

S.Y.B.A.

COMPULSORY ENGLISH

Unit-1
The Study of Short Stories

Contents

- 1.0 Objectives
- 1.1 Introduction
- 1.2 What is a Short Story?
- 1.3 How I Taught My Grandmother to Read - Sudha Murthy
 - 1.3.1 Introduction
 - 1.3.2 Characters in the story
 - 1.3.3 Summary of the Story
 - 1.3.4 Theme of the Story
 - 1.3.5 Character Sketch of Avva
 - 1.3.6 Glossary
 - 1.3.7 Questions for Self- Evaluation
 - 1.3.8 Summary
 - 1.3.9 Assignments
- 1.4 Cost of Living - Mamta Anand
 - 1.4.1 Introduction
 - 1.4.2 Characters in the story
 - 1.4.3 Summary of the Story
 - 1.4.4 Theme of the Story
 - 1.4.5 Character Sketch of Anu
 - 1.4.6 Glossary
 - 1.4.7 Questions for Self- Evaluation
 - 1.4.8 Summary
 - 1.4.9 Assignments
- 1.5 The Social Syndrome - M. Bandopadhyay
 - 1.5.1 Introduction
 - 1.5.2 Characters in the story
 - 1.5.3 Summary of the Story
 - 1.5.4 Theme of the Story
 - 1.5.5 The First Visitor
 - 1.5.6 The Second Visitor
 - 1.5.7 Glossary
 - 1.5.8 Questions for Self- Evaluation
 - 1.5.9 Summary

1.5.10 Assignments

1.6 The Meeting Pool - Ruskin Bond

1.6.1 Introduction

1.6.2 Characters in the story

1.6.3 Summary of the Story

1.6.4 Theme of the Story

1.6.5 Character Anil

1.6.6 Glossary

1.6.7 Questions for Self- Evaluation

1.6.8 Summary

1.6.9 Assignments

1.7 Bibliography

1.0 Objectives

This unit will help you -

- i) to learn and appreciate the prescribed short stories
- ii) to know about the writing style of the prescribed short story writers
- iii) to understand the central ideas and themes in the prescribed short stories.

1.1 Introduction

Students, this unit will introduce you with the prescribed short stories and their writers. You should remember that the book prescribed for S.Y.B.A. Compulsory English is 'English for Arts-II' edited by Board of Editors, North Maharashtra University, Jalgaon (MS). You are advised to read the prescribed texts first. The discussions here will help you to understand it better. The outline story and the major textual issues are explained to help you in the reading of the stories.

1.2 What is a Short Story?

A short story is a prose narrative in brief. It is a brief fictional prose narrative, shorter than a novel. It has a single effect which is presented through single or few significant episodes, incidents or scenes. It tries to leave behind a single impression or effect. Short story is less complex than a novel. Generally, a short story focuses on only one incident, has a single plot, a single setting, limited number of characters and covers a short period of time. A story observes the economy of characters, plot/action, setting and narrative. The characters in a story are disclosed in action.

To study and understand a short story you should find out the characters, setting, plot, significant episode, action, point of view and style of the writer.

1.3 How I Taught My Grandmother to Read- Sudha Murthy

1.3.1 Introduction:

The story 'How I Taught My Grandmother to Read' is written by Sudha Murthy. Born in 1950, she has done M. Tech in Computer Science. Presently, she is Professor of Computer Science. She is one of the founder members of the world famous Infosys Company. She is also the Chairperson of the Infosys Foundation. Apart from her interest in the business and teaching, she is a prolific writer in Kannada language. She has seven novels, four technical books, three travelogues and two collections of short stories to her credit. Her autobiography 'Wise and Otherwise' was widely appreciated and has been translated in thirteen Indian languages.

The present story is an incident from Sudha Murthy's own life. The story is taken from her first book for children 'Puffin'. It is about an inspiring and interesting experience of her grandmother during learning to read and write. It narrates her grandmother's strong will and desire to read and write. The story is narrated in the first person-'I', Sudha herself being the narrator. The story is set against the rural background of north Karnataka. It is a village of her grandmother, where Sudha had spent her childhood days.

1.3.2 Characters in the Story:

- i) Sudha : The narrator and the granddaughter of Avva of twelve years.
- ii) Avva : The grandmother of Sudha of sixty two years and her student as well.

1.3.3 Summary of the Story:

Sudha Murthy is the narrator in the story. She was of twelve years when she lived with her grandmother in a village of north Karnataka. The transportation facilities were not good in those days. She loved reading but could not get the news papers regularly. They could get the morning news paper in the afternoon only. They used to get the magazines one day late. The bus used to bring the news papers, magazines and the post. As a result, they used to wait for the bus eagerly.

In those days Triveni was a popular Kannada writer. She died in her youth. But even today she is one of the popular writers in Karnataka. Her style was easy to read and understand. She wrote about the life and psychological problems of ordinary people. So she was very popular among the readers.

One of her novels '*Kashi Yatre*' was appearing in a serial form in the Kannada weekly '*Karmveera*'. It is a story about an old lady and a young girl. The old lady had a strong desire to go to Varanashi to worship Lord Vishveshwara to attain the ultimate '*punya*'. Her struggle to go to Varanashi was described in the novel. The young girl in the story was an orphan child. The girl was in but did not had money for wedding. At the end of the novel the old lady gives away all her money saved for '*Kashi-yatra*'. She thought that the happiness of the orphan girl is more important than worshiping Lord Vishweswra at Kashi.

Sudha's grandmother, Avva, never went to school and so could not read and write. Every Wenesday when the magazine came, Sudha used to read the story to her. During this time the grandmother would stop all her work and would listen to the story. Like the old lady, the grandmother had never been to Kashi. She identified herself with the desire of the old lady. Later in the noon she would repeat the same story to her friends in the temple yard. Then there used to be the debate among the ladies. So Avva used to eagerly wait for the Wednesday than anyone else. She insisted Sudha to read the story at the earliest.

Once, Sudha went to neighbouring village to attend a marriage. She was expected to stay there for a couple of days but it extended to more than a week. When she came back, she saw the grandmother in tears. Sudha did not understand, why she was crying. After dinner, when everyone was asleep, Avva came to Sudha. She told her life story to Sudha. Her mother died when she was young. No one ever told her the significance of education so she did not go to school. Later got married and had children. She was busy with household chores and feeding the children and then grand children. She took every possible care that her children and grandchildren get good education. Sudha did not understand why her grandmother was telling it to her.

She could not read the story of '*Kashi Yatre*' when Sudha was away for marriage. She became restless but was of no use. She realized that all her prosperity is meaningless if she cannot be independent. She understood the significance of education. Now she wanted to learn to read and write Kannada from the next day. She kept *Dassara* as dead line for learning to read and write. She wanted to be independent. Sudha made fun of her old age. But the grandmother had a strong determination. She said "For a good cause if you are determined, you can overcome any obstacle. I will work harder than anybody, but I will do it. For learning there is no age bar." From the next day Sudha

began to teach the grandmother. Avva did a lot of home work, remembered and recited, whatever was taught to her.

The *Dassara* festival came. Avva had kept *Saraswati Pooja*. Sudha has secretly bought a copy of '*Kashi Yatre*'. Avva called Sudha and asked her to sit on the stool. She gave a frock material as a gift to her. Then to Sudha's surprise, she touched Sudha's feet. Avva told her about the great tradition of Indian culture about touching the feet of elders the teachers and God. For Avva, Sudha was her teacher though much younger than her. Avva was grateful to her for helping her to learn to read and write and to be independent. In return Sudha touched the feet of the grandmother and gave her a copy of '*Kashi Yatre*'. Avva read the title, the name of the author and publisher.

1.3.4 Theme/s of the Story: The present story is an incident from Sudha Murthy's own life. It is about an inspiring and interesting experience of her grandmother during learning to read and write. It narrates her grandmother's strong will and desire to read and write. The theme of the story is stated in Avva, Sudha's grandmother's words: "For learning there is no age bar." It is with this strong desire and determination Avva learned to read and write at the age of sixty two. So, 'there is no age to learn' is one of the themes of the story.

Another theme is in the words of Avva, 'For a good cause if you are determined, you can overcome any obstacle'. With the strong desire to be independent, Avva learned to read and write in a short period. Avva had everything needed to lead a happy life. But she thought that if one cannot be independent then the material prosperity is of no use. She felt for the first time in life, how handicapped she is without education! As she became aware of it, she took proper action and overcame the problem.

1.3.5 Character Sketch of Avva:

Avva, the grandmother of Sudha Murthy is the protagonist of the story. She was of sixty two years old. The story narrates her strong desire to learn to read and write and how does she succeed in her efforts. Avva never went to school hence, could not read and write. She lost her mother in the childhood so there was no one to tell her the importance of education. She was married at the early age and had children. She took every possible care to make them independent and educated. She was busy in her household chores. Then had grand children and was busy with looking after them, cooking and serving them. So never felt the strong need to be able to read and write.

She liked the story of Triveni's novel '*Kashi Yatre*'. It was appearing in a serial form in Kannada weekly '*Karmveera*'. Avva could not read and write so Sudha used to read the story to her. Avva was a kind lady. She had many lady friends of her age in the neighbouring houses. They used to gather in the temple yard and discussed and debated over the story of '*Kashi Yatre*'. It is a story about an old lady and a young girl. The old lady had a strong desire to go to Varanashi to worship Lord Vishveshwara to attain the ultimate '*punya*'. Her struggle to go to Varanashi was described in the novel. The young girl in the story was an orphan child. The girl was in but did not had money for wedding. At the end of the novel the old lady gives away all her money saved for '*Kashi-yatra*'. She thought that the happiness of the orphan girl is more important than worshipping Lord Vishweswra at Kashi. Like the old lady, the grandmother had never been to Kashi. She identified herself with the desire of the old lady.

Once, Sudha went to neighbouring village to attend a marriage. She was expected to stay there for a couple of days but it extended to more than a week. As Usual the weekly came but she could not read the story. She felt for the first time in life, how handicapped she is without education! She realized that all her prosperity is meaningless if she cannot be independent. Now she wanted to learn to read and write Kannada from the next day. She kept *Dassara* as dead line for learning to read and write.

From the next day Sudha began to teach the grandmother. Avva did a lot of home work, remembered and recited, whatever was taught to her. At last Avva with her strong desire and determination succeeded in learning to read and write.

1.3.6 Glossary:

ardent : intense

protagonist : the chief character in a story

to look after : to take care of

worried : sad

determination: strong will

Avva : Grandmother in Kannada language

recite : to repeat orally

temple yard : place/ veranda in front of the temple

1.3.7 Questions for Self- Evaluation:

- i) Who was Triveni?
- ii) What was the story of '*Kashi Yatre*' about?
- iii) What happened with Avva when Sudha went for the marriage?

- iv) Why did Avva decide to be literate?
- v) Describe Avva's efforts to learn to read and write.
- vi) Describe the end of the story.

1.3.8 Summary:

The story 'How I Taught My Grandmother to Read' is written by Sudha Murthy. Sudha Murthy is the narrator in the story. It is an incident about from her childhood days. In those days Triveni was a popular Kannada writer. One of her novels '*Kashi Yatre*' was appearing in a serial form in the Kannada weekly '*Karmveera*'. Every Wednesday when the magazine came, Sudha used to read the story to her. Later in the noon she would repeat the same story to her friends in the temple yard. Once, Sudha went to neighbouring village to attend a marriage. When she came back, she saw the grandmother in tears. Sudha did not understand, why she was crying. As Usual the weekly came but she could not read the story. She felt for the first time in life, how handicapped she is without education! She realized that all her prosperity is meaningless if she cannot be independent. Now she wanted to learn to read and write Kannada from the next day. She kept *Dassara* as dead line for learning to read and write.

From the next day Sudha began to teach the grandmother. Avva did a lot of home work, remembered and recited, whatever was taught to her. At last Avva with her strong desire and determination succeeded in learning to read and write.

1.3.9 Assignments:

- i) Write your response to the story in your own words.
- ii) Translate the story in your mother tongue.

1.4 The Cost of Living- Mamata Anand

1.4.1 Introduction: The present story 'The Cost of Living' is written by Mamata Anand. She is a well-known Indian writer and a poet, writing in English. She is the writer of a famous book '*Radhakrishnan: His Life and Works*'. She is a resident of Jabalpur, Madhya Pradesh. The present story appeared in the *Sahitya Akademi* bi-monthly journal 'Indian Literature'. Her stories are heart touching and the experiences of everyday life.

The present story presents a representative picture of the present day pseudo-educational system. Anu is a newly appointed school teacher in a private school. She is a highly sincere, hard working, sensitive and dutiful teacher. She is true to her profession of teaching. Her teaching is highly appreciated by the principal and management of the school. But the conspiracies

of her colleagues create troubles for her. At last with the support of students she overcomes and faces the situation bravely. The story is set in a school of Vihar Group of Schools.

1.4.2 Characters in the Story:

- i) Annu: The protagonist of the story. She is a newly appointed school teacher in a private school, Vihar Group of Schools.
- ii) Krishna: Anu's husband, an employee in MTNL.
- iii) Ms. Kapila: colleague of Anu
- iv) Mr. Pradhan: colleague of Anu
- v) Ms. Isha : colleague of Anu
- vi) Ms. Parmar: colleague of Anu
- vii) Mr. Chaganlal: the owner of the shoes shop.

1.4.3 Summary of the Story:

The story is set against the background of a Vihar Group of schools in Mumbai. Anu, the protagonist of the story was from a middle class family from Akola in Maharashtra. She was married and her husband Krishna was a junior employee in MTNL. She had two kids Sri and Charu. She had only two things in her life- school and home. She had excellent academic results. She was aware that to be a good teacher in Mumbai she would need extra preparation and awareness. She knew, to get a job in a good corporate school was not an easy job. She appeared for an interview in Vihar Group of schools. Her interview board was impressed with her effective planning. They thought her suitable for the classes of IX and XI. The board selected her and told that on the basis of her performance, she would be continued for the next year and would be given board classes. She celebrated the achievement with her family at home.

From the first day of her school she realized that to continue in the service she will have to submit to the authorities, to learn to be junior and jack of all trades. She would have to do the things she would not want to be. She was teaching the victory of Shivaji to the class IX students. A peon came and informed her that the Principal has asked him to meet him in the office. After the class she went to see the Principal. Mr. Pradhan and Ms. Kapila were already there. They too were called by the principal. Anu was a bit worried about what had happened. They told that it was a daily routine and nothing else. The Principal called them and handed over a shopkeeper's card. He told them that the Management had already selected a pair of shoes for the

students' uniform. He asked them to go to the shopkeeper and bargain over the price and discount. The shop was seven kilometres from the school. Anu did not like the idea but did not react.

They handed over their classes to the adhoc teachers and went to see the shopkeeper. Mr. Chaganlal the shopkeeper told them about the shoes. They were heavy and Anu showed her disapproval to which the shopkeeper also joined. Anu also thought that the cost of the shoes 1300/- was too much for the parents. She decided to talk to the principal in this matter. Her companions advised her not to do so. Anu did not wish to bargain with the shopkeeper. Mr. Pradhan and Ms. Kapila bargained over the discount and struck the deal to Rs. 300 discount. On their return the Principal was happy to learn about the amount of the discount. Anu did not speak a single word.

At home Anu told the incident to Krishna, her husband. He advised her not to speak in this matter. He further advised her to forget that she is a teacher and should always remember she is only a junior employee. While preparing Sri and Charu for school, she felt a strong urge to put the case of poor parents to the principal. When she went to the office, the Principal asked her whether she was introduced with the staff or not. To which Anu said that she is acquainted with her department. Then she shared her view regarding the shoes to the Principal. To it the Principal openly said that it is the problem of the parents and Anu need not worry about it. He further said, if the parents cannot afford the shoes they can take their children away from the school. They cannot stop the progress of the school for them. Anu understood everything and left the principal's cabin.

Anu did not find interest with the staff. Most of them did not wish to be teacher but came in the profession unwillingly or accidentally. For some to be a teacher meant the loss of career. Anu began to get involved with the students. Whenever she got the time she mixed with the students. Students also shared their family problems with her and her to be one of their confidantes. She arranged group discussions, elocution competitions for them. She helped them to surf Internet. Soon the students became fond of her. Mr. Arya, the chairman of the institute took a good note about Anu's popularity. He decided to get feedback about the teachers from the students. It would help the teachers to work better. Anu's colleagues found their boats in troubled waters, as they were not sincere about their duties. They thought that the difference in feedback would create troubles for them. The students in their feedback boldly told that they loved to come to school because of Anu

madam. Mr. Arya was impressed with the feedback about Anu. He praised her and congratulated as well. This turned her colleagues into adversaries.

Mr. Pradhan and Ms. Kapila began to take regular rounds to find out what exactly Anu did with the students. They talked with the students who praised her. By the end of the academic year Anu's progress and results as a teacher were highly appreciated by the management and the Principal. At the end of the year students thanked Anu for her love, care and teaching and the passing out students aspired for better careers. At home Krishna, her husband felt proud about Anu's devotion, achievement as a teacher and her popularity among the students. They celebrated her success at home. Anu was busy throughout the year, so they planned a family trip to Matheran.

Just before the day they were about to leave for Matheran Anu was called to the school. The Principal told her about the charge of collecting money for the group activities from the students. She has broken the rules of the school. The Principal asked her further to prove not to be guilty, if she wanted to continue her service in the next year. Anu was moved to tears. She denied to have done so. The Principal simply told her to present her case in front of the management within six days or someone else would be appointed in her place.

Krishna and whole family was disappointed as their trip to Matheran was cancelled. Krishna advised her not to report back and give clarifications to those people. He asked Anu, why did it happen with her every time? Anu told him that she needs to give the clarification and refute all the false charges against her. She would prove that she was always worthy of their confidence.

On the first day of her presentation the complaints made by senior teachers under Mr. Pradhan and Ms. Kapila were shown to her. These teachers had received these complaints from the students who attended Anu's activities. Anu requested to bring the students there to which the management did not agree. Anu had no choice than to challenge the management to prove the charges or to acquit her. The management asked her to meet after three days with proofs in her defence. After three days Anu presented the copies of the statements of the students in her favour. Some students personally appeared in front of the management in favour of their Anu madam. The management heard everything. At the end Anu was told that her teaching method was highly appreciated by the management. Moreover, it will be included into a permanent course from the current session. The senior teachers like Mr. Pradhan, Ms. Isha, Ms. Kapila would monitor over it. The

management did not tell her anything about the case. She was further advised to concentrate on her regular classes in the initial years of her service.

At home Anu narrated the whole incident to Krishna. Krishna could not understand why it happened with Anu every time. “Why so much pain for good work?” Anu with a smile replied “That’s the cost of living.....A measure of the spirit.”

1.4.4 Theme of the Story: The present story ‘The Cost of Living’ presents a representative picture of the present day pseudo-educational system. It is a scathing attack on the present day educational system. Anu is a newly appointed school teacher in a private school of Vihar Group of Schools. She is a highly sincere, hard working, sensitive and dutiful teacher. She is true to her profession of teaching specially compared with her other colleagues. Her teaching is highly appreciated by the principal and management of the school. But the conspiracies of her colleagues create troubles for her. At last with the support of students she overcomes and faces the situation bravely.

The story also raises a question like, why does the change-maker person has to suffer? Anu aspires to bring the change in the educational system. She also wishes to change the mind set of her colleagues. Most of her colleagues did not wish to be teacher but came in the profession unwillingly or accidentally. For some to be a teacher meant the loss of career. She is true to her profession of teaching. The story ends with Anu’s answer to the question “That’s the cost of living.....A measure of the spirit.”

1.4.5 Character Sketch of Anu: The present story ‘The Cost of Living’ presents a representative picture of the present day pseudo-educational system. It is a scathing attack on the present day educational system. The story narrates an incident from the protagonist, Anu’s life. Anu is a newly appointed school teacher in a private Vihar Group of Schools. She is a highly sincere, hard working, sensitive and dutiful teacher.

Anu, the protagonist of the story is from a middle class family from Akola in Maharashtra. She is married and her husband Krishna is a junior employee in MTNL. She has two kids Sri and Charu. She has only two things in her life-school and home. She has excellent academic results. She is aware that to be a good teacher in Mumbai she would need extra preparation and awareness. She is well aware, to get a job in a good corporate school is not an easy job. She appears for an interview in Vihar Group of schools. Her interview board is impressed with her effective planning. They considered her suitable for the classes of IX and XI. The board selects her and tells that on the basis of her

performance, she will be continued for the next year and will be given board classes. She celebrates the achievement with her family at home.

From the first day of her school she realizes that to continue in the service she will have to submit to the authorities, to learn to be junior and jack of all trades. She will have to do the things she will not want to be. She is kind and considerate. She does not differentiate between her own children and students. Anu thinks that the cost of the shoes 1300/- is too much for the parents. She decides to talk to the principal in this matter. While preparing Sri and Charu for school, she feels a strong urge to put the case of poor parents to the principal. Then she shares her view regarding the shoes to the Principal.

Anu does not find interest with the staff. Most of them did not wish to be teacher but came in the profession unwillingly or accidentally. For some to be a teacher meant the loss of career. Anu begins to get involved with the students. Whenever she gets the time, mixes with the students. Students also share their family problems with her and consider her to be one of their confidantes. She arranges group discussions, elocution competitions for them. She helps them to surf Internet. Soon the students become fond of her. By the end of the academic year Anu's progress and results as a teacher are highly appreciated by the management and the Principal. At the end of the year students thank Anu for her love, care and teaching and the passing out students aspire for better careers. At home Krishna, her husband feels proud about Anu's devotion, achievement as a teacher and her popularity among the students. They celebrate her success at home. Anu is busy throughout the year, so they plan a family trip to Matheran.

Just before the day they are about to leave for Matheran. Anu is called to the school. The Principal tells her about the charge of collecting money for the group activities from the students. She has broken the rules of the school. The Principal asks her further to prove not to be guilty, if she wants to continue her service in the next year. Anu is moved to tears. She denies to have done so. The Principal simply tells her to present her case in front of the management within six days or someone else will be appointed in her place. At home Anu tells Krishna that she needs to give the clarification and refute all the false charges against her. She will prove that she is always worthy of their confidence. Anu has no choice than to challenge the management to prove the charges or to acquit her. After three days, Anu presents the copies of the statements of the students in her favour. At the end Anu is told that her teaching method is highly appreciated by the management. At home Anu narrates the whole incident to

Krishna. Krishna cannot understand why it happens with Anu every time. “Why so much pain for good work?” Anu with a smile replies “That’s the cost of living.....A measure of the spirit.”

1.4.6 Glossary:

PG	: post graduate
competent	: to be capable/able of
conspiracies	: secret plans against someone, power, authority
corporate	: from the world of companies, private sector
ad hoc	: for a particular purpose
bargain	: negotiation
surf	: search, explore
refute	: prove to be wrong or mistaken

1.4.7 Questions for Self-Evaluation:

- i) How did Anu impress the interview board?
- ii) What was her impression after the first few days of schooling?
- iii) What did happen at the shoe shop?
- iv) What was Krishna’s advice in the shoe matter?
- v) How did students react with Anu at the end of the academic year?
- vi) What did the chairman Arya do to find out the performance of the students?
- viii) What was Anu’s plan for the summer vacations?
- ix) What did the management tell to Anu at the end of the case?

1.4.8 Summary: The present story ‘The Cost of Living’ presents a representative picture of the present day pseudo-educational system. It is a scathing attack on the present day educational system. The story narrates an incident from the protagonist, Anu’s life. Anu is a newly appointed school teacher in a private Vihar Group of Schools. She is a highly sincere, hard working, sensitive and dutiful teacher.

