

Senior Secondary Course English

(302)

BOOK - 2



NATIONAL INSTITUTE OF OPEN SCHOOLING

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A Word with You

Dear Learners,

Welcome to the Senior Secondary English Course at **NIOS!**

You've just taken an exciting step on a path that is more than just about studying a language—this journey will open doors to new ideas, expand your worldview, and transform the way you connect with the world around you.

You may come across literature that challenges your imagination, inspires new thinking, and connects you with cultures and stories from across the globe. As you dive into your lessons, remember this is not just about memorising; it's about discovering your own voice. As you explore, you'll sharpen your critical thinking skills, learn to argue persuasively, and, perhaps most importantly, appreciate the beauty of expression.

At NIOS, we understand that each of you has a unique story, a unique pace, and your own way of learning. That's why our course is designed to give you the flexibility to learn on your own terms. You are the architect of your learning journey. Take your time, explore, ask questions, and let your curiosity lead the way.

English isn't just a language; it's your gateway to global connections, new opportunities, and infinite possibilities. As you learn, you're building the confidence to express your ideas, share your thoughts, and ensure your voice is heard in the world. By mastering English, you're not just learning a subject—you're gaining a tool that will help you achieve your dreams.

So be bold! Embrace every challenge, and know that with each lesson, you're getting one step closer to becoming the person you aspire to be. We are so excited to be part of this incredible journey with you.

So, let's get started—explore, express, and excel!

Happy learning!

Warm regards,

NIOS Team

How to use the Learning Material

Congratulations! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material in Geography with the help of a team of experts, keeping you at the focal point. A format supporting independent learning has followed. You can take the best out of this material if follow the instructions given. The relevant icons used in the material will guide you.



Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.



Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.



What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.



Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.



Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.



Answers : These will help you to know how correctly you have answered the questions.



Activities: Certain activities have been suggested for better understanding of the concept.

OVERVIEW OF THE LEARNING MATERIAL

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- Lesson 1:** The Crow and the Deer
- Lesson 2:** Mary Kom's Interview
- Lesson 3:** An Astrologer's Day
- Lesson 4:** Bholi
- Lesson 5:** Ecology and Environment
- Lesson 6:** Andha Yug
- Lesson 7:** After Twenty Years
- Lesson 8:** The Necklace
- Lesson 9:** Three questions
- Lesson 10:** Of Studies
- Lesson 11:** Night of the Scorpion
- Lesson 12:** Where the Mind is without Fear
- Lesson 13:** If
- Lesson 14:** The Bazaars of Hyderabad

BOOK 2

- Lesson 15:** Reading with Understand (Thimamakka & Biomedical Waste)
- Lesson 16:** Reading with understanding (Stress before Examination)
- Lesson 17:** Kabir and Thirvalluvar
- Lesson 18:** Reading with understanding (Nation Builders of India)
- Lesson 19:** Reading with Understanding (International Fight Against Drug Abuse and Illicit Trafficking)
- Lesson 20:** Reading with understanding: (Losar and Bihu)
- Lesson 21:** Kalidas
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- Lesson 24:** Writing Emails
- Lesson 25:** Writing Reports
- Lesson 26:** Writing Job Applications
- Lesson 27:** Appearing for an Interview

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ENGLISH (302)

Bifurcation of the Syllabus

	I Tutor Marked Assignment (40% of the syllabus) Total Lesson -11	II Public Examination (60% of the syllabus) Total Lesson -16
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*Notes*

15

READING WITH UNDERSTANDING (Thimmakka and Biomedical Waste Management)

This lesson delves into the inspiring story of Thimakka and explores the critical topic of biomedical waste management. Thimakka, an environmentalist from India, has left an indelible mark with her remarkable efforts in tree plantation. Born in Karnataka, Thimakka, along with her husband, began planting banyan trees in the 1950s, despite facing numerous challenges. Over the years, her commitment to environmental conservation has resulted in an astounding legacy of hundreds of trees, earning her widespread recognition.

We will draw inspiration from her story as we shift our focus to the crucial aspect of biomedical waste management, understanding its significance in preserving both public health and the environment. Biomedical waste encompasses materials that, due to their biological nature, pose potential threats to human health and the environment if not handled appropriately.

Through this dual exploration of Thimakka's environmental legacy and biomedical waste management, we aim not only to gain knowledge but also to cultivate a sense of responsibility towards our environment.



LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

Reading With
Understanding
(Thimmakka and
Biomedical Waste
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15.1 THIMMAKKA

Thimmakka and her husband Bikkalu Chikkaiah, a childless couple of Hulikal village in Karnataka, decided to adopt children. But the children they chose to rear were 284 banyan trees along a 3 km stretch of what is now National Highway 48 in Karnataka. The trees filled up a void in their lives. And just recently, Thimmakka received the National Citizens Award (for social forestry) from the Prime Minister.

In the 1950s, it was a Thimmakka, who tired of her neighbour's jibes directed at her childlessness, hit upon the plan. "Why not plant banyan trees and rear them like our children?" she thought. So the lonely couple decided to plant trees. Thimmakka's husband was a disabled person, hence she had to work as a labourer every day and did not have the time for much else. But firm in their resolve, they took great pains to dig pits on either side of the road. Their next task was to choose suitable banyan saplings. They finally planted 300 saplings and put up thorny bushes around, to ensure that the cattle did not eat up the tender trees.

Thimmakka brought water in pots from a long distance and poured it at the foot of the saplings every day. During the rainy season she poked at the roots of the trees to make them go deep and, as the area was not fenced, she kept a constant vigil and nursed the plants for 10 years. It was time spent well, as it gave her fulfilment and pride. Even as the couple nursed the saplings, she was working in a quarry for their hand-to-mouth existence. If she could not go to the quarry they would have nothing to eat that day. True, her work was back-breaking, but she could not neglect the trees either. She would go to the Kudur road and attend to the saplings before the break of dawn. And the trees, like children who live in an atmosphere of love and caring, responded to her call and grew up. Now in the prime of their lives, the 284 that took root provide a green canopy for 3 km, nests for birds and prevent soil erosion. They are also worth an estimated Rs. 85 crore.



INTEXT QUESTIONS 15.1

1. Choose and tick the correct answer:
 - a) The couple look after the saplings because:
 - i. they earned money from it
 - ii. it gave them happiness and satisfaction



- iii. it would get them an award
- b) The trees provided:
- i. employment to some people
 - ii. food for the animals
 - iii. shade along the 3 km stretch of road.
2. Select the correct information from the box and write it in the blanks:
- | | | |
|-------|-----|-----|
| 1950s | 10 | 284 |
| 3 km | 300 | 85 |
- a) Trees were planted along a _____ stretch of road.
 - b) The trees were planted in the _____.
 - c) Thimmakka planted _____ saplings.
 - d) They looked after the trees for _____ years.
 - e) _____ trees grew along the National Highway.
 - f) The approximate cost of the trees are _____ crores.
3. Answer the following questions:
- a) Why did Thimakkka receive the National Citizens Award?
 - b) What made Thimmakka and her husband decide to plant banyan trees along the highway?
 - c) What did Thimmakka do to ensure the safety of the plants?
4. Complete the sentences:
- a) To take good care of the saplings after ensuring their safety Thimmakka had to:
 - (i) _____
 - (ii) _____
 - (iii) _____

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b) Thimmakka's banyan trees have benefited the environment by:

(i) _____

(ii) _____

(iii) _____

5. Find a word in the passage which means 'a cover'.

15.2 BIOMEDICAL WASTE MANAGEMENT

An important solid waste which is noteworthy is biomedical waste. This waste includes anatomical waste, syringes, gauze, absorbents, glass, etc. The huge dumps of biomedical wastes disposed of by hospitals and clinics cause serious health problems. It is not uncommon that in some places, these biochemical wastes rot either in front of clinics or in street corners. Rag-pickers, mostly children, pick up these wastes by hand and are vulnerable to attack by the hepatitis virus (jaundice causing virus) and other dangerous viruses. Ordinances have been promulgated not to dump the waste and for safe transportation in special containers, and subsequent incineration in Australia and other countries.

Why are solid wastes cause for such serious concern? The dumping of solid wastes spoils the beauty of cities and towns and causes health problems.

The garbage mountains become breeding grounds for disease-carrying vectors such as flies, mosquitoes, rats and cockroaches. Reports indicate that about 8,00,000 flies can be produced in one cubic metre of garbage. The flies, which carry pathogenic organisms, cause diseases such as dysentery, diarrhoea, etc. Rats, which are carriers of insects and other bio-organisms, are responsible for causing plague as was recently witnessed in Surat in 1994. It is reported that about 25 human diseases are associated with the solid wastes. Accumulation of litter refuse and junk poses fire hazards and may lead to accidents too.

The accumulation of solid waste is a mounting problem with no easy solution in sight. Unlike other types of pollution, preventive measures cannot be adopted in this case. Several solutions to the disposal problem have been proposed. The present mode of management is to collect the refuse from various parts of the city, transport it to a remote place, where it is incinerated or composted or simply dumped again. The most easy solution is to recycle or reuse the waste. This solves the disposal of wastes and also yields revenue besides compensating for the expenditure incurred on its collection and transportation.



INTEXT QUESTIONS 15.2

1. Tick True (T) or False (F) against the following statements:
 - a) Nearly 25 human diseases are caused by accumulating garbage.
 - b) Preventive steps can be taken to reduce accumulating garbage.
 - c) Recycling and reusing of garbage can bring revenue.
 - d) Flies are carriers of bio-organisms which cause plague.

2. Fill in the blanks in the following sentences using the information given in the passage:
 - a) Heaps of garbage can cause the breeding of _____.
 - b) One cubic metre of garbage can have _____ flies.
 - c) Diseases like _____ are caused by pathogenic organisms.
 - d) Fire hazard leading to accidents can be due to ____

3.
 - a) What does bio-medical waste consist of?
 - b) Who is more likely to be affected by the bio-medical waste?
 - c) A suitable title for the passage can be:
 - i. Garbage
 - ii. Garbage mountains-a nuisance.
 - iii. Protection from medical waste.
 - iv. Pathogenic organisms.

4. There is a serious concern about solid wastes because: (Tick all the correct answers)
 - a) They cause a lot of expenditure.
 - b) They spoil the beauty of the city.
 - c) They are a threat to health.
 - d) They bring revenue.

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Understanding
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ANSWERS TO INTEXT QUESTIONS

15.1

1. a) ii) it gave them happiness and satisfaction
b) iii) Shade along the 3 k.m. stretch of road
2. a) 3 km
b) 1950s
c) 300
d) 10
e) 284
f) 85
3. a) For planting 284 banyan trees along a 3 km stretch of a National Highway.
b) They didn't have children so they decided to adopt trees as their children.
c) put thorny bushes.
4. a) i. bring pots of water from a long distance
ii. poked at the roots during the rainy season.
iii. kept constant vigil/nursed them for 10 years.
b) i. providing a green canopy for 3 km.
ii. providing nests for birds.
iii. preventing soil erosion.
5. Canopy

15.2

1. a) True b) False c) True d) False.
2. a) disease carrying vectors.
b) 8,00,000
c) dysentery, diarrhoea
d) accumulation of litter, refuse and junk.
3. a) anatomical waste, syringes, gauze, absorbents, glass.
b) Rag pickers.
c) ii) Garbage mountains -a nuisance.
4. b, c

READING WITH UNDERSTANDING (Stress Before Examination)



Notes

Understanding stress is the first step towards conquering it. Stress is not inherently negative; it's our body's natural response to demanding situations. However, when left unmanaged, it can hinder our ability to think clearly and perform at our best. In this session, we will delve into practical strategies to cope with pre-exam stress, equipping you with tools to maintain composure and focus during this critical time.

From effective time management and study techniques to relaxation methods and mindfulness practices, we will explore a holistic approach to tackle stress. Remember, exams are not just assessments of knowledge; they are opportunities for growth and learning how to navigate challenges.



LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

16.1 SECTION I

Before examinations, many students are under tremendous stress. But it is not just the students who are stressed, teachers and parents too face the same situation.

Why do people get stressed? Adolescents are faced with the demands of their developmental tasks and that of a complex society. They need to acquire skills of adjustment to emerge into adulthood unaffected by these demands. If they lack these skills or if too many demands are made on them, they fail. Students are anxious, as

Reading With Understanding



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they are worried about whether they would be able to live up to the expectations of their peers, parents and teachers. Optimal anxiety motivates and keeps them ahead while over-anxiety is disabling.

Anxiety is contagious and passes onto other students, teachers and parents. Adolescents, when stressed out, tend to perceive everything as an emergency. Some of the reasons for increase in stress level are identity crisis, the need to make career-oriented decisions, teachers' and parents' attitude and peer pressure. The inability to communicate with parents also plays a major role.

Good memory depends upon a good brain. The brain needs a good supply of oxygen, glucose, calcium, phosphorus and iron. So make sure you sit in a well-ventilated place when studying. Your diet should include milk, cheese, walnuts, wheat germ, green leafy vegetables, ragi and dates. Do not forget that "breakfast is the brain food". Fatty meals, sugar and acids take away calcium from the system. Diets rich in fibre like fruits and vegetables help to reduce stress.

Good concentration is important to improve the memory. Learning and memorising by understanding and recalling what one has learnt is helpful. Organising and framing a logical relationship is important. Mastery not just of the content of the subject, but also the process of answering is equally important.

Anxiety and fear hamper recall and result in a mental block during examination. Watching television for a long time could lower academic performance. It 'steals' away the reading time. Time management is about self-discipline. Time must be managed between filled and unfilled time. Filled time is the time spent sleeping, bathing, eating, dressing and attending school. A student has 10 hours of unfilled time. How best is the student going to utilise this? Make a timetable for the 10 hours.

Seven to eight hours of sleep is necessary for optimal physical rest and brain functioning. A positive thought is the seed of a positive result. Always feel positive.

This will help to lessen stress.

If a student has symptoms of anxiety or depression, seek medical help immediately.

**INTEXT QUESTIONS 16.1**

1. Say whether the following statements are True (T) or False (F). Correct the false statements:

- a) Only students get stressed before examinations.
 - b) Failure to cope with developmental tasks is one of the sources of stress for adolescents.
 - c) A person should lead a totally stress-free life.
 - d) You can reduce stress by sharing your feelings with parents and friends.
 - e) Adopting good study habits can help reduce examination fever.
2. Read the passage again and fill in the blanks with the most appropriate word:

Almost everyone in society today suffers from _____(i) Perhaps the worst affected are _____(ii) This is because adolescents have to cope with two sets of problems at the same time :- the _____ (iii) tasks that they need to do as a part of their growing up; and _____ (iv) into a complex society.

Furthermore, young people have to live up to the _____ (v) of their peers, _____ (vi) and teachers. They have to make difficult _____ (vii) oriented decisions. Sometimes they suffer from _____ (viii) crisis.

However, all stress is not bad. An _____(ix) level of stress is motivating. One can keep anxiety and fear away by good _____(x) skills, good eating and study habits.

3. Select a suitable title for the passage from the options given-
- i) Examination Fever
 - ii) Stress in Modern Life
 - iii) Today's Youth

16.2 SECTION II

You have just read about stress. Below you will read stress preventive measures:

- A. To avoid or reduce stress, you must manage your time properly. You must prepare a 'TO DO' task list. However these tasks are not static. They undergo change over a period of time. It is useful to divide tasks into three categories: Important – A; less important-B; and routine-C. Intersperse A and B tasks with C tasks such as ironing clothes, reading newspaper etc. This would provide



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relief from constant pressure of important tasks.

It is also very important to allocate a realistic amount of time for each task. You may maintain a diary to monitor tasks done/still to be done.

- B. Exercise is beneficial in reducing anxiety and improving sleep. So you must build a habit of regular exercise. Brisk walking, swimming, jogging, aerobics are effective in keeping the heart healthy. Whenever possible, you should walk or cycle to cover short distances.

Travelling is very stressful. There are few simple exercises that you can do while travelling in a bus. You can strengthen your wrist by rolling your hands backwards and forwards while gripping the rod over-head.

You can also place your fingertips on the bar and push hard so that the fingers bend back, then relax. Repeat this ten times to increase flexibility of your fingers.

- C. Hobbies help to reduce stress. Hobbies can become as refreshing as sleep. They help boost self-image and forget the tensions and failures that one faces in life. Very often the work one does may not give the person any pleasure. However, since one chooses one's hobbies according to one's own temperament and aptitude, they give great pleasure. They are healthy mood enhancers.
- D. In order to remain calm and at peace, you need to train yourself to think positively. Every year students who are unable to cope with the disappointment caused by failure or performance lower than expected, take the extreme step of committing suicide. This is of course a very negative step and shows lack of positive thinking. Failing in the examination is not the end of the world. Furthermore, many geniuses like Ramanujan and Einstein failed examinations. Failure is never final and success is never an end. Talk about your problems.



INTEXT QUESTIONS 16.2

1. Here are some headings. Match the headings with the four texts – A, B, C and D.
- What is Stress
 - Taking Exercises
 - Causes of Stress
 - Thinking Positively
 - Increasing Flexibility
 - Managing Time

- Developing Hobbies
 - Removing stress
2. Here are a number of people who suffer from stress for a variety of reasons. Which of the four measures discussed in the texts will you refer to each. Also briefly state your reasons for making the choice.
- i. Hema is a quiet woman who lives alone in Delhi. Her family is in Indore. She works for 10 hours daily in an export company at a sewing machine. She is depressed and sad.
 - ii. Rohan travels for three hours daily. He works at a computer and is becoming so fat that people laugh at him.
 - iii. Rita is busy running around all day but her work is never over. She looks stressed and overworked.
 - iv. Rima has already failed twice. She is sure she will fail yet again. She tries to study for her exams but is so worried that she cannot concentrate.

*Notes*

ANSWERS TO INTEXT QUESTIONS

16.1

1.
 - a) False, students, teachers and parents are stressed.
 - b) True
 - c) False, life can never be totally stress free.
 - d) True
 - e) True
2.
 - i) stress
 - ii) students/adolescents
 - iii) developmental
 - iv) adjusting
 - v) expectations
 - vi) parents

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- vii) career
- viii) identity
- ix) optimal
- x) communication

3. Examination Fever

16.2

1. A – Managing Time

B – Taking Exercise

C – Developing Hobbies

D – Thinking Positively

- 2. i) She must develop hobbies. She has no one to talk to reduce stress. Hobbies will give her pleasure.
- ii) He must do exercises. He can do spot walking, bending exercises. Also he can cycle or walk part of the distance.
- iii) She must manage time better. She must divide her work into A, B and C type tasks.
- iv) She must think positively. Communicating her feelings with parents, teachers or friends will help her.

KABIR AND THIRUVALLUVAR



Notes

Today, let's delve into the profound wisdom of two eminent mediaeval poet-saints of India—Kabir and Thiruvalluvar. Both Kabir and Thiruvalluvar advocated for cultural and religious harmony. Their works emphasise universal human values, fostering a sense of unity and understanding among diverse communities. During their time, the dissemination of knowledge was primarily through oral traditions. Kabir and Thiruvalluvar's verses were passed down through generations verbally before being transcribed, contributing to the preservation of their wisdom. The verses of Kabir and Thiruvalluvar have inspired various forms of art and music. Kabir's *dohas* are sung in bhajans, and Thiruvalluvar's couplets are set to music, demonstrating the enduring influence of their literary creations. This adds layers to the legacy of Kabir and Thiruvalluvar, showcasing the richness and complexity of their contributions to Indian spirituality and literature.



LEARNING OUTCOMES

After studying this lesson, the learners:

- Recognises the richness of culture and heritage in Awadhi and Tamil literature;
- Describes characteristics and style of Medieval literature;
- Analyses the wisdom imparted by Kabir Das and the moral preachings imparted by Thiruvalluvar in their couplets;
- Constructs a basic knowledge of the commonalities among some of the major Indian languages;
- Compares the themes in poetry by these two mediaeval saints and appreciates their efforts in social awakening and national integration .

17.1 KABIR

Kabir was a 15th-century Indian poet and mystic known for his devotional and philosophical verses. His couplets, often referred to as “*Kabir ke Dohe*” or “Kabir’s couplets,” are written in a simple and profound style. Kabir’s poetry is filled with mystical symbolism. He frequently used metaphors from everyday life, such as weaving and blacksmithing, to convey profound spiritual truths. Kabir’s verses resonate across religious

*Fig. 17.1*

boundaries. His poetry is not confined to a specific faith but encompasses universal themes of love, humanity, and spirituality. This inclusivity has made Kabir a revered figure not only in Hinduism but also in Sikhism and Sufism. They explore themes such as spirituality, the nature of God, human existence, and the path to enlightenment.

SECTION 17.1.1**Transliteration:**

*Chalti Chakki Dekh Kar, Diya Kabira Roye
Dui Paatan Ke Beech Main, Sabit Bacha Na Koye*

Translation:

Looking at the grinding stones, Kabir laments;
In the duel of wheels, nothing stays intact.

