      b. above      c. below      d. opposite

#### B. Choose the alternative that indicates correct meaning of the word in bold in the following sentences.

- He is an **amateur** player but his sister is a professional artist.  
a. one who takes part out of interest      b. one who is younger  
c. one who is not adult      d. one who plays for money
- It was a good **compliment** instead of insulting.  
a. complete wishing      b. accomplishment  
c. party      d. complain

3. It was quite **apparent** that India would win the World Cup but it was not clear who would be the man of series.
  - a. obvious
  - b. vague
  - c. doubtful
  - d. unclear
4. The lighthouse is **stationary** whereas the ships are mobile.
  - a. luminous
  - b. steady
  - c. transportable
  - d. lightening
5. She is very **methodical** on the other hand her brother is rather disorganized.
  - a. confident
  - b. progressive
  - c. systematic
  - d. clever

**C. Choose the alternative that indicates correct meaning of the word in bold in the following sentences.**

1. Now-a-days, the institutions are being **autonomous** so that they can run their courses independently.
  - a. money-minded
  - b. powerful
  - c. independent
  - d. dependent
2. All the passengers **perished** in the road accident that means no one was survived.
  - a. flied
  - b. travelled
  - c. died
  - d. perched
3. A **heinous** crime can defame the country. For instance, the Nirbhaya episode in Delhi.
  - a. wicked and shameful
  - b. financial
  - c. religious
  - d. political
4. She performed her task with the **utmost** efficiency therefore she could win the prize.
  - a. more
  - b. extreme
  - c. greatest
  - d. useful
5. Mumbai has a **heterogeneous** population because people from different parts of the country live there.
  - a. united
  - b. integrated
  - c. democratic
  - d. very different from each other

## 1.2.2 Sub Content II (Morphological Processes)

### A. Affixation:

Morphological processes are word formation processes. it is a major part in morphology. The formation of new words enriches vocabulary. There are various word formation processes. They are: Affixation, Conversion, Compounding, Reduplication, Clipping, Blending and Acronymy, etc.

Affixation is a very important word formation process, In Affixation, there are three types of Affixes: i) Prefix, ii) Suffix and iii) Infix.

**a. Prefixation :** In this process, an affix (a prefix) is attached to the base or stem word in the beginning to form a new word. See the following table.

Prefix	Base / Stem Word	New Word
ir -	regular	irregular
dis -	like	dislike
un -	happy	unhappy
il -	legal	illegal
mis -	understanding	misunderstanding

**b. Suffixation:** In suffixation, an affix (a suffix) is attached to the base or stem at the end to form a new word. The following table shows how a new word is formed by adding a suffix.

Base / Stem word	Suffix	New word
light	-en	lighten
manage	-ment	management
child	-hood	childhood
happy	-ness	happiness
leader	-ship	leadership

### C. Infixation:

An infix is placed or inserted inside the base or stem word. In English, while analyzing plurals like goose/geese, men/women. They are also found in languages like Sanskrit, Cambodian and Sudanese.

## B. Word Classes and Affixation:

The words are divided into different classes. There are two major classes of words. They are Open Class Words and Closed Class Words. The Open Class Words include Noun (N), Adjective (Adj), Adverb (Adv) and Verb (V). The members in the Closed Class Word are Determiner (d), Pronoun (pn), Preposition (p), Conjunction (cj), Operator-Verb (v), Interjection (ij) and Enumerator (e).

In the word formation processes, sometimes the new word may change its Class or sometimes it may not. So, there are two types of prefix: class maintaining and class changing prefixes. For example:

### a. Prefix:

#### i. Class Maintaining Prefixes:

Prefix	Stem / Base Word (class)	New word (class)
un -	important (Adj)	unimportant (Adj)
re-	check (V)	recheck (V)
dis-	connect (V)	disconnect (V)
co-	pilot(N)	co-pilot (N)

#### ii. Class Changing Prefixes:

Prefix	Stem / Base Word (class)	New word (class)
be-	calm (Adj)	becalm (V)
de-	coconut (N)	decoconut (V)
em-	power (N)	empower (V)
en-	danger (N)	endanger (V)

### b. Suffix:

Suffixes are mainly of two types: i) inflectional suffixes and ii) derivational suffixes. The inflectional suffixes just inflict the words. They do not form new words. For example, the plural form (inflection), 'books', is formed by adding an inflectional suffix, '-s' to 'book'. Inflectional suffixes always occur with Nouns, Adjectives, Adverbs and Verbs. There are eight types of inflectional suffixes. They are:

**i. Inflectional Suffixes:**

<b>Nouns</b>	<b>Adjectives and Adverbs</b>	<b>Verbs</b>
i. Plural : -s, -es e.g. girls, toys buses, benches	i. Comparative: -er e.g. bigger, taller	i. Simple Present Tense when subject is 3 <sup>rd</sup> person singular: -s, -es e.g. writes, goes
ii. Possessive: -'s e.g. Ram's, teacher's	ii. Superlative: -est e.g. smallest, fastest	ii. Past Tense: ' -ed e.g. played, worked
		iii. Present Participle: -ing e.g. coming, getting, working
		iv. Past Participle: -en e.g. written, given,

**ii. Derivational Suffixes:**

By adding derivational suffix, a new word is formed. Derivational suffix may be followed either by derivational suffix or by inflectional suffix. For example, players is a word formed by adding a derivational suffix '-er' and an inflectional suffix '-s'. Some derivational suffixes change the class of the root / base word to which they are attached. Some do not. Therefore, there are two kinds of derivational suffixes: i. Class Maintaining Derivational Suffixes and ii. Class Changing Derivational Suffixes. For example:

**i. Class Maintaining Derivational Suffixes:**

<b>Base / Stem word</b>	<b>Suffix</b>	<b>Derived/New word</b>
leader (N)	-ship	leadership (N)
leaf (N)	-let	leaflet (N)
child (N)	-hood	childhood (N)
king (N)	-dom	kingdom (N)
bribe (N)	-ry	bribery (N)

**ii. Class Changing Derivational Suffixes:**

Base / Stem word	Suffix	Derived/New word
faith (N)	-ful	faithful (Adj)
manage (V)	-ment	management (N)
slow (Adj)	-ly	slowly (Adv)
simple (Adj)	-fy	simplify (V)
light (N)	-en	lighten (V)

**C. Affixation and Word Meaning:**

Affixation changes not only the form of the word but also its meaning. For example, read the following table.

**L. Prefixes:**

Prefix	Meaning	Example
anti-	- against	antigravity
auto-	self	autopilot
bi-	two	bicycle
dis-	not	disagree
ex-	out, former	ex-serviceman
in- , ir- , im-	not	incorrect, irregular, impossible
re-	again	reuse

Thus, the above examples show that the prefixes have their own meaning. These prefixes provide certain clues to understand the meanings of the unfamiliar word.

Look at the following prefixes and words formed by them. They express different kinds of meanings.

**a. Negative Prefixes:**

Prefix	Word Formed with	Prefix	Word Formed with
un -	unimportant	dis-	dislike
in	inattentive	mis-	mislead
ir-	irregular	anti-	anticorruption
im-	impractical	mal-	malpractice
a-	moral	il-	illegal

**b. Place Prefixes:**

Some prefixes express the sense of place related with meaning. Study the following examples.

Prefix	Meaning	Example	Prefix	Meaning	Example
ab-	away	absent	circum-	around	circumspect
trans-	across	transport	inter-	between	interfere
pro-	forward	project	sub-	under	substation
epi-	upon	epicenter	de-	down	declass

**c. Number Prefixes:**

Here are some prefixes which express numerical or quantity related meanings which are given in the following table.

Prefix	Meaning	Example	Prefix	Meaning	Example
uni-	one	uniform	bi-	two	bisect
tri-	three	tricolour	quad-	four	quadrilateral
cent-	hundred	centimeter	multi-	many	multinational
mono-	one	monologue	hyper	excessive	hyperactive
poly-	many	Polytechnic	oct-	eight	octagonal
pent-	five	pentagon	sept-	seven	septet

**d. Time Prefixes:**

Here are some prefixes which express time related meanings given in the following table.

Prefix	Meaning	Example	Prefix	Meaning	Example
pre-	before	prehistory	post-	after	postpone
re-	again	rewrite	retro-	Back/backward	retrospective

**ii. Suffixes:**

Like prefixes, suffixes also have their own meanings. Read the following examples.

<b>Suffix</b>	<b>Meaning</b>	<b>Example</b>
-able	having ability	reachable, manageable
-ate, -fy	cause (to become)	educate, activate; clarify, justify
-tion	state, action	construction, education
-ize	make, put parts together	criticize, summarize
-ist	expert	scientist, chemist
-ish	like, resembling	childish, foolish
-ness	condition, state, quality	happiness, kindness
-less	without	careless, useless
-ly	in a certain manner	slowly, properly
-y. -ity	quality, trait	sticky, rainy; activity, purity
-ic, -ical	of like or related to	tragic, comic; economical, magical
-ology	science, study of	morphology, biology
-ous	full of, like	joyous, glorious

Similarly, when a suffix is attached to the root, word may change its Class, for example, ‘Noun’ can become a ‘Verb’ or a ‘Verb’ can be a ‘Noun’. Therefore, suffixes are added to form a certain class of a word. Here are some examples.

**i. Noun forming Suffixes:**

<b>Suffix</b>	<b>Example</b>	<b>Suffix</b>	<b>Example</b>
-ion	location	-ness	madness
-ant	attendant	-ist	socialist
-ence	interference	-ment	treatment
-sion	permission	-ity	credibility
-ation	presentation	-acy	accuracy
-ent	president	-ice	cowardice
-er	driver	-or	creator

**ii. Adjective forming Suffixes:**

Suffix	Example	Suffix	Example
-y	windy	-ible	audible
-ful	faithful	-ish	childish
-ive	active	-ly	lovely
-ant	hesitant	-al	logical
-ic	heroic	-ical	political
-ous	dangerous	-able	answerable
-ing	enchanted	-some	troublesome
-worthy	noteworthy	-esque	picturesque

**iii. Verb forming Suffixes:**

Suffix	Example	Suffix	Example
-ize	realize	-ify	clarify
-en	weaken	-ate	motivate

**iv. Adverb forming Suffix:**

Normally, suffix ‘-ly’ is added to an Adjective to form an Adverb. For example, Slowly, kindly, beautifully, carefully, certainly, happily, cleverly, badly, unfortunately, etc.

**Self – Check II**

**A. Form a new word by choosing an appropriate Prefix or Suffix from list ‘A’ which matches to the appropriate base/stem word from list ‘B’.**

**List ‘A’: Prefixes and Suffixes:**

1. Un-	2. -s	3. ir-	4. im-	5. -ed
6. -ment	7. -est	8. is-	9. en-	10. -ist

**List ‘B’: Base/Stem Words:**

social	regular	possible	boy	tall
work	located	happy	dangered	judge

**B. Fill in the blanks by using the word given in the bracket with the appropriate Prefix or Suffix.**

1. He was looking ----- as he knew that his friend was no more. (happy)
2. The ----- of the institute was superb so it could achieve Grade 'A'. (manage)
3. She ----- to Gymnasium everyday to maintain her health. (go)
4. The super star was the ----- actor of all in the film industry. (tall)
5. It is always said that the word '-----' is in the foolish man's dictionary. (possible)

**C. Give the negative forms of the following Adjectives by using appropriate Prefixes with them.**

- |            |                |                  |               |
|------------|----------------|------------------|---------------|
| 1. perfect | 2. logical     | 3. interesting   | 4. moral      |
| 5. honour  | 6. responsible | 7. understanding | 8. nutritious |
| 9. bodies  | 10. Correct    |                  |               |

**1.2.3 Sub – Content III (Vocabulary Development)**

In the earlier parts of this unit, we have learnt that the study of the Synonymous, Antonymous and Affixation (Prefixation and Suffixation), context help us to develop vocabulary. In this concluding part of the unit, let's deal with some more meaning related aspects of the words.

**A. Synonymous pairs:**

Semantics is the study of meaning in language. Semantics studies the referential meaning in the context and also lexical relations within the internal relationship of the words. In the course of the development of the language, the words are added to it. This addition is because of the formation of new words or due to coinage of new terms or because of the arrival of words from foreign languages into it. Most of the times the synonymous words are added. They are words having the same meaning. But these words are partial or not complete synonymous. For example, study the following.



- iii. I will come tomorrow. (Informal)
- iv. The train will arrive at 6.00 am tomorrow. (Official)
- v. Please, grant me one day leave. (Official)

Hence 'friend' is more formal than 'mate' which is used in colloquial context.

6. There are some Adjectives which have nearly the same meaning. Read the following pairs of sentences and try to understand their meanings.
- i. Don't be **childish** to want everything. His **childlike** simplicity won the hearts of all.
  - ii. She is **young** and energetic. Your **youthful** enthusiasm can lead you to success.
  - iii. '*Robinson Crusoe*' is a novel based on a **true** story. I believe in her because she is a **truthful** person.
  - iv. It was too big volume so it became **unreadable** for me. His handwriting was **illegible**. So, he could not get expected marks in the examination.
  - v. The hotel management served us stale and **uneatable** food. The poisonous variety of **mushroom** is inedible.
  - vi. The developments in the country depend on the **economic** policies of the government. The **economical** use of petrol can save your money.
  - vii. It was a **historic** visit of the Prime Minister. The **historical** manuscripts are the authentic evidences.
  - viii. Being a **sensible** person, he takes decisions very carefully. A **sensitive** writer can only write on the poverty of farm workers.

#### **B. Verbs in Different Shades of Meanings:**

1. There are some verbs which are synonymous in a sense but have different overtones in meaning. Here are some of such pairs of verbs.
- i. connive -- disregard, iv, thaw -- melt, vii. implore -- beg,
  - ii. vindicate -justify, v. confiscate -- seize, viii. brag .-- boast,
  - iii. chew -- masticate, vi. plead -- beg for, ix. appease -- satisfy

Now let's see how the following words have specific shades of meanings\.

- i. Overtly 'connive or disregard', means to ignore what is happening. But to ignore '.....' means to ignore it purposefully and to disregard '.....' means to ignore something as an unimportant.
  - ii. Vindicate has moral overtone and is more formal than justify.
  - iii. Chewing food is very common expression but masticate is a technical term for chewing.
  - iv. To thaw means turning into liquid form like melting. But 'melt' can be replaced by 'thaw' in the sentences like:
    - a) He repeatedly requested her and heart melted/thawed.  
He repeatedly requested her and her heart thawed/melted.
    - b) The ice-cream was so sweet, that it melted/ thawed in no time.  
The ice-cream was so sweet that it thawed/melted in no time
  - v. To seize is to take possession by force. Generally, seize is used in the sense of catch or hold. For example: I seized him by his collar. Whereas confiscate is a legal term meaning take possession e.g., You can confiscate your property by law.
2. There are some verbs which have one general meaning but we can replace them to each other because of their different shades of meaning. For example, the verb 'walk' has the following general meaning.

'Walk' : stroll, wander, march, plod, stride, stagger, stray, ramble, stalk

- i. The C.R.P. troop **marched** in the riot affected area. (disciplined, systematic walk)
- ii. The pair **strolled** in the garden. (walk for pleasure)
- iii. He **strayed** in the streets out of frustration. (aimless walk)
- iv. We **plodded** to our hotel after enjoying sightseeing. (tired walk)
- v. The cat **lurked** in the kitchen. (stealthy walk)

Similarly, for a general meaning of 'smile', there are different verbs used for specific meaning. These verbs used are:

Smile, giggle, grin, sneer, laugh, titter, chuckle, and guffaw.

Now, read some of the usages of these words in the following sentences and feel the different shades of meanings expressed in the context.

- i. When he saw, she smiled sweetly.
- ii. The girls giggled and the children tittered at his joke.
- iii. At the comedian's performance, everyone chuckled.
- iv. She grinned to see her rival's fault.
- v. The class guffawed when the teacher shared a big joke.
- vi. Most of the times, laughing aloud is considered mannerless.

Here, another group of verbs which has a general meaning 'pull'. The verbs in this group are: pull, draw, drag, jerk, lug, wrench, haul and tow.

### 3. Verbs Related to...

#### i. Memory:

remember, recall, remind, come to mind, reminisce, cast mind back, to be memorable, be nostalgic, memorise, learn by heart;

#### ii. Seeing:

see, observe, look, stare, glare, view, glance, perceive, (to) eye;

#### iii. Eating:

eat, swallow, gorge, gormandize, feed, devour, dine, lunch, gnaw;

#### iv. Talking:

chat, tell, say, ask, speak, etc.

have similar or very close meanings.

### C. Nouns in Different Context:

Here are some lists of nouns which have similar and close meanings. Such as:

#### i. house, residence, home, abode, hut, shanty, pad, bungalow, mansion, villa:

These Nouns are used for the places where one lives. House is a word which is used very often but home refers to intimacy, love, affection, security, homely

relations and possessions. You can say 'my house' but not 'my home'. The word 'residence' is a formal and official term. 'Abode' is an archaic and poetic term. Hut is a poor, humble place but more respected than shanty. In the cities, slums are called shanty-towns. Pad is a colloquial expression for house. Bungalow, mansion and villa are rich, big and luxurious places. Villa is normally situated outside the town or city and bungalow and mansion are inside the city. Nowadays, mansion is the term used for luxurious flat in a high quality and towered building.

**ii. Solicitor, pleader, advocate, attorney, lawyer and counsellor:**

These professions are related to law practices. But their association with the legal matters makes them somewhat different from each other. For example, a solicitor prepares a sale deed or a will and works at lower courts. Solicitor is a British term whereas, an advocate is Scottish. In U.S.A., lawyer and attorney are the terms used for law practitioners. In India the term Attorney General is used for legal officer in government. A prosecutor is also a legal officer of the government, who works in lower courts. Barrister is also a British term used for the one who operates law in High courts but a lawyer is used for practitioner in lower courts.

**iii. Shopkeeper, grocer, green-grocer, merchant, trader, hawker, vendor:**

All these words are associated with selling goods. These terms are applied according to the goods and their respective scale in quantity they sell. The shopkeepers are the stationers, booksellers, hard-wares and medical store owners. A grocer is one who sells household requirements like food grains, sugar, tea. etc. The vegetables and fruit sellers are called green-grocers. A merchant is normally a wholesale dealer. A hawker sells his goods in the streets carried in the cart and a vendor is the one who sells objects and things.

To sum up, this is not all or even enough to develop and master the vocabulary. These are just a few informative ideas regarding the developing vocabulary. A good dictionary should be companion forever. Listening, Speaking, Reading and Writing are basic language learning skills which help to develop vocabulary along with achievement of these skills. Just knowing or learning of language will not serve the very purpose. One should live the language rather than learn it. After all, it is said, 'Practice makes man perfect'.

### Self – check III

**A. Here are some pairs or groups of nouns. Refer to the dictionary and use them in your own sentences.**

1. appointment, meeting;	2. advantage, benefit;
3. ambition, aspiration	4. belief, trust;
5. calamity, disaster, adversity;	6. achievement, feat, accomplishment;
7. admission, acceptance, confession;	8. campaign, drive, expedition;
9. accomplice, accessory, collaborator;	10. story, tale, plot, account;
11. friend, mate, ally, companion;	12. admiration, appreciation, adoration, esteem;
13. ache, pain, hurt, pang;	14. affection, attachment, fondness, love;
15. apartment, flat, room, suite;	16. anguish, agony, anxiety, distress;
17. brink, bank, edge, fringe, brim;	18. aptitude, bent, disposition, inclination, leaning;
19. bureau, agency, branch, department office;	20. apparel, attire, clothes, costume, dress, garment;

**B. Fill in the blanks in the following sentences choosing appropriate words from the pair given after each sentence,**

1. Everyone believed in what he said because he was a ..... person.  
(true/ truthful)
2. Due to inflation, it is very hard to live without a ..... salary.  
(handsome / beautiful)
3. Your handwriting must be ..... so that one can understand what you mean. (readable / legible)
4. Raigad is a ..... place worth to visit at least once in a life.  
(historical / historic)
5. It was a ..... invitation to attend the function.  
(friendly / cordial)
6. Being a ..... person, he does not pray or worship.  
(trusting / skeptical)

7. By offering a one rupee coin, he asked for ..... change.  
(little / small)
8. The ..... people live life of abundance and plenty.  
(rich / affluent)
9. It was a ..... document to prove his stand.  
(legal / legalize)
10. The government declared a good ..... policy to the growth rate.  
(economic / economical)

**C. Fill in the blanks in the following sentences choosing appropriate words from the pair given after each sentence.**

1. The teacher said, “..... your friend to join this course.”  
(Advise / Advice)
2. The Managing Director of the company ..... me a sick leave.  
(gave / granted)
3. We ..... through the forest to kill the time.  
(marched / wandered)
4. Everybody stood up when the captain ..... in the office.  
(strode / strayed)
5. Since ancient times, the bullocks and horses are ..... the carts.  
(drawing / hauling)
6. Christopher Columbus ..... America in the fifteenth century.  
(invented / discovered)
7. The calf was ..... the cow.  
(sucking / sipping)
8. .... the bread and give it to everyone.  
(Slice / Chop)

9. Please ..... early in the morning for good health.

(rise / wake up)

10. The goldsmith .....her ears for the ear-rings.

(prick / pierced)

**B. Fill in the blanks in the following sentences choosing appropriate words from the pair given below each sentence.**

1. Yama told Shri Rama to come with him for his celestial.....

(abode / home)

2. The sale deed of the property was prepared by a .....

(pleader / solicitor)

3. The ..... was shouting aloud and selling the goods in the streets.

(hawker / shopkeeper)

4. He made the ..... and begged for mercy.

(confession / acceptance)

5. He is nursing his .....

(hurt / pain)

6. She asked me to give ..... of what had happened.

(an account / a plot)

7. There are hardly good days in one's .....

(adversity / prosperity)

8. A ..... can also be a co-author.

(collaborator / assessor)

9. The NSS Unit of the college ran the AIDS awareness .....

(campaign / expedition)

10. The principal of our college did not give us ..... to go on picnic.

(permit / permission)

### 1.3 Key to Self – check Exercises

#### Self – check – I

- A) 1) unhappy                    2) procedure    3) give up        4) increase the speed  
5) next to
- B) 1) One who takes part out of interest.    2) Complete wishing  
3) obvious                    4) static            5) Systematic
- C) 1) independent    2) died            3) wicked and shameful  
4) extreme                    5) very different from each other

#### Self – check – II

- A) 1) unhappy                    2) boys            3) irregular        4) impossible  
5) worked                    6) judgement    7) tallest            8) dislocated  
9) endanger                    10) socialist
- B) 1) unhappy                    2) management    3) goes            4) tallest  
5) impossible
- C) 1) imperfect                    2) illogical        3) uninteresting    4) immoral  
5) dishonour                    6) irresponsible    7) misunderstanding  
8) mal-nutritious    9) embodies        10) incorrect

#### Self – check – III

- A) 00
- 1) a) I have an appointment with the collector at 10.00 a.m.  
b) The meeting of our club will be held at 10.00 a.m. on Tuesday 31<sup>st</sup> July 2015 in the office.
- 2) a) Tuitions are necessary to give advantage to students.  
b) A performance was given to raise funds for the benefit of the school.
- 3) a) Neeta has an aspiration to become an IAS officer.  
b) Seeta's ambition in life is to be rich.
- 4) a) I believe in humanity.

- b) I trust the people.
- 5) a) Sunami brought a great calamity to the people.  
b) Partition was a man-made disaster.  
c) Fruits of prosperity are sweeter than that of adversity.
- 6) a) Mahendrasingh Dhony's achievement in cricket is superb.  
b) No one can achieve the feat of Milkha Singh.  
c) Moral Science imbibes accomplishment of culture among students.
- 7) a) College admission usually open after 15<sup>th</sup> June.  
b) He gave acceptance to his proposal.  
c) A thief gave confession of his crime in the court.
- 8) a) P.M. started a cleanliness campaign in the country.  
b) T. C. College started a special drive for recruitment of teachers.  
c) Many Indians went to Himalaya expedition.
- 9) a) A thief and his accomplice were arrested by the police.  
b) Hero Honda Motors provide an accessory to the car owners.  
c) Rajesh is a collaborator in my business.
- 10) a) The story always gives an entertainment to the reader.  
b) Every tale must have a moral.  
c) Plot gives a logical account of the story.  
d) Elizabethan Literature gives a detailed account of the Shakespearian period.
- 11) a) A friend in a need is a friend indeed.  
b) My classmate offered a bouquet to me on my birthday.  
c) Russia is the best ally of India.  
d) Geeta was a charming dinner companion to Sudhir.
- 12) a) I have a great admiration for my country.  
b) Sudha has a great appreciation for scholar students.  
c) Leela gazed at Rekha with pure adoration.  
d) Sunil looked at his father with a great esteem.

- 13) a) Tooth-ache made him mad.  
b) Vidya felt a sharp pain in her knee.  
c) It was a hurt that would take a long time to heal.  
d) The pang of jealousy made him a villain.
- 14) a) Children need a lot of love and affection.  
b) A girl has a strong attachment to her father.  
c) Principal A. N. Jadhav will be remembered by the staff with great fondness.  
d) It was live at first-sight.
- 15) a) You can visit the whole palace except for the private apartment.  
b) They bought a well-furnished 2 BHK flat for 30 lacs.  
c) The mother walked out of the room and slammed the door.  
d) He reserved a suite in Ashoka Hotel for 2 days.
- 16) a) He groaned in anguish.  
b) Shivani collapsed in agony on the floor.  
c) During the examinations students experience anxiety.  
d) The newspaper article caused the actor a considerable distress.
- 17) a) Scientist are on the brink of making a major new discovery.  
b) He jumped in the river and swam to the opposite bank.  
c) The mountaineer stood on the edge of the cliff.  
d) Along the coast an industrial fringe had already developed.  
e) Two milk glasses filled to the brim.
- 18) a) Mrs. R. V. Patil showed a natural aptitude for the work.  
b) Mr. J. A. Deshmukh has a bent for English.  
c) M. K. Gandhi showed a disposition for peace.  
d) The guest did not show the slightest inclination to leave the home.  
e) Salman Rushdie has leaning towards fiction rather than poetry.
- 19) a) The Federal Bureau of Investigation is Pune.

- b) State Bank of India has its branch in a village.
  - c) You can book at your local travel agency.
  - d) Department of English is in the second floor.
  - e) The office of the college is ahead.
- 20) a) Balaji collection is famous for children's apparel.
- b) Madhuri was in her attire in the kitchen.
  - c) Wipe the surface with a damp clothes.
  - d) Vidya Balan wears a beautiful Punjabi dress in a party.
  - e) He wears the woolen garment in the winter.
- B) 1) true                      2) handsome      3) legible          4) historical  
 5) cordial                    6) skeptical      7) small            8) affluent  
 9) legal                        10) economic
- C) 1) advise                    2) granted          3) wandered      4) strode  
 5) drawing                    6) discovered      7) sucking        8) slice  
 9) wake up                    10) pierced
- D) 1) abode                      2) solicitor        3) hawker          4) confession  
 5) hurt                         6) an account      7) adversity      8) collaborator  
 9) campaign                 10) per mission

## 1.4 Summary

In this unit, you have come across a variety of ways by which you can develop and enrich your vocabulary. Developing Vocabulary deals not only with the meaning of words but also using them in your own sentences. You have studied the words – classes of words – and formation of words. You have also learnt the contextual function of words, formation of word and its meaning. There are synonyms and antonyms used in the sentences and passage. They can help you to understand meaning of the familiar and unfamiliar words. There are a number of synonymous words and they have different meanings hence they are used in different context. You have studied antonyms and synonymous. But sometimes there may not be synonyms or antonyms used to understand the meaning of a particular word. The

general meaning of sentence or of the whole text can give us the clue to explain the meanings of the word.

There are suffixes and prefixes which can be used for forming words. These suffixes and prefixes also have their own meaning. You have studied synonymous pairs – nouns, adjectives, verbs etc which appear to be synonyms but they are used in different context. You can enrich your vocabulary and create new words with the help of these devices. You must learn language and practice it to develop vocabulary.

### 1.5 Some additional Exercises

**I) Study the following synonyms which share core meaning. But they are also different. Refer in dictionary and use them in your sentences :**

- 1) shopkeeper, grocer, green grocer, merchant, trader, hawker, vendor
- 2) solicitor, pleader, advocate, attorney, lawyer, counsellor.
- 3) catch, hold, grasp, seize, grip, clasp, pluck, clench.
- 4) shanty, hut, residence, pad, bungalow, mansion, villa.
- 5) see, observe, look, stare, glance, perceive.

**II) Fill the gaps in the following by choosing the appropriate antonym of the underlined words, from the list given at the end of exercise.**

- 1) Suresh is very rigid in his attitude. If he wants to get his work done, he ought to be ..... and ready to make adjustments.
- 2) These pellets are supposed to repel mosquito's, but they seem to ..... them.
- 3) The stories the grandmother tell are strange, it is difficult to decide which is fact and which a .....
- 4) The investigation carried out by the police was superficial. They did not go .... into the matter.
- 5) The Manager tried his best to suppress the issue but some one from his own office ..... vital information to the management.

**List :** Fiction, disclosed, deep, attract, flexible

**III) Fill in the following gaps, using appropriate word from the pair given after each sentence.**

- 1) The village ..... was a very effective body in the past.  
(council / counsel)
- 2) I note in my ..... whenever I spend my day.  
(diary / dairy)
- 3) The opposition demanded the External Affairs Minister's resignation on ..... grounds.  
(morale/ moral)
- 4) There is ..... pending against the former minister for corruption.  
(enquiry/inquiry)
- 5) The crisis the world is facing today is more ..... than political.  
(economic / economical)

### **1.6 Writing Activity**

Collect books - summaries, film, drama review, interesting coverage of events from newspapers, magazines, books and note the use of unfamiliar words employed in them.

### **1.7 Further Reading**

- 1) Read English Newspapers, Magazines, ads.
- 2) Learning English Vocabulary Notebook BBC world service.
- 3) Debbie Arechiga, Four Key Ways to Help English Language Learners. Improve Their Academic Vocabulary. Eye on Education : New york.



## Unit-2

# Avoiding Common Errors in Written English

---

### Index

2.0 Objectives

2.1 Introduction

2.2 Presentation of the subject matter

2.2.1 Section I

Check your progress: I

2.2.2 Section II

Check your progress: II

2.2.3 Section III

Check your progress: III

2.2.4 Section IV

Check your progress: IV

2.2.5 Section V

Check your progress: V

2.3 Summary

2.4 Answers to check your progress

2.5 References

### 2.0 Objectives:

After studying this unit you will be able to

- Speak good flawless English
- Write proper English
- Understand the global language well
- Learn the basic rules of English grammar
- Avoid common errors in spoken and written English
- Face questions on English usage in all competitive examinations confidently

## **2.1 Introduction**

In the second unit ‘Developing Vocabulary’, you learnt the importance of vocabulary and the various ways to develop it. It is known that a degree of success depends on the richness of the words at your command. It also largely depends on the proper and correct use of language.

Our graduates from good colleges with good percentage or grades fail to achieve good success in the world outside which is full of cut throat competitions. They remain either unemployed or unemployable due to many reasons. One of the major reasons is that they lack confidence in English language which is a global medium and primary language used on the web and is the language of the progress in all fields. It is true that English is not their native language. It is either second or third language for them. They have been learning it for many years but their performance in it is disappointing. Their performance in entrance tests for further studies and competitive examinations for jobs is far from satisfaction. In order to survive in modern society, they need to have good knowledge of English. They need proper use of articles, prepositions, and quantifiers. And they should have good knowledge of tenses, sequence of tense and clauses etc.

This unit supplies essential information on basic rules of the grammar of English. It also provides a handy source of reference that will satisfy the need of any graduate who wishes to appear for competitive examinations and to use English language effectively in spoken and written communication.

Let’s study the most common errors in English being made by the students and how to avoid them.

## **2.2 Presentation of the subject matter:-**

### **2.2.1 Section I :- Articles**

Article is the peculiarity of English and most of the European languages. Articles can be classified as

- a) Indefinite articles: a, an
- b) Definite article: the

## Use of articles

Singular countable nouns take 'a' or 'an'. For example, a woman, a man, an aeroplane etc.

A noun beginning with a consonant takes 'a'

e.g. a book, a hat, a cap, a mobile etc.

A noun beginning with vowel takes 'an'

e.g. an apple, an orange, an idea, an ornament etc.

A noun beginning with a consonant sound takes 'a'

e.g. a university, a one legged boy, a union, a European, etc.

A noun beginning with a vowel sound takes 'an'

e.g. an heir, an hour, an honest girl etc.

Abbreviations used in speech and writing having vowel sounds in the beginning take 'an'

e.g. an M.P., an M.A. etc.

## The article 'the' is used before

### a. The unique or only thing

e.g. the sun, the moon, the sky, the mars etc.

### b. the names of the rivers, oceans, seas, mountain ranges etc.

e.g. the Arabian Sea, the Himalaya, the bay of Bengal, the Panchganga etc.

### c. the number showing ranks

e.g. the first, the second, the third etc.

### d. the superlatives

e.g. the best student, the most beautiful heroine, the finest film, the highest mountain, the cleverest boy etc.

### e. the names of the monuments, landmarks, books, the buildings, natural wonders etc.

e.g. the Taj Mahal, the Ashoka Hotel, the Golghumat, the Ramayana, the Mahabharatha, the Bible etc.

**f. the title of the head of the state**

e.g. the President of India, the Chief Minister, the Governor, the Prime Minister of India etc.

**g. the group of people / the nationals**

e.g. the old, the rich, the poor, the Indians, the Chinese, the Americans etc.

**h. festival holidays**

e.g. the summer vacation, the Christmas holidays etc.

**Zero article / no article used before**

**a. Before uncountable nouns refer to non material things or to the whole class.**

**Examples:**

1. **Death** is our friend
2. **Life** is more important than any other thing.
3. **Light** travels faster than sound.
4. **Knowledge** is power.
5. **Love** is everlasting.

**b. Before nouns used in their unique situation.**

1. We go to **school**.
2. **Father** is out of station.
3. **Mother** is in the kitchen.
4. **Uncle** is watering the plants in the garden.

**c. Before the names of meals.**

1. We take **breakfast** before 8.00 in the morning.
2. **Dinner** is ready.
3. Today I don't want to take **lunch**.
4. Is **supper** ready?

**Check your progress:- I**

**A. Put in 'a' or 'an' in the following gaps.**

- |               |                   |                        |
|---------------|-------------------|------------------------|
| 1. ---mother  | 2. ----father     | 3. -----useless fellow |
| 4. --- hat    | 5.----- hotel     | 6. ----hour            |
| 7. ----home   | 8. ----owl        | 9. -----university     |
| 10. ----bird  | 11. -----t.v. set | 12. ----M.LA           |
| 13. ----union | 14. ---- x ray    | 15. ----heir           |

**B. Put in 'a' , 'an' or 'the' where necessary. Put in zero where article is not required.**

1. I have ---headache.
2. -----mother told me ---interesting story last night.
3. If you go by ---air, you will reach in time.
4. I am going to have ----tea.
5. I put vegetables in ---fridge.
6. He saw ---owl on the roof.
7. My younger brother is ---engineer.
8. He got ----unique opportunity.
9. Do you like ----chinese food?
10. -----Panchganga flows with great speed during ---rainy season.
11. He grabbed ----first prize in the competition.
12. He was admitted in ----hospital.
13. I have seen ----Taj Mahal.
14. -----rich are becoming richer.
15. It is -----best book.

**C. In the following piece of writing, the articles are not used. Use ‘a’, ‘an’ and ‘the’ where possible.**

I had tiny apartment in Latin Quarter near cemetery. She had read book of mine and had written letter about it. She wrote another letter to have chat with me. She was spending morning at Luxembough and wanted luncheon from me.

**2.2.2 Section II :- Errors related to the use of tenses:**

**Present tense: simple present and present progressive**

We use the simple present mostly to talk about things that are always true, things that happen repeatedly. Present habits and routine matters are also shown by simple present. For example:

1. Dog eats meat (true).
2. The sun rises in the east (universal truth).
3. The earth revolves round the sun {universal truth}.
4. My uncle lives in Peth-Vadgaon (present happening).
5. I don't work on Sundays (repeated happening).
6. My father goes for a walk in the morning (present habit).
7. The Haripriya Express runs between Kolhapur and Tirupati daily (routine matter).

Study the following sentences carefully.

1. Namrata **go** to school everyday.
2. They **works** in the same office.
3. The sun **set** in the west.
4. She **like** coffee.
5. The Mahalaxmi Express **run** between Kolhapur and Mumbai.
6. We **goes** for picnic on Sundays.
7. He **picked** up the ball and **threw** it to the bowler.
8. **Used** sunglasses in the afternoon.

9. **Shaked** the bottle well before use.

The above nine sentences are incorrect. See the correct sentences.

1. Namrata **goes** to school everyday. (routine)
2. They **work** in the same office. (present happening)
3. The sun **sets** in the west. (universal truth)
4. She **likes** coffee. (habit)
5. The Mahalaxmi Express **runs** between Kolhapur and Mumbai. (routine)
6. We **go** for picnic on Sundays. (repeated happening)
7. He **picks** up the ball and **throws** it to the bowler. (commentary)
8. **Use** sunglasses in the afternoon. (instruction)
9. **Shake** the bottle well before use. (instruction)

Note the time adverbials are often used with the verbs in simple present tense. They are: **always, daily, everyday, often, generally, in the morning, on Sundays, regularly, usually, etc.**

The error committed by the students is that they forget the inflectional suffix –s or –es to the verb when the subject is a third person singular number.

Simple present is used in commentaries, instructions, stories and jokes to describe events that happen one after another. For example:

1. Ramesh passes the ball to Mahesh, Mahesh passes it to Rupesh, Rupesh passes it to Hitesh---and it's a goal.
2. First, break two eggs into a bowl. Then, you add butter, salt and pepper.