Anu, the protagonist of the story is from a middle class family from Akola in Maharashtra. She has only two things in her life-school and home. She appears for an interview in Vihar Group of schools. Her interview board is impressed with her effective planning. The board selects her. From the first day of her school she realizes that to continue in the service she will have to submit to the authorities, to learn to be junior and jack of all trades. She will have to do the things she will not want to be. She is kind and considerate. She does not find interest with the staff. She begins to get involved with the students. The

Principal tells her about the charge of collecting money for the group activities from the students. She has broken the rules of the school. She has no choice than to challenge the management to prove the charges or to acquit her. After three days, she presents the copies of the statements of the students in her favour. At the end she is told that her teaching method is highly appreciated by the management. At home she narrates the whole incident to Krishna. Krishna cannot understand why it happens with She every time. “Why so much pain for good work?” She with a smile replies “That’s the cost of living.....A measure of the spirit.”

1.4.9 Assignments:

- i) Translate and narrate the story to your friends.
- ii) Describe your reaction imagining yourself at Anu’s place.

1.5 The Social Syndrome- Manohar Bandopadhyay

1.5.1 Introduction: The present story ‘The Social Syndrome’ is written by Manohar Bandopadhyay. He is born in 1944 and writes in Hindi and English languages. He is a famous poet, short story writer and a critic. His most popular works are ‘Mouthful of Metaphors’, ‘Premchand- Life and Works’ and ‘Antarai Ke Beech’. He is the recipient of prestigious Munshi Premchand Award, Ministry of Education Award (twice).

The present story is a satire on the modern men and their utilitarian attitude towards others. The story also satirises on the hypocrite and selfish people who call themselves social but in reality exploit others. It narrates an incident with the protagonist Geeta.

1.5.2 Characters in the Story:

- i) Geeta : The protagonist who is new in the colony (area).
- ii) The Narrator : Geeta’s husband and the narrator of the story.
- iii) The first visitor : A person living in the corner house of the street, a property dealer.
- iv) The second visitor : A lady from the neighbourhood.

1.5.3 Summary of the Story: The story begins on a Sunday morning. Mrs. Geeta and her husband (the narrator) were new in the colony. They had recently shifted to their newly built house. They were not acquainted in the neighbours in the colony. They lived in their own world and had no contact with others. They lived in perfect anonymity. Geeta blamed her husband for not being social. On the Sunday morning she told him that their neighbours gossip about

their not being social. Their maid servant has reported about it to them. Geeta pleaded her husband to mix with the people around. The narrator agreed with Geeta and decided to visit some of their neighbours in the afternoon.

The same morning after the 'Mahabharata' serial the couple was having tea when the door bell rang. A bald man around forty was peeping over the iron gate. He did not wait for the narrator's response. He opened the gate and straight came into the drawing room, which was already open. The man introduced himself as their neighbour, who lived in the corner house of the street but did not tell his name. The narrator was excited as he wanted to visit in the neighbourhood and just then one came to their house. The narrator asked for tea or coffee. The man refused tea but preferred to smoke. He took a cigarette from the narrator's Oxford packet without asking for permission and lighted it. He spoke less about himself and tried to get more information about the narrator more. Even he asked personal questions like – why they were issueless couple. When the narrator tried to enquire about him, the man asked for the permission to use the telephone of the narrator.

Only the narrator's family had the telephone in the colony. The man dialled a number which was proved to be a wrong number. He again dialled a number and this time the speaker from the other side gave another number. The man noted the number on the pad lying by the phone. Now he dialled the new number but the line was busy. The man showed no patience and continuously tried the number. He roughly handled the phone. He continuously tried for fifteen minutes and at last succeeded in getting the number. From their talk the narrator learned that the man was a property dealer. The man bargained over the price of a plot. He tried to persuade the person, perhaps a seller of the plot, on another end. When he put the phone the narrator thought to be an end of the episode. But to the next moment, the man brought out diary from his pocket and searched for a number. Again he dialled a number and this time it was buyer of the plot. He told the buyer that there were other buyers as well hence he should come with advance money to finalise the deal. As the man finished his talk, he got up and said he was in hurry and must left now. He further promised to come on some other day in the next way. Then without taking any formal leave the man went away. Geeta did not like his way of behaviour and called him selfish.

No sooner did the first visitor has gone away then the door bell again rang. A young, tall, graceful and charming lady walked in. She had two children with her. This time Geeta welcomed her and asked to sit. The lady

while sitting looked around and the children began to play with the things and objects there. The lady told about her family history and the location of their house in the colony. Then she enquired Geeta about her aloofness from the colony. Geeta assured her that soon she will visit the lady's house as she had made a beginning. Geeta became happy to learn that there will be a women's get together at her house on every first Sunday every month. The lady further refused to Geeta's offer of a cup of tea and took the leave. Geeta thanked her for her visit and promised her to call on women's get together day. The lady then turned back said Geeta that she needed cooking cylinder. She would get her supply in three-four days and then she would return it.

Geeta was caught in a conflict as her own cylinder was on its ending flag and may go off any day. But how could she say no to her first lady visitor especially when they were branded as 'unsocial'? At last Geeta asked the narrator to bring the cylinder from the store to the front gate. The lady's brother-in-law came and took the cylinder from the gate. At last both the husband and wife determined not to be social with these people. Geeta angrily said "Enough is enough. If anyone calls seeking something, I'll just push him off the house".

Then the narrator asked Geeta to prepare the meal as it was late. The narrator began to read the news paper. Suddenly he heard Geeta cursing her fate. Their cylinder had run out. She expected to last it one week more. At last the narrator and Geeta decided to go to '*dhaba*' to have meal.

1.5.4 Theme of the Story: The present story is a satire on the modern men and their utilitarian attitude towards others. It also satirises on the hypocrite and selfish people who call themselves social but in reality exploit others. The narrator and his wife were new in the colony. They were busy with their daily routine and did not get time to mix with others. The people in the colony called them unsocial. They decide to be social and to visit their neighbours from that day only. But soon two neighbours visit them. The first was a property dealer who had no manners and sense of social behaviour. He uses the telephone of the narrator and leaves without taking the formal leave. He came to the narrator not to establish social relations but for the selfish purpose. Another neighbour was a lady and she too behaved in the same way. She too asked for her a cylinder. The narrator learned that to these people the neighbours mean social service providers. Thus the story satirises on the utilitarian attitude of the people.

The story presents a clash between the hypocritical values and the genuine one. The narrator's feelings were genuine for his neighbours but the so called neighbours were selfish hypocritical.

1.5.5 The First Visitor: The first visitor was a property dealer. HE was baldy and criminal looking man. The narrator blamed himself for not having the knowledge of criminology. The narrator satirically describes his appearance and way of behaviour. When he came to the narrator's home, he did not wait for the narrator's response. He opened the gate and straight came into the drawing room, which was already open. The man introduced himself as their neighbour, who lived in the corner house of the street but did not tell his name. The narrator was exited as he wanted to visit in the neighbourhood and just then one came to their house. The narrator asked for tea or coffee. The man refused tea but preferred to smoke. He took a cigarette form the narrator's Oxford packet without asking for permission and lighted it. He spoke less about himself and tried to get more information about the narrator more. Even he asked personal questions like – why they were issueless couple. When the narrator tried to enquire about him, the man asked for the permission to use the telephone of the narrator.

Only the narrator's family had the telephone in the colony. The man dialled a number which was proved to be a wrong number. He again dialled a number and this time the speaker from the other side gave another number. The man noted the number on the pad lying by the phone. Now he dialled the new number but the line was busy. The man shoed no patience and continuously tried the number. He roughly handled the phone. He continuously tried for fifteen minutes and at last succeeded in getting the number. From their talk the narrator learned that the man was a property dealer. The man bargained over the price of a plot. He tried to persuade the person, perhaps a seller of the plot, on another end. When he put the phone the narrator thought to be an end of the episode. But to the next moment, the man brought out diary from his pocket and searched for a number. Again he dialled a number and this time it was buyer of the plot. He told the buyer that there were other buyers as well hence he should come with advance money to finalise the deal. As the man finished his talk, he got up and said he was in hurry and must left now. He further promised to come on some other day in the next way. Then without taking any formal leave or thanking the narrator, the man went away. From his behaviour Geeta learned that he was selfish, greedy, ill-mannered, shrewd, hypocrite and practical minded man.

1.5.6 The Second Visitor: The second visitor to the narrator's house was a charming, tall, graceful lady. She came along with two kids. This time Geeta welcomed her and asked to sit. The lady while sitting looked around and the children began to play with the things and objects there. The lady told about her family history and the location of their house in the colony. Then she enquired Geeta about her aloofness from the colony. Geeta assured her that soon she will visit the lady's house as she had made a beginning. Geeta became happy to learn that there will be a women's get together at her house on every first Sunday every month. The lady further refused to Geeta's offer of a cup of tea and took the leave. Geeta thanked her for her visit and promised her to call on women's get together day. The lady then turned back said Geeta that she needed cooking cylinder. She would get her supply in three-four days and then she would return it.

Geeta was caught in a conflict as her own cylinder was on its ending flag and may go off any day. But how could she say no to her first lady visitor especially when they were branded as 'unsocial'? At last Geeta asked the narrator to bring the cylinder from the store to the front gate. The lady's brother-in-law came and took the cylinder from the gate. The narrator and Geeta understood that it was not a courtesy visit of the lady. At last both the husband and wife determined not to be social with these people.

1.5.7 Glossary:

syndrome : symptom
anonymity : being unidentified
alienation : isolation, going away
implore : request earnestly
determine : strongly decide
hypocritical : selfish
issueless : childless
anonymity : isolation, aloof
persuade : convince
resolve : firmly decide

1.5.8 Questions for Self Evaluation:

- i) Comment on the title of the story 'the Social Syndrome'.
- ii) Why did Geeta blame her husband?
- iii) What did the narrator resolve that mornig?
- iv) Describe the first visitor.
- v) Describe the second visitor.

vi) Comment on the end of the story

vii) What is the theme/s of the story?

1.5.9 Summary: The present story 'The Social Syndrome' is written by Manohar Bandopadhyay. The present story is a satire on the modern men and their utilitarian attitude towards others. The story also satirises on the hypocrite and selfish people who call themselves social but in reality exploit others. It narrates an incident with the protagonist Geeta. The narrator and his wife were new in the colony. They were busy with their daily routine and did not get time to mix with others. The people in the colony called them unsocial. They decide to be social and to visit their neighbours from that day only. But soon two neighbours visit them. The first was a property dealer who had no manners and sense of social behaviour. He uses the telephone of the narrator and leaves without taking the formal leave. He came to the narrator not to establish social relations but for the selfish purpose. Another neighbour was a lady and she too behaved in the same way. She too asked for her a cylinder. The narrator learned that to these people the neighbours mean social service providers. Thus the story satirises on the utilitarian attitude of the people.

The story presents a clash between the hypocritical values and the genuine one. The narrator's feelings were genuine for his neighbours but the so called neighbours were selfish hypocritical.

1.5.10 Assignments:

- i) Narrate the story to your friend imagining yourself in the place of the narrator or Geeta.
- ii) Write a similar incident happened with you or your friend.

1.6 The Meeting Pool - Ruskin Bond

1.6.1 Introduction: The present story 'The Meeting Pool' is written by Ruskin Bond. Ruskin Bond, born in 1934 spent much of his life in Deharadun and Massoorie, India. At the age of 19, he wrote his first novel 'The Room on the Roof', which received John Llewellyn prize. He is famous for his fiction, poems, prose and children stories. His best known works are 'Night of the Leopard', 'Angry River', 'To Live in Magic', 'The Last Tiger', 'Panther's Moon' and 'The Flight of Pigeons'. "The Flight of Pigeons' has been filmed in Hindi under the title 'Junoon'.

The present story indicates a small, limited but happy world of children. It further throws light on how flying time actually drags away the childhood

from innocence to responsibilities of life. It also points out the principle of continuity in life.

1.6.2 Characters in the Story:

i) The Narrator: He narrates the story to the readers. He is a friend of Somi and Anil.

ii) Somi : Friend of Anil and the narrator

iii) Anil : Friend of Somi and the narrator

1.6.3 Summary of the Story: The narrator, few months ago found out a pool while moving across the foothills. It was about to rain but the narrator did not move towards home. On the contrary, he moved forward in the forest, through the forest path. He heard the murmur of water at the bottom of the hill. He wanted to see and touch the water. A small waterfall came down the rock and formed a round pool of apple-green colour. The rocks beside the stream were smooth and grey-yellow in colour. The water trickled down amongst ferns and grasses. The narrator was happy with his discovery and wanted share with others.

Anil and Somi were his closest friends. Anil lived in a crowded place, a lane off the Dilaram Bazaar. He was wild and little dangerous. He had an animal charm. He was a person of moods and impulses. Somi, on the contrary, was sensitive, gentle. He had a sense of fun and love for adventure. The narrator enjoyed their company and adventures. The pool was narrator's discovery and he was proud of it. They three decided to call it 'Rusty's pool'. They also decided to keep the secret of the pool. The narrator thought that the pool brought close to each other than anything else.

The narrator, now, remembered various memories related with the pool. Somi was a beautiful swimmer and could dive off rocks. He glided under water like a long golden fish. Anil had long legs and arms. He thrashed about with much vigour but little skill. The narrator also could dive off a rock but usually landed on stomach. There were silver fish in the stream. They tried to catch them but were unsuccessful. Then they brought a bed sheet and stretched it across the one end of the pool but the fish did not come anywhere near it. One day Anil brought gunpowder from a fireworks shop. There was a flash and deafening sound of explosion. Anil along with half of the hill side tumbled into the pool. They fetched him out from the pool. They found many fish but too small to eat. Anil however, roasted the fish over fire and ate by himself.

The experiment gave birth to another idea. Anil thought to enlarge the pool by building a dam across one end. With combine labour they tried to bring the idea into practice. As it was monsoon season, one day a torrent of water bursted the dam. The clothes of Anil, Somi and the narrator were carried away with the sudden flow of the water. They had to wait till it was total dark as they were totally naked. When Somi was spotted near a lamp-post, he acted like a naked fakir and began to call for alms.

The other activities performed at the pool included wrestling and buffalo-rides. During buffalo rides many times they rolled in the mud. They did not worry about the mud because a dive in the pool cleaned all the mud. Sometimes they came to take baths in the moonlight. They saw several snakes there. They also saw owls. In the moonlight sometimes, Somi used to sing. However, the narrator could not remember when they exactly separated. Before departing, they decided to meet after ten years at the pool, wherever they might be then.

After a year, of their last meeting, Somi passed his matriculation and joined military school. Anil shifted with his family to Delhi and never had contact with his friends. After ten years, in the month of April the narrator was in the same part of the country. He decided to visit the place and to keep his side of promise. But he could not find the pool. He found the ravine and the shingle, but there was no water. Like their life course the stream had also changed its course. The narrator waited there for three to four hours but no one turned up. In despair, he began to return when he heard splashing of water. It was another pool and half a dozen boys were playing in it. The narrator saw Anil and Somi in the place of the boys. He stood there watching the boys for half an hour. He was happy to see the course of the time being continued. The story ends with a soft shock and on the note of the continuity of life.

1.6.4 Theme of the Story: The present story indicates a small, limited but happy world of children. It further throws light on how flying time actually drags away the childhood from innocence to responsibilities of life. In the childhood, the narrator, few months ago found out a pool while moving across the foothills. The narrator was happy with his discovery and wanted share with others. Anil and Somi were his closest friends. The pool was narrator's discovery and he was proud of it. They three decided to call it 'Rusty's pool'. They also decided to keep the secret of the pool. The narrator, now, remembered various memories related with the pool. However, the narrator could not remember when they exactly separated. Before departing, they decided to meet after ten years at the pool, wherever they might be then. After

ten years, in the month of April the narrator was in the same part of the country. He decided to visit the place and to keep his side of promise. But he could not find the pool. He found the ravine and the shingle, but there was no water. Like their life course the stream had also changed its course. The narrator waited there for three to four hours but no one turned up. In despair, he began to return when he heard splashing of water. It was another pool and half a dozen boys were playing in it. The narrator saw Anil and Somi in the place of the boys. He stood there watching the boys for half an hour. He was happy to see the course of the time being continued.

It also points out the principle of continuity in life. The enjoyment of boys still continued, only the boys and the pool changed. It gives the message that life never stops.

1.6.5 Character of Anil: Anil, the narrator and Somi were closest friends. Anil lived in a crowded place, a lane off the Dilaram Bazaar. He was wild and little dangerous. He had an animal charm. He was a person of moods and impulses. His legs and arms were long but swam with little skill. They tried to catch the silver fish in the pool. When they did not succeed with line and bed sheet, Anil exploded a stick of gun powder. The fish they caught were too small to eat but Anil roasted and ate all the fish. After their getting separated Anil shifted to Delhi along with his family. In the course he forgets the promise and the pledge. The narrator thinks that he might busy with family and business matters.

Thus, the character of Anil stands different from the character of the narrator and Somi.

1.6.6 Glossary:

pledge	: oath, promise
shingle	: pebbles on the beach
ravine	: deep narrow valley
dive	: to jump
ferns	: bushes
tumble	: to fall
explosion	: blast
lamp post	: street light

1.6.7 Questions for Self- Evaluation:

- i) How was the pool discovered by the narrator?
- ii) How did the boys enjoy the pool?
- iii) Which problems did the boys face in building a dam?
- iv) What was Anil's adventure to get more fish?

- v) Describe the other activities of the boys.
- vi) What was the pledge of the boys?
- vii) Point out the difference in attitude and behaviour of Anil and Somi.
- viii) How will you describe the end of the story?

1.6.8 Summary: The present story 'The Meeting Pool' is written by Ruskin Bond. The story indicates a small, limited but happy world of children. The narrator, few months ago found out a pool while moving across the foothills. A small waterfall came down the rock and formed a round pool of apple-green colour. The narrator was happy with his discovery and wanted share with others. Anil and Somi were his closest friends. They three decided to call it 'Rusty's pool'. They also decided to keep the secret of the pool.

The narrator remembered various memories related with the pool. However, the narrator could not remember when they exactly separated. Before departing, they decided to meet after ten years at the pool, wherever they might be then. After ten years, in the month of April the narrator was in the same part of the country. He decided to visit the place and to keep his side of promise. But he could not find the pool. He found the ravine and the shingle, but there was no water. The narrator waited there for three to four hours but no one turned up. In despair, he began to return when he heard splashing of water. It was another pool and half a dozen boys were playing in it. The narrator saw Anil and Somi in the place of the boys. He stood there watching the boys for half an hour. He was happy to see the course of the time being continued. The story ends with a soft shock and on the note of the continuity of life. The enjoyment of boys still continued, only the boys and the pool changed. It gives the message that life never stops.

1.6.9 Assignments:

- i) Describe your own similar childhood experience to your friend.
- ii) Narrate the story to your friend imagining yourself in the place of the narrator.

1.7 Bibliography:

- i) Board of Editors. English for Pleasure. Pune, Nirali Prakashan, 2009

Poetry Section

Unit: 2

Contents

2.0 Objectives

2.1 Ode on Solitude: Alexander Pope

2.1.1 Introduction

2.1.2 The Poem

2.1.3 Summary of the poem

2.1.4. Critical Appreciation of the Poem

2.1.5. Questions for Self-Evaluation

2.1.6. Summary of the unit

2.1.7. Glossary and notes

2.1.8. Assignments

2.2 Tables Turned: William Wordsworth

2.2.1 Introduction

2.2.2 The Poem

2.2.3 Summary of the poem

2.2.4. Critical Appreciation of the Poem

2.2.5. Questions for Self-Evaluation

2.2.6. Summary of the unit

2.2.7. Glossary and notes

2.2.8. Assignments

2.3. Home, Sweet Home: John Howard Payne

2.3.1 Introduction

2.3. 2 The Poem

2.3. 3 Summary of the poem

2.3. 4. Critical Appreciation of the Poem

2.3. 5. Questions for Self-Evaluation

2.3. 6. Summary of the unit

2.3. 7. Glossary and notes

2.3. 8. Assignments

2.4. Bharat Amar : Dwijendra Lal Ray

2.4.1 Introduction

2.4. 2 The Poem

2.4. 3 Summary of the poem

2.4. 4. Critical Appreciation of the Poem

2.4. 5. Questions for Self-Evaluation

- 2.4. 6. Summary of the unit
- 2.4. 7. Glossary and notes
- 2.4. 8. Assignments
- 2.5. Migration: Keki Nasserwanji Daruwala
 - 2.5.1 Introduction
 - 2.5.2. I Know Why the Caged Bird Sings
 - 2.5.3 Summary of the Poem
 - 2.5.4 Critical Appreciation of the Poem
 - 2.5.5 Summary of the Unit
 - 2.5.6 Questions for Self-Evaluation
 - 2.6.7 Glossary
- 2.6. I Know Why the Caged Bird Sings - Maya Angelou
 - 2.6.1 Introduction
 - 2.6.2. I Know Why the Caged Bird Sings
 - 2.6.3 Summary of the Poem
 - 2.6.4 Critical Appreciation of the Poem
 - 2.6.5 Summary of the Unit
 - 2.6.6 Questions for Self-Evaluation
 - 2.6.7 Glossary
- 2.7 Bibliography

2.0 Objectives:

After studying this poem, you will be able:

- a) To know about the prescribed poets and their place and contributions to English Literature.
- b) To learn about different critical aspects of the prescribed poems.
- c) To understand the form, rhyme, rhythm, imagery, theme and setting in the prescribed poems.
- e) To develop the ability to read, comprehend, enjoy and appreciate poetry.

Students, this unit deals with poetry section. There are four prescribed in the syllabus, given below. You are expected to read and appreciate the poems on your own. The discussions given below will help in your comprehension and appreciation of the prescribed poems.

2.1 Ode on Solitude: Alexander Pope

2.1.1. Introduction:

Alexander Pope was born on May 21, 1688 in a Roman Catholic family. His father was a prosperous tradesman. Alexander was a sickly and delicate child. Sickly in body and lonely spirit, he found his only delight in books. In those days, Roman Catholicism was a great handicap and the child was, denied the privilege of education at a first class school therefore, he studied at home.

His religion also did not permit him to enter any of the professions, while a business life was out of the question for one who was not only weak in health, but actually deformed. His own preference for literature, and the fact that his father was financially independent, made it possible for the boy to follow his own inclinations. It is said that a brief interview with Dryden at the age twelve determined his career. Very early he began to write poetry, and records the fact with his usual vanity:

*As yet a child, nor yet a fool to fame,
I lisped in numbers, for the numbers came.*

When he was of sixteen years old, he had written his “Pastorals” and few years later appeared his “Essay on Criticism” which made him famous. With the publication of the “Rape of The Lock” in 1712, Pope’s name was known and honored all over England. It was soon after this popularity; Voltaire called him ‘the best poet of England and at present, of the entire world’. For the next twelve years Pope was busy with poetry, especially with his translations of Homer and his work was so successful financially that he bought a villa at Twickenham, on the Thames and remained happily independent of wealthy patrons for a livelihood. Apparently Pope was unimpressive and he had a body of miserable weakness. He had inherited headaches from his parents. His illness was so constant that he could not dress without help. But only because of his great ambition, he achieved a remarkable place in English literature.

However, he published some poems like- *Elegy to the Memory of an Unfortunate Lady, Epistle of Eloisa to Abelard, The Dunciad and Essay on Man, etc.* Pope died in 1774 and was buried at Twickenham.