LET US UNDERSTAND 17.1.1

This couplet by Kabir holds a deep metaphorical meaning, reflecting upon the impermanent and transitory nature of life and existence.

Kabir begins by describing a “chalti chakki,” which is a grinding mill used to crush grains. When Kabir looks at this grinding mill, he feels a sense of sorrow. The grinding process symbolises the relentless passage of time and the experiences that shape our lives.

The “dui paatan” mentioned in the second line refers to the two grinding stones that crush the grains in the mill. The metaphor is used to represent the opposing forces or circumstances that press upon individuals, grinding away their sense of self and identity. These forces could be interpreted as the dualities of life, such as joy and sorrow, success and failure, birth and death, and various challenges.

The couplet’s central theme is impermanence and the inevitability of change. Kabir is pointing out that nothing remains unaltered or unaffected when caught between opposing forces, just as grains are crushed between the grinding stones. This reflects the transient nature of life, where everything undergoes transformation and change.



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INTEXT QUESTIONS 17.1.1

1. What is the central theme of Kabir’s couplet “Chalti Chakki Dohē”?
 - a) Joy and sorrow
 - b) Impermanence and change
 - c) Patience and timing
 - d) Compassionate communication
2. What does Kabir lament about while witnessing grinding stones at work?

SECTION 17.1.2

Transliteration:

*Bura Jo Dekhan Main Chala, Bura Naa Milya Koye
Jo Munn Khoja Apnaa, To Mujhse Bura Naa Koye*

Translation:

I set out to find the wicked, but none did I find.
When I searched myself, ‘I’ found the wicked one.

LET US UNDERSTAND 17.1.2

In this couplet, Kabir reflects on the nature of judgement and introspection. The couplet teaches a profound lesson about self-awareness and the realisation of one's own flaws.

In the first two lines, Kabir describes how he embarked on a journey to find someone he deemed wicked or bad (bura). However, he couldn't find anyone who fit that description. This part of the couplet emphasises the idea that when we look for the negative in others, we often fail to see it. It suggests that we tend to judge others based on their perceived faults without acknowledging our own imperfections.

The couplet takes a turn in the last two lines. Kabir reveals that when he was introspective and looked within himself (jo mann khoja apnaa), he found that no one is more wicked than he is. This shift in perspective highlights the importance of self-awareness and recognizing our own flaws and shortcomings before passing judgement on others. Kabir acknowledges his own imperfections and points out that self-judgement and self-improvement are essential steps toward personal growth and spiritual understanding.

**Notes****INTEXT QUESTIONS 17.1.2**

1. Where does Kabir find the evil in this world?
2. What is the lesson he imparts through this observation?

SECTION 17.1.3**Transliteration:**

*Aisee Vani Boliye, Mun Ka Aapa Khoye
Apna Tan Sheetal Kare, Auran Ko Sukh Hoye*

Translation:

Speak such words, that you lose the ego of your mind.
Let your own body be cooled, and let others find joy.

LET US UNDERSTAND 17.1.3

In this couplet, Kabir provides guidance on how to communicate and conduct oneself in a way that leads to harmony and well-being, both for oneself and others.

The first two lines encourage speaking words that are humble, truthful, and without ego. Kabir advises speaking with kindness and humility, shedding the sense of personal pride and ego. When one speaks with such an attitude, it leads to the dissolution of the ego-driven tendencies of the mind. Ego often leads to conflicts, misunderstandings, and negativity, so speaking without ego helps to maintain peaceful relationships.

The last two lines offer a metaphorical instruction. Kabir suggests that one's own body (tan) should remain cool, implying a state of inner calm and tranquility. When an individual is at peace with themselves, their interactions with others become more harmonious.

Furthermore, Kabir advises that by speaking kindly and without ego, one can bring happiness and comfort to others (auran ko sukh hoye). This implies that our words and actions have a significant impact on the people around us. Positive communication can uplift others and create an atmosphere of positivity and joy.



Notes



INTEXT QUESTIONS 17.1.3

1. What is the primary message of Kabir's couplet "Speak such words"?
 - a) Silence is golden
 - b) Speak softly and kindly
 - c) Truth hurts
 - d) Loudness is power
2. What kind of words does Kabir suggest to speak?

SECTION 17.1.4

Transliteration:

*Dheere Dheere Re Mana, Dheere Subj Kutch Hoye
Mali Seenche So Ghara, Ritu Aaye Phal Hoye*

Translation:

Slowly, slowly, O mind, everything happens at its own pace.
The gardener waters the plants, and when the season comes, they bear fruit.

LET US UNDERSTAND 17.1.4

In this couplet, Kabir imparts wisdom about patience, timing, and the natural progression of events.

The first two lines emphasise the importance of patience and the idea that everything unfolds in its own time. Kabir advises the mind to move slowly and not rush things. He encourages acceptance of the natural pace of life, suggesting that trying to force or hasten events can lead to frustration and imbalance.

The metaphor of the gardener is used in the last two lines. Kabir compares the process of life to a gardener tending to plants. The gardener waters the plants consistently, caring for them with dedication. However, even with the gardener's efforts, the plants do not immediately bear fruit. It is only when the right season comes that the plants yield their fruits naturally.

The couplet teaches that just as the plants require time and care to bear fruit, the outcomes in life also require patience and the alignment of right conditions. Trying to rush or control events may not yield the desired results. Instead, it is important to act patiently and trust the natural progression of life.

**Notes****INTEXT QUESTIONS 17.1.4**

1. Why does Kabir suggest the mind to have patience?
2. What metaphor does he use to convey the essence of patience?

SECTION 17.1.5**Transliteration:**

*Sayeen Itna Deejiye, Ja Mein Kutumb Samaye
Main Bhi Bhookha Na Rahun, Sadhu Na Bhooka Jaye*

Translation:

O Lord, give me only as much as is sufficient to sustain my family.
May I never be hungry, and may no saint go hungry.

LET US UNDERSTAND 17.1.5

In this couplet, Kabir offers a prayer that reflects his understanding of contentment, selflessness, and the well-being of all.

The first two lines express Kabir's humble request to the Divine (Sayeen or Lord). He asks for enough sustenance to provide for his family's needs. Kabir's focus here is not on seeking abundance or wealth, but on asking for just enough to maintain the well-being of his loved ones.

In the last two lines, Kabir extends his prayer to include the well-being of others. He desires that he himself never experience hunger, and also that no saint or ascetic should ever go hungry. This reflects Kabir's concern for the welfare of everyone, regardless of their social or spiritual standing. He emphasises a sense of shared humanity and compassion, suggesting that no one should suffer from lack while others have plenty.

**INTEXT QUESTIONS 17.1.5**

1. According to Kabir's couplet "Sayeen Itna Deejiye," what does Kabir desire for saints or ascetics?
 - a) Abundance of wealth
 - b) Never experience hunger
 - c) Worldly pleasures
 - d) Power and authority
2. How much is enough for Kabir to sustain the family?

SECTION 17.1.6**Transliteration:**

*Bada Hua To Kya Hua, Jaise Ped Khajoor
Panthi Ko Chaya, Nahi, Phal Laage Atidoor*

Translation:

What's the use of being big, like a date tree?
The traveller finds no shade, and the fruit remains far away.

*Notes*

LET US UNDERSTAND 17.1.6

In this couplet, Kabir uses the metaphor of a date tree to convey a profound message about the significance of substance over outward appearance.

The first two lines imply that being big or outwardly impressive (like a tall date tree) does not necessarily equate to meaningful value. Kabir suggests that mere size or appearance doesn't inherently provide true worth or substance.

The metaphor of the traveller seeking shade and fruit is used in the last two lines. Kabir indicates that despite the tree's size, a traveller doesn't find shade under it, and the fruit is situated at a distant point. This points to the idea that even though something may seem impressive on the surface, its practical utility or value may be lacking.

The couplet's essence is that material possessions or external appearances aren't the sole measures of worth. True value lies in offering practical benefits, providing sustenance, and being genuinely helpful to others. Kabir encourages focusing on qualities and actions that provide tangible benefits and not getting lost in the allure of appearances.

**Notes****INTEXT QUESTIONS 17.1.6**

1. What does Kabir want to teach with the example of the date tree?
2. What is the essence of Kabir's couplet "Bada Hua To Kya Hua"?

SECTION 17.1.7**Transliteration:**

*Kabira Khara Bazaar Main, Mange Sabki Khair,
Na Kahu Se Dosti, Na Kahu Se Bair*

Translation:

Kabira stands in the marketplace, wishing well for all,
Neither seeking friendship, nor holding enmity towards anyone.

LET US UNDERSTAND 17.1.7

In this couplet, Kabir conveys a message of equanimity, impartiality, and compassion for all beings.

Kabir describes himself standing in a marketplace, a place of diverse interactions and exchanges. He wishes well (khair) for everyone he encounters, regardless of their backgrounds, beliefs, or intentions. His intention is to bless and wish good for all, without any bias or discrimination. The next two lines emphasise Kabir's stance on human relationships. He says he doesn't seek friendship (dosti) from anyone, nor does he harbour enmity (bair) towards anyone. This means that Kabir does not differentiate between people based on personal likes or dislikes. He doesn't establish relationships driven by personal gain or grudges.

The couplet embodies Kabir's philosophy of treating everyone with an open heart and without any prejudice. It reflects his message of universal love, compassion, and acceptance. Kabir's position in the marketplace symbolises his presence in the world, interacting with people from all walks of life, and yet holding a neutral and loving attitude toward all.



INTEXT QUESTIONS 17.1.7

1. According to Kabir's couplet "Kabira stands in the marketplace," what is Kabir's wish for everyone?
 - a) Wealth and prosperity
 - b) Good health
 - c) Spiritual awakening
 - d) Happiness and well-being
2. What does it reveal about his approach to human relationships?

SECTION 17.1.8

Transliteration:

*Pothi Padh Padh Kar Jag Mua, Pandit Bhayo Na Koye,
Dhai Aakhar Prem Ke, Jo Padhe So Pandit Hoye*

Translation:

Reading books and scriptures, the world dies; no one becomes a sage. The essence of love is found in two and a half letters; one who reads it, becomes wise.



Notes

LET US UNDERSTAND 17.1.8

Kabir emphasises that true wisdom and realisation do not come from mere bookish knowledge.

Reading numerous scriptures and texts does not make one wise or enlightened. The true essence of spirituality and understanding lies in the experience of love and devotion, represented by the phrase “two and a half letters” (referring to the word “prem” which means love in Hindi). Those who understand the depth of love and cultivate it in their hearts are the ones who attain true wisdom.

This couplet underscores the importance of experiential knowledge, particularly the knowledge gained through the practice of love and compassion, as opposed to the superficial knowledge acquired from reading books without genuine understanding. It reflects Kabir’s emphasis on the spiritual and experiential dimensions of learning.

**Notes****INTEXT QUESTIONS 17.1.8**

1. In Kabir’s couplet “Pothi Padh Padh Kar Jag Mua,” what is the key to wisdom according to Kabir?
 - a) Extensive reading
 - b) Deep contemplation
 - c) Memorization of scriptures
 - d) Practical experience
2. How does Kabir suggest to become wise?

SECTION 17.1.9**Transliteration:**

Dukha Main Simran Sab Kare, Sukh Kahi Na Koye
Jo Sukh Mein Simran Kare, Tau Dukh Kahe Ko Hoye

Translation:

In suffering, everyone remembers and meditates, but no one does so in joy.
One who meditates in happiness, why would they experience sorrow?

LET US UNDERSTAND 17.1.9

In this couplet, Kabir contrasts how people approach meditation and remembrance of the Divine during times of suffering and happiness.

During times of suffering (dukh), people often turn to spirituality and meditation as a source of solace and relief. The first line implies that in moments of hardship, people are more likely to engage in simran (remembrance of the Divine) in order to find comfort and strength. Conversely, during times of happiness (sukh), people tend to become engrossed in their joyful experiences and often forget to engage in spiritual practices. The second line points out that when one is experiencing happiness, they may not prioritise spiritual remembrance.

Kabir's teaching in this couplet emphasises the importance of consistent spiritual practice regardless of life's circumstances. The idea is that if one practises simran and meditation during both suffering and happiness, they can attain a state of equanimity and inner balance. This balance helps to transcend the fluctuations of joy and sorrow. If a person can meditate during moments of joy, they are likely to maintain their inner peace and not be overwhelmed by sorrow when challenges arise.

**INTEXT QUESTIONS 17.1.9**

1. Why do we experience sorrow in Kabir's opinion?
2. What is his guidance on achieving a state beyond sorrow?

SECTION 17.1.10**Transliteration:**

*Akath Kahani Prem Ki, Kutch Kahi Na Jaye
Goonge Keri Sarkra Baithe Muskae*

Translation:

The untellable tale of love, words fall short to express.
A mute person eating a raw mango, smiles.

*Notes*

LET US UNDERSTAND 17.1.10

In this couplet, Kabir is describing the ineffable nature of divine love. He suggests that the depth and intensity of love are so profound that they cannot be adequately described through words or narratives. The “akath kahani” (untellable tale) of love refers to the spiritual experience that transcends verbal communication.

The second part of the couplet uses a metaphor. Kabir describes a mute person (a person who cannot speak) eating a raw mango. Despite the inability to speak, the person’s joyful expression and smile convey their experience of the mango’s taste and delight. Similarly, Kabir is highlighting that the experience of divine love is beyond words and language. Just as the mute person’s smile communicates their experience, the love for the divine is felt deeply within, even though it cannot be fully explained or narrated.

**Notes****INTEXT QUESTIONS 17.1.10**

1. Kabir’s couplet “Akath Kahani Prem Ki” suggests that love’s story is:
 - a) Impossible to narrate.
 - b) A universal truth.
 - c) Best expressed in silence.
 - d) Full of joy and sorrow.
2. Why does Kabir refer to a mute person’s smile?

17.2 THIRUVALLUVAR

Thiruvalluvar was a Tamil poet and philosopher who lived around 2,000 years ago, and he is best known for his work called the “Thirukkural.” Thiruvalluvar’s magnum opus, the Thirukkural, is structured in 133 chapters, each focusing on various aspects of life, ethics, and governance. What’s fascinating is that these chapters are further divided into couplets, totaling 1,330 verses. The meticulous organisation reflects Thiruvalluvar’s



Fig 17.2

commitment to providing a comprehensive guide to virtuous living. Each couplet is written in a concise and poetic form, making it easy to remember and imparting wisdom to the readers. Thirukkural has been translated into numerous languages, gaining international acclaim. Its universal principles and practical insights have led to its recognition not only in India but also in countries like Japan, where Thiruvalluvar is celebrated as a sage of ethical wisdom. While translating poetry can be challenging and may not capture the full depth and beauty of the original, a simplified English explanation of some of the couplets from Thirukkural on various topics has been offered for the learners in this section.



Notes

SECTION 17.2.1

Transliteration:

VaiyaththuL vaazhuvaangu vaazhpavan vanu raiyum
TheyvaththuL vaikkap padum

Translation:

Who shares domestic life, by household virtues graced,
Shall, mid the Gods, in heaven who dwell, be placed

LET US UNDERSTAND 17.2.1

This couplet is from Thirukkural's chapter on "Wealth" (Vanjakathil). In this couplet, Thiruvalluvar imparts wisdom about the nature of wealth and its significance in one's life.

The first part of the couplet speaks about a person who lives by earning through honest means or through legitimate trade and occupation. This person is known as *vaazhpavan*, which can be translated as "a person who lives well" or "a righteous person."

Second part emphasises that the wealth earned through honest means and righteousness is capable of reaching even the heavens and can be offered to the gods. In essence, it suggests that wealth obtained through ethical and virtuous means has a divine and enduring quality.



INTEXT QUESTIONS 17.2.1

1. What qualities does Thiruvalluvar associate with a person who shares domestic life?

2. What does the couplet from Thirukkural's chapter on "Wealth" convey about the significance of wealth earned through honest means?

SECTION 17.2.2

Transliteration:

*Iniya uLavaaka innaadha KooRal
Kani-iruppak Kaaikavarnh thatru*

Translation:

When pleasant words are easy, bitter words to use,
Is, leaving sweet ripe fruit, the sour unripe to choose

LET US UNDERSTAND 17.2.2

This couplet is from Thirukkural's chapter on "The Essentials of a State". This couplet provides guidance on the characteristics of a good and effective ruler or leader.

The first part emphasises the importance of a ruler or leader (KooRal) who possesses) the "pleasant qualities" or "noble virtues." (Iniya uLavaaka). In other words, a ruler should have admirable and virtuous qualities.

The second part of the couplet (Kani-iruppak Kaaikavarnh thatru) suggests that a ruler should work diligently and strive to eliminate (atru) the sufferings (noy) faced by the people, just as a farmer tends to the crops in the field (Kani-iruppak Kaaikavarnh).



INTEXT QUESTIONS 17.2.2

- In Thiruvalluvar's couplet "When pleasant words are easy," what qualities should a ruler possess?
 - Cruelty and dominance
 - Indifference and arrogance
 - Pleasant qualities and diligence
 - Deceptiveness and cunningness
- What qualities does Thiruvalluvar emphasise for a ruler or leader?

Notes

SECTION 17.2.3Kabir And
Thiruvalluvar**Transliteration:**

*Theeyinaar suttapuN uLLaarum aaRaadhae
naavinaaR sutta vadu*

Translation:

In flesh by fire inflamed, nature may thoroughly heal the sore;
In soul by tongue inflamed, the ulcer health never more.

*Notes***LET US UNDERSTAND 17.2.3**

This couplet is from Thirukkural's chapter on "Avoiding Anger". This couplet imparts wisdom on the theme of anger and its consequences.

First part of the couplet (Theeyinaar suttapuN uLLaarum aaRaadhae) describes how individuals who have been harmed or wronged (Theeyinaar) should avoid harbouring anger and seeking revenge. Instead, they should refrain from responding with anger (aaRaadhae). Second part (naavinaaR sutta vadu) underscores the idea that individuals who have been harmed or wronged should not seek vengeance or harm the wrongdoer (naavinaaR). Instead, they should avoid responding with harm (sutta) in return.

**INTEXT QUESTIONS 17.2.3**

1. Thiruvalluvar's advice "Theeyinaar suttapuN uLLaarum aaRaadhae" suggests:
 - a) Revenge is necessary.
 - b) Ignore harm and wrongdoing.
 - c) Respond with greater harm.
 - d) Seek legal action.
2. What advice does Thiruvalluvar provide regarding responding to harm or wrongdoing?

SECTION 17.2.4**Transliteration:**

*Edhilaar kutrampoal thangutranG kaaNkiRpin
theedhuNtoa mannum uyirkku*

Translation:

If each his own, as neighbours faults would scan,
Could any evil hap to living man?

**Notes****LET US UNDERSTAND 17.2.4**

This couplet is from Thirukkural's chapter on "Avoiding Slander". Here's an explanation of the couplet. This couplet addresses the harmful effects of slander and gossip and the importance of avoiding them.

First part of the couplet compares slander (kutram) to a weapon (Edhi) that can harm others. It suggests that slander is as damaging as using a weapon to harm someone. Second part emphasises that those who engage in slander or spread harmful rumours will ultimately suffer the consequences. The word **KaaNkiRpin** implies that they will face the harm they intended for others. It also suggests that such actions are detrimental not only to the person they target but also to their own soul (uyirkku).

**INTEXT QUESTIONS 17.2.4**

1. What does Thiruvalluvar compare slander to in the context of governance?
2. What does Thiruvalluvar advise regarding slander in this couplet?

SECTION 17.2.5**Transliteration:**

*PuRaLthooimai neeraan amaiyum aganthooimai
vaaimaiyaal kaaNap padum*

Translation:

Outward purity the water will bestow;
Inward purity from truth alone will flow.

LET US UNDERSTAND 17.2.5

This couplet is from Thirukkural's chapter on "The Importance of Just Rule". This couplet highlights the importance of just and fair governance.

The first part underscores the idea that a ruler or leader who governs with justice and fairness (PuRaLthooimai) will be able to maintain their rule (amaiyum) effectively. In contrast, a ruler who governs unjustly and unfairly (aganthooimai) will face difficulties.

The second part suggests that the ruler's just rule and fairness will become evident (kaaNapadum) through their actions and decisions based on integrity (vaaimaiyaal).

*Notes***INTEXT QUESTIONS 17.2.5**

1. What is the essence of the couplet as explained in the provided passage?
 - a) The importance of water for rulers
 - b) Just and fair governance is crucial for effective leadership
 - c) The difficulties rulers face in maintaining rule
 - d) The significance of outward purity
2. What does Thiruvalluvar say about the importance of just rule in governance?

SECTION 17.2.6**Transliteration:**

*Padaikuti koozh-amaichchu natparaN aaRum
utaiyaan arasaruL ERu*

Translation:

An army, people, wealth, a minister, friends, fort; six things –
Who owns them all, a lion lives amid the kings.