Afterwards, take a fork and stir the mixer. You pour the mixer in the oven-----

3. This man goes into a pub, and he says to the barman 'hands up, do not move and give all the money you have.....'!

We use the present progressive (present continuous) to talk about things that are happening just around the time when we speak. For example:

1. See! The cat is eating your bread.
2. The professors are preparing for the visit of the NAAC Committee.

3. He is writing a letter to the Vice-chancellor.
4. It's raining cats and dogs outside.
5. My uncle is sleeping in the balcony now.

We use the present progressive to talk about changes that are taking place. For example:

1. Prices of petrol are falling down.
2. Students are not attending classes.
3. Government employees are working due to the change in the central and state government.

We use the present progressive to talk about future time. For example:

1. The chief minister is visiting Kagal tomorrow.
2. I am going to visit the university next week.
3. Sham is spending Sunday at Mahabaleshwar.

Study the following sentences.

1. I am taking singing lessons this vacation. (temporary habit)
2. She is watching television now. (temporary present)
3. I am coming to Kolhapur tomorrow. (Plan in near future)

Care should be taken while using a progressive form of tense. In English, verbs of sense, perception like know, see, understand, feel, remember, hear, smell, love, hate, forget etc. are not used in progressive tense. 'I am feeling', 'She is understanding', 'They are remembering', are not used in British English, though most of Indians use them.

Study the following sentences.

1. She **is thinking** correctly. (thinks)
2. I **am remembering** now. (remember)
3. Deepak **is feeling** fresh. (feels)
4. Divya **is knowing** the answer. (knows)

5. Diksha **is seeing** the drawing. (sees)
6. I **am understanding** your example. (understand)
7. Swati **is hearing** the noise. (hears)
8. Prakash **is smelling** the flower. (smells)
9. I **am hating** you. (hate)
10. You **are forgetting** me. (forget)
11. He **is tasting** an apple. (tastes)
12. I **am touching** the glass. (touch)
13. He **is knowing** me. (knows)
14. He **is appearing** in the conference hall. (appears)
15. She **is loving** you. (loves)

### **Conditional or if clauses**

The clauses beginning with 'if' lay down condition, so they are called conditional or if clauses. There are three important structures of conditional or if clauses.

#### **a. Present tense for future**

With if, we use present tense to talk about the future. For example:

1. If I get any news, I'll tell you.
2. If you study hard, you'll pass.  
(if + present----will + Vo)

#### **b. Past tense for something not real or not probable now.**

We can use past tenses with if to show that we feel something is not real or not possible now. For example:

1. If I spoke Arabic, I would go and work in Egypt.
2. If I got money, I would give you.  
(if + past-----would + Vo)

**c. Past perfect for something unreal past events**

To talk about unreal past events, situations that did not happen, we use if + past perfect. For example:

1. If I had got money, I would have studied in Cambridge University.
2. If I had been born in a well-to do family, I would have been a different person.  
(if + past perfect -----would have + Ven)

There is another conditional sentence. In this form there is zero if, which means it is without if. These sentences begin with had + subject + be-en---. For example:

1. Had I been there, I would have helped you.  
( I was not there, so there was no question of helping you)
2. Had you money, you would have bought a car.  
(He did not have money, so he did not buy a car)

See some more examples of conditional clauses.

1. If I study, I will pass.
2. If you forgot my name, you would be punished.
3. If she had asked me, I would have told her.
4. Had you been there, you would have met the chief guest.
5. Had you a car, you would have dropped me at the college.

**Simple past and past perfect tense**

We use the past perfect when we are already talking about past, and want to talk about an earlier past time. See for example:

1. He bought a ticket and went up to the platform, but the train had already left.

In the above example, ‘he bought a ticket and went up to the platform’ we talk about past time and we use simple past tense. ‘But the train had already left’ talks about earlier past, hence we use past perfect tense. Study the following sentences.

1. I went into the office. It was empty. The officer had gone home.
2. She arrived at the theatre at 6 p.m. but the film had already started.

3. I went to my friend's house but he had already left the house.
4. I informed him that the parcel had already arrived.
5. He told me that she had already left for Delhi.

**Check your progress:- II**

**Rewrite the following sentences correcting them where necessary.**

1. I am thinking you're right.
2. I studied English daily.
3. The sun set in the west.
4. The student read now.
5. At present I was busy with my home assignments.
6. I am not understanding this letter.
7. If you say that again, I would scream loudly.
8. If the boys came for dinner, I will cook chicken for them.
9. If you really loved me, you would have bought me a gold ring.
10. When the painter painted the kitchen, he decided to have a rest.
11. When we went to the bus station, the bus went already.
12. I am always reading news paper in the morning.
13. The flight for Delhi generally left at 6.30 a.m.
14. Yesterday she comes to me at 4 p.m.
15. It is tasting good.

**2.2.3 Section III:- Errors related to subject- verb agreement/concord**

There a concord between subject and verb. It means if the subject is third person in singular form, the verb is also in singular form. Study the following examples:

1. **The teacher is very upset by the behaviour of the students.**

The subject 'the teacher is in singular form. The verb 'is' also in singular form.

One more example

She were a teacher. (incorrect)

She was a teacher. (correct)

## **2. She writes a letter.**

The subject 'she' is in third person, singular form. So the verb takes inflectional suffix 's' in the simple present tense.

One more example.

He pick up the flower. (incorrect)

He picks up the flower. (correct)

## **3. They study Shakespeare's sonnets.**

The subject 'they' is third person in plural form, the verb 'study' does not take inflectional suffix 's'

4. They are reading books. = plural subject, plural verb
5. People have forgotten their duties. = plural subject, plural verb
5. He has written a letter to the principal = singular subject, singular verb
6. They were busy with examination. = plural subject, plural verb
7. I have completed my job. = first person singular subject, plural verb
8. We have demanded additional package for sugar factories.= plural subject , plural verb
9. I was busy in my work. = singular subject, singular verb
10. He has been studying for competitive examinations for last five years. ( singular subject, singular verb

Singular nouns for groups of people often have plural verb. For example:

1. My family are angry with me.
2. The team are going to lose again.
3. India have won the cricket match.
4. The government have decided to assist the draught affected farmers.

5. The staff have decided to publish research articles.
6. The rich are becoming richer.
7. The committee have taken the decision unanimously.

In the above examples, the singular nouns refer to group of people, hence they take plural verbs.

However, the nouns which indicate one unit indicate a singular subject and they take singular verbs. For example:

1. A cricket team is being formed.
2. The average family has three members.
3. There is a government at the state.
4. The committee was formed by the law of the state.
5. Government is very slow in taking decisions.
6. Majority is with me.

In the above examples, the nouns of group of people indicate one unit.

There are some nouns that end in -s, -es, -ics. These nouns are almost always singular. For example:

Economics, Mathematics, Physics, Politics, news, Keats (these nouns take singular verbs)

The sum of money is a singular subject. For example:

1. Twenty thousand rupees is a big amount.
2. A hundred rupees is a small amount.
3. Ten years is not a short period.
4. Hundred kilometers is a long distance.
5. Politics is a good subject.
6. Economics is one the important subjects.

The noun phrases in the above examples are treated as singular form, hence they take singular verbs.

There are some nouns where the students are often misguided by the nearest nouns and the verbs. See the following examples:

1. One of the boys was absent.  
(not 'were', as the subject is 'one' and 'of the boys' is a modifier of 'one').
2. One of the friends is coming for the party.  
(and not 'are' coming)
3. The brightest of the students was injured in the accident.  
(and not were injured)

When the coordinating conjunctions either-or, neither- nor, join two singular nouns, the subject is singular, and if they join two plural nouns, the subject is also plural. Accordingly, they take singular or plural verbs. For example:

1. Either the boy or the girl is lost.
2. Neither the teacher nor the students have supported the plan.
3. Neither the owner nor the workers are guilty.
4. Either the peasants or the master is blamed.

Similarly, the nouns joined by besides, as well as, along with take singular verb if the first noun is singular. For example:

1. Sheela as well as Leela was absent.
2. The professor along with the pupils was present for the seminar.
3. The principal, besides his son, is coming for the meeting.

### **Check your progress:- III**

#### **Correct the following sentences if necessary**

1. The news of his death are sorrowful.
2. A million rupees were stolen from the bank.
3. Economics are really not a difficult subject.
4. One of the stolen girls were restored to the parents.
5. Neither the teacher nor the students has turned up to the classes.

6. After dance performance, the audience was dancing in the hall.
7. The Indian cricket team has lost against Australia.
8. Her family is not satisfied with her progress.
9. Nararayan as well as his college mates have attended the wedding ceremony.
10. The chairman, besides his family members are on the tour of Europe.
11. The police is investigating the case.
12. There is many students waiting in the hall for the guest.
13. One of the friends are businessmen.
14. Either he or she are my friend.
15. Deepa as well as Devyani were present for the function.

#### **2.2.4 Section IV:- Errors related to the use of prepositions**

Prepositions are very frequent words like at, for, by, that are placed before a noun place (by the time). Some prepositions are difficult because they have more than one meaning. The use of preposition is a matter of vocabulary, not grammar, but grammar books often deal with the meanings of prepositions, and we include information about some problem points in this section. Some of the most common and simple prepositions are: in, at, on, to, into, for, up, with, without, till, of, by, above, below, after, between, before, along, around etc.

Let us see the use of some of the prepositions.

At and in are used for position, distance, movement, place. For example:

1. I met her at a concert. ( position)
2. Let's go to a concert. (movement)
3. He is in Kolhapur. (place, position)
4. They sent the teacher to Pune. (distance)

We often use 'at' to talk about where something happens--for example a meeting place or a point on journey. See the following examples:

1. We usually meet at the college.
2. I had to change trains at Miraj.

3. Turn right at the petrol pump.

At and in are often both possible. We prefer in when we are thinking more about the place itself and not just the activity. For example:

1. We had dinner at the Rayson Regency. It was very hot in the dining room.

At is not used with the names of very big places. For example:

1. We changed trains in New Delhi (not at New Delhi).
2. They changed planes at Sahara airport (not in Sahara airport).
3. They arrived at school late.
4. She arrived in Kolhapur.

We use on with surfaces like floors, tables, wall. For example;

1. The bag is on the table.
2. We live on the second floor.
3. Girls are playing on the seashore.
4. The birds are on the roof.

We use by and until when something may or may not happen or a situation will continue upto a certain moment. For example:

1. You can have my car until evening.
2. I can repair your bike by next Monday.
3. This form must be returned by the end of this month.
4. You can stay until the week end.

Above and below are used when something is above or below the surface. For example:

1. The books are below the sofa.
2. The photo is above the chair.

Beside is used in the sense of near or by the side. For example:

1. The teacher stood beside the dais.
2. The car is parked beside the road.

At is used to talk about a specific day, for example: at Diwali, at Easter, at Christmas, at the ceremony

In is used to a period of time, for example: in the morning, in the month of April, in 2015, in the afternoon.

To point a particular day or date, we use on, for example: on Monday, on his birthday, on 1<sup>st</sup> of this month etc.

During is used for a longer stretch of a period, for example: during vacation, during election time, during examination time.

There are also combinations of nouns, verbs and adjectives with the prepositions. Study the following examples:

1. I was surprised at the news.
2. I agree with what you say.
3. She is afraid of frogs.
4. I generally travel on a bus (not in).
5. The teacher was shocked at his poor performance.
6. She is good at English grammar.
7. Look at her (not look her).
8. Please listen to me very carefully (not listen me).
9. The child always  fights with her brother.
10. This coat belongs to Shital.
11. What's happened to your leg?
12. The class consists of fifty boys.
13. He was blamed for the robbery.
14. The students complained against the bad condition of hostels.
15. I am going to call on the principal (visit).
16. He is sitting in the garden, call to him (shout).
17. The cops charged her with theft.

There are other common examples of combinations of prepositions. For example: sorry for, depend on, ashamed of, fond of, happy with, different to, fed up with, capable of, proud of, liable to, search for, pay attention to, object to, insist on, die of, suffer from, tremble with, account for, ambitious of, call for, translate into, aspire to, involved in, pay attention to, hopeful of, search for, contribute to, sensitive to, take offence at, prevail on etc.

**Check your progress:- IV**

**A) Use the appropriate prepositions in the following sentences.**

1. We are not going away-----Christmas.
2. She is born ----1994.
3. His birthday celebration is ---Tuesday.
4. We met -----evening party.
5. The Mahalaxmi Express goes -----Kolhapur----- Mumbai.
6. They did not agree ----her plan.
7. The ceiling fan is----- her head.
8. This book belongs---- Geeta.
9. There should be no complaint ----bad condition of seating arrangement.
10. I am going to call---- the Prime Minister.
11. She is not seen in the college ----- a long a time.
12. We went ---- college and discussed many things.
13. I am going --- Delhi ---- 20<sup>th</sup> of May this year.
14. The picture is ----- the wall.
15. My mother shouted to me while I was watching T.V.

**B) Rewrite the following sentences correcting the use of preposition used.**

1. Why are you looking to the girl?
2. The ministers did not agree to the plan of the finance minister.
3. No one turned up in the party.

4. Monday is the day fixed to call to the guardian minister.
5. The journal consists in the articles of the famous writers.
6. He was blamed with reckless driving.
7. I am fed for his conduct.
8. You can leave your bag for morning.
9. John Keats died from tuberculosis.
10. He is suffering by influenza.
11. English plays are being translated to Marathi.
12. He is involved with many problems.
13. She is very good in Mathematics.
14. The train leaves on 4.30 p.m.
15. He used to take rest in vacation.

#### **2.2.5 Section V:- Errors related to the use of Quantifiers**

There are quantifiers like few, a few, little, a little, some, any, several, many, much, a lot of both.

##### **I. Few and a few**

Few and a few are used with countable nouns. A few has a positive or affirmative meaning. It means a small number. Few has a negative meaning. It means not many, almost nothing. For example:

1. There are few people in the hall. So the speaker did not come to address.

In the above example 'few' means almost no people.

2. A few of the students pass UPSC examinations.

It means a small number of students pass the examinations.

Few and a few are not used with mass nouns. For example, you cannot say:

- a. He gave me few information.
- b. She purchased a few gold.

## **ii. Little and a little**

Little and a little are used with uncountable nouns. Little is rather negative, it means not much. A little is more positive, it means 'some'. Look at the following examples:

1. I have little time. I must leave now.  
It means I haven't got much time.
2. I need little sleep.  
It means I don't need much
3. There is a little rain today.  
It means there is some rain
4. Give the roses a little water.  
It means give some water.

## **iii. Some and any**

We use some and any to talk about limited number or quantities. Some is used in positive sentences and any in negative and interrogative sentences. Study the following sentences:

1. He bought some grapes (positive).
2. Have some toast (positive).
3. I need some new clothes (positive).
4. He didn't buy any carrots, because he doesn't like (negative).
5. Is there any water in the tank? (interrogative).
6. We needed some milk, but we couldn't get any in the shop (positive, negative).
7. If you have any difficulty, please contact me (if condition).
8. She is very thirsty; give her some water (positive).
9. Will you please add some sugar in the tea? (request in question).
10. Is there any food left in the pot? There is some if you like (question and positive).
11. He didn't bring any cheese because he doesn't like cheese (negative).

#### iv. Much and many

We use much with uncountable nouns and many with countable nouns. Much and many are most common in questions and negatives. In formal affirmative sentences we generally prefer a lot of, lots of or plenty of. These can be used with both uncountable and countable nouns. Study the following examples:

1. Do you have much trouble with English?  
I don't have much trouble in speaking but I have lots of difficulty in writing (not much difficulty).
2. Are there many opera houses in Kolhapur?  
(Not many, but a lot of theatres and plenty of cinemas.)
3. I haven't got much ambition.
4. They don't have many books.
5. She doesn't have much confidence.
6. They don't have many cousins
7. The principal doesn't have much work to do.
8. Have you got any book on English grammar?

#### Check your progress:- V

**Rewrite the following sentences filling in the gaps with much, many, a few, few, little, a little, some, any. Some quantifiers may be repeated more than ones.**

1. If you have -- ---- problems, just phone me.
2. There aren't -----buses on Sundays.
3. She has got----- old pictures of the house.
4. There is ---- mud on the carpet.
5. She has got ---- relatives in the city.
6. It was nice to have ----- time to talk to you.
7. They had ----- money, but they were pretty happy.
8. He has ----- friends in the village, he isn't very popular.

9. There is ----- that I can do for you.
10. I have slept for long, now I need----- little sleep.
11. This is vacation period. Naturally there are ---- pilgrims in the Mahalaxmi temple.
12. His ideas are very difficult, and -----people understand them.
13. There are ----- mangoes but ----- milk in the fridge.
14. You can never have ----- little from her.
15. Their plan is very complicated but -----people comprehend it.
16. There is----- water in the tank and it will satisfy his thirst.
17. If you have ----- knowledge of Russian language, you can get visa for that country.
18. She has got -----money. She is going to a cinema.
19. He has ----money. He needs to borrow some.
20. I have got ----money.

### 2.3 Summary

‘Common errors’ is not a limited area. There are many areas where speakers and students commit mistakes. Even a bulky book on errors will not suffice. In this unit, errors related to the use of articles, present and past tense, subject-verb agreement, prepositions and quantifiers are discussed. In order to get mastery over this topic, it is suggested that one should always refer to a good dictionary, one should read a lot in English, one should listen to good speakers and one should learn useful phrases by heart.

### 2.4 Answers to check your progress

#### Check your progress I

- A. 1-\*, 2-\*, 3-a, 4-a, 5-a, 6-an, 7-a, 8-an, 9-a, 10-a, 11-a, 12-an, 13-a, 14-an, 15-an.
- B. 1-a, 2-zero, an, 3-zero, 4-zero, 5-a, 6-an, 7-an, 8-a, 9-zero, 10-the, 11-the, 12-a, 13-the, 14-the, 15-the.

**C. C. In the following piece of writing, the articles are not used. Use ‘a’, ‘an’ and ‘the’ where possible.**

I had a tiny apartment in the Latin Quarter near cemetery. She had read a book of mine and had written a letter about it. She wrote another letter to have a chat with me. She was spending morning at Luxembough and wanted luncheon from me.

**Check your progress II**

**Rewrite the following sentences correcting them where necessary.**

1. I think you're right.
2. I study English daily.
3. The sun sets in the west.
4. The student is reading now.
5. At present I am busy with my home assignments.
6. I don't understand this letter.
7. If you say that again, I will scream loudly.
8. If the boys came for dinner, I would cook chicken for them.
9. If you had really loved me, you would have bought me a gold ring.
10. When the painter painted the kitchen, he decided to have a rest.
11. When we went to the bus station, the bus had already gone.
12. I always read news paper in the morning.
13. The flight for Delhi generally leaves at 6.30 a.m.
14. Yesterday she came to me at 4 p.m.
15. It tastes good.

**Check your progress:- III**

**Correct the following sentences if necessary**

1. The news of his death is sorrowful.
2. A million rupees was stolen from the bank.
3. Economics is really not a difficult subject.

4. One of the stolen girls was restored to the parents.
5. Neither the teacher nor the students have turned up to the classes.
6. After dance performance the audiences were dancing in the hall.
7. The Indian cricket team has lost against Australia.
8. Her family are not satisfied with her progress.
9. Nararayan as well as his college mates has attended the wedding ceremony.
10. The chairman, besides his family members is on the tour of Europe.
11. The police are investigating the case.
12. There are many students waiting in the hall for the guest.
13. One of the friends is businessmen.
14. Either he or she is my friend.
15. Deepa as well as Devyani was present for the function.

**Check your progress:- IV**

**A) Use the appropriate prepositions in the following sentences.**

1. We are not going away---at----Christmas.
2. She is born --on--1994.
3. His birthday celebration is -on--Tuesday.
4. We met -at----evening party.
5. The Mahalaxmi Express goes -from----Kolhapur--to--- Mumbai.
6. They did not agree -with---her plan.
7. The ceiling fan is--above--- her head.
8. This book belongs--to-- Geeta.
9. There should be no complaint -against---bad condition of seating arrangement.
10. I am going to call--on-- the Prime Minister.
11. She is not seen in the college -for---- a long a time.

12. We went -to--- college and discussed many things.
13. I am going -to-- Delhi --on-- 20<sup>th</sup> of May this year.
14. The picture is -against---- the wall.
15. My mother shouted-- at-- me while I was watching T.V.

**B) Rewrite the following sentences correcting the use of preposition used.**

1. Why are you looking **at** the girl?
2. The ministers did not agree **with** the plan of the finance minister.
3. No one turned up **at** the party.
4. Monday is the day fixed to call **on** the guardian minister.
5. The journal consists the articles **on** the famous writers.
6. He was blamed **for** reckless driving.
7. I am fed **up with** his conduct.
8. You can leave your bag **in** morning.
9. John Keats died **of** tuberculosis.
10. He is suffering **from** influenza.
11. English plays are being translated **into** Marathi.
12. He is involved **in** many problems.
13. She is very good at Mathematics.
14. The train leaves **at** 4.30 p.m.
15. He used to take rest **during** vacation.

**Check your progress:- V**

**Rewrite the following sentences filling in the gaps with much, many, a few, few, little, a little, some, any. Some quantifiers may be repeated more than ones.**

**1-any, 2-any, 3-some, 4-a little, 5-a few, 6-a little, 7-a little, 8- few, 9-much, 10-little, 11-many, 12-few, 13-many,little, 14-little, 15-a few, 16-a little, 17-any, 18-much, 19-little, 20-much.**

## 2.5 References

Leech, Geoffrey, *et al.* *A Communicative Grammar of English*. Longman, London, New York, 1975.

Leech, Geoffrey, *et al.* *English Grammar for Today: A New Introduction*  
Macmillan in Conjunction with the English Association, 1986.

Quirk, Randolph, *et al.* *A University Grammar of English*. Longman. 1995.

Michael Swan, Catherine Walter. *Oxford English Grammar Course: Oxford*  
University Press, New York, 2002.

*English for Communication, B.Sc. Part III, Compulsory English*. Shivaji  
University,  
Kolhapur, 2009.

*English for communication, B.A. Part III, Compulsory English* . Shivaji  
University, Kolhapur, 2009.

Frederick T. Wood. *Current English Usage*. Macmillan Publishers Limited.  
1981.

Meera Shenai. *Correcting Errors in English*. Pacific Books International. 2011.

### Useful web links

[www.englishpage.com](http://www.englishpage.com)

[www.myenglishpages.com](http://www.myenglishpages.com)

[www.talkenglish.com](http://www.talkenglish.com)

<https://www.ego4u.com>

[m.grammarbook.com](http://m.grammarbook.com)



## Unit-3

### a) Empowering Three Billion

- Dr. A. P. J. Abdul Kalam

---

#### Index

- 3.0 Objectives :
- 3.1 Introduction
- 3.2 Presentation of Subject Matter
- 3.3 Summary :
- 3.4 Terms to remember
- 3.5 Check your progress
  - 3.5.1 Section – I
  - 3.5.2 Section - II
- 3.6 Writing Activity
- 3.7 Answers to check your progress
- 3.8 Reference for further study

#### 3.0 Objectives :

After studying this unit you will be able to :

- Understand addressing to people
- Know inspiring and thoughtful speech
- Understand global challenges
- Find relationship between urban and rural
- Know the opportunities in information network and technology.

### **3.1 Introduction :**

The present article is taken from *University News* Vol.52 No. 27 (July-7 -13, 2014 Issue). APJ Abdul Kalam, delivered it as Convocation Address at the Indian Institute of Technology, Indore on June 5, 2014. In this inspiring and thought-provoking speech, Kalam deeply meditates over the global challenges which are faced by the nations of the world. In this speech, Kalam stresses on to fill the gap between urban and rural, rich and the poor, developed and developing. He also feels that there are plenty of opportunities in the area of information networks and technologies for entrepreneurship of individuals and small organization working along with Government, private sector and large organizations.

### **3.2 Subject Matter :**

Friends, today when I am in the midst of IIT which is a global brand, amongst graduating students who will be representing global organizations and I find our world closely connected in combating global problem, I thought I should share a global agenda with you on this convocation. The topic I have selected is: *“Empowering 3 Billion”*. ‘Let us first study the global challenges which are faced by the nations of the world.

#### **Global Challenges**

Today, the challenges of the world are poverty, illiteracy, safe drinking water, clean and green energy, equitable distribution of resources, quality education with values for all, overcoming societal imbalances, curing diseases, quality healthcare for all and good living conditions. Individual nations are working to find a solution to these challenges. However, we are clearly witnessing that challenges faced by nations are not only of their making or the solutions amenable only by the individual nations. There are many international dimensions for the cause and solutions. Hence, working for solutions is a collective responsibility of global community. Also, when nations start working on the common enemies of illiteracy, poor health care etc, their tendency to focus on national, regional and global peace with better mutual trust is enabled. The global challenges take various manifestations based on the local dynamics which are interconnected on various factors. Let us look at the dynamics of these manifestations.

## **Dynamics of Global Manifestations**

The world today is integrally connected through four rapid connectivities. They are environment, people, economy and ideas. We all know that global warming and climate change are no longer problems of individual nations, they are planetary problems. In the present time, a single product may be made out of components sourced from multiple continents and provide services to markets far off from their place of origin. We also saw, how the economic turbulence originating in one part of the globe shook the whole world. The world today is concerned about the growing inflationary pressures, recessions and potential fall in growth rates, affecting valuable efforts on development. We witnessed how a volcanic eruption in an island country in 2010 brought the entire airline industry and more than 5000 commercial flights to a halt and the 2011 earthquake followed by tsunami has changed the concept of safety and security of an island nation. We recently saw, how more than 20 nations were involved in search and rescue mission for the missing Malaysian airliner MH 370 few weeks ago.

At the same time, advances in transportation have progressively made movement of people across nations and regions more feasible. This has led to the globalization of expertise and talents which can flow seamlessly from one nation to another. This also has led to the globalization of human diseases, the most recent instance being of different kinds of flu which rapidly spread across the globe and threatened the entire human kind. Similarly, ideas and innovations are no longer geographically or politically confined. An invention made today somewhere takes no time to find its market thousand of miles away. The expansion of information and communication technology and the convergence of technological tools are structuring new world knowledge, where problems of one part of the world can be solved by multiple experts based at different points of the globe. Seamless flow of information and people also means that local or regional issues will invariably gain global prominence and unaddressed problems including poverty can mutate rapidly into global terrorism which we are already witnessing

This flow of ideas has also led to increasing importance of global human rights and propagation of the idea of democracy. Let me recall an experience. *Globalization*: When I was travelling in an aircraft in the USA, I was told that much of its controls were software driven and most probably developed in India. When I presented my credit card, I was told that it was being processed in the backend server

located in Mauritius. When I walked into a multinational software company in Bangalore, I was fascinated to find that it truly presented a multicultural environment. A software developer from China, working under a project leader from Korea, working with a software engineer from India and a hardware architect from the US and the communication expert from Germany, were all working together to solve the banking problem in Australia.

When I see all of them working together like one family forgetting about the culture from which they came or the language they speak, I feel that the only hope for such borderless interaction to continue is to inculcate the spirit of “borderlessness” in every human activity on our planet Earth.

Based on detailed discussions in many educational institutions across the world and with many citizens in India and abroad from multiple organizations, and disciplines, I am happy to present to you on distinctive profile for the Nations of the World in 2030, as follows:

***Distinctive Profile for the Nations of the World in 2030***

Let me present to you these visualizations.

- i) A world of nations where the divide between rural and urban, rich and the poor, developed and developing has narrowed down.
- ii) A world of nations where there is an equitable distribution and adequate access to energy and quality water.
- iii) A world where core competencies of each nation are identified. Missions synergizing the core competencies of different nations lead to economic advantage and faster development for all the societies.
- iv) A world of nations where all the students of all societies are imparted education with value system.
- v) A world of nations where affordable quality health care is available to all.
- vi) A world of nations where the governance is responsive, transparent and corruption free.
- vii) A world of nations where crimes against women and children are absent and none in the society feels alienated.

- viii) A world in which every nation is able to give a clean green environment to all its citizens.
- ix) A world that is prosperous, healthy, secure, devoid of terrorism, peaceful and happy and continues with a sustainable growth path.
- x) A world of nations with creative leadership who ensure effective mechanisms to resolve conflicts between nations and societies in a timely manner keeping overall peace and prosperity of the world as a goal.

### **Out of Box Ideas Needed to Meet the Distinctive Profile of Nations of the World 2030**

Today, let me discuss one of the visions in detail with all of you which is on how to reduce the rural and urban divide across the world. Friends, more than 3 Billion people live in the rural regions, and empowerment of these 3 Billion which is my topic today and will be the basis of our discussion further. The empowerment of rural regions of the world is critically important from the perspective of inclusive development, sustained peace and shared prosperity of the world. The untapped potential rural population and talent will be great treasure.

Even the most developed nations in the world witness the rural urban divide. For instance, when I was in Kentucky in 2010, I witnessed how the rural Eastern Kentucky is still in need for societal and economic development. In 2011, when I visited Australia, I came across many cases where the government and other institutions were working towards the welfare of the native population of the region who are still backward. Of course, when it comes to the developing and underdeveloped world, the majority of the population lives in these rural areas, which necessitates a special focus on them.

Bridging of the rural-urban divide is closely linked with the mission of overcoming poverty and inequity. About 70% of the world's extreme poor live in the villages and rural areas. But that is not the complete picture.

Driven by the need of education, healthcare and better income, the rural population is migrating to urban areas with a hope to get a better chance to opportunities, often meeting with despair. This further contributes to urban poverty as well leading to stresses and societal turbulence.

The rural areas of the world occupy a position where there are unharnessed resources and potential, they have youth and traditional skills. They have to be nurtured into value adding enterprises leading to an environment of empowerment. How can such a mission of Empowering 3 Billion be realized? It would indeed require out of the box thinking and ideas previously un-conceived. We would need to evolve sustainable development systems which bring in sustainability and empowerment together and deliver in an entrepreneurial manner. I and my team, have been researching and evolving on ideas to empower these 3 billion citizens of the world, understanding their challenges and exploring solutions to them. This recently took the shape of book, Target 3 Billion.

### **Target 3 Billion : The Challenge and Megatrends**

The challenge of empowering the next 3 billion population of the world has multiple dimensions. Let us discuss four major such trends which will emerge and need to be addressed.

#### **New Consumption**

If growth and development is to reach the next three billion, it will bring about a colossal shift in the consumption patterns, pushing new demands for products so far unknown to half of humanity. For example, the current consumer expenditure per capita is about \$800 for India, \$1500 for China and \$6,000 for Brazil. Compared to that, the same figure for USA stands at \$35,000 per capita and for UK it is about \$22000. It is further estimated that a person born in 2009 in emerging economies will consume roughly 35 times more in real terms than a person born in 1979. This is bound to create a demand for fresh set of products and services which suit the local needs and context – and multinationals will face stiff competition from smaller but local players. This will also include human development sectors such as education and healthcare where we are already seeing rise of distance learning, non-cognitive abilities and generic medicines. The 3 Billion empowerment needs to be innovative to suit local contexts and communities.

#### **Energy**

Development is a direct function of energy and as societies are empowered, their demand for energy is bound to escalate. Global energy demand is expected to go up by 44% by 2030. India's own power consumption is expected to treble to over 600 GW. China is expected to consumer over 1600 GW by 2030. This is going to be met

with shrinking natural resources such as fossil fuels including coal and petroleum. The emphasis has to now shift towards new and renewable sources such as Nuclear, especially Thorium based nuclear reactor, wind, solar, geothermal, hydrogen fuels, biofuels and tidal power. Global societies need to realize that the energy sources of yesterday are simply not going to work in the future. The 3 Billion empowerment needs to be creating new avenues to suffice the global energy demand.

### **Environment**

It is well established that the ways of the currently developed societies are unsustainable for the planet earth. In fact, our estimates indicate that if all the 3 billion underprivileged are made to live at the same level as the currently developed societies, we would need roughly six new planet earths to suffice for the resources needed and absorb the waste generated. Even today, we are generating over 30 billion tonnes of CO<sub>2</sub> in the atmosphere, and it is expected, that if current trend continues the planet earth would be irreversibly harmed by the year 2030. The 3 Billion empowerment needs to be conscious of the impact on the environment.

### **Societal Conflicts**

Driven by increasing economic gaps, fundamentalism, resources quests or historic differences; there has been a steady increase in the global conflicts since the Second World War. While the number of interstate conflicts has been relatively constant since 1946, the number of civil conflicts has risen by about 3 times, consuming large amount of resources and bringing great loss of lives, especially in the developing world. The 300 richest people in the world command more wealth than the bottom 3 billion people. Equity in opportunity, basic human development for all and conflict resolution mechanism at local levels is the need of the hour. The 3 Billion empowerment needs to be equitable, just and create opportunities for everyone.

### **Possible solutions : PURA and PURA Activated**

Hence, Dear Friends, the need of the hour is the evolution of sustainable systems which act as “enablers” and bring inclusive growth and integrated development to the nations of the world. One such sustainable development system is the mission of Provision of Urban Amenities in Rural Area (PURA) through creation of three connectivities namely physical, electronic, knowledge leading to economic connectivity.

PURA means that: the villages must be connected within themselves and with main towns and metros through by good roads and wherever needed by railway lines. They must have other infrastructure like schools, colleges, hospitals and amenities for the local populations and the visitors. This is physical connectivity. In the emerging knowledge era, the native knowledge has to be preserved and enhanced with latest tools of technology, training and research. The villages have to have access to good education from best teachers wherever they are, must have the benefit of good medical treatment, and must have latest information on their pursuits like agriculture, fishery, horticulture and food processing. That means they have to have electronic connectivity.

Once the Physical and Electronic connectivity are enabled, the knowledge connectivity is enabled. That can facilitate the ability to increase the productivity, the utilization of spare time, awareness of health welfare, ensuring a market for products, increasing quality conscience, interacting with partners, getting the best equipment, increasing transparency and so in general knowledge connectivity. Once the three connectivities viz Physical, Electronic and knowledge connectivity are ensured, they facilitate earning capacity leading to economic connectivity. When we Provide Urban Amenities to Rural Areas (PURA), we can lead to upliftment of rural areas, we can attract investors, we can introduce effectively useful systems like Rural BPOs, Micro Finance.

The number of PURA for the whole of India is estimated to be 7000 covering 600,000 villages. Similarly, about 30,000 PURA Complexes would be required to convert the 3 billion rural population of the world into a vibrant economic zone and bringing Sustainable Development to rural areas. There are operational PURAs in India initiated by many educational, healthcare institutions, industry and other institutions. Government of India is already moving ahead with the implementation of PURA on the national scale across several districts of India.

In this way, enterprises, academic institutions and business units from across the world can share their core-competencies to harness the resources of untapped rural and sub-urban regions and also lead to human development. Such collaborative platforms for 600,000 villages covering 750 million citizens in India alone have over \$200 billion market in India, which can harness an agrarian economy leading to mutual benefits.

With about the 3 billion people living in rural areas, this global development system can be expanded in all the countries. I am putting forward this model to this community of innovators in business, engineering, medicine and humanities, who share a global concern and endowed with the proven world class knowledge, so that you all can evolve this idea and be a partner to empower three billion people, realize the global vision 2030 and bring global prosperity, happiness and peace.

Friends, technology will have a critical role in ensuring the goals of global happiness with prosperity and realizing the global vision 2030. What is needed is the convergence of multiple technologies to work together to achieve this goal. Let me explain.

### **Convergence of Technologies**

The information technology and communication technology have already converged leading to Information and Communication Technology (ICT). Information Technology combined with bio-technology has led to bio-informatics. Similarly, Photonics is grown out from the labs to converge with classical Electronics and Microelectronics to bring in new high speed options in consumer products. Flexible and unbreakable displays using thin layer of film on transparent polymers have emerged as new symbols of entertainment and media tools. Now, Nano-technology has come in. It is the field of the future that will replace microelectronics and many fields with tremendous application potential in the areas of medicine, electronics and material science. I am sure about the use of nano-robot for drug delivery. When Nano technology and ICT meet, integrated silicon electronics, photonics are born and it can be said that material convergence will happen. With material convergence and biotechnology linked, a new science called Intelligent Bioscience will be born which would lead to a disease free, happy and more intelligent human habitat with longevity and high human capabilities. Convergence of bio-nano-info technologies can lead to the development of nano robots. Nano robots when they are injected into a patient, my expert friends say, it will diagnose and deliver the treatment exclusively in the affected areas and then the nano-robot gets digested as it is a DNA based product. I saw the product sample in one of the labs in South Korea where best of minds with multiple technology work with a target of finding out of the box solution.

*My experience in Harvard University and University of Edinburgh:* Convergence of science is reciprocating. Let me give an example. Recently, I was at the Harvard University where I visited laboratories of many eminent Professors from the Harvard School of Engineering and Applied Sciences. I recall, how Professor Hongkun Park, showed me his invention of nano needles, which can pierce and deliver content into individual targeted cells. That's how nano particle sciences are shaping the bio sciences. On the other hand, Professor Vinod Manoharan showed how bio sciences is shaping nano material science as well. He is using DNA material to design self assembling particles. When a particular type of DNA is applied on a particle at the atomic level, he is able to generate a prefixed behavior and automatic assembly from them. This could be our answer to self assembly of devices and colonies in deep space without human intervention as envisioned by Dr K Erik Drexler. Thus, within a single research building, I saw how two different sciences are shaping each other without any iron curtain between the technologists. This reciprocating contribution of sciences to one another is going to shape our future and industry needs to be ready for it.

Similarly, last month, I visited the University of Edinburgh where I met Professor Siddharthan Chandra who showed me the Anne Rowling Regenerative Neurology Clinic. I was particularly impressed by the work being conducted in the field of early detection of mental and neural disorders.