2.1.2. Text of Ode on Solitude- Alexander Pope

Ode on Solitude: Alexander Pope

Happy the man whose wish care
A few paternal acres bound
Content to breathe his native air,
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply hill with attire,
Whose trees in summer yield him shade,
In winter fire.

Blest, who can unconcern'dly find
Hours, days, and years slide swift away,
In health of body, peace of mind,
Quiet by day,

Sound sleep by night; study and ease,
Together mixt; sweet recreation;
And Innocence, which most dose please,
With meditation.

Thus let me live, unseen, unknown,
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie.

2.1.3. Summary of the poem

The present poem is totally different from the other poems of Alexander Pope because, we do not find satirical vein in this one. It shows Pope's idea of a happy man. The poem is divided into five stanzas having four lines each. In the first stanza of the poem, the poet says that the man who is free from courts and towns and has his own farm where he can breathe his native air is the happiest man.

In the second stanza of the poem, according to the poet, the man who fulfils his basic needs from his own farm as he gets milk from his own cows, bread from the grain he grows in his own farm, wool from his own sheep, and shade in summer and wood supply in winter for fire from the trees that he grows in his farm or yard. Such a man is really the lucky and the happiest one in the world.

In the third stanza of the poem, the poet says that happy the man whose hours, days, and years pass softly and slowly without any trouble and he enjoys good health with a peace of mind and the quietness of the day.

In the fourth stanza of the poem, according to the poet, the man who gets sound sleep by the night and ample time to study and meditate with ease is happy in the real sense. Innocence stands one of the features of such a man.

However, in the last stanza of the poem, the poet says that he should be allowed to live the life unseen and unknown. He wants to live life like that of a farmer or a commoner who live silently without doing any harm to others. This is how he wants to make his life meaningful. Going forward, he says that he wants to die unlamented, and even his name should not be engraved on an obituary or a stone. He just wants to leave the world quietly.

2.1.4. Critical appreciation of the poem

“Ode on Solitude” was composed by Alexander Pope when he was of twelve years old. He is an outstanding poet of the 18th century. His genius manifested itself in his satires and in the technical skills and perfections which he displayed in the use of the Heroic Couplet. His famous satires are ‘The Rape of The Lock’, ‘The Dunciad’ and ‘An Epistle to Dr. Arbuthnot’.

The present poem is totally different from the other poems of Alexander Pope because, we do not find satirical vein in this one. It shows Pope’s idea of a happy man. The poem is divided into five stanzas having four lines each. The language of the poem is very simple and lucid. Rural and the village life of a man is described here in the poem. The poet does not describe the hard labour, crop failure, poverty, seasonal uncertainty, and sorrows and pains of the farmers but says that the man who is free from courts and towns and has his own farm where he can breathe his native air is the happiest man.

He continues to describe the life of the farmer, according to the poet, the man who fulfils his basic needs from his own farm as he gets milk from his own cows, bread from the grain he grows in his own farm, wool from his own sheep, and shade in summer and wood supply in winter for fire from the trees that he grows in his farm or yard. Such a man is really the lucky and the happiest one in the world.

However, the poet paints the life of a common man or a villager as a satisfied one. The poet says that happy the man whose hours, days, and years pass softly and slowly without any trouble or harm and he enjoys good health with a peace of mind and the quietness of the day. The poet feels so it is because he never enjoyed good health and peace of mind in his life. He suffered from ill-health, aching and pains throughout the life. Therefore, the serenity of the situation described here is quite hypnotic. The idealism is sweet and unaffected.

In the last stanza of the poem, the poet has expressed his desire for having solitude. He says that he should be allowed to live the life unseen and unknown like that of the common man. He wants to live life like a farmer or a commoner who lives silently without doing any harm to others. This is how he

wants to make his life meaningful. Going forward, he says that he wants to die unlamented means when he will die, no one should express sorrow on his death and notice it. Even his name should not be engraved on an obituary or a stone. He just wants to leave the world quietly and peacefully.

2.1.5. Summary of the unit

Initially the aims and the objectives of the present poem are discussed and it is followed by the introduction of the poet along with his birth and parentage and his literary career. Later on, the script of the poem is presented with its title. The stanza-wise summary and then critical appreciation is also made keeping in mind the views of the poet.

2.1.6. Questions for Self-Evaluation

A) Answer the questions in about 60 words each.

- i. How does the poet define “The Happy Man”?
- ii. What are the basic needs of a man?
- iii. Is the happy man satisfied in fulfilling his basic needs? How?
- iv. Why does the happy man long for solitude?
- v. What are the spiritual demands of the happy man?
- vi. How does the happy man try to make his life meaningful?
- vii. How does the happy man want to die?
- viii. Do you call the happy man the common man? Why?
- ix. What is the central idea of the poem?
- x. Why do you call the poem as an ode?

B) Answer the questions in about 200 words each.

- i. What is the poet’s idea of a Happy Man?
- ii. How does Pope combine solitude and happiness in his poem, Ode on Solitude?
- iii. Appreciate critically the poem, Ode on Solitude.
- iv. Illustrate the poem, Ode on Solitude in your own words.

C) Read the following lines carefully and answer the questions given below:

I) Happy the man whose wish care

A few paternal acres bound

Content to breathe his native air,

In his own ground.

Whose herds with milk, whose fields with bread,

Whose flocks supply hill with attire,

Whose trees in summer yield him shade,

In winter fire.

Questions

- i. to whom do you call the happy man?
- ii. Who supplies milk to the happy man?
- iii. How does he get bread?
- iv. From where does he get cloths?
- v. Is he comfortable in summer? How?
- vi. Find out the words which carry the meaning satisfaction, group of animals.

II) Sound sleep by night; study and ease,
Together mixt; sweet recreation;
And Innocence, which most dose please,
With meditation.

Thus let me live, unseen, unknown,
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie.

Questions

- i. What does the poet do?
- ii. When does he feel at ease?
- iii. Is he interested in creating something new?
- iv. How does he get spiritual relief?
- v. How does he want to live?
- vi. How does he want to die?
- vii. Is he dying alone?
- viii. Make nouns from- meditate, lament

D) Vocabulary Exercises

- a) Make noun from- create, meditate, solitary, lament, know, recreate
- b) Make verb from- bound, contentment, breathed, supplier, recreation, meditation, lamentation, death
- c) Make adverb from- happy, care, study, concern, sweet, health
- d) Make adjective from- care, create, meditate, recreate, sweet, peace, innocence
- e) Give synonyms for- wish, content, blessed, lament, quite
- f) Give antonyms for- paternal, bound, native, concerned, peace, ease

2.1.7. Glossary and notes:

Ode= a poem that speaks to a person or thing or celebrates a special event,

Solitude= the state of being alone,

Paternal= connected with being a father, related to the father's side of the family,

Paternal acres= ancestral land

Bound= tied up,

Breathe his native air= to live in his own country

Native=the place where you were born and lived,

Herds=a group of animals of the same type that live and feed together, flocks, cattle

Bread= corn for bread

Flocks=herds,

Content=happy and satisfied with what you have,

Attire=cloths or wool for his garments

Yield=to produce or provide,

Fire-wood=wood that has been cut into pieces to be used for burning in fires,

Unconcern=a lack of care, interest or worry,

Blest=asked God to protect, made something holy by saying a prayer over it,

Slide away=to move easily,

In health of body=good health. (Pope never enjoyed good health, he refers to his life as a 'long disease'.

Ease=happy,

Recreation=the fact of people doing things for enjoyment,

Innocence=the fact of not being guilty of a crime,

Meditation=the practice of thinking deeply in silence, serious thought on particular subject, brooding

Unlamented=without expressing sorrow or sadness,

Stone=a hard solid mineral substance, a piece of stone shaped for a particular purpose,

Lie=to be or put yourself in a flat or horizontal position,

2.1.8. Assignments

- i. Write an essay on Ode in about 200 words.
- ii. Make the list of the Odes and their poets that you know.
- iii. Write an essay on Solitude in about 200 words.
- iv. Do you like solitude? Why?
- v. Send e-mail to your friend calling him to accompany you because you are feeling lonely.

2.2. The Tables Turned- William Wordsworth

2.2.1. Introduction

William Wordsworth was born on April 7th, 1770 at Cockermouth, in Cumberland Country, in a beautiful Lake District of England. The magnificent landscape deeply affected his imagination and bestowed him with the love of nature. His father, John Wordsworth, was an attorney-at-law and law-agent to Sir James Lowther who eventually became the Earl of Lonsdale. His mother was Anne, only daughter of William Cookson of Penrith. He lost his parents in his early childhood. His mother died when he was of eight years old and his father died when he was of fourteen years old. The time of his infancy and early boyhood passed partly at Cockermouth and partly with his mother's parents at Penrith. With the help of his two uncles, he entered a local school and then studied at the Cambridge University.

He met S. T. Coleridge in 1795. In 1798, they together brought out, "The Lyrical Ballads", which is considered as the beginning of the Romantic Age. His long autobiographical poem , "The Prelude" was published in 1805. Wordsworth is known all over the world as a Nature poet. Nature is friend, philosopher, teacher and guide to the poet. His poetic career covers a period of more than sixty years. During this long period of his poetic career, he wrote remarkable poems like "Tintern Abbey", "The Solitary Reaper", "The Daffodils", "Lucy Poems" and many more. His last days were absolutely tranquil. A cold caught him on a Sunday afternoon walk brought on pleurisy. He lay for some weeks in state of passive weakness and at last on St. George's day in 1850 his spirit passed away. His body was buried, as he had wished in Grasmere Churchyard.

2.2.2. The Tables Turned- William Wordsworth

The Tables Turned: William Wordsworth

(An Evening Scene on the Same Subject)

Up! Up! my Friend, and clear your books;

Or surely you'll grow double:

Up! Up! my Friend, and clear your looks;

Why all this toil and trouble?

The sun, above the mountain's head,
A freshening luster mellow
Through all the long green fields has spread,
His first sweet evening yellow.

Books! 'tis a dull and endless strife:
Come, hear the woodland linnet,
How sweet his music! on my life,
There's more of wisdom in it.

And hark! how blithe the throstle sings!
He, too, is no mean preacher:
Come forth into the light of things,
Let Nature be your Teacher.

She has a world of ready wealth,
Our minds and hearts to bless-
Spontaneous wisdom breathed by health,
Truth breathed by cheerfulness.

One impulse from a vernal wood
May teach you more of man,
Of moral, evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:
We murder to dissect.
Enough of Science and of Art;
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.

2.2.3. Summary of the Poem

It is an evening scene, described by the poet in the present poem, 'The Tables Turned'. Here, the poet is asking his friend to quit his books and come with him there in the company of the nature otherwise seating at a place and reading the books, he will grow double and will have some problems regarding health. So the poet says to his friend-why all this toil and trouble?

He tells him that the yellow light of the evening is spread there on the long green fields. The Sun is there above the mountain's head and his luster is so mellow and pleasant please be lucky to see it all.

However, reading books is a dull and endless strife. It is lifelong. The song of the woodland linnets is so sweet and full of wisdom. The singing of the thrush is pleasant. It is also full of wisdom and not meaner than that of the preacher. Linnets and the thrush are the objects of the nature. Nature is the teacher and she has a world of ready wealth. We are blessed by the nature. The nature makes us cheerful and gives us wisdom and good health. A single impulse or inspiration from the vernal wood may teach us more than a man. It may teach us of moral, evil and of good better than the sages.

Moreover, the nature has given us sweet knowledge of the world and life, but the men have mis-shaped the beautiful forms of things as we murder the animals, birds, insects and plants or trees to dissect for the sake of learning. Therefore, at the end, the poet tells his friend to close the barren leaves of the books and come with him there in the company of the nature with a heart that will watch the happenings in the nature and receive knowledge.

2.2.4. Critical Appreciation of the Poem

The present poem is composed by the famous Nature poet, William Wordsworth. He is also one of the romantic poets of the 18th century. He has written 'The Lyrical Ballads' along with S. T. Coleridge and there are number of poems at his credit like 'The Prelude', 'Tintern Abbey', 'The Solitary Reaper', 'The Daffodils', etc.

'The Tables Turned' is a ballad and a nature poem. The poet has described the evening scene in it. At the very outset, the poet asks his friend to quit the books and come with him in the company of the nature. Otherwise, he will grow double and will have some problems regarding the health. Nature gives us fresh air and makes us pleasant. It is good for health and mind. He tells him that the yellow light of the evening is spread there on the long green fields. The Sun is there above the mountain's head and his luster is so mellow and pleasant please be lucky to see it all.

However, the poet suggests him that he should not spend much time with books. Reading books is a dull and endless struggle. Books cannot give all real knowledge and wisdom. He tries to convey his friend the importance of the nature. The poet tells his friend to listen the music of the woodland linnet. It is so sweet and full of living knowledge and wisdom of the life. Going forward, he tells the song of the throstle makes us happy. It is also full of living knowledge and wisdom of the life. It is not mean than that of the preacher. The songs of the birds are sweet and melodious because these are the songs of joy. We can share their joys and become cheerful. Therefore, the poet conveys us that Nature has a great treasure and she has a world of ready wealth. We are blessed by the nature. The nature makes us cheerful and gives us wisdom and good health. A single impulse or inspiration from the vernal wood that is from the Spring season may teach us more than a man. It may teach us of moral, evil and of good better than the sages. Hence, in this context, nature is a good teacher. This is what, the poet wants to convey the message to the world.

Moreover, the nature has given us sweet knowledge of the world and life, but the men have mis-shaped the beautiful forms of things as we murder the animals, birds, insects and plants or trees to dissect for the sake of learning. Therefore, at the end, the poet tells his friend to close the barren leaves of the books and come with him there in the company of the nature with a heart that will watch the happenings in the nature and receive knowledge.

Thus, 'We murder to dissect' is an apt comment on the human activities that ruin nature. The colloquial language, simple form and the urge to be one with Nature, make the poem alive and appealing. In this poem, Wordsworth adheres to his own poetic principles, which he expressed in his "Preface to Lyrical Ballads" published in 1798. The poem is truly Romantic in spirit.

2.2.5. Summary of the above units

Initially the aims and the objectives of the present poem are discussed and it is followed by the introduction of the poet along with his birth and parentage and his literary career. Later on, the script of the poem is presented with its title. The stanza-wise summary and then critical appreciation is also made keeping in mind the views of the poet.

2.2.6. Questions for Self-Evaluation

A) Answer the questions in about 60 words each.

- i. What does the poet ask his friend to do in the poem "The Tables Turned"? Why?
- ii. How does the poet describe the sunshine?

- iii. What does the poet tell about the linnet and the throstle?
 - iv. In what way, Nature can be a teacher?
 - v. What does our meddling intellect do with the beautiful forms of things?
How?
 - vi. What do you need to be a part of Nature?
 - vii. Comment on the form of rhyme scheme of the poem “The Tables Turned.”
- B) Answer the questions in about 200 words each.
- i. What is the argument of the speaker in “The Tables Turned”? Is the argument convincing? Why?
 - ii. Bring out the romantic spirit as revealed in the poem “The Tables Turned”.
 - iii. Appreciate critically the poem “The Tables Turned”.
 - iv. “The Tables Turned” is a nature poem. Discuss.

C) Read the following lines carefully and answer the questions given below:

I) (An Evening Scene on the Same Subject)

Up! Up! my Friend, and clear your books;
Or surely you'll grow double:
Up! Up! my Friend, and clear your looks;
Why all this toil and trouble?
The sun, above the mountain's head,
A freshening luster mellow
Through all the long green fields has spread,
His first sweet evening yellow.

Books! 'tis a dull and endless strife:
Come, hear the woodland linnet,
How sweet his music! on my life,
There's more of wisdom in it.

Questions

- i. Which scene the poet has described in the poem?
- ii. To whom the poet is requesting to quit the books?
- iii. What will happen if the friend does not quit the books?
- iv. Who is above the mountain's head?
- v. What has spread there on the long green fields?
- vi. What is a dull and endless strife according to the poet?
- vii. What the poet is asking to hear his friend?

viii. What according to the poet is there in the music of the linnet?

II) And hark! how blithe the throstle sings!

He, too, is no mean preacher:

Come forth into the light of things,

Let Nature be your Teacher.

She has a world of ready wealth,

Our minds and hearts to bless-

Spontaneous wisdom breathed by health,

Truth breathed by cheerfulness.

One impulse from a vernal wood

May teach you more of man,

Of moral, evil and of good,

Than all the sages can.

Sweet is the lore which Nature brings;

Our meddling intellect

Mis-shapes the beauteous forms of things:

We murder to dissect.

Enough of Science and of Art;

Close up those barren leaves;

Come forth, and bring with you a heart

That watches and receives.

Questions

i. Who is singing happily?

ii. Who is not also the mean preacher?

iii. Who is the real teacher according to the poet?

iv. What is there in the Nature?

v. What may teach you more of a man?

vi. What does our meddling intellect do with the nature?

vii. To what the barren leaves refer?

vii. Give synonyms of- impulse, lore, watch

D) Vocabulary Exercises

a) Make noun from- wise, sing, teach, murder

b) Make verb from- growth, preacher, teacher, watchful

c) Make adverb from- friend, sure, wealth, cheerful, beautiful

d) Make adjective from- wisdom, cheer, intellect, watch, end, nature, heart, life

e) Give synonyms for- strife, quit, toil, hark, blithe, leave, mellow,

f) Give antonyms for- friend, quit, moral, evil, barren, connect, stale, dark, back, dull, blessed

g) Give one word substitute- a person who gives sermon, a person who teaches

2.2.7 Glossary and Notes

Ballad= a poem or song telling a popular story, a slow sentimental or romantic song

Quit= to leave, to abandon, to give up

Clear your books= close your books

Grow= increase, expand

Clear your looks= wipe your eyes or wash your face

Toil= hard work

Trouble= difficulty, a problem, or worry

Mountain= hill

Luster=glitter, shine, brightness, brilliance

Mellow=soft, gentle, rich and pleasant

Endless=that cannot end

Strife= struggle, conflict, fight

Woodland= forest, jungle

Linnet= a small brown and grey bird

Wisdom=the ability to make sensible decisions and give good advice because of experience and knowledge that you have

Hark= listen, used only as an order to tell somebody to listen

Blithe=happy, joy, cheerful

Throstle= a kind of bird

Preacher= one who preaches or one who gives sermon

Mean= ignoble, of low rank

Forth= ahead, forward

Spontaneous= doing something without planning or doing something suddenly , natural

Cheerfulness= happiness

Impulse= inspiration ,an impetus, a push, a sudden strong wish or need to do something

Vernal=season of spring

Sage= knowledgeable person, wise , mature person

Lore= knowledge

Meddling= interfering

Mis-shape= make ugly

Beauteous= beautiful

Dissect= to cut up a dead person, animal or plant in order to study it, to cut in order to examine

Barren leaves= dried leaves, or unproductive leaves

Watch= observe

Receive= to get or gain or obtain

2.2.8. Assignments

- i. Describe Nature in your own words.
- ii. Make a list of the objects of the Nature.
- iii. What are the benefits of the Nature?
- iv. Write a composition on Man-Nature Relationship.
- v. Write a letter to your friend telling him about your recent trip to a hill station and the beauty of the nature.

2.3. Home, Sweet Home: John Howard Payne

2.3.1. Introduction:

John Howard Payne was born in New York City on June 9, 1791. He was one of the eldest of nine children and seven sons. Soon after his birth, his father moved the family to Boston, where he headed a school. As a youth, Payne showed precocious dramatic talent, but his father tried to discourage that path. After the death of an elder brother, his father installed young Payne at the age of 13, in the brother's position at the same accountants' firm in New York, but the boy did not have a mind for commerce.

His interest in theatre was irrepressible. He published the first issue of 'The Thespian Mirror', a journal of theatre criticism at the age of 14. Soon after that, he wrote his first play, 'Julia' or the Wanderer, a comedy in five acts. Payne then caught the attention of John E. Seaman, a wealthy New Yorker who recognized his talent and paid for his education at Union College.

Payne started a college paper called the Pastime, which he kept up for several issues. When he was of 16, his mother died and his father's business failed. Payne thought, he could best assist his family by leaving college and going on stage and made his debut on February 24, 1809 as Young Norval in the play by the same name, at the old Park Theatre in New York. He was brilliant success and played in other major cities to acclaim. After the death of his father, the young actor was taken up by the English tragedian George Frederick Cooke who came to America and became interested in him. His first engagements as

an actor in London were very successful and he played at Drury Lane and Covent Garden theatres. He also went to Paris and met people in the circles. He decided to try writing which he did easily and quickly both in English and French. He was paid to translate several French plays for production in London. In 1818, he wrote his own play 'Brutus' which he sold. Payne easily changed the plot and added lyrics for songs and duets to it and transformed it into an opera he called "Clari, the Maid of Milan". He also served as American consul to Tunis, Africa in the last years of his life and died there in 1852. Today he is remembered mainly for his immortal song "Home, Sweet Home".

2.3.2. Home, Sweet Home! : John Howard Payne

Home, Sweet Home! : John Howard Payne

MID pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home;
A charm from the sky seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.
Home, Home, sweet, sweet Home!
There's no place like Home! there's no place like Home!

An exile from home, splendor dazzles in vain;
O, give me my lowly thatched cottage again!
The birds singing gaily, that came at my call,-
Give me them, -and the peace of mind, dearer than all!
Home, Home, sweet, sweet Home!
There's no place like Home! there's no place like Home!

How sweet 't is to sit 'neath a fond father's smile,
And the cares of a mother to soothe and beguile!
Let others delight mid new pleasures to roam,
But give me, oh, give me, the pleasures of home!
Home, Home, sweet, sweet Home!
There's no place like Home! there's no place like Home!

To thee I'll return, overburdened with care;
The heart's dearest solace will smile on me there;

No more from that cottage again will I roam;
Be it ever so humble, there's no place like home.
Home, Home, sweet, sweet Home!
There's no place like Home! there's no place like Home!

2.3.3. Summary of the Poem

The present poem is nostalgic in tone. The poet sings the sweet memories of the past related to his home, where he has experienced motherly love, warmth and protection. He says there is no place like home in the world though you roam in the pleasures of the palaces and the beautiful places of the world. Perhaps, our home may be simple but it is as beautiful as the sky and divine one. Though you wander throughout the world, you will not find the sweet place like home.

Being away from the home, the splendor and dazzling things of the world seem in vain. The poet demands his lowly thatched cottage where he spent his childhood along with the singing birds. Where the birds were coming at his call and he was becoming happy. There, he was getting the peace of mind and it gets only at home.

The poet tells us again that there is no place like home in the world. Because, we get there the fond smile of our father and cares of a mother that make us happy in the real sense. He says let the other people take enjoyment elsewhere in the world but he desires only the pleasure of his home.

At the end of the poem, the poet says it is only the home that welcomes us with smiles and gives us comfort. Therefore, he says though it is his lowly thatched cottage, he will not go elsewhere by leaving it. Because, really speaking, there is no place like home in the world.

2.3.4. Critical Appreciation of the Poem

'Home, Sweet Home' is a very fine world famous poem of John Howard Payne. It is an autobiographical poem. The poet lost his parents at the age of thirteen. He always felt the absence of motherly love in his life. He expresses the fond memories associated to his home through this present poem. So it is a nostalgic poem.

The poet has experienced worldly pleasures and material pleasures too. He has become very rich as he is an actor and he lives in the palace there in New York City. But, his thatched cottage where he spent his childhood is more loving to him than the pleasures of the palaces. According to the poet, Home is the place where one finds love, protection, warmth and motherly love. He says there is no place like home in the world though you roam in the pleasures of the

palaces and the beautiful places of the world. Perhaps, our home may be simple but it is as beautiful as the sky and divine one. Though you wander throughout the world, you will not find the sweet place like home.