LET US UNDERSTAND 17.2.6

This couplet is from Thirukkural's chapter on "On not Slumbering in one's Duty". This couplet offers guidance on the qualities and responsibilities of a ruler or leader.



Notes

First part describes a ruler or leader who is like the “koozh-amaichchu”. Koozh is a traditional South Indian dish made from rice or millet, and amaichchu refers to the person who prepares it. In this context, it symbolises a leader who works tirelessly for the well-being of their people, just as the cook prepares food diligently.

Later part highlights that a ruler or leader should have loyal friends and advisors (natparaN) who offer valuable counsel. Such advisors help the ruler make wise decisions.

“ArasaruL ERu” emphasises the importance of the ruler’s compassion (ERu) and benevolence (arasaruL). A good leader should rule with kindness and concern for the welfare of the people.


INTEXT QUESTIONS 17.2.6

1. What does Thiruvalluvar emphasise in “Padaikuti koozh-amaichchu natparaN aaRum ” regarding a ruler?
 - a) Military prowess
 - b) Empathy and care
 - c) Deception in war
 - d) Isolation from the public
2. What qualities and responsibilities of a ruler does Thiruvalluvar highlight?

SECTION 17.2.7
Transliteration:

Thothanaith thooRum maNaRkaeNI maandharkkuk katranaith thooRUm aRIVu

Translation:

In sandy soil, when deep you delve, you reach the springs below;
The more you learn, the freer streams of wisdom flow.

LET US UNDERSTAND 17.2.7

This couplet is from Thirukkural’s chapter on “Seeking the Right Place” (Kural Arasaanigal). This couplet advises on the importance of choosing the right place and

acquiring knowledge.

The part in the beginning (Thothanaith thooRum maNaRkaeNI) suggests that one should leave or move away (thooRum) from a place (maNaRkaeNI) where there is no opportunity or scope for growth or development. It advises people to avoid staying in places that do not offer the potential for progress.

Second part (maandharkkuk katranaith thooRUm aRIVu) suggests that one should leave or move away (thooRum) from people (maandharkkuk) who lack knowledge or are ignorant (katranaith). It encourages individuals to distance themselves from those who do not possess wisdom and seek knowledge.



Notes



INTEXT QUESTIONS 17.2.7

1. In Thiruvalluvar's couplet "Thothanaith thooRum maNaRkaeNI," what does Thiruvalluvar advise regarding seeking the right place?
 - a) Be content with where you are.
 - b) Constantly seek change.
 - c) Move to a prosperous city.
 - d) Find solitude in nature.
2. What advice does Thiruvalluvar give about seeking the right place?

SECTION 17.2.8

Transliteration:

Perumaikkum Enich chiRumaikkum thaththam karumamae kattLaik kal

Translation:

Of greatness and of meanness too,
The deeds of each are touchstone true.

LET US UNDERSTAND 17.2.8

This couplet is from Thirukkural's chapter on "Fortitude" (Kural Perumai). This couplet emphasises the importance of maintaining equanimity and self-control in both success and failure.



Notes

The first part (Perumaikkum Enich chiRumaikkum thaththam) conveys that true strength (thaththam) lies in one's ability to maintain equanimity and composure whether they experience success (Perumaikkum) or face adversity or failure (chiRumaikkum). It suggests that a person's character is tested in both situations.

Second part (karumamae kattLaik kal) emphasises that restraint (karumam), which involves maintaining self-control and not being swayed by extreme emotions, is a valuable virtue or discipline (kattLaik kal).


INTEXT QUESTIONS 17.2.8

1. In Thiruvalluvar's couplet "Perumaikkum Enich chiRumaikkum thaththam karumamae kattLaik kal," what is the contrast presented?
 - a) Greatness and mediocrity
 - b) Wealth and poverty
 - c) Strength and weakness
 - d) Wisdom and ignorance
2. What does Thiruvalluvar emphasise about greatness and meanness?

SECTION 17.2.9
Transliteration:

*veLLath thanaiya malarnheetham maandhardham uLLath thanaiyadhu
uyarvu*

Translation:

With rising flood, the rising lotus flower its stem unwinds;
The dignity of men is measured by their minds.

LET US UNDERSTAND 17.2.9

This couplet is from Thirukkural's chapter on "The Importance of Self-Control" (Kural Kudimai). This couplet highlights the importance of self-control and inner qualities over external appearances.

The first part (veLLath thanaiya malarnheetham) refers to the external beauty and

appearance, specifically the beauty of a person's body or physical attributes (VeLLath) and the blossoming of flowers (malarnheetham). It suggests that physical beauty is fleeting and subject to change.

Second part (Maandhardham uLLath thanaiyadhu uyarvu) emphasises that the real greatness (uyarvu) lies in a person's inner qualities (Maandhardham) and character. It underscores the idea that one's true worth is determined by their inner virtues, such as kindness, compassion, integrity, and wisdom.



INTEXT QUESTIONS 17.2.9

1. According to Thiruvalluvar's couplet "veLLath thanaiya malarnheetham maandhardham uLLath thanaiyadhu uyarvu," what is Thiruvalluvar's perspective on external beauty?
 - a) It is important for success.
 - b) It is a sign of inner purity.
 - c) It fades with time.
 - d) It determines one's character.
2. What message does Thiruvalluvar convey regarding external beauty and inner qualities?

SECTION 17.2.10

Transliteration:

Netunheer maRAvi matidhuyil naankum ketunheeraar kaamak kalan

Translation:

Delay, oblivion, sloth, and sleep; these four
Are pleasure – boat to bear the doomed to ruin's shore.

LET US UNDERSTAND 17.2.10

This couplet is from Thirukkural's chapter on "The Importance of Control" (Kural Araththuppaal). This couplet highlights the importance of controlling one's desires and urges, particularly in the context of sexual desire.



Notes



Notes

The first part (Netunheer maRAvi matidhuyil naankum) suggests that a person who can control their sexual desire (Netunheer) and remain chaste (maRAvi) even when faced with temptations or opportunities for indulgence (matidhuyil) is truly disciplined and virtuous. It implies that chastity and self-control are virtues to be upheld.

Second part (ketunheeraar kaamak kalan) emphasizes that those who give in to their sexual desires (kaamak kalan) and act impulsively or recklessly in matters of passion are prone to suffering or negative consequences (ketunheeraar). It suggests that uncontrolled desires can lead to harm.



INTEXT QUESTIONS 17.2.10

1. According to Thiruvalluvar's couplet "Netunheer maRAvi matidhuyil naankum," what is the virtue associated with controlling sexual desire?
 - a) Courage
 - b) Chastity
 - c) Ambition
 - d) Passion
2. What does Thiruvalluvar say about controlling one's desires?



DO YOU KNOW

- Kabir was influenced by both Hindu and Islamic traditions. His verses often incorporate elements from both, reflecting a synthesis of diverse spiritual influences.
- The exact origin of Kabir remains uncertain, adding an air of mystique to his persona. He is believed to have been born in Varanasi, but legends surround his birth, including the mystical discovery on the riverbank.
- Thiruvalluvar's Thirukkural provides a comprehensive guide to ethical living. The work is organised into three books—Aram (Virtue), Porul (Wealth), and Inbam (Love), covering various aspects of life.
- The exact appearance of Thiruvalluvar remains unknown, leading to artistic interpretations. The 133-foot-tall stone statue of Thiruvalluvar in Kanyakumari,

India, is an iconic representation, but historical accuracy regarding his physical features is uncertain.

- Thiruvalluvar's influence extends beyond Tamil literature. His work has been translated into several languages, making it accessible to a wider audience and highlighting its universal appeal.

LET'S DO

Compare and contrast the themes, styles, and messages received from the couplets of these two poets.

LET'S LEARN



Direct and Indirect Speech (Imperative Sentences)

In lesson 11, we learnt about Direct and Indirect speech and some rules to convert them into statement sentences. In lesson 13, we got acquainted with the interchanging of Direct and Indirect speech in interrogative sentences. In this lesson, we will proceed with the interchanging of Direct and Indirect speech in imperative sentences.

Imperative sentences are those that give commands, make requests, advice or offer a proposal. When converting imperative sentences from direct to indirect speech, there are specific rules to follow. Consider the following direct speeches with imperative sentences:

- Alok said, "Please close the door."
- The teacher instructed, "Complete your TMA by this week."
- Mridula said to her friend, 'Work hard so that you succeed'.
- Fahad said, 'Let's go to watch a movie.'

In the first sentence Alok is requesting; in the second sentence the teacher is instructing or ordering; in the third sentence Mridula is giving advice; and in the fourth sentence Fahad is proposing or offering.

When we change an imperative sentence into indirect speech we report what someone instructed, ordered, advised or suggested.



Notes



Notes

To change an imperative sentence into indirect speech, the reporting verb (said, told, said to, etc) is changed to a reported verb which conveys the tone of a command or a request. A few examples of the reported verbs to be used when changing an imperative sentence into indirect speech are given below:

- **Command:** ordered, instructed, told
- **Request:** begged, requested, pleaded, asked, told
- **Advice:** advised, recommended, urged, suggested, recommended, told
- **Offer:** offered, proposed, told

Now, let's convert the above-mentioned imperative direct speeches into indirect speeches:

- a) Alok said, "Please close the door."
Alok requested to close the door.
- b) The teacher instructed, "Complete your TMA by this week."
The teacher instructed us to complete TMA by that week.
- c) Mridula said to her friend, "Work hard so that you succeed".
Mridula advised her friend to work hard so that she could succeed.
- d) Fahad said, "Let's go to watch a movie."
Fahad proposed that they go to watch a movie.

Notice that we have used 'to' instead of 'that' followed by the reported verb except the last sentence in which the reporting speech starts with 'Let's'.


INTEXT QUESTIONS 17.3

1. Change the following direct speech sentences into indirect speech:
 - i. "Please clean your room," Mother said.
 - ii. "Don't eat all the cookies," she warned.
 - iii. "Let's go to the park," he suggested.
 - iv. "Close the window," the teacher commanded.



- v. “Be quiet during the movie,” the usher requested.
 - vi. “Don’t forget to call me later,” Sarah reminded him.
 - vii. “Hand in your assignments by Friday,” the professor instructed.
 - viii. “Let me know if you need any help,” she offered.
 - ix. “Please don’t be late,” he pleaded.
 - x. “Finish your dinner before dessert,” Mom insisted.
2. Rewrite the following sentences from indirect speech to direct speech.
- i. She told him to be quiet.
 - ii. The teacher asked the students to submit their assignments by Friday.
 - iii. They suggested that we take a break.
 - iv. He told her not to open the door for strangers.
 - v. The manager instructed the employees to finish the project before the deadline.
 - vi. Sarah’s mother advised her to eat more fruits and vegetables.
 - vii. The doctor recommended that he get more rest.
 - viii. The tour guide suggested that they visit the museum first.
 - ix. The coach told the team to practise harder.
 - x. My friend asked me to help him with his homework.

LITERARY DEVICES

Paradox

A paradox is a statement, proposition, or situation that appears to be self-contradictory or logically absurd, but upon closer examination, reveals a deeper truth or meaning. For ex,

- “I set out to find the wicked, but none did I find.”

The line presents a paradoxical situation where the speaker sets out to find the wicked but fails to find any. It contrasts with the expectation of finding wickedness when actively searching for it.



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- “In suffering, everyone remembers and meditates, but no one does so in joy.”

The statement presents a paradoxical situation where people tend to remember and meditate during times of suffering but not during times of joy. This contrast highlights a common tendency in human behaviour that may seem contradictory or unexpected.

Oxymoron

An oxymoron is a literary device that juxtaposes two contradictory or opposing words or concepts within a phrase. For ex,

“A mute person eating a raw mango, smiles”

The line presents an oxymoronic situation where a person who is typically unable to speak (“mute”) expresses joy or satisfaction through a physical action (“smiles”). This contrast creates a vivid and striking image.

Antithesis

Antithesis is a rhetorical device in which two opposite ideas are juxtaposed in a parallel structure to create a contrasting effect. It involves the use of contrasting words, phrases, clauses, or sentences to highlight the contrast between them. For ex,

- “Neither seeking friendship, nor holding enmity towards anyone”

The line juxtaposes two contrasting ideas: seeking friendship and holding enmity. The antithesis in the statement highlights a balanced way of dealing with relationships. It suggests not getting too involved in making friends or holding grudges against others. Instead, it promotes staying neutral and calm in interactions with people.

- “Outward purity the water will bestow;
Inward purity from truth alone will flow.”

The contrast between “Outward purity” and “Inward purity” highlights opposing ideas, emphasising the importance of both external and internal purity, albeit achieved through different means.

- “In flesh by fire inflamed, nature may thoroughly heal the sore;
In soul by tongue inflamed, the ulcer health never more.”

The contrast between the two lines, one describing the potential for healing in nature for physical wounds and the other emphasising the irreparable harm caused

by hurtful words to the soul, creates an antithesis. This contrast highlights the different outcomes of physical and spiritual afflictions.



INTEXT QUESTIONS 17.4

1. Identify the figure of speech used in each sentence.
 - i. “Slowly, slowly, O mind, everything happens at its own pace.”
 - ii. “What’s the use of being big, like a date tree?
The traveller finds no shade, and the fruit remains far away.”
 - iii. “Are pleasure – boat to bear the doomed to ruin’s shore.”
 - iv. “Of greatness and of meanness too,
The deeds of each are touchstone true.”
 - v. “In sandy soil, when deep you delve, you reach the springs below; “
2. Create a sentence for each type of figure of speech:
 - i. Simile
 - ii. Metaphor
 - iii. Personification
 - iv. Hyperbole
3. Explain the meaning or imagery conveyed by the figure of speech in the following sentences:
 - i. “Time is a thief in the night.”
 - ii. “The wind whispered its secrets through the trees.”
 - iii. “Her smile was a ray of sunshine on a cloudy day.”

LET’S WRITE

Read the following conversation between Bappa and Nitu and write a short paragraph based on it.

“Hey, how’s it going?” asked Bappa as he entered the room.



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“Not bad, just catching up on some reading,” replied Nitu, not looking up from her book.

“What are you reading?” Bappa inquired, curious.

“It’s a book on ancient Indian philosophy,” Nitu answered, finally lifting her gaze. “It’s quite fascinating.”

“I’ve heard about that! What’s it all about?” Bappa asked, settling into a chair.

“Well, it’s incredibly diverse,” Nitu explained. “There are different schools of thought, each with its own unique perspective on life and existence.”

“Interesting,” mused Bappa. “Can you give me an example?”

“Sure,” Nitu said. “Take the concept of ‘dharma’ in Hindu philosophy, for instance. It’s not just about duty; it’s about living in harmony with the cosmic order.”

“Fascinating,” remarked Bappa. “And what about Buddhism?”

“Buddhism focuses on the impermanence of everything and the idea of ending suffering through enlightenment,” Nitu elaborated. “It’s about understanding the nature of reality and finding inner peace.”

“Wow, ancient Indian philosophers were really ahead of their time,” exclaimed Bappa, impressed.

“Absolutely,” Nitu agreed. “Their insights still resonate today and offer valuable perspectives on life and the human condition.”



WHAT HAVE YOU LEARNT

WHAT YOU HAVE LEARNT

- Both Kabir and Thiruvalluvar emphasise the importance of humility and simplicity in life. Kabir’s dohas often criticise ego and pride, highlighting the value of humility. Thirukkural advises that modesty and humility bring respect and peace.
- Kabir advocates for universal love and compassion, urging people to transcend religious and social divides. Similarly, Thirukkural underscores compassion as a fundamental virtue, stating that a compassionate heart brings happiness and moral integrity.

Kabir And
Thiruvalluvar

- Kabir emphasises self-reflection, urging individuals to look within to find truth and God, rather than seeking external validation or ritualistic practices. Thiruvalluvar, too, speaks of self-control and inner purity, suggesting that a virtuous inner life is key to external success.
- Both texts caution against excessive attachment to material wealth and possessions. Kabir highlights the transient nature of life and the futility of material pursuits. Thirukkural advises moderation, stressing that true wealth lies in virtue and wisdom rather than in material accumulation.
- Thirukkural places great emphasis on the acquisition of knowledge, wisdom, and the pursuit of truth. Kabir also highlights the need for spiritual wisdom, urging individuals to go beyond superficial learning and seek deeper understanding and enlightenment.
- Both Kabir and Thiruvalluvar stress the importance of ethical conduct and moral values. Kabir’s dohas encourage truthfulness, kindness, and non-violence. Thirukkural offers a comprehensive guide on moral living, covering topics such as justice, charity, honesty, and family values.

*Notes***TERMINAL QUESTIONS**

1. What does Kabir lament about when witnessing grinding stones at work?
2. Where does Kabir find the evil in this world, and what is the lesson he imparts through this observation?
3. According to Kabir, how much is enough for sustaining the family, and what values does this reflect?
4. Why does Kabir refer to a mute person’s smile, and what profound message does this convey about divine love?
5. What does Kabir want to teach with the example of the date tree, and what message does it convey about substance over appearance?
6. In the couplet discussing the qualities of a ruler from the chapter on “On not Slumbering in one’s Duty,” what virtues and responsibilities does Thiruvalluvar highlight?
7. In the couplet advising on “Seeking the Right Place,” what does Thiruvalluvar



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recommend regarding the environment one should choose?

8. In the couplet from the chapter on “The Essentials of a State,” what qualities does Thiruvalluvar emphasise for a good ruler or leader?
9. What is the message in the couplet from the chapter on “The Importance of Self-Control” regarding the enduring value of inner strength and goodness?
10. Explain the wisdom conveyed in the couplet from the chapter on “The Importance of Self-Control” regarding the significance of inner virtues over external beauty.


ANSWERS TO INTEXT QUESTIONS
17.1.1

1. b) Impermanence and change.
2. Kabir laments about the transient nature of life and the inevitability of change.

17.1.2

1. Kabir finds the evil within himself, not in the world around him. Through introspection, he realizes that the true source of wickedness lies in his own mind and heart.
2. The lesson Kabir imparts is that self-reflection is essential. Instead of judging others, we should examine our own flaws and work on self-improvement, as true understanding and growth come from within.

17.1.3

1. b) Speak softly and kindly
2. Kabir suggests speaking words that are gentle, compassionate, and uplifting to others.

17.1.4

1. Kabir suggests the mind to have patience because he believes that everything in life unfolds at its own pace.
2. Kabir uses the metaphor of a gardener watering plants to convey the essence of patience.

17.1.5

1. b) Never experience hunger.
2. According to Kabir, 'enough' means having just sufficient to care for his family and ensuring none goes hungry.

17.1.6

1. Kabir uses the example of the date tree to convey the idea that mere physical size or grandeur is not inherently valuable if it does not serve a practical purpose or provide benefit to others.
2. The essence of Kabir's couplet "Bada Hua To Kya Hua" is to emphasise the insignificance of material wealth, power, or physical stature if they do not bring about positive change or benefit others.

17.1.7

1. d) Happiness and well-being.
2. This couplet reveals that Kabir's approach to human relationships is one of neutrality and benevolence. He neither seeks friendship nor holds enmity towards anyone, indicating a stance of equanimity and goodwill towards all individuals.

17.1.8

1. b) Deep contemplation
2. Kabir suggests becoming wise not merely through extensive reading or memorisation of scriptures but through deep contemplation. Thus, Kabir emphasises the importance of introspection and understanding rather than rote learning.

17.1.9

1. Kabir believes we feel sad because we focus too much on our troubles and bad times. We often think about them, making ourselves feel even worse.
2. Kabir suggests that if we learn to let go of both happiness and sadness, we can find peace. Instead of only meditating when we're sad, we should also do it when we're happy. This helps us understand that joy and sorrow are just temporary feelings, and we can rise above them by finding inner peace through meditation.

*Notes*



Notes
17.1.10

1. a) Impossible to narrate.
2. Kabir refers to a mute person's smile to emphasise the idea that expressions of love can transcend verbal communication. Even without words, the mute person's smile communicates joy and contentment, highlighting the power of non-verbal communication and the depth of emotion that love can evoke.

17.2.1

1. Thiruvalluvar associates qualities like sharing domestic life and possessing household virtues with a fulfilling life.
2. The couplet highlights the significance of wealth earned through honest means, suggesting it brings respect and spiritual fulfilment, even to the extent of being honoured among the gods in heaven.

17.2.2

1. c) Pleasant qualities and diligence.
2. Thiruvalluvar emphasises the importance of possessing pleasant qualities and diligence for a ruler or leader.

17.2.3

1. b) Ignore harm and wrongdoing.
2. Thiruvalluvar advises against responding to harm or wrongdoing with further harm or retaliation. Instead, he advocates for maintaining one's composure and not stooping to the level of those who have wronged you.

17.2.4

1. In this couplet, Thiruvalluvar compares slander to a form of governance or leadership. Specifically, he likens slander to a ruler or authority figure in the context of governance.
2. Regarding slander, Thiruvalluvar advises against it. He suggests that if everyone focused on their own faults instead of maliciously scrutinising those of their neighbours, no harm or evil would befall anyone.