Professor Chandran showed his work on deploying technologies typically used by eye care professional, and use it to help detect neural disorders. Using optical scanner devices, his team is mapping the inside of the eye, particular Retina. They are going further, and targeting the optical nerve, a small opening into the Retina which carries neurons and photo receptors from the eye to the brain. Using advanced technologies they are able to “peep” down the optical nerves for new millimeters and make a longitudinal and cross section image of it.

These images clearly show any odd neural pattern, or any potentially at risk neural form. Thus, using this technology Professor Chandran and his team is able to detect early disorders and administer preventive care. This is an example of two different medical sciences, pertaining to the eye and the brain are coming together to solve critical human ailments. Friends, are you ready to bring down the iron curtain existing between various technological and management disciplines.

Now, a new trend is emerging. The aspect being introduced is that of Ecology. Globally, the demand is shifting towards development of sustainable systems which are technologically superior. This is the new dimension of the 21<sup>st</sup> century knowledge society, where science and environment will go together. Thus the new age model would be a four dimensional bio-nano-info-eco based.

Let us take another example, how governance is enriched by information networks and technologies. They enhance efficiency, instant connectivities, better cross reference and transparency. They enable the unreached to be reached. There are plenty of opportunities in this area for entrepreneurship of individual and small organization working along with Government, private sector and large organizations. Of course, many older processes of working together need to be re-engineered for speed, efficiency and transparency. When technologies and systems converge, obviously one important aspect is “systems thinking and implementation”.

### **Conclusion**

Finally, I would like to ask you, what would you like to be remembered for? You have to evolve yourself and shape your life. You should write it on a page. That page may be a very important page in the book of human history. And you will be remembered for creating that one page in the history of the nation – whether that page is the page of invention, the page of innovation or the page of discovery or the page of creating societal change or a page of removing the poverty or the page of fighting injustice or planning and executing mission of networking of rivers.

### **3.3 Summary :**

The present article is well speech. APJ Abdul Kalam, delivered it as Convocation Address at the Indian Institute of Technology, Indore on June 5, 2014. In this inspiring and thought-provoking speech, Kalam deeply meditates over the global challenges which are faced by the nations of the world. Today, the challenges of the world are poverty, illiteracy, safe drinking water, clean and green energy, equitable distribution of resources, quality education with values for all, overcoming societal imbalances, curing diseases, quality healthcare for all and good living conditions. According to him, working for solutions is a collective responsibility of global community.

In this speech, Kalam stresses on to fill the gap between urban and rural, rich and the poor, developed and developing. He also feels that there are plenty of opportunities in the area of information networks and technologies for entrepreneurship of individuals and small organization working along with Government, private sector and large organizations.

### 3.4 Terms to Remember :

**brand (n)** - a mark indicating identity, type of product made by a company under a particular name

**agenda (n)** – a list of things to be done

**combat (v)** – to oppose vigorously, take action against

**convocation** - a meeting or ceremony attended by a large number of people.

**billion (n)** – a thousand million

**illiteracy (adj.)** – unable to read or write

**poverty (n)** – lack of means of providing material needs

**health care (n)** – the prevention treatment and management of illness and the preservation of welling through the service offered by medical and allied health profession.

**amenable (adj.)** – willing to follow advice or suggestion

**dimensions (n)** – a measurable extent, such as length breadth or height

**manifestations (n)** – demonstration of the existence of a person, object or quality

**dynamics (adj.)** – physical power and forces producing motion

**components (n)** – parts of a large whole

**global warming (n)** – an increase in the average temperature of the earths atmosphere esp. a sustained increase that is sufficient to cause climatic change

**turbulence (n)** – uncontrolled, stormy, tempestuous

**inflationary (adj.)** – associated with or tending to cause inflation, causing a sharp and continuing rise in price levels.

**recession (n)** – a temporary fall in country's or world's business activities

**potential (adj.)** – capable of being but not yet in existence

**expertise (n)** – great skill or knowledge in a particular field

**mutate (v)** – to cause to undergo or to undergo change by mutation

**propagation (n)** – increase or spread by, promote an idea etc. widely

**feasible (adj.)** – possible, capable of being accomplished or brought about

**globalization (n)** – the act process or policy of making something worldwide in scope or application

**multicultural (adj.)** – of or involving several cultural or ethnic groups

**distinctive (adj.)** – characteristic of a person or thing and distinct from others

**profile (n)** – the extent to which a person or organization attracts notice

**sustainable (adj.)** – keep up, maintain

**entrepreneurial (adj.)** – related to the risks of business or enterprise

**colossal (adj.)** – very big, enormous

**escalate** – increase in intensity or extent

**shrink (adj.)** – become or make smaller

**nuclear (adj.)** – using energy released in the fission ,fusion of atomic nuclear

**fossil fuel (phr.)** – a fuel such as coal or gas, formed from the remains of animals and plants

**tidal power (n)** – depending on or scheduled by the time of high tide.

**suffice (v)** – to be enough for a purpose or person

**irreversibly (adv)** – impossible to alter

**evolution (n)** – the process by which different kinds of organism develop from earlier forms.

**amenities (pl.n)** – a useful or desirable feature of a place

**horticulture (n)** – the art of garden cultivation

**facilitate (v)** – make easy or easier

**collaborative (n)** – to work together in a joint intellectual effort

**innovator (n)** – one who starts or introduces something new

**convergence (n)** – the act of quality or fact of converting, to move together toward union or toward common conclusion or result

**bio–technology (n)** – the use of microorganisms in industry and medicine

**photonics (adj)** – the quantum of electromagnetic energy generally regarded as a discrete particle having zero mass

**Nano–technology (n)** – technology on an atomic or molecular state

**diagnose (v)** – to make an identification of an illness or problem by examination of the symptoms

**DNA (n)** – deoxyribonucleic acid, a substance carrying genetic information

**Retina (n)** – a layer at the back of the eyeball that is sensitive to light

**venture (n)** – an undertaking involving risk

**longevity (n)** – long life

### **3.5 Check your progress :**

#### **3.5.1 Section – I**

##### **Comprehension Questions :**

##### **A) Answer the following questions in one sentence each :**

- 1) According to Dr. APJ Abdul Kalam with what is our world is closely connected to?
- 2) Which are the four rapid connectivities that the world today is integrally connected?
- 3) Which incident has changed the concept of safety and security of an island nation?
- 4) How does structuring of world knowledge take place?
- 5) Which spirit does APJ Abdul Kalam want to inculcate in every human activity?
- 6) What divide that APJ Abdul Kalam would like to reduce?
- 7) Why the rural population is migrating to urban areas?

- 8) What is current consumer expenditure for per capita in India?
- 9) According to Dr. APJ Abdul Kalam, how many tonnes of CO<sub>2</sub> is generated in the atmosphere?
- 10) What was the invention showed by Professor Hongkum Park to APJ Abdul Kalam?
- 11) According to Dr. APJ Abdul Kalam, what is witnessed by the most developed nations in the world?

**B) Rewrite the following sentences choosing the most correct alternative form ones given below each :**

- 1) Dr. APJ Abdul Kalam delivered the present address at the 2<sup>nd</sup> convocation ceremony of .....
  - a) Banaras Hindu University
  - b) IIT Bangalore
  - c) Shivaji University, Kolhapur
  - d) Indian Institute of Technology, Indore
- 2) Today the world is integrally connected through four rapid connectivities. They are .....
  - a) internet, cell phone, Microphone and media.
  - b) environment, people, economy and ideas.
  - c) money, trade, commerce and business
  - d) environment, finance, import and export
- 3) The world witnessed a volcanic eruption in an island country in the year .....
  - a) 2012
  - b) 2009
  - c) 2010
  - d) 2007
- 4) According to Dr. APJ Abdul Kalam, the expansion of information and communication technology and the convergence of technology tools are structuring new .....
  - a) methods of teaching
  - b) world knowledge
  - c) methods in trade and commerce
  - d) world peace and prosperity
- 5) A software developer from China, working under a project leader from Korea, working with a software engineer from India and hardware architect from the





- 7) How much percentage of the global energy demand is expected by 2030? And how much India's power consumption is expected by 2030?
- 8) How did PURA is defined by Dr. APJ Abdul Kalam?

**D) Write answer to the following quest 120 to 150 words each.**

- 1) How did Dr. APJ Abdul Kalam discuss four rapid connectivities like environment, people, economy and ideas?
- 2) What effects are taken place in the human life due to advances in transportation?
- 3) What experiences about globalization are shared by Dr.APJ Abdul Kalam?
- 4) What are the salient features of Nations of the world in 2030?
- 5) What are the views about the energy discussed by Dr.APJ Abdul Kalam?
- 6) What are the views about PURA discuss by Dr.APJ Abdul Kalam?
- 7) How does Dr.APJ Abdul Kalam discuss the Nano-technology?
- 8) How does Dr.APJ Abdul Kalam discussed opportunities for entrepreneurship in the field of Information and Technologies?

**3.5.2 Section- II**

**Vocabulary Exercises :**

**A. Complete the following table**

Noun	Verb	Adjective	Adverb
-	-	-	organizationally
-	-	-	manifestly
-	-	progressive	-
information	-	-	-
-	-	-	-

**B. Give synonyms and antonyms of the following**

Word	Synonym/s	Word	Antonym/s
Poverty	-	illiteracy	-
Combat	-	developed	-
Colossal	-	prosperity	-

### **3.6 Writing Activity :**

Write a paragraph of about 250 words on ‘will India be super power’ in 2030.

### **3.7 Answers to check your progress :**

#### **3.5.1 Section- I**

#### **Comprehension Questions :**

#### **A) Answer the following questions in one sentence each :**

1. In combating global problem
2. They are environment, people, economy and ideas.
3. The 2011 earthquake followed by tsunami.
4. The expansion of information and communication technology and the convergence of technological tools.
5. The spirit of ‘borderlessness’ in every human activity on our planet Earth.
6. Like to reduce the rural and urban divide across the world.
7. Driven by the need of education, healthcare and better income, the population is migrating to urban areas.
8. The current consumer expenditure for per capita in India is about \$800.
9. Over 30 billion tonnes
10. The invention of nano needles, which can pierce and deliver content into individual targeted cells.
11. The most developed nations in the world is witnessing rural, urban divide.

#### **B) Rewrite the following sentences choosing the most correct alternative from ones given below each :**

1. d) Indian Institute of Technology, Indore.
2. b) Environment, people, economy and ideas.
3. c) 2010
4. b) World knowledge
5. c) Banking

6. c) Value system
7. a) Rural and urban divide
8. a) urban areas
9. b) empowerment
10. b) \$22000
11. b) CO2
12. a) themselves with mini towns and metros through by good roads and wherever needed by railway lines
13. c) 3 billion people
14. a) Anne Rowling Regenerative neurology clinic

**C) Answer the following question in two or three sentences each.**

1. Dr. A P J discussed the challenges of world are poverty, illiteracy, safe drinking water, clean and green energy, equitable distribution of resources, quality education with values for all, overcoming societal imbalances, curing diseases, quality healthcare for all and good living conditions.
2. A volcanic eruption in an island country in 2010 brought the entire airline industry and more than 5000 commercial flights to a halt.
3. When Dr. Kalam was travelling in an aircraft in USA, he heard that much of its controls were software driven and most probably developed in India.
4. Dr. Kalam expected from a world of nations with creative leadership who ensure effective mechanisms to resolve conflicts between nations and societies in a timely manner keeping overall peace and prosperity of the world as a goal.
5. When he was in Kentucky in 2010, he witnessed how the rural Eastern Kentucky was still in need for societal and economic development.
6. The role of current consumer per capita is for India is about \$800, for China \$1500 and for Brazil \$6,000. Compared to that, the same figure for USA stands at \$35,000 per capita and for UK it is about \$22,000.

7. Global energy demand is expected to go up by 44% by 2030. India's own power consumption is expected to treble to over 600 GW by 2030.
8. Dr. Kalam defined PURA means that: the villages must be connected within themselves and with main towns and metros through by good roads and wherever needed by railway lines. They must have other infrastructure like schools, colleges, hospitals and amenities for the local populations and the visitors.

### 3.5.2 Section- II

#### Vocabulary Exercise

A)

Noun	Verb	Adjective	Adverb
Organization	Organize	Organizable	organizationally
Manifesto	Manifest	Manifesteable	manifestly
Progress	Progress	progressive	Progressively
information	Inform	Informative	Informatively
Globe	Globalize	Global	Globally

B)

Word	Synonym/s	Word	Antonyms
Poverty	Poorness	illiteracy	Literacy
Combat	Battle	developed	Undeveloped
Colossal	Extremely large	prosperity	Poverty

### 3.8 Further Reading

- 1) *University News* Vol. 52 No.27 (July7-13, 2014)
- 2) *Target 3 Billion : Innovative Solutions Towards Sustainable Development.* New Delhi : Penguin Books. December 15, 2011. Print.



## Unit-3

### b) The Riding Fate

- Ishwar Chander

---

#### Index

3.0 Objectives

3.1 Introduction

3.2 Content

3.2.1 Sub-Content I Glossary

Self-Check I

3.2.2 Sub-Content II Glossary

Self-Check II

3.2.3 Sub-Content III Glossary

Self-Check III

3.3 Summary

3.4 Key to Self-Check Exercises

3.5 Exercises

3.6 Writing Activity

#### 3.0 Objectives :

After studying this unit, you will be able to :

- understand how students participate in strikes.
- learn about the students' activities during the strike.
- learn how the students are distracted from their academic goals and become the victims of politics.
- understand how does the strike affects the daily routine life of common people.
- understand how do the old man and his family come to grief.

### **3.1 Introduction :**

Ishwar Chander (1937- )

Ishwar Chander is one of the prominent modern short story writers. He has written both in Sindhi and Hindi. His short stories record the life of common people in their day-to-day working. They are authentic commentaries on the contemporary life. This story is translated by Param Abhichandani from Sindhi into English. It records the life of an old man and his family, whose only son meets his tragic death during the students' strike.

### **3.2 Content :**

#### **3.2.1 Sub-Content I**

Since early morning, they were sitting silently, just doing nothing. At intervals, the old woman would ask the old man if he would like to eat something. But the old man would only repeat what he had said earlier, "I am not hungry."

Their son, Vikram, had left at six in the morning. While leaving, he had informed his parents, "The college students have issued an appeal for a *bandh* today .... I am just going on a round to see whether any shops are open... and, yes, you must not worry if I am late."

And then, in a hurry, he started the scooter and left. The old man didn't get a chance to ask him as to why the appeal for the *bandh* had been issued by the students. Why were they putting the citizens in inconvenience if the quarrel was limited to their community.

On the previous day, when Vikram had brought home someone's scooter, the old man had suspected that something was brewing. It has been ever happening that way. The same modus operandi. Whenever the students plan for going on strike, Vikram brings someone's scooter. And then, being the leader of the students, he would leave early next morning. That was it. The whole day, he would roam about, go to places, God alone knew where.

The old man remembered how happy he was the day Vikram won college elections. For about twelve days, old man could not work in his office. He would leave his seat after every few minutes, go and sit with a known colleague, talk of sweet nothings to start with and, then, with his head up with pride, would tell the

colleague that his son, Vikram, had been elected leader in his college. He had won the elections with a huge majority of votes.

The old man rather exceeded the limit and by mistake he narrated the whole episode all over again to a couple of his colleagues. When they told him, he had already told them about it earlier, he had only smiled off his mistake.

In fact, the old man had thought of a distant future. He thought that Vikram had won only college election now. After some time, he would ask him to stand for Municipal elections. That way, slowly but surely, his son would be a V.I.P one day.

But the day came when his dream was shattered to pieces. That day, owing to a row having been kicked up with one of the lecturers, the students had gone on strike. The situation worsened and the police was called in. The skirmishes between the police and the students ensued. His son was hurt and taken to the hospital with a fractured knee. It had taken the fracture three months to set in and the daily visits to the hospital put the man completely out of gear.

It was during these oppressive days that the old man had realized that his son had made a mistake in having himself elected as a leader. He got himself hurt and put the family in a lot of inconvenience and trouble. He thought he would give a bit of his mind to his son and ask him to discontinue further studies and seek a job somewhere.

Vikram had not liked the idea, however. He was of the view that he would try to secure a good division in the exams and then bargain for a better job. Being a leader of the students, he had come in contact with so many people who counted, who were placed in high positions. He had excellent contacts, too. To get a good position should not, therefore, be a problem.

The old man did not persist. He was working and would retire from his service only after five years. They were not living in penury, either. Whatever money he brought home was enough for a comfortable living. His family wasn't large, either. He had two children, son Vikram, and a daughter. It was a small family of four members. Vikram, was older than his sister. She was in the tenth grade. The old man had already taken a decision that he would arrange their marriages at the same time. He would spend money on their marriages only once. By that time, in any case, he would be a retired person. Vikram would be having a good job. He and the old

woman would live their lives in comfort. These were the dreams of the future that the old man had nursed, and embellished his mind with.

There was yet another furore in Vikram's college yesterday.

The college staff said that a mischievous boy had slapped the Professor. The boys denied this charge. They insisted that, in fact, the Professor had slapped a student. With dimensions of the trouble ramified, the situation came to such a pass that after giving a call for strike, the students demanded removal of the Professor, and till such time as the authorities took this action against the Professor, no student would attend the classes. The tussle and the turmoil went on unabated; and ultimately the student of the other institutions also joined in and went on strike.

And today, the students gave a call for the observation of a total *bandh* in the town.

Vikram had gone out on scooter on a scouting mission. He wanted to find out whether the *bandh* was being observed, especially by the shopkeepers.

It was noon time. Vikram had not yet returned. Because of the *bandh*, the schools were also closed and his sister had returned home early. She lay in lassitude after having her breakfast. But the old couple had not taken anything. They were waiting for Vikram to come when they would have their morning meal together. They were just sitting silently, but moved with a start wherever the drone of a scooter drew their attention. They would think Vikram was back home. But when the scooter passed by their door and its droning receded in the distance, they would be sad and just look helplessly at the jumping points of the pulse-clock ticking the time away. And then they would allow themselves to be immersed fathoms deep in reticence.

The time marched on as per its habit, and the intermittent visits of the boys would post them with the latest development in the situation. They told them that the *bandh* was a complete success. The shops were closed and nothing was selling even on the footpath stalls. The old man was not in the proper frame of mind to understand what was happening. The situation, as it existed, passed his comprehension. He could not decide whether to be happy over this success of students, or merely be a silent observer.

**I] Glossary and Notes:**

**riding (n)** : moving roughly or violently up and down.

**inconvenience (n)** : trouble, discomfort

**brew (v)** : to prepare or plan unpleasant things

**bandh (n)** : a general strike

**modus operandi (n)** : Latin word, a particular method of working or dealing with a task

**V.I.P. (abbr.)** : very important person

**skirmish (n)** : a fierce fight

**oppressive (adj.)** : cruel, unfair

**persist (v)** : continue to do with determination inspite of difficulty.

**penury (n)** : extreme poverty

**embellish (v)** : to beautify,

**furor (n)** : a display of great anger

**ramify (v)** : spread into multiple, become complicated

**tussle (n)** : struggle

**turmoil (n)** : a state of uncertainty

**unabated (adj.)** : continue with intensity

**scout (v)** : go and look (in various places)

**lassitude (n)** : fatigue

**drone (v)** : a low-pitched humming

**recede (v)** : withdraw

**immerse (v)** : involve deeply, submerge

**reticence (n)** : silence, reservedness

**intermittent (adj.)** : stopping and starting at intervals

**Self-Check I :**

**A. Rewrite the following choosing the most correct alternative from the ones given below each:**

1. At six in the morning, Vikram has gone -----
  - a) to appeal for a bandh.
  - b) to see whether any shops are open.
  - c) to attend the students meeting.
  - d) to attend the college.
  
2. The old man's dream was that -----
  - a) his son should win the college elections.
  - b) his son would be a VIP one day.
  - c) his son would get a job.
  - d) his son would stand for Muncipal elections.
  
3. The old man realized that his son had made a mistake when -----
  - a) There were skirmishes between the police and the students.
  - b) his son was elected as a leader.
  - c) his son was hurt and taken to the hospital.
  - d) the students had gone on strike.
  
4. The students gave a call for strike because -----
  - a) a mischievous boy had slapped the professor.
  - b) the professor had slapped a student.
  - c) they did not want to continue the classes.
  - d) they wanted tussel and the turmoil.
  
5. According to the boys, the 'bandh' was a complete success because -----
  - a) the shops remained closed and nothing was selling even on the footpath stalls

- b) Vikram was their leader.
- c) the schools were closed.
- d) the college authorities accepted their demands.

**B) Answer the following questions in one sentence each.**

1. When did the old man become suspicious about Vikram's plan ?
2. When did the old man become happy ?
3. What type of view does Vikram have for seeking the job ?
4. What did Vikram do during the strike ?
5. Why did Vikram's sister return from school ?

**3.2.2 Sub-Content II**

At about two in the afternoon, a boy riding a scooter stopped at their door and informed the old man that the police had arrested the leaders of the students and Vikram was one of them. "But don't worry. Everything will be alright. I was just passing by. Though I would rather post you with this development. We are all supporting Vikram. Nothing will happen to him. We shall take care of everything."

The boy left but the old man was disturbed. He put on his shoes, dropped a few currency tenders in his pocket and hastily left for the police station. Arriving there, he saw a big crowd raising slogans. He went near the crowd. Many boys recognized him. One of them approached him and asked "Why are you here, uncle?"

He narrowed his eyes and tried to look for Vikram in the tumultuous crowd and then asked, "Where is he? Where is Vikram?"

Another boy replied, "Vikram has been arrested by the police."

Cutting through the multitude, he advanced further and said, "I shall go inside and meet him."

Yet another boy asked, "What will you do inside the police station?"

"Well... I shall see that he is set free."

A boy, looking like a leader, sauntered towards him, and with all reverence and politeness, said, "Now... look Uncle! This is our fight to go through. Vikram is our

leader and it's for us to see that he is freed. You don't intervene in this fight, Uncle! Please...."

The old man was disappointed. He said, "But ... but then, allow me to see him.... He is my son... I think I have a right to see him... surely I am going to ...."

A boy advanced and interrupting him, said, "Yes, Uncle, he is your son, but then, he is our leader too. He is our hero... hero. We shall see that our hero is set free. You please go home and rest a while. Uncle, leave all this for us to do."

The boy helped him out of the crowd. The old man in despair looked at the iron gate of the police station and, with a heavy heart and staggering steps, walked on the road on his way home.

And on his way home, he thought over this mess. What sort of fight was it? He was not even allowed to see his own son. He had only to make sure that the police did not adopt third degree method and beat his son mercilessly.... But these boys... they didn't allow him to do anything.

At four in the afternoon, a boy arrived by a scooter. He was gasping for breath. He only informed the old man that Vikram had been set free by the police. "Now, we shall go to the principal's residence in a big procession. Vikram wanted me to convey that you shouldn't worry if he is late."

A thin smile danced on the lips of the old man. He was happy to know that the boys had kept their promise. They after all got him out of the clutches of the police. He heaved a sigh of relief. He thought that the boys would draw out a big procession and go to the principal's residence, hand over a sort of memorandum and return home.

But it did not happen the way he thought it would.

At about nine in the evening, a jeep stopped outside his house, it was followed by cars and scooters. The old man was aghast at what went wrong. He kept on staring at the crowd in bewilderment. He could not understand why such a huge crowd had assembled there. And in this crowd... where was his son... Vikram ? In the meantime, the old woman and Vikram's sister arrived on the scene. A boy alighted from the jeep. Slowly, very slowly, in a heavy and hoarse voice, he informed the old man: "We had gone to principal's residence to hand over the memorandum of our demands. He refused to see us. Turmoil ensured. The crowd ran berserk. The police

arrived and resorted to firing to disperse the crowd. A bullet hit Vikram. There have been many casualties. All the injured have been removed to the hospital. But as ill luck would have it, we lost our leader. Vikram is dead.

It was a violent scream that left the old man's mouth, uncontrolled. Vikram's sister started wailing, but something ceased in the old man. He stood there stone-silent. It seemed something- slipped off his hands. After a long silence, the words emanated from his lips, "Where is Vikram?... Where is he?... Where is my son?"

The boy gathered his nerves and in all seriousness, said, "Vikram's body is lying in the college premises. Many of our workers are there. We have decided to take out the funeral procession tomorrow... it will be like that of a martyr. Tonight, we shall squat outside the principal's residence... with the body of Vikram in our front. A condolence meeting will held in the morning. The funeral procession will start from there. It will stop here briefly on its way to the crematorium."

No reaction seemed to be showing on the old man's face. Or maybe, he heard nothing. His gaze was glued on the heavens above. The boys said nothing, did nothing, only-looked at him and wondered what had happened to him.

After some time, the old man said in a broken voice " Take me... take me...to Vikram."

No one spoke for the time being. When they saw that the old man was of his own, a boy, wearing a beard, detached himself from the crowd and stood facing the old man. He spoke with a heavy heart, but softly, "Uncle! I would rather beseech you to drop the idea of seeing Vikram's mortal remains now. The truth is that the prevailing atmosphere is charged with pent up violence. Terrible tension pervades there. May be, seeing you crying the student mob may lose its restraint. Your presence may, perhaps, generate a feeling of vengeance; the situation may go out of control and violence may erupt." He folded his hand and continued, "I, therefore, entreat you to drop the idea of going there now."

## II Glossary and Notes :

**slogan (n)** : a short phrase (for shouting)

**tumultuous (adj.)** : noisy

**saunter (v)** : stroll, walk at leisure

**reverence (n)** : respect

**stagger (n)** : bewilderment

**third degree (n)** : long and severe questioning

**gasp (n)** : short and sudden intake of breath

**memorandum (n)** : a short note serving as a reminder

**alighted (v)** : got down (from some vehicle)

**berserk (n)** : furiously violent

**disperse (v)** : to scatter

**casualties (n)** : collective tally of injuries and killings in an event

**funeral (n)** : religious ceremony of burning or burying a dead person

**martyr (n)** : one who sacrifices his or her life for the sake of principle

**squat (v)** : sit/occupy a place without permission

**condolence (n)** : sympathy, support

**crematorium (n)** : a place where the bodies of dead people are cremated

**beseech (v)** : beg, implore

**mortal remains (n)** : dead body

**vengeance (n)** : revenge

**entreat (v)** : beseech

**Self-Check II :**

**A) Rewrite the following choosing the most correct alternative from the ones given below each:**

1. The old man was informed by a boy that -----
  - a) the students had called off the strike.
  - b) the police had arrested Vikram.
  - c) the police had summoned him to the police station.
  - d) the college authorities had removed the Professor.

2. The old man had to make sure at the police station that -----
  - a) his son was safe.
  - b) the police did not adopt third degree method.
  - c) the boy was talking truth.
  - d) the police had been successful in restoring law and order.
3. The students had gone to principal's residence -----
  - a) to withdraw their strike.
  - b) to discuss with principal on Vikram's death.
  - c) to handover the memorandum of their demands.
  - d) to complain against the Professor.
4. The boy informed the old man that Vikram's body was lying -----
  - a) in the police station.
  - b) on the street.
  - c) in the college premises.
  - d) in the market place.
5. The old man was not allowed to see Vikram's mortal remains because students feared that -----
  - a) the police would arrest him.
  - b) he was unable to walk with grief.
  - c) he would not control his emotions.
  - d) his presence may generate a feeling of vengeance among the students.

**B. Answer the following questions in one sentence each.**

1. Why did the old man become disappointed ?
2. Why did the students decide to go to the principal's residence ?
3. How did Vikram die ?
4. What did the students decide after Vikram's death ?

5. When may the students lose their restraint ?

### 3.2.3 Sub-Content II

The old man meditated for a few moments and then, swallowing the saliva in his mouth, he cleared his throat and said, "You will bring the body here in the morning, I suppose?" "Yes, please, uncle," the boy said, "we will." With a lump in his throat that distorted his voice, the old man asked, "What time will you bring it here?"

The boy wearing the beard said, "Round about ten. We shall be here along with the funeral procession."

The old man was out of voice again for some time. The boys stood in silence, looking at him with awe. Breaking the long silence, one of the boys asked, "Uncle! Shall we get along, now?"

The old man did not speak. He only nodded his head in a peculiar fashion, and the boys took it as his consent.

Once again the ear-tearing sound of the machines resounded the atmosphere. The boys were gone. The turmoil was over, and so was that of Vikram's life. The old man was left with only the immediate neighbours. They had heard the boys talking. They approached the old man to pay their condolences. Now, a stream of tears rolled down his cheeks. He hugged his daughter and started sobbing profusely. The neighbours took over his charge and brought him inside the house.

Next morning, at around ten, the tumultuous sound could be heard from a distance. The neighbours came out of their houses. The crowd was advancing towards the old man's house. In front was a jeep laden with flowers and wreaths, and on it lay the body of his son. Behind the jeep were thousands of slogan-raising students.

The old man knew his Vikram was coming. The scenario of the previous day took shape and a spectre was raised in his eyes. At six in the morning, his Vikram had left riding the scooter. And today, the next morning, he was coming back home, dead! Of course, with a big crowd. What a homecoming!

The crowd stopped at the door of the old man's house. The boys had decorated Vikram's corpse with flowers.

With heavy steps, the old man reached the jeep. His eyes moistened. The old woman and their daughter followed. Only Vikram's face was visible. The rest of the body was concealed with flowers and wreaths. A boy, carrying wreaths came to the old man and handing over one, said, "Place it on the body, Uncle. Auntie, Baby, you too."

The old woman was on the verge of fainting. The old man, however, controlled himself. The camera bulbs flashed. A boy detached himself from the crowd, approached the old man and said, "Uncle won't you accompany us to the crematorium?"

A lump nearly choked the old man. Every word forced itself out of his mouth "Who?... me?... How can I go with you, son? Does a father go the crematorium along with the dead body of his son? He must be an unfortunate father who would...."

All the boys were silent. After a few minutes, the dead body of Vikram was lifted from the jeep and brought to the door of his house. After the rituals were over, the boys carried the body on their shoulders again and the entire colony vibrated with the slogans:

"Long live immortal martyr Vikram *Bhai*"

The boys kept repeating the slogan for some time and then, they moved, and the neighbours followed them.

The old man thought as if the boys were carrying on their shoulders the dead body of his dreams.

He looked at the receding procession again with tears in his eyes. The students in thousands raised their hands and shouted slogans all over again. The old man thought his son was after all 'some one', someone really great, or his funeral procession wouldn't be that huge. A feeling of pride permeated his entire being; and with a feeling of solace overtaking him, he was immersed deep in his thoughts. His thoughts were broken by a heart-rending slogan repeated again and again by the boys - *Ram nam sung hai* - God be with you. The old man turned his head and looked at his completely shaken wife and daughter. He felt that the future of his home, riding his shoulders, had dismounted and disintegrated. And then, he was enveloped by oblivion.

*Translated from Sindhi by*

Param Abhichandani

### **III Glossary and Notes :**

**wreath (n):** a garland

**spectre (n):** spirit

**moisten (v):** to make wet

**solace (n):** relief, consolation

**oblivion (n):** forgetfulness

### **Self-Check III :**

#### **I) Rewrite the following choosing the most correct alternative from the ones given below each:**

1. The students decided to bring the dead body of Vikram at his house at----- in the morning.
  - a) ten
  - b) nine
  - c) eleven
  - d) eight
2. When the dead body of Vikram reached at his house ----- was on the verge of fainting.
  - a) the old man
  - b) sister of Vikram
  - c) mother of Vikram
  - d) the leader of students
3. The boys gave the slogan “Long live immortal martyr -----”
  - a) Ram Bhai
  - b) Vikram Bhai
  - c) the student’s leader

- d) the Professor.
4. The old man thought that the boys were carrying on their shoulders the dead body of -----
- a) his dreams.
  - b) his son
  - c) his family
  - d) his own.
5. When the funeral procession of Vikram left the house, the old man was enveloped by -----
- a) pride
  - b) solace
  - c) oblivion
  - d) gratitude

**II) Answer the following questions in one sentence each.**

1. How did the old man know that Vikram was coming ?
2. According to the old man, who must be an unfortunate father ?
3. Who became martyr for the students ?
4. What does the slogan 'Ram nam sung hai' mean ?
5. Who is the translator of the original Sindhi story into English ?

**III) Answer the following questions in three or four sentences each :**

1. What did Vikram do before going on strike ?
2. How did the old man react to Vikram's victory in college elections ?
3. What did the old man think of Vikram's future ?
4. Why did the students call for strike ?
5. How did the old man learn about the strike ?
6. What did the police do during the strike ?

7. What did the old man fear about the police ?
8. How did Vikram die ?
9. What did the students do after Vikram's death ?
10. What did the old man feel about Vikram's death ?

**IV) Vocabulary Exercises :**

**A) Choose the alternative which gives correct meaning of the underlined word/phrase in the following sentences.**

1. The skirmishes between the police and the students ensued.
  - a) debates
  - b) fights
  - c) fierce arguments
  - d) quarrels
2. They were not living in penury.
  - a) poverty
  - b) prosperity
  - c) adversity
  - d) scarcity
3. She lay in lassitude after having her breakfast.
  - a) happiness
  - b) worry
  - c) fatigue
  - d) negligence
4. The intermittent visits of the boys would post them with the latest development in the situation.
  - a) regular
  - b) stopping and starting

- c) timely
  - d) occasional
5. There have been many casualties.
- a) casual incidents
  - b) collective tally of injuries and killings
  - c) collective tally of notices
  - d) number of events.
6. They approached the old man to pay their condolences.
- a) request
  - b) sympathies
  - c) complaints
  - d) requirements
7. The old man was enveloped by oblivion.
- a) forgetfulness
  - b) resurrection
  - c) respect
  - d) pride

**B) Rewrite the following sentences using the correct form of words underlined as instructed in the brackets.**

1. The old man suspected that something was brewing. (use a noun)
2. He got himself hurt and put the family in a lot of inconvenience (make it adjective)
3. It was a violent scream that left the old man's mouth. (use adverb)
4. The boys stood in silence, looking at him with awe. (use V-ing)
5. They told them that bandh was a complete success. (make it adjective)
6. The neighbours took over his charge, and brought him inside the house. (use v-ing)

**C) Use the following idioms/phrases in your own sentences :**

1. to hand over.
2. to heave a sigh of relief.
3. on the verge of
4. to kick up a row
5. to become enveloped in

**3.3 Summary :**

The present short story is written in Sindhi by Ishwar Chander. It is translated into English by Param Abhichandani. This story is about Vikram, the leader of college students and the only son of an old man. He actively joins the students' strike who demand removal of the Professor that slapped one of the students. Vikram leaves the house to observe total bandh in the town. Meanwhile, the police arrest Vikram and other leaders of the students. The old man fears about the safety of his son in the police station. Vikram and other leaders are released from the police station. Now, the students decide to take a big procession to the principal's residence to hand over the memorandum of their demands. The principal refuses to meet them. The turmoil starts there. The police arrive at the college premises and start firing. Vikram dies in the police firing. The students squat in front of the principal's residence with the body of Vikram. They organize a condolence meeting. They take out a funeral procession of Vikram. The old man and his family come to grief as their only son meets tragic death.

**3.4 Key to Self-Check Exercises :**

**Self-Check I**

**A)**

1. b) to see whether any shops are open
2. b) his son would be a VIP one day
3. c) his son was hurt and taken to the hospital
4. b) the professor had slapped a student

5. a) the shops remained closed and nothing was selling even on the footpath stalls

**B)**

1. when Vikram had brought home someone's scooter.
2. when Vikram had been elected as leader of students in his college.
3. Vikram was of the view that he would try to secure a good division in the exams and then seek for a better job.
4. he wanted to find out the bandh was being observed, especially by the shopkeepers.
5. because the schools were closed during the strike.

**Self-Check II :**

**A)**

1. b) the police had arrested Vikram.
2. b) the police did not adopt third degree method.
3. c) to hand over the memorandum of their demands.
4. c) in the college premises.
5. d) his presence may generate a feeling of vengeance among the students.

**B)**

1. because he was not allowed to see his son in the police station.
2. to hand over the memorandum of their demands.
3. Vikram died in the police firing at the principal's residence.
4. they decided to take out the funeral procession of Vikram.
5. when they would see the old man's crying.

**Self-Check III:**

**I)**

1. a) ten
2. c) mother of Vikram

3. b) Vikram bhai
4. a) his dreams
5. c) oblivion

**II)**

1. a jeep decorated with flowers and wreaths, and thousands of slogan-raising students come to the old man's house.
2. a father who goes to the crematorium along with the dead body of his son.
3. Vikram
4. God be with you.
5. Param Abhichandani.

**III) Answer the following questions in three or four sentences each :**

1. Vikram had brought home someone's scooter. He left home early in the morning. He roamed the whole day and went to different places to observe the situation during the strike.
2. The old man was extremely happy for Vikram's victory in college elections. He could not work for about twelve days in his office. He would leave his seat after every few minutes to talk about his son with his known colleagues. His head was up with pride.
3. The old man thought that Vikram had won college elections. After sometime, he would ask him to stand for Municipal elections. Then one day Vikram would be a V.I.P.
4. The college students went on a strike because they insisted that the Professor who had slapped a student, should be removed. They took the decision that no student would attend the classes until the authorities took action against the Professor.
5. The old man and his family waited for Vikram for their morning meal together. Vikram had gone out on a scooter early in the morning. He did not return home. His family received the information of strike from the intermittent visits of the students.

6. The shops remained closed and nothing was sold even on the footpath stalls during the strike. The police arrested Vikram and other leader of the students to control the situation during the strike.
7. The old man was disturbed by the news of Vikram's arrest. He went to the police station to make sure that the police did not adopt third degree method and beat his son mercilessly.
8. After the release of leaders of the students from the police station, the students went to the principal's residence to hand over the memorandum of their demands. They became violent as the principal refused to meet them. The police arrived there to check the mob. They started firing to disperse the crowd. Vikram died in the police firing in the college premises.
9. They squatted outside the principal's residence whole night with the body of Vikram. In the morning, they arranged a condolence meeting. They kept dead body of Vikram in a jeep laden with flowers and wreaths. There were thousands of slogan raising students who joined the funeral procession to the crematorium.
10. The old man had mixed feelings of pride and grief on Vikram's death. His son's death had taken away the dreams from his. But he also thought that his son was 'someone' great as his funeral procession was huge.