The sense of loss is also presented here by the poet. Being away from the home, the splendor and dazzling things of the world seem in vain. The poet demands his lowly thatched cottage where he spent his childhood along with the singing birds. Where the birds were coming at his call and he was becoming happy. There, he was getting the peace of mind and it gets only at home.

The poet tells us again that there is no place like home in the world. Because, we get there the fond smile of our father and cares of a mother that make us happy in the real sense. He says let the other people take enjoyment elsewhere in the world but he desires only the pleasure of his home. He prays God to fulfill his desire to be at home. He says –‘give me, oh, give me, the pleasures of home!’ but how it is quite possible that he will get these days once again in the life. Thus he seems pining for these childhood days.

At the end of the poem, the poet says it is only the home that welcomes us with smiles and gives us comfort when we are overburdened. Hence, he says though it is his lowly thatched cottage, he will not go elsewhere by leaving it. Because, really speaking, there is no place like home in the world.

In this way, we find the autobiographical elements in the poem. The autobiographical elements enhance the emotional intensity in the poem. ‘Home’ and ‘Journey’ are the keywords in the poem and both of them stand as images as well.

2.3.5. Summary of the Unit

Initially the aims and the objectives of the present poem are discussed and it is followed by the introduction of the poet along with his birth and parentage and his literary career. Later on, the script of the poem is presented with its title. The stanza-wise summary and then critical appreciation is also made keeping in mind the views of the poet.

2.3.6. Questions for Self-Evaluation

A) Answer the questions in about 60 words each.

- i. What does the speaker, exiled from home, think about his home?
- ii. What are the pleasures and comforts of home?
- iii. What is the desire of the poet? Is there any sense of loss?
- iv. What is the significance of ‘journey’ mentioned in the poem?
- v. What is the poet’s request to God?

B) Answer the questions in about 200 words each.

- i. What is the theme of the poem “Home, Sweet Home”?
- ii. Comment on the note of nostalgia in “Home, Sweet Home”.
- iii. Write a detailed note on the significance of the title, “Home, Sweet Home”.

Iv. Appreciate critically the poem, "Home, Sweet Home".

C) Vocabulary Exercises

- a) Make noun from- tempt, delightful, cheerful
- b) Make verb from- roaming, seems, temptation, dazzling
- c) Make adverb from- low, gay, peaceful, cheerful, delightful
- d) Make adjective from- charm, please, peace, soothe, dazzle, tempt
- e) Give synonyms for- roam, gaily, soothe, solace, veil, beguile, genial
- f) Give antonyms for- please, veiled, peace, care, new, like

D) Read the following lines carefully and answer the questions given below

I) MID pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home;
A charm from the sky seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.
Home, Home, sweet, sweet Home!
There's no place like Home! there's no place like Home!

An exile from home, splendor dazzles in vain;
O, give me my lowly thatched cottage again!
The birds singing gaily, that came at my call,-
Give me them, -and the peace of mind, dearer than all!

Questions

- i. What does the poet honestly confess?
- ii. 'A charm from the sky seems to hallow us there'-describe this line in your own words.
- iii. What do the birds do?
- iv. What does the poet demand?
- v. Make adverb from-low, gay, peace

II) How sweet 't is to sit 'neath a fond father's smile,
And the cares of a mother to soothe and beguile!
Let others delight mid new pleasures to roam,
But give me, oh, give me, the pleasures of home!
Home, Home, sweet, sweet Home!
There's no place like Home! there's no place like Home!

To thee I'll return, overburdened with care;
The heart's dearest solace will smile on me there;
No more from that cottage again will I roam;

Be it ever so humble, there's no place like home.

Questions

- i. What is sweet according to the poet?
- ii. What is the demand of the poet?
- iii. In what things the other people are busy?
- iv. Where will the poet get solice?
- v. Explain the line- 'Be it ever so humble, there's no place like home'.

2.3.7. Glossary and Notes

Mid= amid or in the middle of

Pleasure= happiness

Palace=the official home of a king, queen or the president

Roam=wander from one place to another

Humble= of lowly condition, poor, modest

Hallow= make holy

Charm=the power of pleasing or attracting people

Exile=the state of being sent to live in another country that is not your own as a punishment

Splendor=grand and impressive beauty

Dazzle=it is so bright that you cannot see for a short time, impress greatly

In vain= of no use

Lowly thatched cottage= a hut or cottage made of hey and straw

Gaily= happily, cheerfully, pleasantly

Cares of a mother=love of a mother

Soothe=feel calmer, make calm and quiet

Beguile=to attract or interest, to make time pass pleasantly

Delight= happy

Thee = you

Solace= a feeling of emotional comfort when you are sad or disappointed, a person or thing that makes you feel better or happier when you are sad or disappointed, comfort

Veiled= covered

Genial= kindly, mild

Tempt= entice to do something wrong

2.3.8. Assignments

- i. Write an essay on Home in your own words.
- ii. Home is where, we can gather grace. Illustrate.
- iii. What things are necessary to make a Home?

2.4. Bharat Amar : Dwijendra Lal Ray

2.4.1 Introduction

Dwijendra Lal Ray (1863-1913) was a civil servant, a well known poet, dramatist and musician. He was known for his patriotic and devotional works in English and Bengali. His notable works are *Dwijendrageeti*, *Mever-Patan*, *Shahjahan*, *Chandragupta*. D. Ray was born in Krishnanagar, Nadia. He passed M.A in English in 18884 from Presidency College, Calcutta. He lived in England to study agriculture on state scholarship. In 1886, he became a Deputy Magistrate and worked in various administrative departments. He was an activist working for woman empowerment and against Hindu Religious orthodoxy and rituals.

2.4.2 Bharat Amar: Dwijendra Lal Ray

Bharat Amar: Dwijendra Lal Ray

India, my India, where first human eyes
Awoke to heavenly light!
All Asia's holy place of pilgrimage,
Great motherland of might!
World-mother, first giver to humankind
of philosopher and sacred lore,
Knowledge thou gav'st to man, God-
Love, works, art, religion's opened door
O even with all that grandeur dwarfed
or turned to bitter loss and maim,
How shall we mourn who are thy
Children and can vaunt thy mighty
Name?
Before us still there floats the ideal of
those splendid days of gold;
A new world in our vision wakes,
Love's India we shall rise to mould.
India, my India, who dare call thee
A thing for pity's grace today?
Mother of wisdom, worship, works,
Nurse of the spirit's inward ray!

2.4.3 Summary of the Poem

In this beautiful, patriotic lyric, poet praises the great tradition of his loving mother-land, Bharat i.e. India. The poet expresses his sense of pride towards the great cultural, philosophical and spiritual heritage of the country.

The very title of the poem, *Bharat Amar*, suggests the immortality of Bharat. The words used in the title are taken from Hindi language. Bharat stands for India while Amar means which is not susceptible to death i.e. immortal. Thus India with all its greatness has never any end. At the beginning of the poem, the poet uses possessive word 'my India'. It shows his strong possessive approach and attachment towards his country. He feels proud as India has been the constant source of enlightenment and spirituality for the whole human race just from the beginning. So, it is supposed the great holy-land of the world. The people from all over the world use to travel India. Such pilgrimage provides them the experience of peace and spirituality. Next, the poet uses an image of a mother as he calls India, the world-mother. As a mother bestows her love and blessings, teaches her children, the ways of life and shows new shades of life every day. India also has afforded philosophy and sacred knowledge. It has disclosed the doors of Heaven, love, work, arts and religion. Everyone, who visits this holy-land, experiences truth and spirituality of life. He gets core and kernel of the whole universe. Because of this, the poet feels proud and honored and calls India, great motherland of might.

According to the poet, Indian culture, civilization and traditional heritage is constantly appealing the world. It has a historical value as well as bright future. This energetic source of flow will never end or stop. In fact, there occurs ebb and flow in this grandeur of culture and civilization. Many times it is jolted by various wicked forces. In such a paralyzed situation also, the poet doesn't want to mourn. It is impossible for a patriotic person like poet to speak or think about the loss and maim of all this grandeur, because he is a true lover or child of his nation. He optimistically speaks about the golden past and acknowledges the ideal of grand history of India. It is a kind of constant source of energy to Indian people which encourages them to cultivate a vision of upliftment and awareness. The poet promises to love and rise to mould the world.

At the end, the poet again very possessively recalls the greatness of India that today nobody dares to challenge our country. Now, India is not a thing to be pitied upon because it is a mother of *wisdom, worship, works*. According to the poet, it is the spirit of inward ray.

2.4.4 Critical Appreciation of the Poem

The above poem is patriotic in tone. These twenty lines', devotional lyric has its own rhythmical pattern, though not strictly followed. Sometimes it seems to be disturbed in some lines. The twenty lines are divided into four stanzas. The rhythmical pattern runs as- abab cdcd efef ghij kllk. The first three stanzas follow the pattern while the fourth and fifth do not. Still, the lyric maintains its musicality and the sense of appeal.

So far as the theme of the poem is concerned, it is an appeal made by a person who loves his country and grand historical values. Poet praises the traditional heritage in his country, India. He calls India, the Motherland, and the world-mother, the source of philosophy, love and knowledge. It is a mother of wisdom, worship and inward ray. In short is song of praise and invocation.

To elaborate the theme, the poet uses various images like *heavenly light, holy place, splendid days of gold and the spirit's inward ray*. All these images are used to construe the grandeur, purity, spirituality and the mastery over the world, of our country, India. Through the use of imagery the poet explains golden past, present and the future of India. Inwardly as well as outwardly Indian people are graced by the soil of their country.

2.4.5 Summary of the Unit

In the above sub-units we have seen the introduction to the poet with his biography, his career and literary contribution. Next the original text is given with its summary. In summary section, the whole poem is explained thoroughly. All the stanzas are analyzed. Various ideas given by the poet are commented critically. In critical analysis the rhythmical pattern and the stanza pattern is described. The theme of the poem is illustrated shortly. The poem is a great masterpiece of imagery. All the compiled images are presented with the interpretation through poetic point of view.

2.4.6 Questions for Self-Evaluation

- a) Answer the following questions in about 60 words each-
- 1) How does the poet call India as the mother of the world?
 - 2) What are the teachings of Mother India?
 - 3) Why should the Indians not mourn the losses?
 - 4) Why cannot India be 'a thing for pity's grace'?
- b) Answer the following questions in about 200 words each-
- 1) Write in detail the significance of the title 'Bharat Amar'.
 - 2) Appreciate 'Bharat Amar' as a patriotic poem.

- 3) Describe poet's vision of creating the new world.
- 4) How does the poem reflect Indian culture?
- c) Read the following lines carefully and answer the questions given below.

*Before us still there floats the ideal of
those splendid days of gold;
A new world in our vision wakes,
Love's India we shall rise to mould.*

Questions:

- 1) "The poet is ready to fight, not to 'flight'. How is it true?"
- 2) What do the children of Mother India dream?
- 3) Where does the new world wake?
- 4) What is the meaning of 'Love's India'?
- 5) Name the figure of speech used in 'A new world in our vision wakes'.

2.4.7 Glossary and Notes

Pilgrimage : a religious journey

Sacred : holy, religious

Grandeur : grand, magnificence

Dwarfed : tiny, to make appear insignificant

Maim : cripple

Vaunt : to speak boastfully

Mould : to determine, to influence

2.5. Migration: Keki Nasserwanji Daruwala

2.5.1 Introduction

Keki Nasserwanji Daruwala (B. 1937...), a former IPS officer in Indian government and a celebrated poet in Indian English Literature, was awarded by Sahitya Akademi Award for *The Keeper of the Dead* in 1984. He received Commonwealth Poetry Prize for *Landscape* (Asian region) in 1987. Recently he is the President of 'The Poetry Society of India'. His other poetry collections are *Under Orion* (1970), *Apparition in April* (1971), *Crossing of Rivers* (1976), *Winter Poems* (1980), *Landscape* (1987), *The Scarecrow and the Ghost* (2004), a story collection, '*Sword and Abyss*' (1979), and a novel, *For Pepper and Christ* (2010).

He was born in Loni, Burhanpur in 1937. His father was a Professor in Loni Institute of Literature. During partition, his family migrated from Pakistan to India. They settled in Gujarat. He completed his M.A. in English Literature from University of Punjab, Ludhiana.

Keki Daruwala is a noteworthy and unique poet in modern Indian English literature. His writing has a satirical tone, diversified, aesthetic and critical taste. He is a revolutionary and rebellious to the contemporary Indian English poetic trends. He experiments with themes as well as language he used. He foregrounds his erudition in Indian myths, legends and philosophy. The themes of his poems include deprivation, disease and death.

2.5.2 The Poem Migration: Keki Nasserwanji Daruwala

Migrations

Migrations are always difficult:
Ask any drought,
Any plague;
Ask the year 1947.
Ask the chronicles themselves:
If there had been no migrations
Would there have been enough
history to munch on?
Going back in time is also tough.
Ask anyone back-trekking to Sargodha
Or Jhelum or Mianwali and they'll tell you.
New faces among old brick;
Politeness, sentiment,
dripping from the lips of strangers.
This is still your house, Sir.
And if you meditate on time
that is no longer time –
(the past is frozen, it is stone,
that which doesn't move
and pulsate is not time) –
if you meditate on that scrap of time,
the mood turns pensive
like the monsoons

gathering in the skies
but not breaking.
Mother used to ask, don't you remember my mother?;
You'd be in the kitchen all the time
and run with the fries she ladled out,
still sizzling on the plate.
Don't you remember her at all?
Mother's fallen face
would fall further
at my impassivity.
Now my dreams ask me
If I remember my mother
And I am not sure how I'll handle that.
"Migrating across years is also difficult"

2.5.3 Summary of the Poem

The poem opens with a statement that migrations are always difficult. The very statement discloses the central idea of the poem. It is a problem statement, one must say. Keki Daruwala has been observed the experiences of migrants as a police officer. On the basis of his minute observation, Daruwala depicts realistic picture of migration. In the very first stanza, he analyses the various reasons of migrations such as drought, plague and even the partition of 1947. Thousands of people are migrated due to above reasons in India. Poet gathers all these events in his mind while talking about this metaphysical concept. All these calamities in human lives have been affecting and reshaping the human history for a long.

The poet insisted that if such events like migrations have not been there, many pages of our history might have been lost. It means that the most of the part of history is filled up with black ink. We have many such events of migrations that have changed the history, culture and even the boundaries of nations. Daruwala exemplifies some of them like the back-trekking of Sargodha, Jhelum and Mianwali. The migrants from all these cultures or cities know the ground reality and difficulties. Only they can tell the hard and harsh meaning of this word *migration*. Even it is very hard to remember those moments of migration.

The experiences during and after migration are very strange according to the poet. They have to tolerate new environment, new culture and even new identity. They have to accept all these strange ways of life as their own by erasing the whole past life which is very heart-breaking. If anybody thinks about the past, it proves very woeful because according to the poet, past is frozen; it is stone that doesn't move or change by anyway. Here the poet uses the image of monsoons gathering in the skies but not breaking. It is just useless and in vain.

At the end of the poem, the poet uses the image of a mother to describe the grim realities of migrants. The mother's mother stands previous geographical campus from where these migrants are snatched out. Here a mother is trying to remind her son his past that was very rejoicing and delightful. Under the assistance or blessings of his grandmother, the poet was very happy and careless towards his basic needs. He had all the physical and psychological comforts at hand. Unfortunately the poet has forgotten his past or history. When the poet could not recollect the remembering of his grandmother or past, his mother's face falls down. It is very striking image used by the poet that the grandmother stands for the past while the mother stands for the present. Both are full of sorrow. It is difficult on the part of migrants to remember their past and console their present. At both the level they feel depressed.

The poet ends the poem with a very striking statement that migrating across years is also difficult. So the poet talked about the physical as well as psychological migration, the migration beyond the boundaries as well as beyond the time.

2.5.4 Critical Appreciation of the Poem

Though Daruwala is not serious about the form and techniques in his compositions, it doesn't affect the appeal and approach of his poetry. Metrically and rhythmically the poem has a loose construction. The thirty seven lines are not divided properly. It is composed in free verse. Daruwala has used bold font for last two lines to create a special effect of his subject or theme. The first and last lines state the equal description that migrations are always difficult. But the migration in the first line indicates the geographical while the second one bound to time. The title '*Migrations*' has a metaphoric sense. It creates a wide sense of meaning.

Daruwala is known for the use of images too. In the present poem also he has made ample use images like migration, year 1947, back-trekker, new faces, old bricks, the lips of strangers, house, the frozen past, the monsoons, the skies

and the very striking image of a mother and the grand-mother which stand for the present and the past. 'Mother's fallen face' and 'my impassivity' capture the great attention.

Thematically the poem is very great that it deals with a universal subject. Being a realist, he deals with common man's experiences. 'Migration' has played and affected the history of human race. This central idea is explored nicely by Daruwala. The language used to explore the theme is very simple and lucid.

2.5.5 Summary of the Unit

In this unit we have seen the biographical information about the poet, Keki Daruwala with his literary career and the literary contribution. The original text of the poem with its summary is noted. Then we have a critical analysis with the description of form, theme, technique and the use of images.

2.5.6 Questions for Self-Evaluation

- a) Answer the following questions in about 60 words each.
 - 1) What according to the poet, made Indian history interesting?
 - 2) Why does the poet advice to meditate?
 - 3) What do you mean by 'past is frozen'?
 - 4) What is the central idea of the poem?
- b) Answer the following questions in about 200 words each.
 - 1) "Migrations are always difficult" do you agree? Why?
 - 2) Critically appreciate the poem 'Migrations'.
- c) Give antonyms for: difficult, tough, polite, move
- d) Give synonyms for: drought, back, old, break
- e) Read the following lines and answer the questions given below

Mother used to ask ,..... at my impassivity.

Questions:

- 1) What did his mother ask him?
- 2) What is mean by 'sizzling on the plate'?
- 3) Why the mother's face is fallen?
- 4) Why the poet is impassive?

2.5.7. Glossary

Drought: a period of below average rain fall

Chronicles: an order of historical events

Munch: to chew

Mianwali: a district city in Pakistan
Pulsate: produce a regular throbbing
Pansive: thoughtfully
Sizzling: hissing sound

2.6. I Know Why the Caged Bird Sings - Maya Angelou

2.6.1 Introduction

Maya Angelou (Marguerite Johnson) was born in St. Louis, Missouri on 4th April 1928. She is one of the important figures in the American Civil Rights Movement. She is poet, dancer, film producer, playwright, author, actress and a professor. She is known specially for her great 'Autobiographies'. Her 'I Know Why the Caged Bird Sings' (1969) was nominated for the National Book Award. 'Just Give Me a Cool Drink of Water' (1971) was nominated for the Pulitzer Prize. After Robert Frost, she is the only poet in America who recited her poem at Precedent Bill Clinton's inauguration and recently on the death of Nelson Mandela, she has written and performed a poem.

She has a very long writing career in which she has several masterpieces on her credit such as- *I Know Why the Caged Bird Sings (1969)*, *Gather Together in My Name (1974)*, *The Heart of a Woman(1981)*, *A Song Flung Up to Heaven(2002)* and *Mom & Me & Mom (2013)*.

Angelou has been working regularly for the freedom and rights of African-American i.e. black people in America. She has been fighting against the racial and class discrimination, equality in America. She worked with Martin Luther King and Malcolm X. She is one of the women of black community who freely and openly discussed her personal life.

2.6.2. I Know Why the Caged Bird Sings

I Know Why the Caged Bird Sings

A free bird leaps
On the back of the wind
And floats downstream
Till the current ends
And dips his wing
In the orange sun's rays
and dares to claim the sky.

But a bird that stalks
Down his narrow cage
Can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
With fearful trill
Of things unknown
But longed for still
And his tune is heard
On the distant hill for
The caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the singing trees
and the fat worms waiting on a dawn-bright lawn
and he names the sky his own.
But a caged bird stands on the grave of dreams
His shadow shouts on a nightmare scream
His wings are clipped and his feet are tied
So he opens his throat to sing.

The caged bird sings with
A fearful trill
Of things unknown
but longed for still
and his
tune is heard
on the distant hills
for the caged bird
sings of freedom.

2.6.3 Summary of the Poem

This is a highly symbolic poem, written by an activist, Maya Angelou. Being an activist in American Civil Rights Movement, Angelou has depicted the agony and torture faced by the African-American community in America. The poem is about the class and caste discrimination that spoiled the generations of these communities. The central idea of the poem describes the urge of these people for their freedom. They want to rise, stand and speak out in their own voice.

The title of the poem itself has a symbolic significance. The 'I' is nobody else than the poet herself who is one of the members of the suppressed community. One can say that the poem has an autobiographical note. The poet talks about her own experiences or the experiences of her people. 'The Caged Bird' signifies the black people who have been caged for hundreds of year. Now they are singing the songs. Being one of them, Maya is able to understand the meaning of these songs.

At the beginning of the poem, poet describes the life structure of a free bird that leaps on the back of the wind and floats the downstream. He is free to utilize all his power by anyway and anywhere. He can play with the sun and can hold the whole space under his control. There is no any boundary line or limit for him. It doesn't mean that he has lot of strength or power, but it is possible for him only because of the freedom, he is provided by the social contract or authorities.

On the contrary, the caged Bird who is not freed by the same authorities, hesitating and struggling in his cage. He is beyond the bars. The metaphor '*bars of rage*' has a symbolic significance. The bars represent the bondages, limitations put upon the caged bird. Even the caged bird represents the black, downtrodden, oppressed class of the society. These people have to live like slave, under the control of high class people. They don't have any freedom of expressing their feelings and emotions. They have enough competent to fly high and control over the world but their wings are cut down, legs are tied. They are made unable to move freely. Yet they wish to express themselves. They sing the song of freedom.

The third stanza elucidates the nature of caged bird's singing. The song is full of trill and longing. He expresses the urgent desire of freedom. He is very eager to free from the cage. He is singing so loudly that it is heard on the distant hill. The force is applied to his song due to its theme of freedom. He wants to fly by using all his capacities and energy because he is barred back for

generations. The poet here pens a very harsh and hard condition of these downtrodden, black people.

Next, the poet depicts the free and grand life style of free bird who wants all the sources at his hand. He thinks about another breeze, trade winds, fat warms and the whole sky. He craves for the mastery of all the things. On the other hand, the caged bird, or a slave like African-American black man is striving for the freedom. He is shown stood on the grave of dreams. The images of the grave of dreams and the shouting of shadow on a nightmare fear, express the terrible and frightened nature of oppressed people's (caged bird) life.

The concluding part of the poem is a repetition of earlier, that determines sever and cruel face of reality in the life of black people. In this way, the poet depicts a comparison between a free life and the life of a slave by using the symbol of free and caged bird.

2.6.4 Critical Appreciation of the Poem

Basically, *I Know Why the Caged Bird Sing* is a short lyric poem in which quintets, quatrains and couplets are used. It is a poem expressing personal thoughts and feelings. The rhyming scheme of the poem is as AAAB. '*Bars of rage*' is a metaphor that represents the imprisonment of innocent slaves throughout history. The poem is full images and symbols like the caged bird and its singing. The images of *the dipping of wing in the orange sun's rays*, *the grave of dreams* are very beautiful. Thus the poem is very great and beautiful so far as the use of figure of speech is concerned.

Thematically, the poem is about the freedom, inequality and racial discrimination. To elucidate the theme, Maya Angelou compares a free bird and a caged bird. She depicts the enjoying experience of a free bird and the terrible feelings and emotions in the life of a caged bird. This comparison is very striking and great. It furnishes the theme very nicely.