17.2.5

1. d) The significance of outward purity.

2. Just and fair governance, rooted in truth and integrity, is crucial for effective leadership and societal well-being.

17.2.6

1. b) Empathy and care
2. Thiruvalluvar highlights the qualities of a ruler such as military prowess, wealth, ministerial competence, and the support of friends and fortifications.

17.2.7

1. d) Find solitude in nature.
2. The advice is to continuously seek knowledge and wisdom, as it leads to a better understanding of one's surroundings and finding the right place in life.

17.2.8

1. a) Greatness and mediocrity.
2. Thiruvalluvar emphasises that the deeds of each, whether they are great or mean, serve as a true touchstone. This implies that both greatness and mediocrity are tested or judged by their actions, indicating the importance of one's conduct regardless of their status or achievements.

17.2.9

1. c) It fades with time.
2. Thiruvalluvar emphasises the importance of cultivating inner virtues, as they are enduring and contribute to one's true greatness.

17.2.10

1. b) Chastity.
2. Thiruvalluvar advises people to resist the temptations of pleasure-seeking behaviours and instead focus on discipline, diligence, and mindful action to avoid downfall.

17.3

1. i. Mom asked him to clean his room.
ii. She warned not to eat all the cookies.

*Notes*



Notes

- iii. He suggested going to the park.
- iv. The teacher commanded us to close the window.
- v. The usher requested to be quiet during the movie.
- vi. Sarah reminded him not to forget to call her later.
- vii. The professor instructed us to hand in assignments by Friday.
- viii. She offered to let her know if she needed any help.
- ix. He pleaded not to be late.
- x. Mom insisted on finishing dinner before dessert.

2.
 - i. “Be quiet,” she told him.
 - ii. “Submit your assignments by Friday,” the teacher asked the students.
 - iii. “Let’s take a break,” they suggested.
 - iv. “Don’t open the door for strangers,” he told her.
 - v. “Finish the project before the deadline,” the manager instructed the employees.
 - vi. “Eat more fruits and vegetables,” Sarah’s mother advised her.
 - vii. “You should get more rest,” the doctor recommended.
 - viii. “Let’s visit the museum first,” the tour guide suggested.
 - ix. “Practise harder,” the coach told the team.
 - x. “Help me with my homework,” my friend asked me.

17.4

1.
 - i. Repetition, Personification
 - ii. Simile, metaphor, imagery, irony, symbolism
 - iii. Symbolism
 - iv. Antithesis, parallelism, metaphor
 - v. alliteration, metaphor, imagery
2. Individual answer
3. Individual answer

READING WITH UNDERSTANDING

(Nation builders of India: Vallabh Bhai Patel and Bal Gangadhar Tilak)



Notes

This lesson is about the two prominent nation-builders of India: Bal Gangadhar Tilak and Sardar Vallabhbhai Patel. This lesson aims to provide an understanding of the contributions of these leaders in India's struggle for independence and nation-building.



LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

18.1 LOKMANYA BAL GANGADHAR TILAK

Bal Gangadhar Tilak was born on July 23, 1856, in Ratnagiri, Maharashtra. He hailed from a Brahmin family and received an early education rooted in Indian culture and heritage. His quest for knowledge led him to pursue higher education in mathematics and law. Tilak's entry into politics was marked by his deep sense of national pride and a call for Swaraj. He became a part of the Indian National Congress but later founded the extremist wing within the Congress, advocating for a more assertive approach towards achieving independence. His newspaper, "Kesari," and later "Maratha," became powerful platforms for spreading nationalist ideas.

One of the most famous incidents from Bal Gangadhar Tilak's life is the story of how he popularised the Ganesh Chaturthi festival as a public celebration. When Tilak was a young boy, he witnessed a group of children in his neighbourhood playing outside during the Ganesh Chaturthi festival. These children were upset because they couldn't

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openly celebrate the festival due to restrictions by the British colonial authorities. Tilak was deeply moved by this incident and felt that the cultural and religious traditions of India were being suppressed. In response, he had a brilliant idea – he decided to make the Ganesh Chaturthi celebration a public event. He believed that by celebrating the festival openly and bringing people together, they could assert their cultural identity and build a sense of unity and pride. This initiative led to the public celebration of Ganesh Chaturthi, a tradition that continues to this day in many parts of India, where communities come together to worship Lord Ganesha with elaborate processions, music, and dance.

Another notable initiative he took was the celebration of the Shivaji festival. In 1895, Tilak organised a grand Shivaji festival in Pune to commemorate the Maratha warrior king, Chhatrapati Shivaji Maharaj. This festival was not just about remembering the past but also about inspiring people to take pride in their culture and history. The festival included processions, historical exhibitions, and cultural events that brought the community together. Tilak's vision was to remind people of the valour and bravery of leaders like Shivaji and to instil a sense of patriotism and pride in their Indian identity. His efforts to revive and celebrate India's rich history contributed to the cultural awakening of the time.

Bal Gangadhar Tilak was a passionate leader who believed in direct action to achieve independence. Bal Gangadhar Tilak was known for his powerful speeches and his ability to mobilise the masses. In a memorable incident during a public gathering, Tilak declared, "Swarajya is my birthright, and I shall have it!" This powerful statement became a rallying cry for the independence movement and inspired countless Indians to join the struggle for self-rule. Tilak's words resonated deeply with people from all walks of life, igniting a sense of national pride and determination to work towards achieving Swaraj (self-rule). This declaration became an iconic moment in India's fight for independence and galvanised the spirit of freedom among the masses. His ability to mobilise the masses and his call for non-cooperation with the British authorities during the Swadeshi Movement and the boycott of foreign goods had a profound impact on the freedom struggle.

Tilak was not only a nationalist but also a reformer. He worked to promote education among the masses and emphasised the importance of cultural and linguistic identity. His efforts in the field of education and his contributions to the development of the Ganesh Chaturthi festival as a public celebration were notable. Tilak's unwavering commitment to the cause of independence led to several imprisonments by the British colonial authorities. He spent a significant part of his life behind bars, enduring hardships

for his convictions. Despite this, he remained a steadfast and inspirational figure for many.

One significant aspect of Bal Gangadhar Tilak's prison life was his commitment to the cause of Indian independence while incarcerated at Mandalay Central Jail in Burma. Despite the challenging conditions, Tilak continued to write prolifically. He authored several works, including "The Arctic Home in the Vedas" and "Gita Rahasya," during his imprisonment. These literary works not only showcased his intellectual prowess but also played a vital role in inspiring the Indian masses to join the struggle for freedom. His writings were smuggled out of prison and published in newspapers, amplifying the call for independence and demonstrating his unwavering dedication to the cause even from behind bars.

Bal Gangadhar Tilak's legacy is multifaceted. He is remembered as a passionate nationalist who ignited the spirit of self-rule among the masses. His contributions to the Swadeshi Movement, the promotion of education, and the assertion of cultural identity continue to influence India's socio-political landscape. Bal Gangadhar Tilak's life and work exemplify the power of unwavering determination and the ability of one individual to inspire a nation. His call for Swaraj and his role in shaping India's struggle for independence make him a revered figure in India's history, a true patriot who dedicated his life to the cause of freedom.



INTEXT QUESTIONS 18.1

Choose the correct option for each question.

1. What were the names of the newspapers started by Tilak?
 - a) Kesari and Maratha
 - b) The Times of India and Hindustan Times
 - c) Swarajya and Young India
 - d) The Pioneer and The Tribune
2. Which festival did Bal Gangadhar Tilak start to celebrate in public?
 - a) Holi
 - b) Ganesh Chaturthi
 - c) Diwali
 - d) Eid



Notes

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3. What did Tilak mean by the statement “Swarajya is my birthright, and I shall have it?”
 - a) He demanded a salary increase for government officials.
 - b) He asserted his right to celebrate religious festivals openly.
 - c) He declared his unwavering determination to achieve self-rule for India.
 - d) He insisted on becoming the President of the Indian National Congress.
4. What did Tilak do when he was imprisoned?
 - a) He organised a cricket tournament.
 - b) He authored literary works like “The Arctic Home in the Vedas.”
 - c) He went on a hunger strike.
 - d) He travelled to London to meet with British officials.
5. Where was Tilak imprisoned when he wrote his book “Gita Rahasya”?
 - a) Alcatraz Prison, USA
 - b) Tihar Jail, India
 - c) Mandalay Central Jail, Burma
 - d) Robben Island, South Africa

18.2 SARDAR VALLABHBHAI PATEL - THE IRON MAN OF INDIA

Vallabhbhai Patel was born on October 31, 1875, in Nadiad, Gujarat, India, into a humble agricultural family. From a young age, he displayed remarkable **determination** and a thirst for knowledge. Patel’s journey led him to study law at the Middle Temple Inn in London, England, where he honed his legal skills and developed a keen sense of justice. Upon returning to India in 1913, Patel began his legal career as a barrister in Ahmedabad. His sharp legal acumen, coupled with his deep concern for social issues, quickly gained him recognition. Patel’s legal practice became a platform through which he advocated for the rights of the underprivileged and disenfranchised, setting the stage for his future political career.

Patel’s growing involvement in India’s freedom struggle drew him towards the Indian National Congress. His tireless efforts and unwavering commitment to the cause of independence led him to rise through the ranks of the Congress, earning respect and

admiration for his leadership. Sardar Patel's commitment to India's independence was unwavering. He was not only a vocal proponent but also a staunch practitioner of nonviolent resistance. During the struggle for independence, Sardar Vallabhbhai Patel played a crucial role in the Kheda Satyagraha, a historic episode of nonviolent resistance against the British colonial administration. In Kheda, Gujarat, poor farmers were facing a severe crop failure, and they were unable to pay land revenue to the British government. Sardar Patel, known for his empathetic leadership, took up the cause of these distressed farmers. He led the Kheda Satyagraha, urging the farmers to withhold their taxes and demanding relief from the oppressive revenue policies. His participation in various civil disobedience movements earned him numerous prison sentences, but he remained resolute in his convictions. Sardar Vallabhbhai Patel's leadership during the Bardoli Satyagraha is a remarkable story. In 1928, the British government increased land revenue rates in the Bardoli region of Gujarat, causing immense hardship to the local farmers. Patel took up the cause and led the Bardoli Satyagraha to protest against this unjust policy. The Bardoli Satyagraha of 1928, under his leadership, stands as an iconic example of his dedication to the cause, earning him the revered title of "Sardar" or "Leader."

During the final stages of India's struggle for independence, Patel played a pivotal role in negotiations with the British authorities. His strategic acumen and diplomatic finesse were instrumental in securing India's hard-fought independence in 1947. He not only played a key role in convincing the British to grant independence but also in persuading the princely states to accede to the newly independent India.

After India's independence, Sardar Vallabhbhai Patel assumed the crucial role of India's first Deputy Prime Minister and the Minister of Home Affairs in the inaugural government led by Prime Minister Jawaharlal Nehru. In this capacity, he faced monumental challenges. Patel's leadership was particularly evident in the integration of the princely states. His skillful diplomacy and persuasive abilities played a crucial role in peacefully assimilating over 500 princely states into the Indian Union, ensuring India's territorial integrity.

Sardar Vallabhbhai Patel faced another daunting challenge – the integration of Hyderabad, a princely state with a Muslim Nizam who was reluctant to accede to India. The Nizam of Hyderabad wanted to remain independent or possibly join Pakistan. Sardar Patel embarked on a mission to peacefully integrate Hyderabad into India. However, negotiations with the Nizam proved challenging. The situation escalated, leading to the "Operation Polo" military action in September 1948. Indian forces quickly and effectively defeated the Nizam's army, leading to the accession of Hyderabad to India.



Notes

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Notes

Another remarkable incident from Sardar Vallabhbhai Patel's life is related to the integration of the princely state of Junagadh into the Indian Union. Junagadh, located in present-day Gujarat, was a princely state with a Muslim ruler, Nawab Muhammad Mahabat Khan III, who decided to accede to Pakistan after India gained independence in 1947. Sardar Patel was faced with the challenging task of bringing Junagadh, which had a Hindu-majority population, into the Indian Union. Despite the Nawab's decision to accede to Pakistan, Patel was determined to ensure the territorial integrity of India. He initiated negotiations, and when diplomacy failed, he decided on a bold move. In an unexpected turn of events, Sardar Patel organised a successful police action, sending Indian forces to Junagadh to secure the region. This move led to the integration of Junagadh into India, ensuring that the territory stayed united with the newly formed nation. This demonstrates his determination and strategic thinking in pursuing his goals like securing the unity of a newly independent India.

That is why Sardar Vallabhbhai Patel's most enduring legacy is his contribution to national unity and integration. His nickname, "Iron Man of India," symbolises not only his unwavering determination and strong leadership but also his role in forging a united, democratic, and federal India. In honour of his memory and lasting impact, the "Statue of Unity," the world's tallest statue, was inaugurated on October 31st, 2018, in Gujarat. This towering statue, standing at 182 metres (597 feet), represents not only Patel's physical stature but also his monumental stature in Indian history.

Sardar Vallabhbhai Patel's life story serves as an inspiration for generations, illustrating the power of determination, diplomacy, and leadership in shaping a nation's destiny. His contributions to India's freedom struggle and the consolidation of the country post-independence make him an enduring symbol of national pride and unity.

**INTEXT QUESTIONS 18.2**

1. What was Sardar Patel's profession before entering politics?
 - a) Doctor
 - b) Lawyer
 - c) Engineer
 - d) Teacher

2. Which historic event is associated with Sardar Vallabhbhai Patel's leadership in Gujarat?
 - a) Quit India Movement
 - b) Jallianwala Bagh Massacre
 - c) Kheda Satyagraha
 - d) Non-Cooperation Movement
3. What role did Sardar Vallabhbhai Patel play in the integration of princely states into India?
 - a) He opposed the integration of princely states.
 - b) He played no role in this process.
 - c) He was instrumental in peacefully integrating over 500 princely states into the Indian Union.
 - d) He led the princely states in a revolt against British rule.
4. Which princely state posed a significant challenge to Sardar Patel's efforts at integration due to its Nizam's reluctance to accede to India?
 - a) Kashmir
 - b) Hyderabad
 - c) Junagadh
 - d) Travancore
5. What significant action did Sardar Patel take to integrate the princely state of Junagadh into the Indian Union?
 - a) He initiated negotiations with Pakistan.
 - b) He organised a referendum.
 - c) He conducted a police action.
 - d) He appealed to the United Nations for intervention.



Notes

**ANSWERS TO INTEXT QUESTIONS****18.1**

1. a) Kesari and Maratha
2. b) Ganesh Chaturthi
3. c) He declared his unwavering determination to achieve self-rule for India.
4. b) He authored literary works like “The Arctic Home in the Vedas.”
5. c) Mandalay Central Jail, Burma.

18.2

1. b) Lawyer
2. c) Kheda Satyagraha
3. c) He was instrumental in peacefully integrating over 500 princely states into the Indian Union.
4. b) Hyderabad
5. c) He conducted a police action.



Notes



READING WITH UNDERSTANDING

(International Fight against Drug Abuse and Illicit Trafficking)

This lesson focuses on the international fight against drug abuse and illicit trafficking. It explores the global efforts aimed at addressing this pressing issue, understanding the challenges involved, and examining strategies employed to create a safer and healthier world. It delves into the complexities of the problem and discovers how nations collaborate to combat the menace of drugs and illicit trafficking.



LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

19.1 SECTION I

On this International Day against Drug Abuse and Illicit Trafficking, we celebrate the choice that millions of people around the world have made to live healthily, and we applaud the courage shown by those who have stopped using drugs. In doing so, we send a positive message to all people who use or might be tempted to use drugs: ‘Value yourself... make healthy choices.’

This day is also an occasion to highlight the fact that nearly 200 million people are still consuming illegal drugs. These drugs might have names that sound colourful or enticing, such as crack, pot, junk, crystal meth, and disco biscuits. But these are little more than tickets to a dead end. For those trapped by addiction, treatment is a way out, and the choice to seek treatment is not only courageous, but often life-saving. Those who have

Reading With Understanding
(International Fight against Drug Abuse and Illicit Trafficking)



Notes

not ventured down the path of drug abuse should learn the lesson from those who have, and firmly choose not to.

Making healthy choices also means choosing a lifestyle that has a positive effect on the body and mind, including, for example, participation in sports to improve health and well-being, teach the value of teamwork and discipline, and build self-confidence.

[Message by The Secretary General, UN on the occasion of the International Day against Drug Abuse and Illicit Trafficking, 26th June, 2005]



INTEXT QUESTIONS 19.1

1. Based on your understanding of the message given above, answer the following questions.
 - a) What is the occasion for this message?
 - b) What message has been conveyed through this passage? To whom is the message addressed?
 - c) Why does the writer say that those who are not drug addicts should firmly choose not to fall victim to drug addiction?
 - d) To what healthy choices does the author refer?
 - e) What should people resolve on the occasion?
 - f) What does the author mean when he says, “Let us encourage all our fellow human beings to make personal choices to lead healthy lives?”

2. Which words in the message means similar to the following:
 - a) not allowed by law (Para 1) : _____
 - b) to express praise/appreciation (Para 1) : _____
 - c) falling victim to an evil design (Para 2) : _____
 - d) taking step into danger knowingly (Para 2) : _____

19.2 SECTION II

Drug addiction is a treatable disorder. Through treatment that is tailored to individual needs, patients can leave their condition and live normal, productive lives. Like people with diabetes or heart disease, people in treatment of addiction learn behavioural changes and often take medications as part of their treatment regimen.

Behavioural therapies can include counselling, psychotherapy, support groups, or family therapy. Treatment offers help in suppressing the withdrawal syndrome and drug craving and in blocking the effects of drugs. Studies show that treatment for heroin addiction using methadone at an adequate dosage level combined with therapy reduces death rates and many health problems associated with heroin abuse.

In general, the more treatment given, the better the results. Many patients require other services as well, such as medical and mental health services and HIV prevention services. Patients who stay in treatment longer have better outcomes than those who stay less time. Patients who go through medically assisted interventions with minimised discomfort but do not receive any further treatment, perform about the same in terms of those who were never treated. Over the last 25 years, studies have shown that treatment works to reduce drugs and crimes committed by drug-dependent people. Researchers also have found that drug abusers who have treatment are more likely to have jobs.

The ultimate goal of all drug abuse treatment is to enable the patient to achieve lasting abstinence, but the immediate goals are to reduce drug use, improve the patient's ability to function, and minimise the medical and social curse of drug abuse.

There are several types of drug abuse treatment programmes. Short-term methods last less than 6 months and residential therapy, medication therapy, and drug-free outpatient therapy. Longer term treatment may include for example, methadone maintenance outpatient treatment for opiate addicts and residential therapeutic communication treatment.

**INTEXT QUESTIONS 19.2**

1. Complete the following passage with the information contained in the passage.

Reading With
Understanding
(International Fight
against Drug Abuse and
Illicit Trafficking)



Notes

Reading With Understanding
(International Fight against Drug Abuse and Illicit Trafficking)



Notes

Drug addiction is _____(i)_____ can be treated. The treatment given to the addicts is according to _____(ii)_____ needs. After treatment the patient can _____(iii)_____ life. The treatment makes certain behavioural changes. This therapy includes _____(v)_____, and _____(vi)_____. This treatment suppresses _____(vii)_____ and _____(viii)_____. Use of adequate dose of methadone combined with behavioural therapy reduces _____(ix)_____ and _____(x)_____ associated with heroin abuse.

If the patient gets treatment _____(xi)_____ the results are better. As a result of treatment, the number of _____(xii)_____ committed by the drug addicts comes down. Main aim of drug abuse treatment is _____(xiii)_____ and _____(xiv)_____ function.

2. Which words in the passage mean similar to the following:

- i) a systematic plan or set of rules (Part 1) : _____
- ii) most important/main (Para 4) : _____
- iii) To have effect for a long time (Para 4) : _____
- iv) Enough in quantity (Para 2) : _____



ANSWERS TO INTEXT QUESTIONS

19.1

- 1. a) International Day against Drug Abuse and Illicit Trafficking
- b) Message: ‘Value yourself ‘— make healthy choices to people who are not yet drug addicts but might be tempted.
- c) Drug addiction leads to a dead end.