#### **IV. Vocabulary Exercises:**

##### **A)**

1. c) fierce arguments
2. a) poverty
3. c) fatigue
4. b) stopping and starting
5. b) collective tally of injuries and killings
6. b) sympathies
7. a) forgetness

##### **B)**

1. The old man's suspicion was that something was brewing.

2. It was convenient for the family as he got himself hurt.
3. The old man screamed violently.
4. Standing in silence, the boys looked at him with awe.
5. They told them that bandh was completely successful.
6. The neighbours, taking his charge, brought him inside the house.

C)

1. I am resigning as chairman and handing over to my deputy.
2. The science students heaved a sigh of relief when the exam was over.
3. She was on the verge of tears.
4. Do not kick up a row otherwise you will be in trouble.
5. The dog became enveloped in muddy water.

### 3.5 Exercises :

**Write short-notes on the following.**

1. Vikram as leader of students.
2. The old man
3. The student's strike
4. The significance of the title 'The Riding Fate'.

### 3.6 Writing Activity:

1. Write a paragraph on the 'College Election'
2. Write a paragraph on 'Curfew in City'.



## Unit-4

### a) Happy Prince

- Oscar Wilde

---

#### Index

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Text : The Happy Prince
  - 4.2.1 Section-I
  - 4.2.2 Section-II
  - 4.2.3 Section-III
- 4.3 Summary
- 4.4 Key to Check your progress
- 4.5 Exercises
- 4.6 Writing Activity
- 4.7 Reference for further study

#### 4.0 Objectives:

After studying this Unit, students will be able to:

- Understand human life and human values
- Learn significance of literature in human life
- Express in good English
- Acquire the skill of narration or story-telling.
- Find relationship between fairy tale and its symbolic importance in life.

## **4.1 Introduction:**

People always think that the beautiful is precious as well as marvelous. But, when the beauty of an object is either lost or withered, it is thrown away. However, according to God, only those things and beings are really precious which/who share the sorrows of others and help them to be happy.

## **4.2 Text: The Happy Prince**

### **4.2.1 Section I**

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a weathercock," remarked one of the of the Town Councillors who wished to gain a reputation for having artistic tastes; "only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything."

"I am glad there is someone in the world who is quite happy," muttered a disappointed man as he gazed at the wonderful statue.

"He looks just like an angel," said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

"How do you know?" said the Mathematical Master, "you have never seen one."

"Ah! But we have, in our dreams," answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

One night, there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her slender waist that he had stopped to talk to her.

“Shall I love you?” said the Swallow, who liked to come to the point at once, and the Reed made him a low bow. So, he flew round and round her, touching the water with his wings, and making silver ripples. This was his courtship, and it lasted all through the summer.

“It is a ridiculous attachment,” twittered the other Swallows; “she has no money, and far too many relations”; and indeed the river was quite full of Reeds. Then, when the autumn came they all flew away.

After they had gone, he felt lonely, and began to tire of his lady-love. “She has no conversation,” he said, “and I am afraid that she is a coquette, for she is always flirting with the wind.” And certainly, whenever the wind blew, the Reed made the most graceful curtseys. “I admit that she is domestic, he continued, “but I love traveling, and my wife, consequently, should love travelling also.”

“Will you come away with me?” he said finally to her; but the Reed shook her head, she was so attracted to her home.

“You have been trifling with me,” he cried. “I am off to the Pyramids. Good-bye!” and he flew away.

All day long he flew, and at night-time he arrived at the city. “Where shall I put up?” he said; “I hope the town has made preparations.”

Then he saw the statue on the tall column.

“I will put up there,” he cried; “it is a fine position, with plenty of fresh air.” So he alighted just between the feet of the Happy Prince.

“I have a golden bedroom,” he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing, a large drop of water fell on him. “What a curious thing!” he cried, “there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the north of Europe is really dreadful. The Reed used to like the rain, but that was merely her selfishness.”

Then, another drop fell.

“What is the use of a statue if it cannot keep the rain off?” he said. “I must look for a good chimney-pot,” and he determined to fly away.

But before he had opened his wings, a third drop fell, and he looked up and saw – Ah! What did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

“Who are you?” he said.

“I am the Happy Prince.”

“Why are you weeping then?” asked the Swallow; “you have quite drenched me.”

“When I was alive and had a human heart,” answered the statue, “I did not know what tears were, for I lived in the Palace of Sans-Souci, where sorrow is not allowed to enter. In the daytime I played with my companions in the garden, and in the evening, I led the dance in the Great Hall. Round the garden ran a very lofty wall, but I never cared to ask what lay beyond it, everything about me was so beautiful. My courtiers called me Happy Prince, and happy indeed I was, if pleasure be happiness. So, I lived and so I died. And now that I am dead they have set me up here so high that I can see all the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot chose but to weep.”

“What is he not solid gold?” said the Swallow to himself. He was too polite to make any personal remarks out loud.

★ **Check Your Progress-1**

**A) Answer the following questions in brief.**

1. Where was the statue of the Happy Prince installed?
2. Where had friends of swallow gone and when?
3. With whom the swallow was in love?
4. Whom does the Reed flirt with?
5. Where did the swallow alight and why?
6. What did happen when the swallow is about to sleep?
7. What did the swallow see after the third drop of water was fallen?

8. Why was the Happy Prince weeping?
9. Why did the courtiers call their prince as the Happy Prince?

#### 4.2.2 Section II

“Far away,” continued the statue in a low musical voice, “far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering passion-flowers on a satin gown for the loveliest of the Queen’s maids-of-honour to wear at the next Court-ball. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt? My feet are fastened to this pedestal and I cannot move.”

“I am waited for in Egypt,” said the Swallow. My friends are flying up and down the Nile, and talking to the large lotus-flowers. Soon they will go to sleep in the tomb of the great King. The King is there himself in his painted coffin. He is wrapped in yellow linen, and embalmed with spices. Round his neck is a chain of pale green jade, and his hands are like withered leaves.”

“Swallow, Swallow, little Swallow,” said the Prince, “will you not stay with me for one night and be my messenger? The boy is so thirsty, and the mother so sad.”

“I don’t think I like boys,” answered the Swallow. “Last summer, when I was staying on the river, there were two rude boys, and the miller’s sons, who were always throwing stones at me. They never hit me, of course; we swallows fly far too well for that, and besides, I come of a family famous for its agility; but still, it was a mark of disrespect.”

But the Happy Prince looked so sad that the little Swallow was sorry. “It is very cold here,” he said, “but I will stay with you for one night, and be your messenger.”

“Thank you, little Swallow,” said the Prince.

So the Swallow picked out the great ruby from the Prince’s sword, and flew away with it in his beak over the roofs of the town.

He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl

came out on the balcony with her lover. "How wonderful the stars are," he said to her, "and how wonderful is the power of love."

"I hope my dress will be ready in time for the State-ball," she answered. "I have ordered passion-flowers to be embroidered on it, but the seamstresses are so lazy."

He passed over the river, and saw the lanterns hanging to the masts of the ships. He passed over the Ghetto, and saw the old Jews bargaining with each other, and weighing out money in copper scales. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped and laid the great ruby on the table beside the woman's thimble. Then he flew gently round the bed, fanning the boy's forehead with his wings. "How cool I feel," said the boy, "I must be getting better"; and he sank into a delicious slumber.

Then the Swallow flew back to the Happy Prince, and told him what he had done. "It is curious," he remarked, "but I feel quite warm now, although it is so cold."

"That is because you have done a good action," said the Prince. And the little Swallow began to think, and he fell asleep. Thinking always made him sleepy.

When the day broke he flew down to the river and had a bath. "What a remarkable phenomenon," said the Professor of Ornithology as he was passing over the bridge. "A swallow in the winter!" And he wrote a long letter about it to the local newspaper. Every one quoted it, it was full of so many words that they could not understand.

"Tonight I go to Egypt," said the Swallow, and he was in high spirits at the prospect. He visited all the public monuments and sat a long time on top of the church steeple. Wherever he went the sparrows chirruped, and said to each other, "what a distinguished stranger!" So he enjoyed himself very much.

When the moon rose he flew back to the Happy Prince. "Have you any commissions to Egypt?" he cried; "I am just starting."

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"I am waited for in Egypt," answered the Swallow. "Tomorrow my friends will fly up to the Second Cataract. The river horse couches there among the bulrushes,

and on a great granite throne sits the God Memnon. All night long he watches the stars, and when the morning star shines he utters one cry of joy, and then he is silent. At noon the yellow lions come down to the watcher's edge to drink. They have eyes like the green beryls, and their roar is louder than the roar of the cataract.

"Swallow, Swallow, little Swallow," said the Prince, "far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in a tumbler by his side there is a bunch of withered violets. His hair is brown and crisp, and his lips are red like a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the grate, and hunger has made him faint."

"I will wait with you one night longer," said the Swallow, who really had a good heart. "Shall I take him another ruby?"

"Alas! I have no ruby now," said the Prince, "my eyes are all that I have left. They are made of rare sapphires, which were brought out of India a thousand years ago. Pluck out one of them and take it to him. He will sell it to the jeweller, and buy food and firewood and finish his play."

"Dear Prince," said the Swallow, "I cannot do that"; and he began to weep.

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So the Swallow plucked out the Prince's eye, and flew away to the student's garret. It was easy enough to get in, as there was a hole in the roof. Through he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird's wings, and when he looked up he found the beautiful sapphire lying on the withered violets.

"I am beginning to be appreciated," he cried, "this is from some great admirer. Now I can finish my play," and he looked quite happy.

The next day, the Swallow flew down to the harbour. He sat on the mast of a large vessel and watched the sailors hauling big chests out of the hold with ropes. "Heave a-hoy!" They shouted as each chest came up. "I am going to Egypt!" cried the Swallow, but nobody minded, and when the moon rose he flew back to the Happy Prince.

"I am come to bid you good- bye," he cried.

“Swallow, Swallow, little Swallow,” said the Prince, “will you not stay with me one night longer?”

“It is winter,” answered the Swallow, “and the chill snow will soon be here. In Egypt the sun is warm on the green palm-trees, and the crocodiles lie in the mud and look lazily about them. My companions are building a nest in the Temple of Baalbec, and the pink and white doves are watching them, and cooing to each other. Dear Prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away. The ruby shall be redder than a red rose, and the sapphire shall be as blue as the great sea.”

“In the square below,” said the Happy Prince, “there stands a match-girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her.”

“I will stay with you one night longer,” said the Swallow, “but I cannot pluck out your eye. You would be quite blind then.”

“Swallow, Swallow, little Swallow,” said the prince, “do as I command you.”

So he plucked out the Prince’s other eye, and darted down with it. He swooped past the match-girl, and slipped the jewel into the palm of her hand. “What a lovely bit of glass,” cried the little girl and she ran home, laughing.

Then the Swallow came back to the Prince. “You are blind now,” he said, “so I will stay with you always.”

★ **Check Your Progress-2**

**A) Answer the following questions in brief.**

1. What was the seamstress embroidering and for whom?
2. What was the Swallow commanded to bring to the seamstress and why?
3. Where was the King and how?
4. Why did not the Swallow like the boys?
5. Why did the Swallow feel warm although it was cold?
6. Why did the swallow feel asleep?

7. What were the eyes of the happy Prince made of?
8. What was the young man in the garret trying for?
9. Why was the match-girl crying?
10. Why did the swallow decide to stay always with the Happy Prince?

### 4.2.3 Section III

“No, little Swallow,” said the poor prince, “you must go away to Egypt.”

“I will stay with you always,” said the Swallow, and he slept at the Prince’s feet.

All the next day, he sat on the Prince’s shoulder, and told him stories of what he had seen in strange lands. He told him of the red ibises, who stand in long rows on the banks of the Nile, and catch gold-fish in their beaks; of the Sphinx, who is as old as the world itself, and lives in the desert, and knows everything; of the merchants, who walk slowly by the side of their camels, and carry amber beads in their hands; of the King of the Mountains of the Moon, who is as black as ebony, and worships a large crystal; of the great green snake that sleeps in a palm-tree, and has twenty priests to feed with honey-cakes; and of the pygmies who sail over a big lake on large flat leaves, and are always at war with the butterflies.

“Dear little Swallow,” said the Prince, “you tell me of marvelous things, but more marvelous than anything is the suffering of men and of women. There is no Mystery so great as Misery. Fly over my city, little Swallow, and tell me what you see there.”

So the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children looking out listlessly at the black streets. Under the archway of a bridge two little boys were lying in one another’s arms to try and keep themselves warm. “How hungry we are!” they said. “You must not lie here,” shouted the Watchman, and they wandered out into the rain.

Then he flew back and told the Prince what he had seen.

“I am covered with fine gold,” said the Prince, “you must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy.”

Leaf after leaf of the fine gold, the Swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of the fine gold he brought to the poor and the children's faces grew rosier, and they laughed and played games in the street. "We have bread now!" they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver, they were so bright and glistening; long icicles like crystal daggers hung down from the eaves of the houses, everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking and trying to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. "Good- bye, dear Prince!" he murmured, "will you let me kiss your hand?"

"I am glad that you are going to Egypt at last, little Swallow," said the Prince, "you have stayed too long here; but you must kiss me on the lips, for I love you."

"It is not to Egypt that I am going," said the Swallow. "I am going to the House of Death. Death is the brother of Sleep, is he not?"

And he kissed the Happy Prince on the lips, and fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early next morning, the Mayor was walking in the square below in company with the Town Councillors. As they passed the column, he looked up at the statue: "Dear me! How shabby the happy Prince looks!" he said.

"How shabby indeed!" cried the Town Councillors, who always agreed with the Mayor and they went up to look at it.

"The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer," said the Mayor in fact, "he is little better than a beggar!"

"Little better than a beggar," said the Town Councillors.

“And here is a dead bird at his feet!” continued the Mayor. “We must really issue a proclamation that birds are not to be allowed to die here.” And the Town Clerk made a note of the suggestion.

So they pulled down the statue of the Happy Prince. “As he is no longer beautiful he is no longer useful,” said the Art Professor at the University.

Then they melted the statue in the furnace, and the mayor held the meeting of the Corporation to decide what is to be done with the metal. “We must have another statue, of course,” he said, “and it shall be a statue of myself.”

“Of myself,” said each of the Town Councillors, and they quarrelled. When I last heard of them they were quarrelling still.

“What a strange thing!” said the overseer of the workmen at the foundry. “This broken lead heart will not melt in the furnace. We must throw it away.” So they threw it on a dust-heap where the dead Swallow was also lying.

“Bring me the two most precious things in the city,” said God to one of His Angels, and the Angels brought Him the leaden heart and the dead bird.

“You have rightly chosen,” said God, “for in my garden of Paradise this little bird shall sing for everyone, and in my city of gold the happy Prince shall praise me.”

### ★ Check Your Progress-3

#### A) Answer the following questions in brief.

1. What stories of strange lands were told by the Swallow to the Happy Prince?
2. What is more marvelous thing, according to the Happy Prince?
3. What did the Swallow see when it flew over the city?
4. What, according to the Happy Prince, do the living people always think?
5. What did the Happy Prince command the Swallow to do for the poor?
6. Where did the Swallow go after kissing the Happy Prince?
7. Why was the statue looking shabby?
8. What did the Town Clerk make a note of?

9. What, according to the overseer of workmen at foundry, was a curious thing?
10. What were the most precious things, according to the Angel?

### 4.3 Summary

There is a statue of the Happy Prince on a tall column in the city. It is covered with fine gold leaves. It has eyes of two bright sapphires and there is a large red ruby shining on his sword-hilt. People call the Prince a beautiful, happy person like an angel. There is a Swallow that falls in love with a Reed but its love is not responded to by her. So, the Swallow flies away all night and arrives at the city. It takes shelter under the feet of the statue one night. When the Swallow is about to sleep, three large drops of water fall down on its wing. The bird looks up and finds the Happy Prince weeping because the Prince never witnessed misery and ugliness in life when he was alive. But when people install him as a statue, he finds misery and ugliness of life. Therefore, he sheds tears even though he is made of leaden heart.

The Happy Prince finds that there is a seamstress in the poor house whose son is suffering from fever and crying for oranges. But, the seamstress has nothing but river water for him to drink. Hence, the Happy Prince commands the Swallow to give a large ruby from his sword-hilt. The Swallow is reluctant in the beginning but later obeys the Prince and brings the ruby to the seamstress. It, then, fans the forehead of the boy who takes sound sleep thereafter. When the Swallow returns back, he feels warm though it is cold there. The Happy Prince reminds the bird that its good action has brought warmth.

The next day, when the bird is about to leave, the Happy Prince finds a young student unable to finish his play, and he is suffering from food and firewood. So, the Prince commands the bird to pluck out the sapphire from one of his eyes and to give it to the student. The bird flies with the sapphire and lays it down beside the student. The student feels that it is a gift from his admirer and finishes his play.

When the winter comes, the Swallow decides to go to Egypt where his friends are enjoying warmth of the sun. But, the Prince commands him to pluck out another sapphire from his eye and give it to the match-girl. She has dropped all the matches into the gutter and spoiled them. She is crying for fear of beating by her father. Accordingly, the Swallow brings another sapphire to the crying match-girl.

However, the bird tells the Prince that it will always stay with the Prince as he has gone blind then. The bird sits down on the Prince's shoulder and tells the stories of strange lands. It tells stories of the red ibises, of the Sphinx, of the merchants, of the Kong of Mountains, of the green snake and of the pigmies. The Prince reminds the bird that the most marvelous thing is the sufferings of people. He further orders the bird to fly over the city and report him whatever it finds.

The Swallow, after flying over the city, finds that the rich are enjoying life in their beautiful houses while the poor are sitting like beggars at their gates. They are being driven out from the gates by the watchman. Hence, the Prince commands the bird to take off all the golden leaves covered on his body and distribute them amongst the poor. Meanwhile, the Swallow grows weaker due to the snow and frost of the winter. The bird flies on the Prince's shoulder and kisses his lips, and falls dead the feet of the Prince. The leaden heart of the statue cracks and breaks into two pieces.

The next day, when the Mayor and his colleagues find that the statue is bereaved of its ruby on the sword-hilt, the eyes are gone blind and the entire body is bare without gold leaves. They also find a dead bird at the feet of the statue. They issue notice that birds are not allowed to die there. Moreover, the Mayor orders to pull down the statue as it is neither beautiful nor useful. It is melted down in the furnace. Strangely, the broken lead heart is unable to melt down. The overseer throws that leaden heart on the dust-heap beside the dead bird. The Mayor and councilors quarrel endlessly over the question of erecting their own statue.

When God asks the angel to bring Him two most precious things, the Angel brings the broken lead heart and the dead bird.

#### **4.4 Terms to Remember**

**sapphire** : (noun) a clear, bright, blue precious stone

**ruby** : (noun) a dark red precious stone

**sword-hilt** : (noun) a handle of a sword

**weathercock** : (noun) a weathervane in the shape of a male chicken or cock

**Charity children** : (noun) poor or sick children brought up on money, food and other help of benevolent persons

**scarlet cloaks** : (adj + N) a red coat without sleeves, fastened to the Neck and hangs loosely on shoulders

**pinfore** : (noun) a loose piece of clothing without sleeves, worn over front of clothes to keep them clean

**coquette** : (noun) a woman who behaves in a way which intends to attract men

**alight (in/on/upon)**: (verb) to land in or on something after flying

**Chimney- pot** : (noun) a short wide pipe placed on top of a chimney

**seamstress** : (noun) a woman whose job is sewing and making clothes

**lead** : (noun) a heavy soft grey metal

**Ghetto** : (noun) an area of a city where many people of the same race or background live separately from the rest of the population

**thimble** : (noun) a small or plastic object put on the end of a finger to protect it when sewing

**monument** : (noun) a building, column, statue, etc. built to remind people of a famous person or event

**garret** : (noun) a small, dark, unpleasant room at the top/roof of the house

**grate** : (noun) a metal frame for holding the wood/coal in a fireplace

**Sphinx** : (noun) an ancient Egyptian stone statue of a creature with a human head and the body of a lion lying down. In ancient Greek stories, the Sphinx spoke in riddles.

**ebony** : (noun) the hard black wood of various tropical trees

**icicle** : (noun) a pointed piece of ice formed when water freezes while falling down from something like a roof

**dart down** : (verb) to move suddenly and quickly in a particular direction

**shabby** : (adjective) (of a person) badly dressed in clothes that have been worn a lot

**proclamation** : (noun) an official statement about something important that is made to the public or an act of making an official statement

**furnace** : (noun) an enclosed space or room for heating metal or glass to very high temperature

## **4.5 Answers to Check Your Progress**

### **★ Answers to check your progress-1**

1. The statue of the Happy Prince was installed high above the city on a tall column.
2. The friends of a swallow had gone to Egypt six weeks before.
3. The swallow was in love with a beautiful Reed.
4. The Reed flirts with the wind.
5. The swallow alighted between the feet of the statue of the Happy Prince installed on a tall column. It was a fine position with plenty of fresh air.
6. When the swallow was about to sleep, a large drop of water fell on him.
7. When the third drop of water fell on the swallow, he saw tears running down the golden cheeks of the Happy Prince in the moonlight.
8. The Happy Prince was weeping when he saw all the ugliness and misery of his city.
9. The courtiers called him the Happy Prince because he lived in the Palace. He did not know the meaning of tears and sorrows, and everything was beautiful for him.

### **★ Answers to Check your progress-2**

1. The seamstress was embroidering passion flowers on the satin gown for the Queen's maids-of-honour to wear at the next Court-ball.
2. The Happy Prince commanded the Swallow to bring the ruby to the seamstress out of his sword-hilt.
3. The King was laid at the tomb in the painted coffin wrapped in yellow linen.
4. When the Swallow was staying on the river last summer, two rude boys were throwing stones at him. So, the Swallow did not like the boys.

5. The Swallow had brought the ruby to the seamstress and fanned her son's forehead. This good action made the Swallow feel warm although it was cold.
6. The Swallow felt asleep because he was thinking and thinking always made him sleepy.
7. The eyes of the Happy Prince were made of sapphire.
8. The young man in the garret was trying to write a play for the Director of the Theatre.
9. The match-girl had let her matches fall in the gutter and they were spoiled. She was afraid of being beaten by her father.
10. The Swallow decided to stay always with the Happy Prince because the Prince had gone blind.

★ **Answers to check your progress-3**

1. The Swallow told the Happy Prince the stories of the red ibises, the merchants, the King of Mountains of the Moon, the great green snake and of the pigmies.
2. According to the Prince, more marvelous thing is the suffering of men and women.
3. When the Swallow flew over the city, it saw the rich making merry in beautiful houses while the beggars were sitting at the gates and the starving children being dismissed by the watchman.
4. The living people always think that gold can make them happy.
5. The Happy Prince commanded the Swallow to take off fine gold leaf by leaf on his body and to give it to the poor suffering from starvation.
6. After kissing the Happy Prince, the Swallow went to the House of Death. That is, the Swallow died after kissing the Prince.
7. The statue was looking shabby because the ruby was fallen out of the sword, his eyes were gone and it was deprived of its gold.
8. The Town Clerk made a note of proclamation that the birds were not allowed to die at the feet of the statue.

9. It was a strange thing that the broken lead heart would not melt in the furnace, according to the overseer of workmen of the foundry.
10. The leaden heart and the dead bird were the most precious things, according to the Angel.

#### 4.6 Exercises

**A) Rewrite the following sentences by choosing the correct alternatives.**

- i. One of the Town Councillors remarks, ‘He is as beautiful as a .....’
  - a. sapphire
  - b. weathercock
  - c. ruby
  - d. swallow
- ii. “He looks just like ... ..,” said the Charity Children as they came out of the cathedral.
  - a. a Happy Prince
  - b. a saint
  - c. an angel
  - d. a bird
- iii. The Reed used to like the rain, but that was merely her .....
  - a. pleasure
  - b. hobby
  - c. necessity
  - d. selfishness
- iv. The Happy Prince started crying when he saw ugliness and .... of his city.
  - a. misery
  - b. happiness
  - c. pleasure
  - d. beauty

- v. "My friends are flying up and down the Nile, and talking to the ....., " said the swallow.
- a. statue
  - b. Happy Prince
  - c. lotus-flowers
  - d. seamstress
- vi. Wherever he went the Sparrows chirruped, and said to each other, "What a ..... stranger!"
- a. distinguished
  - b. charming
  - c. fascinating
  - d. remarkable
- vii. The swallow gives the match-girl the sapphire from the .... . of the Happy Prince.
- a. sword-hilt
  - b. other eye
  - c. pocket
  - d. blind eye
- viii. The living people always think that ... can make them happy.
- a. ruby
  - b. sapphire
  - c. money
  - d. gold
- ix. "I am going to the House of Death. .... is the brother of sleep, is he not?"
- a. Death
  - b. Rest
  - c. Birth

d. Illness

**B) Answer the following in 2 to 3 sentences each.**

1. Why did the swallow stay behind though his friends had gone to Egypt?
2. Why did the swallow fly away alone?
3. Why did the swallow think of falling a drop of water to be curious?
4. Why did the little boy ask for oranges?
5. How does Oscar Wilde describe the great king in the tomb?
6. Why does the swallow not like the boys?
7. What, according to Professor of Ornithology, was a remarkable phenomenon?
8. Why did the Happy Prince ask the swallow to pluck a sapphire out of his eye?
9. What did the swallow watch from the mast of a vessel?
10. Where were friends of the swallow building a nest?
11. Why did the Happy Prince ask the swallow to take gold leaves off his body?
12. What proclamation is made by the Town Clerk?

**C) Write answers to the following questions in about 120 to 150 words each.**

1. Why was the Happy Prince weeping?
2. Why did the Happy Prince ask the swallow to take a ruby to the seamstress?
3. What did the swallow observe while carrying the ruby to the seamstress?
4. Why did friends of the swallow decide to visit the second cataract?
5. Why did the Happy Prince feel pity for the student in the garret?
6. Why did the Prince ask the swallow to give the other sapphire to the girl?
7. Narrate stories told by the swallow to the happy Prince.
8. Why did the mayor think the statue of the Prince shabby?

9. What is the central idea of the Happy Prince?

**D) Vocabulary Exercises:**

a) Complete the following table

Noun	Verb	Adjective	Adverb
	respect		
delight			
	beg for		
		glowing	
dust			

b) Give synonyms and antonyms of the following –

Word	Synonym/s	Word	Antonym/s
regard		sorrow	
dread		pick up	
vessel		human	

**4.7 Writing Activity:**

- a. Write an essay on the miserable persons observed by the Happy Prince.
- b. Write an essay on the obedient efforts made by the swallow.

**4.8 Further Reading:**

- a. Fairy Tales
- b. The Adventures of Tom Sawyer



## Unit-4

### b) The Sick Rose

- William Blake

---

#### Index:

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Text
- 4.3 Self check exercise
- 4.4 Summary
- 4.5 Glossary and Notes
- 4.6 Answers to self check exercises
- 4.7 Further Exercises

#### 4.0 Objectives

After working with this unit you will be able to understand

- William Blake as a mystic poet.
- The general idea and theme of the poem.
- How innocence is destroyed by selfishness.
- How figurative language leads to many interpretations.
- A kind of parasitical relationship among living creatures.

#### 4.1 Introduction

William Blake, an extraordinary poet, a painter, and a printmaker was born on November 28, 1757 at Broad Street in Solo, London. He who studied engraving and who grew to love Gothic art, began writing at an early age. His early writings include '*All Religions are one*' and '*There is no Natural Religion*'. His notable works are '*The Marriage of Heaven and Hell*' and '*The Four Zoas*'. His unique works are '*Songs of Innocence*' and '*Songs of Experience*'. They show the two contrary states

of Human soul. *'Songs of Innocence'* is a collection of 19 poems and is an expression of spontaneous happiness of childhood. *'Songs of Experience'* is a collection of 26 poems. It tells how man passes from innocence to experience and how what we accept in childhood innocence is tested and proved feeble by actual events. It also tells how every noble desire may be debased and perverted.

William Blake though seminal figure in the history of English poetry remained largely unrecognized during his lifetime and was a misunderstood poet. The Bible remained a lifetime source of inspiration for him. His life and works were greatly influenced by it.

The present poem is selected from *'Songs of Experience'*. The poem is in two quatrains. It contains only eight lines and is an easy reading material. However, the content is a little strange. It opens with an address to a sick rose. It is about a very common natural event. The invisible worm during night attacks the rose. It gnaws its petals and destroys it. The poem is symbolic and expresses the horror of repressed sexuality. It's about violence and sex. It also throws light on the darker side of human nature. It can have many interpretations.

## 4.2 Text

O Rose thou art sick.  
The invisible worm,  
That flies in the night  
In the howling storm:  
  
Has found out thy bed  
Of crimson joy:  
And his dark secret love  
Does thy life destroy

### 4.3 Self check exercises

#### Comprehension questions:-

#### A) Rewrite the following choosing the most correct alternative.

- 1) This poem is an address to -----  
a) a worm      b) a rose      c) a night      d) a storm
- 2) 'Thou art' is an ..... expression.  
a) aesthetic      b) artistic      c) archaic      d) allegorical
- 3) This poem is about ----of love by selfishness.  
a) creation      b) destruction      c) sublimation      d) variation
- 4) The rose has been a symbol for a -----girl.  
a) ugly      b) modern      c) beautiful      d) traditional
- 5) The rose is a conventional symbol of -----  
a) sympathy      b) love      c) innocence      d) experience
- 6) The Sick Rose is taken from -----.  
a) Songs of Experience      b) Songs of Innocence  
c) The Marriage of Heaven and Hell      d) The Four Zoas
- 7) The rose stands for -----.  
a) a lover      b) a beloved  
c) a soul      d) repressed heart

#### B) Answer the following questions in one sentence each.

- 1) What type of the worm is in the poem?
- 2) When does it enter the bed of rose?
- 3) Who destroys the life of rose?
- 4) What does the worm symbolize?
- 5) What is the conventional symbol of rose?
- 6) Who is sick?

- 7) What is the bed of the rose like?
- 8) What does the dark secret love suggest?

#### 4.4 Summary

The poem is addressed to a rose. The poet or the speaker informs us that the rose is sick. One stormy night, an invisible worm goes flying and finds the bed of the rose that is dark purple or red in colour. It gets attracted to the colour and its sweet taste of petals. It enters the bed. It eats the petals of the rose and destroys it. It seems that the poem is about a rose and a worm. It looks a simple description of a very common natural event. But the symbolic meaning of the poem gets the attention of the readers. The rose may be symbol of a lover, a beloved, love, beauty, passion, etc. and the worm may stand for the devil, an evil force, a parasite, an illness, misunderstanding, destructive intention etc. one can learn many things from the poem. All beautiful things come to an end if they get infected by desire. A relationship may be in danger if misunderstanding creeps into it. Innocence may become ones vice. Rose and worm may be human figures. The poem may be a lament of a speaker who is lamenting over his lost love or he is watching his love withering away.

#### 4.5 Glossary and Notes:-

**Thou art, thy (archaic words):-** you are, your

**Howling (adj):-** very violent

**Crimson (adj):-** dark in colour

***O Rose, thou art sick:*** The rose has always been a symbol for a beautiful girl. It also represents a girl restricted by excessive modesty. The poet regards this quality as a vice. It leads to the kind of repression. So the rose is being told that it is sick. (Blake's all roses are sick, jealous, frustrated or presenting defensive thorns to prospective lovers.)

***The invisible worm.....of crimson joy:-*** The worm destroying the beauty of the rose bud is long lasting symbol. Scientifically, there is no worm, flying in the night that attacks or destroys a rose. Here, Blake speaks figuratively. He wishes to say that beautiful things are frequently destroyed by mysterious evil forces of decay or disease. In other words, the rose is seduced by the worm.



- c) unable to be praised.                      d) unable to be disguised.
- 2) She howled in pain.  
a) cried                      b) screamed                      c) shouted                      d) roared
- 3) He went crimson with embarrassment.  
a) a deep red colour                      b) a deep white colour  
c) a deep black colour                      d) a deep pink colour
- 4) This poison destroys rats.  
a) kills                      b) removes                      c) ceases                      d) sucks

**B) Rewrite the following sentences using correct form of the underlined words, as indicated in the brackets:-**

- 1] The rose has been a symbol for a beautiful girl. (use V.)
- 2] The worm seduces the rose. (use N.)
- 3] He was a sickly child. (use Adj.)
- 4] The wind was howling around the house. (use N. )
- 5] It was a stormy night. (use N. )



## Unit-4

### c) Stopping by The Woods on a Snowy Evening

- Robert Frost

---

#### Index :

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Content : The Text of the poem self-check Exercises
- 4.3 Summary
- 4.4 Glossary
- 4.5 Check your progress
- 4.6 Further Exercises
- 4.7 Writing Activity

#### 4.0 Objectives :

After studying this poem you will be able to :

- To understand nature poetry.
- Relationship between man and nature.
- Love for nature.
- To understand the mystery of life.

#### 4.1 Introduction :

Robert Lee Frost (1874-1963) is a noted American poet born in San Francisco on 26th March 1874. His parents William Prescott Frost and Isabel Moodie, met when they were both working as teachers. Robert was the eldest of their two children. Jeanie his sister. In 1885 following the death of his father, the family moved in with his grandfather in Lawrence Massachusetts. He spent most of his years in snowy places like Massachusetts and New Hampshire. He is a beloved

American poet, and many people associate him with nature. Frost is known for creating simple poems that can be interpreted on many different levels.

The present poem, 'Stopping By Woods on a Snowy Evening' is a symbolic poem. Frost wrote this poem in 1922, two years before winning the first of his four Pulitzer prizes. The poem tells the story of a man travelling through some snowy woods on the darkest evening of the year, and he is pretty much in love with what he sees around him. He is on his way back to town, but he can't quite tear himself away from the lovely and dark woods.

#### **4.2 Content : The Text of the poem self-check Exercises**

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.

My little horse must think it queer

To stop without a farm house 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 other sound's the sweep

of easy wind and downy flake.

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.

### 4.3 Summary

#### Explanation :

'Stopping By Woods on a Snowy Evening' is widely regarded metrically, as Frost's most perfect poem. The poem is about description of a man appreciating nature. The poem is symbolic in which Frost tries to suggest that each person is a traveller in this world and ultimately he has to die. The woods are symbolic of the world and the promise "miles to go" symbolizes man's responsibilities to the other fellow beings, and sleep is symbolic of death i.e. the end of all flux, worries and responsibilities. The evening symbolizes the old age and the horse symbolizes man's little body in comparison to the bulky shape of the world.

The speaker is in the woods, but he's trespassing. He first wonders who owns these woods. In the same breath, he tells us that he thinks he does know who owns them. The lucky landowner lives in a house in the village. So, the speaker won't get into trouble for trespassing, because there's no one to catch him trespassing.

The speaker has a small horse. He psychoanalyzes his little horse and supposes, that the said little horse must think it's pretty strange for them to be stopping in the middle of nowhere, with no one in sight. Also, it happens to be the darkest evening of the year.

The little horse is starting to really lose it. Fortunately, he has some harness bells on his back, and he gives them a little shake in order to get his master's attention. The only other sounds are of a slight wind and of a falling snow.

The speaker admits to having a hankering for the dark woods, but he tells us he's got things to do, people to see and places to go. He's to go a long way before he can rest his head on his little pillow, so he had better get going.

This poem is loaded with a full inventory of possible meanings. The last lines are the true pinnacle of the poem. They make a strong claim to the most celebrated instance of repetition in English poetry. This repetition adds beauty to the confusion between an attraction towards the woods and the pull of responsibility outside the woods. Some critics have interpreted the poem as a meditation on death. The lyrical quality of the poem with its simple alliterations of the sibilants as in woods/ these/ see/ snow or the "d" sound in woods, dark, deep, or single rhymes like know/ though/ snow / queer/ near/ year and so on. is highly pleasing to the mind's ear.

## 4.4 Glossary

**queer** : odd, whimsical, mysterious

**Frozen** : very hard

**harness** : leather seat on horseback.

**sweep** : flow, wind blowing

**flake** : small piece, a bit

## 4.5 Check your progress

### I. COMPEREHENSION QUESTION

#### A. Skimming and scanning questions

- i. Does the house belong to a man or woman?
- ii. What must think it queer to stop?
- iii. What adjectives does the poet use to describe the woods?
- iv. What is the other sound described in the poem ?

#### B. Rewrite the following sentences by choosing the correct alternatives.

1. Where is the house ?  
a) in the woods   b) by the road   c) in the village   d) there is no house
2. Why does the narrator stop by the woods ?  
a) to see the fires burning                      b) to see the stars twinkling  
c) to hear the harness bells ringing   d) to see the woods fill up with snow.
3. What isn't near ?  
a) A farmhouse   b) the road                      c) A fire                      d) the village
4. Who/what gives his harness bells a shake?  
a) poney                      b) mule                      c) horse                      d) cow
5. Insert the missing word, "the woods are ..... dark and deep."

**C. Answer the following in 2 to 3 sentences each.**

1. Why does the speaker stop in the woods in Robert Frost's 'Stopping by the woods...?'
2. Explain the poet's emotional and internal experience when he stops in the woods ?
3. In his 'Stopping by the woods....' why does Frost repeat the line "And miles to go before I sleep ?"
4. Explain the tussle between life and death on the background of the poem ?

