

**Foundation Course Second Year**

**Paper - II**

**B.A./B.Sc./B.Com**

# **ENGLISH LANGUAGE**



**मध्यप्रदेश भोज (मुक्त) विश्वविद्यालय – भोपाल**  
**MADHYA PRADESH BHOJ (OPEN) UNIVERSITY – BHOPAL**

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# SYLLABI-BOOK MAPPING TABLE

## English Language

Syllabi	Mapping in Book
<b>UNIT-I:</b> 1. Tree: Tina Morris 2. Night of the Scorpion : Nissim Ezekiel 3. Idgah: Premchand (translated by Khushwant Singh) 4. Letter to God: G.L. Swanteh (translated by Donald A. Yates) 5. My Bank Account: Stephen Leacock 6. God Sees the Truth but Waits: Leo Tolstoy	<b>Unit-1:</b> Selected Works (Pages 3-44)
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<b>UNIT-III:</b> 1. Short Eassy on given topics 2. Correspondence Skills (formal & informal letters and Application)	<b>Unit-3:</b> Essay Writing and Correspondence Skills (Pages 101-142)
<b>UNIT-IV:</b> Translation of sentences/passage English to Hindi and Hindi to English	<b>Unit-4:</b> Translation of Sentences and Passages (Pages 143-171)
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## INTRODUCTION

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Good communication skills can make a person successful in his/her personal as well as professional life. Communication can be done through speech or through writing. However, strong reading skills are required to be able to communicate effectively through writing. Most of what we write today comes from what we have read earlier. Even the content that exists on the Internet comes from textbooks and written lectures. More and more people are interacting nowadays through social networking sites and e-mail. All this exchange of information requires good reading skills as well as effective writing skills.

This book, *English Language* provides the readers an opportunity to read about different literary genres such as poems, short stories and essays of selected writers. In addition, the book explains the basic language skills, writing and narration skills and the appropriate manner of drafting e-mail and CV. The book also covers a section of translation of sentences from English to Hindi and vice versa.

This book is written in a self-instructional format and is divided into five units. Each unit begins with an Introduction to the topic followed by an outline of the Objectives. The content is then presented in a simple and easy-to-understand manner, and is interspersed with Check Your Progress questions to test the reader's understanding of the topic. A list of Self-Assessment Questions and Exercises is also provided at the end of each unit and includes short-answer as well as long-answer questions. The Summary and Key Terms section are useful tools for students and are meant for effective recapitulation of the text.

## NOTES



## UNIT 1 SELECTED WORKS

### Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 *Tree*: Tina Morris
  - 1.2.1 Summary and Critical Analysis
- 1.3 *Night of the Scorpion*: Nissim Ezekiel
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- 1.11 Self-Assessment Questions and Exercises
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### NOTES

## 1.0 INTRODUCTION

The unit talks in length about the selected literary works of the well-acclaimed and notable poets and writers around the literary world. The unit begins with the poem 'Tree' by Tina Morris where she talks about the worthiness of trees and asserts that there will be no charm and life, if we don't have trees. We will have a barren and colourless life without them. Here, you will also read about Nissim Ezekiel who was a renowned Indian poet of Jewish origin. He was also a prolific playwright, broadcaster, social commentator and art-critic. He had the distinction of being an editor of repute. Ezekiel was one of the prominent figures writing in English. He had made several contributions towards post-colonial literature of India as well as literary history. The unit goes on discussing the classic works by other authors, namely *Idgah* by Munshi Premchand; *Letter to God* by Gregorio López y Fuentes; *My Bank Account* by Stephen Leacock; and *God sees the Truth but Waits* by Leo Tolstoy. The unit describes all the above-mentioned literary works along with the detailed explanation, summary and critical analysis.

## 1.1 OBJECTIVES

After going through this unit, you will be able to:

- Analyse the poem 'Tree' by Tina Morris
- Discuss the life and works of Nissim Ezekiel

## NOTES

- Critically understand the poem *Night of the Scorpion*
- Understand the classic poem by Munshi Premchand, *Idgah*
- Explain the significance of the poem *Letter to God* by G. L. Swanteh
- Discuss the issues highlighted in Stephen Leacock's *My Bank Account*
- Appraise the ideology in *God Sees the Truth but Waits* by Leo Tolstoy

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## 1.2 *TREE*: TINA MORRIS

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Tina Morris's poem *Tree* is a simplistic representation of a world when there are no more trees and we then will be missing the greatest friend of ours – trees. The poem is a warning to the humankind to be aware of the ways in which they can look for sustainable development so as to save nature. One has to remember here that there are many who have written about 'Saving Nature' or about 'sustainable development'; but what Tina Morris does is that she brings about a twist in the tale by imagining a world without trees. This is an innovative way of representing the ecological imbalance towards which we are heading because of our selfish ways and also a plea to the readers to look forward to a sustainable world. Ecological criticism essential in today's world because only if we have an ecologically sustainable world, we will be able to progress.

**TEXT:**

*They did not tell us  
What it would be like  
Without trees.  
Nobody imagined  
That the whispering of leaves  
Would grow silent  
Or the vibrant jade of spring  
Pale to grey death.  
And now we pile  
Rubbish on rubbish  
In the dusty landscape  
Struggling to create a tree.  
But though the shape is right  
And the nailed branches  
Lean upon the wind  
And plastic leaves  
Lend colour to the twigs.  
We wait in vain*



*For the slow unfurling of buds.  
And no amount of loving  
Can stir our weary tree  
To singing.*

*Selected Works*

## NOTES

### 1.2.1 Summary and Critical Analysis

The poem “*Tree*” is an imaginary representation of a world when there will be no trees. For her, life without trees is like life without any charm of its own. When there will be no trees, even if we would like to paint a tree or make a tree with plastic, it will never be same as a real tree. To recreate a tree by these means is impossible. What the poem tries to enumerate before us is the way the world will be when human beings have destroyed all the trees.

Since the dawn of human civilization nature has been kind to us in providing us all we need. Earlier, people used to live with nature without thinking of harming it and without polluting it for their own pleasures. But as days progressed and the population increased, along with other scientific progress; we, humans, in our greed tried to use nature in such a ruthless manner that we destroyed it to a greater extent and if we carry on in this fashion then the day is not far when there will be no more trees left in this world. The poet envisions that kind of a day in the poem so as to make us aware of the potential danger that awaits us. One needs to understand here that if we have to think of survival of the humankind in this world then we should look forward to a sustainable development where nature is not just misused for our greed and moreover, we have to think of regenerating the nature in all its might so as to save ourselves.

The poet Tina Morris sarcastically talks about the “whisperings of leaves” – which probably today we do not care about as it is something which she takes to be a natural phenomena, but it is one of the sweetest sounds of nature which we are going to miss once we have destroyed all trees. Probably that day we will think of painting a tree or making a synthetic tree, but those artificial efforts of making the tree will not bring the necessary freshness that the tree provides. An artificial tree will never be able to match a real one. The artificial synthetic tree will always remain a replica which will never be able to do what a real tree does – to provide the necessary things for human survival.

Tina Morris is talking about a futuristic state, but one has to remember that the state is not far if we carry on being self-centered and greedy and do not care about nature. We need to understand that we are not the masters of the universe, but are a tiny part of it. Once we realize this and become aware of our roles and responsibilities then the day which Tina Morris talks about in the poem will probably never come.

#### Check Your Progress

1. What does the poem ‘*Tree*’ by Tina Morris deal with?
2. Who does the poet mean by “they” in the first line of the poem ‘*Tree*’?

### 1.3 NIGHT OF THE SCORPION: NISSIM EZEKIEL

#### NOTES

Nissim Ezekiel is considered to be one of most well-known names among Indian poets writing in English. His Jewish Parsi background allowed him to emerge as a personality that could not be subjected to simple analysis. His poetry reflects a kind of deep rumination of predicaments that are central to an Indian sensibility.

Ezekiel can be compared to the likes of Ramanujan and Parthasarathy. On a professional level he served as a Professor of English in Bombay University and proved himself to be a man of great intellect. He was a philosopher as well as a poet. Given his Jewish-Parsi upbringing and cultural roots, his affinity for writing in English as an Indian, was truly remarkable. His association with Indian beliefs and worldview paved the way for him to express his complex notion regarding the predicaments of those writing in a foreign language. Ezekiel had his initial schooling in Bombay and after that he joined Wilson College (Bombay). But after his college he flew to Birkbeck College (London) to pursue higher education. His sojourn to England was undertaken so that he could study philosophy under the guidance of C.E.M. Joad. But once there, Ezekiel displayed equal interest in other creative fields such as visual arts, theatre and poetry. While studying he had taken up the position of a clerk at the high commissioner's office in London. But his professional life had not marred his interest either for his intellectual pursuits or for his creative acumen.

Ezekiel being a man of versatile talent, held many significant positions besides being a professor in Bombay. Ezekiel was appointed as the editor of *Quest, Imprint* as well as the poetry section of *The Illustrated Weekly of India*. He was also a visiting professor to several universities (in India as well as in the US and Australia). Ezekiel also worked as director of a theatre unit in Bombay. The synthesis of poetic aesthetics with philosophical inclinations can be seen clearly in Ezekiel's poetry.

Nissim Ezekiel received the Sahitya Akademi Award in 1983 for his work, *Latter-Day Psalms*. The book is a collection of his poetical works. His poetry compilation includes *Time to Change* (1952), *Sixty Poems* (1953), *The Discovery of India* (1956), *The Third* (1959), *The Unfinished Man* (1960), *The Exact Name* (1965), *Snakeskin and Other Poems* (translations of the Marathi poet Indira Sant, 1974), *Hymns in Darkness* (1976), *Latter-Day Psalms* (1982) and *Collected Poems 1952-88* (1989). His plays are collected in the book *The Three Plays* (1969). Some of Ezekiel's popular poems include *Night of the Scorpion*, *Poet*, *Lover*, *Birdwatcher*, *The Railway Clerk*, *Latter-day Psalms*, *In the Theatre*, *Goodbye Party for Miss Pushpa T.S.*, and *The Professor*. His compositions concentrated on issues such as love, death, parting, sex, solitude and prayer to identify a few. These works highlight the fact that Ezekiel was constantly engrossed with the complexities of life.

The poems confirmed his belief in the religion of the 'self'. He highlights the efficacy of prayer and makes repeated attempts to connect with his own being. Parthasarathy comments on Ezekiel as a poet whose 'poetry is both the instrument and the outcome of his attempt as a man to come to terms with himself. One finds in his poems the imprint of a keen, analytical mind trying to explore and communicate on a personal level, feelings of loss and deprivation'.

## NOTES

### Some Major Works by Ezekiel

One of the most famous poems of Ezekiel is *Night of the Scorpion*. In this poem Ezekiel tells readers about an incident that took place in an Indian village where a woman was stung by a scorpion on a rainy night. The speaker of poem is the lady's son. Ezekiel, through his beautiful composition foregrounds the superstitions prevalent in the village and the love and sympathy that a mother nurtures for her child. Through that unnamed village of India, the poet sheds light on the gullible nature of the rural folk who say that:

*May he sit still, they said  
May the sins of your previous birth  
be burned away tonight, they said.  
May the poison purify your flesh  
of desire and your spirit of ambition.*

But the most amazing response comes from the mother. She sighs with relief and says:

*Thank God the scorpion picked on me  
and spared my children.*

The lines highlight the quintessential Indian mother figure who is constantly worried about the welfare and safety of her children. The general folks of the village keep repeating the name of God so as to ward off the ill effects of the bite. Soaked in superstition they believe that recalling God was the only means to find a solution. The victim's husband is shown as a representative of the educated class who are enslaved by reason and skepticism. Ezekiel through this poem conveys the general mentality of the Indian rural population who are still untouched by modern learning.

Another mother figure who is engrossed with her family even in the worst moment of crisis appears in *The Truth about the Floods*. We see the speaker pleading:

*I have not eaten for three days  
My husband has been washed away  
My parents have abandoned me  
My son is dying  
I cannot find my daughter.*

## NOTES

The bonds of family and at large the bonds of humanity that find a voice in Ezekiel's works. He appears to be in charge of representing the woes of humanity in general.

Nissim Ezekiel dealt with the interiors of the home, i.e. the domestic space in order to explore different relationships and bonds. In an interesting poem revolving around the age old rivalry of the daughter-in-law and mother-in-law, *Edinburgh Interlude-lightly* Ezekiel depicts the perils of a newlywed bride. In a matter of fact way the mother-in-law tells her new daughter-in-law:

*Don't worry, dear,  
I need no help in the kitchen.  
Leave it to me, please.*

The daughter-in-law, not sensing anything harmful, innocently leaves the hearth and the kitchen to her mother-in-law. But soon afterwards the father-in-law tells the new bride in the family:

*You must try to understand  
your mother-in-law.  
She's a very kind woman, you know.  
There aren't many who do  
all the work in the kitchen.*

Much to the daughter-in-law's distress even her husband informs her,

*If you quarrel with my mother,  
you quarrel with me.*

Ezekiel's alarming familiarity with the concerns of the domestic as well as the public sphere makes him a popular poet and a poet of the masses.

Despite being a land of plentitude, poverty was and to some extent remains synonymous with India. In *The Railway Clerk* Nissim Ezekiel focuses on urban India. He speaks about the poverty and ugliness that shrouds the big cities. As the title suggests *The Railway Clerk* is about a poor railway clerk. He struggles to survive in a wretched condition. Hailing from the middle class he says

*It isn't my fault  
I do what I'm told  
but still I am blamed.  
This year, my leave application  
was twice refused.*

His being obedient does not earn him any laurels. In fact, he is criticized severely for trivial issues. But this is not his only complaint; he mentions how his leave application had already been rejected twice in the same the year. To make matters worse, he says

*My wife is always asking for more money.  
Money, Money where to get Money?*

This tug of war between desire and dissatisfaction leads to corruption, which is one of the major troubles in India. The clerk reflects upon his state and laments his lack of a proper education which is why perhaps he is not getting any recognition.

*I am living far off in Borivali,  
My children are neglecting studies,  
How long this can go on?*

The railway clerk was seen an emblem of poverty and strife that continue to be two integral parts of Indian politics and its challenges. The clerk is the symbolic rendition of the disillusioned youth who has lost faith in life. The insistence of the clerk's wife on arranging extra money to meet basic household expenses is not unjustified but even the clerk finds himself at a loss trying to figure out how to arrange additional income. Moreover, he is presented as one who does not accept bribes. Ezekiel tidily incorporates the problem of corruption that haunts government offices in India. Ezekiel's poems are marked with an extraordinary sense of realism which indeed was different from the idealism and romanticism that his literary predecessors had.

Ezekiel's works reflect India in all its varied reflection. Having dealt with rural, urban, private and public lives; he next focused on linguistic peculiarities of India, especially the way English language is used. In his poem *A Very Indian Poem in Indian English*, Ezekiel incorporates the progressive tense, to reproduce a variety that is popular in Indian English:

*I am standing for peace and non-violence.  
Why world is fighting fighting  
Why all people of world  
Are not following Mahatma Gandhi,  
I am simply not understanding.  
Ancient Indian Wisdom is 100% correct.  
I should say even 200% correct.*

There is a glaring difference between the content and the words. While the content without any doubt highlights the significance of Gandhian ethos in political consciousness and intellect, the language that is used to engage in this invokes humour and parody, especially if we take into account the English words and odd syntactical constructions that are typical of Indian English. Ezekiel was poet of India who portrayed India in its multifarious vivacity with zest, humour and concern.

### Text

*I remember the night my mother  
was stung by a scorpion. Ten hours  
of steady rain had driven him  
to crawl beneath a sack of rice.  
Parting with his poison - flash*

### NOTES

NOTES

*of diabolic tail in the dark room -  
he risked the rain again.  
The peasants came like swarms of flies  
and buzzed the name of God a hundred times  
to paralyse the Evil One.  
With candles and with lanterns  
throwing giant scorpion shadows  
on the mud-baked walls  
they searched for him: he was not found.  
They clicked their tongues.  
With every movement that the scorpion made his poison moved in  
Mother's blood, they said.  
May he sit still, they said  
May the sins of your previous birth  
be burned away tonight, they said.  
May your suffering decrease the  
misfortunes of your next birth, they said.  
May the sum of all evil  
balanced in this unreal world  
against the sum of good  
become diminished by your pain.  
May the poison purify your flesh  
of desire, and your spirit of ambition,  
they said, and they sat around  
on the floor with my mother in the centre,  
the peace of understanding on each face.  
More candles, more lanterns, more neighbours,  
more insects, and the endless rain.  
My mother twisted through and through,  
groaning on a mat.  
My father, sceptic, rationalist,  
trying every curse and blessing,  
powder, mixture, herb and hybrid.  
He even poured a little paraffin  
upon the bitten toe and put a match to it.*

*I watched the flame feeding on my mother.*

*I watched the holy man perform his rites to tame the poison with an incantation.*

*After twenty hours*

*it lost its sting.*

*My mother only said*

*Thank God the scorpion picked on me*

*And spared my children.*

## NOTES

### 1.3.1 Summary and Critical Analysis

Ezekiel's best known poem, *Night of the Scorpion*, deals with an accident where a scorpion has stung a woman and the public gathered takes remedial measures to save the victim. The narrator in this monologue is the son of the woman.

The poem originates from the speaker's emotions, recollected at leisure in a tranquil state of mind. He recalls that unfortunate incident that took place one night. His mother was stung by a scorpion that had hidden beneath a sack of rice on a rainy night.

As the news of the scorpion bite spread, villagers started assembling in the speaker's house, chanting the name of God; their chanting sounded like the buzzing of bees. People searched for the scorpion in every corner of the house, but in vain. They believed that as the scorpion moved its poison spread in the woman's body. The villagers wished that the lady's sins of her former lives be burnt away by the poisonous venom. They believed she must have committed some sin in her previous life for which she had to pay in this life. The villagers also believed that the punishment will reduce the misfortune of her next life. (She will have to suffer less in her next birth as she had undergone some part of the punishment already.) They said that the poison of the scorpion sting would purify her flesh and diminish her desires and ambitions for material things. The implication is that joy and sorrow come to man as a consequences of the virtuous and evil deeds committed during this life or in former lives.

The peasants seated on the floor did not seem too worried or concerned. Each and every face there gave an impression that it was fully aware of the metaphysical facts. The speaker's mother cried, twisting and writhing in pain.

The speaker's father was known to be a skeptic and a rationalist. He did not believe in the villagers' words but he was trying every curse and blessing and every therapeutic measure he was aware of. He applied powder mixed with herbs. He even poured a little paraffin oil on the toe of his wife where the scorpion had stung and lit a match to it. A holy man was also summoned to rid the lady of the misery. She finally got relief in about twenty hours.

Despite the twenty-hour long ordeal, the victim was relieved that her children were safe and that the scorpion had chosen her and not them. This indicates that she would have suffered a lot more if any of her children had been the victim. It

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also signifies the lady's selfless nature and that she cared for the well-being of her children more than for her own.

The poet in this incident records four kinds of responses—the religious mystical response of the villagers; the rational response of the speaker's father; the ritualistic response of the holy man and; the self-sacrificial response of the mother.

The buzz '*the name of God a hundred times/to paralyze the Evil One.*'

This approach is based on the metaphysics that there exist in the universe two kinds of forces—the force of goodness headed by God and the force of evil headed by Satan. In order to counter the forces of evil we need the help of God and His goodness. The peasants' wishing that the lady's sins of the previous life be burnt away, that her present suffering may decrease her suffering of the next life, that the sum of evil may be diminished by her pain, and the poison may purify her flesh of desire, signifies that according to them the lady had been punished for some misdeed in the present life or in some former life. The father trying various remedies signifies his faith in allopathy. The holy incantation and performance of rites is a ritualistic approach in which one resorts to praying to God to realize the desired end. The mother thanking God for the scorpion picking her and sparing her children is an instinctive self-sacrificial approach as for her it is the welfare of her children that is more important than her own welfare.

This episode proves that all actions, whether taken by religious minded people or by the rationalist father or by the holy man, were exercises in vain as it takes twenty hours for the pain to subside. Twenty hours is a long time for the body to counterbalance the poison injected into it by the scorpion. If any of the measures had been effective, the pain would not have taken such a long time to subside. The persona ridicules even the rationalists, as the father, who is a sceptic and a rationalist, as the poet describes him, tries 'every curse and blessing'. If he is a rationalist, he should not believe that blessings and curses can bring any relief to a patient stung by a scorpion.

He also laughs at the superstitious belief that the poison spreads in the victim's blood with every movement of the scorpion:

*With every movement that the scorpion made  
his poison moved in Mother's blood, they said.  
May he sit still, they said.*

The mocking tone in the poem has rightly been resented by T.V. Reddy who says in his article *Nissim Ezekiel: Dissociation of Sensibility*

The situation is cleverly presented, but at the same time more intelligently the writer has levelled his pungent attack on the illiterate rural folk. The attack is all the more vicious because it is at once contemptuous and brutal without any remote suggestion of sympathy or empathy to the unlettered poor folk. The ignorant ideas and superstitious speculations of the villagers are cleverly but callously



transformed into mathematical equations. While the sting of the scorpion loses its power after twenty hours, the sting of the poet's vitriolic pen gains its savage power.

(T.R. Sharma (ed.), *Essays on Nissim Ezekiel*, Meerut: Shalabh, 1994, pp.143-44)

The poet does not find anything positive in any of the approaches as far as the problem of scorpion-sting is concerned. This may suggest that the poet rejects every alternative explored in the poem without giving his own preference.

The poem has been written in free verse and the lines do not rhyme. However, a large number of lines are octosyllabic interspersed with hexasyllabic lines. For instance, the lines, 'was stung by a scorpion. Ten hours . . .' and 'to crawl beneath a sack of rice' are octosyllabic, while the lines 'he risked the rain again, and 'may the sum of evil . . .' are hexasyllabic.

### Check Your Progress

3. What are the four views that have been explored in the poem *Night of the Scorpion*?
4. What is the significance of the poem's closing lines?

## 1.4 IDGAH: PREMCHAND (TRANSLATED BY KHUSHWANT SINGH)

Munshi Premchand, birth name Dhanpat Rai Shrivastava, was born on 31 July 1880. He was well-acclaimed Indian writer who made Indian literature famous all across the world with his best-in-class Hindi and Urdu writings. In his initial writings, he used the pen name Nawab Rai and later took the pen name 'Premchand.'

Munshi Premchand is a celebrated name in Urdu and Hindi literature. His own life history, however, is of an ordinary man. His stupendous contribution to literature made him one of the greatest writers of India, which is why his works are still read with great zeal and enthusiasm. Premchand's wonderfully rich collection of works was unmarred by the financial difficulties he faced through his life. He was born in a village named Lamhi near Varanasi. Named Dhanpat Rai by his parents, he lost his mother at a very tender age of eight. His father Munshi Ajayab Lal worked as an ordinary clerk in the postal department. After the death of his wife, he left young Premchand in the guardianship of his grandmother, who also passed away quite soon after that, and married someone else. Therefore, the author began his life on quite a tragic note, deprived of the love and care of his family.

He had to shoulder tremendous responsibility at a very young age. His first marriage took place when he was only fifteen and was an unhappy and an unsuccessful one. During this time, he managed to secure a job in primary school as a teacher and rapidly got promoted to the post of Deputy Inspector of schools.

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At the time of non-cooperation movement run by Mahatma Gandhi, he left his job and fully devoted to writing. Later he moved to Allahabad for the training purpose and he was posted in Kanpur afterwards in 1905 where he met the editor of the magazine *Zamana* where he published his several articles and stories.

It is indeed highly ironical that a writer of such a calibre and potential was not really appreciated during his lifetime. His finances were in a constant state of disrepair. He could not live a satisfying life; he had to struggle throughout his life and career and lived in utter poverty. Due to the lack of finances, he could not even receive proper treatment to recover from his illness. However, his spirit of writing never died even in the midst of numerous problems. He kept writing till his last breath. His novel *Mangal-sootra*, was left unfinished due to his death till date.

**Career**

His first story *Duniya Ka Sabse Anmol Ratan* was published in *Zamana* in 1907. In the same year, he published his second short novel *Hamkhurma-o-Hamsavab*. Around five hundred copies of *Soz-e-Watan* (1907), his first collection of short stories, were burnt in a raid of British collector. This was the incident which enforced him to alter his name from Nawab Rai to Premchand.

He started writing in Hindi from 1914. His first Hindi writing *Saut* was published in *Saraswati Magazine* in December, 1915 and *Sapta Saroj* in 1917. He was then promoted as an Assistant Master in Gorakhpur where he translated many books into Hindi. His first Hindi novel, *Seva Sadan* was published in 1919. It was originally written in Urdu, titled *Bazaar-e-Husn*.

Afterwards he got promoted as a Deputy Inspector of Schools in 1921 after completing his B.A. degree from Allahabad in 1919. He decided to resign his government job after attending the meeting at Gorakhpur on 8th Feb 1921 where Mahatma Gandhi asked people to join the Non-Cooperation Movement. He went back to Varanasi after leaving his job and devoted fully to his literary career but during this period he suffered a lot financially till his death in 1936. He was successful in establishing his own publishing house in Varanasi named *Saraswati Press* in 1923 where he published his writings in journals and magazines such as, *Rangbhumi*, *Nirmala*, *Pratigya*, *Gaban*, *Hans*, *Jagran*.

In 1936, he was nominated as first President of Progressive Writers' Association at Lucknow. However, because of his persistent illness, he died on 8th October 1936. His last and one of the prominent novels is *Godan* and *Kafan*, both published in 1936. His last story was *Cricket Match* which was published in *Zamana* in 1937. Premchand's writings began with depiction of fantasy tales of kings and queens. As he became more conscious about his surroundings, he started to write on social problems and his novels, plays and short stories had the power of evoking a sense of social-consciousness and responsibility. He focused on the middle class and their problems and wrote about the realities of life and the common problems faced by the common man in a turbulent society.

**TEXT:**

*A full thirty days after Ramadan comes Eid. How wonderful and beautiful is the morning of Eid! The trees look greener, the field more festive, the sky has a lovely pink glow. Look at the sun! It comes up brighter and more dazzling than before to wish the world a very happy Eid. The village is agog with excitement. Everyone is up early to go to the Eidgah mosque. One finds a button missing from his shirt and is hurrying to his neighbour's house for thread and needle. Another finds that the leather of his shoes has become hard and is running to the oil-press for oil to grease it. They are dumping fodder before their oxen because by the time they get back from the Eidgah it may be late afternoon. It is a good three miles from the village. There will also be hundreds of people to greet and chat with; they would certainly not be finished before midday.*

*The boys are more excited than the others. Some of them kept only one fast—and that only till noon. Some didn't even do that. But no one can deny them the joy of going to the Eidgah. Fasting is for the grown-ups and the aged. For the boys it is only the day of Eid. They have been talking about it all the time. At long last the day has come. And now they are impatient with people for not hurrying up. They have no concern with things that have to be done. They are not bothered whether or not there is enough milk and sugar for the vermicelli pudding. All they want is to eat the pudding. They have no idea why Abbajan is out of breath running to the house of Chaudhri Karim Ali. They don't know that if the Chaudhri were to change his mind he could turn the festive day of Eid into a day of mourning. Their pockets bulge with coins like the stomach of the pot-bellied Kubera, the Hindu God of Wealth. They are forever taking the treasure out of their pockets, counting and recounting it before putting it back. Mahmood counts "One, two, ten, twelve"—he has twelve pice. Mohsin has "One, two, three, eight, nine, fifteen" pice. Out of this countless hoard they will buy countless things: toys, sweets, paper-pipes, rubber balls—and much else.*

*The happiest of the boys is Hamid. He is only four; poorly dressed, thin and famished-looking. His father died last year of cholera. Then his mother wasted away and, without anyone finding out what had ailed her she also died. Now Hamid sleeps in Granny Ameena's lap and is as happy as a lark. She tells him that his father has gone to earn money and will return with sack loads of silver. And that his mother has gone to Allah to get lovely gifts for him. This makes Hamid very happy. It is great to live on hope; for a child there is nothing like hope. A child's imagination can turn a mustard seed into a mountain. Hamid has no shoes on his feet; the cap on his head is soiled and tattered; its gold thread has turned black. Nevertheless Hamid is happy. He knows that when his father comes back with sacks full of silver and his mother with gifts from Allah he will be able to fulfil all his heart's desires. Then he will have more than Mahmood, Mohsin, Noorey and Sammi.*

*In her hovel the unfortunate Ameena sheds bitter tears. It is Eid and she does not have even a handful of grain. Only if her Abid were there, it would have been a different kind of Eid!*

*Hamid goes to his grandmother and says, "Granny, don't you fret over me!*

*I will be the first to get back. Don't worry!"*

*Ameena is sad. Other boys are going out with their fathers. She is the only 'father' Hamid has. How can she let him go to the fair all by himself? What if he gets lost in the crowd? No, she must not lose her precious little soul! How can he walk three miles? He doesn't even have a pair of shoes. He will get blisters on his feet. If she went along with him she could pick him up now and then. But*

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*then who would be there to cook the vermicelli? If only she had the money she could have bought the ingredients on the way back and quickly made the pudding. In the village it would take her many hours to get everything. The only way out was to ask someone for them.*

*The villagers leave in one party. With the boys is Hamid. They run on ahead of the elders and wait for them under a tree. Why do the oldies drag their feet? And Hamid is like one with wings on his feet. How could anyone think he would get tired?*

*They reach the suburbs of the town. On both sides of the road are mansions of the rich enclosed all around by thick, high walls. In the gardens mango and leeches trees are laden with fruit. A boy hurls a stone at a mango tree. The gardener rushes out screaming abuses at them. By then the boys are furlongs out of his reach and roaring with laughter. What a silly ass they make of the gardener!*

*Then come big buildings: the law courts, the college and the club. How many boys would there be in this big college? No sir, they are not all boys! Some are grown-up men. They sport enormous moustaches. What are such grown-up men going on studying for? How long will they go on doing so? What will they do with all their knowledge? There are only two or three grown-up boys in Hamid's school. Absolute duds they are too! They get a thrashing every day because they do not work at all. These college fellows must be the same type—why else should they be there! And the Masonic Lodge. They perform magic there. It is rumoured that they make human skulls move about and do other kinds of weird things. No wonder they don't let in outsiders! And the white folk play games in the evenings. Grown-up men, men with moustaches and beards playing games! And not only they, but even their Memsahibs! That's the honest truth! You give my Granny that something they call a racket; she wouldn't know how to hold it. And if she tried to wave it about she would collapse.*

*Mahmood says, "My mother's hands would shake; I swear by Allah they would!"*

*Mohsin says, "Mine can grind maunds of grain. Her hand would never shake holding a miserable racket. She draws hundreds of pitchers full of water from the well every day. My buffalo drinks up five pitchers. If a Memsahib had to draw one pitcher, she would go blue in the face."*

*Mahmood interrupts, "But your mother couldn't run and leap about, could she?"*

*"That's right," replies Mohsin, "she couldn't leap or jump. But one day our cow got loose and began grazing in the Chaudhri's fields. My mother ran so fast after it that I couldn't catch up with her. Honest to God, I could not!"*

*So we proceed to the stores of the sweet-meat vendors. All so gaily decorated! Who can eat all these delicacies? Just look! Every store has them piled up in mountain heaps.*

*They say that after 11 nightfall, Jinns come and buy up everything. "My Abba says that at midnight there is a Jinn at every stall. He has all that remains weighed and pays in real rupees, just the sort of rupees we have," says Mohsin.*

*Hamid is not convinced. "Where would the Jinns come by rupees?"*

*"Jinns are never short of money," replies Mohsin. "They can get into any treasury they want. Mister, don't you know no iron bars can stop them?"*

*They have all the diamonds and rubies they want. If they are pleased with anyone they will give him baskets full of diamonds. They are here one moment and five minutes later they can be in Calcutta."*

*Hamid asks again, "Are these Jinns very big?"*

*"Each one is as big as the sky," asserts Mohsin. "He has his feet on the ground, his head touches the sky. But if he so wanted, he could get into a tiny brass pot.*

*"How do people make Jinns happy?" asks Hamid. "If anyone taught me the secret, I would make at least one Jinn happy with me."*

*"I do not know," replies Mohsin, "but the Chaudhri Sahib has a lot of Jinns under his control. If anything is stolen, he can trace it and even tell you the name of the thief. Jinns tell him everything that is going on in the world."*

*Hamid understands how Chaudhri Sahib has come by his wealth and why people hold him in so much respect. It begins to get crowded. Parties heading for the Eidgah are coming into town from different sides—each one dressed better than the other. Some on tongas and ekkas, some in motorcars. All wearing perfume; all bursting with excitement.*

*Our small party of village rustics is not bothered about the poor show they make. They are a calm, contented lot.*

*For village children everything in the town is strange. Whatever catches their eye, they stand and gape at it with wonder. Cars hoot frantically to get them out of the way, but they couldn't care less. Hamid is nearly run over by a car.*

*At long last the Eidgah comes in view. Above it are massive tamarind trees casting their shade on the cemented floor on which carpets have been spread. And there are row upon row of worshippers as far as the eye can see, spilling well beyond the mosque courtyard. Newcomers line themselves behind the others. Here neither wealth nor status matters because in the eyes of Islam all men are equal. Our villagers wash their hands and feet and make their own line behind the others. What a beautiful, heart-moving sight it is! What perfect coordination of movements! A hundred thousand heads bow together in prayer! And then all together they stand erect; bow down and sit on their knees! Many times they repeat these movements— exactly as if a hundred thousand electric bulbs were switched on and off at the same time again and again. What a wonderful spectacle it is!*

*The prayer is over. Men embrace each other. They descend on the sweet and toy-vendors' stores like an army moving to an assault. In this matter the grown-up rustic is no less eager than the boys. Look, here is a swing! Pay a pice and enjoy riding up to the heavens and then plummeting down to the earth. And here is the roundabout strung with wooden elephants, horses and camels! Pay one pice and have twenty-five rounds of fun. Mahmood and Mohsin and Noorey and other boys mount the horses and camels.*

*Hamid watches them from a distance. All he has are three pice. He couldn't afford to part with a third of his treasure for a few miserable rounds.*

*They've finished with the roundabouts; now it is time for the toys. There is a row of stalls on one side with all kinds of toys; soldiers and milkmaids, kings and ministers, water-carriers and washerwomen and holy men. Splendid display! How lifelike! All they need are tongues to speak. Mahmood buys a policeman in khaki with a red turban on his head and a gun on his shoulder. Looks as if he is marching in a parade. Mohsin likes the water-carrier with his back bent under the weight of the water- bag. He holds the handle of the bag in one hand and looks pleased with himself. Perhaps, he is singing. It seems as if the water is about to pour out of the bag. Noorey has fallen for the lawyer. What an expression of learning he has on his face! A black gown over a long, white coat with a gold watch chain going into a pocket, a fat volume of some law book in his hand. Appears as if he has just finished arguing a case in a court of law.*

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*These toys cost two pice each. All Hamid has are three pice; how can he afford to buy such expensive toys? If they dropped out of his hand, they would be smashed to bits. If a drop of water fell on them, the paint would run. What would he do with toys like these? They'd be of no use to him.*

*Mohsin says, "My water-carrier will sprinkle water every day, morning and evening."*

*Mahmood says, "My policeman will guard my house. If a thief comes near, he will shoot him with his gun."*

*Noorey says, "My lawyer will fight my cases."*

*Sammi says, "My washer-woman will wash my clothes every day."*

*Hamid pooh-poohs their toys—they're made of clay—one fall and they'll break in pieces. But his eyes look at them hungrily and he wishes he could hold them in his hands for just a moment or two. His hands stretch without his wanting to stretch them. But young boys are not givers, particularly when it is something new. Poor Hamid doesn't get to touch the toys.*

*After the toys it is sweets. Someone buys sesame seed candy, others gulabjammuns or halva. They smack their lips with relish. Only Hamid is left out. The luckless boy has at least three pice; why doesn't he also buy something to eat? He looks with hungry eyes at the others.*

*Mohsin says, "Hamid, take this sesame candy, it smells good."*

*Hamid suspects it is a cruel joke; he knows Mohsin doesn't have so big a heart. But knowing this Hamid goes to Mohsin. Mohsin takes a piece out of his leaf-wrap and holds it towards Hamid. Hamid stretches out his hand. Mohsin puts the candy in his own mouth. Mahmood, Noorey and Sammi clap their hands with glee and have a jolly good laugh. Hamid is crestfallen.*

*Mohsin says, "This time I will let you have it. I swear by Allah! I will give it to you. Come and take it."*

*Hamid replies, "You keep your sweets. Don't I have the money?"*

*"All you have are three pice," says Sammi. "What can you buy for three pice?"*

*Mahmood says, "Mohsin is a rascal. Hamid you come to me and I will give you gulab-jammun."*

*Hamid replies, "What is there to rave about sweets? Books are full of bad things about eating sweets."*

*"In your heart you must be saying, 'If I could get it I would eat it,'" says Mohsin. "Why don't you take the money out of your pocket?"*

*"I know what this clever fellow is up to," says Mahmood. "When we've spent all our money, he will buy sweets and tease us."*

*After the sweet-vendors there are a few hardware stores and shops of real and artificial jewellery. There is nothing there to attract the boys' attention. So they go ahead—all of them except Hamid who stops to see a pile of tongs. It occurs to him that his granny does not have a pair of tongs. Each time she bakes chapattis, the iron plate burns her hands. If he were to buy her a pair of tongs she would be very pleased. She would never burn her fingers; it would be a useful thing to have in the house. What use are toys? They are a waste of money. You can have some fun with them but only for a very short time. Then you forget all about them.*

*Hamid's friends have gone ahead. They are at a stall drinking sherbet. How selfish they are! They bought so many sweets but did not give him one. And then they want him to play with them; they want him to do odd jobs for them. Now if*

any of them asked him to do something, he would tell them, "Go suck your lollipop, it will burn your mouth; it will give you a rash of pimples and boils; your tongue will always crave for sweets; you will have to steal money to buy them and get a thrashing in the bargain. It's all written in books. Nothing will happen to my tongs. No sooner my granny sees my pair of tongs she will run up to take it from me and say, 'My child has brought me a pair of tongs,' and shower me with a thousand blessings. She will show it off to the neighbours' womenfolk. Soon the whole village will be saying, 'Hamid has brought his granny a pair of tongs, how nice he is!' No one will bless the other boys for the toys they have got for themselves. Blessings of elders are heard in the court of Allah and are immediately acted on. Because I have no money Mohsin and Mahmood adopt such airs towards me. I will teach them a lesson. Let them play with their toys and eat all the sweets they can. I will not play with toys. I will not stand any nonsense from anyone. And one day my father will return. And also my mother. Then I will ask these chaps, 'Do you want any toys? How many?' I will give each one a basket full of toys and teach them how to treat friends. I am not the sort who buys a pice worth of lollipops to tease others by sucking them myself. I know they will laugh and say Hamid has brought a pair of tongs. They can go to the Devil!"

Hamid asks the shopkeeper, "How much for this pair of tongs?"

The shopkeeper looks at him and seeing no older person with him replies,

"It's not for you."

"Is it for sale or not?"

"Why should it not be for sale? Why else should I have bothered to bring it here?"

"Why then don't you tell me how much it is!"

"It will cost you six pice."

Hamid's heart sinks. "Let me have the correct price."

"All right, it will be five pice, bottom price. Take it or leave it." Hamid steels his heart and says, "Will you give it to me for three?" And proceeds to walk away lest the shopkeeper screams at him. But the shopkeeper does not scream. On the contrary, he calls Hamid back and gives him the pair of tongs. Hamid carries it on his shoulder as if it were a gun and struts up proudly to show it to his friends. Let us hear what they have to say.

Mohsin laughs and says, "Are you crazy? What will you do with the tongs?"

Hamid flings the tongs on the ground and replies, "Try and throw your water-carrier on the ground. Every bone in his body will break."

Mahmood says, "Are these tongs some kind of toy?"

"Why not?" retorts Hamid. "Place them across your shoulders and it is a gun; wield them in your hands and it is like the tongs carried by singing mendicants—they can make the same clanging as a pair of cymbals. One smack and they will reduce all your toys to dust. And much as your toys may try they could not bend a hair on the head of my tongs. My tongs are like a brave tiger."

Sammi who had bought a small tambourine asks, "Will you exchange them for my tambourine? It is worth eight pice."

Hamid pretends not to look at the tambourine. "My tongs if they wanted to could tear out the bowels of your tambourine. All it has is a leather skin and all it can say is dhub, dhub. A drop of water could silence it forever. My brave pair of tongs can weather water and storms, without budging an inch."

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*The pair of tongs wins over everyone to its side. But now no one has any money left and the fairground has been left far behind. It is well past 9 a.m. and the sun is getting hotter every minute. Everyone is in a hurry to get home. Even if they talked their fathers into it, they could not get the tongs. This Hamid is a bit of a rascal. He saved up his money for the tongs.*

*The boys divide into two factions. Mohsin, Mahmood, Sammi and Noorey on the one side, and Hamid by himself on the other. They are engaged in hot argument. Sammi has defected to the other side. But Mohsin, Mahmood and Noorey, though they are a year or two older than Hamid, are reluctant to take him on in debate. Right is on Hamid's side. Also it's moral force on the one side, clay on the other. Hamid has iron now calling itself steel, unconquerable and lethal. If a tiger was to spring on them the water-carrier would be out of his wits; Mister Constable would drop his clay gun and take to his heels; the lawyer would hide his face in his gown, lie down on the ground and wail as if his mother's mother had died. But the tongs, the pair of tongs, Champion of India would leap and grab the tiger by its neck and gouge out its eyes.*

*Mohsin puts all he has in his plea, "But they cannot go and fetch water; can they?"*

*Hamid raises the tongs and replies, "One angry word of command from my tongs and your water-carrier will hasten to fetch the water and sprinkle it at any doorstep he is ordered to."*

*Mohsin has no answer. Mahmood comes to his rescue. "If we are caught, we are caught. We will have to do the rounds of the law courts in chains. Then we will be at the lawyer's feet asking for help."*

*Hamid has no answer to this powerful argument. He asks, "Who will come to arrest us?"*

*Noorey puffs out his chest and replies, "This policeman with the gun."*

*Hamid makes a face and says with scorn, "This wretch come to arrest the Champion of India! Okay, let's have it out over a bout of wrestling, Far from catching them, he will be scared to look at my tongs in the face."*

*Mohsin thinks of another ploy. "Your tongs' face will burn in the fire every day." He is sure that this will leave Hamid speechless. That is not so. Pat comes Hamid with the retort, "Mister, it is only the brave who can jump into a fire. Your miserable lawyers, policemen, and water-carriers will run like frightened women into their homes. Only this Champion of India can perform this feat of leaping into the fire."*

*Mahmood has one more try, "The lawyer will have chairs to sit and tables for his things. Your tongs will only have the kitchen floor to lie on."*

*Hamid cannot think of an appropriate retort so he says whatever comes into his mind, "The tongs won't stay in the kitchen. When your lawyer sits on his chair my tongs will knock him down on the ground."*

*It does not make sense but our three heroes are utterly squashed—almost as if a champion kite had been brought down from the heavens to the earth by a cheap, miserable paper imitation. Thus Hamid wins the field. His tongs are the Champion of India. Neither Mohsin nor Mahmood, neither Noorey nor Sammi—nor anyone else can dispute the fact.*

*The respect that a victor commands from the vanquished is paid to Hamid. The others have spent between twelve to sixteen pice each and bought nothing worthwhile. Hamid's three-pice worth has carried the day. And no one can deny that toys are unreliable things: they break, while Hamid's tongs will remain as they are for years.*



*The boys begin to make terms of peace. Mohsin says, "Give me your tongs for a while, you can have my water-carrier for the same time."*

*Both Mahmood and Noorey similarly offer their toys. Hamid has no hesitation in agreeing to these terms. The tongs pass from one hand to another; and the toys are in turn handed to Hamid. How lovely they are!*

*Hamid tries to wipe the tears of his defeated adversaries. "I was simply pulling your leg, honestly I was. How can these tongs made of iron compare with your toys?" It seems that one or the other will call Hamid's bluff. But Mohsin's party are not solaced. The tongs have won the day and no amount of water can wash away their stamp of authority. Mohsin says, "No one will bless us for these toys."*

*Mahmood adds, "You talk of blessings! We may get a thrashing instead."*

*My Amma is bound to say, 'Are these earthen toys all that you could find at the fair?'"*

*Hamid has to concede that no mother will be as pleased with the toys as his granny will be when she sees the tongs. All he had was three pice and he has no reason to regret the way he has spent them. And now his tongs are the Champion of India and king of toys.*

*By eleven the village was again agog with excitement. All those who had gone to the fair were back at home. Mohsin's little sister ran up wrenched the water-carrier out of his hands and began to dance with joy. Mister Watercarrier slipped out of her hand, fell on the ground and went to paradise. The brother and sister began to fight; and both had lots to cry about. Their mother lost her temper because of the racket they were making and gave each two resounding slaps.*

*Noorey's lawyer met an end befitting his grand status. A lawyer could not sit on the ground. He had to keep his dignity in mind. Two nails were driven into the wall, a plank put on them and a carpet of paper spread on the plank. The honourable counsel was seated like a king on his throne. Noorey began to wave a fan over him. He knew that in the law courts there were khus curtains and electric fans. So the least he could do was to provide a hand fan, otherwise the hot legal arguments might affect his lawyer's brains. Noorey was waving his fan made of bamboo leaf. We do not know whether it was the breeze or the fan or something else that brought the honourable counsel down from his high pedestal to the depths of hell and reduced his gown to mingle with the dust of which it was made. There was much beating of breasts and the lawyer's bier was dumped on a dung heap.*

*Mahmood's policeman remained. He was immediately put on duty to guard the village. But this police constable was no ordinary mortal who could walk on his own two feet. He had to be provided a palanquin. This was a basket lined with tatters of discarded clothes of red colour for the policeman to recline in comfort. Mahmood picked up the basket and started on his rounds. His two younger brothers followed him lisping,*

*"Shopkeepers, keep awake!" But night has to be dark; Mahmood stumbled, the basket slipped out of his hand. Mr. Constable with his gun crashed on the ground. He was short of one leg.*

*Mahmood being a bit of a doctor knew of an ointment, which could quickly rejoin broken limbs. All it needed was the milk of a banyan sapling. The milk was brought and the broken leg reassembled.*

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*But no sooner was the constable put on his feet the leg gave way. One leg was of no use because now he could neither walk nor sit. Mahmood became a surgeon and cut the other leg to the size of the broken one so the chap could at least sit in comfort.*

*The constable was made into a holy man; he could sit in one place and guard the village. And sometimes he was like the image of the deity. The plume on his turban was scraped off and you could make as many changes in his appearance as you liked. And sometimes he was used for nothing better than weighing things.*

*Now let's hear what happened to our friend Hamid. As soon as she heard his voice, Granny Ameena ran out of the house, picked him up and kissed him. Suddenly she noticed the tongs in his hand. "Where did you find these tongs?"*

*"I bought them."*

*"How much did you pay for them?"*

*"Three pice."*

*Granny Ameena beat her breast. "You are a stupid child! It is almost noon and you haven't had anything to eat or drink. And what do you buy—tongs! Couldn't you find anything better in the fair than this pair of iron tongs?"*

*Hamid replied in injured tones, "You burn your fingers on the iron plate."*

*That is why I bought them."*

*The old woman's temper suddenly changed to love—not the kind of calculated love, which wastes away in spoken words. This love was mute, solid and seeped with tenderness. What a selfless child! What concern for others! What a big heart! How he must have suffered seeing other boys buying toys and gobbling sweets! How was he able to suppress his own feelings! Even at the fair he thought of his old grandmother. Granny Ameena's heart was too full for words.*

*And the strangest thing happened—stranger than the part played by the tongs was the role of Hamid the child playing Hamid the old man. And old Granny Ameena became Ameena the little girl. She broke down. She spread her apron and beseeched Allah's blessings for her grandchild. Big tears fell from her eyes. How was Hamid to understand what was going on inside her!*

### 1.4.1 Summary and Critical Analysis

Premchand's short story 'Idgah' deals with a four year old orphan boy named Hamid and his heart wrenching tale of trying to deal with his poverty which makes him an object of much laughter among the boys on the day of the festival of Eid. The story "Idgah" is translated into English by another famous Indian English writer Khushwant Singh who is known for his short stories and novels, especially *Train to Pakistan* which deals with the Partition of India and Pakistan.

Hamid has recently lost his parents and lives with his grandmother Ameena. Hamid does not know that his parents are dead as the grandmother has told him that his father has gone away to earn more and more money and his mother has gone to Allah to get lovely gifts for him. The financial status of the family is not good and they just manage to make two ends meet with much hardship; but amidst this poverty laden circumstances, Hamid shows much positive spirit as he is by nature a happy content child. The story portrays the way in which Hamid, a four year old, deals with himself in front of his peers and other children on the village on the day of Eid.

The setting of the story is the morning of the festival of Eid where the whole village is busy preparing for the Eidgah. The children are getting ready to go to the festival with their fathers. Ameena thinks that Hamid has to go alone without his father and that she does not have enough money to offer Hamid. The pitiable state of Hamid and his grandmother Ameena is presented with much realistic details by Premchand. This makes the readers aware of the hardships and mental agony that Ameena goes through and the positive spirit that Hamid presents.

Next we see Hamid going to the Eidgah. All the villagers leave for the town and Hamid appears to be the most impoverished, “poorly dressed, thin and famished-looking child.” He just has three paise as Idi for the festival. They reach the Eidgah and the other village boys start enjoying themselves. They eat candies, get on different rides, buy clay toys and Hamid just watches them. He feels that such spending is sheer waste of money for pleasures which are just momentary in nature. For a four year old child it is quite mature to think in such a manner as children usually get tempted to such things as candies and toys; but Hamid, even though four knows very well his own state and therefore does not fall for any sort of temptation in any way. Moreover, he shows responsibility when he goes to hardware shop and asks for a pair of tongs. He had seen his grandmother burning her fingers while making chapattis and thought that if he could buy a pair of tong for her grandmother then it would be very useful for her and moreover she will be saved from much pain.

As Hamid is returning back to his village with other kids, they taunt Hamid for his purchase. They feel that toys are much significant then tongs and carry on mocking him. Hamid, being a strong child, in spite of getting perturbed by all this, carries on holding on his ground. Hamid refuses the offer of exchanging the tongs with the toys suggesting that he will not exchange a useful thing with playful things and goes back home.

At home, he gifts the tongs to his grandmother. Ameena starts scolding him that Hamid spent the money on a pair of tongs and did not eat or drink anything at the fair which was a natural thing to do. Hamid at this point of time reminds his grandmother how she burns her fingers everyday and how the tong will be a useful thing for her. Listening to this, Ameena bursts into tears at the carefulness, perceptiveness and kindness of Hamid who instead of choosing little pleasures for himself thought about the pains of his grandmother.