- d) Choosing a lifestyle leading to positive effect on the mind and body or they may participate in sports, learn values of teamwork and discipline.
 - e) That they would create and live in a drug free society and that people should lead healthy lives.
 - f) That people should create environment that would encourage people to lead healthy life and adopt positive outlook
2. a) Illicit
- b) Applau
- c) Trapped
- d) Ventured

19.2

- 1. i. a disorder that
- ii. individual
- iii. lead a normal
- iv. counselling
- v. psychotherapy
- vi. family therapy
- vii. withdrawal syndrome
- viii. drug craving
- ix. death rate
- x. many health problems
- xi. for long

Reading With
Understanding
(International Fight
against Drug Abuse and
Illicit Trafficking)



Notes

- xii. crimes
 - xiii. to reduce drug use
 - xiv. improve the patient's ability to.
2. i. Regimen
- ii. Ultimate
 - iii. Lasting
 - iv. Adequate

READING WITH UNDERSTANDING (Losar and Bihu)



Notes

Ladakh, often referred to as the “Land of High Passes,” is a region in the northernmost part of India, known for its breathtaking landscapes and vibrant culture. Among its many cultural events, the Losar Festival stands out as a captivating celebration. Losar, meaning “new year” in Tibetan, holds immense significance in Ladakh as it marks the beginning of the Tibetan New Year. This festival, celebrated with great enthusiasm, features the cleansing of homes, colourful decorations, and the mesmerising Cham Dance performed by monks. The entire region comes alive with colourful lights, creating a magical atmosphere during this joyous occasion.

In the northeastern state Assam, the Bihu Festival is a cultural extravaganza deeply rooted in tradition and agriculture. Bihu, celebrated with fervour, signifies the stages of the farming calendar. The most important among the three Bihu festivals is Bohaag Bihu, also known as Rongali Bihu, which heralds the Assamese New Year and the arrival of spring. Farmers bathe their livestock, perform rituals, and engage in merriment marked by music and dance. Kati Bihu observes the middle of the agricultural cycle, while Magh Bihu marks the end of the harvest season, focusing on traditional cuisine, bonfires, and cultural dances like the vibrant Bihu dance.



LEARNING OUTCOMES

After completing this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

Reading With
Understanding
(Losar and Bihu)



Notes

21.1 LOSAR

Ladakh, known as the “Land of High Passes,” is indeed a region of mesmerising beauty and charm. Located in the northernmost part of India, Ladakh’s unique landscapes, pristine scenery, and vibrant culture continues to allure thousands of tourists every year. One of the most captivating cultural events in Ladakh is the Losar Festival.

Losar translates to *Lo* meaning year and *Sar* meaning new. The festival holds particular importance in Ladakh, as it marks the beginning of the Tibetan New Year. It is celebrated with much pomp and show and holds a significant place in the hearts of the people of Ladakh as it typically falls during the winter months when the region is often covered in snow. Losar in India is celebrated with all the fervour that the festival sees in Tibet and Ladakh is a fine example of it.

The festivities begin by people cleaning up their homes and starting preparations for the performances that take place in various monasteries. Old items are discarded from homes, and bright and colourful decorations adorn each house. The *gompas*, or Buddhist monasteries, are decorated as part of the celebrations.

An integral feature of the festival is the ‘Cham Dance’, a masked dance usually performed by monks, where the dancers wear colourful and elaborate costumes and masks and perform the ‘devil dance’ signifying the triumph of good over evil. They perform and dance for the entertainment of the gods and followers who visit the monasteries to pray during Losar.

One of the attractive features of Losar is the way Ladakh lights up during this time. The entire region comes alive with colourful lights and prayer lamps adorning buildings, houses, monasteries, and shops. The visual spectacle transforms Ladakh into a magical wonderland, creating a magical atmosphere

Few days before the festival begins, the occasion of ‘khepa’ is observed, when people fetch small branches of a thorny bush and keep at their house doors to seek protection from the evil spirits

Losar isn’t limited to just one day of festivities; rather the celebrations extend for fifteen days as people welcome the New Year and celebrate agricultural prosperity. During this period, the community comes together to engage in various rituals and celebrations. People gather to offer prayers for blessings and good fortune, participate in traditional dances, and sing songs. They decorate the doors, walls of the kitchen and wooden columns with auspicious images of the Ibex deer and other symbols. Some individuals embark on pilgrimages to sacred sites like Mount Kailash as part of their spiritual journey.

The first day of the festival 'Lama Losar', meaning 'the Festival of the Guru', is marked by processions and grand feasts that are also offered to the gods and ancestors. On the second day people visit their relatives taking with them traditional gifts as the New Year's greetings. The third day is marked by visits to monasteries with offerings of herbs, animals and demons made from a kind of dough. In the evening of the third day, there is a tradition of sky-gazing, where people look up to spot the first moon of the year, and offer prayers for a prosperous harvest.

During the festival time, the Ladakhis witness ancient ceremonies to represent the between good and evil, one such ceremony is the *Metho* ceremony wherein hundreds of people with flaming torches and chanting prayers parade on the streets to ward away the negative spirits and hungry ghosts.

What makes the Losar Festival even more appealing to tourists is that visitors have the opportunity to witness and participate in the unique rituals, songs, dances, and cultural performances that make this festival so special. It provides an immersive experience into Ladakh's rich cultural heritage and enriches one's understanding of the culture of this land.

Losar Festival has deep roots in Ladakh's history and culture, serving as a unifying force within the community. The celebrations kick off with families coming together to offer prayers and sharing in the festivities. This sense of togetherness and shared traditions strengthens the social bonds among the people of Ladakh

In essence, the Losar Festival in Ladakh can be described as a grand, colourful, and exciting celebration that spans many days. It is a time of illumination, traditional dances, heartfelt prayers, and cherished customs that bring joy and unity to the entire Ladakhi community. It showcases the region's rich cultural tapestry and offers a unique and memorable experience for both locals and tourists alike.

It's Also a fascinating fact that Losar festival is not limited only to Ladakhonly bit is also celebrated in Kinnaur, Spiti, Sikkim, and Arunachal Pradesh with fervour and joy, a time when people come together to welcome the New Year with prayers, traditions, and cultural festivities.



Notes

Reading With
Understanding
(Losar and Bihu)

Notes**INTEXT QUESTIONS 20.1**

Complete the following statements by ticking the correct option from the given choices

1. Losar festival is celebrated to mark
 - a) the snowfall in the winter months
 - b) the season for crossing the high passes
 - c) the beginning of the Tibetan New Year
 - d) the arrival of tourists in Ladakh
2. The word *cham* refers to
 - a) a monastery
 - b) a type of dance
 - c) an elaborate costume
 - d) a mask worn in a dance
3. Which of the following does **NOT** happen before the start of the Losar celebrations?
 - a) people cleaning and decorating their homes
 - b) people getting ready for performing in monasteries
 - c) people keeping thorny bushes outside their doors
 - d) people trying to spot the first moon of the year
4. The *metho* ceremony involves
 - a) visiting monasteries with offerings
 - b) decorating homes with images of the Ibex deer
 - c) holding processions and grand feasts
 - d) parading streets with flaming torches



5. Tourists who come to visit Ladakh find the Losar festival very appealing as they can
- experience the rituals and cultural performances
 - go on a pilgrimage to sacred sites like Mount Kailash
 - enjoy visiting gompas and monasteries of Ladakh
 - wear the colourful and unique costumes of Ladakh
6. Which word in Paragraph 1 means *extremely fresh and clean as if new or in a very good condition*?
- mesmerising
 - pristine
 - vibrant
 - captivating
7. Which word in Paragraph 4 means the opposite of *defeat*?
- triumph
 - integral
 - elaborate
 - evil
8. Which word can replace the word *spectacle* in Paragraph 5 without changing the meaning in any way?
- vision
 - wonder
 - performance
 - sight

20.2 BIHU

Fairs and festivals are an integral part of Indian life. Many of these celebrations relate to harvest farming being the predominant occupation in India. Most of these festivals have their distinct cuisine, apparel, and festivities. One special festival from Assam, the

Reading With
Understanding
(Losar and Bihu)



Notes

Bihu festival, is celebrated by all the ethnic (cultural) and religious communities across the state. Bihu celebrations are said to date back to many centuries when people performed fire sacrifices to improve harvest. It is also said that the first Bihu dance was performed in 1694.

The word Bihu has two distinct meanings. The first meaning comes from the Sanskrit word *bishu* that means “to ask blessings and prosperity from the Gods” during harvesting season. The second meaning, as per belief, is by breaking the word Bihu into two, *bi* meaning “ask” and *hu* meaning “give”.

Bihu is the soul of Assamese life and is celebrated across the state with tremendous zeal and fervour to mark important phases in the farming calendar of Assam. There are three Bihu festivals with each of them having their own significance and their special traditions or celebrations.

Bohaag Bihu, also called the *Rongali* Bihu, is the most important of all the Bihu festivals. It heralds the Assamese New Year and the onset of spring. The word *rong* in Rongali denotes happiness and the festival falls at a time in Baisakh (mid April) when there is not much work for the cultivators, and there is a plentiful store to enjoy. Therefore, it is a festival of merriment marked by music and dance. Farmers take their livestock to a pond or river to bathe them, which is regarded as a holy process. They then make a *Mah-Haldi* paste from turmeric powder and pulses, which is applied to the body of the livestock. The animals subsequently fondle the twigs of *Makhiyati* and *Dighalati* plants.

Kati Bihu is celebrated in mid-October, during the middle of the agricultural cycle and marks the completion of sowing and transplanting of paddy (rice). It is a time when the farmers are facing a scarcity of food items and money. They hope the crops will be healthy so that they are able to reap a good harvest. Unlike the other Bihus, Kati Bihu is a modest festival and is a celebration of the poor. That is why it is also known as *Kongaali* Bihu. An earthen lamp is lit near the Tulsi plant which is called *Tulsi Bheti*. Lamps are lit in the paddy fields and prayers are offered to the Goddess for the wellbeing of the family and for a good harvest.

Magh Bihu marks the end of the harvest season. This festival begins with a feast known as *bhoh* (bhoj). Magh Bihu, also called *Bhogali* Bihu, is basically the festival of traditional cuisine. The eve of the Magh Bihu is called the *Uruka*, when family and friends get together and feast around a bonfire by offering special dishes, namely, *Maah Khorai*, a dish made with rice, sesame seeds, gram and peanuts and *Pitha*, a sweet made from rice. Young boys build *meji*, a temple-like structure in a field, with

green bamboo, dried banana leaves, and hay. The cowherds build a hut-like structure known as *bhelaghar* where they pass the night warming themselves by a fire. On the day of Magh Bihu, the breakfast *Jalpaan*, a meal served with *Chira* or flattened rice, *Akhoi* or puffed rice, *Bora Saul*, *Kumol Saul* (forms of native glutinous rice) along with fresh cream or curd and jaggery is shared with friends and family.

The most fascinating feature of the festival is the dance form, Bihu, which is traditionally done on the beats of drum, *taal*, *pepa*, *toka*, *baahni*, *xuluni* and *gogona*. People also sing traditional songs around a bonfire.

Another interesting feature of Bihu celebrations is bullfighting and bird fighting. These animal fights are very strictly guided and are traditionally a symbol of good luck.

Bihu dance has become extremely popular in various regions of the globe. On a memorable occasion for the state, in 2012 trained Bihu dancers presented the Bihu dance at the London Olympics.



INTEXT QUESTIONS 20.2

1. Based on your understanding of the passage given above, answer the following questions.
 - i. How is Bihu different from most other festivals celebrated in India?
 - ii. How did the celebration of Bihu originate?
 - iii. What is the meaning of Bihu?
 - iv. When is Bahaag Bihu celebrated? What is its significance?
 - v. How is the Kati Bihu celebrated?
 - vi. When is Magh Bihu celebrated? What is the significance of Magh Bihu?
 - vii. What is a *bhelaghar*? What is it used for?
 - viii. What do animal fights signify as part of Bihu festival?
2. Tick the correct option
 - i. Which of the following words from Paragraph 1 means *a style of cooking shared by a group of people*.
 - a) Apparel



Notes

Reading With
Understanding
(Losar and Bihu)



Notes

- b) Cuisine
c) feast
d) ethnic
- ii. Which of the following words from Paragraph 3 means *eagerness and ardent interest in pursuit of something*?
- a) soul
b) tremendous
c) zeal
d) calendar
- iii. Which of the following words from Paragraph 6 is the opposite of *modern*?
- a) harvest
b) traditional
c) native
d) basically
- iv. What is the feast consumed around a bonfire with family and friends on the night before Magh Bihu called?
- a) bhoh
b) Maah Khorai
c) Jalpaan
d) Uruka
3. Complete the following passages with words/ phrases based on the information contained in the passage
- Bihu is basically a celebration of the (i) _____. Each of the (ii) _____ Bihu celebrations marks an important phase in the (iii) _____ calendar of Assam.
- Bihu has two very different meanings. The first meaning is to ask for (iv) _____ from God and the second meaning is by breaking the word Bihu into two, bi meaning (v) _____ and hu meaning (vi) _____. The first meaning is however a modified version of the term (vii) _____.

The most fascinating feature of the festival is the dance form, Bihu, which is traditionally done on the beats of (viii)_____ taal, (ix)_____ toka, (x)_____ xuluni and (xi)_____. People also sing their traditional songs around this (xii)_____.

Bihu dance has become extremely popular in various regions of the globe. It was a memorable occasion for the state in (xiii)_____ when trained Bihu dancers represented Bihu dance at the (xiv)_____.



Notes



ANSWERS TO INTEXT QUESTIONS

20.1

1. c) the beginning of the Tibetan New Year
2. b) a type of dance
3. d) people trying to spot the first moon of the year
4. d) parading streets with flaming torches
5. a) experience the rituals and cultural performances
6. b) pristine
7. a) triumph
8. d) sight

20.2

1. i. While most festivals are specific to race, community and religion, the Bihu festival is celebrated by all the ethnic (cultural) and religious communities across the state.
- ii. Bihu originated many centuries ago when people performed fire sacrifices to improve their harvest.
- iii. The word Bihu has two distinct meanings. The first meaning comes from the Sanskrit word bishu that means “to ask blessings and prosperity from the Gods” during harvesting season. The second meaning, as per belief, is by breaking the word Bihu into two, bi meaning “ask” and hu meaning “give”.

Reading With
Understanding
(Losar and Bihu)



Notes

- iv. The Bohag Bihu is celebrated in Baisakh (mid April).
It marks the onset of spring and brings in the Assamese New Year.
 - v. On Kati Bihu an earthen lamp is lit near the Tulsi plant which is called 'Tulsi Bheti'. Lamps are lit in the paddy fields and prayers are offered to the Goddess for the wellbeing of the family and for a good harvest.
 - vi. Magh Bihu is celebrated in Magh or the middle of January.
Magh Bihu marks the end of the harvest season.
 - vii. Bhelaghar is a hut-like structure built by the cowherds. They pass the night warming themselves by a fire.
 - viii. Animal fights are traditionally a symbol of good luck.
2.
 - i. b) cuisine
 - ii. c) zeal
 - iii. b) traditional
 - iv. d) *Uruka*
 3.
 - i. change of the seasons
 - ii. Three
 - iii. Farming
 - iv. Prosperity
 - v. ask
 - vi. give
 - vii. bishu
 - viii. drum
 - ix. pepa
 - x. baahni
 - xi. gogona
 - xii. Bon fire.
 - xiii. 201
 - xiv. London Olympics

KALIDASA



Notes

Kalidasa was a renowned ancient Indian poet and playwright, believed to have lived during the 4th or 5th century CE. He is often regarded as one of the greatest Sanskrit poets and playwrights in Indian literature. Two of his most celebrated works are the *Meghadutam* and *Abhigyan Shakuntalam* that have left an indelible mark on Indian literature and continue to be celebrated for their eloquence, poetic beauty and philosophical depth.

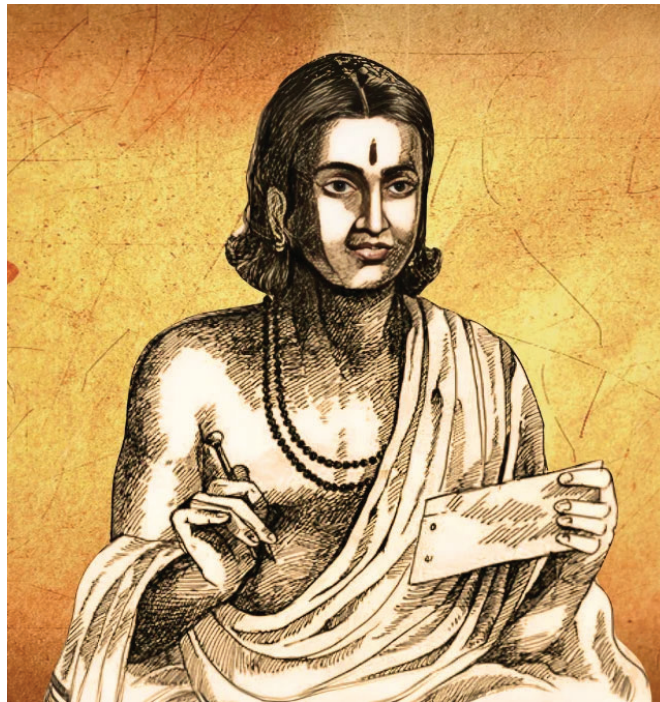


Fig. 21.1

Both *Meghadutam* and *Abhigyan Shakuntalam* can lead to a deeper appreciation of classical Sanskrit literature, their eloquent use of language, vivid imagery, and timeless exploration of human experiences, making Kalidasa a revered figure in the world of classical Indian literature. They also have a profound influence on Indian culture and art, and continue to be studied, performed, and cherished for their timeless themes and exquisite poetic craftsmanship.

Kalidasa



Notes

- **Cousellor:** guide, advisor
- **Illustrious:** eminent



LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises ancient Indian culture and values;
- Discusses the vastness of culture and heritage in classical Sanskrit literature;
- Demonstrates a basic knowledge of the commonalities among some of the major Indian languages;
- Interprets characteristics and style of early Sanskrit literature.

21.1 MEGHDUTAM

Meghadutam, also known as *The Cloud Messenger*, is a lyric poem in Sanskrit. It tells the story of a Yaksha (a celestial being) who is exiled in the Himalayas and longs to convey a message to his beloved wife. Unable to do so personally, he persuades a passing cloud to carry his message to her in a distant city. The poem is known for its wonderful descriptions of nature, landscapes, and seasons, as well as its deep emotional connection between separated lovers. Here are some selected verses from the poem translated into English by **H. H. Wilson**.

SECTION 21.1.1

Hail, friend of Indra, **cousellor** divine,
Illustrious offspring of a glorious line!
 Wearer of shapes at will; thy worth I know,
 And bold entrust thee with my faded woe;
 For, better far, solicitation fail
 With high desert, than with the base prevail.

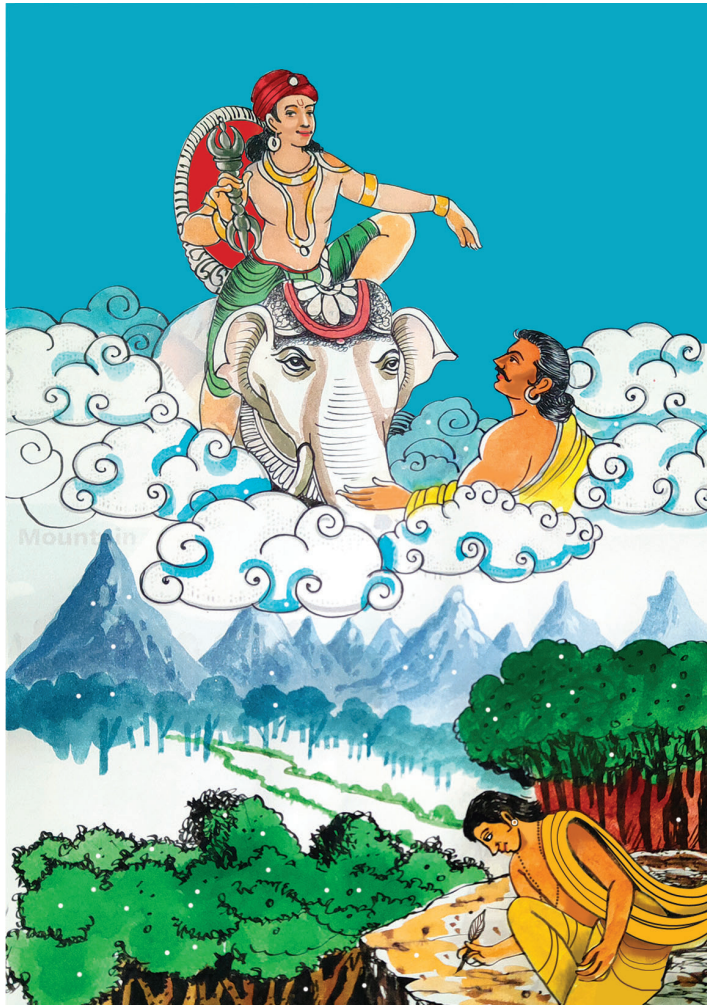


Fig. 21.2

LET US UNDERSTAND 21.1.1

The verse opens in greeting the cloud messenger as a deity or supernatural being. The speaker, Yaksha, is addressing cloud messenger as a friend of Indra, a king of god in Hindu mythology who is associated with rain and thunderstorm. Yaksha describes the cloud messenger as a divine advisor. He is also regarded as a part of a distinguished, prestigious and noble lineage of clouds. Yaksha acknowledges his ability to transform its shape freely, which is a characteristic of clouds. Yaksha also expresses his trust in the cloud by revealing his sorrow to him. Yaksha believes that it is better to seek help from someone noble even if success isn't guaranteed, rather than relying on someone base or morally inferior.