2.6.5 Summary of the Unit

In unit three (03), we noted the information about the poet, Maya Angelou. We saw her biography, her literary career as well as the various dimensions of her life including her participation in Civil Rights movement in America. Then we have the text of the poem with its summary where detailed analysis of the poem is made. Next, the critical analysis unrolled the various aspects of the poem, like the form, meter, figures of speech and the theme.

2.6.6 Questions for Self-Evaluation

- a) Answer the following questions in about 60 words each.
- 1) Describe the free life of free bird.
 - 2) Comment on the miserable condition of a caged bird.
 - 3) What is the meaning of the caged bird's song?
 - 4) What are the images and symbols used by the poet?
 - 5) Describe the use of figurative language of the poem.
- b) Answer the following questions in about 200 words each.
- 1) What is the difference between the life of a free bird and the caged bird?
 - 2) Write a detailed note on symbolic element in '*I Know Why the Caged Bird Sings*'.
 - 3) Prepare an essay on the theme of the poem.
- c) Give antonyms for: breeze, longing, rage, tied
- d) Give synonyms for: seldom, clipped, caged, narrow
- e) Read the following passage carefully and answer the questions given below.

But a Bird that stalks ----- sings of freedom.

Questions:

- 1) Describe the physical helplessness of the caged bird.
- 2) Why does the bird open his throat?
- 3) What type of song is the bird singing?
- 4) Is the bird happy?
- 5) What does mean by the word 'freedom'?

2.6.7 Glossary

Cage: a structure of bars, prison

Leap: a forceful jump

Float: a comfortable movement

Dip: lower and raise again quickly

Stalk down: walk quietly

Seldom: rarely

Rage: anger

Trill: a quavering sound

Nightmare: a frightening dream

Scream: a cry of fear

2.7 Bibliography

- i. English For Arts-II Text edited by Board of Editors, NMU Jalgaon published by Nirali Prakashan, Shivaji Nagar, Pune-411005
- ii. English Literature, enlarged edition by William J. Long, AITBS Publishers and Distributors, Krishan Nagar, Delhi-110051-1999
- iii. e-source from google.com
- iv. Oxford Advanced Learner's Dictionary of current English by AS Hornby, Sixth edition edited by Sally Wehmeier, 2000.

Unit 03

Prose

Contents

3.0 Objectives

3.1 Changing Corporate Mindset for A Global Economy - Anil K.Gupta and Haiyan Wang.

3.1.1 Introduction to the Authors

3.1.2 Introduction to the Lesson

3.1.3 Summary

3.1.4 Glossary

3.1.5 Self-learning questions

3.1.6 Assignment

3.2 What I require from Life - J.B.S. Haldane

3.2.1 Introduction to the Author

3.2.2 Introduction to the Lesson

3.2.3 Summary

3.2.4 Glossary

3.2.5 Self-learning questions

3.2.6 Assignment

3.3 The Canker of Untruth - M. K. Gandhi

3.3.1 Introduction to the Author

3.3.2 Introduction to the Lesson

3.3.3 Summary

3.3.4 Glossary

3.3.5 Self-learning questions

3.3.6 Assignment

3.4 Peace with the Planet - Dr. Rajendra K. Pachauri

3.4.1. Introduction to the Author

3.4.2 Introduction to the Lesson

3.4.3 Summary

3.4.4 Glossary

3.4.5 Self-learning questions

3.4.6 Assignment

3.5 Bibliography

3.0 Objectives

- (1) To acquaint the learners with the qualities of leadership necessary in the corporate world.
- (2) To familiarize the learners with J.B.S. Haldane's requirements from Life.
- (3) To acquaint the learners with one of the incidents from Gandhiji's life.
- (4) To create awareness about climate change among students.

3.1 Changing Corporate Mindset for A Global Economy –

Anil K. Gupta and Haiyan Wang

3.1.1 Introduction to the Authors

Anil K. Gupta has earned Doctor of Business Administration from the Harvard Business School, an M.B.A. from IIM and B. Tech from the Indian Institute of Technology. He is one of the leading experts on strategy and globalization.

Haiyan Wang was born in Hefei, China. She is currently Managing Partner of China-India Institute- a research and consulting organization, dedicated to cultivating a deeper understanding about China and India, among corporate leaders.

3.1.2 Introduction to the lesson

The lesson “Changing Corporate Mindset for a Global Economy” deals with various ways of cultivating a global mindset for the emerging global landscape. It is taken from the Mumbai Edition of “Times of India” dated 27th February 2008. Here the authors emphasize the need of integration across diversity. A Major mechanism to cultivate a global mindset is to deepen people's knowledge of major cultures. They appeal not to observe, but to take efforts to solve the problems within the new culture.

3.1.3 Summary

3.1.3 (i) Looking at the Future from lenses of the Past -

At the beginning, the authors give examples to illustrate their view that we must not be guided by the demands of the past. The business industry should not overlook anything. That means the corporate leaders should not look at the future from the lenses of the past. They illustrate the view by furnishing the examples of Harry M. Warner and Ken Olsen. In 1927, Harry M. Warner completely rejected the idea of actors talking and acting as movies were silent and actors were selected for how they look and also how they speak. Thomas Watson Sr. was an architect and chairman of IBM. In 1943, he did not see any

market for even five computers. But, at present every walk of life is affected by the computer. The corporate heads must have global mindset.

Mindset is a double-edged sword. It can speed up (Accelerate) our ability to interpret and act upon familiar environments. But it can also blind us to alternate way of reality, if we find ourselves in a novel environment.

3.1.3 (ii) The features of the Emerging Global Landscape -

i) The world economy is becoming increasingly multi-polar because of the rapid rise of the BRICs (Brazil, Russia, India, China and South Africa).

ii) Heterogeneity across cultures and markets will remain an enduring feature of the global economy for many decades to come.

iii) The world economy is becoming more and more integrated.

3.1.3 (iii) The Mechanisms to develop Global Mindset.

3.1.3 (iii) a) Integration Across Diversity -

A global mindset combines openness to and an awareness of diversity across cultures and markets, with a propensity and ability to synthesize across this diversity. The foundation for cultivating a global mindset is to create a strong company culture. But creating a strong company does not mean a lack of diversity.

3.1.3 (iii) (b) Cross-border experience -

The second mechanism to cultivate a global mindset is to deepen people's knowledge of major cultures and markets, other than their own home country. The important key is to build deep knowledge rather than superficial knowledge. Deep knowledge comes from on-the-ground impression over a longer duration and also from problem-solving within the new culture. It does not come from short visits and from observation.

3.1.3 (iii) (c) Globalizing the corporate world -

This is the most potent mechanism for cultivating a global mindset. The global mindset means the collective brain that is represented by the corporate leadership. The best corporate leaders are those whose biases reflect the reality of the future, rather than the past. They have a sense for where the future is headed and also they are passionate about this vision. Their bias and vision propels the company forward, rather than holds it back.

3.1.4 Glossary

1) BRICs- a Group of nations that includes Brazil, Russia, India, China and South Africa.

2) Thrive - prosper / to grow or develop well.

- 3) immersion - complete involvement
- 4) caveat - warning
- 5) to make sense of - to understand
- 6) bilateral - affecting or involving two parties.
- 7) speed up - accelerate / increase
- 8) CEO - Chief Executive Officer
- 9) heterogeneity - variety / consisting of many different kinds of people or thing.
- 10) blinkered by - not willing to accept different ideas.
- 11) overlook - to take no notice of / neglect
- 12) prison - a jail (limitations) confinement
- 13) to make sense of something - to understand.
- 14) novel (adj) - new/unfamiliar.
- 15) enduring - that will last a long time.
- 18) integration - unity
- 19) propensity - bend of mind/ inclination/ a tendency to a particular kind of behavior.
- 20) synthesize - to combine / separate ideas, beliefs, styles etc.
- 21) diversity - variety
- 22) superficial - showy but not really good.
- 23) biased - prejudiced / leaning to one side.
- 24) propels - to drive forward
- 25) glass ceilings (idiom) - the imaginary barrier that stops from getting the best jobs in a company etc. especially to women, although there are no official rules to prevent them from getting these jobs.
- 26) mindset - mentality
- 27) to push the envelope - to go beyond the limits of what is allowed or thought to be possible.
- 28) to hold something/somebody back - to prevent the progress of development of somebody or something.

3.1.5 Questions for self-learning

- 1) Is mindset a double edged sword? How?
- 2) What are the features of the emerging global landscape?
- 3) What mechanisms are suggested by the author's to develop global mindset?
- 4) What do the authors mean by "Looking at the future from the lenses of the past"?

3.1.6 Assignment

1) Develop the idea “United We stand, Divided We fall”.

3.2 What I Require from Life - J.B.S. Haldane

3.2.1 Introduction to the Author

John Bourdon Sanderson Haldane (1892-1964) was a British geneticist and evolutionary biologist. He was one of the founders of “Population Genetics”. He was a friend of the great science novelist, **Aldous** Huxley and also the science-popularizer **Issac** Asimov.

3.2.2 Introduction to the Lesson

The prose lesson “What I Require from Life” has first person narration. The lesson can be divided into four sections: the first section presents the general human needs to lead the happy life, the second section discusses the author’s unique demands from life, the third section presents the liberal opinions of the author for the welfare of all human beings, and the last section reveals his requirements even from the death.

3.2.3 Summary

3.2.3 (i) *The Four General Human Needs-*

3.2.3 (i) (A) The first need is wage. He requires work which is hard but interesting. He could see the fruits of his work. He feels lucky as he can choose his own work to a large extent. If he wants respite from science, he can go and be a war correspondent, or write children’s stories, or make political speeches.

3.2.3 (i) (B) The second requirement is freedom. He particularly wants freedom of speech. He wishes to say and write what he thinks. The law of libel (defamation) prevents him from doing so.

3.2.3 (i) (c) The third requirement is health. He wishes to be fit for work and enjoyment in the intervals. He will not bother about any occasional toothache or, headache or, even an acute illness every seven years or so, but wishes to die when he can work no longer.

3.2.3 (i) (D) And finally he requires friendship, particularly friendship of his colleagues and comrades in scientific and political work. He prefers the society of equals’ who will criticize him, and whom he can criticize. He finds friendship with people much richer or poorer than himself very difficult. The friends should be neither superior in power nor inferior in power, but they need to be equal.

3.2.3 (ii) *The Author's Unique Demands from Life* -

3.2.3 (ii) (A) Haldane demands adventure. Life without danger would be life without mustard. Adventure does not mean love of thrills. The satisfaction of an adventure is much more solid than a thrill. He does not want to risk merely for the sake of risk.

3.2.3 (ii) (B) Miscellaneous Demands - He likes to have a room of his own with some books, good tobacco, a motor car, and a daily bath. He also likes to have a garden a bathing pool, a beach, or a river nearby. Even if he does not have these things, he bears up quite happily.

3.2.3 (iii) The Socialist Demands of the Author -

Haldane feels that most of his fellows do not enjoy the essential requirements. And he cannot be completely happy, while his fellows are unhappy.

3.2.3 (iii) (A) He wishes to see every healthy man and woman on the earth of work. But everywhere outside the Soviet Union, there is unemployment. Being a socialist, he believes that unemployment, at least during times of depression, is an essential feature of capitalism.

3.2.3 (iii) (B) He wants the workers to see the fruits of their own work, not in profits for others, but in their own and their friend's well being. His prime complaint is that his work is not applied.

3.2.3 (iii) (C) He wants the workers to control their conditions of work. The workers should control the industry. Freedom should begin in the workshop.

3.2.3 (iii) (D) Every man and woman must get food, housing and medical attendance of the quantity and quality, which human biology demands and modern technique can supply.

3.2.3 (iii) (E) He likes to see the end of class subjection and sex subjection. Only this can ensure equality and fraternity. He expects a revolution in economic field to end both class subjection and sex subjection.

3.2.3 (iii) (F) Haldane agrees that socialism will not confer all the above advantages in an instant, but he will die happily if he sees that Capitalism is overthrown and the workers are in power.

3.2.3 (iii) (G) He requires peace and security. He is against Fascism and Nazism. And peace is possible only with the defeat of these forces. He prefers security to adventure for others.

3.2.3 (iii) (H) Finally, he wishes to see spread of education and an increasing application of scientific methods in all branches of life.

3.2.3 (iv) *The Final Requirement: Death*

Finally, Haldane requires death. The death of Socrates is the most enviable for him. First, like Socrates, he wishes to die for his convictions and does not want to be fray them till the very end. Secondly, he should be in full possession of his faculties till his death. And thirdly, he should die laughing. He will think himself fortunate even two of the above conditions regarding his death are realized.

3.2.4 Glossary

- 1) Mystic - Spiritualist
- 2) to ask for - demand
- 3) unimpeded - without obstruction or hindrance
- 4) respite - rest
- 5) freedom - liberty
- 6) colleague - person with whom one works, especially in profession or business.
- 7) comrades - fellow member/friend
- 8) socialist - a supporter of socialism, an economic system or theory which advocates for the social control over the means of production.
- 9) depression - period when there is little economic activity, and usually poverty and unemployment.
- 10) Palaeolithic - of the early stone age Neolithic/ Of or relating to the second period of the Stone Age (following the Eolithic).
- 11) ancestors - forefathers
- 12) fraternity - brotherhood
- 13) in an instant - immediately
- 14) economic - connected with trade and industry.
- 15) overthrow - defeat
- 16) futile - of no use
- 17) application - use
- 18) warmth - love affection
- 19) libel - defamation
- 20) convictions - principles / opinion
- 21) enviable - exciting envy
- 22) epoch - (beginning of a) period of time in history, life, etc. especially marked by notable events.
- 23) correspondent - person who contributes news or comments regularly to a newspaper, radio station etc.
- 24) acute - very great/severe

- 25) for the sake of - in order to get or keep something.
- 26) physiologist - expert in the scientific study of the normal functions of living things
- 27) siege - surrounding of a town, fortress etc. by armed forces in order to capture it or force it to surrender.
- 28) depression - period when there is little economic activity, and usually poverty & unemployment
- 29) capitalism - economic system in which a country's trade and industry are controlled by private owners for profit:
- 30) unhealthy - harmful to health
- 31) Fascism - extreme dictatorial political system or view, as originally seen in Italy.
- 32) adaptation - action or process of adapting
- 33) abolish - to put an end to
- 34) to betray - to be false to.

3.2.5 Questions for self learning

- 1) What are the four general human needs that the author expects from life?
- 2) What are the author's unique demands from life?
- 3) What are the socialist demands of the author?
- 4) Whose death does the author consider as the most enviable? Why?

3.2.6 Assignment

- 1) Write an essay on your expectations from life.
- 2) Prepare tree diagram on the following topics-
 - (a) General Human Needs
 - (b) Socialist Demands

3.3 The Canker of Untruth - M.K. Gandhi

3.3.1 Introduction to the Author

Mohandas Karamchand Gandhi is also known as "Mahatma Gandhi". His thoughts and writings have been published in book-forms under the titles such as "My experiments with Truth", "Character and Nation-Building", "Discourse on Gita", "India of My Dream". He led the Indian National Congress and liberated India from the clutches of the British. He not only preached but also practiced the principles of Truth, Non-violence and Vegetarianism in the true sense of the term. He was assassinated on 30th January, 1948.

3.3.2 Introduction to the lesson

The prose lesson “The Canker of Untruth” is an extract from Gandhiji’s autobiography “My Experiments with Truth”. It can be divided into the following parts.

- i) The Indian tradition of child marriage-
- ii) The difference between the Indian Culture and the British Culture -
- iii) Gandhiji’s stay at Ventnor-
- iv) His experience at Brighton
- v) Gandhiji’s letter to the old lady : A Confession
- vi) The Lady’s reply to Gandhiji

3.3.3 Summary

3.3.3 (i) Indian Tradition of Child Marriage -

There was tradition of child marriage in India. But the tradition was unknown in England. Indian youths in England felt ashamed to confess that they were married and presented themselves as bachelor even though they were married.

3.3.3 (ii) difference between the Indian Culture & the British Culture.

In England there were no child marriages. Study was regarded as incompatible with married life. Parents encouraged the young men to go about or flirt with the young girls of the family they lived in. But the flirting was more or less innocent. It was a necessity there because every young man had to choose, his mate. The flirting helped them to get acquainted with each-other. Gandhiji also presented himself as a bachelor though he was married and father of a son. Here the difference between Indian Culture and English culture has been pointed.

3.3.3 (iii) Gandhiji’s Stay at Ventnor -

Gandhiji was staying at Ventnor. It was a watering place. It was customary at Ventnor for the daughter of the landlady to take out guests for a walk. One day, the daughter of the landlady took Gandhiji to the lovely hills around Ventnor. He was no slow walker, but the daughter of the landlady walked even faster. She was dragging him after her. At the same time she was chattering all the while. Gandhiji responded to her chatter only with a whispered ‘yes’ or ‘no’ or at the most ‘yes, how beautiful’. She was flying like a bird. They reached the top of a hill. How to get down again was the question. Though she had high-heeled boots, she darted down the hill like an arrow. She was

twenty five. Gandhiji was ashamed of himself as he was struggling to get down. The lady stood at the foot smiling and cheering him to get down. She even offered to come and drag him. With the greatest difficulty, he somehow managed to reach the bottom. She congratulated him as he reached the bottom of the mountain.

3.3.3 (iv) *His Experience at Brighton-*

Before going to Ventnor, Gandhiji went to Brighton. This was his first year in England. Once, he went to a hotel. The courses on the menu card were all described in French which he did not understand. There sat at the same table an old widow of moderate means. She judged that he was a stranger and looked perplexed. She inquired why he had not ordered anything. He was spelling through the menu to ascertain the ingredients of the courses (dishes) from the waiter as he wanted vegetarian dishes. The old lady understood the difficulty and intervened. She kindly explained the card to him and showed what he might eat. Gandhiji gratefully availed himself of her help. This acquaintance turned into friendship and was kept up all through his stay in England and long after. The lady gave him her London address and invited him to dine at her house every Sunday. On special occasions, she invited him. She also helped him to overcome his bashfulness and introduced him to young ladies and drew him into conversation with them. A young lady was staying with the old lady. Gandhiji was left alone together with her. He was so bashful that he could neither start a conversation nor could indulge in any jokes. But the young lady put him on the way. In the course of time, he overcame his shyness and looked forward to every Sunday and liked to converse with the young friend. The Old widow felt interested in the meetings between Gandhiji and the young lady. Possibly she had her own plans about them. He wanted to convey to the old lady that he was married and to confess the fact he wrote a letter.

3.3.3 (v) *Gandhiji's Letter to the Lady : A Confession*

The letter was addressed to the old lady. In the letter he mentioned that the old lady had taken care of him like a mother. He confessed that he had been unworthy of her affection as he had not disclosed the fact of his marriage. He followed the suit of Indian students who dissembled the fact. He must have informed her when he began his visits to her house. He further added that he was married and the father of a son. He was pained as he had not communicated her. But he was glad as God had given him the courage to speak out the truth. He begged her pardon and requested her to forgive him. He assured that he had not taken improper liberties with the young lady. Finally he expressed his

everlasting gratitude to the lady and if she still regarded him as worthy of her hospitality, he would count it as a token of her kindness.

Gandhiji had not written this letter in a moment. He drafted and redrafted it many times before sending it to the lady. The letter lifted the burden that was weighing him down.

3.3.3 (vi) *The lady's reply to Gandhiji* -

The lady replied almost by the return post. She mentioned in her reply that they were very glad and had a hearty laughter over his letter. The untruth he had said was pardonable. She expressed her pleasure as he had acquainted them with the real state of things. She invited him the next Sunday as they wished to hear about his child-marriage. She also assured him that their friendship was not in the least affected by the incident.

Thus Gandhiji purged himself of the canker of untruth. Then forward, he never hesitated to talk of his married state.

3.3.4 Glossary

- 1) to affect - to pretend to be something
- 2) to feel ashamed - to feel guilty
- 3) to confess - to say or admit formally, to acknowledge
- 4) dissembling - hide or disguise, dissimulate.
- 5) chicken-hearted - coward
- 6) stranger - unknown person
- 7) customary - traditional
- 8) puzzled - confused/perplexed
- 9) incompatible with - not able to live or work happily with somebody.
- 10) ashamed - distressed with shame.
- 11) confess - to own faults/say or admit that one has done wrong, committed a crime etc.
- 12) to flirt with - to behave towards somebody as if you find them sexually attractive without seriously wanting to have a relationship with them.
- 13) innocent - not guilty
- 14) mate - friend
- 15) indulge in - allow oneself to enjoy the pleasure of something
- 16) disastrous - full of great misfortune
- 17) succumbed - yield / stop resisting
- 18) temptation - attraction
- 19) companionship - friendship
- 20) contagion - disease that can be spread by contact.
- 21) dissembler - pretender

- 22) reticence - reserve in speech.
- 23) cowardice - faint heartedness
- 24) to drag - to pull along with force
- 25) to chatter - to talk foolishly
- 26) sprightly - (adj) lively/happy
- 27) crawl - to move with extreme slowness
- 28) aid - help
- 29) perplexed - confused
- 30) quandary - perplexed state/difficult situation.
- 31) to mend - to repair
- 32) misery - unhappiness / sorrow
- 33) hospitality - friendly reception of guests.
- 34) gratitude - thankfulness
- 35) solicitude - anxiety / great worry
- 36) pardonable - excusable
- 37) to look forward to - to expect with pleasure
- 38) to take something amiss - to feel offended by something, perhaps because you have understood it in the wrong way.
- 39) worth somebody while - interesting or useful for somebody to do

3.3.5 Self-learning questions

- 1) Narrate the incident at Ventnor?
- 2) Why did Gandhiji write a letter to the lady? What did he write in it?
- 3) What was the lady's reply to Gandhiji's letter of confession?
- 4) Narrate Gandhiji's experience at Brighton.

3.3.6 Assignment

It is said that "to hide one untruth we have to furnish more and more untruths", do you have such an experience? If yes, narrate the same.

3.4 Peace with the Planet- Dr. Rajendra K. Pachauri

3.4.1 Introduction to the Author

Dr. Rajendra K. Pachauri is an economist and environmental scientist of immense repute. He is presently the Chairman of Inter-governmental Panel on Climate Change (IPCC) established by World Meteorological Organization and United Nations. He is also the Director General of TERI (TATA Energy Research Institute). He has been honored with "Padma Bhushan" for his

immense contribution to the field of environment in 2001. He has written and published several articles, research papers and books, including ‘Global Energy Integrations’, ‘The Political Economy of Global Energy’, ‘Population, Environment and Development’ etc.

3.4.2 Introduction to the Lesson

The lesson is an extract taken from Pachauri’s Nobel Prize Acceptance Speech, which was published in SPAN, March-April-2008. The core concern of the extract is the impact of climate change on various factors of Nature. He has tried to explain that neglect in protecting our heritage of natural resources could prove extremely harmful for the human race and for all species on the earth. The impact of climate change on biodiversity, health status, human settlements, water resources, food security, anthropogenic factors etc. is also discussed in detail.

3.4.3 The Summary

The author stresses the need of fraternity among the global commons. He advocates the philosophy of ‘*Vasudhaive Kutumbakam*’ to protect the global citizens. The same idea is highlighted by the well-known columnist and author Thomas Friedman in his book ‘The World Is Flat’

3.4.3 (i) *Natural Resources and the Need of their Protection*

The author warns that neglect in protecting our heritage of natural resources could be very harmful to the human race and all the species on the earth. Lessons in human history also provide warning about the chaos and destruction that could take place if we remain indifferent to nature’s resource. In recent years, several groups have studied the link between climate and security. They have predicted dramatic population migration, conflict, and war over water and other resources besides a realignment of power among nations. Some also highlight the possibility of rising tensions between rich and poor nations, health problems caused by water shortages and crop failures as well as concerns over nuclear proliferation.