Kids like Hamid are rare and they present to the world the example that one should think about the good of others rather than thinking about pleasures for oneself. One should take care of the people who care for you and make every possible gesture so as to make the other people feel that they are being cared for. Hamid just does it and at an age of four!

## NOTES

### Check Your Progress

5. What is the other name of Munshi Premchand?
6. Who is the hero of the story ‘Idgah’?

## NOTES

## 1.5 **LETTER TO GOD: G.L. SWANTEH** (GREGORIO LÓPEZ Y FUENTES) (TRANSLATED BY DONALD A. YATES)

Gregorio López y Fuentes is a Mexican novelist, poet as well as a journalist of great repute who is known throughout the world for the ways in which he chronicled about the Mexican Revolution which is also known as the Mexican Civil War (1910 and 1920). During this period Gregorio López y Fuentes was an active writer who aggressively and realistically carried on writing about the Mexican revolution to make people aware of the ways in which the revolution was carrying forward to achieve some sort of harmony and peace for the people even though it was an armed rebellion. He can be justifiably be called the leading chronicler of the Mexican revolution and the greatest writer of his times from Mexico.

Gregorio López y Fuentes was born in a ranch called “El Mommy” in Huasteca region of Veracruz on 17th November 1895. From his childhood he had a passion for writing and from the age of fifteen he took the writing thing very seriously. It was also the time when the Mexican revolution was already taking its shape and he thought that writing should be his way of participating in the affairs of the revolution. Most of his works are about the civil conflicts of Mexico.

During his early days, he used to spend a lot of time in his father’s general store where he used to meet a lot of peasants and labourers with whom he used to converse for hours about their lives. He then used to represent them in his fictional writings in apt details. He thought that it is necessary to know the people and their lives in thorough details so as to make literary activities sharper and realistic.

Apart from writing, he also worked as a teacher of Literature at a school in the Mexico City to earn his living. In 1921, he started writing for *El Universal*. For this, he used the pen name Tulio F Perez. Under this pseudonym, he kept on publishing many short stories about Mexico and its people which were not only exciting, but also symbolic and very humourous at the same time. Even though, he used symbolism as a means of conveying his meaning, he is much of a realist writer who thought that the society should be presented realistically to the readers so as to make them aware of the ways things are happening in the society. He thought that it was the commitment of the writer to represent society as it existed so as to make a faithful representation of the world and the politics dealing with it. Therefore the concerns of the Native Americans (Native Americans are the people who used to stay in the American soil before the advent of the Europeans) seem to be one of the most significant topics of his writings. Some of the contemporary writers of Gregorio López y Fuentes are Mariano Azuela and Martín Luis Guzmán.

Gregorio López y Fuentes, as stated earlier has written many books. Some of the famous ones are:

- *La siringa de cristal* (1914)
- *Claros de selva* (1921)

- *El vagabundo* (1922)
- *El alma del poblacho* (1924)
- *Campamento* (1931)
- *Tierra* (1932)
- *Mi general!* (1934)
- *El Indio* (1935)
- *Arrieros* (1937)
- *Huasteca* (1939)
- *Una Carta a Dios* (1940)

*El Indio* is one of his most famous and oft read work which deals with the life of Mexico's indigenous people and their lives. This book made him one of the most popular writers of his time. He was awarded the National Prize of Arts and Science in 1935. He died on 10th December 1966.

### TEXT:

*THE house — the only one in the entire valley — sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a downpour or at least a shower. Throughout the morning Lencho — who knew his fields intimately — had done nothing else but see the sky towards the north-east. "Now we're really going to get some water, woman." The woman who was preparing supper, replied, "Yes, God willing". The older boys were working in the field, while the smaller ones were playing near the house until the woman called to them all, "Come for dinner". It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the north-east huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned he exclaimed, "These aren't raindrops falling from the sky, they are new coins. The big drops are ten cent pieces and the little ones are fives."*

*With a satisfied expression he regarded the field of ripe corn with its flowers, draped in a curtain of rain. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. These truly did resemble new silver coins. The boys, exposing themselves to the rain, ran out to collect the frozen pearls.*

*"It's really getting bad now," exclaimed the man. "I hope it passes quickly." It did not pass quickly. For an hour the hail rained on the house, the garden, the hillside, the cornfield, on the whole valley. The field was white, as if covered with salt. Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lencho's soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons, "A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn." That night was a sorrowful one. "All our work, for nothing." "There's no one who can help us." "We'll all go hungry this year."*

*But in the hearts of all who lived in that solitary house in the middle of the valley, there was a single hope: help from God.*

*"Don't be so upset, even though this seems like a total loss. Remember, no one dies of hunger."*

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*“That’s what they say: no one dies of hunger.”*

*All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one’s conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write. The following Sunday, at daybreak, he began to write a letter which he himself would carry to town and place in the mail. It was nothing less than a letter to God.*

*“God,” he wrote, “if you don’t help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because the hailstorm....”*

*He wrote ‘To God’ on the envelope, put the letter inside and, still troubled, went to town. At the post office, he placed a stamp on the letter and dropped it into the mailbox.*

*One of the employees, who was a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster — a fat, amiable fellow — also broke out laughing, but almost immediately he turned serious and, tapping the letter on his desk, commented, “What faith! I wish I had the faith of the man who wrote this letter.*

*Starting up a correspondence with God!”*

*So, in order not to shake the writer’s faith in God, the postmaster came up with an idea: answer the letter. But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his resolution: he asked for money from his employees, he himself gave part of his salary, and several friends of his were obliged to give something ‘for an act of charity’.*

*It was impossible for him to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God.*

*The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office.*

*Lencho showed not the slightest surprise on seeing the money; such was his confidence — but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.*

*Immediately, Lencho went up to the window to ask for paper and ink. On the public writing-table, he started to write, with much wrinkling of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. It said: “God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don’t send it to me through the mail because the post office employees are a bunch of crooks. Lencho.”*

### 1.5.1 Summary and Critical Analysis

In *A Letter to God* Gregorio López y Fuentes narrates an interesting story of a farmer named Lencho who after a much hard work has the field of ripe corn dotted with the kidney bean flowers ready and is wishing that a good rain will be

good for the harvest. He talks to his wife about a good shower and while he sat down to have his supper, heavy rain drops start pouring. He gets so thrilled by the rain that he goes out to get wet in the rain and says — “those aren’t raindrops falling from the sky, they’re new coins. The big drops are ten-centavo pieces and the little ones are fives ...” But as he has finished saying this a hailstorm comes in and the whole valley was filled with snow damaging the crops. All of Lencho’s hope and hard works was shattered in a matter of some minutes and he exclaimed — “A plague of locusts would have left more than this... the hail has left nothing: this year we will have no corn or beans...” This loss seems unbearable to Lencho and he could not sleep the whole night thinking how he will manage the expenses the whole year, but at the same time, the thought keeps on returning to his mind that no one dies of hunger. He could find no one who could help him on such a sorrowful day and says that the only recourse he is left with is the help of God. So he decides to write a letter to God seeking financial help.

So he wrote “God, if you don’t help me, my family and I will go hungry this year. I need a hundred pesos in order to resow the field and to live until the crop comes, because the hailstorm...” He wrote “To God” on the envelope and dropped the letter in the mailbox in the town. When the post man found the letter, he was amused to see it and showed it to the post master who also had a good laugh. The post master decided that he would reply back the letter. So he opened it and found that the letter asked for financial help from God. He and his colleagues then started collecting money to help the farmer Lencho and they could collect more than half of the sum that Lencho had asked for. The post master decided that he would send the sum to Lencho and put it in an envelope with the letter containing only a signature “God.” Lencho comes to the post office enquiring if there is a letter for him. Lencho opened the letter and started counting the money and was surprised to figure out that the sum was much less than what he asked for from God.

Lencho got some paper and immediately started writing another letter and as soon as he finished, he affixed a stamp on the letter and posted it in the mailbox. As Lencho left, the post master immediately opened the letter to find out that Lencho has written the following — “God: Of the money that I asked for only seventy pesos reached me. Send me the rest, since I need it very much. But don’t send it to me through the mail, because the post office employees are a bunch of crooks. Lencho.”

The story is an interesting one which shows Lencho’s faith in God as he believes that God will come to his rescue and was much surprised when he figures out that God has sent him less money than he demanded. But what is more surprising is the fact that inspite of thanking God, he starts complaining, such was his confidence on God. The satirical part of the story is that Lencho believes that the people working in the post office are “a bunch of crooks” and probably they have taken some money out of what God has sent him. Little does he realize that it is the goodness of the post master who did not want to shatter the faith of Lencho and really wanted to help him and therefore collects the money and sends it to Lencho. People like the post master are very few in this world. They do good deeds

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without any expectation of recognition so that others can live a better life and what they get in return is that they are the crooks of the world.

The story explores the goodness of man – whereas Lencho is a good man as he believes that he does hard work and therefore God will listen to his request and provide him with whatever he needs. The post master is a good man who believes in altruism and thinks that by helping Lencho he will be able to achieve some self-contentment. Thus the story presents the simplicity of the village folk who have firm faith in providence. Reading the story is a pleasurable experience as it provides the readers with a hope that there are still good people like the post master who are living in this world who are ready to help the unknown people. The author Gregorio López y Fuentes thus is able to bring forth a truly Mexican story to the readers which has much of a universal appeal as it deals with basic goodness and faith in God.

#### Check Your Progress

7. Who is Lencho in Swanteh's *Letter to God*?
8. Why did Lencho write a Letter to God?

## 1.6 MY BANK ACCOUNT: STEPHEN LEACOCK

Stephen Butler Leacock, (30 December 1869 – 28 March 1944) was an English-born Canadian teacher, political scientist, writer, and humourist. His grandfather had planned to send his son to the colonies to make his fortune. When he came to know that Peter Leacock had married Agnes Butler without his permission he was forced to send the young couple to South Africa where he bought them a farm. The farm failed and the couple came back to Hampshire where Stephen was born. The family later moved to Canada and tried farming though this farm failed as well. Though his father became an alcoholic in the face of this failure, Stephen was a bright boy. His grandfather recognized this and sent the young boy to Upper Canada College, an elite school for education. After this he attended University College in the University of Toronto. However due to financial difficulties he could not complete his studies and had to look for work. For a time he worked as a teacher at Strathroy, Uxbridge and later Toronto. He also worked in his alma mater. It was while working here that he enrolled as a part time student in the University of Toronto and completed his degree in 1891. At this time he was also published in the Varsity, the university newsletter.

He completed his doctorate in political science and political economy from the University of Chicago in 1899. Consequently he worked as the William Dow Professor of economy at McGill University. However he was hounded and forced to retire from here in 1936. He wrote *Elements of Political Science* in 1906 and this remained a prescribed college text book for many years and proved profitable for the author. He also travelled and gave lectures on national unity and the British Empire in 1907. The latter theme would dominate throughout his life. Although his political writing is forgotten he remains an interesting essayist. He was awarded



the Royal Society of Canada's Lorne Pierce Medal in 1937 for his academic work. He started work on his comic pieces in the late nineteenth century. His first works were published in the magazine *Grip*, which was soon followed by publications in other Canadian and American magazines. Finally he published a collection of the best of these essays as literary lapses in 1910. *Nonsense Novels* (1911) followed. This was succeeded by his most successful comic work *Sunshine Sketches* (1912). Later he published *Arcadian Adventures with the Idle Rich* (1914) a dark collection satirizing city life. In his prior works his tone resembles that of Dickens or Twain at the funniest and lightest. Most of his work is a collection of essays that area marked by whimsy, parody, nonsense and satire without being bitter. In fact he also wrote on the art of humour writing itself.

He also published the biographies of Mark Twain and Charles Dickens. After he retired he conducted a lecture tour of western Canada which resulted in the book *My Discovery of the West: A Discussion of East and West in Canada* (1937). He won the Governor General's award for this book. At his peak more people knew of him than they did of Canada. Following his death, The Stephen Leacock Memorial Medal for Humour was constituted rewarding the best humour writing in Canada. His summer home in Orillia was abandoned after his death and turned almost into ruins. But it was later restored and converted into the Stephen Leacock museum. After his death his niece, Barbara Nimmo brought out two posthumous volumes of his work: *Last Leaves* (1945) and *The Boy I Left Behind Me* (1946). These ensured the survival of his legacy.

In the early part of the twentieth century he was the best-known humourist in the English-speaking world. He is known for his light humour along with criticisms of people's follies. His writing was connected to real life situations: while he lived in Old Brewery Bay, the local barber, Jefferson Short gave him local gossip and news. These became the raw material for his *Sunshine Sketches of a Little Town* (1912) set in the thinly disguised Mariposa.

Leacock was both a social conservative and a partisan conservative. He opposed giving women the right to vote, disliked non-Anglo-Saxon immigration and supported the introduction of social welfare legislation. He was a staunch champion of the British Empire and the Imperial Federation Movement and went on lecture tours to further the cause. The Stephen Leacock Memorial Medal for Humour was named in his honour.

### TEXT:

*When I go into a bank I get nervous. The clerks make me nervous; the little windows at the counters make me nervous; the sight of the money makes me nervous; everything makes me nervous.*

*The moment I go through the door of a bank and attempt to do business there, I become an irresponsible fool. I knew this before I went in, but my salary had been raised to fifty six dollars a month and I felt that the bank was the only place for it.*

*So I walked in with dragging feet and looked shyly round at the clerks. I had an idea that a person about to open an account was obliged to consult the manager.*

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*I went up to a counter marked 'Accountant'. The Accountant was a tall, cool fellow. The very sight of him made me nervous. My voice was deep and hollow. 'Can I see the manager?' I said, and added solemnly, 'alone.' I don't know why I said 'alone.'*

*'Certainly,' said the accountant, and fetched him.*

*The manager was a grave, calm man. I held my fifty-six dollars clutched in a screwed-up ball in my pocket.*

*'Are you the manager?' I said. God knows I didn't doubt it.*

*'Yes,' he said.*

*'Can I see you,' I asked, 'alone?' I didn't want to say 'alone' again, but without it the thing seemed obvious.*

*The manager looked at me in some alarm. He felt that I had a terrible secret to reveal.*

*'Come in here,' he said, and led the way to a private room. He turned the key in the lock.*

*'We are safe from interruption here,' he said: 'sit down.'*

*We both sat down and looked at each other. I found no voice to speak.*

*'You are one of Pinkerton's me, I suppose,' he said.*

*He had gathered from my mysterious manner that I was a detective. I knew what he was thinking, and it made me worse.*

*'No, not from Pinkerton's,' I said, seeming to suggest that I came from a rival agency.*

*'To tell the truth,' I went on, as if I had been tempted to lie about it, 'I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.'*

*The manager looked relieved but still serious; he concluded now that I was a son of Baron Roths-Child or a young Gould.*

*'A large account, I suppose,' he said.*

*'Fairly large, I whispered. 'I propose to deposit fifty-six dollars now and fifty dollars a month regularly.*

*The manager got up and opened the door. He called to the accountant.*

*'Mr. Montgomery,' he said unkindly loud, 'this gentleman is opening an account. He will deposit fifty-six dollars. Good morning.'*

*I rose.*

*A big iron door stood open at the side of the room.*

*'Good morning,' I said, and stepped into the safe.*

*'Come out,' said the manager coldly, and showed me the other way.*

*I went up to the accountant's counter and pushed the ball of money at him with a sudden, quick movement as if I were doing a conjuring trick.*

*My face was pale as death.*

*'Here,' I said, 'deposit it.' The tone of the words seemed to mean, 'Let us do this painful thing while we are in mood for it.'*

*He took the money and gave it to another clerk.*

*He made me write the sum on a piece of paper and sign my name in a book. I no longer knew what I was doing. The bank was going round and round before my eyes.*

*'Is it deposited?' I asked in a hollow, vibrating voice.*

*'It is,' said the accountant.*

*'Then I want to draw a cheque.'*

*My idea was to draw out six dollars of it for present use. Someone gave me a cheque-book through a little window and someone else began telling me how to write it out. The people in the bank had the impression that I was a millionaire who had something wrong with him. I wrote something on the cheque and thrust it in at the clerk. He looked at it.*

*'What! Are you drawing it all out again?' he asked in surprise. Then I realized that I had written fifty six instead of six. I was too far gone to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.*

*Reckless with misery, I made up my mind.*

*'Yes the whole thing.'*

*'You withdraw your money from the bank?'*

*'Every cent of it.'*

*'Are you not going to deposit any more?' said the clerk, astonished.*

*'Never.'*

*A foolish hope struck me that they might think something had insulted me while I was writing the cheque and that I had changed my mind. I made a wretched attempt to look like a man with a fearfully quick temper.*

*The clerk prepared to pay the money.*

*'How will you have it?' he said.*

*'What?'*

*'How will you have it?'*

*'Oh' – I caught his meaning and answered without even trying to think – 'in fifties.'*

*He gave me a fifty-dollar bill.*

*'And the six?' he asked dryly.*

*'In sixes,' I said.*

*He gave it to me and I rushed out.*

*As the big door swung behind me I caught the echo of a roar of laughter that went up to the ceiling of the bank. Since then I bank no more. I keep my money in cash in my trouser pocket and my savings in silver dollars in a sock.*

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### 1.6.1 Summary and Critical Analysis

*My Bank Account* is an interesting story written by Stephen Leacock where he mocks the way the bank works and also tells how he fears the whole set up of a bank leading him to have a funny incident when he tries to open a bank account for the first time. It is to be remembered that there is a sardonic mocking tone in his account which makes his stories so readable across the world. Most of his popular stories deal with matters of finances where he mocks the way finances are dealt with in the present day world.

In the story “My Bank Account”, the author probes the way in which his fear with the banks makes him commit a mistake and he becomes the subject of much derision in his first visit to the bank to open an account. In other words, it

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can be said that as the author tries to open an account in the bank, he faces a lot of issues as he is not habituated with the way the banking system works. It is being told that the author got a raise in salary and therefore thought that it was better if he opens a bank account. This thought makes him enter a bank though he was unsure of the way it works and therefore thought that it was better that he meets the manager alone so as to figure out the way in which he can open an account and do his financial transactions in the bank. The manager thought that the author must be a millionaire and therefore he plans a meeting with him and agrees to meet him privately. As the author meets the manager, he tells him that he wants to open an account as he has got a raise in his salary and he is going to deposit fifty dollars every month; and not going to deposit millions. The manager got very upset listening to this and he directed the author to the accountant who will open his account.

He, then, is successfully able to open an account and deposit fifty six dollars in the account. He even gets his cheque book with which he can withdraw money. He thinks that he should withdraw six dollars for his everyday expenses and therefore starts filing up a cheque, but whereas he wanted to withdraw six dollars from his account, but in his nervousness he writes fifty six dollars in the cheque. When he gives the cheque to the accountant, he is surprised to see the amount. The accountant thought there must be some mistake and enquired with the author if he wanted to withdraw all his money. The author at that point of time realized that he has made a mistake in his nervousness; but he did not want to show his stupidity before everyone and therefore says that he surely wants to withdraw all his money. The accountant does the same and gives him all his money and as that is done, his account is closed. The author feels miserable at that time and decides that he should rush out of the bank as quickly as possible so as to stop his harassment there. As the author was rushing out of the bank, he figures out that all the people in the bank have burst into a loud laughter.

Thus the story is humourous as the author presents the way he finds himself to be a fool in front of others; but behind this humour, there is a mocking tone too as the author shows how the bank works. Banks are institutions which provide financial services to the people and yet in spite of helping the people, they make things cumbersome for their customers. So after having a bitter experience in his first encounter with the bank, the author decides that he will never visit a bank again and that he will keep his money with him and save himself from the harassment of being laughed at in the bank. It is to be remembered here that the author's experience is not a standalone experience; millions of people across the world experience such problems when they enter a bank and still there are many in this world who think that it is better to keep money safe with oneself than deposit it in the bank.

### Check Your Progress

9. What is '*My Bank Account*' all about?
10. In '*My Bank Account*', why does the author mock the way the bank works?

## 1.7 GOD SEES THE TRUTH BUT WAITS: LEO TOLSTOY

Count Leo Tolstoy was born on 28 August 1828 into a Russian family of nobility. He is a well-known modern Russian novelist and short story writer and a great social reformer. He was the fourth of five children of Count Nikolai Ilyich Tolstoy and Countess Mariya Tolstaya, both of whom died when he was quite young. Unable to concentrate on studies due to a mental crisis, Tolstoy left university in the middle of his studies. Returning home, he founded schools for his serfs' children. Tolstoy was greatly influenced by Victor Hugo. He also wrote plays and essays. War and Peace (1869) and Anna Karenina (1877) are two of his most famed works. Tolstoy was known as a complicated and paradoxical persona. His moralistic and ascetic views were extreme. This was due to a moral crisis and spiritual awakening after which he became a moral thinker and social reformer. His works such as The Kingdom of God is Within You (1894), greatly influenced important modern thinkers as Gandhiji and Martin Luther King. Tolstoy, in his short stories, attempts to convey a realistic portrayal of Russian society during that time. Tolstoy died of pneumonia on 20 November 1910.

### Major literary works

#### Novels

- *Boyhood* (1854)
- *War and Peace* (1869)
- *The Death of Ivan Ilyich* (1886)
- *Anna Karenina* (1877)
- *Master and Man* (1895)
- *Family Happiness* (1859)

#### Short Stories

- *The Forged Coupon and Other Stories* (1912)
- *Twenty-Three Tales*
- *Albert* (1858)
- *The Devil* (1889-1890)
- *Father Sergius* (1890)
- *Lucerne* (1857)

#### Dramatic Plays

- *The Power of Darkness*
- *Redemption* (1900)

### NOTES

## NOTES

### TEXT:

*In the town of Vladimir lived a young merchant named Ivan Dmitrich Aksionov. He had two shops and a house of his own.*

*Aksionov was a handsome, fair-haired, curly-headed fellow, full of fun, and very fond of singing. When quite a young man he had been given to drink, and was riotous when he had had too much; but after he married he gave up drinking, except now and then.*

*One summer Aksionov was going to the Nizhny Fair, and as he bade good-bye to his family, his wife said to him, "Ivan Dmitrich, do not start to-day; I have had a bad dream about you."*

*Aksionov laughed, and said, "You are afraid that when I get to the fair I shall go on a spree."*

*His wife replied: "I do not know what I am afraid of; all I know is that I had a bad dream. I dreamt you returned from the town, and when you took off your cap I saw that your hair was quite grey."*

*Aksionov laughed. "That's a lucky sign," said he. "See if I don't sell out all my goods, and bring you some presents from the fair."*

*So he said good-bye to his family, and drove away.*

*When he had travelled half-way, he met a merchant whom he knew, and they put up at the same inn for the night. They had some tea together, and then went to bed in adjoining rooms.*

*It was not Aksionov's habit to sleep late, and, wishing to travel while it was still cool, he aroused his driver before dawn, and told him to put in the horses.*

*Then he made his way across to the landlord of the inn (who lived in a cottage at the back), paid his bill, and continued his journey.*

*When he had gone about twenty-five miles, he stopped for the horses to be fed. Aksionov rested awhile in the passage of the inn, then he stepped out into the porch, and, ordering a samovar to be heated, got out his guitar and began to play.*

*Suddenly a troika drove up with tinkling bells and an official alighted, followed by two soldiers. He came to Aksionov and began to question him, asking him who he was and whence he came. Aksionov answered him fully, and said, "Won't you have some tea with me?" But the official went on cross-questioning him and asking him. "Where did you spend last night? Were you alone, or with a fellow-merchant? Did you see the other merchant this morning? Why did you leave the inn before dawn?"*

*Aksionov wondered why he was asked all these questions, but he described all that had happened, and then added, "Why do you cross-question me as if I were a thief or a robber? I am travelling on business of my own, and there is no need to question me."*

*Then the official, calling the soldiers, said, "I am the police-officer of this district, and I question you because the merchant with whom you spent last night has been found with his throat cut. We must search your things."*

*They entered the house. The soldiers and the police-officer unstrapped Aksionov's luggage and searched it. Suddenly the officer drew a knife out of a bag, crying, "Whose knife is this?"*

*Aksionov looked, and seeing a blood-stained knife taken from his bag, he was frightened.*

*"How is it there is blood on this knife?"*

*Aksionov tried to answer, but could hardly utter a word, and only stammered: "I—don't know—not mine." Then the police-officer said: "This morning the merchant was found in bed with his throat cut. You are the only person who could have done it. The house was locked from inside, and no one else was there. Here is this blood-stained knife in your bag and your face and manner betray you! Tell me how you killed him, and how much money you stole?"*

*Aksionov swore he had not done it; that he had not seen the merchant after they had had tea together; that he had no money except eight thousand rubles of his own, and that the knife was not his. But his voice was broken, his face pale, and he trembled with fear as though he went guilty.*

*The police-officer ordered the soldiers to bind Aksionov and to put him in the cart. As they tied his feet together and flung him into the cart, Aksionov crossed himself and wept. His money and goods were taken from him, and he was sent to the nearest town and imprisoned there. Enquiries as to his character were made in Vladimir. The merchants and other inhabitants of that town said that in former days he used to drink and waste his time, but that he was a good man. Then the trial came on: he was charged with murdering a merchant from Ryazan, and robbing him of twenty thousand rubles.*

*His wife was in despair, and did not know what to believe. Her children were all quite small; one was a baby at her breast. Taking them all with her, she went to the town where her husband was in jail. At first she was not allowed to see him; but after much begging, she obtained permission from the officials, and was taken to him. When she saw her husband in prison-dress and in chains, shut up with thieves and criminals, she fell down, and did not come to her senses for a long time. Then she drew her children to her, and sat down near him. She told him of things at home, and asked about what had happened to him. He told her all, and she asked, "What can we do now?"*

*"We must petition the Czar not to let an innocent man perish."*

*His wife told him that she had sent a petition to the Czar, but it had not been accepted.*

*Aksionov did not reply, but only looked downcast.*

*Then his wife said, "It was not for nothing I dreamt your hair had turned grey. You remember? You should not have started that day." And passing her fingers through his hair, she said: "Vanya dearest, tell your wife the truth; was it not you who did it?"*

*"So you, too, suspect me!" said Aksionov, and, hiding his face in his hands, he began to weep. Then a soldier came to say that the wife and children must go away; and Aksionov said good-bye to his family for the last time.*

*When they were gone, Aksionov recalled what had been said, and when he remembered that his wife also had suspected him, he said to himself, "It seems that only God can know the truth; it is to Him alone we must appeal, and from Him alone expect mercy."*

*And Aksionov wrote no more petitions; gave up all hope, and only prayed to God.*

*Aksionov was condemned to be flogged and sent to the mines. So he was flogged with a knot, and when the wounds made by the knot were healed, he was driven to Siberia with other convicts.*

*For twenty-six years Aksionov lived as a convict in Siberia. His hair turned white as snow, and his beard grew long, thin, and grey. All his mirth went; he stooped; he walked slowly, spoke little, and never laughed, but he often prayed.*

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*In prison Aksionov learnt to make boots, and earned a little money, with which he bought The Lives of the Saints. He read this book when there was light enough in the prison; and on 5 Sundays in the prison-church he read the lessons and sang in the choir; for his voice was still good.*

*The prison authorities liked Aksionov for his meekness, and his fellow-prisoners respected him: they called him "Grandfather," and "The Saint." When they wanted to petition the prison authorities about anything, they always made Aksionov their spokesman, and when there were quarrels among the prisoners they came to him to put things right, and to judge the matter.*

*No news reached Aksionov from his home, and he did not even know if his wife and children were still alive.*

*One day a fresh gang of convicts came to the prison. In the evening the old prisoners collected round the new ones and asked them what towns or villages they came from, and what they were sentenced for. Among the rest Aksionov sat down near the newcomers, and listened with downcast air to what was said.*

*One of the new convicts, a tall, strong man of sixty, with a closely-cropped grey beard, was telling the others what he had been arrested for.*

*Well, friends," he said, "I only took a horse that was tied to a sledge, and I was arrested and accused of stealing. I said I had only taken it to get home quicker, and had then let it go; besides, the driver was a personal friend of mine. So I said, 'It's all right.' 'No,' said they, 'you stole it.' But how or where I stole it they could not say. I once really did something wrong, and ought by rights to have come here long ago, but that time I was not found out. Now I have been sent here for nothing at all. . . . Eh, but it's lies I'm telling you; I've been to Siberia before, but I did not stay long."*

*"Where are you from?" asked some one.*

*"From Vladimir. My family are of that town. My name is Makar, and they also call me Semyonich."*

*Aksionov raised his head and said: "Tell me, Semyonich, do you know anything of the merchants Aksionov of Vladimir? Are they still alive?"*

*"Know them? Of course I do. The Aksionovs are rich, though their father is in Siberia: a sinner like ourselves, it seems! As for you, Gran'dad, how did you come here?"*

*Aksionov did not like to speak of his misfortune. He only sighed, and said, "For my sins I have been in prison these twenty-six years."*

*"What sins?" asked Makar Semyonich.*

*But Aksionov only said, "Well, well—I must have deserved it!" He would have said no more, but his companions told the newcomers how Aksionov came to be in Siberia; how some one had killed a merchant, and had put the knife among Aksionov's things, and Aksionov had been unjustly condemned.*

*When Makar Semyonich heard this, he looked at Aksionov, slapped his own knee, and exclaimed, "Well, this is wonderful! Really wonderful! But how old you've grown, Gran'dad!"*

*The others asked him why he was so surprised, and where he had seen Aksionov before; but Makar Semyonich did not reply. He only said: "It's wonderful that we should meet here, lads!"*

*These words made Aksionov wonder whether this man knew who had killed the merchant; so he said, "Perhaps, Semyonich, you have heard of that affair, or maybe you've seen me before?"*



*"How could I help hearing? The world's full of rumours. But it's a long time ago, and I've forgotten what I heard."*

*"Perhaps you heard who killed the merchant?" asked Aksionov.*

*Makar Semyonich laughed, and replied: "It must have been him in whose bag the knife was found! If someone else hid the knife there, 'He's not a thief till he's caught,' as the saying is. How could anyone put a knife into your bag while it was under your head? It would surely have woke you up."*

*When Aksionov heard these words, he felt sure this was the man who had killed the merchant. He rose and went away. All that night Aksionov lay awake. He felt terribly unhappy, and all sorts of images rose in his mind. There was the image of his wife as she was when he parted from her to go to the fair. He saw her as if she were present; her face and her eyes rose before him; he heard her speak and laugh. Then he saw his children, quite little, as they were at that time: one with a little cloak on, another at his mother's breast. And then he remembered himself as he used to be young and merry. He remembered how he sat playing the guitar in the porch of the inn where he was arrested, and how free from care he had been. He saw, in his mind, the place where he was flogged, the executioner, and the people standing around; the chains, the convicts, all the twenty-six years of his prison life, and his premature old age. The thought of it all made him so wretched that he was ready to kill himself.*

*"And it's all that villain's doing!" thought Aksionov. And his anger was so great against Makar Semyonich that he longed for vengeance, even if he himself should perish for it. He kept repeating prayers all night, but could get no peace. During the day he did not go near Makar Semyonitch, nor even look at him.*

*A fortnight passed in this way. Aksionov could not sleep at nights, and was so miserable that he did not know what to do.*

*One night as he was walking about the prison he noticed some earth that came rolling out from under one of the shelves on which the prisoners slept. He stopped to see what it was. Suddenly Makar Semyonitch crept out from under the shelf, and looked up at Aksionov with frightened face. Aksionov tried to pass without looking at him, but Makar seized his hand and told him that he had dug a hole under the wall, getting rid of the earth by putting it into his high-boots, and emptying it out every day on the road when the prisoners were driven to their work.*

*'Just you keep quiet, old man, and you shall get out too. If you blab they'll flog the life out of me, but I will kill you first.'*

*Aksionov trembled with anger as he looked at his enemy. He drew his hand away, saying, 'I have no wish to escape, and you have no need to kill me; you killed me long ago! As to telling of you — I may do so or not, as God shall direct.' Next day, when the convicts were led out to work, the convoy soldiers noticed that one or other of the prisoners emptied some earth out of his boots. The prison was searched, and the tunnel found. The Governor came and questioned all the prisoners to find out who had dug the hole. They all denied any knowledge of it. Those who knew, would not betray Makar Semyonitch, knowing he would be flogged almost to death. At last the Governor turned to Aksionov, whom he knew to be a just man, and said:*

*'You are a truthful old man; tell me, before God, who dug the hole?'*

*Makar Semyonitch stood as if he were quite unconcerned, looking at the Governor and not so much as glancing at Aksionov. Aksionov lips and hands trembled, and for a long time he could not utter a word. He thought, 'Why should I screen him who ruined my life? Let him pay for what I have suffered.'*

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*But if I tell, they will probably flog the life out of him and maybe I suspect him wrongly. And, after all, what good would it be to me?’*

*‘Well, old man,’ repeated the Governor, ‘tell us the truth: who has been digging under the wall?’*

*Aksionov glanced at Makar Semyonitch, and said ‘I cannot say, your honour. It is not God’s will that I should tell! Do what you like with me; I am in your hands.’*

*However much the Governor tried, Aksionov would say no more, and so the matter had to be left.*

*That night, when Aksionov was lying on his bed and just beginning to doze, some one came quietly and sat down on his bed. He peered through the darkness and recognized Makar.*

*‘What more do you want of me?’ asked Aksionov. ‘Why have you come here?’*

*Makar Semyonitch was silent. So Aksionov sat up and said, ‘What do you want? Go away, or I will call the guard!’*

*Makar Semyonitch bent close over Aksionov, and whispered, ‘Iván Dmitritch, forgive me!’*

*‘What for?’ asked Aksionov.*

*‘It was I who killed the merchant and hid the knife among your things. I meant to kill you too, but I heard a noise outside; so I hid the knife in your bag and escaped out of the window.’*

*Aksionov was silent, and did not know what to say. Makar Semyonitch slid off the bed-shelf and knelt upon the ground. ‘Iván Dmitritch,’ said he, ‘forgive me! For the love of God, forgive me! I will confess that it was I who killed the merchant, and you will be released and can go to your home.’*

*‘It is easy for you to talk,’ said Aksionov, ‘but I have suffered for you these twenty-six years. Where could I go to now? . . . My wife is dead, and my children have forgotten me. I have nowhere to go. . . .’*

*Makar Semyonitch did not rise, but beat his head on the floor. ‘Iván Dmitritch, forgive me!’ he cried. ‘When they flogged me with the knout it was not so hard to bear as it is to see you now . . . yet you had pity on me, and did not tell. For Christ’s sake forgive me, wretch that I am!’ And he began to sob.*

*When Aksionov heard him sobbing he, too, began to weep.*

*‘God will forgive you!’ said he. ‘Maybe I am a hundred times worse than you.’ And at these words his heart grew light, and the longing for home left him. He no longer had any desire to leave the prison, but only hoped for his last hour to come.*

*In spite of what Aksionov had said, Makar Semyonitch confessed his guilt. But when the order for his release came, Aksionov was already dead.*

### 1.7.1 Summary and Critical Analysis

In the later period of his life, Tolstoy became critical of the Orthodox Church and carried on attacking the church as well as the judicial system through his writings. Even in the story “*God Sees the Truth but Waits*” the author makes a satirical attack on both these institutions. The story “*God Sees the Truth but Waits*” starts with a portrayal of a well-to-do merchant Aksyonov who lived in the town of Vladimir in Russia. He was a very jovial and handsome man and was doing well in his business. He was preparing to go to the Summer Commercial Fair at Nizhny,

but his wife tells him that he should postpone his journey as he had a nightmare about his hairs turning grey when he returns back. Aksyonov listens to it but laughs off her wife's concerns and starts his journey on that day.

During the journey, he meets a friend at the inn and they both spend the evening in the inn. In the morning, Aksyonov gets up early and starts his journey again. In between he stops to take a break and feed his horses when a District Police Inspector with two soldiers arrive at the scene and start questioning Aksyonov about his whereabouts in the last evening as well as his meeting his friend. When Aksyonov asks why he is being interrogated this way, he comes to know that his friend has been killed. The inspector searches Aksyonov's belongings and discovers a blood stained knife. Aksyonov is surprised at he has no knowledge of the same and he is not only then accused of killing but also of stealing twenty thousand roubles. Aksyonov is then taken to the jail.

In prison, Aksyonov's wife comes to meet him and collapses on seeing Aksyonov. They make a petition to the Tsar, but it gets rejected. Aksyonov's wife reminds him of his nightmare and then asks him if he has really murdered his friend. His wife's suspicion makes him feel devastated. A soldier comes and asks his wife to leave and at this point of time, Aksyonov has no other hope left but on God. So he starts to live a spiritual life where he devotes himself completely to prayers.

Aksyonov was sent to a Siberian Labour camp where he stays for twenty six years. His hairs have turned completely grey now and he has become a fragile being. In the mean time, he never hears from his wife and child anymore and continues with his devout prayers and reading gospels as well as singing in the choir. One day, a new prisoner comes him and his name is Makar Semyonov and he is also from Vladimir. Aksyonov inquires about his family from him and figures out that they are doing well. Makar asks for what reason he was sentenced and Aksyonov just says for his past sins. The prison mates tell Makar the story of Aksyonov which makes him realize that he has met Aksyonov earlier. Makar's reactions make Aksyonov figure out that he knows who the murderer is. Aksyonov also starts thinking that probably Makar is the murderer himself and even plans to take revenge, but does not.

One night, Aksyonov figures out that Makar is digging a tunnel to escape from the prison. The soldiers too discover the tunnel and the Governor arrives and starts questioning the prisoners. Aksyonov could have divulged the secret to the Governor; but he just said that he saw nothing and saved Makar from getting flogged. The following night, when Aksyonov meets Makar and finds him dejected, he asks what it is. Makar then confesses to Aksyonov that he was the murderer of Aksyonov's friend in the inn and also had placed the knife in his bag. Aksyonov asks Makar to confess his crime to the authorities to which Makar says that it will not mean anything as he has no one to go to after being released from prison. At this point of time, Makar continues with his sobbing being guilty of the fact that he has falsely framed Aksyonov and he was the one who took pity on him. Aksyonov tells Makar to have faith in God and says that He will forgive him and deliver justice as God sees the truth and balances the moral scale in afterlife. Makar

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ultimately goes and confesses to the authorities how he was the murderer and falsely framed Aksyonov which make the authorities work on the release orders of Aksyonov. But by the time, the release orders reaches Siberia, Aksyonov has already died and has passed on to his afterlife.

Thus the story “God Sees the Truth but Waits” tells us about the way the judicial system works where even the innocent suffer because of the legal loopholes and they have no other way but to carry on suffering. Aksyonov’s faith in God is the only saving grace for him as it is his faith which makes him last all the sufferings and tortures and still be very graceful about it.

### Check Your Progress

11. What is the theme of the story ‘*God Sees the Truth but Waits*’?
12. Who was Makar Semyonov?

## 1.8 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The poem *Tree* by Tina Morris, deals with the importance of trees. The poet shares her agony that if there is no tree, no charm and no life will be experienced. She shows her debt to trees.
2. The poet uses ‘They’ in the first line of the poem *Tree*, to signify trees. She means to say, the trees did not tell us what would happen without them.
3. The poet, in this incident, records four kinds of responses—the religious mystical response of the villagers; the rational response of the speaker’s father; the ritualistic response of the holy man and; the self-sacrificial response of the mother.
4. The closing lines where the mother thanks God that the scorpion had picked her instead of her children stresses the innate Indianness of the poem where the mother is considered to be the central figure of selflessness and sacrifice. While the poem tries to establish multiple responses to the sting, it ends with a strong emotional resonance embedded in the mother’s word of thanks to God. This intensifies the poem’s complexity as it positions Ezekiel as a writer who is intimately familiar with Indian culture replete with superstition and prescribed feminine qualities of self-sacrifice and altruism.
5. Munshi Premchand was born with the name Dhanpat Rai Shrivastava on 31 July 1880. He started writing under the pen name Nawab Rai and later took the pen name “Munshi Premchand”, a name with whom we are all accustomed with as he is the writer who makes Indian literature famous across the world with his Hindi and Urdu writings.
6. ‘*Idgah*’ by Premchand tells the story of orphan named Hamid who lives with his grandmother Amina. A four-year-old Hamid is the protagonist of the story and has recently lost his parents. His grandmother tells him that his father has left to earn money, and his mother has gone to Allah to fetch lovely gifts for him.

7. Lencho is a main character of the story '*The Letter to God*'. He is a poor farmer who is the breadwinner of the family. He has an unwavering faith in God and is expecting a rain shower to nourish his corn field which was destroyed due to a hailstorm. He is very much confident that God will send him a hundred pesos, using which he can sow his land again and will reap huge profits similar to previous years.
8. Lencho wrote the letter to God as he thought that he would be the only one who can help him in his bad times. He wrote a letter addressing to God to send him 100 pesos so that he and his family can survive in such a difficult situation. The postmaster received the letter written by Lencho and being a kind-hearted man, he and his colleagues collected money to help the farmer Lencho and they managed to collect more than half of the sum that Lencho has asked for.
9. '*My Bank Account*' is an interesting story written by Stephen Leacock where he mocks the way the bank works and also tells how he fears the whole set up of a bank leading him to have a funny incident when he tries to open a bank account for the first time.
10. '*My Bank Account*' is a thought-provoking and fascinating story written by Stephen Leacock. In the story, the author mocks the modus operandi of the banks and describes the fears of a common man and problems they face when they enter the institution like bank. He says these, the financial services providers make things cumbersome for their customers, in spite of helping the people.
11. '*God Sees the Truth but Waits*' is the short story by Leo Tolstoy that supports the biblical message that when the whole world is up against you, only God support you knows the truth. The story have the theme of faith, guilt, forgiveness, conflict, freedom and acceptance. This is a story of a well-to-do merchant Aksyonov, who is falsely imprisoned for 26 years for a crime he did not commit but puts his trust in God.

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## 1.9 SUMMARY

- Tina Morris's poem "*Tree*" is a simplistic representation of a world when there are no more trees and we then will be missing the greatest friend of ours –trees. The poem is a warning to the humankind to be aware of the ways in which they can look for sustainable development so as to save nature.
- Tina Morris's poem "*Tree*" is an imaginary representation of a world when there will be no trees. For her, life without trees is like life without any charm of its own. When there will be no trees, even if we would like to paint a tree or make a tree with plastic, it will never be same as a real tree.
- Nissim Ezekiel is considered to be one of most well-known names among Indian poets writing in English. His Jewish Parsi background allowed him to

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emerge as a personality who could not be subjected to simple analysis. His poetry reflects a kind of deep rumination of predicaments that are central to an Indian sensibility.

- Nissim Ezekiel received the Sahitya Akademi Award in 1983 for his work, *Latter-Day Psalms*. The book is a collection of his poetical works.
- One of the most famous poems of Ezekiel is *Night of the Scorpion*. In this poem Ezekiel tells readers about an incident that took place in an Indian village where a woman was stung by a scorpion on a rainy night.
- Dhanpat Rai Shrivastava, also known as Munshi Premchand, is a name with whom we are all accustomed with as he is the writer who makes Indian literature famous across the world with his Hindi and Urdu writings. He started writing under the pen name Nawab Rai and later took the pen name “Premchand.”
- The story “*Idgah*” is translated into English by another famous Indian English writer Khushwant Singh who is known for his short stories and novels, especially *Train to Pakistan* which deals with the Partition of India and Pakistan.
- ‘*Idgah*’ deals with a four year old orphan boy named Hamid and his heart wrenching tale of trying to deal with his poverty which makes him an object of much laughter among the boys on the day of the festival of Eid.
- In “*A Letter to God*” Gregorio López y Fuentes narrates an interesting story of a farmer named Lencho who after a much hard work has the field of ripe corn dotted with the kidney bean flowers ready and is wishing that a good rain will be good for the harvest. He could find no one who could help him on such a sorrowful day and says that the only recourse he is left with is the help of God. So he decides to write a letter to God seeking financial help.
- The story explores the goodness of man – whereas Lencho is a good man as he believes that he does hard work and therefore thinks that God will listen to his request and provide him with whatever he need and he will not die of hunger, the post master is a good man who believes in altruism and thinks that by helping Lencho he will be able to achieve some self-contentment. Thus the story presents the simplicity of the village folk who have firm faith in providence.
- “*My Bank Account*” is an interesting story written by Stephen Leacock where he mocks the way the bank works and also tells how he fears the whole set up of a bank leading him to have a funny incident when he tries to open a bank account for the first time. Most of his popular stories deal with matters of finances where he mocks the way finances is dealt with in the present day world.

- The story “*God Sees the Truth but Waits*” starts with a portrayal of a well-to-do merchant Aksyonov who lived in the town of Vladimir in Russia. He was a very jovial and handsome man and was doing well in his business. He was preparing to go to the Summer Commercial Fair at Nizhny, but his wife tells him that he should postpone his journey as he had a nightmare about his hairs turning grey when he returns back. Aksyonov listens to it but laughs off her wife’s concerns and starts his journey on that day.
- Thus the story “*God Sees the Truth but Waits*” tells us about the way the judicial system works where even the innocent suffer because of the legal loopholes and they have no other way but to carry on suffering. Aksyonov’s faith in God is the only saving grace for him as it is his faith which makes him last all the sufferings and tortures and still be very graceful about it.

## NOTES

### 1.10 KEY TERMS

- **Ecological criticism:** It is also referred as ecocriticism; a term used for the observation and study of the relationship between the literature and the earth’s environment.
- **Scepticism:** It refers to an attitude that shows you doubt whether something is true or useful.
- **Artillery officer:** An artillery officer provides indirect fire support, air defence, and surveillance and target acquisition in battle.
- **Sardonic tone:** A sardonic tone is characterized by bitter or scornful ridicule; mocking; cynical; sneering.

### 1.11 SELF-ASSESSMENT QUESTIONS AND EXERCISES

#### Objective-Type Questions

- Fill in the blanks
  - Tina Morris sarcastically talks about the whispering of \_\_\_\_\_.
  - Nissim Ezekiel received the Sahitya Akademi award in the year \_\_\_\_\_ for his work *Latter-Day Psalms*.
  - Anna Karenina* was published in the year \_\_\_\_\_.
- True or False
  - Munshi Premchand’s birth name is Dhanpat Rai Shrivastava. True/False
  - Leacock was born in the year 1860. True/False

#### Answers

- a. leaves
  - b. 1983
  - c. 1877
- a. True
  - b. False

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## Short-Answer Questions

1. Write a short critical note on the world that Tina Morris imagines in the poem “*Tree*.”
2. Write a short note on the character of Hamid from Premchand’s short story “*Idgah*.”
3. Comment on the themes of the short story “*Idgah*.”
4. Prepare a critical note on the character of Lencho from the story “*A Letter to God*.”
5. Comment on the sardonic tone of Stephen Leacock in the story “*My Bank Account*.”
6. Write a brief character sketch of the character of Aksyonov from the short story “*God Sees the Truth but Waits*.”

## Long-Answer Questions

1. In what ways the ecological imbalance is a manmade disaster. What aspects of ecological disaster does Tina Morris talk about in the poem “*Tree*”? Discuss.
2. In what ways does Premchand explore the basic goodness of man, especially Hamid, in the short story “*Idgah*”? Describe.
3. What role does the character of Post master play in the story “*A Letter to God*” and how do you view the character of the Post master.
4. Critically comment on the element of “Faith” with reference to the story “*A Letter to God*.”
5. Stephen Leacock is a leading humorist of the early twentieth century. In what ways does he use his humour in the story “*My Bank Account*?”
6. Do you think Leo Tolstoy makes a mockery of the judicial system in the short story “*God Sees the truth but Waits*”? Why do you think so?
7. Providence makes us have the strength to bear the sufferings. Do you agree with this statement? Give reasons in the context of Leo Tolstoy’s story “*God Sees the Truth but Waits*.”

## 1.12 FURTHER READING

- Iyengar, K.R.S. 1962. *Indian Writing in English*. New Delhi: Sterling Publication.
- Naik, M.K. 1982. *A History of Indian English Literature*. New Delhi: Sahitya Akademi.
- George, K. M. 1992. *Modern Indian Literature: An Anthology: Surveys and Poems*. New Delhi: Sahitya Akademi.
- Prasad, Amar Nath and Kanupriya. 2006. *Indian Writing in English: Tradition and Modernity*. New Delhi: Sarup & Sons.
- Lehman, David. 2006. *The Oxford Book of American Poetry*. Oxford, U.K: Oxford University Press.



## UNIT 2 BASIC ENGLISH LANGUAGE

### Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Idioms
  - 2.2.1 Proverbs
- 2.3 Phrasal Verbs
- 2.4 Verbs
  - 2.4.1 Types of Verbs
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- 2.5 Tenses
  - 2.5.1 Present Tense
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- 2.6 Prepositions
  - 2.6.1 Use of Prepositions at the End of Sentences
  - 2.6.2 Phrase Prepositions
  - 2.6.3 Nouns and Adjectives and their Specific Prepositions
- 2.7 Determiners
  - 2.7.1 Determiners as Different from Adjectives
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- 2.8 Articles
- 2.9 Nouns
  - 2.9.1 Proper Noun
  - 2.9.2 Common Noun
  - 2.9.3 Countable and Uncountable Nouns
  - 2.9.4 Noun Phrases
- 2.10 Pronouns
  - 2.10.1 Types of Pronouns
  - 2.10.2 Personal Pronouns
  - 2.10.3 Relative Pronouns
- 2.11 Answers to 'Check Your Progress'
- 2.12 Summary
- 2.13 Key Terms
- 2.14 Self-Assessment Questions and Exercises
- 2.15 Further Reading

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## 2.0 INTRODUCTION

Proficiency in basic grammar skills is necessary to communicate in correct English. All writing must have correct grammar and usage if it is to be considered credible and noteworthy. The purpose of good grammar is to ensure that what you write is correctly comprehended and is easy and enjoyable to read. Reading something, which is grammatically incorrect, may interrupt your flow of thought and take away the pleasure of reading.

Very often, it is noticed that people make mistakes in sentence construction, the use of active and passive voice and the use of tenses. This unit provides rules

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to follow for various aspects of grammar usage along with pointing out common English errors.

Idiomatic expressions are separate from the literal meaning or definition of the words of which they are made. The use of phrases and idioms can make your writing more colourful and meaningful. Perfect grammar can be an indicator of how educated you are. Studies clearly reveal that those who write (and speak) well excel in the job market and they rise faster in their careers.