Kalidasa



Notes

- **Verdant:** agriculturally rich
- **Sward:** vast grassy land
- **Veering:** sudden change in direction
- **Lofty:** majestic



INTEXT QUESTIONS 21.1

1. Who is the speaker addressing in these lines? Who is he addressing?
2. How does the speaker emphasise the cloud's importance and noble lineage?
3. What is the significance of the epithet "friend of Indra" in the given passage?
 - a) It highlights the speaker's admiration for the recipient.
 - b) It suggests the cloud-messenger's close relationship with a powerful deity.
 - c) It signifies the recipient's lineage and heritage.
 - d) It emphasises the cloud-messenger's role as a divine counsellor.
4. How is the cloud-messenger associated with Lord Indra?
5. How does the speaker convey his trust in the cloud?
6. What is the overall tone of these lines?
 - a) Disrespectful and critical
 - b) Reverent and respectful
 - c) Ironic and mocking
 - d) Indifferent and casual

SECTION 21.1.2

Thy fertile gifts, which look of love reward,
 Where bright-eyed peasants tread the **verdant sward**.
 Thence sailing north, and **veering** to the west,
 On Amrakuta's **lofty** ridges rest;

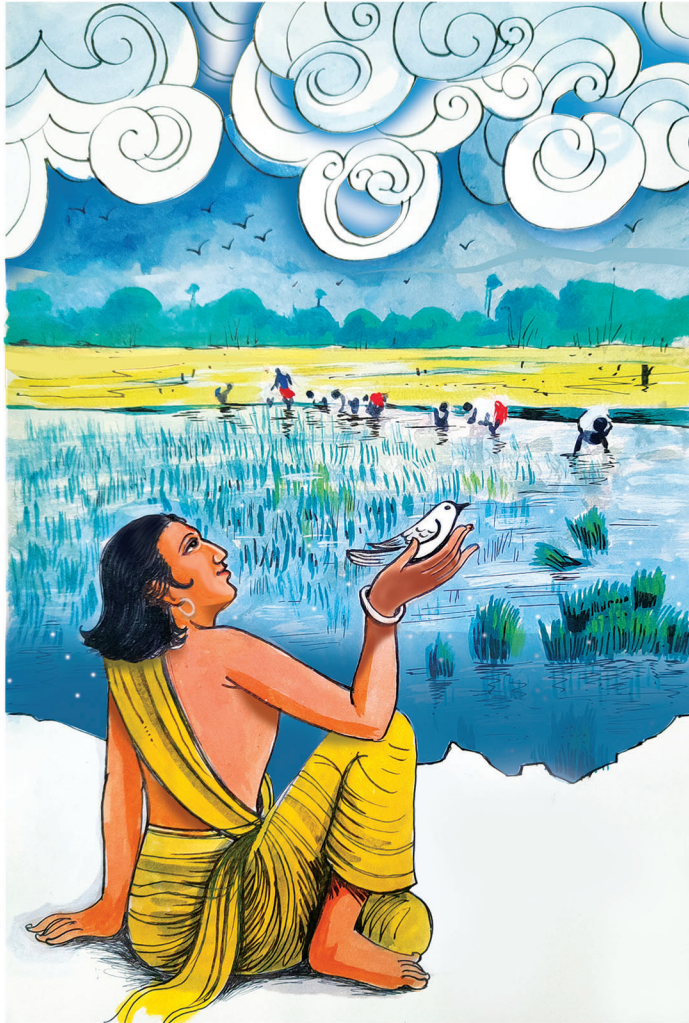


Fig. 21.3

LET US UNDERSTAND 21.1.2

These lines provide a pleasing description of a rich, lush and green landscape by the cloud-messenger who is on his voyage. The happy inhabitants of this countryside are rewarded with bountiful harvests and prosperity. The verse paints a picture of hardworking and happy farmers who cultivate the fields.

Then the cloud is described as moving north and then changing direction to the West. This is a journey or exploration starting from this fertile location and arriving at a place named Amrakuta, a range of majestic and towering mountains.



Notes

Kalidasa



Notes**INTEXT QUESTIONS 21.2**

1. What is the central theme of the verse?
 - a) The journey of a cloud-messenger
 - b) The description of a lush landscape
 - c) The significance of Amrakuta mountains
 - d) The hardworking farmers of the countryside
2. Who is described as being on a voyage in this verse?
3. How is the landscape described in terms of natural resources and agricultural productivity?
4. What is the cloud-messenger's role in the landscape?
 - a) It brings rain and nourishment to the fields
 - b) It moves from North to South
 - c) It explores various locations
 - d) It brings prosperity to the cities
5. What does the verse suggest about the inhabitants of the countryside?
 - a) They are unhappy due to lack of rainfall
 - b) They are careless about the land
 - c) They enjoy bountiful harvests and prosperity
 - d) They move from North to West
6. According to the verse, what direction does the cloud-messenger take on its journey?
 - a) South to North
 - b) North to West
 - c) West to East
 - d) East to West

SECTION 21.1.3

Here the soft dews thy path has lost resume,
 And sip the **gelid current**'s rich perfume,
 Where the wild Elephant delights to shed
 The juice **exuding** fragrant from his head.
 Then swift proceed, nor shall the blast have force
 To check with empty gusts thy **ponderous** course.



Fig. 21.4

Kalidasa

*Notes*

- **Gelid:** extremely cold
- **Current:** (here) flowing water
- **Exuding:** discharging
- **Ponderous:** slow and clumsy

Kalidasa



Notes

LET US UNDERSTAND 21.1.3

These lines evoke a vivid and picturesque description of a peaceful natural landscape. The soft dewdrops on the path have reappeared. It conveys a sense of rejuvenation or renewal. The dewdrops are sipping the rich and refreshing fragrance of a cold and flowing stream. Then the cloud-messenger describes a wild elephant rubbing his head against trees. The elephant is enjoying shedding a fragrant juice from its head. This adds to the natural beauty of the setting and encourages the cloud-messenger to continue his journey swiftly. He is assured that even the strong wind will not be an obstacle.

**INTEXT QUESTIONS 21.3**

1. What is the significance of the soft dewdrops on the path?
 - a) They represent danger and obstacles.
 - b) They symbolise a sense of renewal or rejuvenation.
 - c) They indicate a dry and arid environment.
 - d) They depict a polluted stream.
2. What does the fragrant stream convey in the verse?
 - a) It represents a toxic environment.
 - b) It symbolises a refreshing and pleasant stream.
 - c) It signifies a turbulent and muddy river.
 - d) It represents a barren and lifeless landscape.
3. What message does the poet convey to the cloud-traveller?
 - a) To beware of the strong wind and storms.
 - b) To turn back and avoid the natural setting.
 - c) To continue their journey without fear of the elements.
 - d) To wait for the wild elephant to pass before moving forward.
4. What imagery is used to depict the flowing stream?

5. What assurance does the poet provide about the strong wind?
6. What emotions or feelings does this verse convey?

SECTION 21.1.4

There when the Sun restores the rising day,
 What deeds of love his tell-tale beams display;
 The **withered** garlands on the pathway found,
 The faded lotus **prostrate** on the ground,
 The pearls that bursting zones have taught to roam,
 Speak of fond maids, and wanderers from home.

LET US UNDERSTAND 21.1.4

In this verse, the cloud-messenger describes how the natural world, as illuminated by the morning sunlight, reflects the emotions and experiences of love, longing, and nostalgia. As the sun rises and brings light to the world, it shines upon wilted flower garlands lying on the ground. Similarly, the sunlight shows a lotus flower that has lost its freshness and is lying on the ground. The poet also described the pearls that have been taken from their original places, perhaps by travellers or merchants. He suggests that these various objects, like the garlands, lotus, and pearls, speak to us about the feelings of longing and nostalgia experienced by lovers who are separated from each other or by wanderers who are far away from their homes.



INTEXT QUESTIONS 21.4

1. What do the Sun's beams reveal about the deeds of love?
2. What is found on the pathway according to the stanza?
3. What is described as prostrate on the ground?
4. What do the bursting zones teach the pearls to do?
5. According to the stanza, what do the pearls speak of?
6. How does the stanza characterise fond maids and wanderers from home?



Notes

- **Withered** : to become dry and die
- **Prostrate**: in a humble and submissive state

Kalidasa

**Notes**

- **Writhing:** twisting
- **Succour:** aid, support

SECTION 21.1.5

From **writhing** boughs should forest flames arise,
 Whose breath the air, and brand the yak supplies;
 Instant afford the aid 'tis thine to lend,
 And with a thousand friendly streams descend.
 Of all the fruits that fortune yields, the best
 Is still the power to **succour** the distress.

LET US UNDERSTAND 21.1.5

The present stanza highlights the clouds' role in providing relief to a parched land and aid in the form of rain to extinguish forest fires. As the verse opens, fires spreading in the forest have been noticed. The branches of trees are twisting and trashing due to the fire. The fire gets its fuel from the air and burns wood like that of a yak's body. The cloud-messenger is being urged to provide immediate assistance to extinguish the fires. He is asked to pour down rain generously to put out the flames. This verse also emphasises that the most valuable and cherished gift that nature can provide is the ability to help those in need. Therefore, having the power and ability to aid those in distress is the most meaningful and virtuous use of one's capabilities.

**INTEXT QUESTIONS 21.5**

1. What is the primary role of clouds in the stanza?
 - a) Providing shade
 - b) Giving relief to a parched land
 - c) Creating forest fires
 - d) None of the above
2. What is the main message conveyed in the final line of the verse?
 - a) Clouds should avoid helping in emergencies
 - b) A meaningful use of one's capabilities is to assist those in need
 - c) Forest fires are a natural occurrence

- d) None of the above
3. What have the clouds noticed in the forest?
 4. How intense are the flames of the wildfire?
 5. Why are the branches of the trees described as twisting and writhing?
 6. Why is it emphasised that helping those in distress is a duty?



DO YOU KNOW

- *Meghadutam* is separated into two parts – “Purva megha” (Previous cloud) and “Uttara megha” (Consequent cloud).
- Kalidasa wrote *Meghadutam* as a lyric poem.
- This poem is written in *Mandkrnt* metre, which means 'slowly advancing'.
- This poem is one of the pathfinder of the *sande[akvya]* or message poem genre.

21.2 ABHIGYAN SHAKUNTALAM

Abhigyan Shakuntalam, often referred to simply as *Shakuntala*, is one of Kalidasa’s most famous works and a timeless masterpiece of classical Indian drama with seven acts. It is based on the story of Shakuntala, a beautiful maiden raised in a hermitage, who falls in love with King Dushyanta. The play explores themes of love, separation, and the consequences of forgetfulness. It is renowned for its poetic beauty, rich characterisation, and portrayal of human emotions. Here are some excerpts from the play translated by **Chandra Rajan**.

SECTION 21.2.1

What was minute suddenly **looms** large;
 what’s **cleft** down the middle seems to unite;
 the eye sees as straight what’s naturally curved:
 the chariot rushing along, nothing stays
 near or far, even for a moment.



Notes

- **Looms:** to appear as a shape that is not clear
- **Cleft:** an opening made by splitting

Kalidasa



Notes

- **Plunge:** to jump suddenly and with force
- **Revel:** enjoy oneself in a lively and noisy way
- **Puddles:** a small pool of water
- **Repose:** to lie down or rest in a particular place

LET US UNDERSTAND 21.2.1

The verse is about how our perception of things can be distorted or altered by distance, speed, and the way our eyes work. It opens with describing a series of optical illusions or paradoxes: how something very small can suddenly appear much bigger than it actually is, and how something divided or split in the middle can look like it's joined together when seen from a distance. Sometimes, eyes can play tricks and make things that are actually curved appear straight. Then the speaker, King Dushyant, argues that when something is moving quickly, like a speeding chariot, everything around it seems to change rapidly. Things that were once close suddenly become far away, and vice versa, in the blink of an eye. They highlight the complexities of human perception and the illusions it can create.


INTEXT QUESTIONS 21.2.1

1. How does the perception of something cleft down the middle change according to the verse?
2. How does the eye perceive naturally curved objects in the verse?
3. What is described as “rushing along” in the verse?
4. Identify the overarching theme of the verse.
5. What optical phenomenon is described in the first line of the stanza?
6. How does the stanza challenge conventional notions of perception?

SECTION 21.2.2

Let bisons **plunge** into forest-pools and **revel** splashing,
 striking the water repeatedly with their mighty horns;
 let the herds of antelopes clustering in groups in the shade,
 chew the cud undisturbed;
 and let wild boars lining up round **puddles**
 where the marsh-sedge grows fragrant, root peacefully in the mud:
 and let this my bow with its loose-knotted string
 be allowed to enjoy its well-earned **repose**.

LET US UNDERSTAND 21.2.2

These lines describe a serene scene in nature where various animals are depicted enjoying their peaceful activities. The speaker, King Dushanta, talks about bison, which are large animals happily diving into forest pools and splashing around with their strong horns. Antelopes are seen resting together in the cool shade, peacefully chewing their food without any disturbance. Wild boars are described as lining up near muddy puddles, cheerfully rooting around in the mud. Finally, the speaker, King Dushant mentions his own bow, saying that it deserves a rest after its hard work.

**INTEXT QUESTIONS 21.2.2**

1. What activity are bison depicted engaging in?
2. How do the antelopes spend their time?
3. Where do the wild boars root peacefully?
4. What is the state of the bow in the passage?
 - a) Taut and ready for use
 - b) Broken
 - c) Resting with a loose-knotted string
 - d) Hidden in the bushes
5. Describe the scene with the wild boars.
6. What are the marsh-sedges associated with in the text?

SECTION 21.2.3

Here, the moon, lord of healing herbs
sinks behind the western mountain,
there, on the other, Dawn **heralds**
the advance of the rising Sun.

The rise and setting of the two Lights simultaneous
regulate the **vicissitudes** of life on earth.

*Notes*

- **Heralds:** to be a sign that something is going to happen soon
- **Vicissitudes:** one of the many changes and problems in a situation

Kalidasa

**Notes****LET US UNDERSTAND 21.2.3**

In these lines, there's a description of the rising and setting of the moon and the sun, which are symbolically referred to as the "two Lights." First, it mentions the moon setting behind the western mountain. It indicates the end of the night. At the same time, it talks about the dawn, when the sun is about to rise on the eastern horizon. Then, it suggests that the simultaneous movements of the moon and the sun control the changes and fluctuations of life on Earth. This means that the regular cycles of day and night, governed by the moon and the sun, influence the natural rhythms and events that occur in the world.

**INTEXT QUESTIONS 21.2.3**

1. Who is referred to as the lord of healing herbs?
2. What does the rising Sun advance?
3. What regulates the vicissitudes of life on earth?
4. How do the moon and Sun interact according to the stanza?
 - a) They move independently of each other
 - b) They both set at the same time
 - c) Their rise and setting are simultaneous
 - d) One rises while the other sets
5. What is the significance of the moon sinking?
6. What is implied about the relationship between the moon and Sun in the stanza?
 - a) They are antagonistic
 - b) They are mutually exclusive
 - c) They have a harmonious and regulating influence
 - d) They operate independently

SECTION 21.2.4

Kalidasa

The same moon who, stepping on the crown of Sumeru,
 Parent of Mountains, dispelled the darkness, and **traversed**
 the middle regions of Vishnu's abode,
 now falls down the sky in a pitiful glimmer of light:
 the ascent too high of even the great ends in a fall.

*Notes***LET US UNDERSTAND 21.2.4**

First, the verse talks about the moon ascending to the peak of Sumeru, which is described as the “Parent of Mountains.” This indicates the moon’s brightness and power, as it dispels darkness and travels through the sky. Then, it mentions the moon passing over the middle regions of Vishnu’s abode, which symbolises its movement through the heavens. However, the tone changes in the next line, as it describes the moon’s setting with a “pitiful glimmer of light.” This suggests a decline in the moon’s brightness and glory. Finally, it reflects on the idea that even the most glorious and powerful entities like the moon can experience moments of decline or weakness.

- **Traversed:** to cross or travel through an area of land or water

**INTEXT QUESTIONS 21.2.4**

1. What does the moon step on according to the lines?
2. Whose abode does the moon traverse in the middle regions?
3. How is the moon described at the end of the lines?
4. What does the line “the ascent too high of even the great ends in a fall” suggest?
5. What contrast is drawn between the moon’s ascent and descent?
6. What is the tone of the description of the moon’s descent?

SECTION 21.2.5

Trees bend down when laden with fruit;
 rain clouds filled with water

Kalidasa

*Notes*

hang low almost to the ground;
 wealth does not make the good haughty:
 this is the true nature
 of those who do good to others.

*Fig 21.5*

LET US UNDERSTAND 21.2.5

In this verse, there's a comparison made among the behaviour of trees laden with fruit and rain clouds heavy with water, and the nature of good people who help others. Trees bending down when they have fruit means that they lower their branches because of the weight of the fruit. This shows humility. Rain clouds hang low because they are full of water, almost touching the ground. This illustrates the idea of abundance and generosity. The lines then talk about how wealth doesn't make good people arrogant or proud. This suggests that true goodness is not affected by material possessions or status.



INTEXT QUESTIONS 21.2.5

1. What is described as the true nature of those who do good to others?

2. What is the physical manifestation of trees laden with fruit?
3. How do rain clouds behave when filled with water?
4. What do the lines suggest about the relationship between wealth and behaviour?
5. What analogy is used to describe the behaviour of trees laden with fruit?
6. What behaviour does wealth fail to induce in good people?



DO YOU KNOW

- *Abhigyan Shakuntalam* is originally written as a play in Sanskrit language.
- The other two plays written by Kalidasa are: *Malavikagnimitram* and *Vikramorvasiyam*.
- According to the *Mahabharata*, Bharata, the son of Shakuntala and King Dushyanta is an ancestor of the lineages of the kauravas and Pandavas.
- It is popularly believed that after this Bharata that India was given the name *Bharatvarsha* or the Land of Bharata.

LET'S DO

Identify the other literary devices that we have learnt in our previous lessons, used in each verse of our lesson written by Kalidas. Then, write a critical appreciation for each of them.

LET'S TALK

1. Discuss with your friend the presentation of nature in these two texts by Kalidas.
2. Talk about the other great poets of ancient India and their classic writings.

LET'S LEARN



GRAMMAR

Active Voice and Passive Voice (Imperative Sentences and Quazi-Passive)

In lesson 12, we learnt about Active and Passive voice and some rules to convert them for statement sentences. In lesson 14, we proceeded with the interchanging of Active



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and Passive voice in interrogative sentences. In this lesson we will explore the interchanging of Active and Passive voice in imperative sentences and quasi-passive voice.

Imperative sentences are a crucial aspect of communication, often used to give commands, instructions, or requests. We have been acquainted with such sentences in lesson 17 while changing the speech of imperative sentences. Voice change in imperative sentences involves altering the structure and tone while preserving the meaning and intent of the original command.

I. Let's consider the following example:

- a) Close the door.
- b) Tell him to go.
- c) Don't tease the dog.

To change the voice of such imperative sentences, the word 'Let' is usually placed at the beginning of the passive voice. Then the subject followed by the verb 'be' and the Past Participle form of the main verb. Therefore, the passive form of the above-mentioned sentences would be:

- a) Let the door be closed.
- b) Let him be told to go.
- c) Let the dog not be teased by you.

The sentences could be converted like the following as well:

- a) You are ordered to close the door.
- b) You are told to tell him to go.
- c) You are instructed not to tease the dog.

II. When there is already 'let' in the sentence in active voice, the passive structure is the same as in above:

Active voice: Let me write a letter.

Passive voice: Let a letter be written by me.

III. If the sentence consists of 'Please' in Active voice 'You are requested to' is used in the Passive voice. In such cases an Intransitive verb may also be changed

into Passive For ex.,

Active voice: Please pass the salt.

Passive voice: You are requested to pass the salt.

IV. If the active voice expresses some advice, the passive voice would be with the the verb ‘should’ and ‘be’:

Active voice: Keep your word.

Passive voice: Your word should be kept.

Another kind of voice is the Quasi-passive voice. This is active in form but passive in sense. For ex.,

Active voice: Honey tastes sweet.

Passive voice: Honey is sweet when it is tasted.

Active voice: The rose smells sweet.

Passive voice: The rose is sweet when it is smelt.



INTEXT QUESTIONS 21.3

Change the voices of the following imperative sentences:

1. Please wash the dishes.
2. Open the window.
3. Let the letter be mailed by noon.
4. Bring me a cup of coffee.
5. The book is good.