**D. Long Answer type questions.**

1. What is the message of the poem ?
2. Why does Frost end the poem repeating the same line.

**II. VOCABULARY EXERCISES.**

**A. Complete the following table.**

	Noun	Verb	Adjective	Adverb
1		fill		
2			downy	
3			dark	
4			near	

**B. Give synonyms and antonyms of the following.**

	Word	Synonyms	Word	Antonyms
1	deep		lovely	
2	sweep		fill	
3	dark		easy	
4	watch		stop	

#### **IV. WRITING ACTIVITY**

1. Collect any poem which describes the basic conflict of human life.

#### **V. FURTHER READING**

1. Bloom, Harold, ed. 'Modern Critical Views : Robert Frost', New York, Chelsea House publishers, 1986.
2. Oliver, Eghert S.et. al (ed.) American Literature, 890-198. Anthology, Delhi, Eurasia Publishing House, 1969



**a) Official Letter Writing**

---

**Index :**

1.0 Objectives

1.1 Introduction

1.2 Content

1.2.1 Sub – Content I : Letters related to application, acceptance, refusal, etc.

1.2.2 Sub – Content II : Official Communication letters – change in address, increase in salary, leave, letter to the Editor, complaint letter etc.

1.3 Summary

1.4 Exercises

1.5 Further Reading

**1.0 Objectives :**

After studying this unit you will be able to :

- To understand the use of Formal English in official letter writing.
- To learn to draft letters of application, appointment, transfer etc.
- To learn to write acceptance,
- to learn to write refusal letters etc.
- To learn to write official letters asking for permission, leave etc.
- To learn, in general, how to handle official correspondence in English.

**1.1 Introduction :**

Every educated person should know how to write a clear and readable letter. Everyone has to write official letters of some sort. The art of letter writing is, therefore, no mere ornamental accomplishment, but something that every educated

person must acquire for practical purpose. Official letters should be clear and to the point. With the advent of e-mail, it is becoming less and less common to write letters but a few letters that you will write will probably be very important ones, such as letters for job application, or letters of complaint.

It is very important, therefore, that you have the desired effect on the reader.

**In order to achieve this, letters should be:**

- In the correct format
- Short and to the point
- relevant
- free of any grammatical or spelling mistakes.
- polite, even if you are complaining.
- Well presented.

**You should avoid.**

- everyday, colloquial language, slang or jargon.
- avoid contractions (I'm, it's, etc.)
- avoid emotive, subjective language (terrible , rubbish etc.)
- avoid vague words such as nice, good, get etc.

These letters are much more formal in style than friendly letters.

**Structure of Effective Letters :**

- Your **address** and **the current date** should be either at the top left corner or at the upper right hand corner of the letter.
- **The addressee`s address** should be placed at the left margin before the salutation.
- **The salutation** is the formal greeting depending on the status of the addressee/s
- **The body of the letter** comes after the salutation.
- **The closing** follows the body of the letter. A formal closing such as Yours sincerely or faithfully is appropriate.

- **Sign your name** in blue or black ink.
- If it is necessary, there should be a list of enclosures at the left.

**Tips for writing impressive official letters -**

1. Letters should not exceed one page in length.
2. Be positive in the context, tone and choice of words .
3. Be concise and relevant.
4. Check your grammar and spelling very carefully.
5. Use the right tone of language.

The present unit aims to study the various official letters such as – Letter of application, Appointment letter, Acceptance letter, Resignation letter and Letter to the editor.

## **I. APPLICATION LETTER**

Letter of application throws light on your ability, achievement, skills and overall personality. In other words, it is a selling letter. As it represents your merits, you should be attentive about your presentation. It makes easier for you to grab the opportunity of a job. You should pen down your letter in such a way that it will arouse interest in the reader's mind. It should reflect yourself as the 'best choice' for the said post.

Your opening paragraph should capture the reader's attention. Be straightforward and professional – remember you are selling yourself. In this unit, there are some model letters for you to study.

## APPLICATION FOR THE POST OF AN ACCOUNTANT

Rajarampuri  
5<sup>th</sup> Lane  
Kolhapur.  
15<sup>th</sup> Jan. 2015

**The Chief Personnel Manager,**  
Hindustan Corporation Ltd.,  
Mumbai.

Respected Sir/Madam,

With reference to your advertisement published in *Times of India* dated 7<sup>th</sup> Jan. 2015, I would like to apply for the post of an Accountant.

I completed my B.Com. from D.R.K. College, Kolhapur in 2010, and my M.Com., with distinction, from Shivaji University, Kolhapur in 2012. I also successfully completed the diploma courses in typing, shorthand and computer.

At present, I am working with M/s. Sunshine Ltd. Pune, as an assistant in the accounts section. I would like to shoulder independent responsibility as an accountant. I earnestly feel that your company will provide me good prospectus. I shall try my best to deserve it.

I have fluency in English. During my college career, I had participated in debating competitions and sports. I have given the details in my c. v. attached.

Yours faithfully,

(Pradip Rane)

### Enclosures –

1. C.V.
2. Attested copies of certificates

## Letters related to Job Application

Study the following letter :

36, Mahatma Gandhi Road  
Karad

8<sup>th</sup> April, 2015

The Manager ,  
Pant Industries Pvt. Ltd,  
Sangli.

Respected Sir,

I wish to apply for the post of Junior clerk, advertised in 'The Loksatta' dated 5<sup>th</sup> April, 2015. I am twenty five years old, and have passed M.A. form Shivaji University, Kolhapur. I have also taken a course in MS-CIT and Type- Writing.

I enclose my C.V. If I am given the post, I can assure you I will do my best to give you satisfaction .

Yours faithfully,

X.Y.Z.

Enclosures

1. C.V
2. Attested copies of certificates

**Note A sample Application Letter**

Pravin Nalawade  
32, Mahatma Gandhi Road,  
Solapur.

26<sup>th</sup> Aug. 2015.

To

The Managing Director,  
Krishna Fertilizers Ltd.  
Udyam Nagar,  
Kolhapur.

Dear sir,

With reference to your advertisement in 'The Indian Express', dated 15<sup>th</sup> Aug. 2015, I wish to apply for the post of the production Manager in your renowned company.

After having completed my degree in Chemical Engineering, I joined the M.B.A course and specialized in production management. I would like to state that I have had some success in evolving new techniques and process of maximising production. I am sure your expanding organization will provide me further opportunities to make greater contribution in this field. I should be thankful to you if you kindly let me know whether you can use my services. My CV is attached herewith.

With thanks,

Yours faithfully,

(Pravin Nalawade )

Enclosures

1. C.V
2. Attested copies of certificates

**Your application letter should include the following details**

- The source of advertisement, the name of the post.
- Personal information, qualification given in details.
- Formal closing.
- List of enclosures along with the C.V.

**When you apply for a post,you should keep in mind the following points.**

- Show confidence
- Do not exaggerate or make tall claims about your achievement.
- Your qualification must conform to the requirement of the said post
- Focus on your eligibility and relevant skills
- Give a strong reason to call you for an interview
- Make positive ending

**You can start your application letter as given below :**

- In response to your advertisement....
- With reference to your advertisement....
- I keenly desire to apply for ....
- I would like to apply for ....

**Closing expressions:**

- I shall be obliged if you call me for an interview.
- I would be grateful if you would ....
- I am eagerly waiting for an interview.

## II. APPOINTMENT LETTER

As the Head or In-charge of a company / institution, you may have to write a letter of appointment to the selected candidate. Such letters are written on the letter head of the company / institution.

**Hindustan Corporation Ltd.,**  
Nariman point, Mumbai - 45.

Ref. No. : HCL/2015/07

Date : 20<sup>th</sup> Jan. 2015

Mr. Kuldip Kumar Roy

**Subject – Appointment for the post of an Assistant Financial Manager.**

Dear Mr. Roy,

I have pleasure to inform you that you have been selected for the post of an Assistant Financial Manager on the total salary of Rs. 25,000/- per month. The terms and conditions of the company are attached herewith. If you accept the said terms and conditions, you are requested to report yourself to the undersigned within 10 days from the date on which you receive this letter. You are required to sign the enclosed terms and conditions while reporting for duty. Please, note that your appointment can be cancelled if you fail to report within ten days.

Yours faithfully,

(Mohan Das)

Chief personnel officer.

### **Enclosure**

Terms and conditions of the company.

### **Copy to**

1. H. R. Department
2. Accounts section

## Letter of Appointment

Paradise Hotel Pvt. Ltd,  
25, Vishram Bag,  
Sangli.

11<sup>th</sup> Feb. 2015.

Dear Mr. Suresh

Thank you for attending the interview on 5<sup>th</sup> Feb with our Personnel Manager. We are pleased to offer you the post of Personal Secretary to our Managing Director at an initial salary of Rs. 10,000, per month inclusive of all perks and benefits. Your commencement date would be from the date of your joining, but you have to join within 10 days of the receipt of this Appointment Letter or it would be cancelled without any further communication. It may also be mentioned that in no case this joining period can be extended.

As already told to you during the interview, the working hours are 9.00 a.m. to 5.30 p.m. 5 days a week, with one hour for lunch. You will be entitled to 3 weeks' paid holiday and one week's half pay leave on medical ground.

Please, confirm immediately in writing that this appointment is acceptable on the above terms and conditions. Also mention the date when you would join your duty, but it should be within the stipulated period.

We look forward to your happy and fruitful career with us.

Yours sincerely,

Sunil Patil  
Manager

**Note the format of the letter of appointment:**

There is a letter-head. Below, at the left hand corner, there is reference number and date, and then salutation. The letter mentions consolidated salary per month. It also states the time limit by which the applicant should report for duty.

**Note the use of passive construction :**

- ..... are attached
- .....(you) are requested
- .....(you) are required

**The closing of the letter is formal:**

Yours faithfully

- ❖ The copy of this official letter is sent to the H.R. Department, and the Accounts section. These sections have to carry out other formalities when the candidate reports for duty.

### III. ACCEPTANCE LETTER

After receiving an offer from an employer, it's your turn to respond to it as soon as possible. This type of letter is called a job acceptance letter. It is not necessary to wait until the expiry date of the offer. Study the following letter :

The General Manager,  
Sarvodaya Corporation,  
Pune – 38.

Dear Sir/Madam,

It is with great pleasure that I accept position of an Accountant in your company. I look forward to this opportunity to work for you and give you my best services. I accept your offer of the Rs. 35000/- with the full range of benefits. I understand the terms and conditions of the post, I am appointed for.

I am waiting for further correspondence from your office and the employment contract which I have to sign. I look forward to beginning the program and meet my team.

Yours sincerely,

Rohit Roy

**Note the details in the letter above.**

- Acceptance of the offer.
- Assurance of giving his best for the job
- Asking for the employment contract

**Things to remember :**

- Confirm the acceptance in writing
- Restate the terms of the appointment, job, title and other relevant information, if any

**Letter of Acceptance/ Joining Report etc.**

A candidate who gets a letter of appointment or an office order, asking him to join duties, is supposed to write to the office about his acceptance and when he/ she is going to join duties. In that case, he has to submit his joining report.

Study the following letter

J. K. Patil  
37, Mangalwar Peth  
Karad.

To  
The Manager,  
Pant Industries Pvt. Ltd.,  
Sangli.

Dear sir,

I am very much thankful to you for your letter dated 14<sup>th</sup> April, 2015, appointing me to the post of Junior clerk. I am joining my duties today, on 15<sup>th</sup> of April 2015 b. o. h. I assure you that I will do my duties to your satisfaction.

Thanking you,

Yours faithfully,  
J. K. Patil

## **Letter Accepting the Offer of Employment**

**To**

The Manager,  
Paradise Hotel Pvt. Ltd.,  
Sangli

Dear Mr. Sunil Patil,

Thank you very much for your letter of 11<sup>th</sup> Feb. offering me the post of Personal Secretary to the Managing Director of your company.

I am glad to accept this offer on the terms and conditions given in your appointment letter. I also confirm that I would commence my work from Monday, the 1<sup>st</sup> of March.

I want to assure you again that I would do my best to give an excellent account of my work as a Personal Secretary.

Yours sincerely,

Suresh Sathe

#### IV. LETTER REGARDING INCREASE IN SALARY

The General Manager,  
Astavinayak Finance Ltd.,  
Kolhapur.

Sir,

I have been working as an Assistant Financial Manager in your fast developing industrial organization for a period of three years. I have been performing my duties to the entire satisfaction of my superiors.

I strongly feel that my qualifications and the nature of my work justify a higher salary. Besides, I have to think of my son's education and the expenses I have to incur for it. With my present salary, I find it difficult to meet these expenses. In view of this, I shall be grateful if you kindly grant me a rise in my monthly salary to enable me to meet my family responsibility.

I will be extremely obliged to you for favorable action in this regard.

Yours faithfully,

(Suraj Patil)

#### **Things to remember :**

- The designation and experience of the employee should be mentioned.

#### **Note the following expressions :**

- I have been working .....
- I shall be grateful.....
- I will be extremely obliged.....

## V. APPLICATION FOR LEAVE OF ABSENCE

The Manager,  
Rajesh Enterprise.  
M.I.D.C., Kolhapur.

**Subject : Application for one day`s casual leave.**

Sir,

Kindly grant me one day's casual leave of absence on the 4<sup>th</sup> February, 2015, as I have some domestic problem to attend to.

With regards,

Yours faithfully,

(Tanmaya Desai)

**Note** the details given in the leave application

- The reason for leave.
- The period / date

**Note** the expressions :

- kindly grant me .....
- I shall be obliged if you grant me .....

## VI. RESIGNATION LETTER

When a person wants to resign his post, he is required to give his employer a formal notice of his intention to resign. The period of notice to be given is set forth in the letter of appointment. Generally, a period of 30 days' notice is stipulated in the appointment letter.

### **Letter from an officer intending to resign his job**

The Managing Director,  
J. K. Finance Ltd.,  
Satara.

Sir,

I have been working as an assistant financial manager in your company for the last three years. I am thankful to you for the opportunity I got to work in your company. However, for my future prospects, I have to resign my job. Now I have been offered a good yearly package by the fast growing multinational company. I, therefore, request you to relieve me of my duties from the 1<sup>st</sup> of June, 2015. Kindly waive the condition of a notice period. I shall be greatly obliged to you for this favour.

I am very grateful to you and my colleagues for cooperation and healthy atmosphere in the office.

With regards,  
Yours faithfully,

V. M. Ghorpade

**Note :** Reason for the resignation

- Never speak ill about your previous employer and colleagues.
- Thank them for the time they have employed you.
- Maintain good relationship with the employer and colleagues as their references will be useful for your future.

#### **Task I**

1. Suppose you are the General Manager of a financial company. Write a letter of appointment for the post of an office assistant, giving all the necessary details.
2. You are employed with Shreyas Chemical Plant, M.I.D.C. Kolhapur. You wish to resign your job to join another chemical company. Write a letter of resignation giving reason/s.
3. Mr. S. Y. Desai, Accountant in Mahalaxmi Housing Finance Ltd., needs casual leave for 3 days as his mother is hospitalized. Write a letter of application for leave on his behalf.

## LETTERS TO THE EDITOR

Media is considered to be the fourth pillar of the democracy. Writing letters to the editors means to draw attention of the concerned authorities to the difficulties and problems of the common people. You have a choice to praise, to defend the issue. The columns which include the letters of readers are captioned as "Letters to editor" or "Readers` forum" or "Readers` response"

**1) A letter to the editor of a newspaper commenting on reckless driving in the city.**

The Editor,  
The Indian Express,  
Mumbai

Subject : Reckless and speedy driving in the city

Sir,

Accidents resulting from reckless driving have become a daily affair. The speedy driving is responsible for most accidents. Generally, truck drivers, containers and auto-rickshaw drivers are disregarding all the traffic rules. They speed away before anyone could take down the number of their vehicles. The penalties imposed for reckless driving are not effective. To avoid the accidents, traffic police should be appointed at certain distances. The penalty for reckless driving should also be raised. There ought to be patrol cars on the high ways.

Yours truly,

M. S. Kapase,  
Kolhapur

**Note** – The letter is written regarding the serious problem of reckless driving and suggesting a solution to overcome the problem.

**2) A letter to the editor of a daily newspaper highlighting the deteriorating law and order situation in your area and suggesting remedies to improve the situation.**

The Editor,  
The Daily Sakal,  
Kolhapur

Subject : Threat of thieves in Hariprasad Nagar, Kolhapur.

Dear Sir,

The law and order situation in our locality has become worse. The residents live under great threat and tension. Last five days, we have witnessed serious dacoities, which have made the locality utterly unsafe. All sense of peace and security has been shattered and the residents are worried about their life and valuable things.

I am sure that there can be no improvement in the situation unless the night patrolling as well as coverage of CCTV is intensified.

Yours truly,

R. N. Desai

Kolhapur.

**Note :**

- Be reasonable while describing the problem. Give concrete examples
- Such letters should be brief and clear.
- Make suggestions for improving the situation / helping, etc.
- Letters should not be written with a prejudiced mind.

**Task II**

1. Write a letter to a newspaper appealing for donations for an orphanage.
2. Write a letter to a newspaper on the evils of street begging.
3. Write a letter to a newspaper on the issue of suicides of students.

## COMPLAINT LETTER

A complaint letter is a request letter written to the concerned authorities to probe into the matter. Here you have to focus on describing seriousness of problem. Your aim should be to get a solution for your problem.

**Study the following sample letters :**

**Letter to the president of the municipality drawing his attention to the miserable condition of the roads and the urgent need to repair them.**

Mayuresh Rane  
Vivekanand Colony  
Gadhinglaj, Dist. Kolhapur.  
20<sup>th</sup> Jan. 2015

**The President,**  
Municipal Council,  
Gadhinglaj.

**Subject : Miserable condition of the road.**

Dear sir,

I, the resident of Vivekanand Colony, Gadhinglaj, feel it is my duty to bring to your notice the miserable condition of the roads in our area. The inhabitants are suffering due to the damaged roads. During rainy season, the school children as well as old people suffer injuries and fractures. These roads have become a serious problem for pedestrians. If there is delay in repairing the roads, it will result into dangerous accidents.

In view of the urgency of the matter, I request you to repair the roads without delay.

Thanking you

Yours faithfully,

(Pradip Rane)

**Note the expressions :**

1. I feel it is my duty.....
2. In view of the urgency.....

**Letter to the Commissioner of the Kolhapur Municipal Corporation his attention to the irregular water supply.**

25 Raj Marg,  
Niwara, Kolhapur.  
15<sup>th</sup> July 2015.

The Commissioner,  
Kolhapur Municipal Corporation,  
Kolhapur.

**Subject – Irregular water supply in Rajarampuri.**

Dear Sir,

I have to bring to your notice that for nearly a month now, the water supply in this area is quite irregular. We, all residents of this area, are suffering from this irregular water supply. This creates a major hurdle in our day-to - day schedule. I and other residents have brought this to the notice of your office, but no one has taken any action. Will you kindly look into the matter?

Yours faithfully,  
R. D. Patil

Write a letter to the Post Master of your city / town regarding your change of address, requesting him to instruct the postman concerned. Give your old as well as new address.

Rakesh Mane  
Block No.4,  
Guruprasad Apartment,  
Sane Guruji Vasahat,  
Kolhapur – 8  
21<sup>st</sup> Dec. 2015

To

The Post Master,  
Sane Guruji Vasahat,  
Kolhapur – 8

Sir,

I have been serving in Bank of India for the last 7 years at branch Sane Guruji Vasahat. But, now I have been transferred to Laxmipuri Branch. Hence, I request you to take notice of my changed address. My new address is as given below:

325, Prajakt Nivas,  
Main Road ,  
Laxmipuri, Kolhapur- 12

I request you to kindly instruct the postman concerned with the ward.

Thanking you

Yours faithfully,  
(Rakesh Mane)

**Note**

- the formal salutation and closing.
- Mentioning the subject is necessary.
- Polite request, “Will you kindly look into the matter?”

### **Task III**

1. Write a letter to the municipal commissioner on the necessity of public park in your area.
2. Write a letter to the Divisional Manager, State Travels (S.T.), about late running of buses.



## Unit-1

### b) English for Journalism

---

#### Index

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Presentation of the subject matter
  - 1.2.1 Section I
    - Check your progress: I
  - 1.2.2 Section II
    - Check your progress: II
  - 1.2.3 Section III
    - Check your progress: III
  - 1.2.4 Section IV
    - Check your progress: IV
  - 1.2.5 Section V
    - Check your progress: V
- 1.3 Summary
- 1.4 Answers to check your progress

#### 1.0 Objectives

- To enable students to draft news items.
- To enable students to understand contents of news items.
- To develop power of expression through writing skill.
- To enable them express themselves in good English
- To acquaint students with different forms of news paper reporting.

## 1.1 Introduction

The term 'journalism' is derived from ancient Roman expression '*Acta Diurna*' used in 59 BC meaning 'daily events' in modern English. It was a daily gazette during the rule of Julius Caesar published in handwritten form. However, it was discontinued in the days of Roman empire and re-emerged in Europe in the handwritten news-sheets, news books and pamphlets after 16<sup>th</sup> century. *Encyclopaedia of Britannica* mentions that the daily newspaper is the product of industrialized society. It depends on freedom of speech and widespread literacy. It has emerged out of the urge of autocratic rulers to inform people about official developments and pronouncements of the government. In addition to governmental proclamations, scandals, heroic deeds and non-political notable events were early topics of news-sheets. Later, the newspapers sold commercially were called 'gazettes'. Popular names of newspapers were *Mercury*, *Herald* and *Express* which suggested fresh and immediate information. However, some other names of newspapers like *Observer*, *Guardian*, *Standard* and *Argus* which emphasized their social function.

But, today journalism is the discipline of gathering information, writing and reporting 'news'. It exists in a number of media such as newspapers, television, radio, periodicals and recently the World Wide Web through internet. It is human tendency to know what is happening around. The world has become so small today that even the common man wants to know what is happening even in the remotest part of the world. Newspapers are one of the important sources of carrying news to the people. They carry news ranging from local to international events to keep common man informed. They are considered as the Fourth Estate in democracy.

Though the material for newspaper writing is ample, the space for publishing such reports is very limited. Consequently, writing for newspapers is a special skill. According to Rudyard Kipling, journalistic writing includes questions of 'Five Ws' such as What, When, Why, Where and How. It requires to mention significance and effects of certain events. Therefore, language of journalistic writing is a tight language using only necessary and meaningful words.

Writing for newspapers is also called as reporting and the person writing such reports is called a reporter. Reporting has its own format and style. It is made in a matter of fact tone. It must be objective and impersonal also. News reports constitute

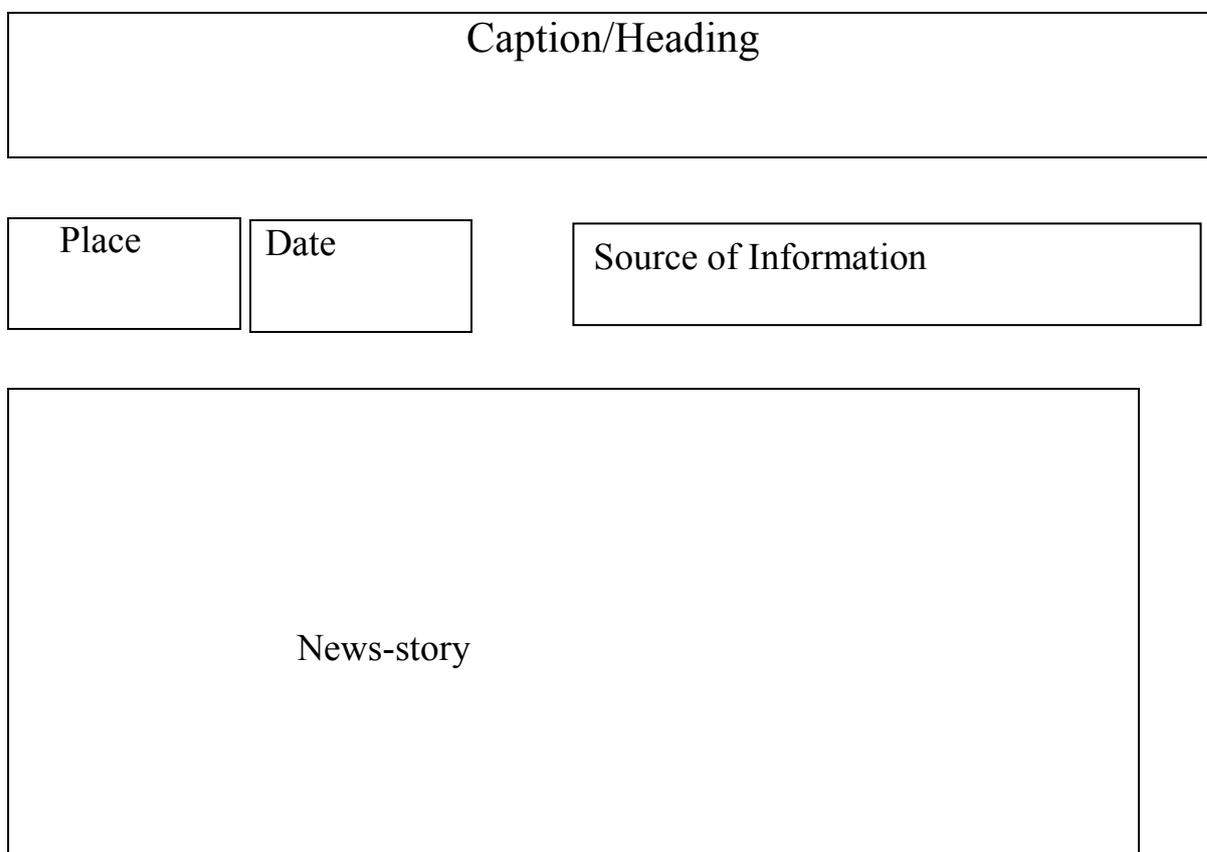
different varieties in modern times from routine reports to special reports, creative and investigative journalism. A person with in-depth study on a subject writes articles belonging to burning topics in society. Such a person is called as a journalist. However, journalistic writing skill differs from other forms of writing. Hence, this unit intends to make students familiar with journalistic mode of writing.

## **1.2 Presentation of the subject matter**

### **1.2.1 Section I**

#### **I. Layout of a News-report:**

Broadly, the layout of a news report can be given as follows –



## **A. Contents of a News-report:**

A news-report consists of five significant parts. They are the heading or caption, the place, the date, the source of information and the news story. The heading or caption or lead describes the central idea/ thought of the news report. Next to the heading is the 'place' where the event/ incident has happened and from where the reporting is made. Then, the 'date' on which the incident either occurred or is reported. Then, the 'source of information' is mentioned. It means who has reported the concerned event or incident. Finally, the 'news-story' is a significant part of a news report. So, it is necessary to understand nature of these contents in details.

### **a. Heading/ Caption:**

A headline of the newspaper report is a 'caption' which is also called a 'lead'. Such a caption or lead is printed in bold type and it is in brief. The purpose of headline is to catch the attention of the readers. It motivates the readers to read further details of the news. A reporter picks up what is the most significant, appealing and touching in the news-story. In other words, 'caption' is the central idea of the news report or it is the soul of the news report. Language of the caption depends upon the linguistic competence of the reporter. Such captions are written in emotive and figurative language based on the nature of the incident or event.

### **b. Place:**

The reporter has to answer five questions beginning with 'Ws'. The first 'W' is about 'place' of incident/ event. So, a reporter mentions 'where' that incident has happened. But, sometimes the incident occurs at a distant village and its reporting is made from the district headquarter also.

### **c. Date:**

The reporter mentions the 'date' on which the reporting is made. Here, the reporter answers the second question - 'when' it happened. The newspaper publishes that 'date'. Normally, it is the date of the previous day. But, nowadays, some newspapers do not mention the 'date' of occurrence of the event.

### **d. Source of Information:**

According to the Press Trust Act of India, if any news report is to be published in a newspaper, the 'source' of its information must be mentioned. It is obligatory for the newspaper to mention the source of information. Such a source of information

can be a reporter or the news service of the concerned newspaper. If the news item is published without the mention of source of information, we can lodge a complaint against the newspaper according to the law. For example, Times News Network is called as TNN and Sakal News Network is called SNN. Sometimes the e-mail address of the reporter is also written like ‘Reeha.Zachariah@timesgroup.com’

**e. News-story:**

If the headline is the soul of the news report, the news story is the ‘body’ of the news report. News story is the write-up that follows the headline. The news story answers three significant questions – ‘What’ has happened? ‘How’ it has happened? And if possible, ‘why’ it has happened? If the reporter gives information based on these questions, very appropriate, relevant and pertinent details about the incident are given to the reader. It satisfies the curiosity of the reader. In other words, when a reader reads the news report, he/she must be able to understand the incident entirely. It is said that information in the news report is like the reverse pyramid. It means, the most important details are given in the beginning of the news story. Particularly, the first statement is the expansion of the heading with reference to the chief source of information. Then, the secondary important details are given with one or more references to information. Generally, most of the news-items are about accidents, natural calamities, thefts, murders, other crimes, political events, commercial, sports and cultural events. But, these details are essentially truthful, objective, and given in a matter of fact manner. It has its own style with tight texture of carefully observed grammar rules. Information is stuffed in every sentence with additions of phrases and clauses to save the space of newspaper. In the course of news story, a reporter refers to the sources of information like the hospital, police, officer of the governmental body like district collector, sub-divisional officer, tehsildar, etc. Sometimes, the eye witnesses of the event are also sources.

**★ Check your progress: I**

**Que.**

- i. What are significant parts or aspects of a news item?
- ii. What is a ‘caption’?
- iii. What is the purpose of caption?”
- iv. What do the place and date of reporting mean?

- v. What is source of information?
- vi. What is the significance of source of information?
- vii. What is a news story?
- viii. How does news story answer three questions?

### 1.2.2 Section II

#### **B. Language of News Report:**

The language of journalism is very objective, using only essential words. Its style is impersonal and precise. Headlines are governed by linguistic rules with precise, elliptical and compressed sentences. Hence, it is necessary to study language of headlines in the beginning taking a few examples.

#### **Language of Headlines:**

Let us read some headlines to study their language.

2014 was hottest year ever recorded

Fatal road accidents decline in district

Perumal's entire book will be relay-read at lit fest

Admissions to PG med courses only on merit: SC

The above headlines indicate that they have peculiar language and construction. Tense form of the news story is determined by the tense form of the sentence of headline. Such construction of sentences can be studied in the following manner –

**a. Headlines with no verbs or verb-less phrases:**

Sometimes the headlines have no verbs. When the news report has a sentence of a headline with no verb, the news story is normally written in the present perfect tense form.

For example,

Admissions to PG med courses only on merit: SC

Such a headline can be expanded while writing the news story as follows:

The Supreme Court has ruled that the admissions to the post graduate medical courses be given only on the basis of merits of students.

Or

The Supreme Court of India has pronounced the judgement that admissions to the post-graduate medical courses be granted only on the basis of merits of students.

Similarly,

No parking zone on Bhausingji Road

This headline can be expanded as follows:

The Road Traffic Officer has disallowed to park vehicles on the Bhausingji Road in Kolhapur.

Or

The Road Traffic Officer has notified that there is no parking zone on the Bhausingji Road in Kolhapur.

Or

The Road Traffic Office has prohibited parking the vehicles on the Bhausingji Road in Kolhapur.

**b. Headlines with Simple Present Tense form of Verbs:**

When the headline is in simple present tense form, normally the news story is written in simple past tense form. For example, the sentence of headline is as follows–

Govt **accuses** Censor chief of politicizing resignations

The above headline can be expanded in the news story as under –

The Government of India **accused** the Censor Board Chief Leela Samson and other members of politicizing the issue of resignations.

Let us take another example -

Fatal road accidents **decline** in district

The above headline in simple present tense can be expanded as follows –

The recent report by the police has claimed that the proportion of fatal road accidents **declined** in the district of Kolhapur during the last year.

**c. Headlines with past participle forms of verbs:**

If the sentences of headlines have past participle forms of verbs, the news story is normally written in the past tense with passive forms of verbs. In other words, normally those headlines are expanded in past perfect tense forms of verbs. For example,

2014 was hottest year ever **recorded**

The above headline can be expanded as follows –

The year 2014 **was** the hottest day **recorded** in the history of the earth, according to the scientists.

Let us take another example –

Six **arrested** for criminal conspiracy

The above sentence can be expanded in the news story as follows –

Six persons, including a minor, **were arrested** by the Rajarampuri police station here on Tuesday night, involved in the criminal conspiracy.

**d. Headlines of infinitive verbs with ‘to’:**

If the sentences of headlines are used with infinitive verbs preceding ‘to’, the news story is normally written in future tense or about what will happen in near future. For example –

State **to seek** Rs. 500cr-loan for cops’ houses

The above headline can be expanded as follows –

The Chief Minister Devendra Fadnavis announced on Monday that the state government **will seek** a loan of Rs. 500 crore from Housing and Urban Development Corporation (HUDCO) for developing police colonies across the state.

Let us take another example –

Lawyers **to stage** agitation in Mumbai

The above headline can be expanded as follows –

Lawyers from six districts, including Kolhapur, Sangli, Satara, Sindhudurg and Ratnagiri, **will stage** a sit-in (Dharna) at a Maidan in Mumbai in February for the long standing demand of a separate bench of Mumbai High Court in Kolhapur.

★ **Check your progress: II**

**Que.**

- i. What kind of language is used in journalism?
- ii. What is the style of journalism?
- iii. How are headlines composed?
- iv. If the headline of a news report is a verb-less phrase, what tense form is used normally to write its news story?
- v. When the sentence of a headline is in simple present tense, what tense form is normally used in writing its news story?
- vi. If the sentence of a headline has past participle form of verb, what tense form is normally used in writing its news story?
- vii. If the sentence of a headline has infinitive verb with 'to', what tense form is used in writing its news story?

### 1.2.3 Section III

#### Use of Tenses and Structures in Expansion of Headlines:

1. **Headlines are usually shorter than normal sentences.** Insignificant words like articles, personal pronouns, connectives are omitted. Study the following examples carefully and what is missing in them.

Religion cannot be made cause of conflict: Pranab

The above headline consists of the following words actually –

President Pranab Mukharji, in his speech delivered on the eve of the Republic Day, said that religion can not be made the cause of conflict amongst people of different communities.

Europe steps up anti-terror raids

The above headline consists of the following words actually –

The countries in Europe intensified raids on places where terrorists were hidden.

Land acquisition, Lokpal on Anna's agenda now

The above headline consists of the following words actually –

Social activist - Anna Hajare has taken issues of land acquisition and Lokpal bill on his agenda

DNA test not important in rape conviction: Court

The above headline consists of the following words actually –

The sessions judge has ruled that a DNA test is not such an important factor for courts to determine a paternity of a child to conclude whether rape has been committed or not.

2. **Short words are used in headlines instead of long ones.** Words with shorter length and spellings are preferred to those of longer length. For example,

Graft – corruption

Cop – police

Cut – reduce

Rap – reprimand, punishment

Ban/ bar – prohibit

Quiz – interrogate, question

Scam – scandal

Spl agency to run Del-Mum industrial towns

In the above headline, the words – ‘Spl’, ‘Del’, ‘Mum’ are shortened instead of words in full like ‘Special’, ‘Delhi’, and ‘Mumbai’

Let us take another example.

PM Modi ditches protocol to receive US Prez, first lady.

In the above headline, the words – ‘PM’, ‘ditches’ ‘US’, ‘Prez’, ‘first lady’ are shortened instead of longer words like ‘Prime Minister’, ‘sets aside’ ‘United States’, ‘President’ and ‘Michelle Obama who is the first lady’

### 3. Shortened verb forms:

a) **Past participle** (form) = Passive (meaning)

Hosni Mubarak’s graft conviction overturned

It means, President Hosni Mubarak’s conviction was overturned by the court in a retrial on graft case.

Let us take another example.

Cop shot while trying to nab bootleggers

It means, the policeman was shot dead by the illegal liquor supplier when the former was trying to catch them.

b) **Simple Present** (form) = Past (meaning)

University invites views from teachers for science projects

It means, Shivaji University invited opinions from teachers about science projects.

Court seeks report on scribe's complaint.

It means, the court sought report on the scribe's complaint.

c) **Continuous Participle** (form) = Present (meaning)

The Ganges approaching danger level

It means, the Ganges approaches danger level.

Singapore easing visa norms for Indians

Singapore eases visa norms for Indians.

d) **Infinitive** (form) = Future (meaning)

500 Sikh pilgrims to visit Pakistan

It means, Five hundred Sikh pilgrims will visit Pakistan.

Powerloom owners to go on strike on Feb 2

It means, Powerloom owners will go on a daylong strike on February 2, 2015

4. **Use of Noun Phrases:**

Property tax counters

Pune Municipal Corporation has opened counters for remitting property taxes.

Civic apathy

The unused and completely covered traffic booth has indicated civic apathy

**5. Use of Noun Phrases followed by Prepositional Phrases:**

Land acquisition, Lokpal on Anna's agenda now

= Land acquisition and Lokpal bill will be the agenda of Anna Hajare hereafter.

Bomb at Legislator's home

= A bomb was discovered at Legislator's home.

CBI probe into Khurshid's trust

= Central Investigation Bureau will investigate alleged irregularities by a trust run by Congress leader Salman Khurshid.

**6. Use of Punctuation Marks** (often to indicate quotations, casual relations and connectives)

Hiring, transfer of teachers politically motivated: Study

= A study on teachers shows that the process of appointment of teachers and their transfer is highly politically motivated.

68 yrs after Independence, UP village still waits for electricity

= A village in Uttar Pradesh is still suffering from lack of electrification even 68 years after Independence.

Govt to courts: Help 'Make in India' drive

= The law minister has written to chief justices of high courts to ensure speedier settlement of disputes for creating a conducive investment climate.

### 7. Use of Acronyms and Abbreviations:

Acronyms and abbreviations are used in the headlines. But their full forms are given in the news stories that follow them.