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## 2.1 OBJECTIVES

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After going through this unit, you will be able to:

- Analyse the use of idioms and proverbs with examples
- Understand the use of phrasal verbs
- Describe the importance of tenses in English language
- Explain the rules for prepositions, verbs, articles, nouns and pronouns

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## 2.2 IDIOMS

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There are hundreds of idioms in the English language. Some commonly used idioms are as follows:

- Add fuel to the fire: To make a bad situation worse.  
**Example:** He was already in a bad mood and his wife's nagging added fuel to the fire.
- Now and then: Occasionally.  
**Example:** We manage to go for a movie now and then.
- On the back burner: To give an issue low priority.  
**Example:** The women's reservation bill was put on the back burner by the government.
- With bated breath: Very excited.  
**Example:** We waited with bated breath for the magic show to begin.
- Beeline for: To head directly to a place.  
**Example:** At the Diwali Mela, the children made a beeline for the snacks stalls.
- Neck and neck: Very close.  
**Example:** The two candidates are running neck and neck in the elections.
- Apple of the eye: Someone who is cherished above all others.  
**Example:** Abhishek is the apple of his father's eye.
- To cry wolf: To raise a false alarm.  
**Example:** We were told that there was a fire in the building, but someone was just crying wolf.

- From rags to riches: To go from being very poor to being very wealthy.  
**Example:** The famous actor went from rags to riches in one year.
- A knee-jerk reaction: An automatic response.  
**Example:** Please think carefully about the proposal – don't give a knee-jerk reaction.
- Over the top: Very excessive.  
**Example:** The businessman went over the top in spending money at his daughter's wedding.
- Pass the buck: Avoid responsibility by giving it to someone else.  
**Example:** When the workers complained, the manager passed the buck to the supervisor.
- Go scot-free: To escape without punishment.  
**Example:** The people who had started the fake finance company went scot-free.
- Turn a blind eye: Refuse to acknowledge something.  
**Example:** Despite many accidents, the local authorities turned a blind eye to the bad roads.
- A cut above: To be superior or better.  
**Example:** The actress who won the National Award is certainly a cut above the rest.
- Rain or shine: No matter what the weather is like.  
**Example:** Rain or shine, he goes for a walk at the same time every day.
- Wild goose chase: A futile or hopeless pursuit.  
**Example:** The police thought that they would catch the gang leader, but they were on a wild goose chase.
- Last-ditch effort: A final effort.  
**Example:** The team made a last-ditch effort and managed to win the match.
- Lock horns: To have a heated argument.  
**Example:** The two politicians locked horns in Parliament over the issue of corruption.
- Nip something in the bud: To end something at an early stage.  
**Example:** It is said that evil should always be nipped in the bud.
- To be born with a silver spoon in one's mouth: To have opportunities that you did not earn but that you have from the influence of your family.  
**Example:** Bill was not born with a silver spoon in his mouth – he came from a poor family and earned his success through hard work.
- To be at daggers drawn: To be angry and ready to fight or argue with each other.

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**Example:** Local residents are at daggers drawn with the council over rubbish collection

- To be at sea: To be confused; to be lost and bewildered.

**Example:** When it comes to problems on trigonometry, Mustafa is totally at sea.

- To be in the dark: Not to have knowledge about something.

**Example:** Taha did not go for the party as he was in the dark about it.

- To be in hot water: To be in trouble.

**Example:** Sushila was in hot water as she had not submitted her practical file to her science teacher.

- To be on the run: To try to avoid being caught.

**Example:** The dreaded criminal was on the run after he managed to escape from prison.

- To be out of the woods: To emerge safely out of danger.

**Example:** It is true that the economy is getting stronger, but we are not out of the woods yet.

- To be under someone's thumb: To be completely under someone's control.

**Example:** The committee is firmly under his thumb and will agree to whatever he asks.

- To break the ice: To get the conversation going in a strained situation or when strangers meet.

**Example:** It is very difficult to break the ice at formal events.

- To make a mountain of a molehill: To make a major issue out of a minor one; to exaggerate the importance of something.

**Example:** Lata aggravated the situation by making a mountain out of a molehill.

- To put a spoke in someone's wheel: To deliberately hinder someone's plan.

**Example:** Whenever Jalil embarked on a new venture, someone put a spoke in his wheel and he was not able to proceed.

- To put two and two together: To make a correct guess from existing evidence.

**Example:** When I saw the crumbs on the table, I put two and two together and guessed that Muzna had eaten the cake.

- To turn a deaf ear: To ignore someone when they complain or ask for something.

**Example:** Tanya's mother turned a deaf ear when she pleaded for more ice cream.

- To turn over a new leaf: To begin afresh, to reform.

**Example:** The teachers at school were pleasantly surprised when Mukesh turned over a new leaf and started taking his studies seriously.

- To turn the tables (on someone): To cause a reversal in plans.  
**Example:** She turned the tables by playing a better game and recently has won most of her matches.
- To blow one's own trumpet: To brag about yourself.  
**Example:** Sushil thinks that he will become popular if he blows his own trumpet.
- To burn the candles at both ends: To work for long hours without rest.  
**Example:** She'd been burning the candle at both ends studying for her exams and made herself ill in the process.
- To curry favour: To try to make someone like you or support you by doing things to please them.  
**Example:** The government has promised lower taxes in an attempt to curry favour with the voters.
- To cut one's coat according to one's cloth: To plan one's aims and activities in line with one's resources and circumstances.  
**Example:** We would like a bigger house, but we must cut our coat according to our cloth.
- To fish in troubled waters: To involve oneself in a difficult, confused, or dangerous situation, especially with a view to gaining an advantage.  
**Example:** Frank is fishing in troubled waters by buying more shares of that company.
- To hit the nail on the head: To do exactly the right thing; to do something in the most effective and efficient way.  
**Example:** Susan hit the nail on the head when she said that most people were expecting a holiday after the working weekend.
- To kill two birds with one stone: To solve two problems with one single action.  
**Example:** Tanushree says that she kills two birds with one stone if she does her own housework because she gets the house clean and she gets some exercise at the same time.
- To know where the shoe pinches: To know exactly what the problem is; to know how much someone else is suffering.  
**Example:** As I have been through this myself, I know where the shoe pinches.
- To let the cat out of the bag: To reveal a secret.  
**Example:** Smita did not want anyone in the office to know that it was her birthday but her colleague let the cat out of the bag.
- To smell a rat: To be suspicious.  
**Example:** Indraneil did not say anything but from his silence that evening, his mother could smell a rat.

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- To wash one's hands off something: To stop being involved with or responsible for someone or something.

**Example:** Veena couldn't wait to wash her hands off the on- going project.

- To wash your dirty linen in public: To talk to other people about personal things that you should keep private.

**Example:** I was brought up to believe that it was wrong to wash your dirty linen in public.

- To dig up: To go to great effort to find someone or something.

**Example:** Grandma dug up some toys from the large trunk in the attic.

- To lay your cards on the table: To tell someone honestly, what you think or what you plan to do.

**Example:** Sohail decided to lay his cards on the table and close the deal for the house.

**2.2.1 Proverbs**

A proverb is basically a short sentence that people often quote, which gives advice or tells you something about life. They are often metaphorical and use formulaic language. Proverbs exist in all languages. Some famous proverbs include:

- Practice makes perfect.
- Slow and steady wins the race.
- A dog is a man's best friend.
- Early to bed and early to rise, makes a man healthy, wealthy and wise.
- Actions speak louder than words.
- The enemy of my enemy is my friend.
- Don't count your chickens before they hatch.

**2.3 PHRASAL VERBS**

A phrasal verb is an idiomatic phrase that contains a verb and another element, either an adverb or a preposition. For example, 'break down' or 'look down on'. The latter example shows a combination of adverb and preposition.

**List of Phrasal Verbs from A – Z**

- Act up: misbehave, not work properly

**Example:** The teacher acted up with the child in the class.

- Act like: to behave in a way similar to somebody else

**Example:** Sunil is behaving like a joker.

- Catch on: develop understanding or knowledge of something

**Example:** John caught on medical studies very quickly and now he is one of the renowned doctors.

- Add up(1) : logically fit together  
**Example:** His solution to the problem adds up and makes sense.  
 Add up(2) : sum up the total  
**Example:** Add up all the payment made till date and then calculate the total expenditure.
- Back down: to not follow a threat  
**Example:** The minister backed down after he stopped receiving the calls.
- Draw up: create a formal document  
**Example:** The official documents of the merger will be drawn up this month
- Knock out: make unconscious  
**Example:** Sam was knocked out by the other boxer and therefore, he got defeated.
- Call off: cancel a scheduled plan or meeting.  
**Example:** The coaching classes were called off because of sudden rain.
- Drop out (of): stop attending or leave something such as school, office.  
**Example:** Anna dropped out of school because her father died suddenly.
- Draw out: prolong or extend something beyond the expected limits  
**Example:** The Professor drew out the lecture and held up the students for extra time.
- Call on: ask someone for an answer in class  
**Example:** The teacher always calls on Pinky as she knows all the answers.
- Eat out (no object): have food outside and not in the house  
**Example:** She was too tired to cook last night and so they ate out.
- Beg off : deny an invitation, ask to be excused from doing something  
**Example:** Sharika begged off going to the party saying that she was not well.
- Break down: separate something into several parts, stop functioning  
**Example:** Margaret's car broke down on the highway and she could not reach for the meeting.
- Face up to: accept or take responsibility for  
**Example:** Sia had to face up to her boss for the loss incurred on the new project.
- Egg on : instigate towards doing something (usually negative)  
**Example:** The husband and wife had a mild argument but their friends egged them on and they had a bad fight.
- End up: finally arrive at  
**Example:** Jade and his friends lost their way and ended up in the neighbouring town.

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- Fall through: not happen  
**Example:** Our trip to Nainital fell through because my friend's wife fell sick.
- Feel up to: feel strong enough or comfortable enough to do something  
**Example:** The boy was asked if he felt up to the mark to talk about the bomb blast.
- Figure out: to logically find an answer to a problem  
**Example:** She has been finally able to figure out the correct answers.
- Iron out: reach an agreement mutually or resolve difficulties  
**Example:** Rahul and Tina disagree on several issues which can be ironed out if discussed in a peaceful way.
- Turn down: to decrease the intensity of  
**Example:** She requested him to turn down the TV when the guests arrived.
- Make after: chase  
**Example:** The police made after the thief.
- Press upon: to compel someone to accept something  
**Example:** He pressed upon us to attend the marriage and so we cancelled the meeting.
- Put up with: tolerate  
**Example:** Tashi struggles everyday to put up with her husband.
- Nod off: to fall asleep  
**Example:** The movie was so boring that the audience nodded off.
- Jump all over: to scold someone very badly  
**Example:** Laila's mother jumped all over her because she had not completed her homework.
- Let down: to disappoint somebody  
**Example:** Her husband let her down in front of everyone by using bad language.
- Run into: to meet by chance in an unplanned way  
**Example:** She ran into her old school teacher in the market.
- Slip up: make a mistake  
**Example:** He slipped up his speech because of which the students got confused.
- Tick off: to irritate or upset somebody  
**Example:** It really ticks her off if somebody cancels the appointment in the last minute.
- Pan out: succeed, happen as planned  
**Example:** Her trip to New York could not pan out because her mother fell sick.



- Write up: to record or report

**Example:** Could you write up the important points discussed in the meeting?

- Do over: to do something again

**Example:** The documents he was working on got deleted before he could not save and so he had to do them over again.

- Bone up on: to assess or review

**Example:** You had better bone up on your mathematical skills before the exam.

- Chip in: contribute or donate

**Example:** Would you like to chip in for the farewell party?

- Work out: to solve a problem or to overcome a difficult situation

**Example:** The director consoled the employees that he could work out the crisis by taking help from the other shareholders.

- Hold up: to lift to a higher position or delay

**Example:** The team arrived late for the match because they were held up in a traffic jam.

- Zonk out: fall asleep quickly

**Example:** She zonked out when she reached home because she was highly exhausted.

- Get by: to manage with difficulty to live or accomplish something

**Example:** It is going to be tough to pay the loan without a job but we will get by.

- Lay off: to dismiss someone from a job because of lack of job or money

**Example:** The employees were laid off because the company went in a loss.

- Fill in: add information in a form

**Example:** Could you fill in the educational details also?

- Get across: to make somebody understand something

**Example:** Juan is capable of writing but he is unable to get across his thoughts verbally.

- Hang up: to end a telephonic conversation abruptly and unexpectedly.

**Example:** She desired to talk more but she hung up because her brother had to make an urgent call.

- Keep on: to continue to remind someone to do something unless he or she does it

**Example:** Rhea's mother kept on her till Rhea completed her essay writing.

- Get off: to make someone escape punishment

**Example:** His lawyer helped him to get off easily in just ten days.

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- Knock out: to make unconscious

**Example:** Rahul was knocked out during the boxing match.

- Set back: to cause a delay in scheduling

**Example:** They had to set back the project because of technical problems.

- Take after: to resemble in appearance

**Example:** Both he and his brother take after their father.

### Check Your Progress

1. Give examples of any two idioms with their meanings.
2. What are phrasal verbs?

## 2.4 VERBS

A part of speech where an existence, action, or occurrence is expressed is called a verb. *Create, run, walk, and exist* are examples of verbs. A verb is an essential part of the predicate of a sentence.

Any word which characterizes an action or state of being is a verb. Therefore, the verb is the most important part of a sentence because a sentence cannot be formed without it. Verbs can denote three things:

1. What a person *does, did* or *will do*:

Examples:

- The children *play* all day.
- Ravi *played* tennis yesterday.
- Kripa *will play* in the evening as usual.

2. What a person, place or thing *is, was* or *will be*:

Examples:

- I *am* tired.
- The milk *was* hot.
- The shop *will be closed* tomorrow.

3. What *is, was* or *will be* done to a person, place or thing:

Examples:

- The doll *is* broken.
- Kartik *was hit* by the ball on his head.
- The house *will be sold* by next month.

More examples:

- My first employer **was** Mr Munjal, however, I **remember** the training manager, Mr Gautam Saigal more vividly.
- In early February, my mother **will plant** roses.

- Tigers **bite** their victims on the neck.
- The Taj Mahal hotel in Mumbai **was destroyed** in the terror attack.
- My baby **cries** all day.
- My mother **cooks** dinner for us.
- The maid **buys** vegetables on her way to work.
- My baby **cried** all day.
- My mother **cooked** dinner for us yesterday.
- The maid **bought** vegetables on her way to work.
- My baby **will cry** all day if I am not around.
- My mother **will cook** dinner for us tomorrow.
- The maid **will buy** vegetables on her way to work.
- The child **is** crying.
- The coffee **is** hot.
- The table **is** dirty.
- The child **was** crying.
- The coffee **was** hot.
- The table **was cleaned**.
- The child **will be going** to school.
- The coffee in the flask **will be** hot.
- The table **will be cleaned** tomorrow.

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### 2.4.1 Types of Verbs

Verbs are of three types:

- Transitive
- Intransitive
- Auxiliary

#### (i) Transitive Verb

A transitive verb requires an object to complete its meaning. If we say, 'Sapna broke', it does not make sense. An object has to be added after the verb to complete the sense, for example, 'Sapna broke the plate'. In a transitive verb, the action passes from the subject to the object.

Example: Rudra drank the milk. (*Rudra* is the subject; *drank* is the verb; and the action passes to *the milk*.)

Some transitive verbs have two objects—a direct object and an indirect object.

Example: Meena gave *Lila* a *book*.

In the above example, *book* is the direct object; *Lila* is the indirect object.

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## Examples

- Mary sees Lily. ('Lily' is the direct object of 'sees')
- Raja lifted the suitcase. ('suitcase' is the direct object of 'lifted')
- The teacher punished you. ('you' is the direct object of 'punished')
- I give you all my love. ('love' is the direct object of 'give' and 'you' is the non-prepositional indirect object of 'give')
- Rohit traded Maria a pie for a chocolate. ('Maria', 'pie', and 'chocolate' are all objects of 'traded')
- The audience attentively **watched** the latest Harry Porter movie.

A **transitive verb** is incomplete without a direct object.

Take a look at the following examples:

**Incomplete**

The cabinet **holds**.

**Complete**

The cabinet **holds** four music CDs and two books.

**Incomplete**

The company **named**.

**Complete**

The company **named** a new chief executive officer.

**Incomplete**

The man **stole**.

**Complete**

The man **stole** the suitcase.

**(ii) Intransitive Verb**

An intransitive verb does not require the action to pass to any object.

Example: The baby *cries*. (action)

An intransitive verb also denotes a state of being.

Example: He *is* intelligent. (being)

An intransitive verb often takes an object whose meaning is closely connected to its own:

**Examples**

- Grandfather *laughed* a hearty *laugh*.
- The beggar *died* a sad *death*.
- Elizabeth will not *wake* until sunrise. (wake has no object)
- Lizzy *complains* too much. (complain has no object)
- Mary's grandmother *died* on Sunday. (die has no object)

- She would like to sleep longer, but she must leave.
- The housekeeper *watched* while the new maid picked up the pieces of the broken glass.
- The crowd *ran* across the stadium in an attempt to see the movie star get into his car.

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### (iii) Auxiliary Verb

An auxiliary verb is one that is not used alone. It helps a main verb.

#### Examples

Manoj *has finished* his dinner.

In the above example, *finished* is the main verb; *has* is the auxiliary verb.

The auxiliary or helping verbs are:

- **Be** (is, am, are, was, were)
- **Have** (has, had)
- **Do** (does, did)
- **May** (might)
- **Can** (could)
- **Shall** (should)
- **Will** (would)
- **Must; let.**

#### Examples

- Ravi **is** the chief manager.
- The coffee mugs **are** in the cabinet.
- Ruby **does** this kind of thing very often.
- My husband and I **do** the cleaning every week.
- I won't be able to complete my work because Suzy still **has** my laptop.
- We **have** many types of food in the fridge.

### 2.4.2 Finite and Infinite Verbs

A **finite verb** changes with the subject. In this case, the subject is the person, object, place or animal we are referring to in the sentence. The verb does not change when the subject is in first or second person or is plural. When the subject is in the third person or is singular, the verb changes from say, 'run' to 'runs'. The verb 'run' is a finite verb. All sentences should have a finite verb.

<i><b>Subject</b></i>	<i><b>Singular Subject</b></i>	<i><b>Plural Subject</b></i>
First Person	I run	We run
Second Person	You run	You run
Third Person	He runs	They run

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Third Person	She runs	They run
Third Person	It runs	They run
The crayon/s	The crayon is	The crayons are
The frogs/s	The frog does	The frogs do
The bird/s	The bird has	The birds have

The infinitive verb is always followed by 'to' and the meaning does not change with the subject like in the case of the finite verb:

<b><i>Subject</i></b>	<b><i>Singular Subject</i></b>	<b><i>Plural Subject</i></b>
First Person	I want to read.	We want to read.
Second Person	You want to read.	You want to read.
Third Person	He wants to read.	They want to read.
	She wants to read.	They want to read.
	It wants to read.	They want to read.

**Check Your Progress**

3. Define verbs. Also state some examples.
4. What are the different types of verbs?

**2.5 TENSES**

Whether in speech or in writing, tenses indicate the different times at which an event occurs.

Consider the following sentences:

- We watched a movie yesterday.
- We watch a movie occasionally.
- We are watching a movie now.
- We have already watched a movie.
- We will watch a movie tomorrow.
- We will be watching a movie on Saturday.

These sentences describe the act of watching a movie, but at different times. Each of these sentences will therefore be in a different tense.

**2.5.1 Present Tense**

The present tense is often used to express:

- Action at the present time
- A state of being
- A habitual action

- An occurrence in the near future
- An action that occurred in the past and continues till the present

Sometimes, we need to know not only the time of occurrence of an event, we also need to know the progress of the action mentioned. Thus, the present tense is further classified into subparts that explain the progress of the event. The present tense is divided into four subparts, which are as follows:

- Simple present tense
- Present continuous tense
- Present perfect tense
- Present perfect continuous tense

### Simple Present Tense

- A.** The **Simple Present Tense** refers to the usual events that occur on a daily basis. When the subject is third person singular, **s** or **es** is added with the first form of the verb.

Statements in the simple present tense take the format:

**Subject + The first form of the Verb (s/es with third person singular)**  
+ ...

The following are some sentences in the simple present tense:

- I live in New Delhi.
- The Earth goes round the Sun.
- My brother plays cricket.
- She dances very well.
- I learn Indian music.
- They sometimes work at night.

- B.** Interrogative sentences in the simple present tense take the format:

**Do / Does + Subject + The first form of the Verb + ...?**

The following are some interrogative sentences in the simple present tense:

- Where do you live?
- Do you like music?
- Does your brother play cricket?
- Does she dance well?
- Do they learn Indian music?

- C.** Negative sentences in the simple present tense take the format:

**Subject + do not / does not + the first form of Verb + ...**

Below are some negative sentences in the simple present tense.

- I do not live in New Delhi.
- My brother does not play cricket.

### NOTES

## NOTES

- They do not learn Indian music.
- He does not work at night.

### D. Negative interrogative sentences in the present tense take the format:

Do / Does + Subject + not + the first form of the Verb + ...?

The following are some negative interrogative sentences in the simple present tense:

- Do you not live in Delhi?
- Did we not meet the other day?
- Doesn't your brother play cricket?
- Doesn't she dance well?
- Don't they go to school every day?

### The simple present tense is used in the following cases:

- a) The simple present tense is used for expressing facts that are generally and universally true.

Some examples of this type are as follows:

- Honest work is always rewarded.
- The Earth revolves round the Sun.
- The Sun rises in the East.
- Mount Everest is the world's highest peak.

- b) The simple present tense is used for describing repeated events and habits.

Some examples are as follows:

- He listens to the news daily at 6 pm.
- Delhi always has hot summers.
- I write my diary every day.
- She watches a movie on every weekend.

- c) The simple present tense is also used to make general statements.

Some examples are as follows:

- Sonu Nigam is a good singer.
- English is one of the most popular languages in the world.
- Listening is more important than speaking.
- It rains frequently in Cherrapunji.

- d) The simple present tense is used to give a running commentary of actions as they actually occur.

For example:

'The bowler runs up to the wicket and bowls. The batsman moves to the back foot and steers the ball down the third man for a single.'



- e) The simple present tense is used to conclude any past occurrence in a dramatic and distinct manner.

For example:

‘When the film begins, Justin is having coffee. The doorbell rings and Justin opens the door.’

- f) The simple present tense is also used in exclamatory sentences beginning with ‘here’ and ‘there’ to express what is actually taking place in the present.

For example:

‘Here goes the ball!’

- g) The simple present tense is used in clauses after conjunctions of time or condition when the main clause is in the future.

For example:

- I shall not give him any help unless he asks for it.
- He will come if you invite him.

- h) The simple present tense is also used to introduce quotations.

For example

‘Shakespeare says: All that glitters is not gold.’

### Present Continuous Tense

The present continuous tense is used to explain the events that are in process. The general format for the statements in present continuous tense is:

**Subject + is / are / am + Verb (ing form) + ...**

The following are some sentences in the present continuous tense:

- I am reading a novel by Jane Austen.
- Wendy is baking a chocolate cake.
- Ashwin is studying for his exam.
- Carol is getting ready for school.

- A. The format for interrogative sentences in the present continuous tense is:

**Is / are / am + Subject + Verb (ing form) + ...?**

The following are some interrogative sentences in the present continuous tense:

- Are you reading a novel by Jane Austen?
- What kind of cake is Wendy baking?
- In which grade is Carol studying?
- Preeta is getting ready for school.

- B. The format for negative sentences in the present continuous tense is:

**Subject + is / am / are + not + verb (ing) + ...**

### NOTES

## NOTES

The following are some negative sentences in the present continuous tense:

- I am not reading a novel.
- Wendy is not playing with her doll.
- Atul is not doing his homework.
- They are not going to the circus.

C. The format for negative interrogative sentences in the present continuous tense is:

**Is / are / am + Subject + not + verb (ing) + ...?**

**Is / are / am noting**

The following are some negative interrogative sentences in the present continuous tense:

- Are you not reading a novel?
- Are Wendy and Kathy not playing together?
- Is Atul not doing his homework?
- Are we not going to the theatre?

**The present continuous tense is used in the following cases:**

a) This tense is used to describe an event that is occurring at the time of speaking.

Some examples are as follows:

- He is listening to the news.
- She is reading a book.
- They are playing hide-and-seek.
- We are watching a cricket match.

b) This tense is used to describe an event that has been going on for some time including the present, but may or may not be occurring at the time of speaking.

Some examples are as follows:

- They are learning Indian classical music these days.
- Our class is working on a history project this week.
- She is attending dance classes nowadays.

c) This tense is used to describe an event whose occurrence in the near future is a certainty.

Some examples are as follows:

- We are going to Shimla tomorrow.
- The US President is arriving on Monday.
- They are going for a holiday tomorrow.

d) This tense is also used when the speaker disapproves of something that happens frequently.

Some examples are as follows:

- He is always complaining about something.
- You are becoming lazy day by day.

e) Some verbs are not normally used in the continuous tense.

These are as follows:

- Verbs of perception: For example, see, hear, smell and so forth.
- Verbs of thinking: For example, think, suppose, believe, agree, consider and so forth.
- Verbs of appearing: For example, appear, look, seem and so forth.
- Verbs of emotion: For example, want, wish, desire, feel, love, hate, hope and so forth.

### Present Perfect Tense

Present perfect tense refers to those events that have been completed recently.

The format for present perfect tense statement is given as:

**Subject + has / have + the past participle + ...**

The following are some sentences in the present perfect tense:

- She has broken her leg.
- They have cancelled the meeting.
- He has borrowed the book.
- I have finished my homework.

A. The format for interrogative sentences in the present perfect tense is:

**Has / have + Subject + the past participle...?**

The following are some interrogative sentences in the present perfect tense:

- Has she finished the cooking?
- Have they informed you about their arrival?
- Have you invited your cousin?
- Has he agreed to work for you?

B. The format for a negative sentence in the present perfect tense is:

**Subject + has / have + not + the past participle + ...**

The following are some negative sentences in the present perfect tense:

- She has not told us anything.
- We have not seen the movie.
- He has not paid us a visit.
- They have not been invited.

C. The format for negative interrogative sentences in the present perfect tense is:

**Has / have + Subject + not + the past participle + ...?**

### NOTES

## NOTES

The following are some negative interrogative sentences in the present perfect tense:

- Have you not watched the movie?
- Have we not decided to meet on Thursday?
- Has she not given you the letter?

The present perfect tense is used in the following cases:

- a) The present perfect tense is used to refer to a past event that acts as an experience for the future.

Some examples are as follows:

- She has had a very difficult time.
- He has faced a lot of hardships.

- b) This tense is used to explain an event that occurred in the past, about which information is being given in the present.

Some examples are as follows:

- They have relocated to a new city.
- The office has moved to a new place.
- The housekeeper has left her job.

- c) This tense is used to explain an event that began in the past and is still in continuation.

Some examples are as follows:

- He has known her for several years.
- They have lived in the US for twenty years.
- We have had a servant for many years.

- d) This tense is also used to explain an action that is not finished yet.

Some examples are as follows:

- The train has not arrived yet.
- The match has not started so far.

- e) This tense also describes a past event whose time of occurrence need not be mentioned.

Some examples are as follows:

- I have received a letter from my childhood friend.
- She has given a great performance.
- He has written a delightful book for children.

### Present Perfect Continuous Tense

Present perfect continuous tense is used to describe an event that has been occurring for some time and is still in continuation.

A. The format for statements in the present continuous tense is:

**Subject + has been / have been + the present participle + ...**

The following are some sentences in the present perfect continuous tense:

- The baby has been crying for a long time.
- I have been watching a movie for the last two hours.
- She has been cleaning the house since morning.
- He has been talking for the last twenty minutes.

B. The format for the interrogative sentences in present perfect continuous tense is:

**Has / have + subject + been + the present participle + ...?**

The following are some interrogative sentences in the present perfect continuous tense:

- Has the baby been crying for a long time?
- Since when have you been watching the movie?
- Has she been cleaning the house since morning?
- For how long has he been talking?

C. The format for negative sentences in the present perfect continuous is:

**Subject + has / have not been + the present participle + ...**

The following are some negative sentences in the present perfect continuous tense:

- The child has not been going to school.
- She has not been cleaning the house regularly.
- He has not been eating properly.

D. The format for negative interrogative sentences in the present perfect continuous tense is:

**Has / have + subject + not + been + the present participle + ...?**

The following are some negative interrogative sentences in the present perfect continuous tense:

- Has the boy not been going to school?
- Has she not been coming regularly?
- Has he not been eating properly?

The present perfect tense is used in the following cases:

- a) This tense is used to describe an event that started some time in the past, is still going on and is in continuation at the time of speaking.

Some of the examples of this type of sentence are as follows:

- We have been working together for two years.
- He has been studying since morning.
- It has been raining since last night.

## NOTES

## NOTES

- b) This tense is also used to describe the continuous and undisturbed nature of an event, though the event may not be occurring at the time of speaking.

Some of the examples of this type of sentence are as follows:

- The children have been playing all morning.
- I have been working all the time.

**NOTE:** 'Since' and 'for' are often used with perfect continuous tense. Since is used with a point of time at which an action started (The action continues till the present moment). For example, 'I have been reading a novel since last Sunday.' For is used to suggest a period of time for which an action has been going on. For example, 'I have been typing for almost an hour.'

### 2.5.2 Past Tense

In order to know the approximate time of occurrence of an event, the past tense is also divided into subtypes that are as follows:

- Simple past tense
- Past continuous tense
- Past perfect tense
- Past perfect continuous tense

#### Simple Past Tense

Simple past tense is used to indicate an action completed in the past.

- A. The format for a statement in the simple past tense is:

**Subject + verb (past form) + ...**

The following are some sentences in the simple past tense:

- She visited her parents last week.
- He came in and sat down.
- The phone rang just now.
- They had a lot of money once.
- My brother won the first prize.

- B. The format for the interrogative sentences in simple past tense is:

**Did + subject + verb (present form) + ...?**

The following are some interrogative sentences in the simple past tense:

- Did you watch the movie?
- Did Sameer win the prize?
- Did Sarita get a new dress for her birthday?
- Did they visit you last Sunday?

- C. The format for the negative sentences in the simple past tense is:

**Subject + did not + verb (present form) + ...**

The following are some negative sentences in the simple past tense:

- We did not watch the play.
- He did not win the lottery.
- She did not go to work yesterday.
- They did not visit us last Sunday.

**D.** The format for interrogative-negative sentence in the simple past tense is:

**Did + subject + not + verb (present form) + ...?**

The following are some negative interrogative sentences in the simple past tense:

- Did we not watch a movie last week?
- Did your son not win the prize?
- Did she not write a book?
- Did they not visit us last Sunday?

Simple past tense is used in the following cases:

**a)** This tense is used to describe a series of events that occurred in the past.

For example,

‘The chairman came to Delhi yesterday and attended the meeting. He asked us about our views on the latest policy. He also told us that our suggestions would be considered.’

**b)** This tense is used to explain an event that occurred in the past.

Some examples are as follows:

- We bought a new television on Sunday.
- I watched a play yesterday.
- She left her job last month.

**c)** This tense is used to refer to an event or action that happened for quite some time in the past and has now ended.

Some examples are as follows:

- They lived in England for three years.
- I worked in this company for ten years.

**d)** This tense is used to explain an action that was a habit or usually performed in the past.

Some examples are as follows:

- He attended dance classes regularly during the vacation.
- I always swam in the pond when I visited my village.

### Past Continuous Tense

Past continuous tense denotes an event which was going on at some time in the past. The time of occurrence of the event may or may not be specified.

### NOTES

## NOTES

A. The format for a statement in the past continuous tense is:

**Subject + was / were + present participle (ing form) + ...**

The following are some sentences in the past continuous tense:

- When we reached the station, the train was just leaving.
- He was writing a letter to his friend.
- The children were playing football in the field.

B. The format for an interrogative sentence in the past continuous tense is:

**Was / were + subject + present participle (ing form) + ...?**

The following are some interrogative sentences in the past continuous tense:

- Were you doing your homework?
- Were they watching television?
- Was she decorating the house?

C. The format for a negative sentence in the past continuous tense is:

**Subject + was / were + not + present participle (ing form) + ...**

The following are some negative sentences in the past continuous tense:

- He was not watching television.
- They were not sitting in the garden.
- She was not playing with the child.

D. The format for a negative interrogative sentence in the past continuous tense is:

**Was / were + subject + not + present participle (ing form) + ...?**

The following are some negative interrogative sentences in the past continuous tense:

- Was she not knitting a pullover?
- Were they not having coffee?
- Were we not going for a walk?

The past continuous tense is used in the following cases:

a) This tense is used to express the progressive development of an occurrence.

Some examples are as follows:

- It was growing dark.
- He was entering the room.
- The train was leaving the station.

b) This tense is used to explain an event that was happening at some time in the past.

Some examples are as follows:

- The Commission was looking into the matter.



- We were watching television at 8pm.
  - At seven in the morning, he was having his breakfast.
- c) This tense is used to express an event when another event comes into the picture.
- Some examples are as follows:
- I was writing a letter when the doorbell rang.
  - He was playing the violin when she entered the room.
- d) This tense also describes two actions occurring together in the past.
- Some examples are as follows:
- While I was reading, he was watching television.
  - We were sleeping when it was raining.
- e) This tense is also used to convey disapproval of a repeatedly occurring event.
- Some examples are as follows:
- They were always insulting others.
  - He was regularly asking for money.
  - She was constantly humiliating me.

## NOTES

### Past Perfect Tense

The past perfect tense refers to an event that was finished before a particular moment in the past.

- A. The format for the statements in the past perfect tense is:

**Subject + had + past participle + ...**

The following are some statements in the past perfect tense:

- We had left by the time they came.
- She had posted the letter that morning.
- He had worked through the previous night.

- B. The format for interrogative sentences in the past perfect tense is:

**Had + subject + past participle + ...?**

The following are some interrogative sentences in the past perfect tense:

- Had they left by the time you arrived at their house?
- Had she posted the letter when you spoke to her?
- Had the train left before you reached the station?

- B. The format for negative sentences in the past perfect tense is:

**Subject + had not + Past Participle + ...**

The following are some negative sentences in the past perfect tense:

- They had not left when you arrived at their house.
- She had not posted the letter till you spoke to her.

## NOTES

## C. The format for negative interrogative sentences in the past perfect tense:

**Had + subject + not + Past Participle + ...?**

The following are some negative interrogative sentences in the past perfect tense:

- Had they not left by the time you arrived?
- Had she not already posted the letter when you spoke to her?
- Had the train not left before you reached the station?

Past perfect tense is used in the following cases:

- a) This tense is used to describe an event that was finished before another event had occurred in the past.

Some examples of this type of sentence are as follows:

- I went to office after the rain had stopped.
- As soon as I had eaten, the bell rang.

- b) This tense is used to state an unrealized circumstance in the past.

Some examples of this type of sentence are as follows::

- If I had asked him, he would have helped me.
- If you had left earlier before, you would have caught the bus.

- c) This tense is also used to state that a past intention was not realized.

Some examples of this type of sentence are as follows:

- He had wished to become an athlete.
- He had hoped to win the marathon.
- He had intended to send his son to the US for higher studies.

**Past Perfect Continuous Tense**

Past perfect continuous tense refers to those events that begin before a particular point in the past and continue up to that point of time.

Below are some examples of simple sentences, interrogative sentences, negative sentences and interrogative-negative sentences in the past perfect continuous tense.

- He had been attempting to pass the examination.
- Had she been trying to kidnap the child?
- She had not been walking for long when she met him.
- Had he not been studying to become a lawyer?
- I had been attempting this puzzle for an hour.
- She had been sleeping since morning.
- He had been gardening for an hour.
- The children had been playing in the park since four o' clock.

### 2.5.3 Future Tense

Future tense can be expressed with the help of the following forms:

- Simple present
- Present progressive
- Be going to
- Be + infinitive
- Modal auxiliaries - shall / will

#### NOTES

#### Simple Present

The format **simple present + adverb of time in the future tense** is used to express a definite plan, arrangement or event.

Some examples of this form are as follows:

- The players board the bus to Delhi tomorrow.
- India goes to play Pakistan next week.

#### Present Progressive

Present progressive always employs an adverbial of future time to make it different from the present + future time.

Some examples of this form are as follows:

- I am visiting Delhi tomorrow.
- The delegates are attending the meeting next week.

#### Be Going To

Going is used to express the future time in case some action or event is expected to occur in the future.

Some of the examples of this form are as follows:

- We are going to purchase a house next month.
- They are going to celebrate their marriage anniversary tomorrow.

Some important points to remember while using future forms are as follows:

- ‘Going to’ generally refers to the immediate future, whereas ‘will’ can refer to the immediate as well as distant future.

#### Be + Infinitive

The structure **am / is / are + infinitive** does not merely express futurity; it also expresses a future time and plan.

Some examples of this form are as follows:

- The principal is to give away the trophies.
- He is to get married next week.

The structure **am / is / are + about / just about + infinitive** is used to express an immediate future.

Some examples of this form are as follows:

- The president is about to begin his speech.
- The diver is about to take a plunge.

## NOTES

### Modal Auxiliaries

There are four different forms of modal auxiliaries that are used to express future time. These forms are as follows:

- Simple future
- Future progressive
- Future perfect
- Future perfect progressive

### Simple future

“Shall” is used to express the simple future for first person I and we, as in “Shall we meet by the river?” “Will” would be used in the simple future for all other persons. Using “will” in the first person would express determination on the part of the speaker, as in “We will finish this project by tonight, by golly!” Using “shall” in second and third persons would indicate some kind of promise about the subject, as in “This shall be revealed to you in good time.

For a verb, the simple future form is **shall/will + bare infinitive**. For ‘be’, the simple future form is **shall / will + be**. For ‘have’, the simple future form is **shall / will + have**.

Some examples of the simple future form are as follows:

- She will be twenty on her next birthday.
- We shall have a party tonight.

### Future progressive

The future progressive indicates continuing action, something that will be happening, going on, at some point in the future. This tense is formed with the modal “will” plus “be,” plus the present participle of the verb (with an -ing ending). Generally, progressive forms occur only with what are called dynamic verbs and not with static verbs.

For a verb, the future progressive form is **will be + present participle**. For ‘have’, the future progressive form is **will be + having**. ‘Will’ is more commonly used than ‘shall’ for the first person.

Some examples of the future progressive form are as follows:

- He will be writing the novel tomorrow evening.
- He will be leaving for the US next month.

### Future perfect

The future perfect simple is used to explain an activity that will be completed by a certain time in the future. We add time expressions such as by the time, by then, by the year so and so, etc.

For a verb, the future perfect form is **shall / will + perfect infinitive**. For **shall / will + have**, the future perfect form is **shall / will have + had**. For the verb 'be', the future perfect form is 'will have been'.

Some examples of the future perfect form are as follows:

- They will have made a fortune by next year.
- In two overs, India will have won the match.

### Future perfect progressive

The future perfect progressive tense is used to talk about an action that will already have started and will still be happening by a certain time in the future. We use time expressions such as for 30 minutes and since early morning to describe the length of time the activity has already going on.

For a verb, the future progressive form is **shall / will + have + present participle**.

Some examples of the future perfect progressive form are as follows:

- By the end of this month, I will have been working here for one year.
- By the end of this year, he will have been travelling for ten months.

## NOTES

## 2.6 PREPOSITIONS

Prepositions specify place, direction and time. A preposition establishes a connection between the nouns, phrases and pronouns in a sentence to other words in that sentence.

*The flower is in the vase.*

*The flower is on the plant.*

*The flower is beside the bed.*

*She held the flower under his nose.*

*She plucked the flower during her morning walk.*

In each of these sentences, a preposition helps to locate the 'flower' in space or in time.

Let us look at the following passage:

Sam's arm was throbbing. He had been digging all day. He placed his shovel **against** the wall and sat **down** to rest. He could hear the shouts of children from **across** the field. He knew they had been to school, to learn **about** the world. He did not regret being illiterate. The thought of reading gave him a pain **in** the head. He felt the sweat **on** his forehead.

The words in bold are all prepositions. Some of the commonly used prepositions are listed as follows:

out	outside	over	past	since	through
throughout	till	to	toward	under	underneath
until	up	upon	with	within	without
about	above	across	after	against	along

## NOTES

among	around	at	before	behind	below
beneath	beside	between	beyond	but	by
despite	down	during	except	for	from
in	inside	into	like	near	of
off	on	onto			

**1. Between, Among**

*Between* is used with two persons or things.

*Among* is used with more than two persons or things.

There was a fight **between** team A and team B.

The dowry system still exists **among** the Hindus of North India.

**2. At, In**

*In* is used with names of countries and large towns.

*At* is used when speaking of small towns and villages.

That boy is **at** the top of his class.

The kids are already **in** bed.

**3. With, By**

*With* is used as an instrument whereas *by* indicates the agent.

The house was built **by** him **with** help from his friends.

The note was scribbled **by** him **with** a piece of charcoal.

**4. Till, to**

While *till* is used to indicate time, *to* is used to indicate place.

On Sundays he sleeps **till** ten in the morning.

We walked **to** the neighbourhood provision store.

**5. On, upon**

*On* is used while speaking of objects that are stationary or at rest, whereas *upon* is used for things in motion.

The teacher sat **on** a chair.

The monkey sprang **upon** the girl walking on the road.

**6. In, within**

*In* is used before a noun that indicates a period of time in the sense of *at the end of*; *within* means *before the end of*.

She was back **in** an hour (at the end of an hour).

She will be back **within** an hour (before the end of).

**7. Since, from**

Both *since* and *from* are used to denote a point of time. *Since* is preceded by a verb in some perfect tense, whereas *from* can be used with any form

of tense. Also, *since* can be used only to talk about time in the past, whereas *from* can be used for present and future time.

He has been surviving on plain water *since* last week.

He studied classical dance *from* the age of four.

*From* next Monday, the school will close at 5 p.m.

## NOTES

### 8. Beside, besides

*Beside* is used to indicate *by the side of*, whereas *besides* means *in addition to*.

She sat *beside* him throughout the night.

*Besides* the participating children, there were five adults in the room.

### 9. Due to, owing to

*Due to* and *owing to* are often confused. *Due* should be used as an adjective, that is, qualifying a noun or pronoun.

*Example: This month's rent for this room is due.*

Due to unforeseen circumstances, we had to leave the city in a hurry.

(this sentence is incorrect).

The correct usage would be as follows:

*Owing to* unforeseen circumstances, we had to leave the city in a hurry.

## 2.6.1 Use of Prepositions at the End of Sentences

It is kind of odd to use a preposition at the end of a sentence. However, there are certain exceptions:

- (a) The dancer hates being talked *about*.
- (b) Nobody enjoys being shouted *at*.
- (c) This is the house that we were looking *for*.
- (d) This is the lake that he talked *about*.
- (e) This is the spot we came *to*.
- (f) What were you staring *at*?
- (g) This is the book we were talking *of*.

When there are two verbs which should be followed by different prepositions, make sure that you put both the prepositions.

*Example: The seniors have been talking and laughing at the freshers all night.*  
(incorrect)

The seniors have been talking *about* and laughing *at* the freshers all night.

## 2.6.2 Phrase Prepositions

Phrase prepositions are a group of words, or a phrase containing the force of a single preposition. A phrase preposition ends in a simple preposition. Some examples of phrase prepositions used in sentences are as follows:

**NOTES**

- (a) *In comparison to* his elder brother, he is very dull.
- (b) *On behalf of* the staff, the executive handed over the gift to the boss.
- (c) *In the event of* his death, the property will go to his elder daughter.
- (d) *In addition to* being an ace tennis player, she is also a good singer.
- (e) *On account of* his poor health, he was dropped from the team.

**2.6.3 Nouns and Adjectives and their Specific Prepositions**

There are a number of adjectives that require specific prepositions to connect them with the nouns that follow.

*Examples:*

beset with	devoid of	occupied with
acquainted with	defective in	ignorant of
astonished at	capable of	entitled to
applicable to	contrary to	guilty of
bent on	disappointed with	envious of
deaf to	good at	delighted with
afraid of	doubtful of	indebted to

A number of nouns require specific prepositions which connect them with other nouns. Here are a few examples:

capacity for	access to	interest in
expert in	cause for	love for
appetite for	fear of	hope of
approach to	difference between	surprise at
invitation to	comparison with	acquaintance with
cure for	attention to	improvement in

**Check Your Progress**

5. In what cases is simple present tense used?
6. What are the sub types of past tense?
7. What are phrase prepositions?

**2.7 DETERMINERS**

A determiner is a noun modifier that shows the reference of a noun or noun phrase in the context, rather than attributes expressed by adjectives. This function is usually performed by articles, demonstratives, possessive determiners or quantifiers.

Determiners are independent words that precede the rest of the noun phrase. In other languages, determiners are prefixed or suffixed to the noun, or even change the noun's form. For example, in Swedish *bok* 'book', when definite, becomes



*boken* ‘the book’ (suffixes definite articles are common in Scandinavian languages), while in Romanian *caiet* ‘notebook’ becomes *caietul* ‘the notebook’.

Some constructions, such as those that use names of school subjects don’t use a determiner. This condition is called the ‘zero determiner’.

The determiner function is usually carried out by the determiner class of words but can also be filled by words from other entities.

- Basic determiners are words from the determiner class (for example, the girl, those pencils) or determiner phrases (for example, almost all employees, more than two problems).
- Subject determiners are possessive noun phrases (for example, his daughter, the boy’s friend).
- Minor determiners are simple noun phrases (for example, what colour curtain, this size shoes) and prepositional phrases (under twenty meters, up to twelve people).

A determiner establishes the reference of a noun or noun phrase, including quantity, rather than its attributes as expressed by adjectives. Despite this tendency, determiners have a variety of functions in English such as being modifiers in adjective phrases and determiner phrases, and even markers of coordination.

This word class, or part of speech, exists in many languages, including English, though most English dictionaries still classify determiners under other parts of speech. Determiners usually include articles, demonstratives, possessive determiners, quantifiers, and cardinal numbers depending on the language.

Determiners form a closed class of words that number about 50 (not counting the cardinal numerals) and include:

- **Alternative determiners:** another, other, somebody else, different
- **Articles:** a, an, the
- **Cardinal numbers:** zero, one, two, fifty, infinite
- **Degree determiners:** many, much, few, little, couple, several, most
- **Demonstratives:** this, that, these, those, which
- **Disjunctive determiners:** either, neither
- **Distributive determiners:** each, every
- **Elective determiners:** any, either, whichever
- **Equative determiners:** the same
- **Evaluative determiners:** such, that, so
- **Exclamative determiners:** what lovely hair!
- **Existential determiners:** some, any
- **Interrogative and relative determiners:** which, what, whichever, whatever
- **Mutual determiners:** a lot of, many, several, much
- **Negative determiners:** no, neither

## NOTES

## NOTES

- **Personal determiners:** we students, you guys
- **Possessive determiners:** my, mine, their, your
- **Quantifiers:** all, few, many
- **Sufficiency determiners:** enough, sufficient, plenty
- **Uniquitive determiners:** the only
- **Universal determiners:** all, both

All of these determiners can be grouped under the following two categories:

- **Definite determiners:** These determiners refer back to a specific already-established entity (cardinals, demonstratives, equatives, evaluatives exclamatives, relatives, personals, possessives and unquitives).
- **Indefinite determiners:** These determiners broaden their referent to one not previously mentioned, otherwise newly introduced into discourse (disjunctives, electives, existentials, interrogatives, negatives and universals).

### 2.7.1 Determiners as Different from Adjectives

According to traditional English grammar, adjectives were called determiners. There are, however, a number of key differences between determiners and adjectives.

- In English, articles, demonstratives and possessive determiners cannot co-occur in the same phrase, while any number of adjectives are typically allowed.

**Example:** A huge red Italian hat

- Most determiners cannot occur alone in predicative complement position but most adjectives can.

**Example:** The worker is joyful.

- Most determiners are not gradable while adjectives typically are.

**Example:** small, smaller, smallest

- Some determiners have corresponding pronouns, while adjectives do not have the same.

**Example:** Everybody likes something unique.

- Adjectives can modify singular or plural nouns, while some determiners can only modify one or the other.

### 2.7.2 Determiners as Different from Pronouns

Determiners such as this, all, some, and so forth, can often occur without a noun. In traditional grammar, these are called pronouns. There are, however, a number of key differences between such determiners and pronouns which are as follows:

- Pronouns may occur in tag questions while determiners cannot.

**Example:** This is beautiful, isn't it?

- In phrasal verbs, pronouns must appear between the verb and the particle. Determiners may occur after the particle.

**Example:** break it down

pick up this

- All pronouns have distinct possessive forms while determiners do not.

**Example:** This is hers/mine/theirs

This is all's

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### Check Your Progress

8. What is a determiner?
9. What are definite determiners?

## 2.8 ARTICLES

An article is a member of a group of words called determiners, which cannot be used alone, but is always joined to another word to denote a specific thing, or a group or class of things, or any individual of a group or class.

### A. Definite Article (The)

A definite article is used before a singular or plural noun which is used to refer to a specific member of a group. A definite article refers to a thing or a person already introduced in the past.

- An article cannot be used before the name of a substance when used in the general sense.

Chocolates are bad for teeth. (not *the chocolates*)

Cupboards are made from wood. (not *the wood*)

Diamonds are very expensive. (not *the diamonds*)

- However, if a specific kind of substance is being referred to, an article must be used.

Could you please bring me *the* chocolates from the fridge?

*The* cupboard on the left is more expensive as it is made from better quality wood.

*The* diamond ring you are wearing is very pretty.

- The specific nature of a substance need not be explained as it can be a reference to a previous situation or conversation.

We need to go to *the* shop to get *the* cloth, (i.e., we need to go to the shop we have discussed earlier to buy the cloth for the purpose we had spoken about).

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- Articles are not used before the names of meals, especially if they are a part of everyday routine.

I did not eat dinner today. (not *the dinner*)

Lunch is going to be late today as the food is not yet ready. (not *the lunch*)

We dress formally for dinner at our house. (not *the dinner*)

- However, in the case where the meal is the focus of attention and/or a special occasion, an article must be used.

*The dinner* is being hosted in honour of the Board of Directors.

*The lunch* got burnt as I was talking on the phone for very long.

*The lunch* you cooked the other day was a tremendous effort on your part.

*Note:* A possessive adjective may precede the name of the meal to give it a personalized application.

I share my lunch with my school friends.

The dog was howling as it had not been given its dinner.

It would be a big luxury to eat my breakfast in bed.

- An article is omitted before a plural noun, when it is used in a general sense.

Children like apples. (not *the children*)

Cats do not like water. (not *the cats*)

Dogs are scared of loud noises. (not *the dogs*)

- If the reference is to a specific noun, then an article must be used.

*The children* need to be changed and bathed before bed.

*The cats* are drinking their milk.

*The dogs* are not allowed to sleep on the bed.

- An article is also used when referring to all things pertaining to a particular country or area where the country or area is not mentioned but understood in context.

*The recent heavy monsoons* have destroyed all the crops.

*The pollution* has led to an increase in allergies among children.

- No articles are used before naming games.

Poker is becoming very popular in Delhi this Diwali. (not *the poker*)

It is very important for children to start learning tennis at an early age. (not *the tennis*)

Cycling is not a popular sport in India. (not *the cycling*)

- An article should not be used before the name of a country unless the country comprises of a number of smaller units.