LITERARY DEVICES

Paradox

We have learnt Paradox in Lesson 17. In section 21.2.1 of this lesson, you came across the following line :

- “what’s cleft down the middle seems to unite”



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This presents a contradiction or seemingly absurd situation where something that is divided appears to come together.

Hyperbole

Hyperbole often involves extreme exaggeration to make a point or to emphasise a particular quality or aspect of something.

- “nothing stays near or far, even for a moment”

This exaggerates the transient nature of existence, emphasising the fleetingness of time and distance.

Epithets

These are descriptive phrases expressing a quality or characteristic of the person or thing being described.

- “Friend of Indra” describes the divine nature of the cloud-messenger
- “Illustrious offspring of a glorious line” describes the and lineage of the cloud-messenger

Apostrophe

Apostrophe is a poetic device in which the speaker addresses an non-human entity as if it were a person.

For example:

- “Hail, friend of Indra, counsellor divine.”

This is a form of direct address to the cloud-messenger which is a non- living object. Hence, it is an example of Apostrophe.

**INTEXT QUESTIONS 21.4**

Identify the poetic devices used in the following lines.

1. “Like a fleeting moment, day turns into night”
2. “counsellor divine”
3. “Upright, noble souls”

4. “Hail, friend of Indra, counsellor divine,
Illustrious offspring of a glorious line!
Wearer of shapes at will;”
5. “May this serene scene unfold”
6. “One side, the Lord of herbs, ascends the mountain’s crest,
While on the other, the Sun, a radiant orb, takes its quest.”
7. “Deep as the touchstone’s gloom”
8. “sip the gelid current’s rich perfume”
9. “looks of love reward”
10. “Let the majestic elephants, their tusks glistening bright,
Find rest in this cool and tranquil pool, a soothing delight.”
11. “bright-eyed peasants tread the verdant sward”
12. “When in this world, swiftly one goes out of sight,
Like a fleeting moment, day turns into night.”
13. “brand the yak supplies”



WHAT HAVE YOU LEARNT

- Kalidasa draws upon Indian mythology, folklore, and history in his works, situating his narratives within a broader cultural and religious framework. Studying *Abhigyan Shakuntala* and *Meghadutam* enables us to explore connections to Hindu mythology, historical events, and cultural traditions, enriching their understanding of Indian heritage.
- Both *Abhigyan Shakuntala* and *Meghadutam* are exemplary works of classical Sanskrit literature. They showcase rich language, intricate poetic forms, and sophisticated literary techniques. These texts allow students to appreciate the beauty of language and literary craftsmanship.
- Both texts reflect Kalidasa’s profound aesthetic sensibility, evident in his portrayal of beauty, harmony, and elegance. These works can cultivate students’



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appreciation for aesthetics in literature and art, encouraging them to recognise and value beauty in various forms.

- They emphasise the beauty of nature and its profound impact on human emotions. Through vivid descriptions of landscapes, seasons, and natural phenomena, students can develop an appreciation for the natural world and its significance in literature and human experience.

**TERMINAL QUESTIONS**

1. How does the poet emphasise the transient nature of human interactions and time's passage?
2. What do the moments of connection or presence symbolise in "your chariot's shade"?

**ANSWERS TO INTEXT QUESTIONS****21.1.1**

1. The speaker in this line is Yalsha.
He is addressing the cloud as he is regarded as a deity or supernatural being.
2. The speaker emphasises the cloud's importance and noble lineage by describing it as part of a distinguished, prestigious, and noble lineage of clouds.
3. b) It suggests the cloud-messenger's close relationship with a powerful deity.
4. Indra is a prominent god in Hindu mythology who is associated with rain and thunderstorms. The cloud is associated with Indra because it plays a significant role in bringing rain.
5. By addressing the cloud as a divine entity and describing it as a friend or ally of Indra, the speaker expresses his belief that the cloud is a reliable and trustworthy figure.
6. b) Reverent and respectful

**21.1.2**

1. b) The description of a lush landscape
2. The cloud-messenger is described as being on a voyage in this paragraph.
3. The landscape is described as blessed with rainfall and possessing abundant natural resources or agricultural productivity.
4. a) It brings rain and nourishment to the fields
5. c) They enjoy bountiful harvests and prosperity
6. b) North to West

21.1.3

1. b) They symbolise a sense of renewal or rejuvenation
2. b) It symbolises a refreshing and pleasant stream
3. c) To continue their journey without fear of the elements
4. The imagery used to depict the flowing stream is that it is cold and fragrant.
5. The poet assures that even the strong wind will not be an obstacle.
6. This verse conveys feelings of serenity, beauty, renewal, and encouragement.

21.1.4

1. The Sun's beams reveal the deeds of love.
2. Withered garlands are found on the pathway.
3. The faded lotus is described as prostrate on the ground.
4. The bursting zones teach the pearls to roam.
5. The pearls speak of fond maids and wanderers from home.
6. Fond maids and wanderers from home are characterised as being represented by the pearls.

21.1.5

1. b) Giving relief to a parched land
2. b) A meaningful use of one's capabilities is to assist those in need
3. The clouds have noticed spreading wildfires (forest flames) and trees' branches twisting and writhing due to the fire.
4. The flames of the wildfire are so intense that they heat up the air and provide

Kalidasa



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a source of heat like that of a yak's body.

5. The branches of the trees are described as twisting and writhing due to the fire because the intense heat from the wildfire is causing them to contort and writhe in agony.
6. It is emphasised that helping those in distress is a duty because the clouds are reminded that it is their responsibility to provide immediate assistance to extinguish the wildfires.

21.2.1

1. According to the verse, something that appears to be split down the middle can actually seem to come together or unite.
2. The verse describes how the eye perceives naturally curved objects as if they are straight, indicating a distortion in visual interpretation.
3. 'Rushing along' symbolises the rapid passage of time or swift progression of events.
4. The overarching theme explores the deceptive nature of perception and how our senses can alter our understanding of reality.
5. The optical phenomenon described is the sudden enlargement of something minute, highlighting a shift in perceived scale.
6. It challenges conventional views by demonstrating how perception can be unreliable and inconsistent, leading to a distorted understanding of familiar phenomena.

21.2.2

1. The bison are depicted plunging into forest-pools and reveling by splashing and striking the water with their horns.
2. The antelopes spend their time chewing the cud in groups and in the shade, undisturbed.
3. The wild boars root peacefully in the mud around puddles where marsh-sedge grows.
4. c) Resting with a loose-knotted string
5. The wild boars are described as lining up around puddles where marsh-sedge grows fragrant and rooting peacefully in the mud.
6. The marsh-sedges are associated with the fragrant, muddy areas where the

wild boars are rooting.

21.2.3

1. The moon is referred to as the lord of healing herbs.
2. The rising Sun heralds the advance of the day.
3. The rise and setting of the two lights (the moon and the Sun) regulate the changes and fluctuations of life on earth.
4. b) Their rise and setting are simultaneous
5. The moon sinking behind the western mountain signifies the end of its influence for the night, making way for the dawn and the rising Sun.
6. c) They have a harmonious and regulating influence

21.2.4

1. The moon steps on the crown of Sumeru, the Parent of Mountains.
2. The moon traverses the middle regions of Vishnu's abode.
3. The moon is described as falling down the sky in a pitiful glimmer of light.
4. It suggests that even the greatest achievements or heights eventually lead to a decline or fall.
5. The contrast is between the moon's grand and illustrious ascent and its eventual, diminished descent.
6. The tone is one of melancholy and regret, highlighting the moon's diminished state and the inevitable decline.

21.2.5

1. The true nature of those who do good to others is humility and lack of haughtiness.
2. Trees laden with fruit bend down under the weight of the fruit.
3. Rain clouds filled with water hang low, almost to the ground.
4. The lines suggest that wealth does not make the good haughty or arrogant.
5. The analogy used is that trees laden with fruit bend down, symbolising humility and modesty.
6. Wealth fails to induce arrogance or haughtiness in good people.



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21.3

1. You are requested to wash the dishes.
2. Let the widow be opened.
3. Mail the letter by noon.
4. You are ordered to bring me a cup of coffee.
5. The book is good when it is read.

21.4

1. Simile; it compares the transition from day to night to the fleeting nature of a moment, emphasising the quick passage of time.
2. Metaphor; it is comparing the character's wisdom and counsel to something divine.
3. Apostrophe; is addressing a non-human entity (soul) and giving it human qualities (being upright and noble).
4. Personification; the cloud is qualified with human qualities.
5. Alliteration; the repetition of the "s" sound in "serene" and "scene".
6. Imagery; the descriptions of Lord of herbs is ascending the mountain and the Sun is embarking on its quest. It allows readers to visualise these celestial events.
7. Simile: It suggests that the darkness is as deep as the gloom associated with a touchstone, emphasising its profound obscurity.
8. Metaphor; It describes the water as having a "rich perfume," comparing its quality to a pleasant scent.
9. Personification; It personifies the land, suggesting that it rewards those who cultivate it with love.
10. Imagery; It vividly describes a scene of majestic elephants finding rest. This description creates vivid mental images for the reader.
11. Imagery; creates a clear mental picture of a lush, green countryside where happy peasants are walking.
12. Symbolism; it symbolises the fleeting nature of life and time, with the chariot's shade representing a brief respite or moment of reflection within this transitory journey.
13. Symbolism; representing a source of fuel or danger

FACE TO FACE COMMUNICATION



Notes

As learners, you all have faced certain situations, at home or in a public space, where you have had to speak with or listen to someone for some purpose. Many of you might have also felt nervous or happy or sad in such situations, given the nature of the communication. For example, when you have met a friend after a long time and spoken face to face, you must have been so happy and perhaps even the friend. Similarly, you could have also been in a situation, where a relative has talked about a great personal loss. No matter the topic or the situation in which communication has taken place, all face-to-face interactions have certain elements that go beyond words and require you to be observant and alert. In this lesson, we will learn about the different factors and possibilities in face-to-face communication situations. Thereby, we will try to prepare for and face such situations with confidence!



LEARNING OUTCOMES

After completing the lesson, the learner:

- Practices for real-life situations in face to face communication;
- Identifies the nuances of Business English;
- Infers the extra-linguistic cues in face to face communication;
- Argues to persuade through logic and argument.

22.1 WHAT IS FACE-TO-FACE COMMUNICATION?

Communication, in general, is a two-way process which **involves** a speaker and a listener who **constantly** keep changing their roles. If two people are communicating, then person A is a speaker and person B is a listener. The moment person B responds,

Face To Face
Communication

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- **Derive:** obtain something from
- **Extensive:** covering a large portion

then B becomes the speaker and person A becomes the listener.

For instance, you are telling your mother what you want to eat for dinner. You are the speaker and your mother is the listener. Now, after you have said what you want to eat, your mother tells you that the main ingredient to prepare the dish is out of stock. So, your mother becomes the speaker as she takes her own turn to reply to you and you become the listener.

Hence, to understand communication well, we must understand the process first and accept that turn-taking is vital. Communication will not be possible if everyone is a speaker or everyone is a listener.

Now, moving on, the process of communication involves four major components.

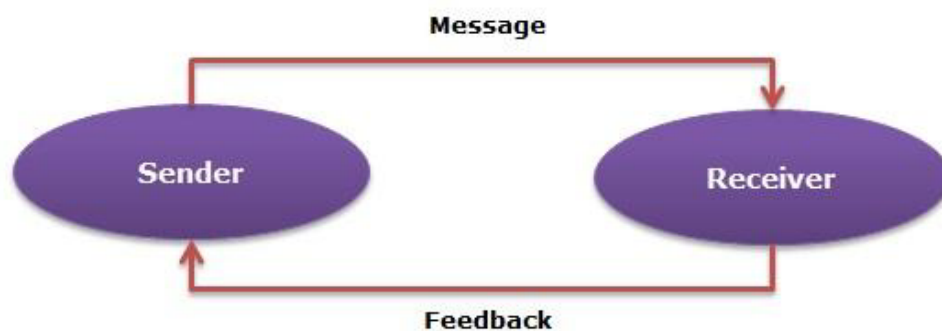


Fig. : 22.1 (source: Google)

The speaker frames a message and transfers it via a medium to the listener. The listener tries to understand it, **derives** a meaning out of it and replies back to the speaker. There can be several types of communication, such as telephonic conversations, video calls, face-to-face communication, etc., depending on which medium is being used. In this chapter, we will focus on the last one, i.e., face-to-face communication.

Face-to-face communication is one of the most common and most important means of communication. It involves **extensive** cues from non-verbal communication. This is why it is not sufficient to simply understand the meaning of the words being used. As a speaker or as a listener, you need to follow a number of different non-verbal cues. In this way, you will be able to make perfect sense of what is being communicated. (For instance, if a friend congratulates you on scoring the highest marks in a paper, with a frown on his or her face, then he or she is not happy about it and the congratulatory message is not a genuine one).



INTEXT QUESTIONS 22.1

1. What do you understand by face-to-face communication?
2. Two friends, Shyam and Rohit, are quarrelling as their other friends, Suraj, Vishnu, Mohit and Lakshit watch them. Who is the speaker and who is the listener?
3. How is turn taking important in communication?
4. Why do we need to observe non-verbal cues in face-to-face communication?

26.2 WHAT ARE THE DIFFERENT NON-VERBAL CUES IN FACE-TO-FACE COMMUNICATION?

Use of eye contact: Any individual must maintain eye contact when speaking to the audience or his or her listeners. Proper eye contact shows confidence in the speaker while lack of eye contact *denotes low self-esteem* and in certain cases *falsification* and *insincerity*. If you avoid eye contact with the speaker, it shows lack of interest in the topic or the person who is speaking.

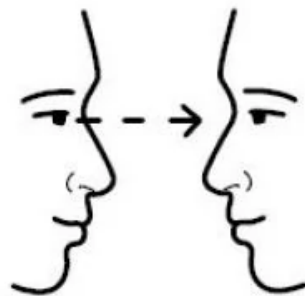


Fig. : 22.2 (source:Google)

Facial Expressions: During face-to-face conversations, we use words to **convey** our thoughts but facial expressions *convey* our emotions. Even without talking, you can understand the mental state of a person, like whether a person is happy, sad, angry, surprised, etc. Please look at the image below to understand the variety of facial expressions and how they convey several emotions.

Face To Face Communication



Notes

- **Denote:** indicate
- **Self-esteem:** your overall opinion of yourself
- **Convey:** show, transfer, reveal

Face To Face Communication



Notes

- **Intimacy:** being familiar with or having a close personal relationship with someone

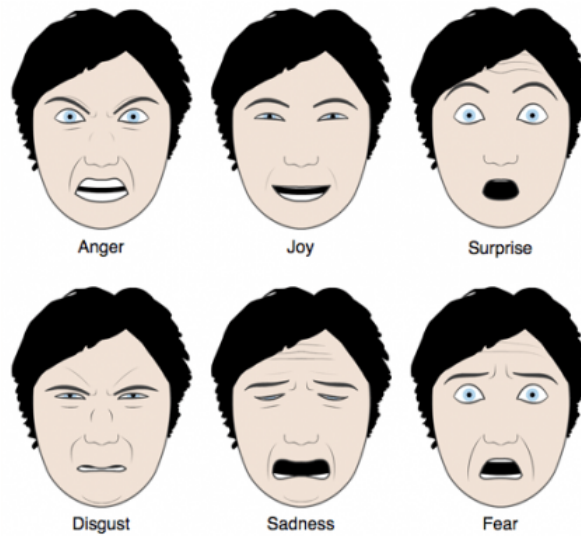


Fig. : 22.3 (source: Google)

Touch: People also communicate through the sense of touch. It signifies the level of **intimacy** you have or can have with a person. For instance, you can hug and convey something to your own sister, but for a stranger, you have to adopt a different approach. Some of the most common forms of communication through touch are the following: shaking hands, a pat on the back, holding hands, hugging etc. So, according to the level of familiarity, you shake hands with people whom you are most formal with. However, you would hug a person with whom you are least formal. The image below shows different kinds of touch.



Fig. : 22.4 (Source: Google)

Body language: Body language is a very important part of face-to-face communication. Sometimes, it can be intentional but most of the time it is unintentional. But even though it is unintentional, your body language reveals something about you, like your attitude, your interests, your current state of mind, etc. For example, slightly

leaning forward shows that the listener is interested in the conversation, while folded hands suggest a defensive attitude or that you are not open to the ideas being shared in the conversation.

Body language comprises:

(i) Hand gestures



Fig. : 22.5.1 (source: Google)

(ii) Body posture



Image 22.5.2 (source: Google)

(iii) Facial expressions



Image 22.5.3 (source: Google)



Notes

Face To Face Communication



Notes

- **Traits:** qualities and characteristics of a person
- **Enhance:** further improve the quality of something

(iv) Eye movements

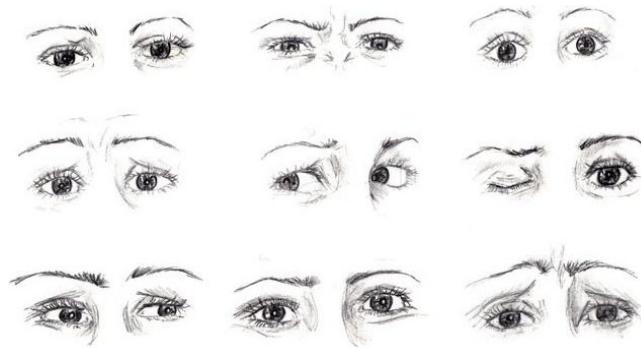


Fig. : 25.5.4 (source: Google)

Personal appearance: How you dress reveals a lot about you. For example, the way students dress while going to school is different from how they dress when relaxing at home. Every occasion demands a different kind of dressing; formal occasions demand formal clothes and informal occasions allow casual clothes. People are not expected to go to their workplace in their pajamas. Clothing also shows a lot about one’s cultural traditions and behavioral **traits**. Wearing neat and clean clothes **enhances** your confidence, people’s perception of you and makes you more presentable in a professional setup.



Fig. : 26.6 (source: Google)

Let’s Do 23.1

Make complete sentences with the following words.

1. **Denote:** _____
2. **Self-esteem:** _____

3. **Convey:** _____
4. **Signify:** _____
5. **Intimacy:** _____
6. **Traits:** _____
7. **Enhance:** _____



INTEXT QUESTIONS 22.2

1. Dhananjay has to attend an official meeting with his boss in his office. He decides to wear a colourful vest and a low-waist jeans trouser. How will the communication process be affected by this?
2. The Mathematics teacher is asking Manoj whether he has cheated while answering the questions in the exam. Manoj is constantly breaking eye contact with the teacher and at times looking away while talking to the teacher. How will the interaction be impacted by Manoj's non-verbal communication?
3. Sushma and Susheel, who have just met at a birthday party, are having an informal conversation. Sushma's sister, Neha, is also there. Can Sushma hug and kiss both Susheel and Neha to convey how much she likes them both? If yes, why? If no, why not? Explain the consequences of non-verbal communication with reference to touch and level of intimacy.
4. Rahul and Mohan are having a secret conversation while being surrounded by other family members. Considering your own experience, think about how Rahul and Mohan can use facial expressions and eye movements to convey messages to each other.

22.3 HOW DO POLITENESS AND BEING POLITE INFLUENCE COMMUNICATION?

During face-to-face communication, it is equally important to be polite with the other person. Politeness is a simple **strategy** used in everyday communication which respects the other person. For instance, as Indians, we are very polite and considerate when speaking to our familial elders. Even outside the family, we respect senior citizens and interact with them politely. Beyond age, other factors like social standing, professional



Notes

- **Strategy:** an action plan used to do something successfully

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- **Status:** position in relation to other people
- **Hierarchy:** a systematic setup in which people have various ranks or are at various levels of power according to their importance within that very setup

status (like a policeman, a district magistrate, etc.), organisational **hierarchy** (who is the senior versus who is an intern), etc., determine who is going to act politely in a communicative exchange with whom. A polite person will have a positive impact on the listener, compared to an impolite person who might get a negative reaction.

LET US DO 22.2

Choose the politer version from the set of statements given below:

Example 1.

Student A: Will you take a class today?

Student B: Greetings! Would you be taking a class today?

Example 2

Teacher A: Close the door!

Teacher B: Would you mind closing the door?

Example 3.

Student A: I was absent yesterday. Explain the poem again.

Student B: Could you please go over the poem again? I was absent yesterday.

Example 4.

Teacher A: You didn't understand the concept.

Teacher B: You seem to have misunderstood the concept.

Key: In all the above examples, option B uses the politer version. You will notice in certain examples like no. 2, a different structuring of the same sentence makes it sound polite. Here, Teacher A issues an order (an imperative construction) whereas Teacher B asks a question.

**INTEXT QUESTIONS 22.3**

1. What do you understand by politeness?
2. Think about your own family. Consider how you speak to your immediate family members. Next, consider how you speak to your relatives. Is there a difference?

What did your parents teach you about speaking to elder people? There is also the convention of *charan sparsh* (touching the elder's feet) before greeting and talking to one's elders. What do you think about this? Does this have any significance as a non-verbal gesture?