Edu dept sets uniform entry level point for admissions

= The State education department has specified an uniform entry level point for admissions in to curb confusion regarding admission to Class I or pre-primary schools.

IIT-B may get Rs. 100 cr aid to form DRDO-like body

The central government is likely to grant Indian Institute of Technology, Bombay Rs. 100 crore to set up a centre of excellence for internal security of the Defence Research and Development Organization (DRDO).

### ★ Check your progress: III

Que.

- i. Why headlines are usually shorter than normal sentences?
- ii. Exemplify short words used in headlines instead of longer words?
- iii. Which four ways are used to form shortened verbs in headlines?
- iv. What do punctuation marks indicate in sentences of headlines?
- v. What is acronym?

### 1.2.4 Section IV

#### Task I (A)

Que.: Expand the following headlines into full sentences. Some hints are given wherever necessary.

- i. PM vows rapid change, unveils reforms agenda  
[The Prime Minister was addressing the Economic Times Global Summit after unveiling a comprehensive agenda to revamp the Indian economy in New Delhi]
- ii. No. of passengers from Kolhapur station dips further  
[The passenger count from the Chhatrapati Shahu Maharaj Terminus has gone down during eight months.]
- iii. 25 injured after JCB hits vehicles  
[A JCB rammed into three vehicles, including an MSRTC bus on Pune-Bangalore National Highway]
- iv. Over 47k kids to be vaccinated on Sunday  
[As a part of the Pulse Polio Immunization Programme, Municipal Corporation is making arrangements of vaccination]
- v. Univ likely to start Braille library  
[The Vice-Chancellor of Shivaji University is thinking of starting a Braille library for visually impaired.]
- vi. 81.8% households have no toilets  
[The figures have revealed in the housing census conducted in June 2000]
- vii. Two hawkers held for murder  
[Two hawkers were arrested for attempt to murder at Fashion Street in Pune Camp on Friday night.]

**Task I (B)**

Write suitable headlines to the following news stories:

(a). Kolhapur: The zilla parishad on Friday presented 10 farmers the district-level Baliraja award for their efforts to increase soil quality and agricultural production in a ceremony held at the ZP hall, reports Times News Network. Vice President Shashikant Khot gave away the awards. The ZP had provided these farmers with agricultural assistance. ‘We need to promote more awareness about chemical fertilizers among farmers as excessive use is harmful. Kolhapur is one of the largest consumers of chemical fertilizers in the state,’ Mr. Khot said. Sambhaji Sawant, Krishnat Jarag, Sanjay Patil, Ilai Jamadar, Sambhaji Bhosale, Vaijayanti Vaze and others were among the prominent recipients of the award.

### **Task I (B)**

(b). New Delhi: ‘I am an officer first and then a woman,’ said a proud Wing Commander Pooja Thakur after she became the first lady officer to lead the Inter-Service Guard of Honour which was inspected by US President Barack Obama at Rashtrapati Bhavan here on Sunday. ‘‘It is a proud moment to be representing the Indian Air Force commanding the Inter-Services Guard of Honour and that too to Mr. Barack Obama,’ Thakur said. Asked how difficult it was for a woman officer in the Services, she said there is no differentiation. ‘‘I would say that we are first officers, be it male or female. We are just the same. We are given the same kind of training. We are equals,’ she told PTI. Asked how her parents felt when they first heard that she will be commanding the Guard of Honour, Thakur said they were proud.

### **1.2.5 Section V**

#### **C. Composing a News Story:**

The reporter visits every day at different places like district/local courts, police stations, civil hospitals, municipal councils/corporations or the places of events taking place on the day, functions/ceremonies organized by different organizations; and he/she takes the points on details of the event. Then, the reporter composes the news story with its headline and sends it to the office of daily news paper either manually or online with the help of his tab/laptop/mobile handset.

Let us read the news report from the issue of The Times of India on Friday 30 January 2015, and study its contents.

### **Woman thrown off train by cops dies**

Times News Network

Varanasi: A 25-year old woman of West Bengal's Birbhum district died after some Railway Protection Force (RPF) constables threw her out of the Durgiana Express train in Cantonment railway station on Tuesday night. The GRP registered an FIR against unidentified RPF personnel on Wednesday and a constable, Sharad Chandra Dubey, was taken into custody.

According to reports, Rita and her 18-month old daughter Kajal, uncle Manik Pal and brother Jaideep Pal were going to Kanpur. 'When the train reached Varanasi's platform No. 5 of Cantonment railway station, one RPF constable entered our bogie and collected Rs. 50 from us. Later, another also entered the bogie and in the name of checking tickets pushed me and my uncle out of the bogie and started threatening us,' Jaideep said.

As the train started moving, I, my uncle and the constable boarded the same bogie again and he started pushing us as a result of which Rita fell from the train and suffered serious injuries and succumbed to death on the way to hospital,' Jaideep said.

Jaideep also suffered injuries in the incident. Later, when the train stopped for a few minutes, Jaideep and Manik Pal came out of the train along with Kajal while both the RPF constables fled from the scene. Personnel of the GRP (Cantonment) rushed to them to DDU district hospital where Rita succumbed to her injuries at night.

#### **Contents of News Report:**

1. Headline is printed in bold letters. It is a statement in simple present tense form.
2. The Sources of Information are Times News Network, RPF officers, GRP police personnel, and DDU district hospital.
3. The Place from where the news was reported is Varanasi [written in bold letters]

4. The Date: The news papers in English (like The Times of India and others) don't mention the 'date' of the news reports nowadays. But the news papers in Marathi normally mention the 'date' of the news report.

5. Details of News Story:

- A woman thrown out of the train died.
- **Location:** The bogie of the Durgiana Express train at platform No. 5 on Cantonment railway station in Varanasi.
- **Cause of death:** Serious injuries received due to fall off the moving train.
- **Other particulars:** Two RPF constables collecting money from passengers threatened them and pushed them out of the bogie. A woman fell off the train and received serious injuries. GRP personnel rushed the injured to hospital where woman was declared dead.
- **Language:**
  - The headline is in simple present tense.
  - The news story is in simple past tense.

For example, 'A 25-year old woman of West Bengal's Birbhum district died after some Railway Protection Force (RPF) constables threw her out of the Durgiana Express train in Cantonment railway station on Tuesday night.'

- The GRP registered an FIR against unidentified RPF personnel.
- Later, another also entered the bogie.
- Jaideep also suffered injuries in the incident.

★ **Check your progress: V**

**Que.**

- i. Where does a reporter visit every day?
- ii. How does a reporter send the draft news paper report?
- iii. What does the news story consist of?
- iv. What are the significant parts or contents of a news report?

**Que.** Write a news story based on the following details. Supply a suitable title.

i) **Place:** Pune

**Date:** 30 January 2015

**Source of Information:**

Umesh.Isalkar@timesgroup.com ,

Union Health Ministry, National Institute of Virology, Pune

**Other particulars:**

- Swine flu kills 60 in country
- Infected 661 across country in the first 26 days of January this year
- Resurgence of swine flu which was absent last year
- Telangana reported highest cases (238) of H1 N1 followed by New Delhi (179), Gujarat (91), Rajasthan (67) and Maharashtra (42)
- H1N1 virus claimed most number in Rajasthan (15) and Maharashtra (14)
- Senior scientist and Head at National Institute of Virology, Pune (NIV), Mandeep Chanda said, 'The behaviour pattern of influenza viruses, including swine flu, is unpredictable'

ii) **Place:** Aurangabad

**Date:** 31 January 2015

**Source of Information:**

- Ranjana.Diggikar@timesgroup.com ,

- S. H Dare, Deputy Director of Education,

- Maharashtra State Board of Higher and Secondary Education (SSC and HSC),

- Anil Diwekar, Secretary, Aurangabad Thalassaemia Society (ATS)

**Other Particulars:**

- New guidelines granting concessions for students suffering from Thalassaemia
- Concessions in evaluation if they commit mistakes in diagrams and figures

- Announcement by Maharashtra State Board of Higher and Secondary Education (SSC and HSC),
- Board to provide extra time to write examination papers (of SSC and HSC) since Feb-Mar 2016
- Request made by Thalassaemia Society of Central India (TSCI) in 2013 to the Board
- Concession of 20 minutes per hour on line of those issued to visually challenged students, said S.H. Dare, deputy director of education, Aurangabad division.
- Reason: students of Thalassaemia develop blisters and pains in hands due to blood transfusion
- Result: minor mistakes in diagrams and figures
- Decision taken by board to consider plight of such students, according to Mr. Dare
- Considering the plight request made by TSCI to Board ‘to increase 20 minutes extra time per hour and increase total duration of examination,’ according to Anil Diwekar, Secretary, ATS
- ‘Around 650 students suffer from disease in Aurangabad, but only 70 of them have registered their names with the ATS, unfortunately’, said Anil Diwekar, and added, ‘to create awareness among these children, the society conducted a camp on Thursday at Dattaji Bhale Blood Bank, and to avail of these facilities, students have to produce a medical certificate from the district civil surgeon.’

### **1.2.6 Section VI**

#### **Covering an Event:**

Events of public interest like seminars, public meetings, rallies, press conferences and sports events are part and parcel of socio-cultural, political and economic life of society. They are organized by different institutions, associations, political parties, voluntary organizations and governmental agencies related with contemporary burning problems of society. They need to be reported because they hold certain important discussions on current affairs of social and national importance. They also bear news value because sometimes the speakers are Scholars,

celebrities and eminent people. Their statements, opinions, views and appeals create lasting impact on society. They either cause to form or change public opinion.

Hence, while reporting such events, greater responsibility rests with the reporter. In addition to giving factual details, the reporter is more interested in covering views and opinions of speakers. Therefore, such reports are written in the form of news report. However, it requires the skill of narration, indirect reporting and summarizing. The reporter has to pick up significant points leaving insignificant ones. The reporter is not supposed to report speakers verbatim. He has to be aware of limitations of space in the news paper. So, he avoids jokes, repetitions, stories, anecdotes, explanations and rhetorical questions from the speech.

The language of such reports is formal. The tone is neutral and impersonal. The style needs skill to save space and present information in a striking manner.

### ★ Check your progress: VI

#### Que.

- i. What events in society are of public interest?
- ii. Who do organize events in society of public interest?
- iii. Why does a reporter cover such events in society?
- iv. Why does greater responsibility rest with the reporter while covering such events?
- v. What skill is required for a reporter while covering events in society?
- vi. What kinds of details are avoided by a reporter while covering an event?
- vii. What language is required for a news report?
- viii. What tone of a report is required?
- ix. What style is required for a report?

### 1.2.7 Section VII

Let us study some kinds of Reporting Events:

#### 1. Reporting Seminar:

Normally, a seminar is organized by a voluntary organization, educational institute or a governmental body when they want to discuss a burning issue, topic or

subject in the society. Such organization/institute/body invites an expert/authority on the subject concerned to deliver the key note address at the seminar. This address is followed by different sessions in which speakers throw light on different aspects of the issue/topic/subject. Each session consists of persons introducing the participants, the chairperson, the paper presenters and vote of thanks to them is offered by organizers. Finally, the concluding session is held in which the summing up of points raised about different aspects of the issue, is made by the chairperson.

The reporting of such seminar needs skills of narration and summarization. The reporter has to collect significant points along with some formal details like – the name of organizing body, the occasion, subject or theme of seminar, day, date, place of seminar, important speakers/persons who participated in it.

Let us study a fictitious national seminar on ‘Sexual Harassment of Women in Garment Factories – Need to launch Awareness Programme’ organized by a Non-governmental Voluntary organization in Bangalore on February 2015 at Mahatma Gandhi Memorial Hall on Sunday.

**‘60% Women workers in Indian Garment Factories Face Sexual Harassment’ –**

**Eminent Social Worker in National Seminar**

Keki Zabwala@dailynewsservice

**Bangalore:** ‘60 % of women workers in Indian Garment Factories facing sexual harassment are now learning to raise their voice against abuse’, said the Eminent Social Worker while giving a key note address in the National Seminar on ‘Sexual Harassment of Women in Garment Factories – Need to launch Awareness Programme organized by Social Awareness and Voluntary Education (SAVE), an NGO based in Bangalore here on Sunday at Mahatma Gandhi Hall.

While speaking, she stated that most Indian women in white collar jobs are now aware of laws on sexual harassment at work. But research by the Netherlands- based Fair Wear Foundation (FWF) shows that ‘nearly 60% of women workers in garment factories in India faced some form of abuse. Most of them are uneducated migrants from impoverished families. A lot of abuse ranging from sexually explicit language to bullying and slapping – either goes unreported or undetected.’

She further added that ‘complaints, if any, are brushed off by factory management. Garment factories are India’s second largest employer of women enrolling nearly 1.2 crore women constituting 80 % of total workforce in this field.’ Moreover, as India is a dominant garment exporter, in 2013 only Indian exports grossed Rs. 99240 crore. This necessitates NGOs and FWF to launch awareness campaign and setting up formal complaint committees and helplines to redress abuses of women.

Then, Mary Fernandes, the trainer with Social Awareness and Voluntary Education (SAVE), shared her experiences with the audience. She told what constitutes harassment and explained their rights. She also rendered sensitization training to supervisors and top management. She also informed that SAVE also helps set up fully-functional Internal Complaints Committees (ICCs) and it has imparted training to nearly 12,000 women from 30 factories.

In the interactive session, a woman participant shared her experience. She said that she confidently confronted a group of co-workers who used to tease her. The men backed off after that. “We are so used to hearing abusive language from our supervisors that we had accepted it as part of the job. We now understand that this is harassment,” said a worker who participated in an awareness programme.

Two Day seminar was inaugurated by the Union Minister for Labour and Employment when the Chief Minister presided over the function. Vote of thanks was offered by the Convener of the seminar. Manjula Mohite compeered the event. Many social activists and representatives of non-governmental organizations were present.

## **2. Reporting Public Meeting:**

A public meeting is held by a voluntary organization, political party or any institution/body to establish direct communication with the public. It is organized to propagate their views, policies, standpoints on certain issues, and sometimes, they are related to the welfare of the nation in the long run.

Such public meetings are convened by the branches or district/state units of those organizations, political parties and institutions. They are introduced by the office-bearers of those units. The introduction and the welcome address are followed

by the address of the Chief or Guest speaker. Thereafter, the person presiding over the meeting addresses audience. Finally, a vote of thanks is proposed by activist or functionary, and the meeting concludes.

The reporting of such public meeting needs skills of indirect narration, summarizing with striking and touching language. Particularly, the reporter uses the statement of Chief or Guest speaker as the lead or headline. Further, he highlights the same statement and other views expressed in the news story. He combines the indirect narration verbatim (words actually used) by putting inverted commas around sentences.

Let us study an example of reporting public meeting in the issue of The Times of India on Thursday, January 15, 2015

**‘Claims without proof reduce our credibility’, Jayant Narlikar**

Snehalata.Shrivastav@timesgroup.com

**Nagpur:** While refusing to comment on claims made by some participants about science in ancient India at the recently concluded Indian Science Congress in Mumbai, astrophysicist Jayant Narlikar said it was good to be proud of ancient Indian science but scientists should not make statements about things they did not have proofs of.

‘We can boast of things but it should be restricted to what we have proof of,’ Narlikar told TOI on Tuesday. Narlikar was in the city to speak at science training camp ‘Inspire’ at Shivaji Science College.

Some participants had boasted that ancient India had planes that could go to other planets and Pythagoras theorem was first developed in India.

Narlikar pointed out that he in his book ‘Scientific Edge’ written in 2003 had said there was plenty in ancient Indian science of which we could justifiably be proud of as it had scientific evidence behind it. ‘But we shouldn’t claim things of which there is no evidence or proof as it reduces the credibility of what our scientists have achieved in the past. Even the West recognizes the knowledge of mathematics held by Indians. If we start making outlandish claims, the scientific community in the world will not look up to us as it does now,’ he said.

Narlikar said, ‘Vedang Jyotish’ had a mention of theorem similar to

Pythagoras one but there was no supporting evidence how it was developed. Similarly saying that ‘Bramhastra’ mentioned in Mahabharata was a nuclear device or mention of Pushpak Viman in Ramayana was proof of aviation in ancient times was baseless. “Indian scientists did know of ‘atom’ or ‘anu’ then but not beyond it. A nuclear weapon at that time is out of question. Knowledge of nuclear science requires prior knowledge of electromagnetism and there is no evidence that it existed,” he said.

‘We are talking of providing piped water and electricity to each village now because these technologists exist. During Mahabharata even the richest and the most powerful ‘Kauravas’ did not have electricity or running water in their palaces and that reality should be considered while making claims regarding those times,’ he added. Narlikar said though science was well developed in ancient India, unfortunately scientists were never given their due status unlike poets and musicians who enjoyed a high status in royal courts.

Narlikar said modern science worked on a presumption or hypothesis that the scientist had to prove at the end of research. ‘Today scientists get funds on the basis of a projected result.’ He said.

### ★ Check Your Progress VIII

#### Que. A.

- i. What is the purpose of organizing a seminar, normally?
- ii. Who organize the seminar?
- iii. Who is invited to deliver speech at the seminar?
- iv. What is a key note address?
- v. Who delivers the key note address?
- vi. What is followed by the key note address?
- vii. Who are the persons taking part in each session?
- viii. What is the concluding session?
- ix. What skill is required to cover the news report on a seminar?

Que. B.

- i. What is the purpose of holding a public meeting?
- ii. Who holds the public meeting?
- iii. What is the normal procedure of the public meeting?
- iv. What kind of skill is required to cover the news report of a seminar?

**Exercises:**

- A) Write a report on the seminar held by a college on the theme of ‘Human Rights in the Era of Globalization: Challenges and Prospects’. Imagine the following points about details –
- i. Inaugural Session  
Introduction, Lamp-lighting, Key Note address by Adv. Aseem Sarode on ‘Human Rights in the Era of Globalization: Challenges and Prospects’, Chairman’s speech and vote of thanks.
  - ii. The Second Session  
Introduction, Speech by Resource Person Dr. Sunilkumar Lavate on ‘Domestic Violence and Human Rights’ Chairman’s speech and vote of thanks
  - iii. The Third Session  
Introduction, Speech by Resource Person on ‘Police Custodial Deaths and Human Rights’ Chairman’s speech and vote of thanks
  - iv. Valedictory Session  
Introduction, Speech by Chief Guest, Chairman’s speech and vote of thanks.
- B) Write a report on the rally or public meeting of a political party on ‘ to waive Loans of Farmers in the light of their Suicides’
- C) Write a report on the public meeting convened by Central and State government employees to make people aware of ‘Privatization of Pension Scheme and its Effects on Social Life’.
- D) Write a report on the seminar held by a voluntary organization on ‘Farmers’ Suicides: Background, Causes and Remedies’

### 1.3 Summary

The term 'journalism' is derived from ancient Roman wording '*Acta Diurna*' used in 59 BC meaning 'daily events' in modern sense. It emerged out of the urge of autocratic rulers to inform people about official developments and pronouncements of the government. Later, the newspapers sold commercially were called 'gazettes'.

But today journalism is the discipline of gathering information, writing and reporting 'news'. It exists in a number of media such as newspapers, television, radio, periodicals and recently the World Wide Web through internet. It is human tendency to know what is happening around. Newspapers are one of the important sources of carrying news to people. They carry news ranging from local to international events to keep common man informed. They are considered as the Fourth Estate in democracy.

Though the material for newspaper writing is ample, the space for publishing such reports is very limited. Consequently, writing for newspapers is a special skill. According to Rudyard Kipling, journalistic writing includes questions of 'Five Ws' such as What, When, Why, Where and How. Writing for newspapers is also called as reporting and the person writing such reports is called a reporter. Reporting has its own format and style. It is made in a matter of fact tone. It must be objective and impersonal also.

#### **Contents of a News-report:**

A news-report consists of five significant parts. They are the heading or caption, the place, the date, the source of information and the news story. The heading or caption or lead describes the central idea/ thought of the news report. Next to the heading is the 'place' where the event/ incident has happened and from where the reporting is made. Then, the 'date' on which the incident either occurred or is reported. Then, the 'source of information' is mentioned. It means who has reported the concerned event or incident. Finally, the 'news-story' is a significant part of a news report.

A headline of the newspaper report is a 'caption' which is also called a 'lead'. Such a caption or lead is printed in bold type and it is in brief. The first 'W' is about 'place' of incident/ event. So, a reporter mentions 'where' that incident has

happened. The reporter mentions the 'date' on which the reporting is made. If any news report is to be published in a newspaper, the 'source' of its information must be mentioned. Such a source of information can be a reporter or the news service of the concerned newspaper. News story is the write-up that follows the headline. The news story answers three significant questions – 'What' has happened? 'How' it has happened? And if possible, 'why' it has happened? If the reporter gives information based on these questions, very appropriate, relevant and pertinent details about the incident are given to the reader. It satisfies the curiosity of the reader. In other words, when a reader reads the news report, he/she must be able to understand the incident entirely.

### **Language of News Report:**

The language of journalism is very objective, using only essential words. Its style is impersonal and precise. Headlines are governed by linguistic rules with precise, elliptical and compressed sentences.

### **Language of Headlines:**

Language of headlines is peculiar. Tense form of the news story is determined by the tense form of a headline. There are four kinds of sentence constructions of headlines –

- a) **Headline with no verbs or verb-less phrases:** When the news report has a sentence with no verb or a verb-less phrase, the news story is normally written in the present perfect tense form.
- b) **Headline with simple present tense form of verb:** When a sentence of a headline is in simple present tense form, normally, the news story is written in simple past tense form.
- c) **Headline with past participle forms of verbs:** If a sentence of a headline has past participle form of verb, the news story is normally written in the past tense with passive form of verb.
- d) **Headline of infinitive verb with 'to':** If a sentence of a headline consists of infinitive verb with 'to', the news story is normally written in future tense or about what will happen in near future.



## Unit-2

### Interacting in a Group Discussion

---

#### Index:

- 2.0 Objectives :
- 2.1 Introduction
- 2.2 Presentation of Subject Matter
  - 2.2.1 Section - I
    - Check your progress
  - 2.2.2 Section - II
    - Check your progress
  - 2.2.3 Section - III
    - Check your progress
  - 2.2.4 Section - IV
    - Check your progress
  - 2.2.5 Section - V
    - Check your progress
  - 2.2.6 Section - VI
    - Check your progress
- 2.3 Summary :
- 2.4 Terms to remember
- 2.5 Answers to Check your progress
- 2.6 Exercise
- 2.7 A Model Discussion
- 2.8 Reference for further study

## **2.0 Objectives :**

After studying this unit you will be able to :

- Know how to take part in a group discussion
- Understand how to start a group discussion
- Intervene a discussion to make your own point.
- Explain your ideas on different issues
- Conclude or sum up a discussion

## **2.1 Introduction :**

Group Discussion is a modern method of assessing one's personality. It is challenging and competitive skill. It is a technique, an art and a comprehensive tool to judge one's worthiness and appropriateness for the job. In our day to day life, it takes place among our friends, neighbors, relatives and public meeting etc. Sometimes, you do discussion among your friends on your college trip, study tour, sport games, group projects and annual cultural program in your college. In it, a small number of persons' group meet face to face, generally, round table or semi circle and express their views freely and frankly, in a friendly manner on a topic of current issue. For this activity, limited group of five to six members is formed and time limit of twenty to thirty minutes is allotted to discuss the given topic through which the abilities of the group are measured. In it, all the members have full freedom to share their views, ideas and new innovations on the given topic in the manner they please. There is no fix number about participants in it but if the number is kept limited, fruitful discussion can takes place. And if it is too less, discussion suffers from lack of diversity of opinion, knowledge and skill.

In modern age of explosion of information, Group Discussion skill is becoming popular as a means to impart higher education to develop students' all round personality. It is a stage made for you to develop your personality traits, skill of expressing ideas, agreeing and disagreeing, persuading others by impressing your ideas, arguing, politely opposing etc. It needs your command on communication skill in English, your deep knowledge about socio-cultural, issues, politics, economic problems and remedies. This skill will be helpful to you at the time of your interview for job, competitive exams where employer judges your intellectual ability, creativity, decision making power, leadership quality, tolerance and your group

behavior. In addition to this, he judges your clarity of thoughts, expression, body language etc. So, you have to develop this skill to shape your future career.

In this unit, we are going to study how to initiate a group discussion, inviting comments, expressing opinions, expressing agreement and disagreement, intervening discussion, making suggestions, accepting them, dos and don'ts in it etc. Let us see what activities are carried on and the techniques are used to be successful in it.

## **2.2 Presentation of Subject Matter**

### **2.2.1 Section - I**

#### **Initiating the Group Discussion :**

To initiate a discussion means to open the discussion. When you initiate a group discussion, you grab the opportunity to speak as well as to win the attention of the panel members. It is your first impression that will give credit to you. But keep in mind to speak with clear throat and freely which will prove your leadership qualities. But how will you start this?

#### **You can begin discussion as:**

Friends, the topic for our discussion is Destroying Environment and Ecological Balance, Means Destroying Our Own Future.

#### **You can initiate this topic saying:**

Friends, allow me/let me take an opportunity to open this discussion.

As far as this topic is concerned; personally, I feel that we ourselves are destroying our environment.

Sometime the topic is given by organizers. At that time, you can start discussion with:

Friends, the topic given to us for discussion is The Face of India is not Urban Cities But its Rural Villages.

#### **Note the expression used for making initial statement :**

Personally, I think that \_\_\_\_\_

In my opinion \_\_\_\_\_

It is accepted that \_\_\_\_\_

I would like to say that \_\_\_\_\_

I feel that \_\_\_\_\_

I would like to point out that -----

**There are different ways of opening a discussion. Let us see:**

1. Friends, the topic for our discussion is the Face of India is not its urban Cities But its Rural Villages.

I would like to tell you, I often believe in M.K.Gandhi's motivation to go to countryside, the villages. The real India, you will come across in its rural villages.

2. Friends, allow me to start the discussion on Honesty is the Best Policy. Personally, I feel that lies cannot be converted into truth.
3. Friends, are you ready to start discussion?

In my opinion, India's scientific focus should be on medicine and not on missile.

**Check your progress : I**

**How will you initiate a discussion on the following topics ? Make an initial statement.**

1. Failure is the stepping stone for success.
2. India lives in the heart of its young generation.
3. Should India follow bullet for bullet policy with Pakistan?
4. A craze for mobile among college students.

**2.2.2 Section-II**

**Inviting Comments or Eliciting Opinions :**

As a group leader, you have to invite group members to speak or share their views after declaration of topic. It is a golden opportunity for you to prove your leadership qualities considering basic aim. Sometimes, some panel members remain silent spectators while your duty is to motivate them using your tactfulness and skills to bring them into channel. How will you invite them or motivate them to speak?

**Let us see some good ways to address:**

1. How do you get this statement, Mr. Ram Patil?

2. How do you react to this statement, Mr. Shinde?
3. I think, Mrs. Geeta Rao wants to say something.
4. Mr. Desai, I am eagerly waiting for your opinion regarding this statement.
5. How do you look at this statement, Mr. Jadhav?
6. Firstly, I would like to know Mr. Patel's opinion in this respect.

Sometimes, you come across members who are pure listeners and keep mute, you will have to encourage them individually to speak. To make each member participate in the discussion, you can say:

1. Now, I am going to Sujan Patil to know his opinion.
2. Well, Desai, you have to say something.

Sometimes, you have to address not a particular person but a group, you can address them as following:

1. Friends, be free to express your opinion.
2. Are you with me regarding this statement? If not, please feel free to react.
3. Any comments/reactions on this suggestion?

While eliciting opinions, you will have to use specific words and phrases to express your strong opinions and your personal point of view. See the following:

1. In my opinion, people should look at younger generation with unprejudiced eyes.
2. I am sure that the prices of petrol will decrease after empowerment of new government.
3. I would like to point out that dropout rate of students is becoming a burning problem day by day.
4. I believe that India is the most secular nation in the world.
5. What I mean is that mobile phone has destroyed life of the young.

Sometimes, an opinion can be expressed expressing general point of view instead of strong statement.

For example:

1. Some people say that our culture is decaying day by day.

2. It is generally accepted that modern education system needs serious reforms.
3. It is thought/believed/considered that the foreign investment is necessary for each country to survive

**Check Your Progress : II**

**A) Invite a group member to join the discussion by reacting to the following.**

1. Semester system examination is fruitful to develop status of education.
2. Dropout rate of male students is increasing in rural colleges day by day.
3. Marriage is a social trap.
4. Women are not fit for defense services.
5. The internet cannot replace books.

**2.2.3 Section-III**

**Expressing Agreement and Disagreement:**

Agreement and disagreement are inseparable things in group discussion. During the course of group discussion, you may agree with given statement, suggestion, solution etc or sometimes disagree. When you agree with specific view, don't be fickle minded to be changed that will prove you indecisive. Further, when you agree or disagree, concentrate and be firm on your opinion and avoid yawning, looking outside, lip-biting, touching hair etc.

Your agreement and disagreement depends on your thorough knowledge and your expressive skill. Sometimes, you strongly agree and make some additional points. Sometimes, you agree partially and want to modify given view or statement.

**Note the following Statements of Agreement:**

As for as I am concerned, I absolutely agree with you that women are good managers.	This is strong agreement in supportive manner.
Personally, I agree with you. But Remedial English Communication is necessary for college students because they fail in communication skill tests.	Speaker agrees by giving reason
Well, according to you the foreign	The speaker partially agree but raises

television channels are destroying our culture. But how do you know their culture, socio-political, economic life and educational background?	question.
---	-----------

You have to use specific structures of words and phrases to express strong agreement and partial agreement.

**Note the expressions for strong and partial agreement:**

<b>Strong Agreement</b>	<b>Partial Agreement</b>
You are absolutely right.	I agree with you up to a point
I agree with you entirely.	I agree with you in case of two things only.
Yes, that is a good point.	Well, but we will have to examine this
I would go along with you.	It is somewhat difficult
I think so too.	I also think so but I am not clear about it.
Of course, you are right.	You are right but what about other things.
I have no doubt about your point.	I can't agree with you fully.
I don't think so either.	I want to say something different.

In group discussion or meeting, you have freedom whether to agree or disagree. No one can impose any restrictions on you. But keep in mind to avoid disputes, loudly speaking, aggressiveness and be considerate to the feelings of others while disagreeing. So, be moderate and avoid competitiveness. You have to prove your leadership quality by tolerating others. For your disagreement, give correct reasons by brainstorming within moments.

**Note the following examples:**

I am sorry to disagree with you. If you want to cancel LBT, find out other sub ways of taxes for financial development.	The speakers politely disagree and points out alternative ways.
I feel awkward to disagree with your views. You can't judge all people to be blind faith believers until you classify faiths and blind faiths.	The speakers politely disagree with new suggestion.

It is unjustifiable to say that youngsters are crazy about mobiles, internet and computer. Did you try to know why they are prone towards modern technology?	The speaker strongly disagrees and raises a question
No, no. I can't agree with you. I think you are absolutely wrong because you can't judge a book by its cover.	The speaker strongly disagrees and gives reason for it.
I must take issue with you about rich are becoming rich and poor more poor.	The speaker disagrees pointing out how reality is impartial.

### Check your Progress : III

**(A) Express your agreement with the following opinions, giving a reason supporting it.**

1. Co-education is base of growth of education.
2. To save Marathi language means to save Maharashtra.
3. Reward of good work is more work.
4. Running Adult Education means doing social work.
5. Growth of English medium education means raising quality of education.

**(B) Express your disagreement, strong or partial, with the following giving your reason for it.**

1. Beauty contests are base for developing status of women.
2. Foreign television channels expose us to immorality.
3. Violence and crimes in cinema reflect social reality.
4. Govt. should make available more facilities by charging less tax.
5. Is toll necessary for development of roads?

#### 1.2.4 Section-IV

##### Intervening or Breaking the Discussion:

Sometimes, the group discussion reaches the point when all the members are emotionally charged in it. But as a group leader, you have to break into it due to various reasons. Firstly, your role is not only of a listener, so you have to grab the

opportunity to share your own views also. But shy person can't break other's speech. You have to break the discussion not by force but in polite manner so that the members shouldn't feel you are rude. How do you intervene the conversation? What appropriate words, phrases and expressions do you use? Note these following expressions:

- With your permission, may I add a point?
- May I intervene, please?
- Please listen to me, I want to share my views on this.
- Could you please listen to me?
- May I add to that?
- Friends, there can be another angle

Sometimes, the discussion goes out of track and your duty is to bring it back to the track. On many occasions, you come across digression from the topic. For example, the topic is Should Govt. Sanction More Rate to Sugarcane, but some members are talking about how to plant the sugarcane. As a group leader, it is your duty to bring them back to the original topic by intervening the discussion in polite manner. Let us study the following expressions to intervene a discussion:

1. Friends, let us come back to our main point. We are talking about adverse effects of television on youth.
2. Gentlemen, let me break your conversation to come back to our topic.
3. Well friends, what you are saying is nice but our topic is Trend of Mixing in Songs and Music.
4. Ok. Mr. Patil, your point is nice but it is unrelated to our present topic.
5. Please, come back to our main topic of discussion.

Sometimes, the argument in discussion reaches a hot point. As the panel members lose their temper, cool and silent discussion turns into hot argument and it becomes personal. As a group leader, you have to stop this and bring all the members back to the point. How will you do it? What expressions will you use to stop this hot discussion? Let us see some examples:

1. Please, don't take it to heart, Mr. Desai.
2. Gentlemen, be silent for a moment.

3. No, no, Mr. Jadhav, please pay attention to me.
4. Well, Desai, I have understood your point.
5. Please, Mrs. Rao, don't get angry.
6. Listen to me please; this is not a place for getting personal.

#### **Check your progress : IV**

##### **(A) Intervene the discussion in the following situation:**

1. The discussion is going on the problem that most of the students prefer to loiter in the college premises, instead of attending the classes. Intervene by giving right reason and remedy for it.
2. A small percent of parents show their interest in Parents-Teachers Meet. Intervene the discussion and suggest any new idea to get the parents interested.
3. There is discussion on Students' Council on Annual Prize Distribution Program about inviting a chief guest. Intervene the discussion pointing out name of a celebrity.
4. There is discussion on arrangement and plans for celebrating your father's birthday. Intervene the discussion suggesting any innovative idea about celebration of birthday.

##### **(B) In the following situations, the discussion is leaving its track. How will you bring it back by intervening it?**

1. The topic of discussion is Daughters are More Caring than Sons. But the members begin talking about Dowry Deaths in India.

#### **1.2.5 Section-V**

##### **Making Suggestions/ Accepting or Refusing Suggestions :**

Group Discussion means exchange of views, thoughts and suggestions. In the course of it, you don't like someone's views and opinions and you would like to make suggestions. Sometimes, you accept the suggestions made by others but sometimes reject them or hesitate. If you have doubt, you express it and object to some opinions.

Note the following examples to know how the expressions are used:

**Suggestion :**

I would like to suggest that semester system of examination should be stopped and annual pattern examination should be introduced.

<b>Refusal:</b> That is absolutely wrong idea. The semester system is introduced by Universities as per University Grants Commission's guidelines.	<b>Conditional Acceptance:</b> Your suggestion is worth considering if internal examination is conducted by the colleges.
<b>Raising Objections:</b> Are you sure that all the colleges will conduct internal examinations? And what about quality maintenance ?	<b>Expressing hesitation:</b> No, no, I don't agree with your opinion. I am not sure that within first semester, fifty percent syllabus is covered.

**Suggestion:**

I suggest we should follow Non Vehicle Day in a week in our college.

<b>Accepting:</b> This is a good idea. We can save petrol, means save money, and to save money means to earn money. It will empower our India.	<b>Conditional Acceptance:</b> Your suggestion is good if everyone in the society follows it.
<b>Raising Problem:</b> But all the teachers and students are not locals. Many students have a few buses and some have no buses on their routes.	<b>Expressing Hesitation:</b> No, It is not acceptable. The teachers and students will save petrol but what about the all people in the society?

1. No, no, what you have imagined about N.S.S. Camp is not acceptable. In fact, N.S.S. Camp is extra-curricular event for all round development of students.
2. Look, your idea is fine but it is too costly to purchase separate computer for each student.
3. Well, you need not be impatient about our college tour. We are going to fix it in the month of January.

4. I don't think you will get response from those who have blind faith.
5. I think, your attitude towards our college and teachers has reflected in your ill behavior.

**Presenting different Alternatives or Solution to Problem:**

Problem	Alternative Solutions
How to prevent dropout rate of students in colleges.	One remedy is to introduce various Career Oriented Courses in the college itself on nominal fees.
	One solution to this problem is to establish Students' Aid Fund to help the poor and needy students to bring them in to the channel of higher education.
Women are becoming insecure in metropolitan cities in India.	The best solution for it is to fix C.C.T.V. cameras at important places to scare the of criminals.
	It is necessary to stop sexy presentation of scenes in TV serials, movies and public places.
	One remedy for it is criminals should get severe punishment so that they won't dare to do this.

**Check your progress : V**

**(A) There is a Group Discussion on the following problems/issues. Make suggestions on each one of them giving a supportive argument.**

1. How to prevent tax evasion.
2. Child labor is the burning problem in our society.
3. How to collect material to write a project.
4. A chief guest to be invited for the Prize Distribution Program.
5. How to stop ragging and sexual harassment in the colleges.

**(B)**

**(i) Someone in your group suggests that the NSS Camp should be organized before Dipawali vacation instead of in December and January.**

- (a) Support this suggestion making your own point
- (b) Reject this suggestion giving your reason.
- (c) Express your doubts about the feasibility of it.

**(ii) Someone, in your group discussion on Cricket, suggests that IPL matches should be completely abolished.**

- (a) Support this suggestion with your own argument.
- (b) React against it giving your reason.
- (c) Express your doubts about it giving your reason.