France, Italy and Germany are all part of the European Community. (not *the France, the Italy, the Germany*)

The USA is the largest economy in the world.

- Articles should not be used before languages when naming inhabitants of a country.

She learnt Spanish in school. (not *the Spanish*)

I would love to learn to speak in French. (not *the French*)

The Italians love the opera.

The Scots are known to be miserly.

*Note:* (1) However, when the inhabitants of a country are referred to in plural form but are thought of as one, then an article is not required.

Italians love football.

Africans have very curly hair.

(2) An article is used for the collective sense but not the individual sense of a noun.

*the Chinese*, but *Chinamen*, *the Scottish*, but *Scotsmen*, *the French*, but *Frenchmen*

- An article should precede the names of mountain ranges but not the names of a single mountain or hill.

*The Rocky Mountains*, *The Hindu Kush range*, *The Alps*

But: Palni Hill, Nandi Hill, Mount Everest

- An article should precede the names of rivers, oceans, valleys, deserts and forests.

Egypt is situated on the banks of the Nile. (not *on Nile*)

The Suez Canal is no longer used by commercial ships. (not *Suez Canal*)

- Even though names of large department stores are not preceded by an article, their departments are.

The toys department at Vishal Megamart.

The food court at Reddy's Supermarket.

The finance department of PriceWaterhouse Coopers.

- A definite article precedes the names of ships and trains even though the article does not appear before the name of a specific mode of travel.

*The Palace on Wheels* is the most luxurious way to travel by train.

*The Airforce One* is only used by the President of the United States of America.

It will be faster if we travel to Chandigarh by train rather than by car. (not *the car*)

Children love to go to school by bus. (not *the bus*)

- The definite article is used for all adverbial expressions which demarcate time, with the exception of all day and all night.

I worked all night to get this document ready by the deadline. (not *all the night*)

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It has been a long day today. (not *the day*)

It snowed all through the night.

It is going to rain in the evening.

- *The* precedes 'the generic singular', i.e., when a singular noun represents the entire category.

The tigers are an endangered species.

The press can be very intrusive.

An exception to this rule is the noun 'man' when used to represent the entire human race.

Man is a social animal.

Every man for himself.

- In expressions such as *go home* or *go to office*, the use of the definite article is omitted. This is not the case when reference is being made to a specific purpose for which the structure exists.

Children should go home straight from school.

I will be late if I do not go to office immediately.

But:

The man went to the boy's home to complain about him.

The ticketing office is located on Bhagwan Das road.

## Exercises

1. Fill in the blank spaces in the following sentences with the word given in the brackets at the end, using either the plain noun or the noun preceded by 'the' (whichever you think is correct).

(a) The box was made of \_\_\_\_\_. (wood)

(b) Some coins are made of \_\_\_\_\_ and some of \_\_\_\_\_.  
(silver, copper)

(c) \_\_\_\_\_ in that stream is not suitable for drinking. (water)

(d) \_\_\_\_\_ is found in Australia and South Africa. (gold)

(e) \_\_\_\_\_ that we had for dinner was tough. (meat)

(f) In Britain, more people drink \_\_\_\_\_ than \_\_\_\_\_. (tea, coffee)

(g) When do you have \_\_\_\_\_? (breakfast)

(h) There is fish for \_\_\_\_\_ today. (dinner)

(i) Are you attending \_\_\_\_\_ tonight? (dinner)

(j) \_\_\_\_\_ are grown in Spain, South Africa, Brazil and Israel.  
(oranges)

(k) We wear \_\_\_\_\_ to keep us warm. (clothes)

(l) \_\_\_\_\_ are not allowed to be parked here. (cars)

(m) We are not allowed to wear \_\_\_\_\_ inside the temple. (shoes)

- (n) In \_\_\_\_\_ months, we should wear cotton clothes. (summer)
- (o) \_\_\_\_\_ is cooking my favourite food today. (mother)
- (p) It is healthier to eat a heavy \_\_\_\_\_ than a heavy \_\_\_\_\_.  
(breakfast, dinner)
- (q) \_\_\_\_\_ should be seen and not heard. (children)
2. Fill in the blank spaces in the following sentences with the word or words given in brackets at the end. Use either the plain noun or the noun preceded by 'the' (whichever you think is correct).
- (a) In Austria, the people speak \_\_\_\_\_. (German)
- (b) \_\_\_\_\_ is spoken in many countries. (English)
- (c) \_\_\_\_\_ have been a sea-faring people for many centuries.  
(English)
- (d) Can you speak \_\_\_\_\_? (French)
- (e) \_\_\_\_\_ are a very musical nation. (Italians)
- (f) Many great ships cross \_\_\_\_\_. (Atlantic Ocean)
- (g) \_\_\_\_\_ is a very large country in \_\_\_\_\_. (India, Asia)
- (h) We arranged to meet outside \_\_\_\_\_. (Spencer's)
- (i) His uncle is manager of \_\_\_\_\_ in this town. (cinema hall)
- (j) He came for an hour, but stayed all \_\_\_\_\_. (evening)
- (k) \_\_\_\_\_ are famous bankers. (Swiss)
- (l) \_\_\_\_\_ chocolates are considered the best in the world.  
(Belgian)
- (m) The United Nations Headquarters are in \_\_\_\_\_. (New York)
- (n) \_\_\_\_\_ is the largest planet in the Solar System. (Jupiter)
- (o) \_\_\_\_\_ is the national language of India. (Hindi)
3. Take each of the following nouns and compose two sentences in which it is included. In the first sentence use the plain noun (i.e., without 'the'), in the second, the noun preceded by 'the'.
- Air, iron, rice, flour, meat, water, paper, grapes, horses, boys, room, children, house, airport, bangle*
4. In the following passage, a number is placed in each of the blank spaces. Fill in the space with the word or expression which has the same number in the list given at the foot of the passage. Insert 'the' before the word or expression if you think it is necessary.
- My uncle lives in a large house built of \_\_\_\_\_ (1). He works in \_\_\_\_\_ (2) of \_\_\_\_\_ (3), which is situated in \_\_\_\_\_ (4). He goes there by \_\_\_\_\_ (5) every morning and stays there all \_\_\_\_\_ (6). When he comes home in \_\_\_\_\_ (7) he often feels tired. As soon as he gets in he has a cup of \_\_\_\_\_ (8), and after that he feels refreshed. After having his meal he sits down and reads \_\_\_\_\_ (9) which he bought on his

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way home. When he has finished with \_\_\_\_\_ (10) he will sit listening to \_\_\_\_\_ (11), or smoking. He sometimes smokes a pipe, but he prefers \_\_\_\_\_ (12).

*List of words to be inserted*

1. stone 2. local office 3. State Bank 4. East Street 5. Bus 6. day 7. evening 8. coffee 9. newspaper 10. Newspaper 11. radio 12. cigarettes

5. Fill in the blank spaces in the following sentences with the noun given in brackets at the end. Insert 'the' before the noun wherever it is necessary.

- (a) He was found guilty of theft and sent to \_\_\_\_\_ for six months. (prison)
- (b) My son will be old enough to go to \_\_\_\_\_ next May. (school)
- (c) I must go to \_\_\_\_\_ to see the headmaster. (school)
- (d) My wife has gone to \_\_\_\_\_ to visit a sick friend. (hospital)
- (e) He is very ill, and has to go to \_\_\_\_\_. (hospital)
- (f) Mr. Smith and his family generally go to \_\_\_\_\_ on Sunday morning. (church)
- (g) John is ill, so he cannot go to \_\_\_\_\_. (school)
- (h) The vicar has gone to \_\_\_\_\_ to inspect the damage done by the gale. (church)
- (i) I feel tired, as I went to \_\_\_\_\_ late last night. (bed)
- (j) In Britain, many people do not go to \_\_\_\_\_ on Saturday morning. (business)
- (k) I no longer have to go to \_\_\_\_\_ on Saturdays. (office)
- (l) I have not been to \_\_\_\_\_ for several months. (cinema)
- (m) Some of the visitors came by \_\_\_\_\_ others by \_\_\_\_\_. (train, bus)
- (n) Are you going to India by \_\_\_\_\_ or by \_\_\_\_\_? (sea, air)
- (o) We sail tomorrow on \_\_\_\_\_. (*Dunbar Castle*).
- (p) We need to go to \_\_\_\_\_ to buy Diwali presents. (mall)
- (q) \_\_\_\_\_ will be quite crowded at this time. (airport)
- (r) Are you going to have \_\_\_\_\_ or should I put it back in the fridge? (juice)
- (s) There are a lot of children playing \_\_\_\_\_ in the streets. (cricket)

**A. Indefinite Article (A and An)**

An indefinite article is placed before a singular noun which is used to refer to any member of a group. Article 'a' is used with nouns with a consonant and 'an' is used with nouns starting with vowels and vowel sounds.

- Words such as heir, hourglass, honourable which start with a silent 'h' have *an* before them, but words such as hill, hair, herb have 'a' before them.



- Words which begin with a vowel but emit the ‘y’ sound are preceded by *a* and not *an*.

Examples of such words are eucalyptus, eulogy, euphemism, euthanasia, united, unicorn, uterus, uranium.

A unicorn is a mythological creature. (not *an unicorn*)

A eucalyptus tree growing in our garden is very fragrant. (not *an eucalyptus*)

- An article must be used before a singular countable noun.  
She is teaching in a university. (not *teaching in university*).  
An apple a day keeps the doctor away. (not *keeps doctor away*)
- An article is also necessary when an adjective precedes a noun, with the article being placed before the adjective.  
The truck turned left onto a busy highway. (not *...onto busy highway*)  
The cow is a useful animal. (not *cow is useful animal*)
- Rewards, punishments, penalties are also countable and must be preceded by an article when being referred to in the singular.  
He was given a reward when he returned the money to his boss.  
There is a heavy fine imposed for those who do not wear a helmet to ride a scooter.
- *A* is not used when the noun cannot be counted unless the reference is to:
  - (a) A specific thing – I like to have a coffee after my dinner.
  - (b) A specific quantity – I want to go to the restaurant to eat a pepperoni pizza.
- An article must be used when referring to specific titles.  
Mrs Pratibha Patil is *the* President of India.  
Mr Gupta is *the* chairman of our organization.
- This rule also applies when describing a person’s qualities using nouns.  
He is a painter par excellence.  
She is a genius, she tops her class every year.
- When the noun is countable, the indefinite article follows the word which is applied to such noun.  
I cannot remember last when we had such a long cold winter. (not *a such long cold winter*)  
She has been chosen to lead the debates team as she is such an excellent speaker. (not *an such excellent speaker*)  
In case there is ‘a so’ before an adjective, then *a* or *an* must be placed in between the adjective and noun.  
I have never known so cold a winter. (not *a so cold winter*)  
She is so excellent a speaker that she has been chosen to lead the debates team. (not *a so excellent speaker*)

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- When *a* is placed before a word, it can often change the meaning of the sentence.

Few children came to the playground today as it was supposed to rain.  
(i.e., there could have been more children)

A few children were seen at the playground even though it was supposed to rain.  
(i.e., there were more children than expected)

**Note:** Adverbs such as *only* and *just* can be used before *a few* and *a little* but not before *few* and *little*.

6. Insert 'a' or 'an' in the blank spaces in the following sentences:

- \_\_\_\_\_ elephant is a very strong animal.
- He had always hoped that his son would go to \_\_\_\_\_ university.
- Italy is \_\_\_\_\_ European country.
- I shall be back in less than \_\_\_\_\_ hour.
- Is there \_\_\_\_\_ hospital in this town?
- Everyone respects \_\_\_\_\_ honest person.
- By \_\_\_\_\_ united effort we may achieve success.
- I like to give \_\_\_\_\_ useful present.
- I understand he is to marry \_\_\_\_\_ heiress.
- \_\_\_\_\_ honour was conferred on him for his services to his country.
- We stayed at \_\_\_\_\_ hostel in the centre of the town.
- It is \_\_\_\_\_ great honour to be invited to such a gathering.
- The door was opened by \_\_\_\_\_ servant.
- \_\_\_\_\_ honorary secretary is one who is not paid for his services.
- She is \_\_\_\_\_ college president and is \_\_\_\_\_ excellent speaker.
- She is \_\_\_\_\_ Ph.D. from \_\_\_\_\_ University of Delhi.
- You have to take \_\_\_\_\_ aeroplane to reach my grandfather's house.
- This is \_\_\_\_\_ interesting book written by Vikram Seth.
- Sri Lanka is \_\_\_\_\_ island.

7. Complete the following sentences by inserting in the blank spaces the words or phrases given in brackets, either with or without the article 'a' (or 'an') (whichever you think is correct). If you insert *a* or *an*, make sure you put it in the right place.

- New York is \_\_\_\_\_. (large city)
- Bernard Shaw was \_\_\_\_\_. (famous English dramatist)
- Ice is \_\_\_\_\_. (frozen water)
- We have had \_\_\_\_\_. (very tiring journey)

- (e) I have never known such \_\_\_\_\_. (hot weather)
- (f) I have never heard such \_\_\_\_\_. (absurd story)
- (g) We shall get \_\_\_\_\_ next year. (longer holiday)
- (h) It gives me \_\_\_\_\_ to do it. (pleasure)
- (i) He took \_\_\_\_\_ over the work. (great care)
- (j) My younger brother is \_\_\_\_\_. (student)
- (k) He hopes to become \_\_\_\_\_ when he has finished his course. (teacher)
- (l) China is \_\_\_\_\_ country. (very large)
- (m) John's ambition is to be \_\_\_\_\_. (engineer)
- (n) It is so hot that I want to eat \_\_\_\_\_. (ice cream)
- (o) Children should drink \_\_\_\_\_ twice a day. (glass of milk)
- (p) \_\_\_\_\_ children did not do their homework and got punished. (few)
- (q) It is \_\_\_\_\_ to meet you, Mr President. (honour)
- (r) The movie was such \_\_\_\_\_ that it ran for 25 weeks. (big hit)

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8. Insert 'little' or 'a little', 'few' or 'a few' in the following sentences:

- (a) We have only \_\_\_\_\_ minutes to spare.
- (b) Could you lend me \_\_\_\_\_ books?
- (c) He has many enemies, but \_\_\_\_\_ friends.
- (d) Mr Brown was a man of \_\_\_\_\_ words.
- (e) The ground is very dry, as there has been \_\_\_\_\_ rain for the past \_\_\_\_\_ months.
- (f) A busy person has \_\_\_\_\_ time to spare.
- (g) We will stay here for \_\_\_\_\_ while.
- (h) I have spent nearly all my money and have only \_\_\_\_\_ left.
- (i) As the matter is outside our control, there is \_\_\_\_\_ we can do about it.
- (j) You should be able to do the job if you have \_\_\_\_\_ patience.
- (k) Could you please give me \_\_\_\_\_ examples of adverbs?
- (l) Businessmen should learn to spare \_\_\_\_\_ time for their families as well.
- (m) Indians should be encouraged to donate \_\_\_\_\_ of their income to charity.
- (n) \_\_\_\_\_ children should be seen and not heard.
- (o) Only \_\_\_\_\_ students are awarded a scholarship.

## 2.9 NOUNS

### NOTES

Noun is the name given to any human being, animal, thing or institution. For example, Rahul, boy, dog, lipton tea, Desh Bhagat Institute of Management and Computer Sciences, and college.

Nouns are mainly classified into two types – proper noun and common noun.

### 2.9.1 Proper Noun

The name given to any human being, animal, thing or institution is called a proper noun. All proper nouns begin with a capital letter.

Examples: Ram is a good boy.

Godrej is a well-known brand.

My dog's name is Tommy.

In the above given sentences, we can see that the name 'Ram' has been given to the boy by the person who named him. 'Godrej' has been named by the owner of the brand and Tommy is a name given to a dog by its master. All these are examples of proper nouns because the names have been given by human beings and not English language.

### 2.9.2 Common Noun

The name given to any human being, animal, thing or institution by language is called common noun. Common nouns are mainly classified into two types – singular and plural.

Examples: Ram is a good *boy*.

Godrej is a well-known *brand*.

My *dog*'s name is Tommy.

In the above given sentences we can see that the words— boy, brand and dog are names given by English language and not by a human being.

### 2.9.3 Countable and Uncountable Nouns

- **Countable noun:** The nouns that can be counted, such as car-cars, child-and children, are called countable nouns.
- **Uncountable noun:** The nouns that cannot be counted, such as water, fire air, are called uncountable nouns.

Examples: Four girls were drinking water.

The cat was drinking a bowl of milk.

Five cars consume a lot of petrol.

In the above given sentences, we can see that nouns – girls, cat and cars can be counted numerically and so they are called countable nouns. But nouns – water, milk and petrol, cannot be counted and so they are called

uncountable nouns. Adjectives of number and articles ‘a’ and ‘an’ do not come before uncountable nouns.

- **Collective noun:** The nouns that refer to a group of things or people such as family, police, workers union, etc. are called collective nouns.

Examples: The group met in the alley.

The rich boy owns a fleet of ships.

The army attacked at midnight.

In the above given sentences, we can see that nouns — group, fleet and army may be representing many people, ships and soldiers respectively but they are treated as singular common nouns and also have plurals like groups, fleets and armies. Thus, they are called collective nouns.

- **Concrete noun:** The noun that is a physical object, something that can be touched, seen, such as an animal, window, table and computer, is called a concrete noun.

- **Abstract noun:** It is a noun and is not a physical object, it cannot be touched physically. They are ideas and feelings such as intelligence, love, hate and bravery.

Examples: The man has a beautiful dream.

The dog has set a good example.

This vase has a unique beauty.

In the above given sentences, we can see that nouns – man, dog and vase are tangible in nature and can be touched, seen and/or heard. They are concrete nouns. However, the nouns—dream, example and beauty cannot be touched, seen and/or heard. They can only be experienced. They are the abstract nouns.

- **Verbal nouns:** Verbal nouns (also called gerunds) are formed from verbs. They end with ‘ing’. They are a type of common noun.

Examples: I am not dreaming.

I hate dreaming at night.

Abdul likes sleeping on a cot.

Rita was sleeping soundly.

In the above given sentences, we can see that verbal nouns need to be differentiated from verbs. They are used in continuous form having the gerund ‘ing’. We can see that the underlined words in sentence 1 and 3 are verbs and sentences 2 and 3 are verbal nouns.

## 2.9.4 Noun Phrases

Noun phrases are simply a noun with modifiers. Noun phrases can act as adjectives, or as participle, infinitive, prepositional, or absolute phrases.

Here are some examples:

- Has anyone seen an *old, huge, black cat*?

## NOTES

## NOTES

- Let us go for a walk on *a long road*.
- *The cricket coach* was ecstatic.
- He gave *the sleeping girl* a gift.
- She wants to be *a beautiful dancer*.
- I consider her *my favourite student*.

## Check Your Progress

10. When is a definite article used?
11. How are articles 'a' and 'an' used?

## 2.10 PRONOUNS

A pronoun is a word that is used in place of a noun. In some cases, the noun may have already been used in the sentence earlier.

Examples:

- *Madhavi* entered the room; *she* was carrying a bouquet of flowers.  
In the above example, *Madhavi* is the noun; *she* is the word that is used in place of *Madhavi* and is, therefore, the pronoun.
- *Komal's* writing is not easy to understand; *she* uses a lot of loops and flourishes.  
In the above example, *Komal* is the noun, and *she* is the pronoun.

### 2.10.1 Types of Pronouns

There are eight kinds of pronouns:

- Personal pronouns
- Possessive pronouns
- Emphasizing pronouns
- Demonstrative pronouns
- Interrogative pronouns
- Reflexive pronouns
- Relative pronouns
- Pronouns of Number

1. **Personal pronouns** refer to the three kinds of persons speaking—those speaking, those spoken to and those spoken of.

A. First person: I, me, we and us.

Examples:

- *I* am sure that Kiran is wrong.
- Make sure that you return the pen to *me*.

- *We* must hurry in order to reach there on time.
- Studying hard will bring *us* the fruit of our labour.

B. Second person: You (singular and plural), thou (singular and plural).

Note. 'Thou' is, however, hardly in use anymore.

Examples:

- *You* should obey the rules and stand in a queue.
- *Thou* should know better than to argue with your teacher.

C. Third person: She, her, he, him, they, them, it.

Examples:

- *She* is particular about washing her hands before meals.
- If the country votes for *her*, it will get a sound leader.
- *He* should not meddle in others' affairs.
- There is no better student than *him* in the class.
- *They* will be late if they do not hurry up.
- Being underage, the right to vote cannot be given to *them*.
- *It* is cold enough to wear a sweater.

2. **Possessive pronouns** refer to the owner or possessor.

A. First person; Mine, ours.

Examples:

- The car parked there is *mine*.
- The cars parked there are *ours*.

B. Second person: Yours.

Examples:

- Is the car parked there *yours*?
- Where is *yours*?

C. Third person: His, hers, theirs and its.

Examples:

- *His* hair is turning greyer by the day.
- *Hers* is not the only posture that needs improving.
- The houses in this entire row are *theirs*.
- The age of the book can be determined by *its* worn-out condition.

3. **Emphatic pronouns** lay emphasis on the personal pronouns by adding 'self' or 'selves' to another word.

Examples:

- Kamini *herself* was not feeling well.
- They *themselves* decided to carry the trunk over to the other side.
- He cooked the food *himself*.
- We bought the house *ourselves*.

## NOTES

## NOTES

4. **Demonstrative pronouns** indicate or point out the person or thing to which they refer. Some demonstrative pronouns are: this, these, that and those.

Examples:

- This is my chair; *that* is Tara's.
- These are my drawings; *those* are yours.

5. **Interrogative pronouns** are those that come at the beginning of a question. Some examples are: who, what, where and how.

Examples:

- *Who* is that man staring at me?
- *What* are you holding in your hand?
- *Where* is Krishan's house located?
- *How* do you always remain so slim?

6. **Reflexive pronouns** are also formed by adding the words *self* or *selves* to personal pronouns. However, their purpose is different. They answer the question *who* or *what* after the verb, and, therefore, act as the objects.

Examples:

- Dad hurt *himself*.
- The reflexive pronoun *himself* answers the question *who* after the verb.

7. **Relative pronouns** usually refer to the nouns or pronouns which come before them. They also fulfil the function of connecting two clauses. Some examples of relative pronouns are who, whom, whose, that and which.

Examples:

- Nikhil found the boy *who* ate the cream.
  - The nurse attended to the patient *whose* blood pressure was falling.
- In the first example, *who* represents *boy*. It also joins two clauses, namely, 'Nikhil found the boy'; '(he) ate the cream'.
- In the second example, *whose* represents the *patient*. It also joins two clauses, namely, 'The nurse attended to the patient'; '(his/her) blood pressure was falling.

8. **Pronouns of number or amount** refer to:

- Numbers, such as one, two and three.
- Amounts, such as any, some, none, many, all, each, either, neither and anybody.

Examples:

- In a civilized society, *one* cannot do whatever *one* likes.
- *Many* talk big but *few* actually do.

9. **Indefinite pronouns** refer to pronouns which refer to persons or objects in a general way and do not refer to any person or object in particular.

Examples:

- *Many* of them were Hindus.



- *Somebody* gifted me this beautiful watch.
- *None* of his movies are well-known.

### 2.10.2 Personal Pronouns

A pronoun used as a substitute for a proper or common noun is called a personal pronoun. Personal pronouns are used in almost all languages as substitutes for proper or common nouns. The personal pronouns in the English language are as follows:

- I (first-person singular)
- We (first-person plural)
- You (Second-person singular and plural)
- He (third-person singular human or animate male)
- She (third-person singular human or animate female)
- It (Third-person singular inanimate)
- They (third-person plural)

In English, personal pronouns are used explicitly. They are always used in sentences except for commands where the subject can be omitted (which is always ‘you’). For example, ‘he’ is not normally used while referring to a person if the reader or listener (of the sentence) does not know the person being referred to.

Additionally, personal pronouns have to agree with the correct gender and number of people or objects being described. In English, the word ‘it’ is used to refer to a person in a derogatory sense. The singular version of a pronoun for a plural noun or vice versa cannot be used. However, as an exception, ‘they’ is used to refer to one person if the sex is unknown, for example, ‘If **somebody** has eaten my pizza, **they’d** better own up fast.’

Pronouns are particularly useful in poetry as they help the reader create an image for himself. They help differentiate between individuals and numbers—between first, second and third persons and singular/plural; between nominative ‘we’ and objective ‘us’; gender (‘he’ vs ‘she’); human ‘who’ vs non-human ‘what’.

In cases where third-person pronouns are absent, demonstratives or full noun phrases are used instead. Personal pronouns are used to make other distinctions including disjunctive, intensive, prepositional, direct/indirect object and reciprocal pronouns.

### 2.10.3 Relative Pronouns

Relative pronouns are used to refer to nouns that have been mentioned earlier and about which more information is being added. They are used to join two or more sentences thereby forming ‘relative sentences’.

Relative pronouns are: who, whom, that, which, whoever, whomever and whichever.

Take a look at the following example:

- People who speak two languages are called bilingual.

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Here, 'who' is the relative that introduces the relative sentence 'speak two languages' that describes or provides further information about the noun, 'people'.

As the relative pronouns relate to another noun occurring before them in the sentence, they connect a dependent clause to an antecedent (a noun that precedes the pronoun.) Therefore, relative pronouns act as the subjects or objects of dependent clauses.

Examples:

- o The dancer who won the competition studied at Shantiniketan.
- \* Here, 'who' relates back to (or is relative to) the noun 'dancer'. 'Who' also acts as the subject of the dependent clause and the verb 'won'.

⇒ The dependent clause: who won the competition.

⇒ The independent clause: The dancer studied at Shantiniketan.

- o The saree that Seema bought has a stain on the *pallu*.

\* Here, 'that' relates back to (or is relative to) the noun 'saree'. 'That' is also the object of the verb 'bought'.

⇒ The dependent clause is: that Seema bought.

⇒ The independent clause: The saree has a stain on the *pallu*.

While referring to people (who, whom, whoever, whomever) pronouns take a different case depending on whether the relative pronoun is a subject or an object in the dependent clause.

**Subjective case**

The subjective case is used when these relative pronouns are the subject and initiate the action of the dependent clause: who and whoever.

Example:

- Negotiations were not going well between the two dealers, who made no bones about their dislike for each other.
- 'Who' relates back to the noun 'dealers' and is the subject of the dependent clause and the verb 'made'.

**Objective case**

The objective case is used when these relative pronouns are the object (receiving the action) of the dependent clause: whom and whomever.

Example:

- This is the stand taken by critics, whom some consider to be biased.
- \* 'Whom' relates back to the noun 'critics' and is the object of the verb 'consider'. The subject of the dependent clause is 'some'.

When using relative pronouns for places, things or ideas, rather than determining case, it is essential to decide whether the information in the dependent clause is essential to the meaning of the independent clause or whether it is merely additional information.

When information is critical to the meaning and understanding of the main clause, 'that' is used as the appropriate relative pronoun. Commas are not used to set the information off.

Example:

- There is another issue that naturally favours the popularity of both of these stars.

*That* relates back to the noun *issue* and is necessary for the reader to know what *issue* the sentence is about.

When the information is not critical to the understanding of the main clause, *Which* is used as the appropriate relative pronoun and commas are used to set the information off.

Any excessive profits, whatever exceeded accepted limits, would attract the notice of representatives.

### Check Your Progress

12. What is a personal pronoun?
13. What are personal pronouns?

## NOTES

## 2.11 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Two examples of idioms are:
  - With bated breath: Very excited.
  - Apple of the eye: Someone who is cherished above all others.
2. A phrasal verb is an idiomatic phrase that contains a verb and another element, either an adverb or a preposition.
3. A part of speech where an existence, action, or occurrence is expressed is called a verb. *Create, run, walk, and exist* are examples of verbs.
4. Verbs are of three types:
  - Transitive
  - Intransitive
  - Auxiliary
5. The simple present tense is used for expressing facts that are generally and universally true.
6. The sub types of past tense are:
  - Simple past tense
  - Past continuous tense
  - Past perfect tense
  - Past perfect continuous tense
7. Phrase prepositions are a group of words, or a phrase containing the force of a single preposition. A phrase preposition ends in a simple preposition.

## NOTES

8. A determiner is a noun modifier that shows the reference of a noun or noun phrase in the context, rather than attributes expressed by adjectives. This function is usually performed by articles, demonstratives, possessive determiners or quantifiers.
9. Definite determiners refer to a specific already-established entity (cardinals, demonstratives, equatives, evaluatives exclamatives, relatives, personals, possessives and unicityives).
10. A definite article is used before a singular or plural noun which is used to refer to a specific member of a group. A definite article refers to a thing or a person already introduced in the past.
11. Article 'a' is used with nouns with a consonant and 'an' is used with nouns starting with vowels and vowel sounds.
12. Personal pronouns refer to the three kinds of persons speaking—those speaking, those spoken to and those spoken of.
13. A pronoun used as a substitute for a proper or common noun is called a personal pronoun. Personal pronouns are used in almost all languages as substitutes for proper or common nouns.

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## 2.12 SUMMARY

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- A proverb is basically a short sentence that people often quote, which gives advice or tells you something about life. They are often metaphorical and use formulaic language. Proverbs exist in all languages.
- A phrasal verb is an idiomatic phrase that contains a verb and another element, either an adverb or a preposition. For example, 'break down' or 'look down on'. The latter example shows a combination of adverb and preposition.
- Any word which characterizes an action or state of being is a verb. Therefore, the verb is the most important part of a sentence because a sentence cannot be formed without it.
- A transitive verb requires an object to complete its meaning. If we say, 'Sapna broke', it does not make sense. An object has to be added after the verb to complete the sense, for example, 'Sapna broke the plate'. In a transitive verb, the action passes from the subject to the object.
- An intransitive verb does not require the action to pass to any object.
- An auxiliary verb is one that is not used alone. It helps a main verb.
- A finite verb changes with the subject. In this case, the subject is the person, object, place or animal we are referring to in the sentence. The verb does not change when the subject is in first or second person or is plural.
- In grammar, tense is a category that expresses time reference with reference to the moment of speaking. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

- Prepositions specify place, direction and time. A preposition establishes a connection between the nouns, phrases and pronouns in a sentence to other words in that sentence.
- Phrase prepositions are a group of words, or a phrase containing the force of a single preposition. A phrase preposition ends in a simple preposition.
- A determiner is a noun modifier that shows the reference of a noun or noun phrase in the context, rather than attributes expressed by adjectives. This function is usually performed by articles, demonstratives, possessive determiners or quantifiers.
- A determiner establishes the reference of a noun or noun phrase, including quantity, rather than its attributes as expressed by adjectives. Despite this tendency, determiners have a variety of functions in English such as being modifiers in adjective phrases and determiner phrases, and even markers of coordination.
- A part of speech where an existence, action, or occurrence is expressed is called a verb. Create, run, walk, and exist are examples of verbs. A verb is an essential part of the predicate of a sentence.
- An article is a member of a group of words called determiners, which cannot be used alone, but is always joined to another word to denote a specific thing, or a group or class of things, or any individual of a group or class.
- Noun is the name given to any human being, animal, thing or institution.
- The name given to any human being, animal, thing or institution is called a proper noun. All proper nouns begin with a capital letter.
- The name given to any human being, animal, thing or institution by language is called common noun. Common nouns are mainly classified into two types – singular and plural.
- A pronoun is a word that is used in place of a noun. In some cases, the noun may have already been used in the sentence earlier.
- A pronoun used as a substitute for a proper or common noun is called a personal pronoun. Personal pronouns are used in almost all languages as substitutes for proper or common nouns.
- Relative pronouns are used to refer to nouns that have been mentioned earlier and about which more information is being added. They are used to join two or more sentences thereby forming ‘relative sentences’.

## NOTES

### 2.13 KEY TERMS

- **Auxiliary verb:** An auxiliary verb is a verb that adds functional or grammatical meaning to the clause in which it appears, such as to express tense, aspect, modality, voice, emphasis, etc.
- **Idiom:** An idiom is a phrase or an expression that has a figurative, or sometimes literal, meaning. Categorized as formulaic language, an idiom’s figurative meaning is different from the literal meaning.

## NOTES

- **Concrete noun:** The noun that is a physical object, something that can be touched, seen, such as an animal, window, table and computer, is called a concrete noun.
- **Relative pronouns:** Relative pronouns are used to refer to nouns that have been mentioned earlier and about which more information is being added. They are used to join two or more sentences thereby forming 'relative sentences'.

## 2.14 SELF-ASSESSMENT QUESTIONS AND EXERCISES

### Objective-Type Questions

- Select the correct meaning:
  - Beg off: *deny an invitation* or *accept an invitation*
  - Catch on: *develop understanding* or *saying yes to something*
- Fill in the blanks
  - A proverb is something that tells you about \_\_\_\_\_.
  - Since and for are often used with \_\_\_\_\_ continuous tense.
- True or False
  - With is used as an instrument whereas by is used as an agent. True/False
  - Some and any are used as existential determiners. True/False

### Answers

- Deny an invitation
  - Develop understanding
- life
  - present
- True
  - True

### Short-Answer Questions

- Write a short note on proverbs. Give some examples.
- 'Some prepositions are used at the end of sentences.' Give some examples of such prepositions.
- Write a short note on phrase prepositions.
- Differentiate between finite and infinite verbs.
- What is the difference between countable and uncountable nouns?

### Long-Answer Questions

- Describe the importance of prepositions in English language.
- Where is simple present tense used? Explain with examples.
- Discuss the differences between determiners and adjectives.

4. Explain the meaning of the following idioms and use them in sentences of your own:

*add fuel to the fire, on the back burner, to cry wolf, with bated breath, from rags to riches, pass the buck, turn a blind eye, wild goose chase, lock horns, nip something in the bud.*

5. Describe the different types of pronouns.  
6. Explain the use of definite and indefinite articles.

## NOTES

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## 2.15 FURTHER READING

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## UNIT 3      ESSAY WRITING AND CORRESPONDENCE SKILLS

### NOTES

#### Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Short Essay on Given Topics
  - 3.2.1 Characteristics of a Good Essay
  - 3.2.2 Essay and its Types
  - 3.2.3 Parts of an Essay
- 3.3 Selected Essays
- 3.4 Correspondence Skills: Formal and Informal Letter
  - 3.4.1 Informal Letter
  - 3.4.2 Formal Letter
- 3.5 Correspondence Skills: Application
- 3.6 Answers to 'Check Your Progress'
- 3.7 Summary
- 3.8 Key Terms
- 3.9 Self-Assessment Questions and Exercises
- 3.10 Further Reading

### 3.0 INTRODUCTION

According to the *Concise Oxford Dictionary*, an essay is 'a literary composition (usually prose and short) on any subject.' In actual fact, an essay is a short piece of writing on any topic which expresses the author's personal opinion on it. However, the term may also be extended to any written composition which provides information on a given subject or a narrative or descriptive piece of writing. It may include statement of facts, explanation of a topic or can be based on imagination. Depending on the nature of writing, essays are classified into different types. In this unit, we will be discussing certain correspondence skills that one must cultivate for effective writing, essays and letters. Some hints and guidelines for good essay writing along with sample essays have been given for the convenience of students. Besides essay writing, you will also learn the skills of writing formal and informal letters. The unit goes on discussing the features and significance of applications for a particular job. A candidate can send an application letter through two modes that is through *Suomoto* and in response. It is important that certain guidelines should be followed while sending out an application letter. The unit will discuss in detail about the concept of application letters and its two types.

### 3.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the term 'essay', its characteristics and types
- Define the characteristics of good writing skills

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- Discuss the various steps in essay writing
- Analyse how to approach writing essays on different topics
- Distinguish between formal and informal letters
- Analyse the ways of sending an application for employment

### 3.2 SHORT ESSAY ON GIVEN TOPICS

Writing is that form of communication which reveals the sender's clarity of thought and expression in encoding a message. Barbara Tuchman, a well-known historian, has very aptly said that though effective communication needs both a sender and a receiver, this process can become more successful if the writer (who is the sender in this case) keeps the written form (the message) simple, concise and brief.

Effective writing does not happen just on its own. It is a skill which needs to be cultivated. In other words, it involves the practice of following what is commonly called ABC, i.e., Accuracy, Brevity and Clarity. Accuracy here means use of correct facts and figures, language and tone. By brevity is meant the ability to express oneself in a few words, leaving out unnecessary details. Clarity refers to the expression of thought in a clear and simple language.

Since the success of communication, to a large extent, depends on the receiver and how he responds to the message, recognizing the needs, expectations, fears and attitudes of the receiver/s is very essential. In written communication, the feedback is delayed and the receiver cannot immediately clarify his doubts in case of an unclear message. Therefore, getting our written communication right becomes a matter of prime concern.

The next important task for effective writing is to identify and determine the purpose of communication. The purpose of written communication, as communication in general, is two-fold—to inform and to persuade. Informative writing presents information and is expository in nature. Its purpose is to disseminate knowledge, i.e., to educate and not to persuade. Therefore, maintaining maximum objectivity is very essential. Persuasive or argumentative writing aims at convincing the readers about a matter. It expresses opinions rather than facts.

Effective writing skills, therefore, entails planning before writing, identifying the purpose of writing, considering the needs of the audience, choosing appropriate language and effective tone. The ability to communicate a message in a simple, concise and accurate written form makes a person's writing skills effective.

#### 3.2.1 Characteristics of a Good Essay

A good essay must have the following qualities:

1. **Unity:** Unity is the first principle of a good essay. This means that the essay must develop a single idea with a definite purpose. Though the idea must be dealt with in a variety of ways and from different points of view, but all unnecessary details must be excluded.

2. **Order:** The essay should be so ordered in a logical sequence that it comes to a definite conclusion. Thus, planning the structure is important so that thoughts flow in an order without being haphazard and unorganized.
3. **Brevity:** Though the length of an essay depends on the nature of the subject, it must be brief, direct in style and expressed precisely.
4. **Style:** An essay has a literary value. Hence, the style of an essay must be dignified and formal. Colloquial terms, slang words and informal expressions that are non-conventional must be avoided as far as possible. The language used should be simple, clear and direct without any attempts at unnecessary embellishments.
5. **Personal touch:** An essay reflects the personal feelings and opinions of an individual.

Therefore, it must give expression to his unique individuality. One must not be afraid to express himself freely in an essay. The personal touch can be given despite maintaining one's objectivity.

Apart from the above mentioned features, appropriate subject-matter, proper organization and powerful expression of thoughts make an essay effective.

### 3.2.2 Essay and its Types

Essays can be classified as follows:

1. Descriptive
2. Narrative
3. Reflective
4. Imaginative
5. Expository
6. Discursive

However, they cannot be put into water tight compartments and some essays might include features of two or more types. For example, a narrative essay may contain descriptive elements and all essays will be more or less reflective.

1. **Descriptive essays:** A descriptive essay includes the description of some person, place or thing. For example, mother, father, friend (person), Delhi, Bombay, the Taj Mahal (place), cars, aspects of nature like the sun, moon, etc. (thing). As the word suggests, a descriptive essay primarily focuses on specific details and facts pertaining to animate and inanimate things. You could describe a particular creature, or types of clouds. Describing places, buildings and objects, requires familiarity with the subject or close observation. The selection and arrangement of facts should highlight specific characteristics and if there is anything unique or special, you could mention it. A descriptive essay has many images and the tone is usually objective and impersonal. However, the writer's response to the subject he is describing is evident from his choice of words.

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2. **Narrative essays:** Narration is extensively used in fiction. It consists mainly in the narration of some event, or series of events. Narrative essays will include reflection and some imagination. It can be a historical story, biography of a great leader, incidents and accidents, a journey or voyage and a real or imaginary story. Narrative essays incorporate features of other styles of essay writing. While the primary emphasis is on narrating or talking about, 'recounting and relating' events in an orderly fashion, descriptive and reflective features are present. A narrative account of any historical event, individual or, episode has to be given in a logical and sequential manner. The narrative could be dramatically presented, but you have to keep an overall coherence in mind. Most newspaper articles tend to be narrative and students find it easier to write narrative essays.
3. **Reflective essays:** Reflection means pondering over a subject or idea. It can include qualities like heroism, honesty, patriotism, socio-political issues such as education, corruption, democracy, philosophical and religious topics.
4. **Imaginative essays:** In an imaginative essay, the writer is required to put himself in someone else's shoes and visualize a situation or experience. For example, an essay on 'If I were the Prime Minister of India' or 'The autobiography of a cow' would be imaginative in nature. Imaginative essays are among the most interesting because the writer gives rein to his imagination and the essay is often characterized by wit, humour, originality. The writer has complete freedom to develop the topic in whichever way he wants to and the style can be personal and subjective. In an imaginative essay, you are visualizing a particular situation, which you may not have experienced, except imaginatively, for example, 'The day my father cooked dinner'. Such a situation may never have taken place, yet you can vividly imagine what might transpire if your father had to cook dinner. Imaginative essays are lively in tone, have an original perspective and are personal in expression. Fictionalizing an episode and writing creatively about it, is also considered as an imaginative essay, for example, 'My summer holidays'. You can write about events that may not have actually taken place, but what you have imagined. Imaginative essays are fun to write and students should be encouraged to use their imagination and express themselves.
5. **Expository essay:** An expository essay consists of explanation of a subject or topic. For example, institutions or occupations (parliament, farming), scientific subjects (global warming, evolution of man) and literary topics (nature of poetry, the plays of Shakespeare, the poetry of Keats). The word expository means 'to explain'. An essay that deals with the explanation of a particular process, for example, rain harvesting, an institution, (how legislative bodies function) or a natural phenomenon, (black holes in the universe) or the discussion of a particular text or style of writing, is classified as an expository essay. The writer attempts to explain why and how something happens. Here, the writer is expected to demonstrate his familiarity with the subject, provide the necessary information, elaborate wherever

possible. It is better to write in a linear, sequential manner and it is important to see that your material is well structured. If you are going to talk about rain harvesting, you need to first explain the term, tell the reader what is required and go through a systematic process, so that the reader understands the entire process and the importance of rain harvesting.

6. **Discursive essay:** Quite often, an essay requires that the writer to discuss a particular subject and come to a conclusion, after examining the merits and demerits of the topic, for example, 'Attendance should be compulsory in a university'. A statement like this challenges a response. You have to be clear about your own view and structure the essay such that the body of the essay examines the arguments that eventually lead to the conclusion.

As far as possible, it is advisable to objectively state both sides and then proceed to your personal conclusion. An essay like this tends to be more analytical as both arguments and counter arguments have to be rationally debated and concluded with a statement or point of view.

### 3.2.3 Parts of an Essay

An essay consists of paragraphs arranged in a sequence. A paragraph is a group of sentences linked together to form a unit. Each paragraph deals with a single idea. In an essay, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade. The sentence which expresses the main idea of the paragraph is called the topic sentence. It is also known as key sentence or theme sentence. The topic sentence can come anywhere in the paragraph, either at the beginning, middle or end. All the other sentences in the paragraph are explanations or illustrations of the topic sentence.

In a paragraph, the sentences are in cohesion, i.e., they stick together in unison. Coherence is also an essential requirement of a paragraph. Coherence means the clear and logical linking of ideas in a paragraph. Thus, each sentence should be well linked with the sentence that precedes and follows it. There should be unity in the sense that all the ideas contained within a given paragraph 'hang together' in a way that is easy for the reader to understand. When the writer changes the idea, he must begin a new paragraph. This helps the reader to go along with the writer's thoughts and flow of ideas. The reader knows that the writer is dealing with one main topic and the beginning of a new paragraph signals that the writer is moving on to a new topic. Consider the following example:

*Employees' attitude at National Electric Company should be improved.*  
The workers do not feel that they are a working team instead of just individuals. If people felt they were a part of a team, they would not misuse the tools, or deliberately undermine the work of others.

*Management's attitude towards its employees should also be improved.*  
Managers at National Electric act as though their employees are incapable of taking decisions or doing their own work. Managers treat workers like objects, not human beings.

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In the previous example, two ideas are discussed in separate paragraphs. In the first paragraph, the writer deals with the subject of employees' attitudes. The first sentence is the topic sentence and the other sentences are linked together in a logical sequence and are illustrations of the topic sentence. When the writer changes his idea from employees' attitudes to management's attitude, he begins a new paragraph. This new paragraph has a different topic sentence which is written in italics. The second paragraph, too, displays the features of cohesion, coherence and unity.

Now that we are familiar with the idea of a paragraph, let us discuss the different parts of an essay. An essay basically has three paragraphs, namely, introduction, description (or body) and conclusion. The body of the essay may have more than one or several paragraphs depending on the topic. Before the conclusion, there can be a transitional paragraph.

The introductory paragraph introduces the topic and familiarizes the readers with the main idea of the essay. It should be brisk and to the point. The purpose of an introduction is to supply sufficient background information and orient the readers with the subject matter. It may consist of a definition, or a quotation, proverb, a brief story or a general remark, leading up to the subject.

Description means the discussion of the topic in detail. It can include explanations and illustrations on the main idea. The length of the description will depend on the topic in question, but the description should be proportionate with each part getting the due weight. It should be to the point and the use of unnecessary words should be avoided. Words and phrases should be carefully chosen so that they match the subject matter and best express the ideas in mind. The sentences should be so framed that they are quite clear and forcefully explain the topic. The paragraphs should be well-constructed in the direction of the essay.

After the body, comes the transitional paragraph which anticipates the conclusion and prepares the readers for the end. The concluding paragraph stems directly from the description and must sum up the whole discussion. An effective and satisfying end to an essay is as important as an arresting beginning. An abrupt or feeble ending may spoil the whole effect of the essay. A good conclusion can include a suitable quotation or a striking sentence that would leave the readers satisfied.

The following essay will make clear the above discussion:

*Consumerism has killed our Humanitarian Values*

*Little Dorothy called her mother,*

*'Mama there's a penniless child,*

*His eyes filled with tears of hunger,*

*Why does no one feed him?'*

*'He's 'penniless' and 'hungry',*

*That's the very reason*

*They don't feed him,'*

*Replied she.*

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*A round ivory bed covered with golden linen, a walk-in closet, mink blankets, marble floor, a personal Jacuzzi, a huge hall lighted with Swarovski chandeliers, an elaborate meal with the most exotic dishes from different parts of the world, vacations in Paris, Switzerland, Australia, a black 'ROLLS' (Royce), a huge clock that chimes every hour..... I open my eyes with a start as my alarm goes off, I wake up from my dream to face the stark reality of life. Each of us has been into a dreamland (at least once in a while) only to wake up and face reality.*

*Many of us are extremely brand conscious or rather 'brand freaks', but we forget that there are thousands who die of cold in the dark alleys of the city simply because they cannot wrap a single piece of cloth around their body. And all we do is pity them, but they do not need our pitiful glances. Where has all our compassion for mankind gone? Have we become so self-centered that we do not have a single tear in our eyes when we see penniless little creatures shivering in the cold?*

*We love going to fancy restaurants for a weekly dine-out. If our parents do not take us out on one Sunday evening, we become cranky and throw tantrums till they give in. But there are millions who cannot have even one square meal a day, countless people who starve to death and do not even have a respectable funeral.*

*Have you heard of concierge doctors? They are those doctors who tend to the 'needs' of wealthy people in town by paying them a home visit and treating them at home (even the most sophisticated machines are brought to their home), while there are people who die of undiagnosed diseases on the streets.*

*You would have heard the term 'Born with a silver spoon', it is then that I wonder why can we not, just collect the entire wealth of the world and distribute it equally amongst all the people? It is an absurd idea, but at the same time, it is a grotesque system which allows some people to have too much while many do not have enough.*

In the above essay, the introductory paragraph introduces the concept of consumerism through the use of a metaphor. The next two paragraphs constitute the description or body of the essay. The paragraph about the concierge doctors forms the transitional paragraph and marks a change towards the conclusion. The concluding paragraph aptly wraps up the whole essay.

### Hints on Essay Writing

The following are some hints for good essay writing:

1. **Preparation:** One of the chief difficulties that one faces while writing an essay is the lack of content. This difficulty can be overcome by extensive reading and powerful and alert observation. Francis Bacon has very aptly said, 'Reading maketh a full man', i.e., a well-read man has a wide range of knowledge and is complete in all respects. For writing good essays, general knowledge on a variety of topics is very helpful. Apart from reading, a keen observation also adds to one's knowledge of things that are around him. Observation and a critical mind sharpen his intelligence and give him a grasp over any given subject matter. One also learns from other people's conversations and thoughts on a certain issue. Thus, interaction with people is also helpful in gathering information.

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2. **Understanding the topic:** For good essay writing, the writer must have a clear and accurate understanding of what he is expected to write. In an essay, it is very important to come straight to the point instead of discussing unnecessary and irrelevant details. For example, if the topic is 'The influence of the media on Indian culture', the writer must understand that the essay has to talk about the specific influence that the media in India has on the culture of the country.

3. **Organizing the material:** The first thing to do is to read the topic a few times to get a clear idea of what is expected from the writer. Once you are clear about the subject, the next step is to reflect over it and think what can be written about it. Attempting to write down the first thing that comes to mind, without knowing what is to come next, is fatal to good essay writing.

As thoughts come in the mind regarding the topic, one must jot them down, lest they are forgotten. Once you have collected enough material, read it over and select the points that are most suitable for your purpose. Selection of points must be done very carefully, omitting repetitions, choosing relevant illustrations and so on. The process of selection will suggest to you the line of thought you may follow in the essay.

After selecting the points, one must arrange them in a logical order so that the essay is properly structured without being disproportionate or full of repetitions and irrelevant details. Hence, making the outline first and then filling in the details is a more effective method. What you are able to produce through this process is a well-articulated essay.

### Check Your Progress

1. What is the ABC of effective writing skills?
2. What is an expository essay?
3. What do reflective essays express?
4. What is a topic sentence?
5. What is a transitional paragraph?
6. Apart from reading, what is essential for increasing one's knowledge of the world around?
7. How many paragraphs should an essay have?
8. What kind of a style should one cultivate for good essay writing?

## 3.3 SELECTED ESSAYS

In this section, we will discuss some selected essays for the better understanding of the concept.



## **‘Women and Wives’ by Joseph Addison**

*Essay Writing and  
Correspondence Skills*

### **Light minds are pleased with trifles.**

When I was in France, I used to gaze with great astonishment at the splendid equipages, and party-coloured habits of that fantastic nation. I was one day in particular contemplating a lady that sat in a coach adorned with gilded Cupids, and finely painted with the Loves of Venus and Adonis. The coach was drawn by six milk-white horses, and loaden behind with the same number of powdered footmen. Just before the lady were a couple of beautiful pages, that were stuck among the harness, and, by their gay dresses and smiling features, looked like the elder brothers of the little boys that were carved and painted in every corner of the coach.