3.4.3 (ii) *Climate change and Equity Implications* -

One of the most significant aspects of the impacts of climate change relates to the equity implications of changes that are occurring and are likely to occur in future. Unfortunately this aspect has not received adequate attention from scholars in the social sciences. The impact on some of the poorest and most vulnerable communities in the world can be so severe that they may not maintain even subsistence levels of existence.

3.4.3 (iii) Climate change and Water Resources -

Climate change is expected to increase stresses on water resources. Mountain Snowpack, glaciers and small ice caps play a crucial role in fresh water availability on a regional scale. Widespread mass loss from glaciers and reductions in snow cover over recent decades are likely to increase throughout the 21st century. This will reduce water availability, hydropower potential, and the changing seasonality of flows in regions supplied by melt water from mountain phenomenon will affect one-sixth of the world's current population. Many semi-arid areas (e.g. Southern Africa) will suffer a decrease in water resources due to climate change. By 2020, between 75 to 250 million people are likely to be affected by increased water stress due to climate change.

3.4.3 (iv) Climate change and Food Security -

There may be increased malnutrition in seasonably dry and tropical regions. In such areas crop productivity may decrease if local temperature increases between 1 to 20c. By 2020, production from rain fed agriculture could be reduced by up to 50 percent in some African countries.

3.4.3 (v) Climate change and Health Status -

The health status of millions of people will be affected by climate change. The following are the possibilities, (a) increased deaths, diseases and injury due to extreme events, (b) increased burden of diarrheal diseases, (c) increased frequency of cardio-respiratory diseases, and (d) altered spatial distribution of some infectious diseases.

3.4.3 (vi) Climate change and Biodiversity -

There is possibility of irreversible impacts on biodiversity. If global average warming exceeds (increases) 1.5 to 2.5oc compared to 1980-99, 20% to 30% of species are likely to be at increased risk of extinction.

3.4.3 (vii) Climate Change and Human Settlement -

The coastal and riverine areas are likely to be affected by the climate change. The following areas are under high risk of climate change.

(a) The Arctic, because of the impacts of high rates of projected warming on natural systems and human communities.

(b) Africa, because of low adaptive capacity and projected climate change impacts.

(c) Small islands, where there is high exposure to population and infrastructure to projected change impacts.

(d) Asian and African mega-deltas, due to large populations and high exposure to sea level rise, storm surges and river flooding.

(viii) Climate Change and Anthropogenic Factors

The impacts are abrupt or irreversible and depend on the rate and magnitude of climate change. For instance, partial loss of ice sheets on polar land could imply a meter of sea level rise.

3.4.3 (ix) Climate Change and Need of Adaptation Measure -

Climate change poses novel risks which are after outside the range of experience. The risks may be related to drought, heat waves, accelerated glacier retreat and hurricane intensity. So there is need of adaptive responses like investments in storm protection and water supply infrastructure as well as community health services. These measures can be integrated within water resource management. Coastal defense (protection of coastal areas) and risk-reduction strategies. The most vulnerable communities should adopt the measures.

3.4.3 (x) The Emission of Greenhouse Gas -

The reduction in greenhouse gas emission can produce multiple benefits at the local level in terms of economic development, poverty alleviation, employment, energy security and local environment protection. The human society should evaluate the quantifiable costs as well as the un-quantifiable damages associated with the gas, against the cost of action. The present level of these gases requires stringent effort to mitigate their emission. The challenge before us is very serious and it needs to be given the utmost priority.

3.4.4 Glossary

- 1) crucial - important
- 2) adequate - sufficient
- 3) chaos - a state of utter confusion or disorder
- 4) myopic - showing inability to look ahead into the future.
- 5) migration - moving from one country to another.
- 6) vulnerable - that can be hurt, wounded or injured
- 7) unsettling - disturbing
- 8) decline - reduction
- 9) livelihood - means of subsistence
- 10) latitude - angular distance on a meridian
- 11) exacerbate - to aggravate
- 12) Glacier - mass of ice, formed by snow on mountains, moving slowly down a valley.
- 13) potential - possible
- 14) decrease - reduction

- 15) exposed to - unprotected from
- 16) malnutrition - under feeding, insufficient nourishment
- 17) irreversible - that can not be reversed
- 18)extinction - annihilation
- 19) riverine - like or relating to river.
- 20) coastal - of or near a coast.
- 21)anthropogenic - related to anthropology
- 22)inundation - a flood
- 23) drought - lack of rain
- 24) hurricane - Violent, windy storm.
- 25) greenhouse gases - are gases that cause the greenhouse effect, especially Carbon Dioxide
- 26) offset - to use one cost, payment or situation in order to cancel or reduce the effect of another.
- 27) aerosols - a metal container in which a liquid such as paint or hairspray is kept under pressure and released as a spray.
- 28) spatial - concerned with space
- 29) magnitude - intensity / severity
- 30) decade - span of ten years
- 31) emission - giving off
- 32) alleviation - relief
- 33) in favor of - in sympathy with
- 34) mitigation - to make less harsh
- 35) to adopt - to make something suitable for new use

3.4.5 Self Learning Questions

Write short notes on -

- 1) Climate Change and Water Resources
- 2) Climate Change and Food Security
- 3) Climate Change and Health Status
- 4) Climate Change and Human Settlement
- 5) Climate Change and Anthropogenic Factors

3.4.6 Assignment

1. What were the sources of air pollution?
2. Observe your daily routine and make a list of man-made things and the things provided by/derived from Nature.

3. Write an essay on pollution and human life.

3.5 Bibliography

1. Shinde, Shobha et al 2008 English for Arts-II, A Textbook for S.Y.B.A. Compulsory English, edited by Board of Editors, NMU, Jalgaon, Prashant Publications, Jalgaon.
2. Hornbee (1998) Advanced Learners Dictionary, Oxford OUP
3. Prabhudesai, Sudhakar (2006) Navneet Advanced Dictionary, Mumbai, Navneet Publication (India) Limited

Unit No 4:

Use of Internet; Comprehension; Speech and News; Developing an Idea

Contents

4.0 Objectives

4.1. Use of the Internet

- 4.1.1 Introduction
- 4.1.2 Aspects of 'Internet'
- 4.1.3 Website
- 4.1.4 Uses of the Internet
- 4.1.5 Self-learning questions
- 4.1.6 Glossary
- 4.1.7 Activity
- 4.1.8 Bibliography

4.2. Comprehension

- 4.2.1 Introduction
- 4.2.2 Useful hints and steps for comprehension
- 4.2.3 Self-learning questions
- 4.2.4. Example
- 4.2.5 Analysis of the Example
- 4.2.6 Glossary
- 4.2.7 Activity
- 4.2.8 Bibliography

4.3. Speech and News

- 4.3.1 Speech
 - 4.3.1.1 Introduction
 - 4.3.1.2 Structure of speech
 - 4.3.1.3 Hints for Effective Speech
 - 4.3.1.4 Specimen (Speech)
 - 4.3.1.5 Activity
- 4.3.2 News
 - 4.3.2.1 Structure of News
 - 4.3.2.2 Specimen (News)
 - 4.3.2.3 Self-learning questions
 - 4.3.2.4 Activity
 - 4.3.2.5 Glossary
 - 4.3.2.6 Bibliography

4.4. Developing an Idea

4.4.1 Introduction

4.4.2 Steps for Developing an Idea

4.4.3 Specimen ('Developing an Idea')

4.4.4 Self Learning Questions

4.4.5 Activity

4.4.6 Glossary

4.4.7 Exercise

4.4.8 Bibliography

4.0 Objectives:

After studying this topic you will be able to understand -

- i. What the Internet is and some Important basic concepts related to the Internet.
- ii. Uses of the Internet.
- iii. What an e-mail is and how to compose an e-mail message.
- iv. What comprehension is.
- v. How to read write answers to questions on comprehension passage.
- vi. What 'Speech' and 'News' are like.
- vii. The structure and language of 'Speech' and 'News'
- viii. How to write 'Speech' and 'News'
- ix. Features of 'Speech' and 'News'
- x. How to deliver 'Speech'
- xi. Understand the concept 'Developing an Idea'
- xii. Know the steps to be taken to develop an idea from the given lines.

4.1. Use of the Internet

4.1.1 Introduction

The eleventh edition of the Concise Oxford English Dictionary defines the term the 'Internet' as 'a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols: Origin 1970s : From Inter + **Network**'. There is another similar term, 'Intranet' which has been explained in the dictionary as 'a communications network created using Internet technology, accessible only to member is thus a global or worldwide network technology, accessible only to members of a particular company. The Internet is thus a global or worldwide network of computers treasuring information in an

attractive manner on various topics. It is easiest and user-friendly way of going global. It provides 'connectivity' to the users through their PCs i.e. personal computers. So, in order to get connected to the Internet you must have a compute.

E-mail is an electronic message sent from one computer to another. It is fast and easy to use. It saves time and money. It requires only a few seconds for your message to reach any location or destination in the world and it doesn't cost you much. Messages are sent and received electronically from one computer to one or more computer (s), via Internet. What you require for sending and receiving e-mail messages is an Internet connection, a computer and of course, your own e-mail account. Nowadays, mobile phones with advanced technological applications can be used for such purposes. Along with a text message you can also send attachments of files, photos images and even audio & video clips or recordings.

(For more information on 'e-mail', please refer to unit no. 10 in the SLM for F.Y.B.A. Compulsory English)

In the present chapter we are going to discuss in detail the various aspects of 'The Internet'.

4.1.2 Aspects of 'The Internet'

The basic Requirements to get connected to the Internet :

To get connected to the Internet you require -

- i) a Computer
- ii) an Internet connection / account
- iii) a modem

The user has to open an Internet account with an Internet Service Provider (ISP). The ISP gives the user the 'user name' and 'password' to get connected to the Internet besides this the user also requires a modem. A modem is an electronic device or equipment which connects the PC i.e. personal computer to a telephone line modem converts data from binary code used by computers to an analogue signal which can be transmitted through the telephone line and vice versa.

Modems are of three types :

- i) The Inbuilt or Internal Modem -

This type of modem is installed inside a computer. It is directly connected to the telephone line. Nowadays most of the laptops, tabs, mobile phones etc. have Inbuilt Modems.

- ii) External Modem -

This type of modem is installed outside the computer. It has cables connecting to the telephone line and the user's computer.

iii) Card modem or USB modem -

This type of modem is used in laptops. It is a small, business-card-sized modem. It is also external type of modem which can be plugged in USB port.

Basic Concepts Related to the Internet:

Let us now discuss some of the basic concepts related to the Internet.

1. Network : A group of computers connected together.

2. World Wide Web (www) :

World Wide Web is a collection of web-pages of information on various subjects. These pages are in the form of texts, images, sounds and video-clips. The first page of a particular website is known as Homepage from one page there is a shortcut to another web page. This shortcut is called Hot Spot or the Hyperlink. The code or language used to create web pages is called Hyper Text Markup Language (HTML). The process of getting connected to a website is called Logging on and Logging off means getting disconnected from a website. When you are browsing the web pages on the Internet, it is 'online' position, whereas 'offline' suggests 'non-connecting' position.

The following table will help you to remember these terms and their meanings easily.

Sr. No.	Term	Meaning
1.	Homepage	the first page of any website
2.	Hot Spot or the Hyperlink	a short cut to another web page.
3.	Hyper Text Markup Language (HTML)	computer language used to create web pages
4.	Logging on	getting connected to a website.
5.	Logging off	getting disconnected to a website
6.	Online	browsing the web pages while connected to the Internet.
7.	Offline	'non-connecting' position with the Internet.

4.1.3 Website:

Website is a place or location of information in the form of a set of web pages connected with each other on the Internet e.g. the website of the North Maharashtra University, Jalgaon is 'www.nmu.ac.in'. It is the address of the website on the Net. It is also called as the Universal Resource Locator (URL).

The Website address consists of different elements or parts. These elements are:

1. Hyper Text Transmission Protocol i.e. http
2. A colon mark i.e. (:)
3. Double slash i.e. (//)
4. www.
5. Name of the Host of the site represented by small alphabet e.g. nmu.
6. Type of the site represented by specific small alphabet e.g. ac. for 'academic'
7. Location of the host i.e. small alphabet representing the name of a country e.g. 'in' for India, 'uk' for the UK i.e. United kingdom etc.

Name of the Host, type of the site, location - these elements are separated by dots i.e.(.)

Thus the website of the North Maharashtra University is

'http://www.nmu.ac.in'

Name of the Host and Type of the site are together known as 'domain name'. Host is the name of a company, institution, firm, news agency or an individual in small English alphabet. Type of the site is represented by specific small English alphabet e.g. 'ac' stands for 'academic', '.com' for 'commercial', '.gov' for 'government', '.edu' for 'education', '.mil' for 'military' etc.

Hyper Text Transmission Protocol (http) is a protocol for the formatting and transmission of web pages over the Internet. 'Web Browser' or 'Internet Explorer' is software in computer. It helps the user to access and view information on the Internet.

4.1.4 Uses of the Internet :

Following are some of the uses of the Internet.

1. E-mail i.e. Electronic mail.

This is the most commonly used service on the Internet. It is used for sending and receiving messages via Internet. Along with the text message we can also send or receive attachments containing information in the form of data, images, audio and video clips, pictures etc.

For more information on this topic please refer to unit no. 10 titled 'E-mail' in the SLM for F.Y.B.A. compulsory English. Especially study the following points with special attention to:

- i) How to compose an e-mail message.
- ii) Some Dos and Don'ts for writing e-mail messages.
- iii) Specimen of e-mail messages.

2. F.T.P. i.e. File Transfer Protocol:

File Transfer Protocol helps the user to access and download some files and software from the Internet. It is a free of cost service.

3. Chatting :

Chatting means friendly informal talk. This is an 'online' activity on the Internet. It is a 'live' communication which involves writing, reading and responding. It is popularly known as 'online chatting'. Persons who are engaged in online chatting can type lines or messages which are seen on the monitor of the other person. Thus chatting is a kind of virtual conversation.

4. Newsgroups:

Newsgroup in an Internet site where people can put information and opinions about a particular subject so that anyone who visits the site can read them. It is thus an Internet activity in which users can form groups to discuss or share information on different topics, exchange ideas and news etc.

5. Web of Information:

The Internet is the best and easiest way to gain information on any topic. It is thus a useful resource for everyone. However, care should be taken while using the information available on the Net because such information may not be always authentic and reliable. It should be verified carefully and then it may be accepted.

Besides the danger that lurks in the use of the Internet is that there are many porn sites on the Net which can have evil or harmful influence especially, on youngsters. However, 'how' and 'What for the Internet is used totally depends on us. Therefore we should use the Internet for 'positive', 'constructive' purposes.

4.1.5 Self-learning questions

Answer the following questions :

- 1) What is the Internet ?
- 2) What do we need to get connected to the Internet?
- 3) What does the Internet collect? How is it presented?
- 4) Who provides the user name and the password ?
- 5) What is modem ? What are its types ?
- 6) What does a modem convert ?
- 7) What is the Network ?
- 8) What is www ?
- 9) Define HTML.
- 10) What does the 'http' stand for ?

- 11) What are the types of the sites on the web ?
- 12) Name the elements of a website serially?
- 13) How does the web Browser help the user ?
- 14) What is the e-mail ?
- 15) Enlist various uses of the Internet.
- 16) What is 'Online Chatting' ?
- 17) What care should be taken before using the information available on the Net? Why?
- 18) What is the danger that lurks in the use of the Internet ?
- 19) Prepare an e-mail on 'How to win friends ?'
- 20) Send an e-mail on the address given below and inquire about the facilities available for the students:

registrar@nmu.ac.in

4.1.6 Glossary :

Protocol : a set of rules for exchanging information between computers.

Attachment(s) : In computing an attachment is a file which is attached separately to a message that you send to someone.

ISP : An ISP is a company that provides Internet and e-mail services. (Internet service provider)

Binary Code : A computer code that uses the binary number system which expresses number using only two digits 0 and 1.

Analogue : A technology which uses physical quantities such as voltage to measure, store, or record information electronically.

USB port : is a place or socket on computer where another piece of equipment like pen Drive, computer mouse can be attached externally.

USB means

'Universal serial Bus.'

Domain name : is a place or socket on computer where another piece of equipment like Pen Drive, Computer mouse can be attached externally. USB means. 'Universal Serial Bus'

Domain name : is the name of a person's or organizations website on the Internet for example 'Cobuild. collins.co.uk.'

4.1.7 Activity:

1. Log on to the website of North Maharashtra University, Jalgaon and download the syllabus of T.Y.B.A. Compulsory English. Also study the Home Page and point out its different parts.

2. Visit the nearest computer lab and with the help of expert prepare a website of your own name for academic use.
3. Visit the website of your college.

4.1.8 Bibliography:

- 1) July, (2008) English for Arts - II, NMU, Pune : Nirali Prakashan.
- 2) June, (2007), English for Arts - I, NMU, Jalgaon : Prashant Publications.
- 3) July, (2002). English for Students of Commerce, NMU. Jalgaon : Prashant Publications.
- 4) Raman, Meenakshi & Sharma, Sangeeta : Technical Communication : Principles and Practice, Oxford University Press, New Delhi, 2006.
- 5) Dutt, P Kiranwai, et al. 'A Course in Communication Skills, New Delhi : Cambridge University Press India Pvt. Ltd. (Foundation Books), 2011.

4.2. Comprehension

4.2.1 Introduction :

The 'comprehension' means the ability to understand something. When students do comprehension, they are given an exercise to find out how well they have understood a piece of written passage comprehension thus consists of a passage in prose or poetry on which questions are set to test students.' ability to understand the contents of the passage. The passage is generally 'an unseen passage' i.e. it is not taken from the prescribed text book but from some other source. Students have to read the given passage very carefully in order to understand all the minute details of the passage. Only the thorough understanding of the passage enables a student to answer all the questions correctly.

It is also necessary to take into account the nature of questions which are generally set on comprehension passages. Normally some seven to eight questions are set for comprehension exercise. Some the passage whereas some questions are asked on grammar and vocabulary i.e. meaning of certain words or phrases from the passage. In this chapter we are going to discuss how to attempt comprehension passages which would help you to understand the topic thoroughly.

4.2.2 Some useful steps to attempt comprehension exercises:

- 1) The first essential requirement for comprehension is the thorough understanding of the passage. To achieve this at least three readings of the passage first quickly to get the general idea of the subject it deals with. This is called skimming of the passage.

- 2) Now read the passage again. This second reading should be done more carefully and thoroughly so that you understand each and every point or aspect of the subject presented in the passage. This is called scanning of the passage.
- 3) After the skimming and scanning of the passage, read all the questions carefully. You must focus on the key-words in the questions when you read the questions. This will help you to accurately pinpoint the aspect of the subject on which the question has been asked. Once you indentify such aspects, writing answers will be easier.
- 4) Now take the questions one by one. You should consider these questions serially and not at random. Read the passage again and with the help of relevant and related information write the answers. Some questions may require you to consider the passage as a whole.
- 5) Keep in mind the following points while writing the answers :
 - > As far as possible write the answers in your own words. Do not copy as it the lines or portion of the passage.
 - > Do not include your personal views and opinions unless asked for.
 - > Do not explain or elaborate any point with your own illustrations. Your answers must be restricted to the content of the passage only.
 - > Write answers in complete sentences.
- 6) If you do not know the meanings of certain words or phrases used in the passage, guess their meanings from the context. Sometimes, a rough idea of the meaning of unknown words or phrases is quite helpful to answer the questions.
- 7) After all the questions have been answered, read and confirm the correctness of your answers. Make sure that your answers are brief and to the point. Also check that your spellings and grammar are correct.

4.2.3 Specimen:

Now let us discuss the concept of comprehension through analysis of the following Specimen.

Read the following passage with questions given below and study the given specimen answers

The great advantage of early rising is the good start it gives us in our day's work. The early riser does a large amount of hard -work before other men get out of bed. In the early morning his mind is fresh, and there are a few sounds or other distractions, so the work done at the time is generally well done. In many cases, the early riser also finds time to take some exercise in the fresh morning air and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do

thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour, when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing and after a sound night's rest, rises early next morning in good health and spirits for the labors of a new day.

It is very plain that such a life as this is far more conducive to health than that this is of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Anyone who lies in bed late, must, if he wishes to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce good results as the early riser, because he misses the best working hours of the day.

Questions :

- 1) Give suitable title to the passage.
- 2) What is the advantage of rising early ?
- 3) Why is the work done in the early morning done well ?
- 4) Why the early riser is not tempted to hurry over his day's work ?
- 5) What enables the early riser to go to the bed at the proper time ?
- 6) Why is the late riser, unable to do his work properly ?
- 7) Find words from the passage which mean :
 - i) something that diverts ;
 - ii) having power to promote ;
 - iii) something that gives one new vigour.

Specimen Answers :

- 1) Title - Advantages of Early Rising.
- 2) It gives a good start to the day's work and early riser completes a good deal of work, while the others are still asleep.
- 3) In the early morning, work is done very efficiently and there is quiet all around with no distractions, mind too, remains very fresh.
- 4) The early riser gets enough time to give full justice to each job assigned to him. This adds to his hour of work, so he doesn't have to hurry for anything.
- 5) The early riser finishes his work in time. So he doesn't have to keep awake till late hours at night. This takes him to bed at proper time.

6) By rising late, he misses his best working hour. He also can't get rest during the day time, finds no time for exercise in the evening and keeps awake till late hours at night. Hence, he also can not produce good results.

7) i) Distraction, ii) Conducive, iii) Refreshing

Analysis of the Specimen:

Now let us make an analysis of this Specimen with the help of the hints and steps discussed earlier to know exactly how the questions have been answered

1. From the skimming i.e. the first quick reading of the passage we come to know that the passage is about advantages of early rising and disadvantage of rising late in the morning.

2. From the scanning i.e. the second careful and minute reading of the passage we get the following points which are all the main aspects related to the topic of advantages of early rising:

a 'good start' is gives to day's work as 'The early rises does a large amount of hard work before other men get out of bed'.

Now, read the specimen answer no. 02 note how the information in the sentence from the passage quoted above in single inverted commas has been described in different words. Consider the following observations

In the Passage

In the Answer

'a large amount of hard work'

= a good of work.

'before other men out'

= While the others are still asleep.

These two examples show how or in what sense you can write answers in 'your own words'.

Note such observations with respect to other answers also.

* Good quality of the work done in early morning because- 'mind is fresh' & 'few sounds or other distraction.

* Fund of energy for day's work because of 'exercise in fresh morning air'

* 'Plenty of time' therefore no need of haste or hurry over'.

* Goes to bed at proper time because:

-work finished in time .

-rest in evening.

-sleep several hours before midnight.

* Disadvantages of late rising:

-no leisure or necessary rest.

-work till late hours.

-no time for evening exercise.

-best working hours missed.

-no good results.

3. In the second reading we have identified the main aspects. Now read the questions carefully one by one and relate them properly to the aspects we have identified Accordingly write answers 'briefly' and 'in your own words'. Note, how it has been done in specimen answers.

4. From careful reading of the specimen answers we can draw the following conclusions.

-personal views, opinions have not been included in the answers.

-lines or portions have not been exactly copied in the answers.