### **2.2.6 Section VI**

#### **Summing UP :**

An attractive beginning and appropriate end are important tools of each activity. Any discussion has to come to an end. In the end of it, you have to sum up. While summing it up, you have to take up briefly the main points of remarks, views, opinions, agreements, disagreements, suggestion etc made by group members. Note the following examples of summing up the discussion:

1. Well, thank you gentlemen. Now, it is time to sum up this discussion.
2. Friends, excuse me but the time allotted to us is almost over. Let us come to the main points made by you.
3. O.k. Let me conclude this session.
4. All right then. Let me conclude this session. We all discussed the topic Youngsters Should not Run After Employment but they should start their own businesses. Mrs. Rao has pointed out the disastrous situation of employment. Mr. Desai noted the benefits of having own business. Mr. Patil insisted on facing competitive examinations to overcome the unemployment problem. Mr. Suraj More objected to Mr. Patil's opinion pointing out that each and every student can't succeed in MPSC and UPSC exams. Thank you for kind cooperation

## 2.3 Summary :

Group discussion is a complex skill. You should be able to use English for stating your opinion, express your agreement or disagreement, taking initiative in the discussion, giving your reactions, offering suggestions, and so on. Group discussion tests your general knowledge, your ability to convince others, your skill in handling discussion etc. There are various expressions in this unit, which students have to use in taking part in a group discussion.

## 2.4 Terms to Remember :

**tolerance(n):** willingness to accept others opinions or behavior.

**to grab an opportunity:** to take an advantage of something.

**initial (adj):** first, happening at the beginning.

**convert (v):** to change something from one form.

**missile (n):** a weapon that is sent through air to explode.

**point of view (n):** attitude or opinion.

**to share one's views:** to participate, express personal views.

**to react (v):** to show dislike.

**mute (adj):** silent.

**to elicit (v):** to get reaction or information from somebody.

**prejudice (n):** unreasonable dislike.

**empower (v):** authorize someone.

**drop out (n):** a person who leaves school or college.

**survive (v):** continue to live or exist

**fickle (adj):** changing often and suddenly.

**to yawn (v):** to gape.

**thorough (adj):** in detail.

**remedy (n):** solution.

**impose (v):** force somebody.

**moderate (adj):** reasonable.

**brainstorming (n):** a way of making people to think about something.

**to judge a book by its cover:** examine by outward appearance.

**engross (v):** become involved in the activity.

**to come across:** to meet or find something by chance.

**digression (n):** to start to talk on unrelated topic.

**loiter (v):** hang around.

**discard (v):** reject, to get rid of something unwanted.

**hesitation (n):** to be slow to speak or act.

**to sum up (v):** to summarize.

**disastrous (adj):** catastrophic.

**overcome (v):** to succeeded in dealing with something.

**evasion (n):** act of avoiding something eg. tax evasion.

**abolish (v):** to end law or system officially.

## **2.5 Answers to Check your progress :**

### **2.2.1 Section –I**

1. Friends, the topic for our discussion is the Failure is the stepping stone for success.

I would like to tell you that failure makes us do something more for success.

2. Friends, let me take an opportunity to open this discussion .

As far as this topic is concerned; I feel that India lives in the heart of her young generation.

3. Friends, the topic given to us for discussion is should India follow bullet for bullet policy with Pakistan?

In my opinion, India should follow the policy with Pakistan of reminding them of our Indian culture of peaceful coexistence.

4. Friends, allow me to start the discussion on a craze for cell phone among college students.

Personally I feel that there is craze for the use of cell phone among college students, which is harmful.

### **2.2.2 Section –II**

- A) 1. Mr. Ram Patil how do you react to this statement ? Is semester system fruitful to develop quality of education
2. Do you agree, Mr. Sharma, that drop-out rate of male student is increasing in rural colleges?
3. Miss. Soniya, how do you react to this statement ?
4. I think Mr. Desai wants to say something.
5. Firstly, I would like to know Mr. Patel's opinion in this respect.

### **2.2.3 Section –III**

- A) 1. I quite agree with this, because co-education is a base for equality and it is a value-based education.
2. This is absolutely true. Marathi language is a mother tongue. It is full of Maharastrian culture so to save Marathi means to save Maharashtra.
3. I agree that reward of good work is more work because it is an appreciation which encourages one to do more work.
4. I have no doubt about it. Running adult education cell is a social work because it benefits the adults who are away deprived of education.
5. There can't be two opinions about it. The English medium has increased quality of education.

### **2.2.4 Section –IV**

- A) 1. Let me have a word on this. Do you know that the students loiter in the college premises due to wrong schedule of classes. Please, make a suitable time table .
2. Could you please listen to me ? We can't blame the parents. We should show interest in meeting with new ideas like get-together functions, seminars, etc.
3. If you please, let me suggest the name of celebrity for the program.

4. Listen to me, please. I have an idea. Let us give donation for social work instead of celebrating birthdays.

### **2.2.5 Section –V**

- A)**
1. It is necessary to make tax rates low and take legal action against tax evasion.
  2. I suggest that child labour should be banned because it has become a burning problem in our society.
  3. It is my suggestion that to write a project report, collection of materials is necessary. To collect materials, use of internet is one of the best ways.
  4. I suggest we should invite well-known social-reformer as a chief guest for the prize distribution ceremony, because it will be inspiration for the students.
  5. To stop ragging and sexual harassment, there should be a special committee in the college.
- B) i)**
- a)** I support the suggestion that the NSS camp should be concluded before the semester examination.
  - b)** I am against the suggestion because before Dipawali there is heavy rainy season.
  - c)** I have serious doubts about NSS camp before Dipawali vacation. The academic year start only in the month of June.
- ii)**
- a)** I support this suggestion. IPL matches are sheer waste of money and time.
  - b)** I am against abolishing IPL matches. These matches really test the merit of the player.
  - c)** I doubt whether IPL matches can be abolished. They are very popular now-a-days

## 2.6 Exercise:

1. Complete the following Group Discussion according to the notes in the margin.

(You may have to supply complete sentences, clauses and phrase)

A:	Friends, the topic of our discussion is..... We all are acquainted with..... problem in our society. I .... your views on .....	Initiates dowry problem and explains it.
B:	The .....poor or rich .....dowry. Taking dowry and .....dowry, is a new fashion.	States his opinion on the problem.
C:	.....means bargaining of a female. It is .....	Defines the problem.
D:	Mr. C is right .....ought to frame a movement to stop ..... Paying more..... supposed to be matter of pride.	Suggests alternative to the problem.
E:	No, no..... Who will.....expenses of marriage? ..... partner of half property.	Objects to the statement giving a reason.
F:	Mr. E , I am with you. Each mother prides..... dowry. It is ..... point of women.	Supports E giving reason.
D:	I ..... your explanation .....any example from your family? Don't judge from only.....view.	Explains stating better alternative to the problem
A:	Gentlemen, please.....our discussion. We are talking on.... and not on .....	Supports C and suggests solution
C:	.....my view, the vast expenses of marriage.....by both parties.	Brings to notice the reality after marriage.

D:	Mr. C, I am .....you.....idea and the best solution.	States adverse effects of problems with his own example.
E:	No, no. I .....idea. No one pays .....and what about bank loan?	Suggests to be modern.
F:	As far as ..... I ..... last year...land to clear bank loan of my daughter's marriage.	Summing up discussion.
B:	In modern age, we ..... ourselves. We ....new ideas and .....humanity.	Thanks for Objects, and asks for an example
A:	Gentlemen, it is time ..... Let me.....All members .....in discussion .	Group leader intervenes the hot discussion, and concludes.

2. Build up a short piece of group discussion on the topics given in the tasks making use of variety of expressions and interactions given in the unit.

## 2.7 A Model Discussion :

**Topic: NOTA Option is Necessary in our Electronic Voting Machine:**

A:	Friends, the topic of discussion before us is if NOTA Option is Necessary in our EVM. Recently, we have voted for two elections such as Parliament and Assembly. Many people have chosen the option of NOTA on EVM. But, there is a controversy about NOTA among some people. So, let us start our discussion.	The discussion opens stating the subject. It gives the background of the topic.
B:	I think, NOTA is necessary because it indicates that all the listed candidates are not approved by a voter. Further, we can express that we are not happy with the candidates contesting elections. We don't believe that these candidates can make a change in our country.	Gives his opinion and states the reason behind it.

C:	In my opinion, NOTA should not be provided to the voters. It is the same as not going for voting and your vote still doesn't count. It is only a waste of time by going to the voting booth and wasting your vote.	Expresses disagreement and explains the reason.
D:	No, no. I don't agree with your opinion. Basically, NOTA is very creative and innovative idea. When we accept new and innovative reforms in each field, then why not NOTA?	Objects giving a reason and raises a question.
E:	What you say is true. NOTA won't be there because from among the candidates a single one has to win. So, NOTA means you are wasting your vote. Therefore, it is better to vote a candidate whoever you like. It is our duty to choose a candidate so that he or she will represent us.	Partially agrees and suggests alternative.
F:	I would like to share my view that our Election Commission authorities have to figure out the percentage of the citizens who are not happy with all the candidates. If an individual is not happy with candidates contesting an election, he can exercise his right of not voting a wrong candidate and he can press NOTA button.	Agrees and stresses the statement.

A:	Friends, let us come back to our topic of discussion. We will think about how NOTA is an essential option and beneficial to our democracy.	Intervenes to bring discussion on the track.
C:	I am sorry to disagree with you. You need NOTA option on the EVM, to express your dissatisfaction with the candidates. The option gives an opportunity to the candidate to say that all the candidates are unsuitable.	Disagrees and explains the reason.

B:	As far as I am concerned, I partially agree with you that the button of NOTA creates doubt in the minds of voters. But there should be awareness among the people about the option of NOTA. And our politicians should know why they are rejected by the people.	Partially agrees that NOTA creates awareness.
D:	It is unjustifiable to say that NOTA creates doubts in the minds of voters. And if it is, you know, when there is any new idea, people have doubts. Once a father asked his own son who is M.D. Doctor, if he could cure his cold and fever. In the same way NOTA is a new idea introduced in our election process, we should welcome it.	Objects and clarifies the point.
C:	No, no. Personally I can't agree with you. NOTA should not be given because we all know that among all candidates in any area, one will win the battle, whether he is of your choice or not. Why do you become crazy for that NOTA button?	Disagrees and questions the use of NOTA.
E:	No, I feel NOTA is a democratic option. It is one kind of reformation in election process, so we need not be personal about it.	Disagrees and supports NOTA
A:	Friends, let us come back to our main point. Please, don't go to personal level because option of NOTA is related to the whole country. I think B has to say something. Mr. B go on.	Intervenes discussion to bring it back to the topic.
B:	Well, you think, the people have become crazy for NOTA button. But it is not so. Are you going to elect corrupt people? In fact, corrupt people never work for the development of the country. If some people feel so, they may use NOTA.	Raises the question and makes awareness about social reality.
E:	What I want to add is that placing NOTA in EVM means we are wasting the public money and valuable time of Govt. employees.	Reacts against the topic and brings to notice the reality.

F:	According to me, in discussing this topic, we are creating more and more confusion. We will end up criticizing the politics of our country, our democracy and there would be no scope for our development.	Questions the propriety of the topic of discussion.
A:	Well gentlemen, now, it is time to sum up this discussion. The different speakers have shared their views on the topic. Mr. B expressed the necessity of NOTA. Mr. C objected to this statement giving his reason. Mr. D urged to accept the new and innovative things in our democracy. Mr. E objected to the statement pointing out if a single person have to win, why waste our vote. Mr. F supported it urging members not to waste vote. People may have different opinions, but merits and demerits of NOTA, will be clear after one or two elections. You, all the members, spent your precious time; I am thankful to all of you for your participation.  Thanks.	Sums up the discussion.



## Unit-3

### a) Building an Indian Innovation Ecosystem

- Raghunath Anant Mashelkar

---

#### 3.0 Objectives –

- After studying this unit you will be able to understand the importance of innovation in the Ecosystem.
- You will come to know about the relationship between national development and ecosystem.

#### 3.1 Introduction –

Raghunath Mashelkar (born on 1<sup>st</sup> January, 1943 in Mashel, Goa) is a well-known scientist of India. He is an Indian chemical engineer and a former Director General of the Council of Scientific & Industrial Research (CSIR),- a chain of 38 publicly funded industrial research and development institutions in India. Mashelkar is the former President of the Indian National Science Academy and he was the member of the Scientific Advisory Council to the Prime Minister and also the Scientific Advisory Committee to the cabinet. Mashelkar has received over fifty awards and honorary doctorates and is a member of numerous scientific bodies and committees. The President of India honoured Mashelkar with Padma Shri (1991) and with Padma Bhushan (2000) - which are two of the highest civilian honours in recognition of his contribution to nation building. He was appointed an International Fellow of the Royal Academy of Engineering in 1996. In 2013, he was awarded Gomant Vibhushan Award, the highest civilian honour of the state of Goa. On 25 January 2014, he was awarded Padma Vibhushan, the 2<sup>nd</sup> highest civilian honour of India by the President of India.

The present article, ‘Building an Indian Innovation Ecosystem’, is taken from his book ‘Reinventing India’. In this article, he talks about the importance of Innovation. It is the currency of 21<sup>st</sup> century. It has the power to create social and economic transformation. It is all about converting ideas into new or improved products, processes and services. Mashelkar regrets that the atmosphere in our country is not conducive for Innovators. Researchers are not inspired to translate

their ideas into improved products, services and processes. We need to launch now a national innovation movement to make innovative India in the 21<sup>st</sup> century.

## **3.2 Presentation of Subject Matter**

### **The Text**

#### **3.2.1 Section- I**

‘The next 10 years would be dedicated as a decade of innovation’, thus ended the address by the president of India to conclude her address to the parliament on June 4. On June 7, US President Obama, in his Cairo address, said, ‘Education and innovation will be the currency of the 21 century’. During 3-5 June, the first Global Innovation Leaders summit (I-20), fashioned on G-20, was held in San Francisco. I was invited to represent India. I-20 accepted Norway’s suggestion of introducing a Noble Prize for innovation. So, ‘innovation’ dominated the agenda from New Delhi to Cairo to San Francisco in early June.

But, for a while, innovation is really becoming the currency all around. The European Union (EU) has declared that 2009 will be the year of creativity and innovation for the EU. The names of the ministries of science and technology in Australia, Spain, South Africa, Malaysia, the UK, etc. have been changed with the word ‘innovation’ explicitly included. Argentina now has a ‘Ministry of Science, Technology & productive Innovation’!

Why is innovation suddenly gaining such currency? Innovation Led Growth, Innovation Led Recovery, Innovation Led Competitiveness are not mere slogans, they are a hard reality. The power of innovation to create social and economic transformation has been well recognized.

Innovation is all about converting ideas into new or improved products, processes and services. India’s world ranking on innovation is low. WEF produced an innovation capacity index for 134 countries in 2008. The ranking is India (35), as against Brazil (27),China(25),the UK(14),South Korea(9), the USA(6) and Japan(2).

Look beyond statistics now. Ashok Jhunjhunwala of IIT, Madras develops the wireless local loop technology. It gets implemented first in Madagascar, Angola, and Brazil before it does so in India! CSIR’s New Millennium Indian Technology Leadership Initiative gave the challenge and funding for the creation of a low cost computer to Vinay Deshpande of Encore. He created Mobilis, a mobile personal

computer. But, the first Mobilis will be produced this year in Malaysia and Brazil and not in India. Due to the limitations in India's patent laws, the phytopharmaceutical breakthrough medicine on psoriasis by Piramal Life Sciences will be commercialized first in the west, not in India. And one can go on.

Why do we fail in completing the journey from an Indian mind to an Indian market place? Because India lacks a robust national innovation ecosystem. The essential elements of a powerful ecosystem comprise physical, intellectual and cultural constructs. Beyond mere research labs, it includes idea incubators, technology parks, a conducive intellectual property rights regime, enlightened regulatory system, academics who believe in not just 'publish or perish', but 'patent, publish and prosper', potent inventor-investor engagement, 'ad 'venture capital', and passionate innovation leaders.

### Check your progress - 1

**Q. Rewrite the following sentences by choosing the appropriate alternatives from the ones given below each sentence:**

1. According to US President Obama, education and ..... will be the currency of the 21<sup>st</sup> century.  
a) information    b) technology    c) innovation    d) population
2. The first Global Innovation Leaders summit (I-20), fashioned on G-20, was held in .....  
a) Washington    b) San Francisco    c) New York    d) New Jersey
3. Innovation is all about converting ideas into ..... products, processes and services.  
a) old            b) useful            c) wonderful            d) new
4. India's world ranking on innovation is .....  
a) 35            b) 9            c) 25            d) 27
5. The essential elements of a powerful ecosystem comprise physical, intellectual and ..... constructs.  
a) mental            b) educational            c) cultural            d) social

### 3.2.2 Section – 2

First and foremost for a robust national innovation ecosystem, we require researchers. The researchers in R&D per million people in 2006 were –India (119), China (715), South Korea (3723), the US (4628) and Japan (5300). We need to increase our numbers by an order of magnitude. Both supply and demand need to increase. The government is trying to increase the supply by creating new Indian Institutes of Sciences, Education and Research , new IITs, creating new Central Universities, etc. which is very laudable. One million scholarships through DST’s INSPIRE programme for young students is an excellent beginning to get the best young minds to turn to science. We need to do even more.

The demand can grow by stimulating policies, which will induce the enterprises to undertake more and more R&D. Creating a competitive environment after India liberalized itself in 1991 has made a huge difference. Neither Indica nor Nano would have seen the light of the day otherwise. India making its patent laws TRIPS compliant in 2005 made the Indian pharma industry move from copying molecules to creating new molecules, and now hundreds of Ph.Ds. are in demand.

A robust innovation ecosystem means knowledge partnership between industry and academia. The WEF 2008 report shows that in terms of industry-academia interaction, the ranking in India(45),as against China(23), Japan(21) , South Korea(12), the UK(9) and the USA(1). India has a long way to go in creating organic and vibrant linkages.

But things are beginning to move. Recently, the cabinet has approved the publicly funded R&D Bill 2007, which is modeled on the US Bayh Dole Act which was responsible for transforming the landscape of the university industry interaction and making academia patent savvy. The share of universities in patenting prior to 1980 had remained stagnant for long at 0.003% but it increased ten folds in 15 years. It boosted technopreneurship in the academic community.

A robust national ecosystem also recognizes that Saraswati (the Goddess of knowledge) and Lakshmi (the Goddess of wealth) should coexist. George Whitesides of Harvard University is the highest cited scientist in the world, who has co-founded over a dozen companies, which have a combined market capitalization of about \$20 billion! Such academic entrepreneurship does not exist in India. The Cabinet’s recent approval, which, in effect, allows academic researchers to convert knowledge into

equity, is the right step forward. But, we need some major mindset changes amongst our academics too!

The national innovation ecosystem gets hurt when there are obstacles to innovation due to bureaucratic hurdles, rigid rather than enlightened regulatory frameworks, non-competitive and monopolistic practices, etc. Our research institutes lack autonomy, flexibility and the freedom to operate today. Their governance structures need to change dramatically. Government departments and ministries dealing with tax, customs, IP laws, standards, etc can play a major role in helping the innovation ecosystem improve.

A robust national innovation ecosystem needs innovation technology and financing mechanisms. What is missing in India is angel funding, early stage financing. Venture capital dealing with technological innovation really needs to be 'ad' venture capital! When CSIR created the New Millennium Indian Technological Leadership Initiative (NMITLI), it was, in fact, the Government providing the early stage financing on ideas that were risky. Today, NMITLI has some world class technologies, breakthroughs to its credit. With more than 100 private sector companies partnering with over 200 public institutions, it is the largest Indian innovation network ever. We require many more NMITLIs.

### **Check your progress - 2**

**Q. Rewrite the following sentences by choosing the appropriate alternatives from the ones given below each sentence:**

1. We require ..... for a robust national innovation ecosystem.  
a) teachers      b) administrators    c) industrialists    d) researchers
2. A robust innovation ecosystem means knowledge partnership between ..... and academia.  
a) ministry      b) society      c) industry      d) university
3. The WEF 2008 report shows that in terms of industry-academia interaction, the ranking of India is .....  
a) 23              b) 21              c) 12              d) 45

4. The research institutes in India lack ....., flexibility and the freedom to operate today.
  - a) autonomy    b) democracy    c) monopoly    d) autocracy
5. Competitive environment increased in India after India liberalized itself in .....
  - a) 2000            b) 1991            c) 1947            d) 2005

### 3.2.3 Section – 3

The Indian President has proposed the idea of the ‘Decade of Innovation’. The Indian Government has committed itself to ‘inclusive growth’. Including hundreds of millions of resource poor Indians, who are ‘excluded’ from access to the essential necessities of life is crucial. These two directional thrusts of the ‘decade of innovation’ and ‘inclusive growth’ should be combined to embark on ‘innovation led inclusive growth’ or in short ‘inclusive innovation’.

Inclusive innovation will mean ‘getting more from less for more and more people’. This means the design and development of products and services with more performance, from less material, less cost, less time, less environmental pollution and for the benefit of not just a privileged few but for more and more people on this planet; in fact all 4 billion people, whose income levels are less than 2 dollars a day.

Corporate so far worked hard to get more (productivity) from less resource (human, physical, financial capital) for more (profit, shareholder value). But, now they must also embrace inclusive innovation by getting more (performance) for less (cost) for more and more (people).

When it came to products and services, ‘high price-high performance’ was reserved for the rich. Low price-low performance was, of course, for the resource-poor. Can we change this price-performance envelope to say that we will build ‘low price – high performance’ for the resource poor? Yes, we can.

An excellent example of inclusive innovation is the Indian car ‘Nano’. Tata’s people’s car–Nano is the most inexpensive car (\$2000) in the world with an exceptional fuel efficiency and emission standards and yet a vehicle with amazing comfort. This means ‘more from less’- but its affordable price also means the Nano is designed for ‘for more and more people’ and not exclusive few.

The real challenge will be that even if we succeed in creating a ‘National Innovation Ecosystem’, how do we create a ‘National Inclusive Innovation Ecosystem?’ We must create incentives that will shift this focus from ‘exclusive’ to ‘inclusive’. We must ensure that the best of minds work on solving the problems of the poor.

The unique genes of almost every Indian for innovation that leads to ‘more from less for more’ became evident to me while chairing the National Innovation Foundation and Marico Innovation Foundation. That even an ordinary Indian in a remote village can innovate has been demonstrated by Anil Gupta’s pioneering Shodh Yatras in villages. The research by the Marico Innovation Foundation in typically Indian innovation has brought out how some Innovation Foundation in typically Indian innovation has brought out how some Indians make the seemingly impossible possible – examples range from Arvind Eye Care to Cavincare, perfect examples of ‘more from less for more’..

During the freedom movement, freedom had become the obsession for every Indian. We need to launch now a national innovation movement, so that innovation becomes every Indian’s obsession. Then, the dream of the 21<sup>st</sup> century being innovative India’s century will certainly come true.

### **Check your progress - 3**

**Q. Rewrite the following sentences by choosing the appropriate alternatives from the ones given below each sentence:**

1. Inclusive innovation means.....
  - a) Getting more from less for less people
  - b) getting more from less for more people
  - c) getting less from less for less people
  - d) getting more from more for less people
2. The idea of ‘high price - high performance’ was reserved for the .....
  - a) poor                      b) middle class    c) common man    d) rich
3. The excellent example of inclusive innovation is the Indian car .....



The Indian Government has committed itself to ‘inclusive growth’. Including hundreds of millions of poor Indians. ‘Innovation’ and ‘inclusive growth’ should be combined and there should be ‘inclusive innovation’. This means more and more people should be benefited by the development. There should not be benefit of just a privileged few. Inclusive innovation means ‘getting more from less for more and more people’. An excellent example of inclusive innovation is the Indian car ‘Nano’. Nano is the most inexpensive car (\$2000) in the world with an exceptional fuel efficiency and amazing comfort. This means more from less for more people. We can create a National Inclusive Innovation Ecosystem by solving the problems of the poor. We must create incentives that will shift this focus from ‘exclusive’ to ‘inclusive’. During the freedom movement freedom had become the obsession for every Indian. We need to launch now a national innovation movement, so that innovation becomes every Indian’s obsession. Then only the dream of the 21<sup>st</sup> century being innovating India’s century will come true.

### 3.4 Terms to Remember

- **Innovation (n):** introducing new idea, method
- **Ecosystem (n):** environment helpful for innovation
- **fashion (v):** give form or shape, mould
- **loop (n):** a shape like a curve or a circle made by a line curving back towards itself
- **breakthrough (n):** major achievement
- **psoriasis (n):** a skin disease that causes rough red areas where the skin comes off in small pieces
- **robust (adj):** strong and healthy, vigorous
- **constructs (n):** something that is built or made
- **incubators (n):** an organization which helps new business to develop by giving all kinds of help
- **enlightened (adj):** free from ignorance, showing a good understanding/knowledge

- **patent (n):** government authority to manufacture something invented and protect it from imitation; right to make or sell a new invention product
- **potent (adj):** powerful
- **millennium (n):** a period of one thousand years
- **laudable (adj):** deserving praise or admiration
- **stimulating (adj):** that makes something more alert and active, exciting
- **induce (v):** to persuade or influence somebody to do something
- **enterprises (n):** business companies or firms
- **compliant (adj):** ready to obey rules, ready to act in accordance with a request or command
- **molecules (n):** the smallest units, usually consisting of a group of atoms into which a substance can be divided without changing their chemical nature
- **vibrant (adj):** full of life and energy, strong or powerful
- **academia (n):** the field of learning, teaching, research
- **stagnant (adj):** not moving, developing, growing
- **boost (v):** help or encourage somebody/something to increase the strength
- **technopreneurship (n):** linkage between technology and business
- **equity (n):** the value of shares by a company
- **non-competitive (adj):** not having a strong urge to be more successful than others
- **monopolistic (adj):** sole control of something
- **autonomy (n):** independence
- **envelope (n):** fixed or closed system
- **inexpensive (adj):** not costing much money
- **emission (n):** a thing that is produced
- **genes (n):** a unit in a chromosome which controls inherited features
- **pioneering (adj):** introducing new idea and methods

- **obsession (adj):** a fixed idea that fills the mind

### 3.5 Answers to Check your progress

#### Check your progress – 1

1—c

2—b

3—d

4—a

5—c

#### Check your progress – 2

1—d

2—c

3—d

4—a

5—b

#### Check your progress – 3

1—b

2—d

3—c

4—a

5—d

### 3.6 Exercise

#### A) Answer the following questions in two to three sentences each.

1. Why is innovation gaining currency?
2. Why do Indians fail to commercialize their products in Indian markets?
3. What is required for a robust national innovation ecosystem?
4. How is the government of India trying to help researchers?

5. How does national innovation ecosystem get hurt?
6. What will inclusive innovation mean?

**B) Write answers to the following questions in about 120/150 words each.**

1. What is the importance of innovation?
2. What are the obstacles for innovation in India?
3. How is the government of India trying to create innovation ecosystem in our country?
4. What are the requirements for a robust national ecosystem?
5. What is inclusive innovation?



## Unit-3

### b) No Man is an Island

- Minoo Masani

---

#### INDEX :

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Content
  - 3.2.1 Sub-Content I Glossary  
Self-Check I
  - 3.2.2 Sub-Content II Glossary  
Self-Check II
  - 3.2.3 Sub-Content III Glossary  
Self-Check III
- 3.3 Summary
- 3.4 Key to self-check Exercises
- 3.5 Exercises
- 3.6 Writing Activity
- 3.7 Further Reading

#### 3.0 Objectives :

**After studying this unit you will be able to :**

- understand the views of the writer on a World Union or Federation.
- learn the requirements of any government to satisfy the people.
- learn how to analyze and sort out various brands of governments.
- learn what steps you have to take for a better society.
- understand the significance of the process of socialization.

### **3.1 Introduction :**

Minoo Masani (1905-1998)

Minocher Rustom alias 'Minoo' Masani was a freedom fighter, social activist and famous parliamentarian of India. He established the Leslie Sawhny Programme of Training for Democracy to create awareness among youths about their roles as good citizens. His important works include: 'Our India' (1940) 'Our Growing Human Family' (1950), 'We Indians' (1989) etc.

The present article on the concept of World Federation, emphasizes the importance of democratic way of life.

### **3.2 Content :**

#### **3.2.1 Sub-Content I**

We had a peep into the future and saw how, if men are intelligent, they will merge all their states and their empires into a World Union or Federation. With that, we seem to have come to the end of the exciting story of our growing human family. What then remains?

The answer is that the setting up of a World Federation is not the end or goal of human advance. It is in fact only a beginning—a means to a higher end. That goal we may describe—a freer, a fuller and a richer life for each human being, permitting the expression and the growth of his or her personality.

If, today, we knew more than we did a few thousand years ago, if we are not so afraid as we were once of the forces of Nature (though we still are almost as afraid of one another), if we have learnt to relieve physical pain, if we have to work a little less hard, if perhaps we are a wee bit more reasonable, it is the result of centuries and centuries of mutual aid, of cooperation between larger and larger groups of men. It is because human beings have followed, not all the time nor very faithfully, the advice given in a verse to be found in one of the old Sanskrit books:

For the family sacrifice the individual, for the community the family, for the country the community, and for the soul the whole world.

The World Federation of tomorrow or the day after will be the culmination of this process, but it will not automatically guarantee further progress. 'If the whole world were organized into a single state,' says one writer, 'yet mankind might be

worse off under its sway, in the real essentials of human life, than if they were painted savages... We have always first to ask : "What kind of government?... What kind of common life will it provide or allow to its citizens ?".

There are other people who say: 'What does it matter what 'kind of government there is, so long as it is efficient?' One such was the English poet, Alexander Pope, who wrote,

'For forms of government let fools contest;  
Whate'er is best administered is best.'

Which may be a foolish thing to say, because who is to decide what is good government? One man may say that the present government of any given country is good, another may say it is rotten. It is a matter of opinion or point of view.

Are then there no tests by which you and I may judge whether any particular kind of government is good or bad? Are there no requirements we may ask a future world government to satisfy?

There are, I think, two such tests. The first is that a government should serve 'the greatest good of the greatest number; that is, it should be so organised as to give the people the nicest homes, the best food, the greatest comfort, the finest education and the greatest amount of leisure possible for recreation and for the creation and enjoyment of beautiful things.

The second test of good government is that it should at the same time give the largest amount of freedom to every man and woman and should treat their personalities with respect and sympathy, and act only with their consent. Since only the wearer knows where the shoe pinches, it means that the people should decide what kind of political shoe they choose to wear. That is democracy which that great President of the United States of America, Abraham Lincoln, described as 'government of the people, by the people, and for the people'.

'Liberty', said Lord Acton, the historian, is not a means to a higher political end. It is itself the highest political end.' Which means that without self-government there can be no lasting possibility of good government.

The big problem of government in our century is to reconcile the interests of society, as a whole with the liberty of the individual, to make sure that one does not

destroy the other. That government is the best which strikes a perfect balance between the two.

**I] Glossary and Notes:**

**federation (n)** : union of nations

**wee (adj.)** : small, little

**culmination (n)** : highest point of achievement

**savage (adj.)** : wild, brutal

**pinch (v)** : to squeeze one's skin

**reconcile (v)** : to recreate friendly relationships

**Alexander Pope** : [1688-1744], poet and satirist of the English Augustan Period

**Abraham Lincoln** : [1809- 1865] 16th President of the United States who presented the Union during the American Civil War.

**Lord Acton** : John Emerich Edward Dalberg Acton [1834- 1902] English Liberal historian and moralist, the first great modern philosopher of resistance to the state

**Self-Check I :**

**A. Rewrite the following choosing the most correct alternative from the ones given below each:**

1. ----- is the beginning of human advance.
  - a) Setting up of a World Federation
  - b) To peep into the future
  - c) A freer, a fuller and richer life for each human being.
  - d) Permitting the expression and the growth of one's personality.
2. Since only the wearer knows where the shoe pinches, here 'the shoe' stands for ----
  - a) political party
  - b) type of government

- c) democracy  
d) dictatorship
3. We were once afraid of the forces of -----  
a) larger groups of men  
b) the community  
c) an individual  
d) Nature
4. The people have become a little bit more reasonable because of -----  
a) physical pain  
b) the advice given in a verse  
c) mutual aid and cooperation  
d) the old Sanskrit books
5. Lord Acton says that ----- is not a means to a higher political end.  
a) good government  
b) liberty  
c) democracy  
d) rotten government

**B. Answer the following questions in one or two sentences each.**

1. What is the goal of human advance ?
2. According to Alexander Pope who should contest to form government ?
3. What should we sacrifice for the soul, according to the old Sanskrit book?
4. How does Abraham Lincoln describe democracy ?
5. What is the big problem of government in this century ?

**3.2.2 Sub-Content II**

Throughout the world today, people are faced with a choice between various kinds of governments. There are rival political doctors, each with his own brand of

patent medicine, who guarantee to cure us of our ills if only we put ourselves under their treatment. And poor Mr. Man-in-the-Street, whether he is in Bombay or Dublin or Stockholm or Rio de Janeiro, feels dreadfully puzzled and wonders which to choose.

Shall we be chemists for a little while and analyse these patent medicines? Let us see how they stand our two tests because, as citizens of the world, we have each of us to make our choice. By the time we have finished our analysis, we shall find that we can sort out these various brands of governments into two main groups.

In the first kind, the individual citizen can think and say more or less what he likes. The government is responsible to the people and can be replaced by another if the majority of the people desire. In countries which belong to this group, which we may call democracies, the result generally is widespread education and enlightenment, a rising standard of living, and greater equality between different classes of people. That is not, however, the case in all such countries. In some of these, money power is strong and the gulf between a handful of rich people and the masses of the poor is wide. There is very little planning, and often a lot of waste. The results of following a democratic way of life are rather uneven, and vary widely from country to country. That is only natural since the success of the democratic way of life dependent on the wisdom or stupidity of the common people who govern themselves. Each nation, it has been said, gets the kind of government it deserves.

When we turn to the other group of states, which we may call dictatorships; we find the government having total control over the life of the people. Industries are owned and run by the state, and everything is planned in advance by the officials. Right at the top of the state, there is One Man. He orders everything. He dictates. The dictator's every wish must be obeyed. Any opposition to him is destroyed by force—by death. Like the kings of olden times, he can - do no wrong. His officials obey him as soldiers obey a general. A common man may not speak or write or even think for himself. Now, if it were possible for such a system to yield results in increasing the prosperity and happiness of the people, there might perhaps be something to be said for it, though personally I would not like to live in such a state, nor I guess, would you? As it happens, however, although the dictators claim omniscience and demand that all decisions should be left to them for the general good, none of the basic problems of our time has been solved in such states. Conditions of work and living show no improvement; equality is even more distant than before. Liberty, which has

been bartered away in the vain hope of equality and security, is lost and nothing has been gained in return but more inequality and more fear.

So, there we are. We must turn back to the first brand, inadequate and disappointing as it may sometimes be. History teaches us that there are no short cuts to the good life, which has to be earned and deserved by the people before it is achieved. We do want planning for a good life, but not at the cost of liberty. We must move forward to a better society as fast as we can, but that cannot be faster than people are ready to move—freely and of their own will.

How, you will ask, can such big steps forward be taken? Can they be achieved by violent wars and revolutions? There are many people who think so, and they are prepared to beat and kill others who won't swallow their special brand of the new order. There are also some wiser people—they are very few—who won't believe that by killing people you can make them wiser or more friendly! They don't think noble ends can be achieved by foul methods. Such were Buddha and Asoka and Jesus Christ. Such in our time and in our own country has been Mahatma Gandhi, whose weapons were non-violence and truth.

## II Glossary and Notes :

**dictatorship (n)** : a government which exercises autocratic rule

**omniscience (n)** : the capacity to know everything

**barter (n)** : exchange goods for goods

**foul (adj.)** : injurious, dirty, offensive

**Buddha** : [6th – 4th century BCE], the founder of Buddhism, one of the major religions and philosophical systems of southern and eastern Asia

**Asoka** : [265-238 BCE], major emperor in the Mauryan dynasty of India, patron of Buddhism in India

**Jesus Christ** : [C. 6-4 BC – C. 30 AD], religious leader revered in Christianity. He is regarded as the incarnation of God by most Christians

**Mahatma Gandhi** : Mohandas Karamchand Gandhi [1869-1948], leader of the Indian nationalist movement against British rule.

**Self-Check I :**

**A. Rewrite the following choosing the most correct alternative from the ones given below each:**

1. The success of the democratic way of life depends on -----
  - a) the government
  - b) the masses of the poor people
  - c) the wisdom or stupidity of the common people
  - d) a handful of rich people
  
2. In -----, the government has total control over the life of the people.
  - a) democracy
  - b) dictatorship
  - c) capitalistic society
  - d) India
  
3. The dictator destroys the opposition by -----
  - a) officials
  - b) soldiers
  - c) force
  - d) control
  
4. In India, ----- has used the weapons of non-violence and truth.
  - a) Abraham Lincoln
  - b) Jesus Christ
  - c) Buddha
  - d) Mahatma Gandhi
  
5. ----- teaches us that there are no shortcuts to the good life.
  - a) War
  - b) Revolution

- c) History
- d) Liberty

**B. Answer the following questions in one sentence each :**

1. Who does faces the trouble of choice between various kinds of government ?
2. Which are the two main groups of government ?
3. Who is at the top of the state in a dictatorship ?
4. What does the dictator claim?
5. Who have thought that noble ends cannot be achieved by foul methods ?

**3.2.3 Sub-Content III**

We often hear people say that most human beings have not yet evolved or grown up enough to stick to truth or non-violence. That is very true. Somebody has described the people of our time as possessing the powers of gods and the minds of schoolchildren. Which only show how grown-ups will put on airs! A Russian peasant put the same idea much better when he told the writer Maxim Gorcky: 'You can fly in the-air like birds and swim in the sea like fish, but you don't know how to walk upon the earth like men.'