The lady was the unfortunate Cleanthe, who afterwards gave an occasion to a pretty melancholy novel. She had for several years received the addresses of a gentleman, whom, after a long and intimate acquaintance, she forsook upon the account of this shining equipage, which had been offered to her by one of great riches but a crazy constitution. The circumstances in which I saw her were, it seems, the disguises only of a broken heart, and a kind of pageantry to cover distress, for in two months after, she was carried to her grave with the same pomp and magnificence, being sent thither partly by the loss of one lover and partly by the possession of another.

I have often reflected with myself on this unaccountable humour in womankind, of being smitten with everything that is showy and superficial; and on the numberless evils that befall the sex from this light fantastical disposition. I myself remember a young lady that was very warmly solicited by a couple of importunate rivals, who, for several months together, did all they could to recommend themselves, by complacency of behaviour and agreeableness of conversation. At length, when the competition was doubtful, and the lady undetermined in her choice, one of the young lovers very luckily bethought himself of adding a supernumerary lace to his liveries, which had so good an effect that he married her the very week after.

The usual conversation of ordinary women very much cherishes this natural weakness of being taken with outside and appearance. Talk of a new-married couple, and you immediately hear whether they keep their coach and six, or eat in plate. Mention the name of an absent lady, and it is ten to one but you learn something of her gown and petticoat. A ball is a great help to discourse, and a birthday furnishes conversation for a twelvemonth after. A furbelow of precious stones, a hat buttoned with a diamond, a brocade waistcoat or petticoat, are standing topics. In short, they consider only the drapery of the species, and never cast away a thought on those ornaments of the mind that make persons illustrious in themselves and useful to others. When women are thus perpetually dazzling one another's imaginations, and filling their heads with nothing but colours, it is no wonder that they are more attentive to the superficial parts of life than the solid and substantial blessings of it. A girl who has been trained up in this kind of conversation is in danger of every embroidered coat that comes in her way. A pair of fringed gloves may be her ruin. In a word, lace and ribbons, silver and gold galloons, with

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the like glittering gewgaws, are so many lures to women of weak minds or low educations, and, when artificially displayed, are able to fetch down the most airy coquette from the wildest of her flights and rambles.

True happiness is of a retired nature, and an enemy to pomp and noise; it arises, in the first place, from the enjoyment of one's self, and, in the next, from the friendship and conversation of a few select companions; it loves shade and solitude, and naturally haunts groves and fountains, fields and meadows; in short, it feels everything it wants within itself, and receives no addition from multitudes of witnesses and spectators. On the contrary, false happiness loves to be in a crowd, and to draw the eyes of the world upon her. She does not receive any satisfaction from the applauses which she gives herself, but from the admiration she raises in others. She flourishes in courts and palaces, theatres and assemblies, and has no existence but when she is looked upon.

Aurelia, though a woman of great quality, delights in the privacy of a country life, and passes away a great part of her time in her own walks and gardens. Her husband, who is her bosom friend and companion in her solitudes, has been in love with her ever since he knew her. They both abound with good sense, consummate virtue, and a mutual esteem; and are a perpetual entertainment to one another. Their family is under so regular an economy, in its hours of devotion and repast, employment and diversion that it looks like a little commonwealth within itself. They often go into company that they may return with the greater delight to one another; and sometimes live in town, not to enjoy it so properly as to grow weary of it, that they may renew in themselves the relish of a country life. By this means they are happy in each other, beloved by their children, adored by their servants, and are become the envy, or rather the delight, of all that know them.

How different to this is the life of Fulvia! She considers her husband as her steward, and looks upon discretion and good housewifery as little domestic virtues unbecoming a woman of quality. She thinks life lost in her own family, and fancies herself out of the world when she is not in the ring, the playhouse, or the drawing-room. She lives in a perpetual motion of body and restlessness of thought, and is never easy in any one place when she thinks there is more company in another. The missing of an opera the first night would be more afflicting to her than the death of a child. She pities all the valuable part of her own sex, and calls every woman of a prudent, modest, retired life, a poor-spirited, unpolished creature. What a mortification would it be to Fulvia, if she knew that her setting herself to view is but exposing herself, and that she grows contemptible by being conspicuous!

I cannot conclude my paper without observing that Virgil has very finely touched upon this female passion for dress and show, in the character of Camilla, who, though she seems to have shaken off all the other weaknesses of her sex, is still described as a woman in this particular. The poet tells us, that after having made a great slaughter of the enemy, she unfortunately cast her eye on a Trojan, who wore an embroidered tunic, a beautiful coat of mail, with a mantle of the finest purple. 'A golden bow', says he, 'hung upon his shoulder; his garment was buckled with a

golden clasp, and his head covered with a helmet of the same shining metal.' The Amazon immediately singled out this well-dressed warrior, being seized with a woman's longing for the pretty trappings that he was adorned with:

- Totumque incauta per agmen,  
Faemineo praedae et spoliorum ardebat amore.  
AEn., xi. 781.
- So greedy was she bent  
On golden spoils, and on her prey intent.  
Dryden

**'True and False Humour' by Joseph Addison**

**Nothing so foolish as the laugh of fools.**

Among all kinds of writing, there is none in which authors are more apt to miscarry than in works of humour, as there is none in which they are more ambitious to excel. It is not an imagination that teems with monsters, a head that is filled with extravagant conceptions, which is capable of furnishing the world with diversions of this nature; and yet, if we look into the productions of several writers, who set up for men of humour, what wild, irregular fancies, what unnatural distortions of thought do we meet with? If they speak nonsense, they believe they are talking humour; and when they have drawn together a scheme of absurd, inconsistent ideas, they are not able to read it over to themselves without laughing. These poor gentlemen endeavour to gain themselves the reputation of wits and humorists, by such monstrous conceits as almost qualify them for Bedlam; not considering that humour should always lie under the check of reason, and that it requires the direction of the nicest judgment, by so much the more as it indulges itself in the most boundless freedoms. There is a kind of nature that is to be observed in this sort of compositions, as well as in all other; and a certain regularity of thought which must discover the writer to be a man of sense, at the same time that he appears altogether given up to caprice. For my part, when I read the delirious mirth of an unskillful author, I cannot be so barbarous as to divert myself with it, but am rather apt to pity the man, than to laugh at anything he writes.

The deceased Mr Shadwell, who had himself a great deal of the talent which I am treating of, represents an empty rake, in one of his plays, as very much surprised to hear one say that breaking of windows was not humour; and I question not but several English readers will be as much startled to hear me affirm, that many of those raving, incoherent pieces, which are often spread among us, under odd chimerical titles, are rather the offsprings of a distempered brain than works of humour.

It is, indeed, much easier to describe what is not humour than what is; and very difficult to define it otherwise than as Cowley has done wit, by negatives. Were I to give my own notions of it, I would deliver them after Plato's manner, in a kind of allegory, and, by supposing Humour to be a person, deduce to him all his qualifications, according to the following genealogy. Truth was the founder of the family, and the father of Good Sense. Good Sense was the father of Wit, who married a lady of a collateral line called Mirth, by whom he had issue Humour.

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Humour, therefore, being the youngest of this illustrious family, and descended from parents of such different dispositions, is very various and unequal in his temper; sometimes you see him putting on grave looks and a solemn habit, sometimes airy in his behaviour and fantastic in his dress; insomuch that at different times he appears as serious as a judge, and as jocular as a merry-andrew. But, as he has a great deal of the mother in his constitution, whatever mood he is in, he never fails to make his company laugh.

But, since there is an impostor abroad, who takes upon him the name of this young gentleman, and would willingly pass for him in the world; to the end that well-meaning persons may not be imposed upon by cheats, I would desire my readers, when they meet with this pretender, to look into his parentage, and to examine him strictly, whether or no he be remotely allied to Truth, and lineally descended from Good Sense; if not, they may conclude him a counterfeit. They may likewise distinguish him by a loud and excessive laughter, in which he seldom gets his company to join with him. For as True Humour generally looks serious while everybody laughs about him, False Humour is always laughing whilst everybody about him looks serious. I shall only add, if he has not in him a mixture of both parents—that is, if he would pass for the offspring of Wit without Mirth, or Mirth without Wit, you may conclude him to be altogether spurious and a cheat.

The impostor of whom I am speaking descends originally from Falsehood, who was the mother of Nonsense, who was brought to bed of a son called Phrensy, who married one of the daughters of Folly, commonly known by the name of Laughter, on whom he begot that monstrous infant of which I have been here speaking. I shall set down at length the genealogical table of False Humour, and, at the same time, place under it the genealogy of True Humour, that the reader may at one view behold their different pedigrees and relations:

Falsehood  
Nonsense  
Phrensy—Laughter  
False Humour  
Truth  
Good Sense  
Wit—Mirth  
Humour

I might extend the allegory, by mentioning several of the children of False Humour, who are more in number than the sands of the sea, and might in particular enumerate the many sons and daughters which he has begot in this island. But as this would be a very invidious task, I shall only observe in general that False Humour differs from the True as a monkey does from a man.

First of all, he is exceedingly given to little apish tricks and buffooneries.

Second, he so much delights in mimicry, that it is all one to him whether he exposes by it vice and folly, luxury and avarice; or, on the contrary, virtue and wisdom, pain and poverty.

Third, he is wonderfully unlucky, insomuch that he will bite the hand that feeds him, and endeavour to ridicule both friends and foes indifferently. For, having but small talents, he must be merry where he can, not where he should.

Fourth, being entirely void of reason, he pursues no point either of morality or instruction, but is ludicrous only for the sake of being so.

Fifth, being incapable of anything but mock representations, his ridicule is always personal, and aimed at the vicious man, or the writer; not at the vice, or at the writing.

I have here only pointed at the whole species of false humorists; but, as one of my principal designs in this paper is to beat down that malignant spirit which discovers itself in the writings of the present age, I shall not scruple, for the future, to single out any of the small wits that infest the world with such compositions as are ill-natured, immoral, and absurd. This is the only exception which I shall make to the general rule I have prescribed myself, of attacking multitudes; since every honest man ought to look upon himself as in a natural state of war with the libeler and lampooner, and to annoy them wherever they fall in his way. This is but retaliating upon them, and treating them as they treat others.

### **‘A City Night Piece’ by Oliver Goldsmith**

The clock has just struck two, the expiring taper rises and sinks in the socket, the watchman forgets the hour in slumber, the laborious and the happy are at rest, and nothing wakes but meditation, guilt, revelry, and despair. The drunkard once more fills the destroying bowl, the robber walks his midnight round, and the suicide lifts his guilty arm against his own sacred person.

Let me no longer waste the night over the page of antiquity or the sallies of contemporary genius, but pursue the solitary walk, where Vanity, ever changing, but a few hours past walked before me, where she kept up the pageant, and now, like a froward child, seems hushed with her own importunities.

What a gloom hangs all around! The dying lamp feebly emits a yellow gleam; no sound is heard but of the chiming clock, or the distant watch-dog. All the bustle of human pride is forgotten; an hour like this may well display the emptiness of human vanity.

There will come a time when this temporary solitude may be made continual, and the city itself, like its inhabitants, fade away, and leave a desert in its room.

What cities, as great as this, have once triumphed in existence! had their victories as great, joy as just and as Unbounded, and, with short-sighted presumption, promised themselves immortality! Posterity can hardly trace the situation of some; the sorrowful traveler wanders over the lawful ruins of others; and, as he beholds, he learns wisdom, and feels the transience of every sublunary possession.

‘Here’, he cries, ‘stood their citadel, now grown over with, weeds; there, their senate house, but now the haunt of every noxious reptile; temples and theatres stood here, now only an undistinguished heap of ruin. They are fallen: for luxury and avarice first made them feeble. The rewards of the state were conferred on

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amusing and not on useful members of society. Their riches and opulence invited the invaders, who, though at first repulsed, returned again, conquered by perseverance, and at last swept the defendants into undistinguished destruction.'

How few appear in those streets which, but some few hours ago, were crowded! And those who appear now no longer wear their daily mask, nor attempt to hide their lewdness or their misery.

But who are those who make the streets their couch, and find a short repose from wretchedness at the doors of the opulent? These are strangers, wanderers, and orphans, whose circumstances are too humble to expect redress, and whose distresses are too great even for pity. Their wretchedness rather excites horror than pity. Some are without the covering even of rags, and others emaciated with disease: the world has disclaimed them; society turns its back upon their distress, and has given them up to nakedness and hunger. These poor shivering females have once seen happier days and been flattered into beauty. They have been prostituted to the gay, luxurious villain, and are now turned out to meet the severity of winter. Perhaps, now lying at the doors of their betrayers, they sue to wretches whose hearts are insensible, to debauchees who may curse but will not relieve them.

Why, why was I born a man, and yet see the sufferings of wretches I cannot relieve! Poor houseless creatures! The world will give you reproaches, but will not give you relief. The slightest misfortunes of the great, the most imaginary uneasinesses of the rich, are aggravated with all the power of eloquence, and held up to engage our attention and sympathetic sorrow. The poor weep unheeded, persecuted by every subordinate species of tyranny; and every law, which gives others security, becomes an enemy to them.

Why was this heart of mine formed with so much sensibility! Or why was not my fortune adapted to its impulse! Tenderness, without a capacity of relieving, only makes the man who feels it more wretched than the object which sues for assistance. Adieu.

### **'The Sagacity of Certain Insects' by Oliver Goldsmith**

Animals in general are sagacious in proportion as they cultivate society. The elephant and the beaver show the greatest signs of this when united; but when man intrudes into their communities, they lose all their spirit of industry, and testify but a very small share of that sagacity, for which, when in a social state, they are so remarkable.

Among insects, the labours of the bee and the ant have employed the attention and admiration of the naturalist; but their whole sagacity is lost upon separation, and a single bee or ant seems destitute of every degree of industry, is the most stupid insect imaginable, languishes for a time in solitude, and soon dies.

Of all the solitary insects I have ever remarked, the spider is the most sagacious, and its actions to me, who have attentively considered them, seem almost to exceed belief. This insect is formed by nature for a state of war, not only upon other insects, but upon each other. For this state nature seems perfectly well to have formed it. Its head and breast are covered with a strong natural coat of

mail, which is impenetrable to the attempts of every other insect, and its belly is enveloped in a soft pliant skin, which eludes the sting even of a wasp. Its legs are terminated by strong claws, not unlike those of a lobster, and their vast length, like spears, serve to keep every assailant at a distance.

Not worse furnished for observation than for an attack or a defence, it has several eyes, large, transparent, and covered with a horny substance, which, however, does not impede its vision. Besides this, it is furnished with a forceps above the mouth, which serves to kill or secure the prey already caught in its claws or its net.

Such are the implements of war with which the body is immediately furnished; but its net to entangle the enemy seems what it chiefly trusts to, and what it takes most pains to render as complete as possible. Nature has furnished the body of this little creature with a glutinous liquid, which proceeding from the anus, it spins into a thread coarser or finer, as it chooses to contract or dilate its sphincter. In order to fix its thread when it begins to weave, it emits a small drop of liquid against the wall, which hardening by degress, serves to hold the thread very firmly. Then receding from the first point, as it recedes the thread lengthens; and when the spider has come to the place where the other end of the thread should be fixed, gathering up with its claws the thread which would otherwise be too slack, it is stretched tightly, and fixed in the same manner to the wall as before.

In this manner it spins and fixes several threads parallel to each other, which, so to speak, serve as the warp to the intended web. To form the woof, it spins in the same manner its thread, transversely fixing one end to the first thread that was spun, and which is always the strongest of the whole web, and the other to the wall. All these threads, being newly spun, are glutinous, and therefore stick to each other wherever they happen to touch, and in those parts of the web, most exposed to be torn, our natural artist strengthens them, by doubling the threads sometimes six-fold.

Thus far naturalists have gone in the description of this animal: what follows is the result of my own observation upon that species of the insect called a *House-Spider*. I perceived about four years ago, a large spider in one corner of my room making its web; and, though the maid frequently leveled her fatal broom against the labours of the little animal, I had the good fortune then to prevent its destruction, and I may say, it more than paid me by the entertainment it afforded.

In three days the web was, with incredible diligence, completed; nor could I avoid thinking that the insect seemed to exult in its new abode. It frequently traversed it round, examined the strength of every part of it, retired into its hole, and came out very frequently. The first enemy, however, it had to encounter, was another and a much larger spider, which, having no web of its own, and having probably exhausted all its stock in former labours of this kind, came to invade the property of its neighbour. Soon then a terrible encounter ensued, in which the invader seemed to have the victory, and the laborious spider was obliged to take refuge in its hole. Upon this I perceived the victor using every art to draw the enemy from his strong hold. He seemed to go off, but quickly returned, and when

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he found all arts vain, began to demolish the new web without mercy. This brought on another battle, and, contrary to my expectations, the laborious spider became conqueror, and fairly killed his antagonist.

Now then, in peaceable possession of what was justly its own, it waited three days with the utmost patience, repairing the breaches of its web, and taking no sustenance that I could perceive. At last, however, a large blue fly fell into the snare, and struggled hard to get loose. The spider gave it leave to entangle itself as much as possible, but it seemed to be too strong for the cobweb. I must own I was greatly surprized when I saw the spider immediately sally out, and in less than a minute weave a new net round its captive, by which the motion of its wings was stopped, and when it was fairly hampered in this manner, it was seized, and dragged into the hole.

In this manner it lived, in a precarious state, and nature seemed to have fitted it for such a life, for upon a single fly it subsisted for more than a week. I once put a wasp into the net, but when the spider came out in order to seize it as usual, upon perceiving what kind of an enemy it had to deal with, it instantly broke all the bands that held it fast, and contributed all that lay in its power to disengage so formidable an antagonist. When the wasp was at liberty, I expected the spider would have set about repairing the breaches that were made in its net, but those, it seems, were irreparable, wherefore the cobweb was now entirely forsaken, and a new one begun, which was completed in the usual time.

I had now a mind to try how many cobwebs a single spider could furnish, wherefore I destroyed this, and the insect set about another. When I destroyed the other also, its whole stock seemed entirely exhausted, and it could spin no more. The arts it made use of to support itself, now deprived of its great means of subsistence, were indeed surprizing. I have seen it roll up its legs like a ball, and lie motionless for hours together, but cautiously watching all the time; when a fly happened to approach sufficiently near, it would dart out all at once, and often seize its prey.

Of this life, however, it soon began to grow weary, and resolved to invade the possession of some other spider, since it could not make a web of its own. It formed an attack upon a neighboring fortification with great vigour, and at first was as vigorously repulsed. Not daunted, however, with one defeat, in this manner it continued to lay siege to another web for three days, and at length, having killed the defendant, actually took possession. When smaller flies happen to fall into the snare, the spider does not sally out at once, but very patiently waits till it is sure of them; for, upon his immediately approaching the terror of his appearance might give the captive strength sufficient to get loose: the manner then, is to wait patiently till, by ineffectual and impotent struggles, the captive has wasted all its strength, and then he becomes a certain and easy conquest.

The insect I am now describing lived three years; every year it changed its skin and got a new set of legs. I have sometimes plucked off a leg, which grew again in two or three days. At first it dreaded my approach to its web, but at last it became so familiar as to take a fly out of my hand, and upon my touching any



part of the web, would immediately leave its hole, prepared either for a defense or an attack.

To complete this description, it may be observed, that the male spider is much less than the female, and that the latter are oviparous. When they come to lay, they spread a part of their web under the eggs, and then roll them up carefully, as we roll up things in a cloth, and thus hatch them in their hole. If disturbed in their holes, they never attempt to escape without carrying this young brood in their forceps away with them, and thus frequently are sacrificed to their paternal affection.

As soon as ever the young ones leave their artificial covering, they begin to spin, and almost sensibly seem to grow bigger. If they have the good fortune, when even but a day old, to catch a fly, they fall too with good appetites; but they live sometimes three or four days without any sort of sustenance, and yet still continue to grow larger, so as every day to double their former size. As they grow old, however, they do not still continue to increase, but their legs only continue to grow longer; and when a spider becomes entirely stiff with age, and unable to seize its prey, it dies at length of hunger.

### **‘Sights and Monsters’ by Oliver Goldsmith**

Though the frequent invitations I receive from men of distinction here might excite the vanity of some, I am quite mortified, however, when I consider the motives that inspire their civility. I am sent for, not to be treated as a friend, but to satisfy curiosity; not to be entertained so much as wondered at; the same earnestness which excites them to see a Chinese, would have made them equally proud of a visit from the rhinoceros.

From the highest to the lowest, this people seem fond of sights and monsters. I am told of a person here who gets a very comfortable livelihood by making wonders, and then selling or showing them to the people for money; no matter how insignificant they were in the beginning, by locking them up close, and showing for money, they soon became prodigies! His first essay in this way was to exhibit himself as a wax-work figure behind a glass door at a puppet show. Thus, keeping the spectators at a proper distance and having his head adorned with a copper crown, he looked extremely *natural, and very like the life itself*. He continued this exhibition with success, till an involuntary fit of sneezing brought him to life before all the spectators, and consequently rendered him for that time as entirely useless as the peaceable inhabitant of a catacomb.

Determined to act the statue no more, he next levied contributions under the figure of an Indian king; and by painting his face, and counterfeiting the savage howl, he freighted several ladies and children with amazing success: in this manner, therefore, he might have lived very comfortably, had he not been arrested for a debt that was contracted when he was the figure in wax-work: thus his face underwent an involuntary ablution, and he found himself reduced to his primitive complexion and indigence.

After some time, being freed from jail, he was now grown wiser, and instead of making himself a wonder, was resolved only to make wonders. He learned the

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art of pasting up of mummies; was never at a loss for an artificial *lusus naturae*; nay, it has been reported, that he has sold seven petrified lobsters of his own manufacture to a noted collector of rarities; but this the learned Cracovius Putridus has undertaken to refute in a very elaborate dissertation.

His last wonder was nothing more than a halter, yet by this halter he gained more than by all his former exhibitions. The people, it seems, had got in their heads, that a certain noble criminal was to be hanged with a silken rope. Now there was nothing they so much wished to see as this very rope; and he was resolved to gratify their curiosity: he therefore got one made, not only of silk, but to render it more striking, several threads of gold were intermixed. The people paid their money only to see silk, but were, highly satisfied when they found it was mixed with gold into the bargain. It is scarcely necessary to mention, that the projector sold his silken rope for almost what it had cost him, as soon as the criminal was known to be hanged in hempen materials.

By their fondness of sights, one would be apt to imagine, that instead of desiring to see things as they should be, they are rather solicitous of seeing them as they ought not to be. A cat with four legs is disregarded, though never so useful; but, if it has but two, and is consequently incapable of catching mice, it is reckoned inestimable, and every man of taste is ready to raise the auction. A man, though in his person faultless as an aerial genius, might starve; but if stuck over with hideous warts like a porcupine, his fortune is made for ever, and he may show himself with impunity and applause.

A good woman in my neighbourhood, who was bred a habit-maker, though she handled her needle tolerably well, could scarcely get employment. But being obliged, by an accident, to have both her hands cut off from the elbows, what would in another country have been her ruin, made her fortune here: she was now thought fit for her trade than before; business flowed in apace, and all people paid for seeing the mantua-maker who wrought without hands.

A gentleman showing me his collection of pictures, stopped at one with peculiar admiration: there, cries he, is an inestimable piece. I gazed at the picture for some time, but could see none of those graces with which he seemed enraptured: it appeared to me the most paltry piece of the whole collection: I therefore demanded where those beauties lay, of which I was yet insensible. Sir, cries he, the merit does not consist in the piece, but in the manner in which it was done. The painter drew the whole with his foot, and held the pencil between his toes: I bought it at a very great price; for peculiar merit should ever be rewarded.

But these people are not more fond of wonders, than liberal in rewarding those who show them. From the wonderful dog of knowledge, at present under the patronage of the nobility, down to the man with the box, who professes to show the best imitation of nature that was ever seen, they all live in luxury. A singing-woman shall collect subscriptions in her own coach and six: a fellow shall make a fortune by tossing a straw from his toe to his nose; one in particular has found that eating fire was the most ready way to live; and another who jingles several bells fixed to his cap, is the only man that I know of, who has received emolument from the labours of his head.

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A young author, a man of good-nature and learning, was complaining to me some nights ago of this misplaced generosity of the times. Here, says he, have I spent part of my youth in attempting to instruct and amuse my fellow-creatures, and all my reward has been solitude, poverty, and reproach; while a fellow, possessed of even the smallest share of fiddling merit, or who has perhaps learned to whistle double, is rewarded, applauded, and caressed! Prythee, young man, says I to him, are you ignorant, that in so large a city as this, it is better to be an amusing than a useful member of society? Can you leap up, and touch your feet four times before you come to the ground? No, Sir. Can you stand upon two horses at full speed? No, Sir. Can you swallow a pen-knife? I can do none of these tricks. Why then, cried I, there is no other prudent means of subsistence left, but to apprise the town that you speedily intend to eat up your own nose, by subscription.

I have frequently regretted that none of our Eastern posture-masters, or showmen, have ventured to England. I should be pleased to see that money circulate in Asia, which is now sent to Italy and France, in order to bring their vagabonds hither. Several of our tricks would undoubtedly give the English high satisfaction, Men of fashion would be greatly pleased with the postures as well as the condescension of our dancing girls; and the ladies would equally admire the conductors of our fireworks. What an agreeable surprise would it be to see a huge fellow with whiskers flash a charged blunderbuss full in a lady's face, without singeing her hair, or melting her pomatum. Perhaps, when the first surprise was over, she might then grow familiar with danger; and the ladies might vie with each other in standing fire with intrepidity.

But of all the wonders of the East, the most useful, and I should fancy the most pleasing, would be the looking-glass of Lao, which reflects the mind as well as the body. It is said, that the Emperor Chusi used to make his ladies dress their heads and their hearts in one of these glasses every morning; while the lady was at her toilet, he would frequently look over her shoulder; and it is recorded that not one was found whose mind was not even more beautiful than her person.

I make no doubt but a glass in this country would have the very same effect. The English ladies would undoubtedly cut very pretty figures in so faithful a monitor. There, should we happen to peep over a lady's shoulder while dressing, we might be able to see neither gaming nor ill-nature; neither pride, debauchery, nor a love of gadding. We should find her, if any sensible defect appeared in the mind, more careful in rectifying it, than plastering up the irreparable decays of the person; nay, I am even apt to fancy, that ladies would find more real pleasure in this utensil in private, than in any other bauble imported from China, though ever so expensive or amusing.

### **'On Friendship' by A. Clutton-Brock**

Friendship is above reason, for, though you find virtues in a friend, he was your friend before you found them. It is a gift that we offer because we must; to give it as the reward of virtue would be to set a price upon it, and those who do that have no friendship to give. If you choose your friends on the ground that you are virtuous and want virtuous company, you are no nearer to true friendship than if you choose

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them for commercial reasons. Besides, who are you that you should be setting a price upon your friendship? It is enough for any man that he has the divine power of making friends, and he must leave it to that power to determine who his friends shall be. For, though you may choose the virtuous to be your friends, they may not choose you; indeed, friendship cannot grow where there is any calculated choice. It comes, like sleep, when you are not thinking about it; and you should be grateful, without any misgiving, when it comes. So no man who knows what friendship is, ever gave up a friend because he turns out to be disreputable. His only reason for giving up a friend is that he has ceased to care for him; and, when that happens, he should reproach himself for this mortal poverty of affection, not the friend for having proved unworthy. For it is inhuman presumption to say of any man that he is unworthy of your friendship, just as it is to say of any woman, when you have fallen out of love with her, that she was unworthy of your love. In friendship and in love we are always humble, because we see that a free gift has been given to us; and to lose that humility because we have lost friendship or love is to take a pride in what should shame us. There are men who cannot be friends except when they are under an illusion that their friends are perfect, and when the illusion passes there is an end of their friendship. But true friendship has no illusions, for it reaches to that part of a man's nature that is beyond his imperfections, and in doing so it takes all of them for granted. It does not even assume that he is better than other men, for there is egotism in assuming that. A man is your friend, not because of his superiorities, but because there is something open from your nature to his, a way that is closed between you and most men. You and he understand each other, as the phrase is; your relation with him is a rare success among a multitude of failures, and if you are proud of the success you should be ashamed of the failure.

### **‘The Origin of Species’ by Charles Darwin**

Authors of the highest eminence seem to be fully satisfied with the view that each species has been independently created. To my mind it accords better with what we know of the laws impressed on matter by the creator that the production and extinction of the past and present inhabitants of the world should have been due to secondary causes, like those determining the birth and death of the individual. When I view all beings not as special creations, but as the lineal descendants of some few beings which lived long before the first bed of the Silurian system was deposited, they seem to me to become ennobled. Judging from the past, we may safely infer that not one living species will transmit its unaltered likeness to a distant futurity. And of the species now living very few will transmit progeny of any kind to a far distant futurity; for the manner in which all organic beings are grouped, shows that the greater number of species in each genus, and all the species in many genera, have left no descendants, but have become utterly extinct. We can so far take a prophetic glance into futurity as to foretell that it will be the common and widely spread species, belonging to the larger and dominant groups, which will ultimately prevail and procreate new and dominant species. As all the living forms of life are the lineal descendants of those which lived long before the Silurian epoch, we may feel certain that the ordinary succession by generation has never once been broken, and that no cataclysm has desolated the whole world. Hence,

we may look with some confidence to a secure future of equally inappreciable length. And as natural selection works solely by and for the good of each being, all corporeal and mental endowments will tend to progress towards perfection. It is interesting to contemplate a tangled bank, clothed with many plants of many kinds, with birds singing on the bushes, with various insects flitting about, and with worms crawling through the damp earth, and to reflect that these elaborately constructed forms, so different from each other, and dependent on each other in so complex a manner, have all been produced by laws acting around us. These laws, taken in the largest sense, being growth with reproduction; Inheritance which is almost implied by reproduction; variability from the indirect and direct action of the conditions of life, and from use and disuse; a ratio of increase so high as to lead to a struggle for life, and as a consequence to natural selection, entailing divergence of character and the extinction of less-improved forms. Thus, from the war of nature, from famine and death, the most exalted object which we are capable of conceiving, namely, the production of the higher animals, directly follows. There is grandeur in this view of life, with its several powers, having been originally breathed by the creator into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved.

#### **‘Of Parents and Children’ by Francis Bacon**

The joys of parents are secret; and so are their griefs and fears. They cannot utter the one; nor will they not utter the other. Children sweeten labors; but they make misfortunes bitterer. They increase the cares of life; but they mitigate the remembrance of death. The perpetuity by generation is common to beasts; but memory, merit, and noble works, are proper to men. And surely a man shall see the noblest works and foundations have proceeded from childless men; which have sought to express the images of their minds, where those of their bodies have failed. So the care of posterity is most in them that have no posterity. They that are the first raisers of their houses, are most indulgent towards their children; beholding them as the continuance, not only of their kind, but of their work; and so both children and creatures.

The difference in affection, of parents towards their several children, is many times unequal; and sometimes unworthy; especially in the mothers; as Solomon said, ‘a wise son rejoiced the father, but an ungracious son shames the mother. A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons; but in the midst, some that are as it were forgotten, who many times, nevertheless, prove the best. The illiberality of parents, in allowance towards their children, is a harmful error; makes them base; acquaints them with shifts; makes them sort with mean company; and makes them surfeit more when they come to plenty. And therefore the proof is best, when men keep their authority towards the children, but not their purse.

Men have a foolish manner (both parents and schoolmasters and servants) in creating and breeding an emulation between brothers, during childhood, which many times sorted to discord when they are men, and disturbed families. The

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Italians make little difference between children, and nephews or near kinsfolks; but so they be of the lump, they care not though they pass not through their own body. And, to say truth, in nature it is much a like matter; insomuch that we see a nephew sometimes resembled an uncle, or a kinsman, more than his own parent; as the blood happens. Let parents choose betimes, the vocations and courses they mean their children should take; for then they are most flexible; and let them not too much apply themselves to the disposition of their children, as thinking they will take best to that, which they have most mind to. Younger brothers are commonly fortunate, but seldom or never where the elder are disinherited.

### **‘How to Observe Nature’ by Elizabeth Brightwen**

There is all the difference between taking a walk simply for exercise, for some special errand, or to enjoy conversation with one’s friends, and the sort of quiet observant stroll I am going to ask my kind readers to take with me to-day. This beautiful world is full of wonders of every kind, full of evidences of the Great Creator’s wisdom and skill in adapting each created thing to its special purpose. The whole realm of nature is meant, I believe, to speak to us, to teach us lessons in parables—to lead our hearts upward to God who made us and fitted us also for our special place in creation.

In the nineteenth Psalm of the Bible, David speaks of the two great books God has given us for our instruction. In the first six verses he speaks of the teachings of the book of nature and the rest of the Psalm deals with the written Word of God. We acknowledge and read the Scriptures as the book which reveals the will of God and His wondrous works for the welfare of mankind, but how many fail to give any time or thought to read the book of nature! Thousands may travel and admire beautiful scenery, and derive a certain amount of pleasure from nature, just glancing at each object, but really observing nothing, and thus failing to learn any of the lessons this world’s beauty is intended to teach, they might almost as well have stayed at home save for the benefit of fresh air and change of scene. The habit of minute and careful observation is seldom taught in childhood, and is not very likely to be gained in later life when the mind is filled with other things. Yet, if natural objects are presented attractively to the young, how quickly they are interested! Question after question is asked, and unconsciously a vast amount of information may be conveyed to an intelligent child’s mind by a simple, happy little chat about some bird or insect. Our ramble might be indefinitely prolonged and still be full of interest and instruction, but in these simple remarks enough has been shown, I trust, to lead many to think and observe closely even minutest thing that catches their attention whilst out for a ramble in lanes and fields. Even a microscopic moss upon an old wall has been suggestive of many lovely thoughts, with which I will conclude our ramble and this chapter.

### **‘Smoking’**

It is not news that every third adult of the world smokes and it is a bad habit. It is bad because it causes harm to the smoker’s health and puts his life at risk. The worker spends his hard earned money to buy only diseases like mouth cancer, lung cancer, asthma and heart diseases.

In other words, smoking causes cancers of oral cavity, larynx, esophagus and bladder, lung cancer and lung disorders, TB, bronchitis that leads to asthma causing severe breathing trouble, which is a significant factor in the development of coronary heart diseases, damage to the fetuses in women and Buerger's disease (a disease in the veins of legs that may lead to the gangrene of foot) to name a few. Seven people die of tobacco use every minute. A cigarette contains 49 carcinogenic compounds and 4000 other toxins. These toxins cause lung disorders like emphysema, chronic obstructive pulmonary disease, bronchitis, lower immunity and the respiratory system becomes more prone to infections. These also cause high blood pressure, cardio-vascular diseases, stroke and brain hemorrhages. These cause both infertility in men and women, miscarriage, complicated pregnancies and early menopause. Nicotine damages the bones, joints and muscles of the body by causing osteopenia and osteoporosis. Smoking also causes loss of taste, bad breath, dental caries, stained teeth, mouth sores and receding gums. Medical costs incurred on the diseases caused by smoking directly affects the national economy. Smoking causes lower work-efficiency which in turn affects the output in any field.

The capitalists engaged in the manufacture and supply of tobacco products are not only trying to justify the habit of smoking by hiding the above hard facts about its harmful effects but also glorifying smoking as a mark of modern life style in order to promote their business. They are least bothered about the health of the common people. They mint money by brainwashing the common people and exploiting their weakness. The labels of cigar packets are thrown away along with the phrase 'Smoking is injurious to health', printed on it just to comply with the government's mandate. Right thinking people are worried about the glorification of this bad habit. Governments fail to implement their mandate in letter and spirit because of the influence the capitalists wield. One approach is to ban tobacco products altogether and another is to educate the people about the harmful effects of smoking. Successful government authorities lack will power, are morally weak and afraid of adopting the first approach. In order to hide their inability, the authorities put forward a hallow argument that the government gets huge income by way of tax from the cigar manufacturers and suppliers and the tobacco industry offers employment opportunities. Also, such companies spend some money on social rehabilitation and philanthropic activities and make tall claims of social cause. The authorities lack will power and are morally weak either to take firm policy decisions or to implement whatever decisions are taken in letter and spirit again because of rampant bribery and other lucrative favours. They conveniently hide the data on the social front as to how many people are inflicted with breath related diseases and the cost on account of maintenance of public health. The medical expenditure on breath related diseases caused by smoking is not less than the income the government derives from the cigar capitalists. Apart from public health, it also affects the public economy in a big way. By flashing fantastic advertisements on the mass-media they hide the truth about the harmful effects of smoking. Instead of opposing such anti-people advertisements, the mass-media rather shamelessly solicits such advertisements for money because it simply cannot sustain without such advertisements. Therefore, as a face saving formula, the authorities have no

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option but to take up the second approach—to educate the people against smoking. In the name of educating the people, the government spends crores of rupees by way of releasing advertisements in the mass-media indicating the harmful effects of smoking. These advertisements are useless, just like drizzling water in the desert. Many doctors, despite knowing the harmful effects of smoking, get addicted to the habit and willingly become chain smokers. This being the influence of the capitalists' advertisements, what change of mind can we expect from the general public? We are obviously in the grip of a capitalist cobweb. Every smoker is supporting capitalistic designs, which makes the rich richer and the poor poorer and reduces ten billion people to paupers to produce ten billionaires.

### **‘The “Reality” of Reality Shows’**

Breaking News! A ‘so called’ celebrity slapped another in a reality show and in an extraordinary example of betrayal, a man was found cheating on his wife of ten years. Sounds pretty exciting? Bet it is! After all, its all this unusual cut-throat ‘action’ we crave for and the producers of the show know exactly what we want and therefore invest money into it. Today’s reality shows are a total package of emotion and action. As the name itself suggests, reality shows are television programmes, wherein, the participant, one amongst the ordinary crowd, gets a chance to be in the limelight for a variable period of time—it could be a few minutes, hours or even days and during his brief stay, tries his luck at winning the sought after prize of the show. These programmes are like contests where many people battle it out till one of the contestants emerges as the winner in the end. Add some spice to a normal competition and you get the perfect recipe of a reality show.

Television today is flooded with reality shows that are based on every random theme one can think of. It all started with quiz and musical talent hunt shows, which initially appeared to be legitimate. But then the great Indian market woke up to a new concept—‘reality and lifestyles of famous people’. Now this new product attracted people like bees to honey. After all, who would not want to peek into the lives of our favourite superstars and who, in turn, did not disappoint us to say the least. Countless viewers watch these shows eagerly with their eyes glued to the screen to see the drama unfold before their eyes, making them feel as if it is happening just in front of them and not on the screen. Thus, they are dependent on them for their daily dose of fun-filled entertainment, which even the popular melodramatic daily soaps sometimes fail to offer.

Several people have shot to fame overnight after winning the most coveted possessions these shows offer—name, fame, money—well, that is what the game is all about. But in reality, what is the reality behind these reality shows? Are they genuinely as real as they claim to be? While the general public goes on enjoying these shows, somewhere in the back of the mind, one is always suspecting the genuineness of the product being served. Actually, it varies from show to show. These shows are generally not scripted, but sometimes the organizers themselves break the rules and introduce controversial content in the show in order to achieve higher TRPs (Television Rating Points). It is in such situations that people begin questioning the transparency of such shows. Whatever the reality may be, the



truth is that despite all these allegations, people never miss even a single episode of their favourite shows and continue to watch them every day without fail.

### ‘Toru Dutt as a Pioneer of Indo-Anglian Poetry’

The Indo-Anglian poet faces a two-fold challenge. The experience going into Indo-Anglian verse must be authentically Indian; the language employed, on the other hand, must not violate the fundamentals of English music. Toru Dutt is numbered among the pioneers of Indo-Anglian verse because she has met this two-fold challenge with core and felicity.

Toru Dutt, like Keats and Chatterton, died before her poetry could come into its prime. And like the poems of Keats, her slender body of poems have the distinct mark of a genuinely gifted poetess. Her feelings, her words, her keen eye for the beauties of nature and her uncompromising sincerity make her one of the most significant of Indian poets writing in English. Though not quite as skilled as Sarojini Naidu, as a pure craftsman, she used the eight-line octosyllabic stanzas with both grace and unconstrained felicity. Her keen eye and delicately sensitive perception of natural beauty make her poems a colourful tapestry of sense imagery. Perhaps, the most significant feature of her poetry is its complete and relentless commitment to the Indian tradition and heritage. Many of her poems deal with myths and legends drawn from the Hindu scriptures. Notable among these is *Sita*. The sonnet *Baugmaree* is splendid as an evocation of the trees in Toru’s garden. Apart from her lyrical grace and her astounding adept handling of the suggestive potentiality of words and images, the elegiac tone of many of her poems remind readers of Tennyson’s haunting melancholy.

T. S. Eliot has claimed that there is a wide gulf separating the man who suffers from the poet who creates. However, there are artists like D. H. Lawrence in whose works the man and the writer are inseparable. In most of Toru Dutt’s poetry too, the poet is inseparable from the person. Her poems are at their best when they are intimately related to her own most intense experiences. Apart from the rich tapestry of images she employs throughout her poems, her accomplishments as a metrical craftsman is of singular significance. Toru Dutt has modelled her poems on those of the English Romantic poets. The subjective element present in her poetry has a strain of Keats’s verse. However, her poetry is far more than a mere imitation. It is so achingly expressive because it accomplishes what Herbert Read has called ‘the true voice of feeling’ and is enough to establish her as one of the most sincere, expressive and significant of Indo-Anglian poets.

### ‘Portrayal of The Lower Classes in Mulk Raj Anand’s Novels’

Though our country has produced profound novelists like Sarat Chandra, Premchand and Tagore, none of them have produced realistic or naturalistic fiction after the manner of Balzac or Zola. It is this gap in the realms of Indian fiction which is filled by the novels of Mulk Raj Anand. Tagore was chiefly interested in the upper and middle classes and Sarat Chandra in the lower middle classes and Premchand chose his themes from the peasantry and the humble folk of Uttar Pradesh. Mulk Raj Anand is perhaps the first writer who has written about the misery, the exploitation and the humiliation suffered by the lowest classes of Indian

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society. Anand is essentially concerned with exposing the exploitation of the lower classes at the hands of the caste Hindus. Like Dickens, Mulk Raj Anand is essentially concerned with the lowest classes and the underdogs of society. His ability of projecting actual slices of Indian life in the minutest of details brings his technique very close to that of the Realists and the Naturalists like Flaubert, Balzac and Zola.

Influenced by Mahatma Gandhi and Karl Marx, Mulk Raj Anand was a great humanist. He believed that by practicing love and compassion for the underdogs, misery and unhappiness can be reduced and removed from this world. According to him, victory over pain and misery should be the supreme goal of all persons and nations. He insisted on the dignity of man, removal of distinctions based on caste, creed and wealth and the practice of compassion as a living value. He added great significance to art and poetry as instruments for the development of all men and in his crusade against superstition, casteism and feudalism. Anand is a novelist with a mission and his novels are written with the purpose of arousing the social conscience and, by that method, to create in the affluent and powerful people a sense of responsibility towards the victims of injustice and exploitation.

Mulk Raj Anand had first-hand knowledge of the misery, the wretchedness and the squalor of the lower classes of Hindu society. His conscience had rebelled against the injustice meted out to them. His novels are novels of protest, dealing with some social evil, either poverty or injustice. And it is the unflagging realism of his manner and the naturalism of his technique which has made his novels a breakthrough in the world of Indian fiction. His novels do not employ a complex matrix of episodes and do not lead to a dramatic climax but they leave in us a rankling awareness of the evils of our caste-ridden society. Anand's naturalism is at the root of his triumph as an Indo-Anglian novelist. Though he lacks R. K. Narayan's sagacity and finesse and Raja Rao's sense of the metaphysical nature of man, he has a genuine and deep feeling for the deprived, a grasp of the social structure of his society and an extraordinary fluency of communication.

### Exhibit 3.1: R. K. Narayan's Style of Writing

R. K. Narayan was a great 20th century Indian novelist and short story writer whose wide range of representation of human life and society brought him fame both in India and abroad. He was a very keen observer of society and lover of human nature. He used simple language for his works which reflected an unaffected prose accompanied with humour. Throughout his life, he endeavoured to focus on the society through all his works. He portrayed the life of common man. His readers always saw his works as if it were their own life and society. His focus remained on ordinary life and people in everything that he created. He portrays the daily life of the Indian people with a psychological insight into their character and activities very intricately. He often used the contemporary description of the Tamil lifestyle. In fact, his stories focus on the life and culture of Tamil Nadu. But all the same, simplicity has the greatest part in the delineation of his characters which are universal types. Graham Greene compared him to Anton Chekhov because of his simplicity and lustre of prose, its gentle beauty, ironical portrayal of tragic situations interspersed with humour and vivid characterization.

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**Realism:** Narayan used realism for all his narratives. He described what he saw around him. His novels and short stories tell the tales of men and women from our society. Malgudi, the backdrop of his novels is a fictionalized setting like any south Indian village. Malgudi acquainted the Indian readers with the local Tamil society where they could feel at home and relate to the incidents, people and their lives. It described the daily life of Indians in a small town. Anthony West of the New Yorker considered Narayan's style of writing full of realism and variety and likened it to Nikolai Gogol's art of storytelling.

**Transparency of vision:** Narayan was a keen observer of people and society and he used the minute details of our lives with simplicity in his books. He was detailed and his language is easily understood by everyone. He had studied the life of ordinary man very closely. The conversation between Raju and the villagers in *The Guide* is an example. Jhumpa Lahiri, the Pulitzer Prize winner Indian author, says that Narayan's short stories have the same captivating feelings as his novels. They are short but they are very interesting and engrossing because of their complete expression and this is where the greatest reward of a story-teller lies. People take lot of time to enjoy its short length and simplicity. According to her, what Narayan encapsulates from the beginning till the end of a short story, others strive to achieve in more than hundreds of pages. In fact, his insight, presentation, full expression of the lives of characters in their entirety are all matchless. The depiction of life and characters with full and minute details are a gift of keen insight, sharp observation and the capacity to read the life closely. It is because of these characteristics that he has been compared with O. Henry, Frank O'Connor, and Flannery O'Connor. Lahiri also compares him to Guy de Maupassant for his ability of precision without losing luster and interest in the narrative. Like Maupassant, the great French writer, Narayan also sketches commonplace characters of the middle class life and watches them as a silent spectator.

**Descriptive narrative:** R. K. Narayan's style of prose is descriptive and not analytical. His style is objective where the author is expected to create his characters without involving his personal sentiments and emotions into their actions. He puts them in the story as they are in their real lives. However, he takes full interest in describing his characters with a mild touch of humour. His works, on the whole, show that he was an avid reader of human life. His commonplace incidents are arranged so peculiarly in all their native simplicity that the readers attach their sentiments with them so naturally. The most important part of his style is his capacity of being imaginative. His Malgudi is its greatest example. It is a sketch of a local small town where people still take pride in a traditional outlook towards life. They hold superstition in great awe and flinch from accepting anything new or modern. He chose this set-up as a background to show also how modernity had been making inroads into Indian society. The world of Malgudi has a wide range of characters

**Humour and irony:** Narayan's writings are interspersed with a soft touch of humour and irony. In his *The Guide*, he chooses an ordinary man Raju who is mean and petty; but the author views him with indulgence. Narayan describes incidents related to him with mild humour and sarcasm adding colour to the portrayal of his character and story. The undercurrent of humour and irony are in the texture of the novel. For example, there is a description in the beginning when Raju takes refuge in a temple by the river and poses as a sage. The writer has given the intricate details of the behaviour of Raju and the villagers with the touch of humour and irony. But there is pathos also in his stories which he handles with great care. It is pity that a man who has been jailed as Raju had done, comes out in the society to cheat people as a pretended sadhu.

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Humour and irony walk side by side in his works supporting each other. Humour is used to enliven an incident or a character-sketch whereas there is pathos, pity and irony to highlight the atmosphere of the situation. In this manner, Narayan's writing style can be compared to that of William Faulkner. Both of them were humanists. They picked up an individual to describe the whole society through them. The juxtaposition of the conflict between man and society is a part of the works of Narayan. Though there is similarity between their subjects, especially their vision for humanity. Faulkner used rhetorical prose and illustrated his points with extraordinary descriptions whereas Narayan used simple language and realistic situations.

**Humanism:** R. K. Narayan's works display a dedication to the cause of humanity. It is not patriotic or religious. But his descriptions touch the heart of his readers. His characters are chosen from ordinary life and the details about them are also commonplace, but the beauty lies in their description. Man and his behaviour are his prime interests. For instance, he depicts the character of Raju, the protagonist of his famous novel *The Guide*, from his journey as man of very ordinary and sordid interests to a man who is salvaged by supreme spirituality. Narayan feels that common man is born with qualities which can lead him to the supreme goal of life. But a man has his shortcomings and to overcome those isn't easy. He deals with the life of a human being with details but his point of view remains humanitarian. All his works display a basic love towards mankind. He deals with even smaller incidents of a human life or a human character with neatness and objectivity to add charm and completeness to the characters.

**Conclusion:** Unlike his other contemporaries, Narayan was fond of simple prose. His style remained simple and precise. His narrative style is a descriptive type of prose. He looked deep into human life with sympathy and dedication and yet kept himself aloof while rendering his descriptions. His satires are mild and appealing to the readers. They are neither coarse nor uninteresting. All his portrayals may also be seen as psychological penetrations into a human heart. His artistic depth in character delineation is partly due to the fact that he was a great reader of human psychology and behaviour. Probably inspired by Thomas Hardy, a man who dedicated novels to the lost territory called Wessex, Narayan created the fictitious world of Malgudi, a small town in Tamilnadu. This imaginary setting is used in all his works. He was concerned with the upliftment of the society also because he was humane to the core looks into the life and actions of his characters sympathetically. He was influenced by many great English novelists. With widely acknowledged simplicity, Narayan's style remains chiefly as that of a humanitarian but he presented life with a touch of humour, irony and depth. He loved the traditional way of storytelling with all its nuances.

### Check Your Progress

9. Who is the author of the essay 'True and False Humour'?
10. Name some of the essays of Oliver Goldsmith.
11. What is the theme of 'Of Parents and Children' by Sir Francis Bacon?
12. What was R. K. Narayan's writing style?

## 3.4 CORRESPONDENCE SKILLS: FORMAL AND INFORMAL LETTER

Even though nowadays people mostly send e-mails and messages from mobile phones and computers, a letter is still something that people are always happy to read. Try writing a letter to anyone who is dear to you and see how happy it makes him. In the following sections, we will learn about *formal* and *informal letters* and how to write them.

Letters can be of two types — informal and formal. Informal letters are usually written to friends, family members, relatives, and close or loved ones, while formal letters are written to people in some official position.

### 3.4.1 Informal Letter

In an informal letter, we begin with the *sender's address*. There are many ways of writing the address; we will follow the easiest, which is the *block format*. According to this, the sender's address should be to the left of the page, starting from the margin.

Example:

D-911, Dream Valley Apartments,

Sector 24, Dwarka,

New Delhi-110075. (The last line should contain the *name of the city* you are living in followed by the *Pin code*.)

21 October 2010. (Note how the *date* is written. This is very important.)

The sender's address is followed by the *salutation*. This is a greeting to the person to whom you are writing the letter. This should also begin at the left margin.