-answers have been restricted to the passage and personal illustrations have not been used.

-All answers have been written in complete sentences.

4.2.4 Self-learning questions:

Answer the following questions briefly.

i) What is comprehension ?

ii) What is 'skimming' and 'scanning' ?

iii) How should we read the passage for comprehension ?

iv) How should we write the answers for comprehension passages?

1) Read the following passage and answer the questions given below it -

The defects of the ordinary system of mass education are many and they may be briefly summarized as follows. First, the system of teaching in large classes is rigid. No allowance is made for the peculiar mental constitution of the individual child, who is sacrificed to the average of the classes. The class and the fixed curriculum are like the bed of **Procrustes**- in the story; those who were too long for the bed were cut down until they fit; and those who were too short were stretched. The child who is quick **and** talented in the one subject and but not in others, is compelled under the current system of mass education, to sacrifice **his** talents to his deficiencies. Thus, a child may have great talent for English and none for arithmetic. He may have a real feeling for literature, a gift for composition; but why you ask **him** what percentage of a floor 18.7 feet long by 53/16 meter wide, remains uncovered when you have spent three pounds eleven shilling and two pence on linoleum, costing \$179.06 per acre? He finds it difficult or impossible to reply. He must therefore remain in a low class, where they read nothing, but baby books and concentrate on

spelling and grammar, until such time, as he can solve this interesting and instructive problem.

Second, under the present system of mass education by classes, too much stress is laid on teaching and little on active learning. **The** child is not encouraged to discover things on his own account. He learns to rely on outside help, not on his own powers, thus losing intellectual independence and all capacity to judge for himself. Moreover, lessons in class leave him mainly unoccupied, and therefore bored. He has to be forced into learning, what does not interest him and the information acquired mechanically and reluctantly, by dint of brute repetition, is rapidly forgotten.

Third, the child, being bored and unoccupied, is also mischievous. A strict external discipline becomes necessary if there is some confusion. The child learns to obey, not to control himself. He loses moral as well as intellectual independence.

Questions :

1. Why does the author think that the ordinary system of mass education is rigid?
2. What happens to a child who is talented in one subject and not in another?
3. What reason does the author give for a child, not developing -an intellectual independence?
4. What happens when a child is bored ?
5. Use 'Not only - but also' and rewrite: The child, being bored and unoccupied, is also mischievous'.
6. Give a suitable title.
7. Find words from the passage which have a similar meaning to the following :
i) educative ii) shortcomings iii) unwillingly

(2) Read the following passage and answer the questions given below:

Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose the system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education, without examining it to see, whether it is in fact suitable or not.

In many modern countries, it has for some time been fashionable to think that, by free education for all whether rich or poor, clever or stupid—one can solve all the problems of society and build a perfect nation. But we can already

see that free education for all is not enough; we find in such countries, a far larger number of people with university degrees, that there are jobs for them to fill. Because of their degrees, they refuse to do what they think low work' and in fact to work with the hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor; we can live without education, but we die -if we have no food. If no one cleaned our streets and took the rubbish away from our houses; we should get terrible diseases in our towns. In countries, where there are no servants, because everyone is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated, we mean that all of us must be educated in such a way that, first, each of us can do whatever job is suited to his brain and ability, and secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work or to scorn someone else's. Only such a type of education can be called valuable to society.

Questions :

- 1) What is meant by saying that education is not an end, but a means to an end ?
- 2) What should guide us in choosing a system of education we have ?
- 3) Why does the author think that free education for all will not solve our problems ?
- 4) What is meant by low work' and who look upon certain types of work as low ?
- 5) Is the work of an uneducated farmer more important, than that of a professor ? Why?
- 6) What happens in countries where there are no servants ?
- 7) Give the passage a suitable title.

4.2.5. Glossary:

Thorough : an action or activity that is done very carefully and in a detailed way so that nothing is forgotten.

Vocabulary : the number of words you know in a particular language.

Skim : to read through a piece of writing quickly.

Scan : to read through a piece of writing carefully in order to find out the important or interesting information.

Elaborate : to describe something that is very complex because it has a lot of different part.

Illustration : an example which is used to explain a point.

4.2.6 Activity:

- i) Obtain paragraph(s) from a prose passage which you have not read earlier and set comprehension questions on them.
- ii) Discuss the topic 'comprehension' with your friends.

4.2.9 Bibliography :

1. July, (2008) : English for Arts - II, NMU Pune : Nirali Prakashan.
2. Sept., (2004) : English for students of Arts - III, NMU, Pune : Nirali Prakashan.
3. June, (2003) : English for students of Arts - II, NMU, Jalgaon : Prashant Publications.
4. Pal, Rajendra and Suri, Prem Lata, English Grammar and Composition. Sultan Chand & Sons, New Delhi, 2013.
5. Sidhu C. D., In Intensive Course in English New Delhi, Orient Longman
6. Raman, Meenakshi & Sharma Sangeeta, 'Technical, Communication : Principles and practice', New Delhi : Oxford University Press, 2006.

4.3 Preparing a 'Speech' and 'News'

4.3.1 Introduction :

A speech is a 'formal talk' which someone gives to an audience. It is one of the most significant presentation skills. We communicate our ideas, thoughts, and emotions through speech. Since it is formalities like, for instance, greeting the audience at the outset, using formal language etc. And since it is a kind of presentation, as we present our views through the speech, we have to take into consideration the age, social status etc. of the audience. Even the stance we take and the body language also matter significantly when the speech is delivered. The intonation and quality of voice also contribute to the effectiveness and success of a speech. Speech is a kind of structured presentation and therefore it should have an appropriate and effective beginning and an end. In between these two points relevant information should be organized in a logical order. Generally speeches are organized on some special or important occasions like birth or death anniversary of great personalities, inauguration of some programme or event etc. Students, you must have attended such speeches. Don't

you remember the speeches you must have delivered or at least attended when you were in school?

Another important topic which we will discuss in this chapter is writing 'News' for newspaper. News like a speech has a specific structure and language. It has a headline, a dateline, a short intro para(graph). Which can be called a brief synopsis of the most important details of the news, and the detailed description of the event or incident, programme etc. that has taken place or is going to take place. These descriptions are generally in the past tense and in reported speech. News in the news paper can be classified into different categories like sports news, news related to trade and commerce, political news, social, educational, and cultural news etc. The location of these news ranges from local to global levels i.e. there are local news, state level news, national and international news. In a news paper separate pages / supplements are devoted to cover these different categories of news. Even the place of these pages is fixed e.g. sports news appears on the last page of a newspaper. However, the structure of all these different types of news is the same. In this chapter we are going to discuss the structure and features of news.

4.3.2 Structure of speech:

For the sake of convenience you may divide the structure of a speech in four parts.

- I) The formal greeting to people on and off the dais and the general audience.
- II) The Beginning
- III) The Middle
- IV) The End or Conclusion.

Let us discuss these parts one by one.

I) Salutation or greeting:

The speech generally begins with a formal salutation or greeting to the audience. This can be done in many different ways. How a speaker begins his speech is determined by the occasion, the audience, the position of the speaker with respect to the audience etc. Following are some ways in which you may begin your speech :

- 1) Good morning / afternoon / evening ladies and Gentlemen I am really delighted to be amongst you to speak on the topic 'LPG - A Curse for the Helpless Poor.....' or you may even say -
'It is a pleasure and privilege to be with you, this evening on the occasion of.....'

2) You may begin your speech by simply addressing the whole audience with a common and brief salutation or greeting like 'Dear friends' or 'friends!'

3) On more formal occasions like Inauguration of a programme or felicitation of someone, a speaker address all members of the audience especially the dignitaries on and off the dais individually. For instance, 'Honorable President of the programme Mr./Mrs. XYZ, the Chief Guest of the programme Mr./Mrs. ABC, Esteemed Guests of the programme Mr./Mrs. ABC, or Esteemed Guests, the Principal and Vice-principal, media reporters and Dear students, I am honored to be with you this morning to

4) If you are speaking in a debating or elocution competition, you may address the audience in a following manner -

'Respected dignitaries/members on the dais, Honorable judges/jury, Dear participants and Friends, I am _____ from _____ college and I am going to speak on

II) The Beginning of Speech:

After the formal greeting to the audience, the next important step is the beginning of speech. It is a very significant step since the success or failure of a speech is determined largely by the effectiveness of the speech.

Following are some of the ways by which you can make the beginning of a speech effective:

1. With a Quotation -

An apt quotation would serve as a spring board from which you can launch your speech. You can quote the words or sentences of great writers, thinkers, philosophers, leaders etc. The quotation should be appropriate and striking. It should briefly but effectively introduce or explain the topic of the speech. You may quote lines from the famous speeches or writings of great personality like Mahatma Phule, Mahatma Gandhi, Dr. Ambedkar, etc. Even some lines from a poem can serve as a good beginning of your speech. For example you may begin your speech on democracy of quoting lines from Abraham Lincoln's Speech -

'Democracy is the government of the people by the people and for the people.'

2. With a Rhetorical Question -

A rhetorical question is one which is asked in order to make a statement rather than to get an answer. Such questions immediately catch the attention of the audience and make the speech effective e.g. in a speech on 'Democracy' a speaker may begin with a question like - 'What do we mean by democracy ?' and then go on elaborating on his views on democracy.

3. With a Definition -

The definition of the topic of speech can also serve as effective beginning of a speech. The definition should be brief, concise and relevant to the topic of speech. Especially when the topic of the definition begins your speech with the definition of the technical term. For instance if you are giving a speech on Global Warming, you may begin the speech by defining or explaining the term Global Warming to the audience.

4. With a proverb or a striking statement-

A proverb or a statement which catches the attention of the audience may be used to begin a speech. e.g. 'Where there is a will, there is a way.' Such proverb can be used to begin a speech on 'Will Power' or 'Personality Development' etc.

5. With an Anecdote or Reminiscence-

If you begin your speech by an anecdote or reminiscence, it becomes effective because the audience immediately gets interested in what you have to say. It helps in holding the attention of the audience.

You may begin your speech by any of the ways suggested above. However you may find your innovative way to make the beginning of your speech effective.

III) The Middle :

The middle part of the speech is equally important. While writing the middle part you should first at all decide the points and the order in which these points will appear in your speech. Take at least four to five major points related to the topic of speech and elaborate on these points in separate paragraphs. Use illustrations, quotations, examples etc. wherever necessary. Avoid use of pedantic, over ornamental or bookish language. The language of the speech should be simple but effective. See to it that all the points are properly elaborated and there are no loose ends or unfinished points. Devote adequate space to each of the points as per their significance in the speech and the emphasis you wish to put on it. The points in the middle should be in logical sequence or order. They should give natural and logical continuity to 'The beginning' and should logically lead to the conclusion or 'the end' of the speech. For example in a speech on 'Environmental Problems' following points can be included in the middle part -

- 1) Types of Environmental Problems
- 2) Nature of Environmental Problems
- 3) Causes of Environmental Problems

- 4) Consequences of Environmental Problems
- 5) Remedies or Solutions to Environmental Problems, etc.

IV) The End or Conclusion of Speech :

Like 'the Beginning', the end of the speech should be effective. Following are few hints to conclude your speech effectively:

1. With a Brief Summary -

In the concluding paragraph of the speech you can briefly summarize the main ideas or points you have presented in the speech. You may draw conclusions on the basis of your ideas or arguments in the speech. The conclusion should be stated briefly but forcefully and with an air of finality. However, do not use words like, 'to conclude' or 'to sum up what I said' etc.

2. With a Question or Abrupt Remarks -

If you conclude your speech with a rhetorical question (or an abrupt remark,) it becomes effective.

3. With a Quotation or Anecdote -

Just as you can make the beginning of the speech effective with a quotation or an anecdote, likewise an apt and appropriate quotation or anecdote can end the speech effectively. The quotation or anecdote should be relevant and it should carry the message you wish to deliver through your speech.

In the end don't forget to thank the audience and the organizers. You may use any of the thanks giving expressions e.g. 'I thank the organizers for giving me the opportunity to share my views with you. And I also thank you all. Thank you very much' or you may say, 'Thank you very much for your patients hearing.' you may end your speech with best wishes, festival greeting etc. to the audience.

You can also think of some different and innovative ways in which you can conclude your speech effectively.

The above discussion will surely help you in writing speeches on various topics. However, you should also know how to deliver the speech you have prepared effectively. Following are few hints to deliver a speech effectively.

4.3.3 Hints for Effective Speech:

- i) Stand upright. Make eye contact with all sections of the audience. Do not fix your gaze on upper corner of the hall or on two persons sitting at opposite ends of the hall.
- ii) Plan your speech according to the time available to you.
- iii) Make your speech suitable to the audience. Be aware of audience's body language.

- iv) Don't hasten through your voice so that everybody in the hall can hear you clearly. Your voice must not be too loud for the audience.
- v) Use a suitable style that may suit your personality and the topic of your speech.

Exercises:

I) Briefly explain the different parts of the structure of Speech.

II) Write Brief Notes on the following:

- i) The Beginning of speech
- ii) The End of speech

III) How can you make the delivery of your Speech effective?

4.3.4 Specimen (speech) :

Read the following specimen of speech and study their structure and language.

Specimen 1

Following is the Beginning of Rabindranath Tagore's speech, delivered in Italy on the Eve of the Second World War. The speech is famous with the title. 'The Voice of Humanity'. "My friends, I have been waiting for this moment. When Prof. Formichi asked me to tell him what would be my subject this evening. I said I did not know; for you must understand that I am not a speaker. I am nothing better than a poet. **When I speak, I speak *with* my surroundings and not *to* my surroundings.**

Now that I see your kind faces, your silent voice has reached my _ heart, and my voice will blend with it. When the heart wishes to pay its debt, it must have some coin with the stamp of its own _ realm upon it - and that is our mother tongue. But I do not know your beautiful language, neither do you know mine. Therefore, that medium cannot be used for the commerce of thought and sentiment between you and myself, I have -reluctantly to use the English language, which is neither yours nor mine. Therefore at the outset, I ask you to forgive me - those -of you who do not know this language, as also those of you who

do - because my English is a foreigner's English. Now I know what I am going to speak to you about. It will be in answer to the question as to what was the urging that brought me to you across the sea. Some time in 1921, I felt a great desire to make my pilgrimage to the shrine of humanity, where the human mind was fully awake, with all its lamps lighted, there to _ meet face to face the Eternal in man. It had occurred to me that - this present age was dominated by the European mind only _ because, that mind was fully awake. You all know

how the spirit of great Asia is going through an age-long slumber in the depth of _ night, with only a few lonely watchers to read the stars and wait **for** the sign of the rising sun across the darkness. So I had this _ longing to come to Europe and see the human spirit in the full blaze of its power and beauty. Then it was that I took the voyage - -my voyage of pilgrimage to Europe - leaving for the moment my own work at Shanti-Niketan and the children I loved.

Specimen 2

Following is an extract from Swami Vivekanand's speech delivered in the Parliament of Religions, Chicago. **These are the mighty words that emphasize 'Unity in Diversity'.**

"May He who is the Brahman of the Hindus, the Ahura Mazda of the Zoroastrians, the Buddha of the Buddhists, the Jehovah of **the Jews, the** Father in Heaven of the Christians, give strength to you — The Christian is not to become a Hindu or Buddhist, nor a Hindu or a Buddhist to become a Christian. But each must assimilate the spirit of the others and yet preserve his individuality and grow according to his own law of growth — The Parliament of Religions has proved that holiness, purity and charity are not the exclusive possessions of any church in the world, and that every system has produced men and women " of the most exalted character — Upon the banner of every religion **will** soon be written in spite of — resistance: 'Help and Not Fight,' 'Assimilation and **not** Destruction,' 'Harmony and Peace and not Dissension'.
[Quoted from Romain Rolland's article 'Swami Vivekanand']

Specimen 3

Following is an illustration of the Speech of old Major (a pig, from the Manor Farm of Mr. Jones.) a revolutionary, who inspires **the** animals to fight against the dictatorship of Mr. Jones. The -speech is remarkable for its appeal **to revolt** against the animal-life of miseries and sufferings. It reminds us of Lord Tennyson's poem 'Ulysses'.

'Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. **I do** not think, comrades, that I shall be with you for many months longer, and before I die I feel it my duty to pass on to you **such** wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.

'Now, comrades, what is the nature of this life of ours? **Let** us face it: our lives are miserable, laborious, and short. We **are** born, we are given just so

much food as will keep the breath in bur bodies, and those of us who are capable of it, are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.

No animal in England knows **the** meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is a life of misery and slavery: that is the plain truth. [From 'Animal Farm' by George Orwell]

4.3.5 News :

News, as you know, is information that is published in newspapers and broadcast on radio and television about recent events and incidents in the country or the world or in a particular area of activity. In this section of the chapter we are going to discuss how to write News.

4.3.6 Structure of News :

For convenience we may consider writing news in four parts which together make the news. These four parts are -

- I) **Headline**
- II) **Dateline**
- III) **Intro Para**
- IV) **Detailed news.**

Let us discuss each of these parts one by one.

I) Headline :

The headline of news should be -

- i) Brief, catchy and attention-catching.
- ii) In the simple present tense.
- iii) With no use of articles in it.

Whether the event has already taken place or is going to take place, the headline of news should always be written in simple present tense. Do not use past tense or future tense for writing the headline. Following are a few examples

-

- 1) Centre plans to build 43 new IT cities.
- 2) Drunk driver hits pedestrians; 10 hurt.
- 3) Bainsla holds talks with Raje govt.
- 4) Amarnath yatra begins today.
- 5) States ask Centre to share tax cut burden.

II) Dateline

Dateline of news is second line which comes immediately next to the headline. The dateline consists of the following details -

- i) The place, date and month
- ii) The source of news i.e. the name of the news agency or correspondent from whom the news has come. Look at the following examples that contain 'headlines' following by 'datelines'.

1) Centre plans to build 43 new IT cities New Delhi (Mahendra Kumar Singh / TNN) June, 07.

2) Drunk driver hits pedestrians; 10 hurt Jalgaon, June, 10.

3) Amarnath yatra begins today Amarnath, Janaury, 17 (TOI News, Service)

A colon (:) separates the 'Dateline' and 'Intro Para'.

III) Intro Para :

Intro Para i.e. the introductory paragraph comes right next to the 'Dateline'. It is a short paragraph containing the most important details of the news in a nutshell. In just 3/4 lines it answers questions like What ? When ? Where ? etc.

Now read the following example carefully. It has Headline, Dateline and Intro Para

Centre plans to build 43 new IT cities New Delhi (Mahendra Kumar Singh / TNN) June, 07 : The government is planning to build 43 new IT cities across the country, anticipating a tremendous increase in the volume of IT - enabled services over the next 10 years. Major cities are currently failing to meet the demand.

The most important details of a govt. project have been briefly highlighted in the above example. It briefly answers the questions like What ? Where ? When ? and Why ?

IV) Detailed News :

The full or detailed account of the news comes after the Intro Para... It is the extension of the most important details mentioned in the Intro Para. It can be called the 'main body' of the news which describes the event / incident / programme etc. in all its details. These details are covered in separate paragraphs of varying lengths. Appropriate words, phrases, reporting verbs are used. The details are described using Indirect Speech or Reported Speech.

Now, read the following specimen of news taken from the Times of India.

4.3.7 Specimen (News)

Specimen 1

Centre plans to build 43 new IT cities. New Delhi (Mahendra Kumar Singh / TNN) : The government is planning to build 43 IT cities across the country, anticipating a tremendous increase in the volume of IT-enabled services over the next 10 years. Major cities are currently failing to meet the demand.

The move to set up news satellite townships, has come **at a** time, when the IT-enabled service industry faces high infrastructure and employee costs in big cities, which threatens to blunt their crucial cost edge.

Presently, the major volume of IT-entailed services is concentrated in seven cities - Bangalore, Chennai, Mumbai, Hyderabad, Kolkata, Gurgaon, and Noida. Government estimates point out that 95% of the IT and BPO service industry is based in these cities, with around 36% of the services concentrated in Bangalore alone.

According to officials, the IT and BPO business in the country is likely to grow by 2.5 times in the next 10 years, which cannot be absorbed in the major cities.

As infrastructure in major cities is already under tremendous strain, the IT sector has started migrating to smaller cities. However, the volume of business in the IT sector likely to come to India is huge, which even Tier II and III towns are unlikely to cater to, considering their poor infrastructure.

Under the ambitious proposal, the government plans to shift 40% of the business to the upcoming 43 cities by 2018.

The new towns will be properly planned and laid out and endowed with modern infrastructure and good connectivity to the big cities and airports. These townships will have residential and work areas with all essential services - water supply, power, civic amenities, health, education, transport and entertainment - to meet the civic and commercial needs of the workforce.

Specimen 2

Johnson gives Aussies the edge.

(Bridgetown (Barbados) (TNN)

Mitchell Johnson captured a Test career best four wickets for 41 runs from 11.5 overs to help Australia take a 35 run, first innings lead over West Indies in the third and final Test against West Indies on Friday.

Left-arm fast bowler Johnson bowled easily his best **spell in** the series to allow Australia to dismiss West Indies for **216**, replying to the visitors' first innings total of 251, on the second day of the Test at Kensington Oval.

Specimen 3

US shuttle lands despite losing clip.

Cape Canaveral (Florida) : Space shuttle Discovery and its crew of seven are back on Earth. The shuttle landed at Nasa's Florida spaceport on Saturday, after a 14-day mission under the control of commander Mark Kelly. The touchdown caps a successful expansion job at the international space station by attaching a new billion-dollar Japanese science laboratory. On Friday, Discovery's astronauts spotted something floating away from their spaceship that turned out to be a little metal clip which broke off the rudder. But engineers decided that it posed no danger for re-entry. (AGENCIES).

Specimen 4

Drunk driver hits pedestrians; 10 hurt.

Jalgaon June, 10 (Prafulla Patil for TNN): One drunken student Rajendra Patil of the Engineering College, hit pedestrians in Jalgaon on Sunday. 10 of them are fatally injured and rushed to the Civil Hospital. Rajendra drove his friend's Swift car in a drunken state. Tl a police arrested him on charges of driving in a drunken state and attempting to kill the pedestrians.

4.3.8 Self-learning questions:

- I) Explain the four parts of news briefly.
- II) What do 'Intro Para' and 'Main Body' of news contain?

Exercises :

I) Prepare a speech on each of the following topics in about 200 words each.

1. The LPG revolution.
2. The abolition of dowry system.
3. The IPL matches : A Boon or curse?
4. Should India go for computerization?
5. Corruption the incurable cancer.
6. Re - orientation of higher Education.
7. Our National Days celebrations.
8. Common entrance tests for Professional Courses.
9. Should jobs be delinked from academic ?
10. Are we really religious?
11. What ails the Indian Education system?
12. Share market investment : A Mirage for the common man
13. Civil services Exams : A challenge or a hurdle Race?
14. Despite demerits, democracy is deeply - rooted in India.
15. Creative Teaching : Need of the Time.

II) Prepare news on each of the following

1. Little ones to keep away from cell - phones
2. Fee - hike invites student's wrath.
3. Students ask for class - room teaching.
4. 'No Parking' sign fail to clear traffic.
5. Will IT - revolution provide job?
6. LPG initiate new world - order.
7. Reservation on the basis of caste be banned - demand of a large section of society.
8. 33% Reservation for woman - Bill baked by many.
9. Primary education to be strengthened - says Education Minister.

4.3.9 Glossary :

Stance : The way someone stands.

Synopsis : a Summary of a longer piece of writing.

Salutation : salutation is a formal greeting.

Dignitaries : High-ranked important people.