Now, there is no need to get despondent at the fact that human beings lack the intelligence as yet to know their real interests. We must not forget that the human race is still very, very young. C. E. M. Joad, in his delightful little Story of Civilization, has computed that if we reckon the whole past of living creatures on the earth as one hundred years, the entire past of Man works out at one month, and during that month, there has been civilization for only seven or eight hours. He also points out that while there has been little time for us to learn things so far, there will be oceans of time in which to learn better. Because, while Man's civilized past has lasted seven or eight hours, his future (till the sun grows too cold or too hot to maintain life on the earth) is estimated on the same scale at a hundred thousand years!

So, people have to be educated 'to walk upon the earth like men' and to take the next step forward. We find here and there some peoples who were very warlike once upon a time but have now grown up enough to be mild and peace loving. Such, for

instance, are the Swedes and the Swiss. It is necessary that people all over the world should become educated like that. If they don't learn their lessons in time, they will go on having one terrible war after another until—like the dinosaur and the brontosaurus who would go on fighting amongst themselves—the human species becomes extinct.

How is this to be avoided? By people being taught to think freely and to think new thoughts. Some clever person once pointed out that if everybody had always thought the same as his parents, we should all of us still be savages!

Where do you and I come into this picture? We come in because as a seventeenth-century English poet, John Donne, put it (in the spelling of the time which I am leaving untouched):

'...No man is an Island, intire of it selfe; every man is a peece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or of thine owne were; any man's death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom, the bell tolls; It tolls for thee....'

We are all members of one human family and must stand or fall together. There is no life possible for us except through the medium of society—that medium which supplies nourishment to growing baby, equips it with the signs of language and the symbols of association, prepares it by cultural habitation to eat this food and reject that poison, to believe this truth and turn aside from that error.

You and I, we each have a part to play in this forward march, this long pilgrimage of Man. Each of us can decide whether he or she will lead in the vanguard or be one of the many stragglers in the rear.

The process that has made people like you and me out of the ape-man in some fifty thousand years has by no means come to an end. It has to continue until men and women become something like the gods and goddesses they have so far imagined and worshipped. That is not just a day-dream. Because, just as men have not always been men but have gradually evolved out of a different kind of creature, so men need not always be men but could gradually evolve into yet different beings.

The spirit of Man has faced all kinds of dangers and his growing intelligence has slowly and painfully surmounted all the obstacles that have come in his way. Each

one of us is a custodian of a little particle of that spirit and that intelligence. We have to guard and preserve it against all attempts to take it away from us. We have to speak the truth as we see it, even if all around us there is falsehood and darkness.

**I] Glossary and Notes:**

**despondent (adj.)** : dejected, sad, gloomy

**compute (v)** : to calculate

**reckon (v)** : to count, to enumerate

**dinosaur (n)** : an extinct reptile belonging to the world of Dinosauria, existing between about 230 million and 65 million years ago.

**brontosaurus (n)** : one of the largest land animals to ever walk the earth

**extinct (adj.)** : no longer in existence

**Maine (n)** : a province in north west France

**Mannor (obsolete)- manor (n)** : a landed estate

**diminish (v)** : to reduce, to make smaller

**pilgrimage (n)** : a journey make to sacred place

**vanguard (n)** : advance guard

**straggle (v)** : to wander, ramble

**rear (v)** : to lift up, to elevate

**surmount (v)** : to overcome, to get over

**Maxim Gorki** : Aleksey Maksimovich Peshkov [1868-1936], Russian short story writer and novelist known for his naturalistic and sympathetic stories of tramps and social outcasts.

**C.E.M. Joad** : Cyril Edwin Mitchinson Joad [1891-1953], British philosopher, author, teacher and radio personality.

**John Donne** : [1572-1631], English poet of the Metaphysical school and the greatest love poet in the English language.

**Self-Check III :**

**I) Rewrite the following choosing the most correct alternative from the ones given below each:**

1. Somebody has described the people of our time as possessing the power of gods and the minds of -----.
  - a) goddesses
  - b) grown-ups
  - c) school children
  - d) young
  
2. ----- is the writer of 'Story of Civilization'.
  - a) Mahatma Gandhi
  - b) Abraham Lincoln
  - c) Maxim Gorcky
  - d) C.E.M. Joad
  
3. ----- people have become mild and peace loving.
  - a) The Swiss
  - b) The Russian
  - c) The Indian
  - d) The British
  
4. -----, a seventeenth-century English poet writes that 'No man is an Island'.
  - a) Alexander Pope
  - b) Maxim Gorcky
  - c) John Donne
  - d) C.E.M. Joad
  
5. We have to guard and preserve ----- against all attempts to take it away from us.

- a) the spirit and intelligence of Man
- b) the gods and goddesses
- c) our family
- d) the long pilgrimage of Man

**II) Answer the following questions in one sentence each :**

- 1. What type of people of our time are ?
- 2. Which species have become extinct ?
- 3. Which medium is important for the survival of human life ?
- 4. According to the writer, which process has to continue ?
- 5. Which thing of Man has overcome all the obstacles ?

**III) Answer the following questions in three or four sentences each :**

- 1. What is the goal of human advance ?
- 2. What is the first test to judge any kind of government?
- 3. Which is the second test to judge the government ?
- 4. How does the writer describe democratic government ?
- 5. How does the writer describe dictatorship ?
- 6. Which are the two ways that generally people use to move forward to a better society ?
- 7. How does John Donne describe the importance of society ?

**IV) Vocabulary Exercises :**

**A) Choose the alternative which gives correct meaning of the underlined word/phrase in the following sentences.**

- 1. The big problem of government in our century is to reconcile the interests of society.
  - a) to count
  - b) to bring about agreement
  - c) to stop quarrel

- d) to enjoy
2. They don't think noble ends can be achieved by foul methods.
- a) dirty
  - b) false
  - c) faulty
  - d) fair
3. There is no need to get despondent at the fact that human beings lack the intelligence.
- a) sad
  - b) dependent
  - c) happy
  - d) despicable
4. Some clever person once pointed out that if every body had always thought the same as his parents we should all of us still be savages !
- a) sage
  - b) wild
  - c) violent
  - d) cruel
5. Any man's death diminishes me, because I am involved in Mankind.
- a) surprises
  - b) excites
  - c) reduces
  - d) encourages
6. Each of us can decide whether he or she will lead in the vanguard or be one of the many stragglers in the rear.
- a) strugglers
  - b) wanderers (behind all)

- c) runners
  - d) observers
7. Man's growing intelligence has slowly and painfully surmounted all the obstacles that have come in his way.
- a) surrounded
  - b) surrendered
  - c) overcame
  - d) accepted

**B) Rewrite the following sentences using the correct form of words underlined as instructed in the brackets.**

- 1. The big problem of government in our century is to reconcile the interests of society. (use adjective)
- 2. Industries are owned by the state (use a noun)
- 3. By the time we have finished our analysis, we shall find that we can sort out these various brands of governments. (use V-ing)
- 4. We do want planning for a good life. (use a noun)
- 5. Conditions of work and living show no improvement. (use V-ing)
- 6. The government is responsible to the people. (use a noun)

**C) Use the following idioms/phrases in your own sentences :**

- 1. be worse off
- 2. come to
- 3. to strike a balance between
- 4. to cure of
- 5. to put one on

**3.3 Summary :**

In this unit, the writer presents a picture of an ideal society. By setting up a World Federation, the men will merge all their states and empires. It will have a good

government. There are two tests to judge any government. The first is that a government should serve the greatest good of the greatest number. The second test is that it should give the largest amount of freedom to people, treat their personalities with respect and sympathy, and act only with their consent. There are two main groups of government such as democratic and dictatorial. The writer supports the democratic government.

### **3.4 Key to Self-Check Exercises :**

#### **Self-Check I**

##### **A)**

1. a) setting up of a World Federation
2. b) type of government
3. d) Nature
4. c) mutual aid and cooperation
5. b) liberty

##### **B)**

1. A freer, a fuller and a richer life for each human being, permitting the expression and the growth of his or her personality.
2. fools
3. the whole world
4. 'government of the people, by the people, and for the people'.
5. to reconcile the interests of society

#### **Self-Check II**

##### **A)**

1. c) the wisdom or stupidity of the common people
2. d) dictatorship
3. c) force
4. d) Mahatma Gandhi

5. e) History

**B)**

1. poor Mr. Man-in the street
2. democratic and dictatorship
3. the dictator
4. omniscience
5. Buddha, Asoka and Jesus Christ

**Self-Check III**

**I)**

1. c) school children
2. d) C.E.M. Joad
3. a) The Swiss
4. c) John Donne
5. a) the spirit and intelligence of Man

**II)**

1. The people of our time are possessing the powers of gods and the minds of school children.
2. the dinosaur and the brontosaurus
3. the medium of society
4. the process of making people out of the ape-man.
5. the growing intelligence

**III)**

1. The goal of human advance is a freer, a fuller and a richer life for each human being, permitting him or her the expression and the growth of personality.
2. The first test to judge government is that a government should serve the greatest good of the greatest number. It should give the nicest homes, the

best food, the greatest comfort, the finest education and the greatest amount of leisure.

3. the second test of good government is that it should give the largest amount of freedom to people and should treat their personalities with respect and sympathy, and act only with their consent.
4. The writer says that a democratic government gives liberty to the citizens. It is responsible to the people and can be replaced with majority. It attempts to provide widespread education and enlightenment, a rising standard of living and greater equality between different classes of people.
5. The dictatorial government has total control over the life of the people. Industries are owned and run by the state and the officials plan everything in advance. The dictator rules over the people. His every wish is obeyed. He destroys opposition by force.
6. There are many people who are prepared to beat and kill others to implement their new order. There are some wise people who won't use violence. They don't believe that by killing people you can make them wiser or more friendly.
7. According to John Donne, there is no life possible without society. Because the society supplies nourishment for individual's growth. It equips us with the signs of language and the symbols of association. It prepares us by the cultural habitation to believe in this.

#### **IV) Vocabulary Exercises :**

##### **A)**

1. b) to bring about agreement
2. a) dirty
3. a) sad
4. b) wild
5. c) reduces
6. b) wanderers
7. c) overcame

**B)**

1. The big problem of government in our century is the reconciliation of the interests of society.
2. state is the owner of industries.
3. Finishing our analysis, we shall find that.....
4. We do want a plan for a good life.
5. Working conditions and living show no improvement.
6. It is government's responsibility towards the people.

**C)**

1. The farmers are far worse off than in the earlier government.
2. Things have come to such a state that he's thinking of resigning.
3. It was difficult to strike a balance between family and office.
4. The doctor cured her of cancer.
5. The boy thought that his mother was trying to put him on with too much praise.

**3.5 Exercises:**

**Write short-notes on the following:**

1. The concept of a World Federation
2. Two tests to judge government
3. Types of government
4. Importance of society

**3.6 Writing Activity:**

**Write a paragraph each on the following:**

1. An ideal state
2. Advantages of democracy

### **3.7 Further Reading :**

Abdul Kalam A.P.J., (1998) India 2020 : A Vision For The New Millennium, New York : Viking



## Unit-4

### a) Khadi

- M. K. Gandhi (1869-1948)

---

#### 4.0 Objectives :

After studying this unit you will learn :

- Gandhiji's awareness about Indian Social situation during the British Raj.
- His own spiritual and social thinking about Khadi.
- Gandhiji's view about Khadi as the remedy to fight Indian poverty.
- Gandhiji's faith in God.

#### 4.1 Introduction :

Mohandas Karamchand Gandhi, the greatest nationalist leader, is popularly known as Mahatma Gandhi alias Bapu. Every Indian knows him for his great sacrifice for our country. His autobiography *The Story of My Experiments with Truth* reveals his life of simplicity and self- help even as a student. The whole world knows him for his principles of 'truth' 'love' and 'non-violence'.

The present essay *Khadi* is taken from M. K. Gandhi's *Modern Essays Studying English Through Literature*. In it, M. K. Gandhi urges people to use Khadi to overcome poverty-stricken situation in India. He admits the reality that Khadi is rough, too heavy and not like silk. Yet, he wants to carry the message of Khadi and the spinning-wheel with the fullest faith in God. He believes in God that He will deliver his message of Khadi to all the Indians.

#### 4.2 Text :

The Chairman has asked me to give you a religious discourse. I do not know that I have ever given a religious discourse, or to put it the other way, I do not know a single speech of mine or a talk of mine, within my own recollection, which has not been a religious discourse.

I think, if I am not deceived, that at the back of every word that I have uttered since I have known Public life, is, and of every act that I have done, there has been a

religious consciousness and a downright religious motive. My acts may have appeared to my audiences, or to the readers of the words that I have written, political, economical and many other things. But I ask you to accept my words that the motive behind every one of them has been essentially and predominantly religious. And so is it to be this morning.

When I asked what I was expected to speak about, I was told that I was to speak what I liked. Well, the message came to me this morning as I was on my way to this meeting and I propose now to think before you aloud.

I had very precious moments with a missionary friend in Vellore. I had a heart-to-heart talk with the students of that place, and the next morning I was told something like this: 'Your speech was very nice. You talked of the things of the spirit. But how is it that in the middle of the speech like King Charles' head with the renowned Mr. Dick, Khadi came up? Can you explain what connection khadi can possibly have with spirituality? Then he went on, 'You spoke about temperance; that delighted us and it was spiritual. You spoke about untouchability, a very fine subject for an audience spiritually inclined or for a spiritually inclined man to speak about. But both these came in your speech after your message of khadi. It seemed to jar on some of us'. I have given you the substance of the conversation in my own words but faithfully. I gave the answer that came to me at the time and this morning I want to amplify that answer.

Through 35 years unbroken experience of public service in several parts of the world, I have not yet understood that there is anything like spiritual or moral value apart from work and action. I have often repeated to audiences like this that great verse which has always with me ever since I read it: 'Not everyone that says unto me Lord, Lord, shall enter the Kingdom of Heaven but he who doth the will of my Father who is in Heaven.' I have not reproduced that verse correctly but you know what that verse is and it is so true.

Only the other day, an American friend, Prof. Sam Higginbottom, writing to me upon a subject in which both he and I are deeply interested, said,--- I give you the substance of the letter --- 'I don't believe in a religion bereft of economics. Religion to be worth anything must be capable of being reduced when necessary to terms of economics. I entirely endorse that remark with a big mental reservation. Not that Mr. Higginbottom also had not that reservation. But I must not claim to speak for him.

The mental reservation is this, that whereas religion to be worth me anything must be capable of being reduced to terms of economics, economics to be worth anything must also be capable of being reduced to terms of religion-cum-economics. There is no room for exploitation and for Americanization as the technical term is known. As a distinguished son of India put it --- he is no other than Sir M. Vishveshvarayya --- whereas an Englishman owns 30 slaves, or is it 36 --- I speak subject to correction --- an American owns 33 slaves. Personally, I think there is no room in true economics which is convertible with religion for the owning of slaves whether they are human beings, cattle or machinery. There is no room for slavery in economics. Then I suggest to you that you cannot escape khadi and it has the largest limit. Temperance takes in its orbit a certain number of people. It blesses the man who converts the drunkard to teetotalism, and it undoubtedly blesses the drunkard who is so converted by the word of the reformer. Untouchability takes in its orbit at the most seven crores of people of this unhappy land, and not every one of us can do untouchability work. You may certainly give the untouchable education; you may dig wells for him and build temples. But these would not make him touchable unless the so-called touchables will come down from their insolent heights and brother the untouchable. So you will see it is a somewhat complex problem for the man and the woman in the street to handle. And as a man whose sole occupation in life is, be it ever so humble, to find out truth, I was searching for something that everyone can do without exception --- everybody in this room --- that something which would also remedy the most deep-seated disease of India.

And the most deep-seated disease of India is undoubtedly not drunkenness, undoubtedly not untouchability, great as those diseases are and greater perhaps for those who are suffering from them; but when you examine the numerical content of this disease, you will find with me, if you take any census returns, or any authentic book on history, such for instance, as Sir William Hunter's history or take the evidence of Mr. Higginbottom given before a commission only two years ago ---- he said that the largest number of people in India were poverty-stricken, and Sir William Hunter says that one-tenth of the population in India is living barely on one meal a day consisting of a stale roti and a pinch of dirty salt which perhaps you and I will not touch --- that state of things persist in India today. If you were to go into the interior, outside the railway track, you will find as I found that the villages are being

reduced to dungheaps, the villagers are not there, vultures are to be seen because they could not support themselves, and were reduced to carcasses.

India is suffering from meningitis, and if you will perform the necessary operation and make some return to those starving millions today, I say there is nothing but khadi for you. And if, as men spiritually inclined. You will think of those less fortunate than you are and who have not even enough to support themselves or clothe themselves, if you will have an indissoluble bond between them and yourselves, I say once more there is nothing for you but khadi. But it jars, and the reason why it jars is a new thing that is visionary thing, a daydream as it appears to many. The missionary friend of Vellore whom I spoke about, told me at the end of our conversation. 'Yes, but can you stem the march of modern progress? Can you put back the hands of the clock, and induce people to take to your khadi and make them work on a mere pittance?' All I would say is that this friend did not know his India. From the Vellore meeting, I went to two places, Arcot and Arni. I did not see much of the people there, I assure you, but saw the villagers less well clad than I am. I saw them not in their tens but in their tens of thousands. They were in their rags and their wages were practically nil for four months in the year. They gave me of their substance; I was hungrily looking at the thing they gave me. They gave me not pice; they *gave pies*.

Come with me to Orissa in November, to Puri, a holy place, and a sanatorium, where you will find soldiers and the Governor's residence during summer months. Within ten miles radius of Puri you will see skin and bone. With this very hand I have collected soiled pies from them tied tightly in their rags, and their hands were more paralysed than mine were at Kolhapur. Talk to them of modern progress. Insult them by taking the name of God before them in vain. They will call you and me friends if we talk about God to them. They know, if they know any God at all, a God of terror, vengeance, a pitiless tyrant. They do not know what love is. What can you do for them? You will find it difficult to change these delightful sisters (pointing to the ladies present) from their silk saris to coarse khadi woven by those paralytic and crude hands. Khadi is rough! It is too heavy! Silk is soft to be touched and they can wear nine yards khadi. The poor sisters of Orrisa have no saris; they are in rags. But they have not lost all sense of decency, but I assure you we have. We are naked in spite of our clothing, and they are clothed in spite of their nakedness. It is because of these that I wander about from place to place, I humour my people, I humour my

American friends. I humoured two stripling youths from Harvard. When they wanted my autograph, I said, 'No autograph for Americans'. We struck a bargain. I give you my autograph; and you take to khadi'. They have promised and I rely on the word of an American gentleman. Many of them are doing this work --- make no mistake about it, and they like it also.

But I cannot be satisfied, not till man and woman in India is working at his or her wheel. Burn the wheel if you find a better substitute. This is the one and only work which can supply the needs of the millions without disturbing them from their homes. It is a mighty task and I know that I cannot do it. I know also that God cannot do it. The mightiest and strongest matter is but a tiny affair for Him, when it pleases Him. He can destroy them all in the twinkling of an eye, as He has destroyed now thousands of homes in Gujarat and as he had destroyed thousands of homes a few years ago in south India. I carry this message of khadi and the spinning-wheel with the fullest faith in God, and therefore in His creation, man. You may laugh at me today. You may call this a sordid thing. If you like you may distrust me and say this is some political schemer who has come to place his khaddar before us, but he has got many things up his sleeve. You may misinterpret me and my message. You may say, 'We are too weak to do these things and too poor!' I know it is possible for you to repel me by your arguments and make me speechless. But I shall not lose faith in God. It is impossible for me to lose that faith, and therefore I cannot lose faith in the message of khadi and spinning-wheel.

If I have not succeeded in opening out my heart to you, and if I have not succeeded in showing to you the rock-bottom spirituality of the message of khaddar, I don't think I shall ever succeed in doing so. All I can say is I mean to succeed. My lips may not deliver the true message. God will do it all, in whose name I have delivered this message to you. God bless you.

### **4.3 I Notes and Glossary / Terms to remember:**

**discourse (n)** : a lecture, a long and serious discussion of a subject in speech

**utter (v)** : say something.

**downright** : extreme, absolutely

**predominantly (Adv)** : mostly

**heart to heart (n)** : honest/intimate (conversation)

**renowned (adj)** : famous and respected

**temperance (n)** : a total absence from alcoholic drinks due to moral and religious belief

**inclined (adj)** : wanted to do something

**to jar (v)** : to give or receive a sudden sharp painful knock

**amplify (v)** : to add details

**endorse (v)** : to say publicly one's support.

**convertible (adj)** : that can be changed to a different forms or use

**orbit (n)** : a curved path

**teetotalism (n)** : never drinking alcohol

**carcass (n)** : dead body of an animal

**meningitis (n)** : a serious disease

**induce (v)** : to persuade or influence somebody

**pittance (n)** : a small allowance

**sanatorium** : a hospital for the people suffering from weak lungs

**vengeance (n)** : revenge

**decency (n)** : an honest, polite behavior

#### **4.4 Check your progress :**

##### **II [A] Skimming and Scanning Questions :**

1. What did the students ask M. K. Gandhi about Khadi?
2. What did M. K. Gandhi answer to the students at Vellore regarding Khadi?
3. Who was Prof. Sam Higginbottom?
4. How many slaves do American own according to M. K. Gandhi?
5. What is India suffering from in view of M. K. Gandhi?
6. What did M.K.Gandhi say "no autograph for Americans"?
7. In view of M.K.Gandhi, when will he be satisfied?

8. What message does M.K.Gandhi deliver to the readers?

**[B] Rewrite the following sentences by choosing the correct alternatives.**

1. The Chairman asked M. K. Gandhi to give..... discourse.  
a) social            b) religious            c) economic            d) scientific
2. The students ask M.K.Gandhi to explain the connection of Khadi with.....  
a) spirituality    b) maturity            c) purity                d) intellectuality
3. Prof. Sam Higginbottom doesn't believe in religion bereft of.....  
a) political        b) economic            c) social                d) regional
4. M. K. Gandhi believes that there is no room for ..... in economics.  
a) student        b) slavery                c) money                d) science
5. Sir William Hunter says that ..... of the population in India is living barely on one meal a day.  
a) one-tenth      b) one-fifth            c) hundred percent    d) one-ninth.
6. According to M. K. Gandhi, Khadi is.....  
a) smooth        b) rough                c) delicate              d) unwanted.
7. M. K. Gandhi carries the message of Khadi with the fullest faith in...  
a) God            b) man                c) cotton                d) animals.

**[C] Answer the following questions in 2 to 3 sentence each.**

1. What does M. K. Gandhi say about his religious discourse?
2. What did M. K. Gandhi speak to the students at Vellore?
3. What did M. K. Gandhi say about spiritual value throughout his long experience of public service?
4. What does Prof. Sam Hingginbottom say about religion?
5. What does M. K. Gandhi say about the mental reservation?
6. What is M. K. Gandhi's view about slavery?

7. How does M. K. Gandhi prove the need of Khadi?
8. How did M. K. Gandhi's missionary friend react on the issue of Khadi?
9. How does M. K. Gandhi describe Khadi?
10. How does M. K. Gandhi connect the message of Khadi and faith in God?

**[D] Write answers to the following questions in about the 120 to 150 words each.**

1. Explain the students' reaction to M. K. Gandhi's speech?
2. How does M. K. Gandhi explain the problem of untouchability?
3. How does Sir William Hunter describe the poverty-stricken situation in India?
4. Describe M.K.Gandhi's views on Khadi.
5. How does M.K.Gandhi describe the disastrous situation of the people from Orissa?
6. How does M.K.Gandhi connect the message of Khadi with fullest faith in God?

### III] Vocabulary Exercises:

**[A] Complete the following table:**

Noun	Verb	Adjective	Adverb
domination	-----	-----	-----
-----	expect	-----	-----
-----	-----	spiritual	-----
-----	-----	-----	faithfully
belief	-----	-----	-----
-----	consist	-----	-----

**[B] Give synonyms and antonyms of the following :**

Word	Synonym	Word	Antonym
renowned	-----	reserve	-----
vengeance	-----	doubtful	-----
decent	-----	dissoluble	-----
delightful	-----	tyrant	-----

**4.5 Summary :**

The story of M. K. Gandhi's, *The Story of My Experiments with Truth* reveals his life of simplicity and self-help from his early age. In the present essay, Gandhiji urges people to use Khadi to overcome poverty-stricken situation in India. He wants to spread the message of Khadi and the spinning-wheel among all the Indians.

Whenever he delivered speeches, all of them had a religious consciousness and a downright religious motive. He used to say that Khadi has the spiritual connections. In his long and unbroken experience of thirty five years of public service he understood that nothing has spiritual or moral value apart from work and action. India faces various problems or diseases. One of them is untouchability that seven crores of people then suffered from this disease. But greater than that can be the problem of poverty. Prof. Sam Higginbottom of America said that people in India are poverty-stricken whereas Sir William Hunter said that one-tenth of the population in India is living barely on one meal. As a remedy on this disease, it is essential to perform the necessary operation and make some returns to those starving millions and there Khadi works. Khadi is rough, too heavy but better to protect the body. It is mainly woven by poor women. If it is started to use all over in India, those women would be supported economically. Humourously Gandhiji said, "if you want my autograph, you have to take Khadi". This is an urge, a sincere effort to eradicate poverty from the country. He carried the message of Khadi and the spinning-wheel with the fullest faith in God and in His creation, man.

#### **4.6 Answers to check your progress :**

- A]**
1. The students asked Gandhiji about the connection Khadi can have with spirituality.
  2. Gandhiji answered to the students that nothing has spiritual or moral value apart from work and action.
  3. Prof. Sam Higginbottom was an American friend.
  4. According to Gandhiji, an American owns thirty three slaves.
  5. In the view of M. K. Gandhi India is suffering from drunkenness, untouchability and poverty.
  6. Gandhiji insisted Americans to take Khadi in place of his autograph.
  7. Gandhiji will be satisfied when he will be able to convince people for Khadi and spinning-wheel.
  8. Gandhiji delivered the message of showing the rock-bottom spirituality of the Khaddar.

#### **B] Multiple Choice Questions :**

1. b) Religious
2. a) Spirituality
3. b) Economic
4. b) Slavery
5. a) One –tenth
6. b) rough
7. a) God

#### **4.7 Writing Activity :**

Write an Essay on :

1. M. K. Gandhi
2. Need of Khadi in Modern Days
3. M. K. Gandhi's Dedication for Eradication of Untouchability.

#### **4.8 Further Reading :**

1. The Story of My Experiment with Truth - M. K. Gandhi.
2. M. K. Gandhi's Speeches.



## Unit-4

### b) The Mettle of Soldiers

- R. Singh

---

#### 4.0 Objectives :

After reading this unit you will learn :

- Where the soldiers work.
- How they live the life.
- What attitude the selfish people of the country have.
- How the soldiers perform their duty.
- Soldiers' noble attitude.

#### 4.1 Introduction :

The present poem is taken from the periodical '*Alive*' of May, 2003 issue. '*Alive*' published articles on the burning issues of the society from political, social and economic perspectives. It was established in 1940 and today, it has emerged as one of the established and leading periodicals. The present poem is written by R. Singh. He is known as a budding Indian English Poet.

In the present poem, the poet describes the fortitude, deed and valour of a soldier. The poet thinks that in the selfish world, he is the only who thanks of others and protects them. In his point of view, he appears 'super human' to him.

#### 4.2 Text :

Aren't you scared, you vulnerable soldier  
as a sentinel on the country's border?  
Just one bullet just one shot.  
And your precious life may ebb out.  
  
People love their lives so lovingly,  
they run far away from death.  
But you court it knowingly!  
You go to serve the country

without caring for your life  
You go willingly to fight  
not knowing what will happen in a while  
and yet you smile.

What mettle are you made of,  
you must be superhuman.  
In this selfish world,  
you think of other humans.

And you think of protecting  
the border, what is it  
but just a line on the map  
for which you can face any mishap.

"The soldier spoke and smiled,  
"It isn't a line only, my child.  
It is the profile of my motherland.  
If a danger threatens your mother, won't you protect her?"

The country said,  
"Hats off to you for the duties you shoulder  
I owe my freedom to you. My brave soldier."

#### 4.3 Notes and Glossary :

**mettle (n)** : fortitude and courage

**scared (v)** : frightened

**vulnerable (adj)** : susceptible to physical injury

**sentinel (n)** : a sentry, soldier posted to keep watch and guard

**ebb out (v)** : disappear, come to an end.

**court (v)** : confront (the death)

**superhuman (adj)** : having or showing exceptional ability or powers

**mishap (n)** : misfortune, an unfortunate accident

**profile (n)** : the side-view of (the motherland)



- d) he has mighty weapons to fight
5. According to the soldier, border is not just a line on the map but....
- a) it is the profile of his motherland b) is the pride of his nation
- c) it is the sensitive place of nation d) it is profile of the enemy

**C) Answer the following questions in 2 to 3 sentences each.**

1. Why does the poet describe the soldier as vulnerable?
2. What is the difference between the people and the soldier?
3. What are the reasons for the soldier to go willingly to fight?
4. Why does the soldier think that the border is the profile of his mother land?
5. Why does the poet owe his freedom to the soldier?

**D) Write answers to the following questions in about 120 to 150 words each.**

1. How does the poet admire the soldier and why?
2. What are the distinctive qualities that make the soldier superhuman?
3. Illustrate the meaning of the line, "Hats off to you for the duties you shoulder, I owe my freedom to you, My brave soldier."

**4.5 Vocabulary Exercises :**

**A) Complete the following table :**

Noun	Verb	Adjective	Adverb
-----	know	-----	-----
-----	-----	-----	willingly
protector	-----	-----	-----

**B) Give synonyms and antonyms of the following :**

Word	Synonym	Word	Antonym
love	-----	precious	-----
sentinel	-----	danger	-----
selfish	-----	freedom	-----

**4.6 Summary :**

*'The Mettle of Soldiers'* is a touching poem written by R. Singh, a budding Indian English poet. In this poem, the poet talks about the thorny life of soldiers. They remain alert on the country's border to protect the nation and the people of the nation. They are not afraid of anything. Their life is unpredictable and transitory.

'Just one bullet just one shot and  
their precious life may ebb out.'

In the selfish world, people love their life very much. They run away from death and dangerous situations. But soldiers court death knowingly. They serve the country without caring for their lives. They accept the mission and go ahead though they don't know what is about to happen the next moment. Even then, they enjoy their duty happily. By accepting challenges and completing them triumphantly, they make image of themselves as superhuman. So the poet asks them what mettle they are made of. They must be superhuman being blessed with extraordinary power to tackle all the hurdles in their lives while protecting the motherland.

The poet worries about the piteous condition of soldiers. He says that in this selfish world, people think only of themselves. But it is only the soldier who thinks and cares for other people and protects the border. Apparently, the border of the country seems just a line on the map, for which the soldiers sacrifice their valuable lives, for which they go on accepting any mishap. On listening to the remark of the poet, the soldier smiles and speaks proudly in the following way :

"It isn't a line only, my child,

It is the profile of my motherland."

The soldier explains his duty. When a danger threatens our mother, we definitely try to protect her, likewise the soldier protects the motherland. When the soldier sincerely expresses his love for his motherland, the country is pleased and says –

"Hats off to you for the duties you shoulder

I owe my freedom to you. My brave soldier."

The poem is a triumphant song honouring and glorifying the courageous life of soldiers. When a man becomes a soldier and takes the oath, he is bound to the service of the country and leaves all his belongings, relations aside. His first priority remains his duty towards the nation. He loves his motherland so much that he is always ready to shed his blood for the sake of the motherland. But in the society, the picture is different. People do not care for welfare of the nation or the soldier. They run behind material amenities, to live the consumerist life as much as possible. They do not bother about the soldiers on the border of the country.

The poet explains the life of soldiers and makes readers aware of it. Really to be a soldier is an honour. The soldiers carry this honour forever. The courage of the soldier is extraordinary so that among common people he remains as a superhuman being. The poem is a tribute to soldiers and the duties they perform towards the motherland. It is an inspiring poem to motivate the people to step ahead to protect the nation at least on their own level though it is a meager effort.

#### **4.7 Answers & check your progress :**

##### **A) Key to self-check exercises :**

1. As they are always ready to fight the enemy.
2. With one bullet and one shot.
3. Because they love their life.
4. Without caring for his life.
5. Because he goes to fight willingly without knowing what will happen the next moment.
6. The selfish people run away from death and care do not for others.

**B) Multiple choice questions.**

1. c) R. Singh
2. a) country's border
3. a) court it knowingly
4. a) of his fortitude and courage at the war front.
5. a) it is the profile of his motherland.

**4.8 Writing Activity :**

Compare and contrast the present poem with Wilfred Owen's war poem 'Strange Meeting' and Rupert Brook's 'The Soldier' and write a passage of about 100/150 words on it.

**4.9 Further Reading :**

*'Alive'* – May, 2003



## Unit-4

### c) The Banyan Tree

- Rabindranath Tagore

---

#### Index :

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Content : The Text of the poem  
Self-Check Exercises
- 4.3 Key to Self-Check Exercise
- 4.4 Summary
- 4.5 Further Exercises
- 4.6 Writing Activity

#### 4.0 Objectives

After reading this unit you will be able to :

- understand the importance of a trees
- learn about the memories of a child.
- learn about the child's attachment with the banyan tree.
- learn about the relations between man and nature, creatures and nature.
- understand the pleasures of nature.

#### 4.1 Introduction

Rabindranath Tagore was born in 1861. He was a unique recipient of the Nobel Prize for Literature. His collection of poems 'Gitanjali' brought him in the limelight in 1913. He was a versatile personality. He was a poet, a dramatist, a short story writer, a critic, a painter and an educationist. He wrote both in English and Bengali.

The poem *'The Banyan Tree'* is taken from his collection of poems, *'The Crescent Moon'*. The poem is about a Banyan tree and nature. The speaker is asking questions to the tree. The tone of the poem is pretty soulful, solemn and ponderous on the quiet state of nature.

## 4.2 Content of the Poem

O you shaggy-headed banyan tree standing on the bank of the pond,  
have you forgotten the little child, like the birds that have nested  
in your branches and left you ?

Do you not remember how he sat at the window and wondered at the tangle of  
your roots that plunged underground?

The women would come to fill their jars in the pond, and your  
huge black shadow would wriggle on the water like sleep struggling to wake up.  
Sunlight danced on the ripples like restless tiny shuttles  
weaving golden tapestry.

Two ducks swam by the weedy margin above their shadows,  
and the child would sit still and think.

He longed to be the wind and blow through your resting  
branches, to be your shadow and lengthen with the day on the water, to be a  
bird and perch on your top most twig, and to float like  
those ducks among the weeds and shadows.

### I) Glossary and Notes

**shaggy (adj)** : covered with long and thick hair (branches in the case of the tree)

**pond (n)** : an artificial lake

**nested (v)** : built nests

**wonder (v)** : express admiration or surprise

**tangle (n)** : untidy mass of things

**plunged (v)** : moved fast and with force into something

**jar (n)** : pot with a wide mouth



### 4.3 Key to Self-Check Exercises

- I) 1) the poet  
2) at the window  
3) wind  
4) the banyan tree  
5) pond.
- II) 1) the Banyan tree  
2) to play on the branches of the tree and be a part of nature.  
3) a symbol of memories of the child that once played on it.  
4) the women come to fill up their water jars at the pond.  
5) The sunlight dances on the water  
6) Sunlight is personified as dancing.

### 4.5 Summary

This poem is about the old Banyan tree and Nature. It is also about the memories of the childhood. To remain in the company of nature is the boon for a child. Thus, the nature and child are connected with each other. The poem is simple and sweet; and makes us think about the pleasures of nature and memories of childhood. The title of the poem clearly shows that it is about the Tree and Nature.

The speaker in the poem is asking the banyan tree if he remembers a child who once upon a time used to play on its branches but he has now left the tree. He asks the tree whether he remembers the child who sat at the window and wondered about its roots. He then asks if the tree remembers the women who used to come near the tree to fill up their water jars at the pond and the huge black shadow of the tree fell on the water. He further asks the tree whether he observed the sunlight dancing on the ripples of the water, the two ducks swimming and animals playing as the child would sit and think. The child wanted to play on the branches of the tree and be a part of nature and the wildlife of that area. Thus, the child wants to become a part of the nature. He wants to be the wind and blow through the branches, he also wants to be a bird, who would perch on the twigs, and he even wishes to be a duck floating among the weeds and shadows.

'*The Bunyan Tree*' is a symbol of the memories of a child who once played on it. It is a haven to the creatures of nature. But all who were indebted to the tree have now left the tree in a state of solitude. The bunyan tree is like a patriarchal figure as 'the shaggy head' suggest. The poet himself is the child reminiscing the way he watched the tree from the window.

The theme of the poem is appreciation of Nature. Nature is a place when you can think quietly about the facts of life and draw inspiration for your behavior. Bunyan Tree is the fig which starts its life as an epithet. It is a great symbol of purity, calmness and peace. The poem executes the severe nature of the bunyan tree and the early childhood before the advent of Post-Modern era. If had a deep connection with the bunyan trees. With the advent of technology, the children are slowly moving away from such pure and soulful trees, where they should have spent their childhood.

#### **4.5 Further Exercises :**

##### **I) Answer the following questions in three to four sentences each :**

- 1) What did the speaker ask to The Bunyan Tree?
- 2) Identify the examples of Simile and Alliteration in the poem.
- 3) What did the boy long to be ? Why ?
- 4) Comment on the theme of the poem.

##### **II) Write Short Notes on the following**

- 1) Memories of the little child related to 'The Bunyan Tree'
- 2) Comment on the poetic devices used in the poem.
- 3) Significance of the title 'The Bunyan Tree'

#### **4.6 Writing Activity :**

- 1) Write an essay on Importance of trees in life?
- 2) Bunyan Tree and Myths.
- 3) Trees our friends.