Dear Samira (*name of the person you are writing to*),

Now begins the *body* of the letter. The letter should consist of *three paragraphs*.

The first paragraph deals with the *topic* of the letter, the second gives *details* and the third *repeats the topic* while taking leave of the person. The first and last paragraphs are quite short. The second paragraph is long, and can be divided into paragraphs.

At the end of the letter, you take leave of the person by saying, *Yours affectionately*, or *Yours lovingly*,

In the next line, write *your name*. Be careful not to write your surname. This is an informal letter, which means that the person who is reading your letter knows who you are. If you write your name and the surname, you are making the letter formal.

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### Sample of an informal letter

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A-225, Sunview Apartments,  
Sector 5, Vasundhara Enclave,  
Delhi-110096.

23 November 2010.

Dear Rahul,

How are you? I'm doing fine. As you know, my birthday is a week away. I am organizing a small weekend get-together at my farmhouse with a few close friends and would like you to be there too.

There will be a live concert and a barbeque by the lake. The arrangements for the stay have already been made.

It's been a while since we have met and I am looking forward to seeing you. I sincerely hope that you can make it.

Yours lovingly,

Tarun

#### 3.4.2 Formal Letter

Formal letters are written to people in some official position. The purpose of writing a formal letter is to request, to complain or to inform. Formal letters are very specific and clear. They should contain all the details related to the matter being discussed. They are usually very polite, serious and formal.

Example:

You had gone on a package tour. Your experience was quite unpleasant. Write a letter to the manager of the company that arranged the tour expressing your dissatisfaction. Mention the problems encountered by you and offer some suggestions so that such problems are not repeated.

In order to write such a letter you start, as usual, with writing your address on the right hand side, just after the margin.

B-76,  
Vandana Complex,  
Guru Garh Extension,  
New Delhi 110 001.

**Your Address**

The address is followed by the date.

29 January 2011.

Next, you have to write the address of the person to whom you are writing the letter on the left side of the page.

The Manager,  
Happy Tours and Travels,  
Connaught Place,  
New Delhi 110 001.

**Address of the person**

(The address, whether yours or the person to whom you are writing, need not be factually correct, that is, no one is going to check whether there is indeed a complex called Vandana Complex or a company called Happy Tours and Travels. However, the address should appear to be authentic—it is not advisable to write addresses like Chocolate House, Milk Street, Sweet Land and so on.)

*This is followed by the salutation (the formal word for 'greeting').*

Dear Sir,

After the salutation, the next part of the letter is the subject. The subject of the message is stated clearly and boldly at the centre of the letter. This helps to draw and focus the attention of the reader on the specific subject or topic or area which the letter covers.

**Subject:**

Then begin your letter.

The formal letter also contains at least three paragraphs; however, they are slightly smaller than the paragraphs in an informal letter.

The *introduction* or the first paragraph contains the following:

- Your details
- Details of your complaint

The *body* or the second paragraph contains the following:

- Greater description of the problems you face—mention about two to three problems
- Any other details that you may want to add

(This part of the letter may contain more than one paragraph.)

The *conclusion* or the last paragraph contains the following:

- The problem mentioned in the first paragraph is repeated here
- Some suggestions for improvement
- A request to do something very quickly about the problem

The *signing off*, or leave-taking comes next. This too is on the left hand side of the page.

Yours faithfully, OR Yours truly,

The letter ends with writing your *name* and *surname*.

The format of the letter, which has all the elements, is very important. The main difference between formal and informal letters is the format and the tone of the letter.

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### Sample of a formal letter

D-10, Global Mansions,  
Mumbai- 400005.

The Manager,  
Beauty Cleaners,  
16, Princess Road,  
Worli, Mumbai-400045

10 January 2011

Dear Sir,

**Subject:** Application for the post of Executive Manager.

I am writing this letter in reference to your advertisement for the position of Executive Manager in the *Times of India* dated 2 January 2011. I would like to apply for this position. Attached please find my résumé and other details that you may require.

I have an outgoing personality and find that I enjoy the challenges of working in demanding environments.

In addition, my studies and experience have taught me to be accurate and efficient in organizing my work. I hope I will prove to be a valuable addition to your organization.

I look forward to hearing from you.

Yours faithfully,  
Jatin Singh

### Difference between American and British style of writing formal letters

There are various differences in style between letters written in American English (AmE) and British English (BrE). When writing dates in the British style we begin with the day, month and year. In the American style, we begin by writing the month, day and the year. It is usual to put a colon after the greeting ('Dear Sir:') in business letters. In the British style of writing formal letters, it is common to put a comma ('Dear Sir,').

The British end a formal letter by writing 'kind regards', whereas 'best wishes' is more American. Also, the American style involves the use of the word 'Sincerely' while the British style involves the use of 'Yours truly' or 'Yours faithfully' at the end of a formal letter.

### Check Your Progress

13. Name the two types of letters.
14. What is the purpose of writing a formal letter?
15. State any two differences between American and British style of writing formal letters.



### 3.5 CORRESPONDENCE SKILLS: APPLICATION

Having identified the job the candidate seeks, the next step is to send an application letter. Any organization which is sought after will be receiving hundreds and even thousands of application letters from candidates, often from various parts of the country and even abroad. The candidate sending the application letter should keep in view the likely enormity of such requests or responses faced by the organization and make every effort to get noticed or catch attention. The contents of the application letter apart, its packaging also makes a difference. There are any number of small details which can make a noticeable positive difference—good-quality paper, attractive presentation format, neat and error-free typing, good folding (if at all) and forceful sentences. Similarly, lack of attention to some details would mar the attention-grabbing value of the application form—shabby envelope, misspelling the name of the addressee or the organization, poor typing, illegible handwriting and pedestrian statements. Some relevant dos and don'ts have to be necessarily followed while sending the application letter and the relevant accompanying papers. Various points which have to be kept in view while sending an application letter are discussed in the following paragraphs.

#### ***Suo Moto or In Response***

Application letters seeking jobs are essentially of two types—*suomoto* and in response. Application letters sent by an applicant *suomoto* (or *suomotu*) are those where the aspirant is sending the letter by choice and not in response to any specific advertisement or invitation. *Suomoto* means action done on your own without any formal request from anyone. For example, an engineer, soon after completing graduation sends out applications to a few engineering firms without waiting for advertisements. One is hopeful that the organization is offering opportunities in keeping with one's academic qualifications and extra-curricular activities. Similarly, an accounts clerk who has worked in a junior position for a few years has, by now, acquired additional qualifications and relevant experience in view of which the person now sends an application letter *suomoto* seeking an accounts officer position in another firm in the relevant industry. While sending such *suomoto* application letters, the candidates should make appropriate enquires, besides homework. Is the organization looking for or in need of candidates? Is the organization taking up new projects? Is the organization looking for candidates in specific functional and geographical areas? Is the candidate equipped with necessary qualifications and experience to fill the post? As far as possible, the application letter should try to identify a specific post or a functional area and not just seek any suitable post. When telephone calls are made to employers seeking job opportunities even though no jobs are advertised, such calls are called 'cold calls'.

The second category of application letters relates to those sent in response to specific advertisements or announcements or invitations. Here the organization/advertiser has already stated the details of the job offer, the required qualifications and experience, position in the hierarchy, emoluments, place of posting and methods

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of selection, and the candidates have to make sure that they qualify or meet the eligibility criteria. The application letters have to clearly state how he/she is suitable for the post advertised. These application letters are not always sent directly to the organization. Quite often, the organization keeps its identity confidential and hence, the advertiser would want the application letters to be sent to a specific post box address. In some cases, the selection process may be entrusted to an external recruitment agency or consultancy firm, in which case the application letters have to be addressed accordingly. In sending these application letters, the candidates should strictly abide by the stipulated conditions listed in the advertisement—where and by which date to send the application, the number of pages and size of the paper, essential details to be furnished and whether testimonials need to be enclosed. In some cases, like government and public sector organizations, there would be printed application forms, often available for a fee, and the same have to be obtained, filled in and submitted as directed.

### Covering Letter

Application letters are often accompanied by short covering letters. Covering letters, also referred to as cover letters, are often sent along with a job application or a resume. Application letters have to cover all relevant details as called for, or as are necessary to bring out the candidate's strengths and merits. As a result, the letter becomes somewhat detailed. The covering letter comes in very handy and has to be specific and attractive. It could be typed on the letterhead of the candidate or any other good-quality paper to make it elegant. While the covering letter has to be properly addressed to the right person, department, advertiser or post box, the contents have to be necessarily short and sharp.

Any application, as we have noted, quite often competes with numerous others for attention. The covering letter provides an opportunity to the job-seeking candidate to make the application somewhat distinctive. Make it as appealing as you can. At least one should be careful that it should not be unattractive and ordinary looking.

We may have heard that 'first impressions matter', your covering letter is seen even before the addressee takes a look at your application and resume. Since first impressions matter much, it has to be taken seriously. In fact, the appeal and elegance of the covering letter can sway the prospective employers in your favour and get them interested in looking closely at your resume. The basic purpose of any covering letter is to highlight the candidate's strengths so as to call attention of the employer. The cover letter should cover the following points:

1. Should be duly customized and made job specific. A stereotyped letter cannot be a winner.
2. Should clearly highlight your accomplishments and skills in bold fonts.
3. Should 'sell' you by ensuring that the highlights provided match the job requirements and arouse employer interest
4. Should be free from grammatical and typing errors.
5. Should be neat and elegant so as to catch attention.

## Details to be Covered

An application letter presents the candidate's profile to the organization or the recruitment agency. In order to do that effectively, the application letter has to necessarily cover all essential details about the candidate. Exhibit 3.2 lists the key areas that a good application letter should cover.

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**Exhibit 3.2**

1. Personal Details	Age Date of Birth Sex Address Languages Known
2. Academic Qualifications	Degree Specialization University Marks/Percentage
3. Extra-curricular Activities	Hobbies Interests Sports
4. Experience	Previous Jobs Positions Held Years of Work Job Profile
5. Job-related Achievements	Promotions Awards Recognition Training Special Assignments
6. Distinguishing Qualities	Interpersonal Skills/Team work Leadership Qualities Communicative Skills
7. References	Teachers/Professors Departmental Heads Heads of Institutions Other Prominent Persons
8. Your Strengths	Why You Are Suitable

## Highlight Your Key Strengths

- Have worked as a purchase officer in a professionally managed construction company.
- Have 10 years of experience in teaching post graduate students of economics and commerce.
- Have secured distinction winning the gold medal in marketing management.
- Have captained the university cricket team for four consecutive years.
- Have acquired a high level of proficiency in French language.
- Try to highlight those qualities in your resume that match the job profile. Talk of that quality which the employer would be looking for. It may be academic distinction, your ability to get along with people, knowledge of regions and markets, capacity for sustained hard work, specialized training, and physical fitness, reading wide range of publications, medals and awards for study or work.

## You Are the Right Candidate

When you are seeking a job by sending an application and facing an interview, you are essentially trying to market or sell yourself. You will have to bring out your

strengths, highlight your distinguishing features and underline all those qualities that make you particularly suitable for the job. Reiterate why you think you are the right candidate for the job.

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### Update Regularly

The application letter should be updated on an ongoing basis in order to ensure that the latest details are furnished. If you were twenty-two years old in 2001, you would be twenty-four years old in 2003. If you had six years of experience, subsequently add two more years to it when you use it during 2003. If you added another degree or diploma, have undergone training, got married or your present emoluments have gone up, make sure that you update these details when you send your application or bio data. More importantly, vary the emphasis or focus depending upon the post. If you are applying for the post of an officer as well as a clerk, try to vary the emphasis. Similarly, what you highlight for an operation-oriented job would be different from what you emphasize for a research job or a teaching job. In the former, you focus more on your result-oriented or strategy-oriented skills, whereas in the latter case, you talk more about academic strength and publications. One should avoid straitjacketing.

#### *Survey Report* *Work Monitor Survey*

Social skills and digital literacy are becoming major 'must-haves' for new age employees, says the newly released Randstad India's latest global Workmonitor Survey 2013, a quarterly review that tracks job seekers' confidence and provides a comprehensive understanding of the job market sentiment and trends relating to the employment market across 32 countries.

In India, 90 per cent of the job seekers expect their job requirements to be more demanding in the next five years. Further, more than 90 per cent of the employees surveyed in India believe that social skills and digital skills will become more important for their role.

(Source: Bangalore Mirror, December 5, 2013)

### Address to the Right Person

Having taken the initiative of preparing an application and covering letter providing all relevant details in an elegant eye-catching manner, the next step is to ensure that it is addressed to the right person or authority. When the candidate is responding to an advertisement, the address to which the application is to be sent should always be clearly stated. It could be a post box number, the recruitment agency, the selection board or any such stated authority. In contrast to this, in respect of application letters which is sent by the job seekers *suomoto* or on their own, extra care has to be taken to address the application/covering letter to the appropriate authority or the department. It may be the chief executive, the director (personnel), the chief of the personnel department or the specific departmental head. If it goes to the wrong person or the department, there is always the possibility that it may lie there without getting redirected to the appropriate person or department. Ascertain the right addressee for your application letter.

## Endorsing Copies

Job seekers sending application letters must resist the temptation to send out multiple copies to the same organization. Sending the letter by courier, fax and e-mail to different departments repeatedly will certainly not help the cause of the candidate. As rightly observed by the Director of Human Resources for GE capital, Asia-Pacific, 'Sending multiple copies of your CV by e-mail and fax, re-sending it with additions and corrections, including multiple e-mail attachments and nagging the company with follow-up phone calls can do much to hurt your chances. It is a deduction of points even before you have a chance for an interview'. In most organizations, the entire process is often internally well streamlined such that other departments/functionaries receiving the application redirect the same to the personnel/HR department. Sending multiple copies to different departments would ultimately mean that all such copies finally end up with the same department, which obviously is to be consciously avoided by the job seeker.

## NOTES

### Check Your Progress

16. State the basic purpose of a covering letter.
17. What are the two ways of sending application letters to the organizations?

## 3.6 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The ABC of effective writing skills are Accuracy, Brevity and Clarity. Accuracy here means use of correct facts and figures, language and tone. By brevity is meant the ability to express oneself in a few words, leaving out unnecessary details. Clarity refers to the expression of thought in a clear and simple language.
2. An expository essay consists of explanation of a subject or topic.
3. Reflective essays express the thoughts of the writer which are recollected after much pondering.
4. A topic sentence is the sentence which expresses the main idea of the paragraph.
5. A transitional paragraph is one which anticipates the conclusion and prepares the readers for the end.
6. Apart from reading, a keen observation power and conversations with people are essential for increasing one's knowledge of the world around.
7. An essay must have at least three paragraphs—introduction, description and conclusion—though the actual number of paragraphs depends on the topic of the essay.
8. For good essay writing, one must cultivate a style which includes simple and direct language, avoiding repetitions and unnecessary information.
9. Joseph Addison was the author of 'True and False Humour'.

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10. Some of the essays of Oliver Goldsmith are as follows:
  - ‘A City Night Piece’
  - ‘The Sagacity of Certain Insects’
  - ‘Sights and Monsters’
11. ‘Of Parents and Children’ is a suggestive essay by Sir Francis Bacon wherein he provides some suggestions on raising up their children. Basically, Bacon’s essay is a guide to those parents who do not know how to properly bring up their children so that they can be a successful human being in future.
12. R. K. Narayan was a great Indian novelist and short story writer of 20th century. He was a keen observer of society and great lover of human nature. He used simple language for his works and always endeavoured to focus on the society through all his works. In all his works, he tried to portray the life of a common man.
13. The two types of letters are formal and informal.
14. Formal letters are written to people in some official position. These are written to request, to complain or to inform, while the informal ones are written to friends, relatives, family members and close or loved ones.
15. Though, there are various differences in style between letters written in American English (AmE) and British English (BrE), such as in the British style we begin the letter with the day, month and year, while in the American style, we begin by writing the month, day and the year. In American style of writing formal letters, it is usual to put a colon after the greeting (‘Dear Sir:’) in business. However, in the British style of writing formal letters, it is common to put a comma (‘Dear Sir,’).
16. The basic purpose of any covering letter is to highlight the candidate’s strengths so as to call attention of the employer.
17. *Suomoto* and in response are the two ways of sending an application letter to the organization.

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## 3.7 SUMMARY

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- Writing is that form of communication which reveals the sender’s clarity of thought and expression in encoding a message.
- Effective writing does not happen just on its own. It is a skill which needs to be cultivated.
- In written communication, the feedback is delayed and the receiver cannot immediately clarify his doubts in case of an unclear message.
- The purpose of written communication, as communication in general, is twofold— to inform and to persuade. Informative writing presents information and is expository in nature.

- Effective writing skills, therefore, entail planning before writing, identifying the purpose of writing, considering the needs of the audience, choosing appropriate language and effective tone.
- A descriptive essay includes the description of some person, place or thing. For example, mother, father, friend (person), Delhi, Bombay, the Taj Mahal (place), cars, aspects of nature like the sun, moon, etc. (thing).
- Narration is extensively used in fiction. It consists mainly in the narration of some event, or series of events. Narrative essays will include reflection and some imagination.
- Reflection means pondering over a subject or idea. It can include qualities like heroism, honesty, patriotism, socio-political issues such as education, corruption, democracy, philosophical and religious topics.
- In an imaginative essay, the writer is required to put himself in someone else's shoes and visualize a situation or experience.
- An expository essay consists of explanation of a subject or topic. For example, institutions or occupations (parliament, farming), scientific subjects (global warming, evolution of man) and literary topics (nature of poetry, the plays of Shakespeare, the poetry of Keats).
- The word expository means 'to explain'. An essay that deals with the explanation of a particular process, for example, Rain harvesting, an institution, (how legislative bodies function) or a natural phenomenon, (black holes in the universe) or the discussion of a particular text or style of writing, is classified as an expository essay.
- Quite often, an essay requires that the writer to discuss a particular subject and come to a conclusion, after examining the merits and demerits of the topic.
- An essay consists of paragraphs arranged in a sequence. A paragraph is a group of sentences linked together to form a unit.
- Each paragraph deals with a single idea. In an essay, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade.
- In a paragraph, the sentences are in cohesion, i.e., they stick together in unison.
- Coherence is also an essential requirement of a paragraph. Coherence means the clear and logical linking of ideas in a paragraph.
- The introductory paragraph introduces the topic and familiarizes the readers with the main idea of the essay.
- Description means the discussion of the topic in detail. It can include explanations and illustrations on the main idea. The length of the description will depend on the topic in question, but the description should be proportionate with each part getting the due weight.

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## NOTES

- Letters can be of two types — informal and formal. Informal letters are usually written to friends, family members, relatives, and close or loved ones, while formal letters are written to people in some official position.
- Formal letters are written to people in some official position. The purpose of writing a formal letter is to request, to complain or to inform.
- There are various differences in style between letters written in American English and British English.
- Application letters seeking jobs are essentially of two types—*suomoto* and in response.
- Application letters sent by an applicant *suomoto* (or *suomotu*) are those where the aspirant is sending the letter by choice and not in response to any specific advertisement or invitation.
- *Suomoto* means action done on your own without any formal request from anyone.
- The second category of application letters relates to those sent in response to specific advertisements or announcements or invitations.
- In some cases, like government and public sector organizations, there would be printed application forms, often available for a fee, and the same have to be obtained, filled in and submitted as directed.
- Application letters are often accompanied by short covering letters. Covering letters, also referred to as cover letters, are often sent along with a job application or a resume.
- The covering letter provides an opportunity to the job-seeking candidate to make the application somewhat distinctive.
- In fact, the appeal and elegance of the covering letter can sway the prospective employers in your favour and get them interested in looking closely at your resume.
- An application letter presents the candidate's profile to the organization or the recruitment agency.
- The application letter should be updated on an ongoing basis in order to ensure that the latest details are furnished.
- Having taken the initiative of preparing an application and covering letter providing all relevant details in an elegant eye-catching manner, the next step is to ensure that it is addressed to the right person or authority.
- Job seekers sending application letters must resist the temptation to send out multiple copies to the same organization.

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## 3.8 KEY TERMS

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- **Descriptive essays:** It is an essay that includes the description of some person, place or thing.



- **Reflective essays:** In such essays, the writer ponders over a subject or idea. It can include qualities like heroism, honesty, patriotism, socio-political issues such as education, corruption, democracy, philosophical and religious topics.
- **Imaginative essays:** In an imaginative essay, the writer is required to put himself in someone else's shoes and visualize a situation or experience.
- **Expository essay:** It consists of explanation of a subject or topic. The word expository means 'to explain'.
- **Suomoto:** It refers to an action done on your own without any formal request from anyone.
- **Application letter:** It refers to a type of letter which represents the candidate's profile to the organization or the recruitment agency.

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### 3.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES

#### Objective Type-Questions

1. Fill in the blanks
  - a. The purpose of written communication is two-fold—to inform and to \_\_\_\_\_.
  - b. The essay 'Women and Wives' is written by \_\_\_\_\_.
2. True or False
  - a. The essay 'True and False Humour' is written by Charles Lamb. True/False
  - b. In an informal letter, we begin with the sender's address. True/False

#### Answers

1. a. persuade      b. Joseph Addison
2. a. False      b. True

#### Short-Answer Questions

1. What is meant by the term 'essay'?
2. What is meant by the term 'accuracy' in effective writing?
3. State the difference between cohesion and cohesence.
4. How is informative writing different from persuasive or argumentative writing?
5. What is meant by a 'theme sentence' in an essay?
6. Give an example of an informal letter which is written in a block format.
7. List the points to be kept in mind while sending application letters.
8. What is the subject matter of a cover letter?

## NOTES

### Long-Answer Questions

1. Identify and describe the various characteristics of a good essay.
2. Identify and explain the various types of essays.
3. What are the different parts of an essay? Distinguish between an introductory paragraph and the body of an essay.
4. What are the necessary steps for good essay writing? Discuss.
5. Explain the difference between an informal and formal letter.
6. Explain the concept of in-response applications.
7. What is a covering letter? Discuss its importance.

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### 3.10 FURTHER READING

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- Chaturvedi, P. D. and Mukesh Chaturvedi. 2011. *Business Communication: Concepts, Cases and Applications*. New Delhi: Pearson.
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## UNIT 4    TRANSLATION OF SENTENCES AND PASSAGES

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*Translation of Sentences  
and Passages*

### NOTES

#### Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Translation from English to Hindi
  - 4.2.1 Translation: Important Requisites
  - 4.2.2 Specimen Passages
- 4.3 Translation from Hindi to English
  - 4.3.1 Specimen Passages
- 4.4 Answers to 'Check Your Progress'
- 4.5 Summary
- 4.6 Key Terms
- 4.7 Self-Assessment Questions and Exercises
- 4.8 Further Reading

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### 4.0 INTRODUCTION

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Translation implies replacement of the original language with an appropriate semantic parallel in a different language. Translation has a multi-dimensional role in the teaching-learning process. When learners are in a position to communicate the ideas expressed in a particular language into an equivalent version of the same in a different language, their understanding of the target language increases. Translation can help in comprehension and appreciation of a literary piece. It also contributes to creativity as it provides us with an alternate means of communication of ideas. In this unit, an attempt has been made to prepare texts keeping in view the societal needs of students.

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### 4.1 OBJECTIVES

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After going through this unit, you will be able to:

- Understand the importance of translation as an educational need
- Learn the rules for translating a piece from one language to another
- Learn how to write a good translation of a given passage

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### 4.2 TRANSLATION FROM ENGLISH TO HINDI

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Translation is a challenging activity, which requires an understanding of the following:

1. The form and content of the text
2. Grammatical and semantic structures

## NOTES

3. Language at all levels - grammatical, phonological, lexical and semantic

4. Signals of a language

अनुवाद एक चुनौतिपूर्ण प्रक्रिया है, जिसके लिए निम्न को समझने की आवश्यकता है:-

1. पाठ्य-सामग्री का प्रकार एवं विषय-वस्तु
2. व्याकरण एवं अर्थगत् संरचना
3. भाषा के सभी स्तर - व्याकरण-संबंधी, स्वर-विज्ञान संबंधी, शाब्दिक एवं अर्थगत् संबंधी
4. भाषा के संकेत

### 4.2.1 Translation: Important Requisites

Before translating from one language to another, learners should keep in mind the following points:

1. Adequate knowledge of both languages at all levels.
2. Basic understanding of the sentence-structure in both languages.
3. Avoidance of wrong and misplaced usage.
4. Correct application of grammatical rules.
5. Knowledge of nuances of both the languages.
6. Sensitivity to societal needs and a consideration for the given milieu, the audience and the readers.
7. Judicious selection of exact parallels for words and expressions.
8. Command over exhaustive and appropriate vocabulary.
9. Placement of selected words and expressions in their appropriate contexts.
10. Avoidance of difficult words as these impair the beauty of the texture. The use of simple words and expressions, which can convey exact meaning, should be preferred.
11. Literal translation sometimes fails to convey the actual meaning of the text so a translator should coin equivalent words and expressions to convey the exact meaning.
12. If the sentences in the original text are very long, these can be broken into smaller ones while translating. Here we should be careful that coherence and meaning are not lost in the process.
13. Readability and compactness of the passage should be maintained.

एक भाषा से दूसरी भाषा में अनुवाद करने से पहले अभ्यर्थी को निम्न बातों का ध्यान रखना चाहिए:-

1. सभी स्तरों पर दोनों भाषाओं का पर्याप्त ज्ञान होना।
2. दोनों भाषाओं की वाक्य-संरचनाओं की पूरी समझ होना।
3. गलत एवं अनुपयुक्त प्रयोग न करना।

4. व्याकरण के नियमों का पालन करना।
5. दोनों भाषाओं की बारीकियों को समझना।
6. सामाजिक आवश्यकताओं के प्रति संवेदनशीलता तथा प्रस्तुत परिवेश, श्रोताओं एवं पाठकों को ध्यान में रखना।
7. शब्दों एवं भावों के लिए बिल्कुल सही एवं समानान्तर विकल्प चुनना।
8. सही एवं व्यापक शब्दावली पर पूरा नियंत्रण होना।
9. चुनिंदा शब्दों एवं भावों को उनके उचित संदर्भ के अनुसार सही स्थान पर स्थित करना।
10. मुश्किल शब्दों का प्रयोग न करना क्योंकि इनसे संरचना का सौंदर्य बिगड़ता है। सरल शब्दों एवं उचित भाव का प्रयोग ही अर्थ का सही संदेश देने में सक्षम है।
11. कई बार साहित्यिक अथवा शब्द से शब्द का अनुवाद करने से पाठ्य-सामग्री का सही अर्थ सम्प्रेषित होने में असफलता मिलती है, इसलिए एक अनुवादक को रचना का सही अर्थ प्रेषित करने के लिए समानान्तर शब्दों एवं भावों का चुनाव करना चाहिए।
12. यदि मूल प्रति की पाठ्य-सामग्री के वाक्य बहुत बड़े हों तो अनुवाद करते समय इन्हें छोटे-छोटे वाक्यों में विभाजित किया जा सकता है। यहाँ हमें इस बात का भी पूरा ध्यान रखना चाहिए कि अनुवाद की प्रक्रिया के दौरान कहीं मूल पाठ्य-सामग्री का सामंजस्य एवं अर्थ ही न खो जाए।
13. परिच्छेद की रोचकता एवं सघनता को बनाए रखना भी बहुत आवश्यक है।

## NOTES

### 4.2.2 Specimen Passages

Study carefully the following specimen passages in English which have been translated into Hindi for your convenience and understanding:

अंग्रेजी भाषा के निम्नलिखित परिच्छेदों के नमूनों को ध्यान से पढ़ें, जिन्हें आपकी सुविधा एवं जानकारी के लिए हिन्दी भाषा में अनुवादित किया गया है:-

1. Higher education, as we see in India, suffers from manifold anomalies due to some socio-economic reasons. Hence, in spite of the most excellent efforts, there has not been any remarkable qualitative improvement. Any educational institution which intends to achieve excellence, must have efficient, capable and research-oriented teachers and sound infrastructural facilities. Such an arrangement will create the proper academic environment. The need of the hour is to identify such institutions in India - the educational institutions with initiative and capability enough to compete with the excellent education centres in advanced countries.

जैसा कि हम भारत में देखते हैं, यहाँ उच्च-शिक्षा कई सामाजिक एवं आर्थिक कारणों से नाना प्रकार की विसंगतियों का शिकार रही है। यहाँ कई उत्कृष्ट प्रयासों के बावजूद भी उच्च-शिक्षा के क्षेत्र में कोई उल्लेखनीय सुधार नहीं हो पाया है।

## NOTES

जो कोई भी शिक्षण संस्थान कोई विशिष्ट उत्कृष्टता हासिल करना चाहता है, उसके पास प्रतिभावान शोधकर्ता शिक्षक एवं बेहतरीन बुनियादी ढाँचागत सुविधाओं का होना नितांत आवश्यक है। ऐसी व्यवस्था से एक उत्तम शिक्षण वातावरण तैयार होगा। इस क्षण की सबसे बड़ी ज़रूरत यही है कि भारत में ऐसे शिक्षण संस्थानों की पहचान की जाए, जो इस क्षेत्र में अग्रणी हों और जिनके पास विकसित राष्ट्रों के उत्कृष्ट शिक्षण केन्द्रों के साथ प्रतिस्पर्धा करने की पूरी क्षमता हो।

2. We can neither take rational decisions nor can we reach definite conclusions unless we give a serious consideration to various aspects of the problems and issues before us. So it is imperative that we develop thinking efficiency to make clear our decisions about the dilemmas of life. We should also keep in mind that much depends upon our viewpoint about something when we pass our judgement upon it. It is rightly said that nothing is good or bad. It is only our thinking which makes it so. We should, therefore, try to make our thinking positive, constructive and optimistic. In this way, we will be confident enough to resolve our problems in a better manner.

जब तक हम अपने सामने मौजूद विभिन्न समस्याओं एवं मुद्दों के विभिन्न पहलुओं पर गंभीरतापूर्वक चिंतन नहीं करते, तब तक हम न तो कोई तर्कपूर्ण निर्णय ले सकते हैं और न ही किसी निश्चित निष्कर्ष पर पहुँच सकते हैं। इसलिए यह अनिवार्य है कि हम अपनी चिंतन कुशलता को बढ़ाएँ और जीवन की दुविधाओं के प्रति सही एवं स्पष्ट निर्णय ले सकें। इसके साथ ही हमें यह बात भी याद रखनी होगी कि किसी भी मसले पर हमारा कोई भी निर्णय उस मसले के प्रति हमारे दृष्टिकोण पर निर्भर करता है। किसी ने ठीक ही कहा है— कुछ भी न तो अच्छा होता है और न ही बुरा। यह तो केवल हमारी सोच होती है जो इसे ऐसा (अच्छा या बुरा) बना देती है। इसलिए हमें अपने दृष्टिकोण को सकारात्मक, रचनात्मक एवं आशावान बनाना चाहिए। इसी से हम अपनी समस्याओं को और अधिक कुशलता एवं श्रेष्ठता के साथ सुलझाने में सक्षम हो पाएँगे।

3. Safdar Hashmi's role in waging a constant war against communal forces and creating public support for communal goodwill and solidarity, has been vital. His contribution towards the establishment of communal harmony through humanitarian outlook and feelings of fraternity, is worth appreciation. His strong personality and his rare devotion to work will remain a source of constant inspiration and constructive moral strength for us. Safdar struggled for the rights of the common man on democratic and cultural fronts and laid down his life for the well-being of humanity. He ignited a nation-wide flame of incessant struggle in the hearts of artists, writers and the intelligentsia. It is our paramount duty to fulfil the grand task, which was left unfinished due to his untimely demise, the task of qualitative amelioration of the society.

साम्प्रदायिक ताकतों के विरुद्ध निरन्तर संघर्ष करने तथा साम्प्रदायिक सद्भाव एवं मज़हबी एकता के प्रति जनता को एकजुट करने में सफ़्दर हाशमी की भूमिका बेहद उपयोगी रही है। मानवीय दृष्टिकोण एवं बन्धुत्व की भावना से साम्प्रदायिक सद्भाव स्थापित करने में उनका योगदान सराहनीय है। उनका शक्तिशाली व्यक्तित्व एवं कार्य के प्रति उनकी असाधारण लगन, हमारे लिए सदैव प्रेरणा तथा

सृजनात्मक नैतिकता का स्रोत रहेंगे। उन्होंने राष्ट्रीय स्तर पर कलाकारों, लेखकों एवं प्रबुद्ध वर्ग के लोगों के हृदयों में सतत् संघर्ष की लौ प्रज्जलित की है। इसलिए अब हमारा यह प्रधान कर्तव्य हो गया है कि हम उनके समाज-सुधार के गुणात्मक कार्य को पूरा करें, जो उनके असमय निधन के बाद अधूरा रह गया है।

## NOTES

4. In India, the family structure and processes in the family set-up have undergone radical changes. Joint families are being replaced by nuclear families. It is generally thought that in a nuclear family system, children do not get enough affection and security from their parents. Some people think that in such families, healthy and wholesome development of children is not possible. There are others, who opine that if both the parents pursue their extra-familial interests, socio-cultural and academic, they fall short of their duties towards their children. I think that is a total misconception. What is important is not how much time we spend with our family but how we spend it. What is needed is that we should try to keep the atmosphere in the family tension-free so that we may provide our children with the required emotional stability and moral strength.

भारत में पारिवारिक ढाँचे एवं पारिवारिक प्रक्रिया की व्यवस्था में अनेकों मूलभूत परिवर्तन हुए हैं। अब संयुक्त परिवारों का स्थान एकल परिवारों ने ले लिया है। सामान्य तौर पर ऐसा माना जाता है कि एकल परिवार व्यवस्था में बच्चों को उनके अभिभावकों से पूरा प्यार एवं सुरक्षा नहीं मिल पाती। कई लोगों का सोचना है कि ऐसे परिवारों में बच्चों का पूर्ण एवं स्वस्थ विकास नहीं हो पाता। कुछ ऐसे भी लोग हैं जो ये मानते हैं कि यदि दोनों ही माता-पिता अथवा अभिभावक अपने गैर-पारिवारिक हितों, समाज, संस्कृति एवं शिक्षण का अनुकरण करते हैं तो वे अपने बच्चों के प्रति अपने कर्तव्यों का निर्वाह भली प्रकार से नहीं कर पाते हैं। लेकिन मुझे ऐसा लगता है कि ये सब मात्र भ्रांतियाँ हैं। यह महत्वपूर्ण नहीं कि हम अपने परिवार के साथ कितना समय बिताते हैं, बल्कि यह अधिक महत्वपूर्ण है कि हम परिवार के साथ कैसा समय बिताते हैं। यह बहुत ज़रूरी है कि हम अपने परिवार का माहौल तनाव-रहित रखें ताकि हम अपने बच्चों को आवश्यक भावनात्मक एवं नैतिक बल प्रदान कर सकें।

5. Keeping in view the large number of TV programmes, parents and guardians should adopt a strict approach. It is they who should decide whether their children should view a particular programme or not. They should also ensure that TV viewing does not develop any misconceptions and wrong notions in the minds of their children. The selection of the programmes should be so judicious that TV gives the children healthy and lively entertainment and enriches their knowledge. Parents should guide their children from time to time so that they may not see such programmes that instil negative and pessimistic thoughts and create emotional upheaval in them.

इतने सारे टेलिविज़न कार्यक्रमों को ध्यान में रखते हुए माता-पिता एवं अभिभावकों को इस मामले में बेहद कड़ा रुख अपनाना चाहिए। उन्हें ही ये फैसला करना चाहिए कि क्या उनके बच्चों को कोई विशेष कार्यक्रम देखना चाहिए अथवा नहीं। साथ ही उन्हें यह भी सुनिश्चित करना चाहिए कि टीवी के कार्यक्रम देखने से

## NOTES

बच्चों में किसी प्रकार की भ्रांति अथवा गलत धारणा न पनपे। कार्यक्रमों का चयन इतना विवेकपूर्ण हो कि टीवी देखने से बच्चों का स्वस्थ एवं जीवंत मनोरंजन हो और उनके ज्ञान में वृद्धि हो। समय-समय पर माता-पिता को अपने बच्चों का मार्गदर्शन करते रहना चाहिए ताकि बच्चे ऐसे कार्यक्रम न देखें, जिनसे उनमें नकारात्मक एवं निराशाजनक विचार उत्पन्न हों या उनके मन में किसी प्रकार की भावनात्मक उथल-पुथल पैदा हो जाए।

6. Education is a tool that can play a vital role in improving the socio-economic condition of the nation. It empowers citizens with analytical abilities, leads to better confidence levels and fortifies one with will power and goal setting competencies.

Education involves not only textbook learning but also a growth of values, skills and capacities. This helps individuals to plan for their career as well as play a useful part in building a new society with progressive values. Hence, education results in changing both individual lives as well as that of the entire community for the better. Literacy and level of education are basic indicators of the level of development achieved by a society. Spread of literacy is generally associated with important traits of modern civilization such as modernization, urbanization, industrialization, communication and commerce.

शिक्षा एक ऐसा साधन है जो राष्ट्र की सामाजिक-आर्थिक स्थिति को सुधारने में एक महत्वपूर्ण भूमिका निभा सकती है। यह नागरिकों को विश्लेषणात्मक योग्यताएं प्रदान करती है, उनके आत्मविश्वास के स्तर को बेहतर बनाती है तथा उन्हें इच्छाशक्ति एवं लक्ष्य निर्धारण क्षमताओं के द्वारा सुदृढ़ बनाती है।

शिक्षा में केवल पाठ्य-पुस्तकों के द्वारा ज्ञानार्जन ही नहीं बल्कि मूल्यों, कुशलताओं व क्षमताओं में वृद्धि भी सम्मिलित होती है। इससे व्यक्तियों को अपनी आजीविका हेतु योजना बनाने के साथ-साथ प्रगतिशील मूल्यों के द्वारा नए समाज का निर्माण करने में एक उपयोगी भूमिका निभाने हेतु सहायता प्राप्त होती है। अतः शिक्षा बेहतरी हेतु व्यक्ति के जीवन के साथ-साथ संपूर्ण समुदाय में बदलाव लाने में सफल सिद्ध होती है। साक्षरता एवं शिक्षा का स्तर किसी समाज के द्वारा अर्जित विकास के स्तर के मूलभूत संकेतक हैं। सामान्य तौर पर, साक्षरता का प्रसार आधुनिक सभ्यता की महत्वपूर्ण विशेषताओं से जुड़ा होता है जैसे कि आधुनिकीकरण, शहरीकरण, औद्योगिकीकरण, संचार एवं व्यवसाय।

7. Education is the most powerful weapon you can use to change the world'—these words of Nelson Mandela, the first black president of South Africa and the winner of Nobel Peace Prize in 1993, are apparent testimony of the importance of education in the life of an individual. Education is a liberating force which prepares an individual to become a useful member of family, asset to the society and priceless resource for the nation. The process of education helps to flourish the innate capabilities of an individual so that he could attain the fullest development of his personality. In the words of Swami Vivekananda, 'Education is a process by which character is formed, strength



of mind is increased, intellect is expounded and one can stand on her own feet.’

Education is the backbone of any country in several ways. On the one hand it acts as a catalyst in developing the eternal and constitutional values of freedom and equality, on the other hand it strengthens the country by providing educated manpower and checking brain-drain. It also serves the purpose of individual, social and national growth through precise planning for creating educated manpower in various fields needed by society, industry and country. In this way, it serves the economic interests of the country. By creating educated youth it is ensured that our democracy will sustain and prosper for the best interests of all the citizens of India.

Freedom and equality are our constitutional values. Inculcation of these virtues among the citizen of a country is among the foremost objectives of governments. There is no other way than education to achieve these objectives in the true sense. Governments may adopt the means of advertising or launching campaigns to publicize and institutionalize these values among masses; but all these would certainly prove lesser effective than inculcation of the same through education process in schools and similar institutions. Inculcation of these virtues serve several purposes simultaneously. These include establishment of a free, equality-based, democratic, educated and enlightened society. It is essential for prosperity, political stability, national development and success of democracy in the nation. This process needs intrinsic planning and implementation.

‘शिक्षा वह सबसे शक्तिशाली शस्त्र है जिसका प्रयोग आप दुनिया को बदलने के लिए कर सकते हैं- दक्षिण अफ्रिका के प्रथम अश्वेत राष्ट्रपति और 1993 में नोबेल शांति पुरस्कार के विजेता, नेल्सन मंडेला के ये शब्द किसी व्यक्ति के जीवन में शिक्षा की महत्ता के स्पष्ट प्रमाण हैं। शिक्षा वह सशक्त शक्ति है जो किसी व्यक्ति को परिवार का एक उपयोगी सदस्य, समाज की पूंजी और राष्ट्र हेतु अनमोल स्रोत बनने के लिए तैयार करती है। शिक्षा की प्रक्रिया किसी व्यक्ति की जन्मजात क्षमताओं को विकसित करने हेतु सहायता प्रदान करती है ताकि वह अपने व्यक्तित्व का पूर्ण विकास कर सके। स्वामी विवेकानन्द के शब्दों में, ‘शिक्षा एक प्रक्रिया है जिसके द्वारा चरित्र का निर्माण होता है, मानसशक्ति में वृद्धि होती है, समझ में वृद्धि होती है तथा व्यक्ति अपने पैरों पर खड़ा हो सकता है।’

शिक्षा कई तरीकों से किसी भी देश की रीढ़ की हड्डी होती है। एक तरफ यह स्वतंत्रता एवं समानता के चिरकालिक एवं संवैधानिक मूल्यों को विकसित करने हेतु एक उत्प्रेरक की तरह कार्य करती है और दूसरी तरफ यह शिक्षित मानवशक्ति प्रदान करके तथा प्रतिभा पलायन पर रोक लगाकर देश को सशक्त बनाती है। यह समाज, उद्योग व देश के द्वारा आवश्यक विभिन्न क्षेत्रों में शिक्षित मानवशक्ति तैयार करने के लिए निश्चित योजना के जरिये व्यक्तिगत, सामाजिक व राष्ट्रीय उन्नति के उद्देश्य को भी पूरा करती है। इस प्रकार, यह देश के आर्थिक हितों हेतु योगदान करती है। शिक्षित युवा तैयार करके यह सुनिश्चित किया जाता है कि भारत के

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सभी नागरिकों सबसे बेहतर हितों के लिए हमारा लोकतंत्र फलता-फूलता रहेगा। स्वतंत्र एवं समानता हमारे संवैधानिक मूल्य हैं। किसी देश के नागरिकों को इन सदाचारों की शिक्षा प्रदान करना सरकारों के सर्वप्रथम उद्देश्यों में से एक होता है। वास्तविक अर्थ में इन उद्देश्यों की प्राप्ति का शिक्षा के अतिरिक्त कोई ओर तरीका नहीं है। सरकार जनता में इन मूल्यों को प्रचारित व संस्थागत करने के लिए विज्ञापन या अभियान चलाने जैसे साधनों को अपना सकती है किन्तु ये सब निश्चित रूप से विद्यालयों एवं इसी प्रकार के संस्थानों में शिक्षा की प्रक्रिया के जरिये इनके प्रसार की तुलना में बहुत कम प्रभावी सिद्ध होगा। इन सदाचारों की शिक्षा प्रदान करने से एक साथ कई उद्देश्य पूरे होते हैं। इनमें सम्मिलित हैं एक स्वतंत्र, समानता पर आधारित, लोकतांत्रिक, शिक्षित एवं प्रबुद्ध समान की स्थापना करना। यह देश में समृद्धि, राजनीतिक स्थिरता, राष्ट्रीय विकास एवं लोकतंत्र की सफलता हेतु आवश्यक है। इस प्रक्रिया हेतु मूलभूत योजना व क्रियान्वयन की आवश्यकता है।

8. It is a well-known fact that psychology has been influenced by a number of disciplines. Psychology has already grown into an independent field of study. It is very important for the prospective teacher to have an adequate knowledge of the systematic development of psychology so as to understand the behaviour of learners for bringing about desirable changes in them. There are different approaches, systems or schools of thought on the subject. In this chapter, an attempt has been made to point out salient features of the important systems, works of leading psychologists and the contributions made to education.

Five important systems of psychology are:

- Experimental psychology (Structuralism)
- Functionalism
- Behaviourism
- Gestalt school
- School of psychoanalysis

Strictly speaking, experimental school and structural school are not identical but in spirit and method, they are very close.

यह एक जाना-मान तथ्य है कि मनोविज्ञान कई विज्ञानों से प्रभावित रहा है। एक स्वतंत्र क्षेत्र के रूप में मनोविज्ञान का प्रकटीकरण कुछ काल पूर्व ही हुआ है। यह भावी शिक्षक के लिए बहुत महत्वपूर्ण है कि उसे मनोविज्ञान के व्यवस्थित विकास का पर्याप्त ज्ञान हो ताकि वह विद्यार्थियों में अपेक्षित परिवर्तनों को लाने के लिए उनके व्यवहार को समझ सके। मनोविज्ञान के विभिन्न दृष्टिकोण या पद्धतियां या व्यवस्थाएं हैं। इस पाठ में, मनोविज्ञान की महत्वपूर्ण व्यवस्थाओं की प्रमुख विशेषताओं, उनके अग्रणी मनोवैज्ञानिकों और योगदानों की ओर ध्यान दिलाने का प्रयास किया गया है।

मनोविज्ञान की पांच महत्वपूर्ण प्रणालियों है:-

1. प्रयोगात्मक मनोविज्ञान (संरचनावाद)
2. व्यावहारिकता
3. व्यवहारवाद
4. गेस्टाल्ट की पद्धति
5. मनोविश्लेषण पद्धति

वास्तव में, प्रयोगात्मक एवं संरचनात्मक पद्धतियां समरूप होती हैं बल्कि एक सामान्य तरीके से यह कहा जा सकता है कि भावना एवं विधि के संबंध में दोनों में बहुत निकटता है।

9. Indian society is undergoing a major change. This is the result of various developments such as urbanization, westernization, industrialization and politicization. These processes have drastically influenced the structure of Indian society. With some positive effects, these developments have also created problems for the 'family organization,' which is the basic unit of society, especially for women. Not only have these changes affected the traditional structure of society, it has created different outcomes for India women. These substantial changes have given new meaning to the role of women. Now besides motherhood and domestic work, women are actively participating in economic organization. Although, there is an increase in women's role in modern society, the status of women has not improved. Despite comprising 50 per cent of the world's population, women till date are not given equal status with men. A major reason may be attributed to the gender role socialization that operates in every society. This differential socialization raises boys and girls for different roles. However, if total involvement is taken into account, women have multiple roles that far exceed those of her male counterparts.

भारतीय समाज आज महत्वपूर्ण बदलाव की स्थिति से गुजर रहा है। यह सब विभिन्न प्रकार के विकासों जैसे नगरीकरण, औद्योगीकरण और राजनीतिकरण का परिणाम है। इन प्रक्रियाओं ने भारतीय समाज की संरचना को बहुत प्रभावित किया है। कुछ सकारात्मक प्रभावों के साथ इन प्रक्रियाओं ने पारवारिक संगठन के लिए समस्याएं भी पैदा की हैं, जोकि मुख्यतः महिलाओं के लिए समाज की मूल इकाई हैं। ये बदलाव केवल समाज की परम्परागत संरचना को ही प्रभावित नहीं करते हैं, बल्कि भारतीय महिलाओं के लिए विभिन्न प्रकार के परिणामों को भी जन्म देते हैं। ये वास्तविक बदलाव महिलाओं की भूमिका को एक नया प्रयोजन देते हैं। मातृत्व और घरेलू कार्यों के अतिरिक्त, महिलाएं आज के दौर में आर्थिक संगठन में सक्रिय रूप से भाग ले रही हैं। यद्यपि आधुनिक समाज में महिलाओं की भूमिका में वृद्धि हुई है, फिर भी महिलाओं की स्थिति में कोई सुधार नहीं हुआ है। पूरी जनसंख्या के लगभग पचास प्रतिशत होने के बावजूद भी महिलाओं को

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आजतक पुरुषों के समान प्रतिष्ठा नहीं मिली है। हर समाज में चल रही इस भूमिका के समाजीकरण के लिए लिंग को जिम्मेदार ठहराया जाना एक प्रमुख कारण हो सकता है। इस प्रकार का समाजिक अंतर लड़के तथा लड़कियों को विभिन्न भूमिकाओं के लिए तैयार करता है। हालांकि, यदि सभी की भूमिकाओं को देखा जाये तो पुरुषों के समक्ष महिलाओं की विभिन्न भूमिकाएं बहुत अधिक हैं।

10. Readers intend to use texts on women studies and the subject of gender in a different way since the last three decades. Earlier, the issues related to women studies were not identified or were addressed separately. A few developments have broadened the study enveloping women. In the early eighties, courses and texts on gender began to incorporate systematically issues specifically related to women and the connected diversity. At the same time efforts made by several feminist scholars worldwide, insisted that gender should be studied as a relational construct, hence, more concrete studies of man began to emerge after it. Gradually, it was established that the subject of gender studies is aimed at the diversity related to race, class and sex-based difference, and such a study must be an integral part of gender studies. Gender studies is known to have originated in the United States, which is a well-developed industrial nation and a capitalist country. On the other hand, the main focus of European studies was based on sex and gender. In the twenty-first century, one will observe that gender studies are centrally implicated in the process of globalization.

पिछले तीन दशकों से पाठ्यकर्मियों की मंशा नारी अध्ययन पर लिखी गई किताबों तथा लिंग के विषयों को विभिन्न रूप से उपयोग करने की रही है। पहले नारी अध्ययन से जुड़े विषयों को अलग तरीके से पहचाना तथा संबोधित नहीं किया जाता था। पिछले दशकों के कुछ क्रम-विकास के कारण नारी से जुड़े अध्ययन का विस्तार हुआ है। 1980 के शुरुआती दशक में, लिंग पर उन पाठ्यक्रम तथा ग्रंथों को व्यवस्थित रूप से शामिल किया गया, जो नारी और उनसे जुड़ी विविधताओं से संबंधित थे। उसी दौरान, विश्व स्तर पर नारीवादी विद्वानों द्वारा किये गए प्रयासों ने इस मुद्दे पर जोर डाला था की लिंग को सापेक्ष निर्माण के रूप में अध्ययन किया जाए, जिसके पश्चात मनुष्य के बारे में अधिक ठोस अध्ययनों का उद्घरण हो सके। धीरे-धीरे मान लिया गया कि अध्ययन के विषय-जाति, श्रेणी और लिंग आधारित भिन्नताएं जैसी विविधताओं पर केंद्रित था और उन सभी अध्ययनों को लिंग अध्ययन का अभिन्न अंग बनाना अनिवार्य था। लिंग अध्ययन का जन्म अमेरिका में हुआ, जोकि एक सुविकसित उद्यमी राष्ट्र तथा पूंजीवादी देश है। दूसरी तरफ, यूरोपीय अध्ययन का मुख्य उद्देश्य जाति और लिंग पर आधारित था। इक्कीसवीं सदी में, हम यह देखते हैं कि लिंग अध्ययन भूमंडलीकरण विधि में केंद्रीय रूप से लिप्त है।

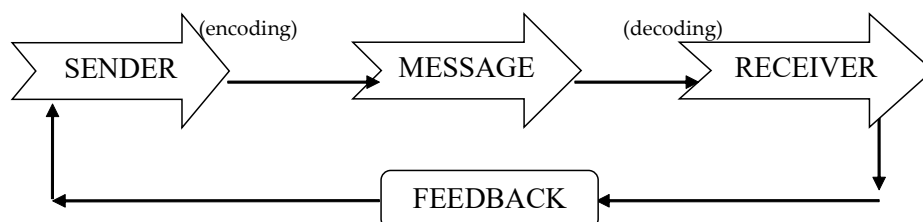
### Check Your Progress

1. Why is translation important?
2. What kind of knowledge does translation require?
3. What are the important points to be kept in mind while undertaking translation?