Quotation : lines or words taken from a book, poem, speech, writing etc.

Rhetorical Question : A question asked to make a statement rather than to get an answer.

Concise : exact, without using unnecessary words.

Anecdote : a short, amusing story or account of something.

Reminiscence : things that we remember from the past.

Elaborate : to explain or describe something that is complex.

Pedantic : showing too much interest in part of a writing, speech which is not completely explained

Adequate : enough or sufficient

Abrupt : Sudden

Upright : sit or stand with your back straight

Gaze : To look steadily at someone or something for a long time

Modulate : If you modulate your voice or a sound, you change its loudness, tone to create a particular effect.

4.3.10 Activity :

I) Collect at least five specimens of the speeches by eminent personalities and analyze the structure of those speeches.

II) Use Internet and listen some speeches delivered by eminent personalities from various fields.

I) Collect various types of news from any English newspaper and analyze their structure.

II) Collect at least two news each from Marathi and Hindi newspapers. Compare them with the English news you have collected and translate them into English.

4.3.11 Bibliography :

1. July, 2008 English for Arts -II, NMU, Pune, Nirali Prakashan
2. Phillip N., Improve your writing, New Delhi : Anmol Publications, 1994.
3. Tickoo, Champa & Sasikumar jaya. Writing with a purpose. New Delhi : Oxford university press, 2003
4. Mukherjee, Guruda & Indibar, Advanced English Grammar and Composition, New Delhi : Are books Pvt. Ltd., 2010
5. Raman, Minakshi & sharma sangeeta Technical Communication : Principles and Practices, New Delhi : Oxford university press, 2006
6. Dutt, P Kiranmal et. al. , 'A course in Communication skills,' new Delhi : Cambridge university press India Pvt. Ltd. Foundation books, 2011.

4.4. Developing an Idea

4.4.1 Introduction :

The concept ' Developing an Idea' must not be confused with 'Expansion of an Idea' you are familiar with Expansion of an Idea. Probably till H.S.C. you must have done Expansion of an Idea in Marathi, Hindi as well as in English. In expansion of an idea you 'expand' the idea which is given to you in the form of a proverb, a popular saying; lines from poems, dramas etc. Philosophical witty remarks or statements on life and experiences etc. Such lines or sentences are loaded with meaning and you explain their meaning and elaborate on its implications so that the idea is fully expanded in a paragraph cs. However, in ' Developing an Idea', you develop or sentences. Both Expansion of an Idea and Developing an Idea look similar. However in expansion of Idea you only 'expand' the 'idea' which is already given to you whereas in Developing of Idea you 'develop' an idea from the given lines through analysis, interpretation and elaboration.

All human beings have a natural in built capacity to think. Thinking requires understanding life and experiencing the people and the world around. We think in terms of good or bad, right or wrong, profit or loss. Thinking

encompasses ‘Generating’ and ‘Developing’ an idea e.g. A child looks at the sun and begins to imagine about the sun, its existence, its impact and also about the world without the sun. At this point an idea strikes his mind ‘what will happen to the world if the sun never rises.’ Developing an idea is a rather slow but consistent mental process. It requires logical thought development and a clear power of expression. It also needs an ability to argue the pros and cons of a generated idea are to be taken into consideration while developing an idea. In this chapter you are going to learn how to develop an idea.

4.4.2 Steps for Developing an Idea :

1. Try to understand the meaning of the first hand experience in the given poetic lines or prose sentence. You can generate an idea based of your understanding and interpretation of the given lines. e.g. ‘If winter comes can spring be far behind’ this line from P.B.Shelley’s poem ‘Ode to the west wind’ gives the message of optimism. It means that if ‘winter’ which implies a period of great difficulties and hardships, comes, we must not lose hope as the spring i.e. the beautiful and happy period of life is not far behind. So this line expresses the truth that in human life a period of difficulties, hardships and sorrow is usually followed by a period of comfort and happiness.

02. After understanding the lines, the next step is to express the main idea in a phrase or short sentence e.g.

‘ Full many a gem of purest ray serene
The dark unfathomed cover of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air’.

The above lines from Thomas Gray’s poem ‘Elegy Written in a Country Churchyard’ give us the idea that ‘Much talent (particularly from the rural area) is wasted in the absence of an opportunity’.

Now, let us see, how do we arrive at such an idea. The words ‘ a gem of purest ray’ and ‘a flower’ stand for ‘talent’. The words ‘ dark unfathomed caves of ocean’ and ‘ desert air suggest remote untrodden regions or rural areas. The words like ‘bear’ and ‘waste its sweetness’ suggest the wastage of talent in the absence of opportunity.

This is how you can arrive at an idea by proper analysis and interpretation of the given lines.

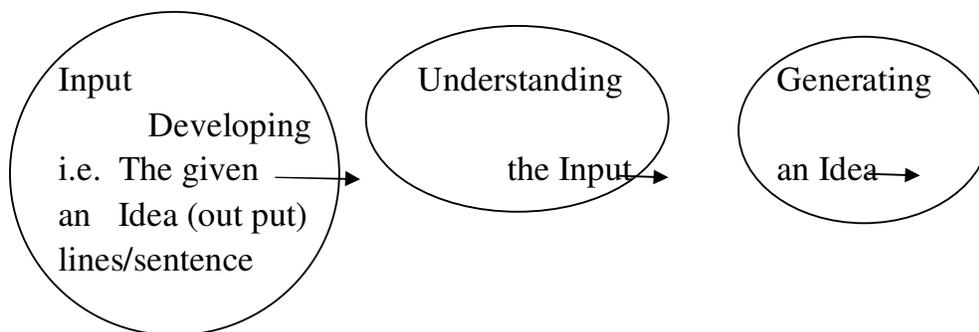
03. After deciding the ‘main idea’ in the given lines/sentence etc. develop it by adding details, examples, proofs, illustrations and explanations. This step is

much like the ‘ expansion of an idea’ The development of an idea into a paragraph must contain everything related to it. It must present both sides of the argument.

04. Use the main idea that you develop from the given lines/sentence etc. as the title of the neatly and logically developed paragraph.

05. A paragraph which is the product of a developed idea must be an independent and complete piece of writing. The language of the paragraph should be readable and interesting.

The above discussed steps for developing an idea can be shown in diagram as given below -



4.4.3 Specimen ('Developing an Idea'):

Read the following specimen of 'Developing an Idea'

Specimen - 1

Read the following lines and develop the idea you have found out of them:-

*Yet all experience is an arch where thro'
Gleams that untravell'd world, whose margin fades
For ever and for ever when I move.*

***Idea:** Thirst for knowledge is never quenched.

Development of the Idea:-

The span of human life is very short and it comes to an end too quickly. During this short span of life, human beings experience many things. But these manifold experiences lead to new thirst for knowledge. It is never quenching. Man wants to know more and more. His soul yearns for new and newer experiences. That makes his life lively and interesting. Ulysses was a

great Greek hero. He travelled a lot, visited many places and still felt an urge to travel more.

He was a traveler with a 'hungry heart'. His thirst for knowing the new world was never-quenching. It should happen with every human-being, which will lead to a better kind of world-order, based on understanding and peace.

Specimen - 2

Read the line given below and develop the idea you have found out of it:-

Mine, O thou Lord of life, send my roots rain.

***Idea:** Shaky roots of faith are to be strengthened.

Development of the Idea:

In every walk of Life, man has to believe in someone / something. Man cannot progress without such faith. Generally, we all believe in God and feel that God stands by us, because we walk on the path shown by Him. However, sometimes, our faith dwindles because we see the ways of the sinners prosper more, than that of the way shown by God. Similarly, the virtuous people are seen leading wretched kind of life. Whereas the corrupt and villainous people are seen enjoying every kind of comfort and honour in life. This contradiction makes us ask a question - What is the use of following God's path ? The roots of faith begin to _ shake. But we must strengthen these roots. God is there to take care of His every child. We have to pray for His Grace. And then we won't have to do anything. It will be late, but honesty, virtues are always rewarded. So, let us try to strengthen our roots of faith, if they are shaking.

4.4.4 Self Learning Questions:

1. What is the difference between 'Expansion of an Idea' and 'Developing an Idea' ?
2. Explain the steps or stages in the development of an idea.

Q. Read the following extracts and find out the ideas therein and develop them into well-knit paragraphs of 120-200 words.

- 1) But I, with mournful tread, walk the deck -My Captain lies, fallen cold and dead.
- 2) The city of Rome was not built in a day.
- 3) Trust has to be built first, only then things would work.
- 4) Earth has not anything to show more fair : Dull would he be of soul, who could pass

by A sight so touching in its majesty :

This City now doth, like a garment, wear The beauty of the morning.

- 5) Strive not for gold, for greedy fools Measure themselves by poor men,
never : Their
standard, still being richer men, Makes them poor ever.
- 6) Self-reverence, self-knowledge, self-control, These three alone lead life
to sovereign
power.
- 7) The Gods are hard to reconcile.
- 8) Ah, love, let us be true To one another ! for the world, which seems To
lie before us
like a land of dreams, So various, so beautiful, so new, Hath really neither
joy, nor
love, nor light, Nor certitude, nor peace, nor help for pain.
- 9) We are the hollow men We are the stuffed men Leaning together
Headpiece filled
with straw.
- 10) Things fall apart ; the Centre cannot hold.

4.4.5 Glossary :

Witty : an idea or thought which is clever, amusing and imaginative.

Implications : implications of a statement etc. means different things which it suggests.

Pros and Cons of something: all the details or the positive and negative sides of something.

Optimism : being positive and looking at the brighter side of life.

Illustrations : examples which are used to explain some point.

4.4.6 Activity :

1. Collect lines from the songs/poems of 'Bahinabai' and develop ideas on them.
2. Discuss the steps for 'Developing an Idea' with your friends.

4.4.7 Bibliography :

- 1) July 2008, English for Arts - II, NMU, Pune : Nirali Prakashan.
- 2) Mukherjee, Gurudas & Indibar, Advanced English Grammar and Composition, New Delhi : Ane Books Pvt. Ltd., 2010
- 3) Tickoo, Champa & Sasikumar Jaya, Writing with a purpose, New Delhi : Oxford University Press, 2003
- 4) Phillip N., Improve your writing. New Delhi : Anmol Publications Pvt. Ltd.
- 5) Pal, Rajendra & Suri Prem Late, English Grammar and composition, New Delhi : Sultan Chand & Sons, 2013.

- 6) Das, Bikram k. et al, 'An Introduction to professional English and Soft Skills,'
New Delhi : Cambridge University press India Pvt. Ltd. (Foundation Books),
2009
- 7) Green, David, Contemporary English, Grammar, Structure and Composition :
Chennai : Macmillan India Limited, 1989

Unit No 5

Grammar

Contents

5.0 Objectives

5.1 Word Formation- Prefixes, Suffixes, Compound Words

5.2 Change from one part of speech to another

5.3 Antonyms, Synonyms, Homonyms

5.4 One Word Substitute

5.5 Use of Phrases: Illustration

5.6 Self-learning questions

5.7 Assignment

5.8 Bibliography

5.0 Objectives

i) To introduce the basics of the grammar to the students

ii) To introduce the system of Word Formation in English.

iii) Enable students to change parts of speech.

iv) To develop the vocabulary power of the students.

5.1 Word Formation (Prefixes, Suffixes, Compound Words)

In English we can create new words by using prefixes, suffixes and compound words. This formation of the word creates the new words in the same class/ parts of the speech or sometimes it changes the class/ parts of the speech. The following structure of the prefixation and suffixation will clear your idea.

Affix

Prefix-Base- Suffix

Un-friend-ly

- a) Prefixation:** In simple words a prefix/ syllable is placed before the base word. This prefix is used to create antonyms, to show the reverse action. It is also used to show the degree/ size, attitude, time and order, number and so on. Prefix does not change the class/category/parts of the speech of the word.

Prefix	Meaning	Examples
Un-	The opposite/ not Reverse action	Unwanted untie
Non-	not	nonviolence
In-	Opposite/ not	incomplete
Dis-	Opposite/ not Reverse action	Dislike Disconnect, discolour
De-	Reverse action	Deforestation, defrost
Mis-	Wrong/false/bad	Misconduct Misunderstand misspell
Mal-	bad	Malpractice malfunction
Pseudo-	False/copying	Pseudo-classical
Super-	Above/over	Supermarket Superstructure
Sur-	Over and above	surcharge
Sub-	Less than/lower rank	Sub-inspector
Over-	Very much	overeat
Under-	Very little	undercook
Hyper-	extremely	hypertension
Ultra-	Extremely beyond	ultramodern
Mini-	Little/small	miniskirt
Co-	With/join	co-author
Anti-	against	antiseptic
Pro-	On the side of	Pro-vitamin
Inter-	Between, among	international
Pre-	before	prepaid
Post-	after	post-paid
Ex-	former	Ex-principal
Re-	Again/back	rebuild
Bi-	two	bilingual
Multi-	many	Multi-national

b) Suffixation: Suffixation is to place a suffix or syllable after the base/root word. Suffix may change the word class or may not. So suffixation plays an important role in changing parts of the speech.

- Base word: Noun> change by adding suffix> Noun

Base/root(Noun)	suffix	Change word(Noun)
gang	-ster	gangster
engine	-neer	Engineer
teenage	-er/r	teenager
book	-let	booklet
tiger	-ess	tigress
boy	-hood	boyhood
Friend lecture	-ship	Friendship lectureship
king	-dom	kingdom
slave	-ry	slavery
Mouth hand	-ful	Mouthful handful

- Base word: Noun> change by adding suffix> Adjective

Noun	suffix	Adjective
Israel	-ite	Israelite
India	-an	Indian
use	-ful	useful
help	-less	helpless
child	-like	childlike
cream	-y	creamy
fool	-ish	foolish

- Base word: Verb> change by adding suffix> Noun

Verb	Suffix	Noun
Teach receive	-er	Teacher receiver
act	-or	actor
	-ant	
employ	-ee	employee
act	-tion	action
Manage move	-ment	Management movement
refuse	-al	refusal
drain	-age	drainage

- Base word: Adjective> change by adding suffix> Adverb

Adjective	suffix	Adverb
Happy beautiful	-ly	Happily beautifully
back	-ward	backward

We change the above parts of speech vice-versa by deleting suffix.

- c) **Compound Word:** A compound is a consisting of two or more base. Compound may consist of combination like: Noun+ Noun, Verb + Noun, Noun + Adjective, Adjective + Adjective.

i) **Noun+ Noun**

Examples

windmill	teargas	Time-table
Television screen	Teak tree	Card board
facebook	Tea-time	Fire-engine

ii) **Verb + Noun**

Examples

Call-girl	Walking-stick	Adding-machine
-----------	---------------	----------------

iii) **Noun +Adjective**

Examples

Brick red gold colour duty free

iv) **Adjective +Adjective**

Bitter-sweet deaf-mute round-shape

5.2 Change from One Part of Speech to Another

We can change one part of speech to another part of speech by adding suffix, as we have seen in the topic **Suffixation** (refer> WORD FORMATION >Affixation > Suffix) but it is not true all the time. In most of the cases we have to follow the dictionary to change one part of speech to another.

Note: Please refer the point suffixation to change parts of speech.

- a) **Make Noun:** We can change verbs, adjectives into nouns.

Examples:

Psychological: psychology,	continue: continuous
identitify: identity	funny: fun
amazing: amazement,	alienate: alienation,
furious: fury,	prepare: preparation,
persuade: persuasion,	gracious: grace,
breezy: breeze,	crowded: crowd,

adventures: adventure,
deafening: deafen
meditate: meditation,
lament: lamentation,
recreate: recreation,
emerge: emergency,
encourage: encouragement,
prepare: preparation,
arrive: arrival,
dramatic: drama,
migrate: migration,

b) Make Adjective:

Examples:

Transport: transportable,
Neighbour: neighbouring
Affection: affectionate,
Effort: effortless,
Disgust: disgusting,
Confess: confessional,
Society: social,
Familiarity: familiar,
Disaster: disaster,
Wonder: wonderful,
Probably: probable,
Cheer: cheerful,
Watch: watchful,
Life: lifeless,
Please: pleasurable,

c) Make Verb:

Examples:

Life: live,
Savings: save,
Education: educate,
Reaction: react,

grumbling: grumble,
create: creator,
solitary: solitude,
know: knowledge,
speculate: speculation,
enduring: endurance,
reserve: reservation,
introduce: introduction,
decline: declination,
extend: extension,
global: globalization,

wonder: wonderful
surprise: surprising

tradition: traditional
malice: malicious,
teach: teachable,
luck: lucky,
heart: hearty,
passivity: passive,
fool: foolish,
deceit: deceitful,
end: endless,
nature: natural,
charm: charming,
soothe: soothing,

appreciation: appreciate,
wedding: wed,
teacher: teach,
opinion: opine,

Management: manage,	resolution: resolve,
Employee: employ,	careful: care,
Location: locate,	buyer: buy,
Demolition: demolish,	large: large,
Simulation: simulate,	wrestling: wrestle,
Matriculation: matriculate,	requirement: require,
Orders: order,	satisfaction: satisfy,
Favourite: favour,	application: apply,

d) Make Adverb:

Examples:

Eager: eagerly,	usual: usually,
Unfortunate: unfortunately	essential: essentially
Confidant: confidential	suitable: suitably
Obstinate: obstinately	reluctant: reluctantly
Pleasurable: pleurably,	fervent: fervently,
Willing: willingly,	vehement: vehemently,
Abrupt: abruptly,	final: finally,
Dead: deadly,	silent: silently,
Short: shortly,	quiet: quietly,
Military: militarily,	low: lowly
peaceful: peacefully,	Cheerful: cheerfully
delightful: delightfully,	Mandatory: mandatorily,
right: rightly,	Global: globally,
represent: representatively,	

5.3 Antonyms, Synonyms, Homonyms

A. ANTONYMS:

Antonym means apposite word/ meaning. There are no separate rules or structures in English; the user has to refer dictionary and its usages for antonyms. In few cases by adding prefix the user can get the antonyms, but there are variations. So it does not work always. (Please refer WORD FORMATION > Affixation > Prefix) For example:

Friendly X Unfriendly , but not useful with ***Beautiful X Unbeautiful****

Popular X unpopular,	easy X uneasy,
Complex X simple,	elder X younger,
Forget X remember,	subordinate X principal,
Freedom x,	reluctant X willing,
Understand X confused,	stern X obedient,
Upset X stable,	alienation X familiar,
Solemn X,	merciful X cruel,
Disappoint X happy,	wild X pet,
Sensitive X,	gentle X rough,
Common X uncommon,	vigour X weakness,
Courage X discourage,	paternal X maternal,
Bound X free,	native X foreigner,
Concerned X unconcerned,	peace X disorder,
Ease X discomfort,	immoral X moral,
Connect X disconnect,	stale X fresh,
Dark X white,	back X front,
Dull X bright,	blessed X cursed,
Heaven X hell,	light X heavy,
Human X inhuman,	loss X profit,
Inward X outward,	difficult X easy,
Pensive X unhappy,	remember X forget,
Polite X rude,	seldom x always,
Clipped X unclipped,	cage X free,
Unknown X known,	narrow X wide,
Freedom X dependence,	

B) SYNONYMS:

Protagonist = hero,	eager= keen,
Embarrass= humiliate,	overcome= defeat,
Wonderful= amazing,	suitable= apt,
Simple=easy,	remember= recall,
Hapless=unlucky,	retreat=withdraw,
Colleagues= mate,	devotion=dedication,
Acquit=release,	implore=beg,
Scare=panic,	cease=stop,

Wrath=anger,	profuse=plentiful,
Wrangle=quarrel,	marriage=wedding,
Pledge=oath,	path=way,
Ravine=gully,	smooth=silky,
Wish= will,	content= satisfy,
Blessed= holy,	lament=mourn,
Quiet = silent,	quit= depart,
Leave=quit,	toil=sweat,
Mellow=ripen,	barren= waste,
Happy=please,	natural=normal,
Might= weak,	sacred=holy,
Mourn= lament,	splendid= grand,
Breeze=wind,	longing= yearn,
Rage= anger,	tied=untied,

C) HOMONYMS:

The term **Homonym** is used for word that is the same in form and sound as another but different in meaning, spelling or origin.

Gate- get,	morning- mourning
Still- seal,	right- write,
Buy- by,	loose-lose,
Men- main,	week-weak

5.4 One Word Substitute

In this language unit there is a phrase and it should be replaced with one word. For

example:

A person who gave sermons= **preacher**

A person who teaches = **teacher**

A body of knowledge about particular subject= **discipline**

Historical events in order to they occurred= **chronicle**

Move to settle in new area in order to find work= **migration**

Thinking carefully about= **speculate**

Long difficult journey made on foot= **enterprise**

Long period of no rainfall= **draught**

The physical appearance of the natural features of an area of land=**environment**

Something which must be done or demanded by law= **mandatory**

A person who contribute news to paper= **reporter**

A science concerned with the study of how the bodies of living things and their parts work= **physiology**

5.5 Use of Phrases

Following are few of the examples of the use of the phrases in sentences.

The **phrase** is shown in **bold type**.

To be taken:

His views **were taken** in to account.

To go for:

Ramesh **goes for** education in a college.

To look after:

Doctors **looked after** patients in the hospital.

To be competent:

John **is competent** to operate a computer.

To bargain over:

My wife **bargains over** the price of the laptop

To dress up:

The bride **dressed up** for the wedding.

To make up one's mind:

Sanjay **makes up his mind** to face the problems.

To venture out:

Shivaji **ventures out** the situation.

To break the ice

The CEO **breaks the ice** in the meeting.

To resolve to

Shaila **resolve to** top in the examination.

Fiddle with

He was **fiddling with** the piece of sting.

Hang around

Rohan **hangs around** the shop to open.

In high spirit

Coffee keeps me **in high spirit**.

To wash off

She **washes** dirty marks **off** a wall.

Wrestle with

Jagdish **wrestles with** computer to send email.

To go back

British **go back** to England.

Ladle out

Mother **ladles out** soup in dinner.

To handle

He is unable **to handle** the situation.

Speed up

New technology **speeds up** the work in a factory.

Act upon

The officer said to **act upon** what he said.

To be biased with

Generally students are **biased with** English grammar.

Ahead of

When there is a question of charity, we see Maganlal **ahead of** everyone.

A lack of

We find **a lack of** common sense in few people.

To be fit for

Ramesh as a Ph. D candidate **fits for** the post of Assistant Professor.

A great deal of

A great deal of villagers migrates because of cyclone.

To look forward to

We are **looking forward to** seeing you again

To sum up

He **sums up** his lecture with demand of money.

To feel ashamed of

Shamrao **feels ashamed of** himself when he tells lies to his friend.

To indulge

It is sometimes necessary **to indulge** a sick child.

To dart down

The young lady **darted down** the hill like an arrow.

To purge oneself of

We must **purge ourselves of** the sin.

To avail oneself of

You should **avail** yourself **of** every opportunity to practice speaking English.

5.6 Self-learning questions

- 1 What do you understand by 'Word Formation'? Explain with apt examples.
- 2 What do you understand by Antonyms, Synonyms, Homonyms? Illustrate.

5.7 Assignment

- 1) Read the prescribed prose passages and find out parts of speech and change from one part of speech to another.
- 2) Find out more examples of 'one word substitution'.

5.8 Bibliography

1. **English for Arts-II** by Board of Studies, North Maharashtra University, Jalgaon.
2. **English Grammar and Composition** by Rajendra Paul and Premlata Suri: Sultan Chand and Sons
3. **A Remedial English Grammar For Foreign Students** by F.T.Wood: Macmillan.