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## 4.3 TRANSLATION FROM HINDI TO ENGLISH

In simple terms, to 'translate' is to meaningfully convey or to carry across a message from one language to another. Take for instance the ease with which one translates currency while shopping at a grocery shop— "thirty rupees" to 'tees rupaye' i.e. from English to Hindi and vice versa. Translation is primarily a process of communication in which an idea is conveyed from the language it is originally expressed in, which is called the source language (SL), into a language comprehensible to the intended/target audience, which is called the target language (TL). The process of translation involves multiple steps, quite similar to that of the communication cycle:



The significance of translation lies in the different languages being used by the two parties, the sender and the receiver. Translation therefore becomes an exceedingly complex activity because no two languages share the same structures of grammar, composition and so on. This is what Eugene A. Nida refers to when he declares "Since no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages. Hence there can be no fully exact translations". According to another definition provided by noted linguist and critic J. C. Catford, Translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)."

Translation is an activity which involves substituting messages in one language not for separate code-units but for entire messages in some other language. In other words the code units and their meaning have to be transferred from source language to target language. The role of a translator, therefore, is to read the original text or message carefully, re-codify accurately and transmit the message meaningfully in the target language.

Hence it can be said that translation involves two equivalent messages in two different codes. Roman Jakobson, in his "*On Linguistic Aspects of*

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*Translation*”, talks about the problem of equivalence in meaning between words in different languages. He points out that “there is ordinarily no full equivalence between code-units.” What he means is that when one is trying to translate from the source language, one figures out that sometimes it is impossible to find an exact, equivalent word or expression in the target language. The reason is that our language is based on the socio-cultural practices. For example, suppose you are translating a message or a document for primarily English - Western readers who are not familiar with Indian culture and the word “*sindur*” appears somewhere in message, which we generally translate as “the vermillion mark.” The problem is that the literal translation would not translate the cultural connotations associated with the word “*sindur*.” The translator then would need to convey the message probably by providing details about what is the significance of “*sindur*” in Hindu culture (may be in foot notes).

Equivalence is the cardinal issue in translation but as Mona Baker says equivalence ‘is influenced by a variety of linguistic and cultural factors and is therefore always relative’ (Baker 1992: 6). Susan Bassnett in her book *Translation Studies* sees the process of translation as potentially the process of finding the exact equivalent as she writes –

“Translation involves far more than replacement of lexical and grammatical items between languages ... Once the translator moves away from close linguistic equivalence, the problems of determining the exact nature of the level of equivalence aimed for begin to emerge. (Bassnett 2002: 34)

In this context, it is to be understood that when one does word for word translation, one often finds oneself into a problematic arena as often the signifiers of one language is not available in another language or they do not connote the same thing. Therefore the Translator finds himself or herself in a soup when he or she tries to do Literal Translation and therefore more translators favour Semantic Translation. For example, a direct-literal translation of a sentence in Hindi, “*Maine apne haathon se usey kitaab di*” can create a funny situation in “I gave her the book with my own hands” (as if one could give someone something by using someone else’s hands!) whereas a better way to translate it semantically could be “I gave her the book myself”. Similarly, “*Woh meri byaahta hai*” can lead to an awkward literary translation as “She is my wedded wife” (there is no concept of an unwed wife!) and a better semantic translation as “She is my wife”. A sentence like “*Doosro ke kaam me taang mat adaao*” can be literally translated as “Do not put your leg in the work of others” (which sounds hilarious!) or with a little application of meaning with regard to the conventions of the target language, “Do not poke your nose in the work of other people”. Again, while a simple sentence like “I am here” can be literally translated as “*Main hoon yahaan*”, it can lead to quite an intriguing understanding as the tone changes while repositioning the verb “*hoon*” in accordance with the source text in English.

Sometimes, a feeble form of Literal Translation is seen in some advertisements, bill boards, news papers etc. where though the syntax is not copied verbatim, but a natural flow of target language is missing in the translated text. This kind of translation is not as inferior as the exact literal translation, but inferior

nevertheless. For instance, you would have heard the bilingual announcements in the Delhi Metro, which go something like this: “The next station is Rajiv Chowk”, “Agla station Rajiv Chowk hai”; “Change here for the Blue Line”, “Yahan blue line ke liye badlein”; “Please mind the gap”, “Kripaya doori ka dhyaan rakhein”; “There will be a short delay in this service, we apologize for the inconvenience”, “Iss yaatra sewa me kuch vilamb hoga, asuvidha ke liye khed hai”. Here the Hindi term “khed” which means ‘regret’, has been used to translate the English “apologize”, though both carry very different connotations. There can be more such examples like the phrase “follow me” could become “mera peeche karo” or “mere peeche aao” both of which being literally translated, fail to convey the meaning of the original phrase. So a newspaper headline might read “Stay on Caste-based Rallies in UP” and literally translated, it becomes “UP mein jaatiyon ki rally par lagi rok” where the connotation of “caste-based” is somehow completely lost in the Hindi version. Similarly awkward translations of advertisements could read “Lose weight now, ask me how!” and translated as “Vazan ghatayen abhi, mujhse poochen kaise!”.

One application of literal translation is while translating proverbs, idioms and metaphors. Being specifically rooted, these are subjected to partial or full literal translation. English idiom like “After a storm comes calm” is translated as “Toofaan ke baad ki shaanti”, “Simple living, high thinking” becomes “Saada jeevan, uchcha vichar” and “As you sow, so shall you reap” becomes “Jaisa bowoge, waisa kaatoge”. According to the flavour of Hindi however, a better job is accomplished in cases like “Diamond cuts diamonds” which becomes “Lohey ko lohha kaat ta hai”, “Raining cats and dogs” becomes “Moosaladhaar baarish” and “Where there is a will, there is a way” finds an equivalent in the Hindi “Jahaan chaah, wahaan raah”.

### 4.3.1 Specimen Passages / परिच्छेदों के नमूने

Study carefully the following specimen passages in Hindi which have been translated into English for your convenience and understanding:

1. मैं कहीं जा रहा हूँ। मुझे नहीं पता कहाँ? शायद वहीं जहाँ मैं तन्हाई में जाता हूँ। बड़ा सुकून मिलता है। मन्दिरों की घंटियों की आवाज सुनाई देती है। ऐसा लगता है जैसे भगवान मेरे बहुत पास है। मैं पिछले 4 घंटे से चल रहा हूँ पर अभी भी वहाँ नहीं पहुँचा हूँ। जानते हो क्यों? क्योंकि मैं तुमसे फोन पर बात भी कर रहा हूँ। करीब 2 घंटे हो चुके हैं। पता है? एक हाथी दिख रहा है। बड़ा प्यारा सा है। लगता है ये 1 साल का है। मुझे जानवरों का बहुत तजुर्बा है। मैं आसानी से जानवरों की उम्र बता सकता हूँ।

I am going somewhere. I don't know where? Most probably, I will go to the place where I usually go in my loneliness. I feel at peace with myself. The sound of temple's bells is heard there. It seems as if God is just quite close to me. I have been walking for last 4 hours but not yet reached there. You know why? Because I've been talking to you over the phone as well. It has been about 2 hrs. You know what? I can see an elephant. It is very cute. It seems it is one year old. I have rich experience about animals. I can easily figure out animals' age.

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2. विद्यालयों व विश्वविद्यालयों के छात्रों के असंतोष से उत्पन्न अनुशासनहीनता का कारण उनकी यह दृढ़ भावना है कि उनके वयोवृद्ध, राजनीतिज्ञ और प्रशासक, अध्यापक और शिक्षाविद उनके विचारों और आकांक्षाओं की उपेक्षा करते हैं। उनकी असुरक्षा की भावना ने स्थिति को और अधिक गंभीर बना दिया है। अब सही समय आ गया है कि उनकी वास्तविक समस्याओं का विश्लेषण व निराकरण करने के लिए सच्चे व प्रयत्न किये जाएं व ठोस कदम उठाए जाएं।

A certain kind of restlessness among the college and university students has culminated in indiscipline which has stemmed from their deep-rooted feeling that their views and aspirations are ignored by their elders - politicians, and administrators, teachers as well as educationists. The situation has got aggravated to a greater extent by a sense of insecurity among them. It is high time that earnest efforts be made as well as tangible steps are taken so as to analyze their genuine problems and solve them.

3. हमारे देश के सतत विकास और भविष्य के लिए लैंगिक समानता और महिलाओं का सशक्तिकरण महत्वपूर्ण है। इसलिए, यह आवश्यक है कि महिलाओं के लिए समान अधिकार सुनिश्चित किये जाएं जो महिलाओं को आर्थिक, सामाजिक और राजनीतिक निर्णय लेने की भागीदारी के अवसर प्रदान करें। लैंगिक समानता के सिद्धांत भारतीय संविधान के मौलिक अधिकारों, मौलिक कर्तव्यों और निर्देशक सिद्धांतों में निहित हैं। संविधान न केवल महिलाओं के लिए समानता प्रदान करने के लिए है, बल्कि राज्य की शक्ति प्रदान करने और महिलाओं के खिलाफ भेदभाव को प्रतिबंधित करने के उपायों को अपनाने के लिए भी है। विश्व स्वास्थ्य संगठन (डब्ल्यूएचओ) के अनुसार, दुनियाभर में तीन में से एक महिला अपने साथी द्वारा शारीरिक और एक गैर-साथी द्वारा यौन हिंसा से पीड़ित है। इसके अलावा हिंसा महिलाओं के शारीरिक, मानसिक, यौन और प्रजनन स्वास्थ्य पर हानिकारक प्रभाव डालती है और यह एचआईवी के जोखिम को और बढ़ा देती है।

Gender equality and women's empowerment are significant for sustainable development and future of our country. Hence, this requires that equal rights to women should be ensured which in turn would provide access and opportunities to women for participation and leadership in the economy, society and political decision-making. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures to prohibit discrimination against women. According to the World Health Organization (WHO), one in three women throughout the world has experienced physical and sexual violence by a partner or sexual violence by a non-partner. Also, violence has detrimental influence on women's physical, mental, sexual and reproductive health, and can also increase vulnerability to HIV.

4. 9वीं सदी में, सामाजिक सुधार आंदोलन के निर्माण में 1920 के दशक में महिलाओं के आंदोलन बंद कर दिये गए। महिलाओं के आंदोलन उच्च राष्ट्रवाद



और स्वतंत्रता संग्राम की अवधि के दौरान आगे बढ़े। आन्दोलनों की कई उपलब्धियों के बीच सबसे महत्वपूर्ण, महिलाओं के लिए समान अधिकार के संवैधानिक वादे और स्वतंत्र भारत में सार्वभौमिक वयस्क मताधिकार थे। हालांकि, इन वादों ने अधिकतर महिलाओं के जीवन में सामाजिक और भौतिक परिवर्तन लाने के लिए बहुत कम भूमिका निभाई। 1970 के दशक में नए महिला आंदोलन लोकप्रिय राजनीति करने के लिए बड़े पैमाने पर उभरे थे। लम्बे और जोरदार महिला आंदोलनों के बावजूद, पितृसत्ता भारत में अपनी गहरी जड़ें जमाये हुए है। यह राजनीतिक और सामाजिक संस्थाओं की संरचना को और महिला-पुरुष के स्वतंत्रता के अवसरों को प्रभावित करती है। पितृसत्ता और महिलाओं के आंदोलन के बीच बातचीत और संघर्ष, राष्ट्र-राज्य के केंद्रीय गठन के लिए था।

भारतीय महिला आंदोलन अत्यंत विवादास्पद रहा है। जब “भारतीय” होने की पदवी महिला आंदोलन के लिए प्रयोग की जाती है, तो इसके राजनीतिक और सांस्कृतिक व्यक्तित्व का तात्पर्य आंदोलन की विविधता, मतभेदता और संघर्षों को धुंधला कर देती है। समस्या सिर्फ एकता की अभाव की नहीं है, बल्कि उत्तर-औपनिवेशिक भारतीय संस्कृति और राजनीति में लिंग के केंद्रीय स्थान से निकले महिला शब्द से जुड़े असभ्य संघर्षों की है। दरअसल, लिंग की प्रक्रिया-पहचान, भूमिका और लिंग विविधता पर आधारित सम्बन्धों का निर्माण, ये सभी भारतीय राष्ट्रीय राज्य के ऐतिहासिक गठन में महत्वपूर्ण भूमिका निभाते हैं।

The women's movement in India took off in the 1920s, building on the 19th century social reform movement. The women's movement progressed during the period of high nationalism and the freedom struggle, both of which shaped its contours. Among the many achievements of the movement, the most significant were the constitutional guarantees of equal rights for women and universal adult suffrage in independent India. However, these guarantees did little to bring about social and material change in the lives of most Indian women. A New Women's movement, articulated to mass and popular politics, emerged in the 1970s. Despite the longstanding and vigorous women's movement, patriarchy remains deeply entrenched in India, influencing the structure of its political and social institutions and determining the opportunities open to women and men. The negotiation and conflict between patriarchy and the women's movement are central to the constitution of the nation-state.

The term *Indian women's movement* is highly contested. The appellation of 'Indian', when used for the women's movement, implies a political and cultural singularity that obscures the movement's diversity, differences, and conflicts. The problem is not simply one of disunities but rather has to do with intractable conflicts involving the word 'women' that derive from the central position of gender in post-colonial Indian culture and politics. Indeed, processes of gender—the construction of identities, roles, and relations based on sexual differences—played a key role in the historical formation of the Indian nation-state. But gender cannot be separated from other, conflicting political identities, all of which play a crucial role in the life of the nation.

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5. भारत के संविधान की घोषणा दश के राष्ट्रपति और उपराष्ट्रपति द्वारा होनी चाहिए। ये दश में सबसे महत्वपूर्ण पद हैं। यह संसद के सदस्यों के बीच से चुने गए हैं और प्रधानमंत्री व मंत्रियों की परिषद के कार्यों पर प्रकाश भी डालते हैं। इस प्रकार, संसद इस दश में सत्ता के सोता है।

भारत में हर राज्य की अपना प्रशासन चलाने के लिए एक सरकार है। राज्यों की अपनी कार्यपालिका और विधायिका हैं। राज्य का संचालन राज्यपाल और मंत्रियों की परिषद द्वारा मुख्यमंत्री की अध्यक्षता में होता है। भारत का संविधान राज्यपाल के रूप में राज्य का प्रमुख पद प्रदान करता है। यह पद भारत के राष्ट्रपति द्वारा नियुक्त किया जाता है। वह एक राज्य का संवैधानिक प्रमुख और एक राज्य में केन्द्र सरकार का एक प्रतिनिधि दोनों है। राज्यपाल पांच साल की अवधि के लिए नियुक्त किया जाता है। लेकिन उसकी पूरी अवधि की समाप्ति से पहले, राष्ट्रपति उसे पद से खारिज कर सकते हैं। राज्यपाल अपने दम पर इस्तीफा दे सकता है। वह अपने कार्यकाल को बढ़ा सकता है और वह किसी दूसरे राज्य के लिए स्थानांतरित भी किया जा सकता है। हालांकि, राज्य सरकार राज्यपाल को अपने पद से दूर नहीं कर सकती। राज्यपाल होने के लिए, एक व्यक्ति को भारत का नागरिक होना चाहिए और 35 वर्ष से अधिक होना चाहिए और वह संसद या राज्य विधायिका का एक सदस्य नहीं हो सकता है। उसे किसी अन्य पद का लाभ धारण नहीं करना चाहिए। राज्यपाल राज्य परिषद के मंत्रियों को नियुक्त करता है। वह मुख्यमंत्री के रूप में विधान सभा में बहुमत दल के नेता को नियुक्त करता है। मुख्यमंत्री की सलाह पर वह मंत्रीपरिषद के अन्य मंत्रियों की नियुक्ति करता है। भारत के संविधान में भी देश की न्यायिक प्रणाली के कार्यवाहक के रूप में एक उच्चतम न्यायालय का प्रावधान है। इसे न्यायिक समीक्षा अर्थात् निचली अदालतों और उच्चतम न्यायालय की बेंच द्वारा लिए गए निर्णयों पर कोई भी विचार करने या निर्णय को बदलने के लिए विशेष शक्ति है।

The Constitution of India declares that there should be the offices of the President and Vice-President of the country. These are the most significant offices in the country. It also elaborates the functions of the Prime Minister and the Council of Ministers, which are selected from among the members of Parliament. Thus, the Parliament is the fountain of power in this country.

In India, every state has a government to run its own administration. The states have their own executive and legislature. The state executive consists of the Governor and the Council of Ministers headed by the Chief Minister. The Constitution provides for the post of the Governor as the Head of a state in India. He is appointed by the President of India. He is both the Constitutional head of a state and an agent of the Central Government in a state. The Governor is appointed for a term of five years. But before the expiry of his full term, the President can dismiss him from office. The Governor may also resign on his own. His term of office may be extended and he may be transferred to another state. However, the state government cannot remove the Governor from his post. To be the Governor, a person must be

a citizen of India and should complete 35 years of age. And he cannot be a member of the Parliament or the state legislature. He should not hold any office of profit. The Governor appoints the state Council of Ministers. He appoints the leader of the majority party in the Legislative Assembly as the Chief Minister. On the advice of the Chief Minister, he appoints the other Ministers of the Council of Ministers.

The Constitution of India also has the provision of a Supreme Court, the caretaker of the judicial system of the country. This court has the special power of the judicial review i.e. the power to reconsider any of the decisions taken by the lower courts and the bench of the Supreme Court.

6. भारत में दलों की एक अत्यंत अद्वितीय संरचना है, जिसे आसानी से वर्गीकृत नहीं किया जा सकता है। इस संरचना में भारतीय राजनीति के विलक्षण स्वभाव को परिभाषित किया गया है। भारतीय राष्ट्रीय कांग्रेस ने भारत में इस प्रणाली को समाजिक संबंधों के साथ एक प्रमुख एकल दल के रूप में शुरू किया। इसने संसद और राज्य विधानसभाओं में आयोजित सीटों की संख्या और जमीनी स्तर पर अपने संगठनात्मक ताकत के मामले लाने का प्रयास किया। प्रारंभ में, इसने स्थिति का आनंद लिया व वर्चस्व की आजादी के आंदोलन में अपनी भूमिका भी निभायी। हालांकि, भारत की एक संतुलित बहुदलीय प्रणाली है, जब 1977 में जनता पार्टी की सरकार बनी तब यह बात सिद्ध हुई। यह बहुदलीय प्रकृति दक्षिणपंथी दल भारतीय जनता पार्टी (भाजपा) की 1996, 1998 और 1999 में विजय से मजबूत हुई। आंध्रा से तेलुगू देशम पार्टी (तेदेपा) जैसे छोटे क्षेत्रीय दल ने, द्रविड़ मुनेत्र कड़गम (डीएमके) या अन्ना द्रविड़ मुनेत्र कड़गम (अन्नाद्रमुक) ने तमिलनाडु में, बहुजन समाज पार्टी (बसपा) ने उत्तर प्रदेश में और पश्चिम बंगाल, केरल तथा त्रिपुरा में भारतीय कम्युनिस्ट दल (मार्क्सवादी) जैसे दलों ने राष्ट्रीय स्तर की राजनीति में काफी महत्व प्राप्त किया है।

भारत दुनिया में दूसरा सबसे अधिक जनसंख्या वाले देशों में से एक माना जाता है। एक विशाल सरकारी मशीनरी द्वारा आम चुनाव या लोकसभा चुनाव, जिसमें वयस्क पंजीकृत मतदाताओं अपने वोट डालते हैं। इन वोटों के परिणामस्वरूप, सीधे निर्वाचित सदस्यों के आधार पर एक राजनीतिक दल के बहुमत दल के साथ सरकार बनाने के रूप में अपने नेता प्रधानमंत्री चयन करते हैं। हालांकि, इनमें केवल भारत की संसद के लिए आयोजित चुनाव नहीं होता है। चुनाव राज्य विधानसभा के लिए भी आयोजित किए जाते हैं, जिसके माध्यम से राज्य सरकारों का गठन होता है जिससे मुख्यमंत्री चुना जाता है, स्थानीय सरकारी निकायों, नगर पालिकाओं और पंचायतों के रूप में भी चुनाव किए जाते हैं। भारत के राष्ट्रपति एवं राज्यसभा के सदस्यों का चुनाव परोक्ष मतदान विधि द्वारा किया जाता है।

India has an extremely unique party structure that cannot be 'classified' easily. This structure is defined by the singular nature of Indian politics on one hand and the nature of the relationship between the state and the society on the other. The party system in India began as a single-party dominant system with the Indian National Congress (INC) at the helm of affairs. The

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INC enjoyed a dominant position, both in terms of number of seats that it held in the Parliament and the state legislative assemblies, and in terms of its organizational strength at the grassroots level. Initially, it enjoyed a position of hegemony because of its role in the Independence movement. However, this gave way for a balanced multi-party system, when in 1977 the Janata Party government came to power. This multi-party nature was strengthened with the rise of the right wing Bharatiya Janata Party (BJP), which won the elections in 1996, 1998 and 1999. Over time, smaller regional parties, such as the Telugu Desam Party (TDP) from Andhra Pradesh, the Dravida Munnetra Kazhagam (DMK) or Anna Dravida Munnetra Kazhagam (AIADMK) from Tamil Nadu, the Bahujan Samaj Party (BSP) from Uttar Pradesh and the Communist Party of India (Marxist) from West Bengal, Kerala and Tripura, have also gained substantial significance in state and national-level politics.

Elections in India, the second most populous nation in the world, involve a mega exercise by a gigantic government machinery. The most common understanding of elections is the General Elections or the Lok Sabha elections in which registered adult voters cast their votes. Based on the results of these votes, the directly elected members of a political party form the government with the majority party choosing its leader as the Prime Minister. However, these are not the only elections conducted in India. Elections are held for the State Assemblies or Vidhan Sabha through which the state governments are formed and the Chief Minister is chosen, and also for local government bodies such as the Municipalities and the Panchayats. The President of India and members of the Rajya Sabha are also elected, though, through a different method.

7. वैश्वीकरण शब्द मानव जीवन के विभिन्न पहलुओं के अंतर-क्षेत्रीय संबंधों का वर्णन करने के लिए प्रयोग किया गया है। वैश्वीकरण की घटना मानव गतिविधियों और मानव अनुभवों के लगभग हर क्षेत्र में व्याप्त पहलुओं के विषयों की एक विस्तृत विविधता को शामिल करती है। हालांकि, यह ध्यान दिया जाना चाहिए कि वैश्वीकरण मुख्य रूप से एक आर्थिक घटना है जो अंतर्राष्ट्रीय व्यापार, निवेश और पूंजी प्रवाह में वृद्धि के माध्यम से राष्ट्रीय आर्थिक प्रणाली के एकीकरण को शामिल करती है। वैश्वीकरण देशों को उनके अलगाव से बाहर खींचता है और एक देश को किसी दूसरे देश पर निर्भर कराता है। इसके परिणामस्वरूप वित्तीय बाजार, व्यापार की अर्थव्यवस्था, प्रौद्योगिकी के मुक्त प्रवाह और दुनिया भर में ज्ञान के प्रसार में वृद्धि हुई है। भारतीय राजनीति वैश्वीकरण से प्रभावित है।

पिछड़े वर्ग के आंदोलन आजादी से पहले एक मध्यम जाति के आधार थे। मैसूर में लिंगायत एजुकेशनफंड और वोक्कालिगा संघ, उत्तर प्रदेश में यादव और कुर्मी महासभा और महाराष्ट्र में मराठा आंदोलन आदि सुधार और विरोधी आंदोलनों के कुछ उदाहरण हैं। आजादी के बाद पिछड़ी जाति को एक अलग सामाजिक श्रेणी के रूप में मान्यता प्राप्त हुई।

Globalization is an umbrella term used to describe inter-territorial linkages of various aspects of human life. The phenomenon of globalization covers a wide variety of disciplines and discourses that pervade almost every sphere of human activity and every aspect of human experience. However, it must be noted that globalization is primarily an economic phenomenon that involves the integration of national economic systems through the growth in international trade, investment and capital flows. Globalization draws countries out of their isolation and makes nations inter-dependent on each other. It results in greater integration of financial markets, economies of trade, the free flow of technology and the spread of knowledge throughout the world.

The backward class movement prior to Independence had a middle caste base. The Lingayat Education Fund Association and *Vokkalliga Sangh* in Mysore, *Yadava* and *Kurmi Mahasabhas* in UP and the Maratha Movement in Maharashtra are a few examples of reform and protest movements. After Independence, the backward classes were recognized as a separate social category in addition to the scheduled castes and scheduled tribes for protective discrimination by the policy of identifying them; whether on the basis of caste or income and education remained nebulous.

8. लोक प्रशासन के विकास को संगठन के लघु तथा वृहद में, सरल से जटिल में, स्थानीय से राष्ट्रीय तथा अन्तर्राष्ट्रीय रूप में इसकी बदलती प्रकृति के संबंध में देखा जा सकता है। संगठन लोक प्रशासन की कुंजी है। लोक प्रशासन का विषय संस्थानों के मापदंडों में, सिर्फ लोक प्रशासन की विकासात्मक भूमिका की पुष्टि करना तथा इसके केन्द्रीय मूल्यों का समर्थन करना ही नहीं है बल्कि लोक सेवा संगठनों का सार्वजनिक, भागीदारीपूर्ण ज्ञान सहभाजन, नवप्रवर्तशील तथा परिणाम उन्मुख सेवा वितरण का पुनः विन्यास करना भी है।

The growth and development of public administration is to be seen in terms of the changing nature of organization from small to big, simple to complex, local to national and international. The organization is the key to public administration.

The future of public administration, lies in the institution of measures aimed not only at reaffirming the developmental role of public administration and upholding its core values, but also at re-configuring public service organizations into open, participative, knowledge-sharing, innovating and results-oriented service-delivery systems.

9. सामाजिक मनोविज्ञान इस बात की जांच करता है कि लोगों का दृष्टिकोण, उनके विचार और राय, दूसरों की उपस्थिति से कैसे प्रभावित होते हैं। इसे, इस बात में दिलचस्पी है कि व्यवहार, विचार, भावनाएं तथा उमंगें किस प्रकार सामाजिक संपर्कों को प्रभावित करती है। तकरीबन सभी मनोवैज्ञानिक व्यवहारों की जांच करते हैं, जिन्हें सकारात्मक या नकारात्मक ढंग से स्वीकृति और अस्वीकृति, की मूल अभिव्यक्ति कहा जाता है।

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आमतौर पर लोगों के विचार और उनके व्यवहार, उनके दृष्टिकोण से प्रभावित होते हैं। आत्म विश्वास एक अन्य मनोवैज्ञानिक घटना है जिसका सामाजिक मनोविज्ञान में विशेष स्थान है। व्यक्ति के खुद पर सम्पूर्ण विश्वासों के जोड़ को आत्मविश्वास कहा जाता है, तो उसके प्रति लोगों के विचारों को प्रभावित करते हैं।

मनोवैज्ञानिकों की दिलचस्पी का एक और क्षेत्र है सामाजिक प्रभाव। सामाजिक प्रभाव का मतलब है, समाज में लोगों का एक दूसरे पर प्रेरक प्रभाव। कई मनोवैज्ञानिकों का यह मानना है कि सामाजिक प्रभाव, समाज में यह कहने वाले लोगों की सोच और धारणाओं को प्रभावित करता है। सामाजिक प्रभाव, समूह की गतिशीलता से भी संबंधित है और यह समाज में सामूहिक व्यवहार को समझने में सहायता करता है। सामाजिक प्रभाव के तीन मुख्य क्षेत्र हैं-अनुरूपता, अनुपालन और आज्ञाकारिता। सामाजिक प्रभाव दूसरों के व्यवहार को बदल सकता है या व्यक्ति पर पड़े प्रभाव के अनुसार उसे प्रभावित कर सकता है।

Social psychology studies how behaviours, thoughts and opinions of people are influenced in the presence of others. It is concerned with how behaviours, thoughts, feelings and emotions affect the social interactions. Most psychologists study about the attitudes which can be defined as basic expressions of approval or disapproval favourably or unfavourably. Attitudes influence the thoughts and behaviours of most people. Self-belief is another psychological phenomenon that finds an important place in social psychology. Self-belief is defined as the sum of beliefs that people have about themselves and that influence the thinking of people towards others. Social influence is yet another important area of interest for psychologists. Social influence refers to the persuasive effects that people have on each other in society. According to many psychologists, social influence plays an important role in framing the thoughts and beliefs of a society. Social influence is also related to group dynamics and helps to study group behaviour in a society. Social influence has three major areas: conformity, compliance and obedience. Social influence can either alter the behaviour of others or influence the behaviour of others depending on how influenced a person is.

10. किसी भी समाज में, उसमें रहने वाले लोगों के अलावा और भी बहुत कुछ सम्मिलित होता है। दूसरे शब्दों में कहें तो, यह लोगों का एक ऐसा समूह है जो आपसी संपर्क द्वारा, एक दूसरे को किसी न किसी ढंग से प्रभावित करते हैं। लोगों की सह मौजूदगी के लिए, एक समाज, कुछ नियमों पर आधारित होता है। ये नियम, समाज में रहने वाले लोगों के आपसी संपर्क और एक साथ रहने के ढंग को नियंत्रित करते हैं। हर समाज के शांत संचालन के लिए सामाजिक नियमों का होना बहुत जरूरी है। समाज के भीतर ये नियम एक परमावश्यक भूमिका निभाते हैं। अक्सर लोगों पर दूसरों का भिन्न तरीकों से प्रभाव पड़ता है। इस सामाजिक

प्रभाव के कारण कई लोग दूसरों के आदर्शों और सोच का अनुपालन करने लगते हैं। अनुपालन एक ऐसी विशेषता है जो समाज में रहने वाले हर व्यक्ति द्वारा दिखाई जाती है, यह बलपूर्वक हो सकता है या स्वाभाविक।

सामाजिक समूहों में सामाजिक प्रभाव का चलन सबसे दृढ़ देखा गया है, क्योंकि यहां लोग समूह के सदस्य/सदस्यों से आसानी से प्रभावित हो जाते हैं। सामाजिक नियम उन समूहों पर भी लागू होते हैं जिनसे किसी विशेष प्रकार के व्यवहार की अपेक्षा होती है। मौलिक रूप से, सामाजिक नियम, सामूहिक व्यवहार को समाज के हित में नियमित करते हैं।

The society encompasses a lot more than just the people living in it. In other words, it is a group of people who form interactions with each other and in turn influence each other in one way or the other. A society is based on some rules and regulations for the coexistence of people. These social norms govern the way in which people of a society live with each other and also interact with each other. Social norms are mandatory for a society else a society will not be able to function smoothly. Within a society, social influence plays an indispensable role. People often get influenced by others in various ways. This social influence may even lead some people to conform to other people's ideals and thinking. Conformity is a characteristic often exhibited by every person in the society and can be forced or self-initiated.

Social influence is said to be the strongest in societal groups wherein people can easily get influenced by a group member or members. Social norms also apply to groups wherein group members are expected to behave in a certain manner. Social norms basically regulate group behaviour in the interest of social order.

11. वर्तमान दशक में, लिंग-भेद की वृद्धि एक प्रमुख क्षेत्र के रूप में अधिकांश लेखन और साहित्य का ध्यान केंद्रित करती देखी गयी है। हर समाज में लिंग-भेद एक महत्वपूर्ण कारक के रूप में अपनी भूमिका निभाता है। हालांकि, हर समाज में एक बड़ी संख्या में जातिभेद की भूमिकाओं के विचारों में बदलाव आ रहा है।

औपनिवेशिक मुठभेड़ के बाद से भारत में, लिंग-भेद को एक केंद्रीय मुद्दा बना दिया गया है। महिलाओं के प्रति दृष्टिकोण उन्नीसवीं सदी के दौरान समाज सुधार आंदोलन से उत्पन्न हुआ और यह महत्वपूर्ण उपनिवेशवादी विरोधी राष्ट्रवाद को सूचित करता है तथा भारत में सांस्कृतिक, सामाजिक और राजनीतिक क्षेत्र में संकट का केंद्र बना हुआ है। लिंग की पहचान भारत में महिला आंदोलन का आधार बन गई है।

हमारा समाज पुरुष और महिलाओं के जीवन पर लिंग-भेदभाव के बहुआयामी प्रभाव से स्पष्ट होता है और रोजमर्रा की जिंदगी में सामाजिक संबंधों को पहचानने के लिए बहुमुखी नारीवाद का एक कारक है।

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जवाहरलाल नेहरू ने कहा था, “किसी राष्ट्र की परिस्थिति को उसकी महिलाओं की स्थिति को देखकर बताया जा सकता है”। हाल के दिनों में महिलाओं की हालत में तेजी से प्रगति देखे जाने के बावजूद ग्रामीण महिलाओं की स्थिति निराशानजनक बनी हुई है। एक ताजा रिपोर्ट के अनुसार भारत महिलाओं के इलाज के क्रम में सबसे खराब स्थान पर है। आज भी भारत में महिलाएं निजी और सार्वजनिक क्षेत्र में पूर्वाग्रह के सभी प्रकारों का सामना कर रही हैं। निजी क्षेत्र में वे एक “अच्छी पत्नी” या “अच्छी बेटी” होने के अनुरूप सामाजिक अपेक्षाओं की उम्मीदों को सुनिश्चित कर रही हैं। सार्वजनिक क्षेत्र में, वे पदोन्नति और वेतन के मामले में भेदभाव का सामना निरंतर रूप से कर रही हैं। महिलाओं को लगभग हर दिन हिंसा और यौन-शोषण का सामना करने के लिए मजबूर किया जाता है। यह कहना अतिशयोक्ति नहीं होगी कि महिलाओं के मुद्दों को देखे बिना समाज को समझा नहीं जा सकता है।

The present decade has witnessed the rise of gender as a prime domain of focus in most of the writings and literature. In every society, gender has been a significant factor of consideration for role play and performance. However, there have been a large number of variations in the manner in which every society views gender roles.

Gender has been a central ‘issue’ in India since the colonial encounter. An overwhelming preoccupation with the ‘woman’s question’ arose from the 19th century social reform movement, crucially informed anti-colonial nationalism, and remains a point of crisis in India’s cultural, social, and political space. The recognition of gender as an issue forms the basis for India’s women’s movement.

Society is evident of the multidimensional impact of gender differentiation on the lives of men and women and the reason for multifaceted feminism remaining central in recognizing social relations in everyday life.

Jawaharlal Nehru once said, ‘You can tell the condition of a nation by looking at the status of its women’. Despite the rapid advancements seen in the condition of women in recent times, the status of women in India, especially rural women, continues to be abysmal. A recent report ranked India the worst G20 country in terms of its treatment of women. Even today, women in India continue to face all sorts of prejudice in the private and public sphere. In the private sphere, they are expected to conform to societal expectations to be either a ‘good wife’ or a ‘good daughter’. In the public sphere, they continue to be discriminated against in terms of wages and promotion. Women are also forced to confront violence and sexual exploitation on almost a daily basis. It would not be an exaggeration to state that no understanding of society can be complete without looking at the issues facing women.



12. प्रस्तुत पुस्तक 'भारतीय सरकार और राजनीति' का लेखन विश्वविद्यालय के एम. फिल (राजनीति विज्ञान), द्वितीय सत्र के पाठ्यक्रम के अनुरूप किया गया है। भारतीय संविधान विश्व का सबसे विस्तृत लिखित संविधान है। इसी का सांगोपांग अध्ययन इस पुस्तक में परिलक्षित हैं।

भारतीय संविधान के दस्तावेज को भारत की आजादी के लंबे संघर्ष के बाद बनाया गया है। यह भारतीय स्वतंत्रता संग्राम और भारतीय लोगों के सपनों के लोकाचार का प्रतीक है। भारत के संविधान की कल्पना एक लोकतांत्रिक, धर्मनिरपेक्ष, समाजवादी गणराज्य पर आधारित होती है। यह देश के कानून और प्रशासन के लिए एक रूपरेखा प्रदान करता है और उसकी नीतियों पर राज्य सरकारों और केंद्रीय सरकारों द्वारा किए जा रहे कार्यों को दिशा प्रदान करता है। देश की सरकार का एक संघीय प्रारूप है। केंद्र सरकार को तीन अलग-अलग परस्पर शाखाओं, अर्थात् विधायी, कार्यपालिका और न्यायपालिका में बांटा गया है। ब्रिटिश संसदीय मॉडल की तरह, कार्यकारी नेतृत्व और विधायी स्वरूप के लिए भारतीय संसद जिम्मेदार है। संविधान के अनुच्छेद 50 में कार्यपालिका से न्यायपालिका को अलग किया गया है।

आजादी के 68 वर्षों बाद, भारतीय नागरिकों की रोजमर्रा की जिंदगी में राजनीतिक गतिविधियों का असर साफ दिखाई पड़ता है। वास्तव में, नागरिकों के व्यक्तिगत या व्यावसायिक जीवन में ऐसा कोई क्षेत्र नहीं है, जो देश की राजनीतिक स्थितियों से अप्रभावित है। भारत में राजनीतिक मुद्दों की विस्तृत विविधता है- उनमें से कुछ राष्ट्रीय होते हैं, जबकि अन्य क्षेत्रीय होते हैं।

The Indian Constitution is the document that was created after the long struggle of India's independence. It embodies the ethos of the Indian freedom struggle and the dreams of the Indian people. The Constitution of India envisions India to be a 'democratic, secular, socialist, republic'. It lays down the laws of the land, provides the framework for administration of governance and also gives direction to policies to be undertaken by the governments at the state and the central level. The country has a federal form of government. The Union government is divided into three separate but interrelated branches, namely legislative, executive and judiciary. Like the British parliamentary model, the leadership of the executive is drawn from and responsible to the legislative body, i.e., Indian Parliament. Article 50 of the Constitution stipulates the separation of the judiciary from the executive. However, the executive controls judicial appointments and many of the conditions of work.

Over 68 years after independence, political activities impact the everyday life of Indian citizens. In fact there is no area in the personal or professional life of citizens that remains untouched or uninfluenced by the political conditions of the country. There are a wide variety of political issues in India; some of them are national while others are regional.

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13. लोक प्रशासन का सीधा प्रभाव लोगों के जीवन की सम्पूर्ण गुणवत्ता पर पड़ता है। यह सरकार के कार्य विन्यास से संबंधित है। लोक प्रशासकों को ऐसे व्यक्तियों के रूप में देखा जाता है जो योजना विकास और प्रबंधन के द्वारा शहरों और गांवों की बेहतरी के लिए लोक नीतियां बनाते हैं। यदि सामान्य तौर पर देखा जाए तो लोक प्रशासक सामान्यतः लोगों के विषय को बेहतर बनाने में मदद करते हैं। लोक प्रशासन के अध्ययन के लिए आवश्यक है कि इससे संबंधित बहुत सारे मुद्दों पर ध्यान केन्द्रित किया जाये जैसे नागरिक भागीदारी, स्थानीय स्वायत्तता, लोक प्रशासन रणनीतियां, नव-प्रवर्तनशील, लोक सेवा, संघर्ष समाधान, जनसांख्यिकीय असंतुलन इत्यादि।

Public administration has a direct influence on the overall quality of life of the masses. It is concerned with that part of the government which is action-oriented. Public administrators are looked upon as people who design important public policies aimed at the betterment of the cities and villages through planning, development and management. Simply put, public administrators help to improve the future of the community in general. A study of public administration would require focus on many issues including citizen participation, local autonomy, public administration strategies, innovative governance, public service, resolution of conflicts, demographic imbalances and the like.

14. मनोविज्ञान के सन्दर्भ में सामाजिक मनोविज्ञान वह वैज्ञानिक अध्ययन है जिसमें समझने के प्रयास किये जाते हैं कि लोगों की सोच, अनुभूतियाँ एवं व्यवहार दूसरों की वास्तविक, कल्पित अथवा समाविष्ट उपस्थिति से कैसे प्रभावित होते हैं। इस परिभाषा में 'वैज्ञानिक' शब्द का आशय छानबीन की आनुभविक विधि से है। 'सोच', 'अनुभूति' व 'व्यवहार' शब्दों में वे समस्त मनोवैज्ञानिक चर सम्मिलित हैं जो मानवों में मापनयोग्य हों। सामाजिक मनोविज्ञान एक अन्तर्विषयी विषय क्षेत्र है जो मनोविज्ञान व सामाजिकी के बीच के अंतर को जोड़ने का कार्य करता है। सामाजिक मनोविज्ञानियों को अभिदृष्टि-निर्माण, अभिदृष्टियों की संरचना, अभिदृष्टि-परिवर्तन, अभिदृष्टियों के प्रकार्य एवं अभिदृष्टियों व व्यवहार के मध्य के सम्बन्ध का अध्ययन करना होता है। चूँकि लोग स्वयं को परिस्थिति से प्रभावित होने देते हैं अतः साधारण अभिदृष्टियों को विशिष्ट व्यवहार का उपयुक्त भविष्यवक्ता सदा नहीं समझा जा सकता। सामाजिक मनोविज्ञान ऐसा अनुभवजन्य विज्ञान है जिसमें परिकल्पनाओं को प्रयोगशाला व क्षेत्र दोनों में परखकर मानव-व्यवहार से सम्बन्धित प्रश्नों के उत्तर प्रस्तुत करने की चेष्टाएँ की जाती हैं।

Within the context of psychology, social psychology is the scientific study of how people's thoughts, feelings and behaviours are influenced by the actual, imagined, or implied presence of others. By this definition, *scientific* refers to the empirical method of investigation. The terms 'thoughts', 'feelings', and 'behaviours' include all psychological variables that are measurable in a human being. Social psychology is an interdisciplinary domain that bridges the gap between psychology and sociology. Social psychologists have

studied attitude formation, the structure of attitudes, attitude change, the function of attitudes, and the relationship between attitudes and behaviour. Because people are influenced by the situation, general attitudes are not always good predictors of specific behaviour. Social psychology is an empirical science that attempts to answer questions about human behaviour by testing hypotheses, both in the laboratory and in the field.

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### Check Your Progress

4. What is meant by translation?
5. What are the problems that one faces in word for word translation?

## 4.4 ANSWERS TO 'CHECK YOUR PROGRESS'

1. When a learner is in a position to communicate the ideas expressed in a particular language into an equivalent version of the same in a different language, his/her understanding of the target language is increased. Translation can help in comprehension and appreciation of a literary piece. It also contributes to creativity as it provides us with an alternate means of communication of ideas.
2. Translation is a difficult exercise that requires the knowledge of the following:
  - (a) The form and content of the text
  - (b) Grammatical and semantic structures
  - (c) Language at all levels – grammatical, phonological, lexical and semantic
  - (d) Signals of a language
3. The important points to be kept in mind while undertaking translation are:
  - (a) Adequate knowledge of both languages at all levels
  - (b) Understanding of the sentence-structure and grammatical rules of both languages
  - (c) Knowledge of nuances of both the languages
  - (d) Sensitivity to the given milieu, the audience and the readers
  - (e) Command over exhaustive and appropriate vocabulary
  - (f) Readability and compactness of the passage should be maintained
4. Translation is primarily a process of communication in which an idea is conveyed from the language it is originally expressed in, which is called the source language (SL), into a language comprehensible to the intended/target audience, which is called the target language (TL).
5. In word for word translation or literal translation, one often finds oneself into a problematic arena as the signifiers of one language is not available in another language or they do not connote the same thing.

## 4.5 SUMMARY

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- Translation means a replacement of the original language with an appropriate semantic parallel in a different language. Translation can help in comprehension and appreciation of a literary piece.
- Translation also contributes to creativity as it provides us with an alternate means of communication of ideas. Before translating a piece from one language to another, learners should keep in mind the following points:
- Adequate knowledge of both languages at all levels.
- Basic understanding of the sentence-structure in both the languages.
- Avoidance of wrong and misplaced usage.
- Correct application of grammatical rules.
- Knowledge of nuances of both the languages.
- Sensitivity to the given milieu, the audience and the readers.
- Judicious selection of exact parallels for words and expressions.
- Command over exhaustive and appropriate vocabulary.
- Placement of selected words and expressions in their appropriate contexts.
- Readability and compactness of the passage should be maintained.
- In simple terms, to 'translate' is to meaningfully convey or to carry across a message from one language to another.
- Translation is primarily a process of communication in which an idea is conveyed from the language it is originally expressed in, which is called the source language (SL), into a language comprehensible to the intended/target audience, which is called the target language (TL).
- The significance of translation lies in the different languages being used by the two parties, the sender and the receiver. Translation therefore becomes an exceedingly complex activity because no two languages share the same structures of grammar, composition and so on.
- Translation is an activity which involves substituting messages in one language not for separate code-units but for entire messages in some other language. In other words the code units and their meaning have to be transferred from source language to target language.
- A translator finds himself or herself in a soup when he or she tries to do Literal Translation and therefore more translators favour Semantic Translation.
- Translation of proverbs, idioms and metaphors are subject to partial or full literal translation.

## 4.6 KEY TERMS

- **Semantic translation:** It refers to the process of using semantic information to aid in the translation is the process of using semantic information to aid in the translation of data in one representation or data model to another representation or data model.
- **Literal translation:** It is a translation of a text done by translating each word separately, without looking at how the words are used together in a phrase or sentence. It is also termed as direct translation, or word-for-word translation.

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## 4.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

- (a) Translate the following passages into Hindi.
1. Higher education, unless it has qualitative value, is self-contradictory. Teachers and students should make joint efforts to improve the quality of higher education. Teachers should keep equipping themselves with the latest developments in their specific areas of interest. They should adopt a research-oriented approach and make their teaching a mixed blessing of research and learning for the students. They should try to establish an affectionate rapport with the students so that they develop faith in the integrity and competence of the teachers. The students, on the other hand, should also be serious learners. They should realise that they are in the college or university to fulfil a definite aim. Hence, they must develop in themselves a genuine love and urge for the pursuit of knowledge.
  2. An author's writings reflect a true picture of the social reality around him. It is the task of an author to unveil the stark realities of social life and provide indicators to resolve the social crisis. In this materialistic and individualistic world when everybody is thinking about his own interest, the author's role and responsibility become all the more vital and significant. It becomes his duty to provide proper direction to the self-centred and spiritually and morally blind people. The merits of any creative writing consist in the writer's objective and impartial approach in handling the existing social issues. A writer, therefore, should avoid subjective leanings and give a serious thought to variegated aspects of social life before presenting his judgement for public perusal.
  3. One day we had an opportunity to spend some time at the Lotus Temple in Delhi. The Lotus Temple has evoked quite a strong response as an architectural symbol. Its simple and pure architectural beauty makes it stand apart from other modern works of art. The serenity which prevails in the Prayer Hall, the perfect cleanliness and well-organised arrangements in the Lotus Temple are a sight rare enough to be seen. Not only this, but the

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spectrum of multi-coloured water around the temple and the lotus petals representing different countries wear a dream-like quality. May this dream of solidarity come true in real life also.

4. Our leaders fought incessantly for liberating India from foreign rule. In 1947, we were overjoyed after deliverance of our country from the foreign rule. Politically we were independent, no doubt, but the development on the educational, social, religious, cultural and economic planes, which was vital, remained only a big question mark. Nothing has been lost yet. We should be pragmatic enough to make our education system suited to the interests of the nation. The primary emphasis should be on the building of character and morality. This will change the whole face of India. The need of the hour is that everyone should start this struggle on an individual basis without bothering about the deterrent forces.
  5. The great men, who sacrifice their lives in the service of humanity; live for ever through their actions. People continue to worship and love such great men who leave their footprints on the sands of time for the posterity to follow. Among such unforgettable persons, Bhagat Singh, Batukeshwar Dutt, Raj Guru, Chandrashekhar Azad and innumerable other martyrs who laid down their lives for India's independence, stand as brilliant luminaries. They were young men who promptly responded to the need of the hour and did not care for their personal interests. They proved the worth of their life by kissing the gallows for their motherland. We shall always remember them with affection and gratitude.
  6. Parents struggle hard throughout their lives to make the lives of their children comfortable by providing them with all the amenities of life. When parents grow old, they need the love and care of their children. Children should not neglect their parents in old age. They should not get lost in materialism and individualism to the extent of neglecting those who sacrificed everything for their comfort. In old age, proper care and respect can make parents feel comfortable and satisfied. Children should realise that the blessings that they receive from their parents are really extremely valuable assets for them.
- (b) Translate the following sentences to English.
- (i) शीशे के घर में रहने वाले लोगों को दूसरों पर पत्थर नहीं फेंकने चाहिए
  - (ii) वह बहुत अच्छी तरह से अंग्रेजी जानता है तो वह अंग्रेजी शिक्षक है
  - (iii) बच्चा सो रहा था, जबकि मां घरेलू काम कर रही थी
  - (iv) हमीलूकजीम the following sentences to English proper care and respect can
  - (v) भारतूकजीम the following sentences to English proper
  - (vi) क्या कजीम आपकी मदद कर सकता हूँ?
  - (vii) क्या कजीम आपकी मदद कर सकता हूँ?
  - (viii) सीधू कजीम आपकी मदद कर सकता हूँ?

(c) Translate the following paragraph into English.

- (1) अमेरिकी कांग्रेस (संसद) के बाहर बृहस्पतिवार को गोलीबारी की घटना से राजधानी में सनसनी फैल गई। सुरक्षा बलों ने तत्काल मौके पर पहुंचकर पूरे इलाके को घेर लिया। एहतियातन संसद भवन के सभी द्वार बंद कर दिए गए। सुरक्षाबलों ने इस घटना में शामिल संदिग्ध महिला हमलावर को मार गिराया। गोलीबारी में कई सुरक्षाकर्मी घायल हुए हैं। करीब एक घंटे की गहमागहमी के बाद राजधानी से सुरक्षा अलर्ट वापस ले लिया गया। गोलीबारी की यह घटना ऐसे वक्त पर हुई जब ओबामा प्रशासन ऐतिहासिक कामबंदी के संकट से उबरने के लिए जूझ रहा है। गोलीबारी का कारण तत्काल स्पष्ट नहीं हो सका। सीनेटर बर्नी सैंडर्स ने पत्रकारों को बताया कि उन्होंने गोली चलने की छह आवाजें सुनीं। कैपिटल हिल इलाके में पुलिस ने लाउडस्पीकर पर लोगों को आगाह किया कि अगर वे अपने दफ्तरों में हैं तो अंदर ही रहें। इस इलाके में संसद भवन और सुप्रीम कोर्ट समेत कई अहम प्रतिष्ठान स्थित हैं। इस दौरान घटनास्थल से करीब एक किलोमीटर दूर स्थित अमेरिकी राष्ट्रपति भवन ह्वाइट हाउस की सुरक्षा भी कड़ी कर दी गई।

## NOTES

### 4.8 FURTHER READING

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## UNIT 5 PREPARATION OF CVs, E-MAILS, PAMPHLETS AND SLOGANS

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*Preparation of CVs,  
E-Mails, Pamphlets and  
Slogans*

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#### Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Drafting a CV
- 5.3 E-Mails
- 5.4 Pamphlet and Slogan Writing
- 5.5 Answers to 'Check Your Progress'
- 5.6 Summary
- 5.7 Key Terms
- 5.8 Self-Assessment Questions and Exercises
- 5.9 Further Reading

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### 5.0 INTRODUCTION

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A curriculum vitae, popularly known as CV provides a detailed and comprehensive description of your academic credentials and achievements. An individual should present his qualifications and achievements in a clear, concise and organized manner. One generally, begins with one's academic preparation, drawing attention to the degrees. Also, an individual needs to avoid grammatical errors while writing a CV. In this unit, you will study about the preparation of curriculum vitae and its various types. The types of CVs along with their examples are discussed here in this unit.

In addition to this, you will also study about e-mail, pamphlet and slogan drafting in the unit. E-mail is one of the most important means of communication in which digital messages are exchanged through the help of computers, mobile phones and tablets. It is considered as an easy way which helps to communicate in a fast and effective way. The features of an e-mail and a few examples of e-mails have been highlighted in this unit. Pamphlet and slogan writing has have been discussed. Pamphlet is defined as a small booklet which contains information about a particular topic or an issue. It is a cost effective method which helps in the promotion of products and services. On the other hand, a slogan is defined as a memorable phrase which is used mainly for advertisement purposes. The steps involved in writing a slogan are also discussed.

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### 5.1 OBJECTIVES

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After going through this unit, you will be able to:

- Explain the importance of a CV
- Discuss the aspects related to the preparation of a CV
- Identify the main types of CVs

- Explain the importance of e-mails in the existing times
- Discuss the concept of pamphlet writing and slogan writing

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### 5.2 DRAFTING A CV

A CV is an abbreviated form of Curriculum Vitae. Curriculum Vitae (Latin) means 'list of life'. It is a detailed outline of your qualifications, education and work experience intended to tell a prospective employer about yourself. A CV is an essential tool in your job search. Generally, while applying for a vacancy one should send a CV along with a covering letter. It is important that while writing a CV, it should be written from the point of view of the employer.

#### Curriculum Vitae vis-à-vis Résumé

Very often the term curriculum vitae and résumé are used interchangeably. Though both serve the same purpose and the same principles are applicable while writing both of them, there is a slight difference between the two. The length of a CV is longer than a résumé. A résumé is a short account of one's qualifications, career and position. It is generally restricted to a page.

On the other hand, a CV is a detailed account of one's qualification, job-related experience, the responsibilities shouldered, skills, and so on. It also includes details such as research paper publications, conferences and seminars attended, short-term courses attended and projects undertaken. A CV may extend to two or three pages. Thus, a CV is used when applying for an academic or research-oriented position.

#### Purpose of preparing a CV

A CV is the primary document which is used to assess one's suitability for a job position. It helps you project yourself as an appropriate candidate for a particular job by describing your academic qualifications, work experience, skills, and so on. A good CV should serve the following purposes:

- A CV should help you to promote yourself in the job market.
- A good CV brings out the basic strengths of the individual which should catch the attention of the receiver.
- On most occasions, a CV is the first form of contact with the potential employers and should, therefore, be impressive in its presentation as well.
- If you are invited for an interview, you get an opportunity to explain and expand on what is on your CV.
- From an employer's point of view, it helps shortlist the candidates who meet the job requirements, thereby reducing the time that is wasted on interviewing candidates whose profile does not match the job requirement.

#### Preparation of a CV

Your CV is the only thing that the employer has in hand which will give her/him an impression about you. Hence, everything in a CV such as the paper, the

presentation, the language, and the overall looks describes you. It is generally believed that the employers spend less than 30 seconds scanning your CV before deciding whether to put it aside or review it further. Thus, it is important that the CV creates a favourable impression on the receiver, and for this utmost care should be taken in preparing a CV. It is therefore, necessary that your CV should stand out in relation to the numerous other CVs that the employer receives.

While preparing a CV, the following are two of the most important aspects that need to be considered while preparing a CV:

- Contents/essential components of the CV
- Appearance of the CV

These two aspects have been discussed in detail.

### **Essential components of a CV**

Broadly speaking, there are two types of CVs, first is a general purpose CV, which fits with the requirements of a number of companies and jobs and second is a custom-made or specific purpose CV that is made to suit a particular organization, job or purpose. The contents are considered as an essential component of the CV as they describe you. It is therefore, necessary that the content should be accurate and updated. It is also essential that the person should be honest while mentioning about his or her qualifications and achievements. While framing the contents of your CV, use key words which are specific to your area or industry. It is equally important to ensure that the CV should be completely error-free in terms of content, format, spelling and grammar.

The following are the essential components of a CV irrespective of whether it is a general purpose CV or a specific purpose CV.

**Personal details:** This includes the following:

- Name
- Date of birth
- Address and contact details (telephone, e-mail address, and so on.)
- Nationality (if required)

**Objective (optional):** This may include the nature of job sought, position sought and the type of organization in which the job is sought. This gives the employer an idea of your career goal. The objective may be very specific as given in sample objective one or may be comparatively general as given in sample objective two.

### **Sample Objective One**

To seek a position as a Director/ Counsellor/ Educator/ Coordinator

### **Sample Objective Two**

To seek a position in which financial planning skills can be used to help clients increase wealth over the long term through the use of appropriate investment strategies

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**Academic / Educational Qualifications:** Here one provide a list of various degrees (high school onwards), the names of the schools, colleges/universities or other educational establishments, details of examination boards, the subjects and the grades attained along with the dates you took the examinations and the year of passing out . Providing the grades attained and the details of subjects is more relevant for entry level candidates. In case of experienced professionals, mentioning the degree, the university and the year of passing is sufficient. It is desirable to do the listing in reverse chronological order. Details of any other courses or training modules attended can also be provided.

### *Sample of Educational Qualifications*

Ph.D. Indian Institute of Science, Bangalore, in 2001.

Master's degree in Speech and Hearing in 1986 from All India Speech and Hearing Institute, Bangalore, India, with 69 per cent.

Bachelor's degree in Speech and Hearing in 1986 from All India Speech and Hearing Institute, Bangalore, India, with 69 per cent.

**Academic distinction (Optional):** Include this, if you have some significant academic achievement to convey like medals won, scholarships received, and so on.

### *Sample of Academic Distinctions*

Gold medal for standing first in order of merit during MBA

Best Academic Achiever award for record marks in BBA

Best paper award for presenting a paper in a National Conference organized by School of Management Studies, Nagpur

**Work experience:** This section is likely to attract the maximum attention of the prospective employer. Thus, it should be written carefully and well-presented. It is necessary to mention whether the prior job experience was full-time and part-time.

Brief details about each job, the period you held the position, the job title, the name and address of the employer and a brief outline of your responsibilities should be enlisted in this section. It has been generally observed that while stating the work experience, it is desirable to begin with your current job and move backwards.

### *Sample of Work Experience*

**WORK EXPERIENCE:** About 8 years

Currently working since June 2003 as a **faculty** in Institute of Management Studies, Ghaziabad. The job involves teaching undergraduate (BBA) and post-graduate students (MBA).

Worked as a **Research Associate** in Indian Institute of Technology, Roorkee from April 2001 to June 2003. The job involved a wide range of organizational and administrative work such as social and community work, conducting surveys and technical and general correspondence.

Worked as a Sales Executive in Midwest Automobiles, Dehradun from February 1999 to March 2001. The job involved controlling and coordinating a team of sales representatives and achieving sales targets.

**Additional information:** This will include anything that you feel is relevant and will help sell yourself like, membership of professional bodies, voluntary work undertaken, publications, and so on.

**References:** This will include two names and addresses of people who will verify your suitability for the job, preferably people you have worked with or somebody who has taught you. The people who hold important positions are the referees. It is also essential to check with your referees whether they are prepared to give you a reference before you include their names in your CV.

**Testimonials:** Testimonials refer to letters of recommendation or appreciation. Testimonials are different from references. References are in response to a specific request by an employer whereas a testimonial is not specifically addressed. It is in the form of a certificate. These increase the credibility of the candidate and help him in seeking employment.

### *Sample of a Testimonial*

To whom so ever it may concern

Mr Aditya Chopra has served in our organization as Chief Information Officer for the last five years. He joined as Assistant Librarian in June 2002 and because of his high performance he was promoted to the post of Chief Information Officer.

Mr Aditya Chopra is a very sincere and hardworking. He has a pleasing personality and willingly shoulders additional responsibilities if need be. He took the initiative to successfully computerize the library. He is a good team worker and actively cooperates with both his superiors and subordinates to take the task to successful completion.

Mr Chopra is leaving the organization due to personal reasons. He will be an asset to any organization he joins.

I wish him success in all his future endeavours.

H. S. Bedi

Director

**Appearance of the CV:** The appearance of the CV is as important as its contents. It is important that the CV has some amount of eye appeal so that it gets selected from among the many CVs received by the prospective employer. To make a CV distinctive and attractive the following aspects need to be considered:

**Length of the CV:** An employer is probably looking at hundreds of CVs; therefore, it is important that the CV should be brief and focused. However, brevity at the cost of completeness is also not desirable. The CV should contain all relevant details which are essential for the prospective employer. The desirable length of the CV will vary depending on the following:

- Qualification and experience of the individual
- Nature of the position applied for

Candidates who have little or no experience may have shorter CVs as compared to those who have years of experience behind them. In case of fresher's, the CV should generally be restricted to less than two pages. For experienced candidates who have lots of information to give and whose CV may run into

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several pages, it is advisable to provide a brief one page summary of the major contents of their CV. A summary saves the reader's time and if there is any detail the reader wishes to have, he can go to the page containing the detailed information related to that aspect in the CV.

### *Sample of a Summary*

Dr Sujata Mehta, Director, College of Engineering and Management, Noida, has a rich experience of 25 years in the academic field. Starting her career as a lecturer in management with LMS School of Management, Jaipur, she has served in some of the leading institutions of the country like FMS, Delhi, XLRI, Jamshedpur, and Bajaj School of Management, Mumbai.

Dr Mehta has a doctoral degree in management from Queens University, Canada. She has an MBA degree from FMS, Delhi, and a Bachelor of Engineering degree from IIT Roorkee (formerly University of Roorkee). Her area of work and interest include business planning, vision building, strategy formulation, knowledge management and public relations. She is the author of two books on knowledge management. She has over 30 publications in leading journals of national and international repute.

Dr Mehta is a Fellow of IIM, Ahmedabad, and is in the Advisory Board of the Indian (ii)

**Format and Layout of a CV:** As it has already been mentioned, the first impression is formed in half a minute spent on the initial screening of the resume. The space should be attractively used and the resume should be extremely legible, neat and clearly readable. The following general rules can contribute towards making a resume attractive:

- Leave at least one inch margin on all sides of the page.
- Use fonts which are clearly readable. Do not use more than two font styles on a page. Do not use fonts with embellishments.
- Limit the font size to ten to twelve for the body of the text and to fourteen for headings.
- Avoid using colours and special effects to decorate the CV.
- Use bullets to arrange the subparts of a heading clearly.
- Leave a lot of white space on the CV, otherwise it appears cramped.

For emphasizing key information, one may use a bold/ italic font style or may highlight it using a highlighter. However, it is important to remember that the areas highlighted using a highlighter do not appear highlighted in a photocopy.

**Stationery used:** The paper used, the quality of printing and the envelope all add to making a CV appealing. The CV should always be formatted on standard A-4 size paper. One should not use an odd size paper as that will make it difficult to fit the CV in a standard size envelope and will also create problems later on while filing at the receiver's end. It is thus, important to use a good quality bond paper which is clean and wrinkle-free. It is advisable to use white paper as it photocopies well and dark coloured paper should not be used as they do not photocopy clearly or fax well.

The printing quality should also be good as printing is what eventually makes your CV readable. Use high quality laser printing so as to give the CV a professional look. Avoid coloured inks and restrict yourself to black coloured ink. In case you have sent your CV through e-mail, it is advisable to carry a hard copy with you when you go to meet the concerned employer.

Use a standard-sized envelope and it should not be stapled. In a few cases, it is advisable to use a large-sized envelope of size 9"X12" in which the CV can be mailed unfolded. This is especially useful if the CV is lengthy and has other enclosures. Moreover, if the paper that has been used for printing the CV is heavy, it may cause creases along fold lines making the print illegible in that area. If you are sending the CV by post make sure to write the correct address clearly and legibly.

### Types of CVs

CVs are of various types such as the chronological CV, functional CV, combination CV and scannable CV. These CVs serve a different function and have different impacts on the receiver. It is essential to keep their characteristics in mind before choosing any of them. For example, broadly speaking, a functional CV would typically emphasize skills rather than experience and would be thus, better suited to a person with less experience.

The major types of CVs are discussed as follows:

#### A. Chronological CV

This is also called the traditional format of a CV. Most of the CVs follow this format. The chronological CV shows the progression and growth of your career. The information moves from the beginning of your career to the present situation. This kind of CV is easy to read and one can easily go through the career history. Your most recent job is given first at the start of the CV, that is, a reverse chronology is followed. However, it may appear routine and tends to reveal gaps in the career path easily.

It is advised to have this kind of CV in the following cases:

- You have a continuous career history within the same area.
- There are no major gaps in your career path.
- Your responsibilities have increased in each career change.
- The job advertisement specifies this kind of CV.

#### Sample of a CV in Chronological Format

*Ritika Mishra*

A 1 Rajender Nagar  
Hyderabad 500034  
Mobile 9849620505  
**E-mail ritmis@yahoo.co.in**

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### SUMMARY

6 years of experience in teaching  
3 research publications in journals of repute  
Well-versed in statistical software  
Conducted MDPs for 4 organizations

### EXPERIENCE

*Organization* : Institute of Management, Banjara Hills, Hyderabad  
*Duration* : Aug 2004 till date  
*Designation* : Senior Lecturer  
*Responsibilities* : Teaching financial management to MBA students  
Chairperson of the BBA programme Editor of the  
institute journal 'SYNERGY'  
*Organization* : IIT Roorkee  
*Duration* : Jan 2001–Aug 2004  
*Designation* : Lecturer  
*Responsibilities* : Teaching financial management to MBA students  
Administrative responsibilities

Member of a research team carrying out a nation-wide study on dividend capture strategy, preparing reports, organizing short-term courses and seminars.

### Academic qualification

MBA (Finance) (78%) from Osmania University, Hyderabad, 2000  
B.Com( 75%) UTKAL University, Bhubneshwar, 1997  
XIIth (74%) CBSE Board, Orissa, 1994

### Personal Details

*Date of Birth* : 29th June 1979  
*Marital Status* : Married

### References

Available on request

## B. Functional CV

This type of CV organizes your experience based on the functions performed or skills developed from a number of different job positions held. It focuses on what you have done rather than when and where, that is, it describes your strengths and suitability for the job. Your career history will generally come at the end of the CV. It is particularly useful in the following cases:

- If there are gaps in your career path.
- If you do not have too much of work experience.



- For people making career changes.
- For those who need to highlight the skills and achievements they have developed away from work. For example, someone may have developed most of the skills needed for a particular position through volunteer work or part-time work or through irregular freelance assignments.

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Slogans*

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### Sample of a CV in Functional Format

*Pankaj Sharma*

Flat No 453

Gandhi Nagar

Pune

0123-456372

**E-mail ps@gmail.com**

#### **OBJECTIVE**

To obtain a position where I can utilize my technical know-how and which will offer a high level of challenge, opportunity and continued career growth and stability

#### **SKILLS**

##### **COMPUTER**

Languages: Java, C++, XML, PL/SQL

OS: UNIX and Windows

Database: Oracle, MS SQL Server

Bug tracking tools: Perfect Tracker, Star team, Silk Radar

Prepared a report on Virtual Classrooms for NIIT

Designed a Web site for an IT organization

##### **MANAGEMENT**

Majored in marketing management: Minored in International Business

Carried out a survey on customer needs for NIIT

Was part of the team that organized several conferences, seminars and workshops of national importance.

Have worked on multiple concurrent projects

##### **ADMINISTRATION**

Assisted in organizing training programmes in IT for professionals from the industry

Was the editor for the newsletter

Was a member in the execution of an international project for creating awareness of IT for the rural population

Possess the ability to work independently or as a part of a team

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### EDUCATION

Post-graduate Programme in Management (MBA) from International Management Institute, Lucknow, in 2000.

Honours Diploma in System Management from National Institute of Information Technology, New Delhi, in 2003.

### EXPERIENCE

More than 2 years in the IT industry

Currently working with HCL technologies Noida as a Technical Coordinator

Experienced in Quality Assurance of Software on various applications

Possess experience in interacting with customers

### REFERENCES

Available on request

### C. Combination CV (Hybrid CV)

It is a combination of the best of both chronological as well as functional CV. It includes your education and experience and also your accomplishments and skills. You can also use it when each position or job had unique responsibilities and a shorter type of CV would not be sufficient. It tends to be longer than both chronological and functional. It can also be repetitive.

#### Sample of a CV in Combination Format

##### AMRITA KAPOOR

Address: H No 369, Sector 37, Arun Vihar

Noida (Uttar Pradesh)

Phone: 91—120-2430707, 09313366363

E-mail: kapoor@yahoo.com

**DATE OF BIRTH:** 25 April 1974

##### EDUCATIONAL QUALIFICATION :

- Bachelor's degree in Engineering (**B.E., Mech.**) from Osmania University, Hyderabad, India in 1995 with Distinction (75%)
- Master's degree in Business Administration (**M.B.A.**) from Rohilkhand University (now MJP University), Bareilly, India in 1997 with Ist Division.

**Major area of specialization:** *Human Resource Management*

**Minor area of specialization:** *Marketing Management.*

**WORK EXPERIENCE:** *About 7 years*

- Currently working (Since April 2005) as faculty in Institute of Technology and Science, Ghaziabad.

- Worked as Research Fellow ‘A’ in QIP Centre, IIT, Roorkee, (formerly University of Roorkee) from February 2000 to June 2003 under an AICTE project. The project is a nation-wide survey covering degree-level engineering institutions in the country.
- Worked as a Lecturer in B.R. Institute of Professional Management, Roorkee, from January 1999 to January 2000. The job involved teaching M.B.A. Students and shouldering various administrative responsibilities in the Institute. Worked as a Sales Executive in Commercial Motors, Bareilly, from December 1997 to December 1998. The job involved controlling and coordinating a team of sales representatives and achieving the sales target.

### **Responsibilities Undertaken**

Research and Administrative responsibilities:

- Carried out a live project on Competency Profiling of Senior Level Managers at Continental Carbon India Limited.
- Undertaken a comprehensive survey of 18 National Institutes of Technology (formerly Regional Engineering Colleges).
- Prepared a report on ‘Virtual Classrooms’ for IIT Roorkee.
- Undertook a project on ‘Intramural Research in Technical Institutions’ and prepared a proposal for the same.
- Organized a National Level event ‘A Date with Disability’ on the campus of IIT, Roorkee.
- Had been a team member in the organization of several Conferences/ Seminars /Workshops of national importance.
- Have assisted in the organization of several short-term training courses, especially in the area of Educational Technology.

### **Teaching Responsibilities**

- Taught management subjects to B.B.A and M.B.A. level students.
- Taken lectures during short-term courses organized by IIT Roorkee for teachers of various degree-level engineering institutions in the country.
- Taken lectures during a faculty development programme organized by IIT, Roorkee, for teachers of Hindustan College of Science and Technology, Agra.
- Part-time trainer for GRE, GMAT, TOEFL, IELTS and other competitive exams.

### **Additional Activities**

- Was the editor for the souvenir taken out by the National Conference on India’s Emergence as a Global Hub: The March Ahead, organized by ITS, Ghaziabad, at India Habitat Centre, New Delhi, on 16–17 March 2007.

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- On the advisory panel of Sigma HR Solutions Pvt. Ltd, Noida.
- Associated as a volunteer with Roorkee School for the Deaf located on the campus of IIT, Roorkee and was involved in various activities of the school including management, administration and fund raising.
- Was a team member in the execution of a Rotary Project on “Cooking and Catering” for deaf children
- Have assisted in the coordination of north zone participants of the Regional Abilympics, National Abilympics and International Abilympics (Abilympics is an Olympic of Abilities)
- Have been the Master of Ceremony for many national-level events organized in IIT, Roorkee, and other universities

### PAPER PRESENTATIONS / PUBLICATIONS

- Paper entitled ‘Performance Management–A Holistic View’ was published in *The Chanakya*, the journal brought out by Rourkela Institute of Management Studies, Orissa, Vol VI, Issue 1, Jan–June 2006.
- Presented a paper entitled ‘Knowledge Creation through Research in Educational Institutes’ at SMVD University, Jammu, on 6–7 January 2007.
- Got the best paper award for the paper entitled ‘Modus Operandi of Competency Profiling in a Manufacturing Concern’ at the National Conference on India’s Emergence as a Global Hub: The March Ahead, organized by ITS, Ghaziabad, at India Habitat Centre, New Delhi, on 16–17 March 2007.

### ADDITIONAL INFORMATION

Attended the following:

- National Conference on ‘Human Values in Technical Education’ organized by IIT, Roorkee
- Short-term course on ‘Human Values and Professional Ethics’ organized by IIT, Roorkee
- Short-term course on Structural Steel Design organized by IIT, Roorkee
- National Conference of Indian Geotechnical Society – 2003 organized by IIT, Roorkee

### D. Electronic/ Scannable CV

Electronic CV is a CV sent through e-mail attached as part of an online application. An e-CV is stored in a computer database. An e-CV can be accessed by a large number of employers based on the requirement of the job positions. In an e-CV, it is important to put the keywords in proper context, weaving them throughout the CV. The keywords help employers to pair CVs with available positions and scan CVs for words that the employer wants to see, say, for example, marketing, willing to travel, analytic, written and oral communication, knowledge of Hindi and French, Flash MX. One should use nouns instead of verbs as keywords

because users rarely search for verbs, and acronyms should also be used to specific to your industry. Remember that keywords which are misspelt are not found in the keyword search, so be doubly sure that you have used the correct spelling. It is also important to observe that E-CVs should not have more than sixty-five characters per line.

A scannable CV refers to a CV which can be easily scanned. It is scanned as a graphic image and then converted into text. The important thing in a scannable CV is that the formatting need to be simple. One should not use italics or underlining in your scannable CV and even bullets, instead dashes or asterisks can be used. The file should also be saved in ASCII or rich-text format.

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E-Mails, Pamphlets and  
Slogans*

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### Sample of a Scannable CV

#### **SUDHIR S. MALIK**

13/21, East Patel Nagar,

NEW DELHI-110008

Tel.: +11.25781448

[malik\\_sudhir@e-mail.com](mailto:malik_sudhir@e-mail.com)

#### **OBJECTIVE**

A position in marketing which will lead to work as a marketing head for e-business.

#### **EDUCATION**

Bachelor of Business Administration

**Specialization:** Marketing

School of Management Studies,

University of Delhi, Delhi.

#### **RELATED COURSEWORK**

Strategic Marketing, Research Marketing, Communications and Promotion Global Marketing Interpersonal Communication Statistical Analysis Consumer and Buyer Behaviour Social Psychology

*Research Projects:* Cultural Influence on Purchasing, Customer Brand Preference, and Motivating Subordinates with Effective Performance Appraisals.

#### **EXPERIENCE**

**Marketing Manager**, Enterprise E-Ware, New Delhi; 2005-present

**Group Head-Marketing**, Web Crafts, New Delhi; 2004–2005

**Marketing Executive**, Busy-E-Ness Data Systems Pvt. Ltd, New Delhi; 2002–2004.

#### **PERSONAL QUALITIES**

Interests: Tennis, Swimming, Music and Theatre

Memberships: Institute of Marketing Professionals; Heritage Club; and Arya Samaj Patel Nagar.

#### **REFERENCES**

Personal and professional references will be gladly furnished upon request.

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### Check Your Progress

1. What are the factors which determine the length of a CV?
2. State one difference between a resume and a CV.
3. How can one make an attractive resume?

## 5.3 E-MAILS

E-mails, as they are popularly called, are messages that are composed, transmitted and usually read on the computer screens. They have virtually replaced the traditional letters and will probably replace the telephone as the preferred means of communication. In fact, e-mails have become so popular in the existing times, that there is a substantial increase in the amount of information we are flooded with through this medium.

Due to their speed and cost benefit, e-mails are virtually sent without giving much thought to the urgency of the message and the quality of the written communication which at times creates problems.

The following are the main features and parameters which should be considered while composing e-mails:

- E-mails are different from traditional forms of written business communication like letters.
- E-mails are extensively preferred for their speed and broadcasting power.
- Their quick turnaround time makes them a preferred means of communication in today's jet age. The quick turnaround time also makes it more 'conversational' than paper.
- This controversial aspect also makes it less formal than the traditional letters even in business related e-mails.
- In fact, people generally do not follow netiquettes-an informal code of conduct or set of rules that e-mail users are expected to follow while sending messages on the Internet.
- E-mail language also tends to be informal and one needs to keep in mind the language one uses while sending out mails to superiors.
- Difference in hardware and software between the sender and the receiver can result in the mail looking very different from how it was sent.
- In composing e-mails, one should keep in mind the subject lines, page layout, emphasis, status, language and attachments.
- You should ensure that you write brief descriptive subject lines for your messages as people often choose to open or ignore mails after reading the subject lines. It should, therefore, give a clear idea of the content of the message.

- Avoid sending messages with the subject line blank.
- Restrict the paragraph length of your mails to two-three sentences.
- Unnecessary marking of CC should be avoided.
- All capital letters are perceived as shouting and the excessive use of the uppercase is considered bad netiquette.
- E-mails need to be specifically checked for grammatical mistakes as a lot of people feel offended if they receive mails which are full of errors.
- E-mails are a permanent record of what one has written and can easily be forwarded to other people. Therefore, one has to be extremely cautious about what and how one is writing.
- Another major advantage of e-mails is the ease at which different types of files (Word, Excel and JPEG) can be attached.
- Check if it is all right to send very heavy files before you actually go about sending them as they take long to download and use a lot of disk space.
- While forwarding messages, put a couple of comments on top of the message.
- Overuse of acronyms should be avoided.

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### Reading and Writing an E-mail

E-mail is extensively used by people across the world. The procedure of reading and writing an e-mail is not a very sophisticated one. The steps involved are as follows:

#### Reading an e-mail message

The e-mail account can be accessed at any time and from anywhere by logging on to the particular e-mail account, as mentioned earlier. To read or write an e-mail, you need to perform the following steps:

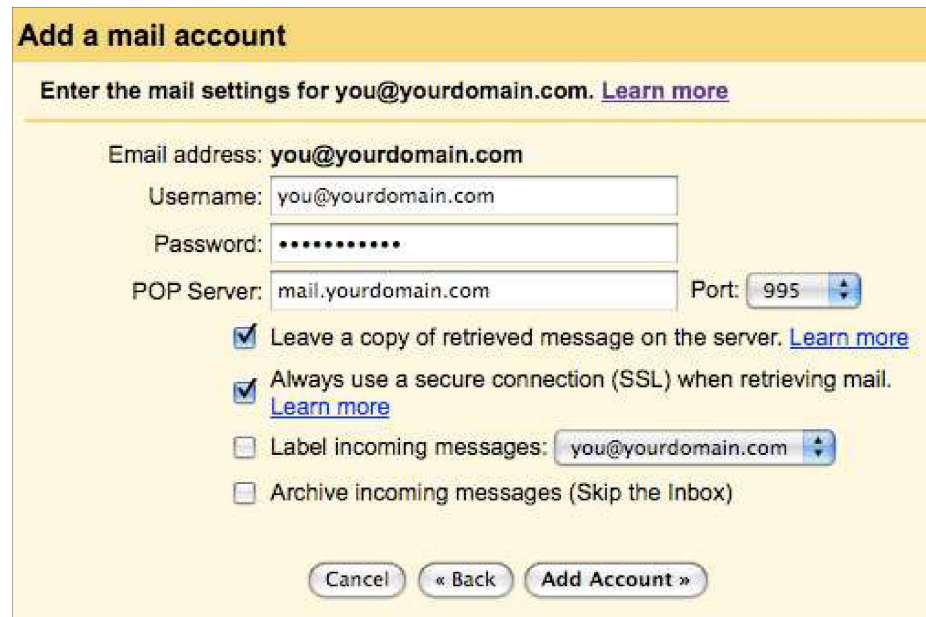
- Type the URL 'http://www.google.com' in the address bar of a Web browser.
- Enter your user ID and the password as shown in the following figure



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Once you have signed in successfully, you can access your e-mail account as shown in the following figure.

A screenshot of the "Add a mail account" form in a web browser. The form has a yellow header with the title "Add a mail account". Below the header, it says "Enter the mail settings for you@yourdomain.com. [Learn more](#)". The form contains several input fields: "Email address: you@yourdomain.com", "Username: you@yourdomain.com", "Password: .....", "POP Server: mail.yourdomain.com", and "Port: 995". There are also several checkboxes: "Leave a copy of retrieved message on the server. [Learn more](#)", "Always use a secure connection (SSL) when retrieving mail. [Learn more](#)", "Label incoming messages: you@yourdomain.com", and "Archive incoming messages (Skip the Inbox)". At the bottom, there are three buttons: "Cancel", "« Back", and "Add Account »".

Clicking on the Inbox icon lets you open your Inbox. The inbox folder contains all your previous e-mail messages and also enables you to read the new ones. You also have an option of deleting the previous messages or transferring them to some other folders also. An e-mail message in the inbox can be read by clicking on the e-mail subject or any other clickable item therein. This displays the contents of the message to be read and allows you to take appropriate action accordingly. Some e-mail messages are delivered along with attachments. Attachments may comprise of textual messages, graphics, pictures, videos, sounds or a combination of these types.

The e-mail message depicts an attachment button within the message itself, which on being clicked enables you to either open the attachment in relevant applications or save it on your computer to be opened separately.

### Writing an E-mail message

As mentioned, e-mail account can be accessed by logging on to e-mail account. To write an e-mail, you need to perform the following steps:

The Compose option on the left hand side of the screen enables you to write an email message. Attachments can also be appended along with the e-mail



messages wherever they are required. On selection of the compose option, a screen will appear.

The following steps are to be followed for writing and sending an e-mail message:

- **To:** It is a field in which the valid e-mail address of the recipient like User ID@domain.com is typed in, so that the message can be delivered correctly. In case of multiple recipients, e-mail address of each recipient is typed in the same box separated by commas.
- **Cc:** It signifies the e-mail address/(s) of the recipient/(s) to whom a carbon copy of the message is to be transmitted. The recipient/(s) specified in 'To' field also receives the e-mail address/(s) of the recipients in their messages indicating that e-mail address/(s) in the Cc field also receive/(s) the same message.
- **Bcc:** It denotes the e-mail address/(s) of the recipient/(s) to whom a copy of the message is transmitted. However, in this case, the recipient/(s) in both 'To' and 'Cc' field remain oblivious of the other e-mail addresses, to which the message is sent. Bcc stands for blind carbon copy.
- **Subject:** This box enables the sender to write the subject of the message, so that recipient/(s) on receiving the message, could have a clear idea of what the e-mail message is about.
- **Message box:** It is the field in which you type your message which is to be transmitted.

An attachment can also be appended to the e-mail message before sending it. There exists an 'Attachment button' within the compose mail box. On clicking on the Attachment button, you are asked to provide the location of the desired file to be attached. One then clicks on the Browse button which enables you to select the desired file from your computer. Finally, clicking on the Attach or OK button attaches the document along with your e-mail message.

Your message with or without attachment is now ready to be transmitted. The following steps need to be followed:

- If you want to postpone transmitting of your message, you have another option called Draft in which you can save your message to be transmitted later. The message saved in the Draft can also be modified before transmission. The Draft webpage provides you a Send button. On clicking on it, your message is transmitted and a copy of the message is saved in your Sent mailbox, provided the send and save option has been set.
- If you do not want to postpone the transmission of your message, then just click on the Send button. On clicking on it, your message will be transmitted and a copy of the message will be saved in your Sent mailbox.

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### Making, Accepting and Turning Down Offers

#### Making Offers

Of late, e-mail facility has been used commonly for correspondence by businesses and various organizations to make offers. The offers could be regarding jobs or products.

A job offer on e-mail is usually a precursor to the formal letter of offer on the company's letterhead. Such an offer e-mail should contain details like the job title, date when the employment will start, probation period if any, the terms of offer and the action required (in terms of furnishing additional information, qualification proofs or other documents).

The e-mail should state that the formal letter of offer would be handed over to the concerned candidate (on a specified date) when he/she gives a positive response. The concerned employer may even scan the hard copy of the offer letter on the company's letterhead and send it as an attachment.

#### Accepting Offers

If the offer letter comes via e-mail, you will be expected to send an acceptance via email itself. Even if the offer letter has come to you in hard copy, it will be a good idea to send an e-mail to confirm receipt of the written form of the job offer and also to inform that you have signed it and sent it back. This serves the purpose of informing the employer that the process of employment is moving in the right direction or is making progress.

Dear Mr Sharma,

I received your formal job offer earlier today. I have carefully gone through the mail and I am sending you this mail as acceptance of the same.

I thank you for giving me this wonderful opportunity and look forward to joining A-One Ltd. on 26 November 2008.

Please let me know if you need any other information from my end or if there is any paperwork to be completed.

Regards

Anita Nayar

9818853006

a.nayar@gmail.com

#### Declining Offers

Offers may not always be accepted. If you have to decline a job offer, make sure you do it gracefully. This helps to maintain good relations with the company which will be of use to you in your professional career.

The letter should not be too long. You should also ensure that no negative statement against the organization or the post is made in the letter. It is not necessary for you to focus on or explain why you have declined. If you have another offer in hand, you could mention it but even that is not really necessary. All you need to do

is thank the sender for the offer and for their effort and decline the offer in a formal manner.

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### ***Sample of an E-mail Declining a Job Offer***

Dear Mr Sharma,

Thank you very much for offering the position of Executive Assistant with A-One Ltd. While I am quite sure that the position at A-One offers a lot to a prospective employee, I happen to have another offer in hand that matches my profile better. Therefore, after much thought, I have decided to decline this offer.

I thank you for your time and effort and wish you and your company well.

Yours sincerely

Meera M.

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### **Placing Orders**

While placing orders via e-mail, care has to be taken about including all relevant details. Details regarding the product or service required should be stated clearly. The quantity and quality should be specified too.

### ***Sample of an E-Mail Placing an Order***

Dear Ms Sharma,

I have gone through the catalogue on your website and would like to order the following books via COD.

The details of the titles I require are as follows:

- Lessons on Cartooning by Kevin Ken (ABC Publishing House)
- Cartooning with A. Nayar (XYZ Publishing Company)
- How to Draw Cartoons (A-One Publishing Ltd)

You are requested to ship them to the address mentioned below. Kindly let me know by when the parcel would arrive.

Regards

Meera M.

A-32, Sector 5, Noida

Mobile no. 9817742005

Most of the online shopping sites provide a form wherein all details regarding the requirement can be filled. Such forms contain fields for providing information about the payment mode, shipping process/details and expected date of delivery which make it very convenient for the customer to place his order.

### **Responses**

If you, as a candidate, are contacted by the employer on e-mail, it is alright for you to respond via e-mail itself because it is quite an accepted norm nowadays. Just make sure that you read the mail carefully and follow the instructions given. If

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there is certain information that you have been asked to provide or certain clarifications that have been sought; and the same is stated in the form of a bulleted list, make sure that you respond to each of those points in a similar list and in the same order.

Sometimes, the sender of the e-mail wants you to actually send a response to somebody else. The Assistant Human Resource Manager of A-One Ltd, for example, may send you an offer letter as an attachment (usually a scanned copy of the offer on the company's letter head) and instruct you in the mail to send your acceptance to the Sr. Human Resource Manager. Therefore, one should not be in any kind of hurry while replying to an e-mail. It is necessary to read the mail carefully and respond to the e-mail address that you have been asked to respond to. Responding to a forwarded mail requires time. If the mail has been forwarded many times, it will take a while for you to understand or interpret the message and the reactions by going through the trail mail. One should not just respond to the sender of the mail instead should read the mails carefully and then, respond to the right person.

While responding to e-mails, ensure that the subject of the mail remains the same. It is also advisable to retain the content of the previous mail. This will save the receiver the trouble of checking his old mails to understand what you are replying to.

The following is the sample of an e-mail.

**From:** Anita Nayar

**To:** Rahul S.

**Sent:** Monday, 30 April, 2008 12:25 PM

**Subject:** Résumés for suitable position

**Attachments:** Résumé1.doc; Résumé 2.doc

Hello Rahul,

I am enclosing two résumés that were forwarded to me by some friends. Please take a look and call them for an interview if you find them suitable.

Regards

Anita

The following is an example of the response to the mentioned mail:

**From:** Rahul S[srahul@aone.com]

**Sent:** Mon 4/30/2008 12:50

**To:** a.nayar@aone.com

**CC:** Virendra Singh

**Subject:** Re: Résumés for suitable positions

Anita, thanks for the résumés.

Virendra, please call them for an interview if they are found suitable for any of the vacancies we have currently. We need one secretary, one administration assistant and one receptionist.

Thanks,  
Rahul

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### Conveying regrets

Mails which convey regret can be written to job seekers who cannot be absorbed by the organization for some reason or other; they can be written to express regret at the inconvenience caused to customers who have complained about a particular service or product; letters can be written by organizations regretting some slip on their part such as a magazine failing to send a particular issue to a subscriber, and so on.

Here is a sample mail written to a hopeful candidate by an organization regretting their inability to appoint him/her.

Dear Ms Anita,

On behalf of the hiring team, I want to thank you for your interest in joining A-One Ltd. However, we would be unable to employ you right away.

All the same, we would like to inform you that we are quite impressed by your qualifications and experience and have placed your name at the top of the eligibility list of ten candidates that we have prepared for similar vacancies. We will definitely inform you if a vacancy comes up in any of our branches in the next couple of months. If you wish to have your name deleted from this eligibility list for any reasons, please let us know at the earliest.

You could also check our website [www.aoneltd.com](http://www.aoneltd.com) regularly for information on vacancies.

Thanking you for your cooperation,

Yours sincerely,

Rohit Mehta  
Sr. Manager HRM

011-2222678

### Sending Firm Reminders

In any business organization, the need for sending reminder letters crops up quite often. The credit collection department may have to send letters to customers to remind them of pending payments, customers may have to be reminded about renewing their annual maintenance contracts, and so on. Reminder letters may have to be sent internally to employees of an organization. The human resource

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department, for instance, may have to send reminder letters to employees regarding documents to be submitted by them, a senior manager may write to an executive reminding him about a pending report, team leaders may write reminder letters to their team members about various tasks and their deadlines.

When a reminder is sent for the first time, it is not difficult to compose the letter as it would be like any other letter. It would be in the form of a request. However, when the reminder has to be sent a second time, it would have to be crisp and firm. The idea is to sound polite and at the same time strict and firm. While writing to a customer, a reminder letter has to be worded very cautiously. However, use of e-mail is rare when it comes to writing to customers.

It is necessary that the customers should take you seriously and also respond positively. At the same time, you cannot afford to offend or make the customer angry. Any foul or offensive language can lead to the loss of a valuable customer.

E-mail reminders are most commonly used within the organizations.

Let us now look at the points that one should keep in mind while writing reminder letters:

Your letter should sound confident and authoritative so that the letter is seriously read and not ignored at any cost by the receiver or addressee.

Your instructions should be clear. The readers should know and understand exactly what he/she is required to do.

The mail should have a tone of urgency.

- If it is a reminder for late payment or pending payment, let the reader know what the consequences of late or non-payment will be in a simple manner without using legal language.
- Reminders sent to a customer or external entity should contain all contact details of the sender. The e-mail address will go to the receiver automatically, but it would be a good idea to send the phone numbers as well as the complete postal address.
- Attach all relevant documents with the reminder mail so that the receiver knows what is being referred to. In case of payments, a copy of the original bill can be attached.
- In case of a third reminder, you can afford to be less polite. Get to the topic directly and state the consequences of ignoring the mail. One should, thus, bring more urgency into your tone.

Sometimes, you may send a reminder to a person who may have already responded to your earlier reminder or done the needful. In such situations, the mail should contain a request to ignore the contents if the addressee has already sent the payment or done the needful.

If you find that the addressee has taken the appropriate action after you have sent off the mail, ensure that you send an apology without a delay requesting the addressee to ignore the mail and thanking him for his response or action.

### **Acknowledging Receipt**

It is very important to acknowledge receipt of any mail that you receive, whether in the written form or in the electronic form. Acknowledgements are especially significant in the service industry where customer service is of utmost importance.

Similarly, you should acknowledge the receipt of a job offer or an interview call. It is always courteous to send a receipt of acknowledgement to a friend on e-mail on receiving a gift, or an invitation to a wedding or birthday party. Within an organization, acknowledgement of receipt is sent on receiving the agenda for an important meeting or on being informed of the last date for submitting certain documents.

*Preparation of CVs,  
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## **5.4 PAMPHLET AND SLOGAN WRITING**

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Let us analyse the essentials of pamphlet and slogan writing.

### **Pamphlet Writing**

UNESCO's Institute of Statistics defines a pamphlet as a non-periodic printed publication of at least forty-nine pages exclusive of the cover pages. A pamphlet is an unbound booklet which does not have a hard cover. It may consist of a single sheet of paper, printed on both sides and folded usually in half. According to the volume of the matter and size of the paper, it may be folded in thirds or in fourths. It contains the information about a product or service.

When we buy an electric appliance, medicines, computers or mobiles, we get a folded sheet of paper mentioning on it 'how to use' instructions, such an advertisement is a pamphlet. Pamphlets play an important role in marketing business. They do not require much money in their production and can be distributed easily to customers. They are also used in political campaigning. Pamphlets are also known as leaflets.

### **Slogan Writing**

Slogan is defined as the motto of the company, establishments and educational institutions. According to Cambridge dictionary, 'a slogan is a short easily remembered phrase, especially one used to advertise an idea or a product'. The following steps should be considered while composing a slogan:

### **Getting Ideas Together**

One should think about the positive attributes of the product and then follow these steps:

- Take feedback about the product/ company from employees. This would highlight some kind of attribute which would not have been highlighted before and would bring more creativity too.

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- Investigate the circumstances in which the company/product came into being and this story can lead to a slogan.
- Focus on the key benefits and enhance it with a solid punch line for the product.

### Go Through Other Slogans

This includes the following:

- One should keep in mind the fact that the most popular slogans are the ones with catchy phrases. It is thus, necessary that you need to think out of box to create a fantastic tagline.
- KFC'S 'Finger licking Good' resonates the positive feeling that you will come back for it again and again.
- Similarly Pepsi's tagline 'Pepsi Thi Pi Gaya' denotes the fact that the product is so irresistible you gulp it without thinking at all.

### Narrow Down On Self Written Slogans

This step includes the following procedural:

- Once you shortlist your observations, then start working on them. This will initiate new ideas which will help in the promotion of the brand.
- Scribble the new found knowledge and try to associate with your work. This will help you to build interesting slogans.

### Tips To Write a Slogan

The following guidelines will help you to write a perfect slogan:

- **Tell the advantage of the product:** The slogan /tagline helps you promote the product .One needs to aggressively showcase the benefits of the product.
- **Short and sweet:** The thumb rule while composing a slogan is that a slogan should not exceed three to seven words and at the same, the creative aspect should also not be compromised. One should, therefore, work hard to find the most appealing part of the product/company in the best possible way. It has been generally observed that the shorter the tagline, it is more convenient to recall.
- **Make the emotional bond:** It is necessary to build an emotional connect which will help to establish a bond with the consumers. For instance, the tagline of Vodaphone Company says, 'Follows You Everywhere' or the concept of dog in the advertisement symbolizes the loyalty and dedication of the company, this advertisement was not only liked by elders but even children felt connected with such kind of advertisement. Thus, a company should form such a tagline which connects with everyone.
- **Strike the right balance:** It is necessary that right kind of balance should be there in the tagline, so emphasis should be placed on the word count, the message intended, the rhyme and rhythm. However, ambiguous language should not be used as it may lead to confusion among the customers.



- **Make it sayable:** The rhyme and rhythm of the slogan makes it hummable, for instance, the wordings of Airtel advertisement, ‘Har Ek Friend Zarori Hota Hai’ is so popular that one often finds people singing it. Such kind of taglines should thus, be made as it makes the product more popular.

### Different Styles of Taglines

We will now observe the taglines of various products.

Some taglines talk about the product service, for instance:

- LIC’s ‘*zindagi ke saath bhi zindagi ke baad bhi*’
- Deebears Diamonds ‘diamonds are forever’.

Some convey action, for example:

- Red Bull’s ‘gives you wings’
- Nike’s ‘just do it’
- Snapdeal’s ‘unbox *zindagi*’

Besides these, advertisements showcase leadership qualities, or are thought provoking and some of them are filled with humour too, for instance ‘centerfresh candy *dimag ki batti jala de*’.

#### Check Your Progress

4. What are the steps to be followed in order to compose or read an e-mail?
5. State the purpose of the message box in an e-mail.
6. What are the parameters that should be kept in mind while writing reminder letters?
7. What is a pamphlet?
8. How has the Cambridge dictionary defined the word slogan?

## 5.5 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The factors which determine the length of a CV are qualification and experience of the individual and the nature of the position applied for.
2. A resume is a short account of one’s qualifications, career and position. It is generally restricted to a page. On the other hand, a CV is a detailed account of one’s qualification, job-related experience, the responsibilities shouldered, skills etc.
3. The following points should be kept in mind while making an attractive resume:
  - Leave at least one inch margin on all sides of the page.
  - Limit the font size to ten to twelve for the body of the text and to fourteen for headings.
  - Avoid using colours and special effects to decorate the CV.

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- Use bullets to arrange the subparts of a heading clearly.
  - Leave a lot of white space on the CV, otherwise it appears cramped.
4. The following steps will help to compose or read an e-mail:
- Type the URL 'http://www.google.com' in the address bar of a Web browser.
  - Enter your user ID and the password as shown in the following figure.
5. The purpose of the message box in an e-mail is that it is the field in which you type your message which is to be transmitted.
6. The parameters that should be kept in mind while writing reminder letters are enumerated as follows:
- Your letter should sound confident and authoritative so that the letter is seriously read and not ignored at any cost by the receiver or addressee.
  - The mail should have a tone of urgency.
  - Your instructions should be clear. The readers should know and understand exactly what he/she is required to do.
7. A pamphlet is a non-periodic printed publication of at least forty-nine pages exclusive of the cover pages. It is an unbound booklet which does not have a hard cover.
8. The Cambridge dictionary has defined slogan as a short easily remembered phrase, especially one used to advertise an idea or a product.

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## 5.6 SUMMARY

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- A CV is the primary document which is used to assess one's suitability for a job position.
- Broadly speaking, there are two type of CVs, first is a general purpose CV, which fits with the requirements of a number of companies and jobs and second is a custom-made or specific purpose CV that is made to suit a particular organization, job or purpose.
- Testimonials refer to letters of recommendation or appreciation. Testimonials are different from references.
- It is important that the CV has some amount of eye appeal so that it gets selected from among the many CVs received by the prospective employer.
- CVs are of various types such as the chronological CV, functional CV, combination CV and scannable CV.
- Electronic CV is a CV sent through e-mail attached as part of an online application. An e-CV is stored in a computer database.
- A scannable CV refers to a CV which can be easily scanned. It is scanned as a graphic image and then converted into text.

- E-mails, as they are popularly called, are messages that are composed, transmitted and usually read on the computer screens.
- The e-mail account can be accessed at any time and from anywhere by logging on to the particular e-mail account, as mentioned earlier.
- The e-mail message depicts an attachment button within the message itself, which on being clicked enables you to either open the attachment in relevant applications or save it on your computer to be opened separately.
- A job offer on e-mail is usually a precursor to the formal letter of offer on the company's letterhead.
- UNESCO's Institute of Statistics defines a pamphlet as a non-periodic printed publication of at least forty-nine pages exclusive of the cover pages.
- According to Cambridge dictionary, 'a slogan is a short easily remembered phrase, especially one used to advertise an idea or a product'.
- The thumb rule while composing a slogan is that a slogan should not exceed three to seven words and at the same, the creative aspect should also not be compromised.

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### 5.7 KEY TERMS

- **E-mails:** It refers to messages that are composed, transmitted and usually read on the computer screens.
- **Electronic CV:** It refers to a type of CV which is sent through e-mail attached as part of an online application.
- **Secondary Data:** It refers to a type of data which is collected from secondary source information such as books, theses, the Internet, journals or newspapers, reports, conference papers and brochures.
- **Slogan:** It refers to a short and striking or memorable phrase used in advertising.

### 5.8 SELF-ASSESSMENT QUESTIONS AND EXERCISES

#### Objective-Type Questions

1. Fill in the blanks
  - a. CVs are of various types such as the chronological CV, functional CV, combination CV and \_\_\_\_\_ CV.
  - b. The full form of Bcc while writing an email is Blind Carbon \_\_\_\_\_.
2. True or False
  - a. A pamphlet is an unbound booklet which does not have a hard cover. True/False

- b. The e-mail account cannot be easily accessed at any time and from anywhere by logging on to the particular e-mail account. True/False

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### Answers

1. a. scannable      b. copy
2. a. True          b. False

### Short-Answer Questions

1. What is a resume?
2. Write a short-note on chronological CV and functional CV.
3. What are the various features of an e-mail?
4. What is a pamphlet used for?
5. What are the steps involved while preparing a slogan?

### Long-Answer Questions

1. Discuss the importance of a CV.
2. Explain the important aspects that need to be considered while preparing a CV.
3. Explain the main types of CVs.
4. Explain how regret e-mails are written.
5. Identify the uses and purposes of writing e-mails.
6. What are slogans? Discuss some tips for writing slogans.

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