3. Beyond age, what are the factors in an Indian setting that influence politeness norms? Now think of your own state within India. Are there any particular considerations in your own state (like Gujarat, Tamil Nadu, Madhya Pradesh, West Bengal, etc.) that you have to keep in mind while being polite in face-to-face communication? Discuss a few such issues.
4. Rephrase the given sentences in their politer forms.
 - a) As you do not have a current account in the bank, I cannot process your request.
 - b) I want you to give me more information.
 - c) The food is cold. I want hot food to be served!
 - d) Give me a better room or I will never use your service again!

22.4 EFFECTIVE WAYS OF FACE-TO-FACE COMMUNICATION

There are certain things which we must keep in mind while taking part in face-to-face communication. Not paying attention to these things can lead to misunderstandings in communication. These factors can create **obstructions** in the process of communication. For example:

Use of inappropriate expressions: Use of inappropriate terms like **slang**, urban expressions, and use of specialised terms like **jargons**, should be avoided in any conversation. Not using the correct form of greeting or expression can also hamper the process of communication. You must use expressions like, hello, thank you, excuse me, sorry, etc.

Socio-psychological state: Pay attention to the listener's mood and **psychological** state while speaking to the person. He or she may not be in a good mood or facing some personal problems while you speak. You need to be considerate about other people's feelings.

Distractions: Avoid getting distracted or having something else on your mind while engaging in face-to-face communication. Pay attention to the speaker and be a good listener. For example, you should avoid looking at the phone or **multitasking** when



Notes

- **Obstruction:** something that blocks something else from happening
- **Slang:** highly informal language, that is often specific to certain groups, and it often tends to become offensive or insulting
- **Jargon:** specialised words that are specific to the knowledge of a particular area, like, medicine, law, etc.
- **Psychological:** related to the mental state of an individual
- **Multitasking:** doing many things at the same time

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- **Instinctively:** in a way that is not well planned or thought about
- **Abruptly:** in a way that is rude and unfriendly

the other person is speaking.

Respond and don't react: You must be careful while speaking. Written communication gives us time to think, but in oral communication, especially face-to-face communication, we often react **instinctively** without careful consideration, or even react **abruptly** in moments of anger. You must keep calm in these situations and think before speaking.

Let's Do 22.3

1. Summarise the points given above in your own words.
2. Discuss similar situations mentioned above that you have faced in your own life.

**INTEXT QUESTIONS 22.4**

1. Farhan and Naman are in an official meeting when suddenly on a minor issue, they disagree and say the following:

Farhan: What an idiotic thing to do, you moron!

Naman: Don't behave like an ass, Farhan!

Do you think Farhan and Naman have behaved appropriately in face-to-face communication? What is problematic here? Change the sentences used by Farhan and Naman on the basis of what you have learned so far about the effective ways of face-to-face communication.

2. Payal has recently received news about her father's accident and hospitalization. Gautam wants to speak to her about an important project where he needs her assistance. Considering his urgency, should Gautam talk to Payal immediately? If yes, why so? If no, why not?
3. Based on your personal experiences with your friends, share two stories where you think a friend responded versus a story where he or she reacted. In our own lives, should we respond or react to a situation? Where does the difference lie?
4. Ravi is playing Clash of Clans on his Android smartphone as Pramod is talking about his last trip to Ladakh, both sitting opposite to each other in a coffee shop. How do you think their face-to-face communication will go? Give reasons for your answer and suggest ways to improve the quality of their conversation.

22.5 HOW TO GREET IN FACE-TO-FACE COMMUNICATION?

As already discussed, in face-to-face communication, your body language is as important as speech. Wherever you communicate, it is important that you dress neatly, sit or stand **erect** and have an alert, smiling face. When you speak, you should speak softly yet clearly, and you should be polite and **courteous**.

Every time you meet someone, there are certain expressions to be used. We choose them on the basis of certain criteria:

- Degree of intimacy – friend/family member/recent acquaintance
- Nature of relationship – friendly/official
- Status of speakers – equal/seniors

The expressions to be used can be divided into two categories. They are:

Informal: those used with friends, long time colleagues, team mates, etc.

Formal: those used with strangers and seniors

It is important to understand the degree of formality and respond accordingly. While greeting others, we use a fixed set of greetings and corresponding responses.

Greetings and their Responses

Greetings	Responses
Good morning, Mr. Das!	1. Good morning, sir!
Good afternoon (sir/ma'am)!(from 12 noon till the end of a working day)	2. Good afternoon, Mohan / Mira!
Good evening (gentlemen/ladies)! (6 p.m. Onwards)	3. Good evening
Hello! Hi! How are you?	Hello! Hi! Fine, thank you!
Hi there! Long time no see!	Yeah, long time no see!
What a pleasant surprise!	Same here!

- Greetings are generally replied to in the same form. While responding, the listener usually uses a slightly different intonation.



Notes

- **Erect:** straight, upright
- **Courteous:** showing respect for other people

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- The response for a greeting like “How are you?” should be “I’m fine, thank you. And you?/How about you?”. Do not give a long account of your illness or problems.
- We say “good evening” when we meet a person late in the evening at like 8 or 9 o’ clock. We use “good night” only at the time of parting.

**INTEXT QUESTIONS 22.5**

1. Study and practise the short exchanges/dialogues given below. Identify whether the relationship is (a) formal or (b) informal.
 - i) A: Good morning, Sir!
 B: Good morning, Harish! Didn’t see you in office yesterday. Is everything alright?
 A: Yes, sir, thank you. I had to take a leave because a friend had come from Chennai.

 - ii) A: Good morning, sister. How are you?
 B: I’m fine thank you, doctor,

 - iii) A: Hello, Abdul. How are you?
 B: Fine, thanks. How are you?
 A: I’m fine.

 - iv) A: Good morning, sir.
 B: Good morning, Ms. Singh. I hope you are feeling better now.
 A: Much better, thank you.

 - v) A: Hi, Anju you are just the person I was looking for.

B: Hello, Suresh. Why, what's up?

vi) A: Good morning, Mr. Pillai. Isn't it a lovely day?

B: Good morning. Yes, it's nice and cool.

2. Match the responses to the greetings in the table below:

Greetings

Responses

- | | |
|--|--|
| i) Hi, Rahul! Long time no see. | a) I'm very well. Thank you. |
| ii) It's great to see you again. So, how's life? | b) Hello, Raj. Yes, I've been very busy. |
| iii) How are you feeling now? | c) Much better, thank you. |
| iv) Hello, Mr. Gupta! And how are you keeping these days | d) Not bad. |

3. You have gone to see a senior colleague who has been admitted to a hospital. Which expression will you use? Tick the correct response.

- i) Good morning. In good shape, are you?
- ii) Good morning, sir. How're you feeling now?
- iii) Hi! How's life?
- iv) Hey! How are you, old boy?

4. A new employee greets his Managing Director at a meeting, saying, "Hi! Mr. Sharma! Long time, no see. What's up?" The Managing Director is not at all pleased. Why? What should he have said?

22.6 HOW TO INTRODUCE YOURSELF AND OTHERS?

We often introduce people who do not or may not know each other. We often introduce ourselves to people who do not know us.

In more formal situations, it is always the younger person who is introduced to the older, the woman to the man and the junior to the senior.



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Notes

- **Personnel:** people employed in a company, organisation or the armed forces

Exchanges when introducing others

Introducing

Responses

FORMAL

Good morning, Mr. Saha.

It's a great pleasure to meet you,

May I introduce (to you) Mr. Lal?

How do you do?

Mr. Lal, our new finance Manager.

Pleased to meet you.

Let me introduce our new Finance

Manager, Mr. Lal.

INFORMAL

Nita, meet Mukesh. Mukesh

Welcome to our office, Mukesh.

is our new Programmer.

By the way, do you know each other?

Nice meeting you.

Nita, Mukesh

Mukesh, Nita

Yes, good to meet you again.

(Pointing with hand)

Exchanges when introducing yourself

Introducing

Responses

FORMAL

Good morning, I'm Jaideep

Pleasure meeting you

Sehgal from Accounts.

Mr. Sehgal. I'm Anand Raj

from **Personnel**.

I'd like to introduce myself.

Pleased to meet you, Mr.

I'm Mukesh Kohli from JK tyres.

Kohli.

INFORMAL

Hi! I'm Mrityunjay Singh	Hello, how do you do?
How do you do?	
Hello, you must be Nita Singh. I'm Mukesh Kohli.	Yes, I'm Nita. Nice meeting you.
Excuse me, aren't you Nita Singh? I'm Mukesh.	Yes, I'm. Good to meet you again.
Remember me?	

REMEMBER

- Welcome your guest to your city or place of work while making introductions. For example:
 A: Good morning, Dr. Rao. Welcome to NCL. I'm Unikrishnan, Research Associate.
 B: Thank you. I've been looking forward to meeting you.
- In formal meetings with strangers, use the appropriate title, like Miss/Mr./Dr. and the correct surname. When you know each other well, use the first name like, Nita, Mukesh, etc. Do not use title and first name. For example, use Mr. Kohli or Mukesh, not Mr. Mukesh.

After getting an idea of how to introduce ourselves and others, it is time for us to now understand why social communication and building relationships are vital for us to participate in larger human networks. But before we move forward, let us look at the meanings of some of the difficult words and revisit what we have learned in this part of the lesson by answering a few basic questions.

**INTEXT QUESTIONS 22.6**

- Study and practise the short exchanges/dialogues given below. Identify whether the relationship is (a) very formal, (b) formal, or (c) informal.
 - A: Good morning. How do you do? You're Veena Yadav, aren't you?

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I'm Neha Bajaj.

B: How do you do, Neha? Pleased to meet you.

ii) A: Pardon me, your name is Rahul Sharma, isn't it?

B: Yes, it is. And you are?

A: Iqbal Judge from the Delhi office.

iii) A: Ladies and gentlemen, I'd like to introduce this evening, Bill Gates, the man who has brought about the IT revolution.

iv) A: Rahul, I'd like you to meet my colleague, Anjali. Rahul-Anjali, Anjali-Rahul.

Rahul: Hello, Anjali. Nice to meet you. Welcome to Delhi. Is this your first trip?

Anjali: Thanks. Yes, it is.

2. Complete the dialogue:

i) Mukesh: Hey, Shyam. Have you met Jim before?

Shyam: _____

Jim: How do you do?

ii) Kiran: Meera, this is Neha. Neha-Meera.

Meera: _____

Neha: Fine, thanks. And how are you?

3. After a talk you are introduced to the speaker. Which of the following would you say?
- Hello, Bill!
 - Hi, Mr. Gates!
 - How do you do, Mr. Gates.
 - Pleased to meet you, Mr. Gates.
 - It's an honour to meet you, Mr. Gates.

Give reasons as to why you would reject the other responses.

4. When would you say this:

It gives me great pleasure to welcome Ms. Yasmeen Lukmani, President, Lions Club.

- to your friend at a party in her house?
- to a friend at an airport where you have gone to receive Ms. Yasmeen?
- to members of the club at a Lions Club meeting?

22.7 HOW TO BUILD RELATIONSHIPS AND BE ALERT TO SIGNALS?

Social behaviour is an important **aspect** of dealing with people face to face. Our social behaviour helps us connect with new people, develop new relationships and **eventually** form human networks through which we can do so many different things. However, we need to be aware of some broad rules that are **universally** followed in terms of social behaviour and face-to-face communication.

It is important not to start talking about business or the work at hand, immediately after the greeting. To build a warm, friendly relation, you must show some interest in your **client** or colleague without becoming too personal. Generally, this kind of conversation is called “small talk”. You can talk about your client or client’s journey, family or common friends. It is often best to offer some drink (tea/coffee) or offer to



Notes

- **Aspect:** one part or one quality of a situation, an issue or a subject
- **Eventually:** in the end, after putting in considerable effort
- **Universally:** in a way that happens everywhere or involves everyone
- **Client:** someone who receives professional services from an organisation, a person or an agency
- **Fetch:** to go to a place to get something or someone, and return with it or him or her

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- **Concentration:** the ability to think and work on only one thing and not be disturbed by anything else

do any little job like making a phone call, **fetching** something needed in the situation, etc. Similarly, before ending the conversation and bidding goodbye, small talk about coffee, lunch, snacks, travel, etc., often occur. At a party or at a lunch, it is best to avoid politics, religion and other personal, private details. It is safe to talk about weather, holidays, travel, traffic, public transport, tourist interest, etc. The purpose of a social exchange with a new person is to discover what you have in common, so that you can exchange experiences. With a senior or an older person, it is best to respond politely to queries.

22.7.1 BEING ALERT TO SIGNALS

Speakers send out signals in a variety of ways: sighing, clicking the tongue or pen, tapping the foot, looking at a watch, clock, etc. These show the extent of **concentration**, mood, desire to leave, etc. An alert and efficient speaker must respond to these non-verbal signals.

Statements like:

“Shall we get started?”

“Now to business.....”

“Right, let’s get down to business, shall we?”

“We won’t finish by one if we aren’t brisk”, etc., usually signal a change from small talk to the work/task at hand. Similarly, looking at the door or the wrist-watch, signals a need to end or break. The switch can be signalled with statements like:

“Shouldn’t that be done for now/today?”

“Don’t you think we should call it a day?”

“I’d like to stretch my legs for a bit.”

You will notice that these signals come as polite suggestions.

After our discussion covering so many different components of face-to-face communication, we will finally try to understand how to end conversations and take leave politely. But before we move to the final part of this lesson, let us look at the meanings of some of the difficult words and revisit what we have learned in this part by answering a few basic questions.

**INTEXT QUESTIONS 22.7**

1. Think of some occasion in your family (like a *puja* with *havan*, a wedding, an anniversary celebration, etc.) where you had to interact with several outsiders and socialise with them. How did you begin these conversations? How did you continue further? Remember and describe two memorable conversations on such occasions. Are you still in touch with these two people? Think of how your relationship with these people has changed.
2. What are some of the topics that we can use in face-to-face communication with almost anyone? Now think of your own village or zilla where you were born and have spent several years of your life. What type of topics do common people use in regular face-to-face communication? Share a story of such a conversation that you have had with a neighbour or a shopkeeper in your locality.
3. Abhishek to Vinod: Let's go for dinner and call it a night?
What is Abhishek trying to convey to Vinod?
4. Think of Rakesh as your best friend. You generally have long face-to-face conversations with Rakesh. However, at times, you somehow know that Rakesh is no longer listening and you have to say something like "Hello, are you even listening to me?" to bring him back. What are some of the general signals that you need to observe to know that Rakesh's concentration is broken?

22.8 LEAVE TAKING

Ending a conversation normally involves two steps: signalling that the conversation is coming to an end, and the actual leave taking.

Signals of ending usually consist of thanking a person. Often you may give a reason or make an excuse for leaving. It is important to be able to recognise these signals, for it would be considered rude to ignore them.

While parting, like the process of greeting, we use set phrases. People who meet regularly, leave informally.

Formal leave takings are more elaborate. On leaving a meeting or at a gathering, you must seek out the organiser, thank him/her and bid him/her goodbye.

*Notes*

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Pre-Closing

Thank you very much for
your attention/interest/support

FORMAL

Well, I think that's all.

Thank you for giving me
this opportunity.

Well, I'd better be going.

INFORMAL

It's been very interesting talking
to you, but

Well, I must leave/be off now.

Great seeing you.

Sorry I've got to go now.

Come over. Drop in some time.

Closing

FORMAL

Good bye! Hope to see you again.

Look forward to seeing
you soon. Good night.

INFORMAL

Bye! See you soon/later.

Look after yourself.

So long. Take care.

Responses

The pleasure has been mine.

It's been a pleasure.

Thank you for coming.

Oh? What a pity. Thanks for coming.

Yes, I've enjoyed it too.

Same here.

Sure/Yes, I will.

Responses

Good bye!

Good night

Bye! Take care!

And you.

You too!

1. We usually repeat the expression used by the leave taker, while bidding goodbye.
2. For “Take care” and “Look after yourself,” the response is “And you” or “you too”.



TERMINAL QUESTIONS

1. Read the three pieces of dialogue given below and answer the following questions for each of them:

- a) When does the conversation take place?
 - i) after greetings
 - ii) before taking leave
 - iii) while working
- b) Are people meeting each other for the first time?
- c) What is the topic for small talk? Is it appropriate?

- i. Deepa: How do you do, Ms. Nagpal? I’ve been looking forward to meeting you.

Veena: Oh! Please call me Veena.

Deepa: And I’m Deepa. Well, Veena, did you have a good journey?

Veena: Well, not too bad. There was a minor fault in the line and we were delayed by half an hour.

Deepa: Yes, delays are irritating.....

- ii. Deepa: We’ve been working very hard. I think we need a break. Let me get you a drink.

Veena: Yes, I’d like tea, thanks.

Deepa: Sure. With milk and sugar?

Veena: Yes, please. Let’s go to the canteen. I’d like to stretch my legs.



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iii. Deepa: Well, that’s quite a lot of work done; don’t you think?
 Veena: We’ll call it a day. Shall we?
 Deepa: Yes, of course. Care to join me for lunch?
 Deepa: Never mind. Would you like some coffee before you leave?
 Veena: No. thanks. I should be leaving.....

2. Some sentences are missing in the dialogue given below. The missing sentences are given in a box after the dialogue below.

Complete the dialogue with sentences from the box.

Please Note: There are more sentences than you need, so choose with care.

Habib: Have you been to Pune before?

Lekha: No, it’s my first visit.

Habib: (a) _____

Lekha: I’m sure I will.

Habib: So, do you have much time here in Pune? Are you staying long?

Lekha: No, I have to go back tomorrow afternoon.

Habib: (b) _____

You’ll have to come back again.

Lekha: (c) _____

Habib: So, what time is your flight tomorrow?

Lekha: Early evening 18.35.

Habib: Well, I can book you a taxi if you like, to get you there in a good time.

Lekha: (d) _____

(i) I don’t know for sure.

*Notes*

- (ii) You are going to have a great time here.
- (iii) That's very kind. Thank you.
- (iv) Hope everything is alright?
- (v) Oh, that's a pity. There's such a lot to see.
- (vi) That will be too much to ask of you.
- (vii) Depends on when I get called for the next project.
- (viii) Well, I hope you like it.
- (ix) That's good.
- (vi) Yes, I'd love to.

3. Identify the unacceptable sentences in the following exchanges. Also say what makes it so.

A. (i) Manager: Is this your first visit here?

Thomas: No, in fact the first time I came here was for a trade fair. It was the Auto Trade fair at Pragati Maidan in 1999.

Manager: Shall we have a look around the plant before lunch?

(ii) Manager: Is this your first visit here?

Thomas: No, in fact the first time I came here was for a trade fair. It was the Auto Trade fair at Pragati Maidan in 1999.

Manager: Ah yes, I remember the exhibition well. So, it was very successful for you, was it?

Thomas: Well, we made a lot of useful contacts.

Manager: Of course..... Now, shall we have a look round the plant

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before lunch?

4. Identify the unacceptable sentences in the following exchanges. Also say what makes it so.

A. (i) Visitor: Hello, I'm NK Bajaj from Bakson. I have an appointment with Ashok Sahani.

Receptionist: Oh, yes, Mr. Bajaj. Welcome to Telco. Mr. Sahani will be along in a few minutes. Can I get you something to drink?

Visitor: No thanks, I'm fine. But I wonder if I could use a phone?

Receptionist: Yes, of course. And anything else _____

(ii) Visitor: Hello, I'm NK Bajaj from Bakson. I have an appointment with Ashok Sahani.

Receptionist: Just a moment, please..... I'm sorry, Mr. Sahani is not in.

Visitor: Well, I think I'll wait. Could you give the message to his secretary? I have another appointment to catch up with.

Receptionist: Yes.



ANSWERS TO INTEXT QUESTIONS

22.1

1. Face-to-face communication is the process that takes place in the simultaneous physical presence of both the speaker(s) and the listener(s) at the same spot. Depending on the relationship shared by the speaker(s) and the listener(s), the space between them varies and one has to be careful about the non-verbal cues as the speaker(s) and the listener(s) can see each other directly.
2. Shyam and Rohit will alternately assume the roles of speaker and listener as they take turns in the process of quarrelling with each other. Suraj, Vishnu,

Mohit and Lakshit are the observers or the extended audience, who cannot directly join the process.

3. Turn taking is important in communication as speakers need to be heard properly for further communication to be fruitful. If everybody is speaking at the same time without taking turns, then nobody will be listening and in such a scenario, communication will be meaningless and chaotic.
4. We need to observe non-verbal cues in face-to-face communication to understand whether the speaker or the listener is being sincere, interested, authentic or hiding something or being deceptive. Non-verbal cues go beyond words and reveal important information about the message sender's personality, state of mind, intent and purpose.



Notes

22.2

1. Dhananjay is wearing inappropriate clothing for a formal occasion like an official meeting. Hence, others' perception of Dhananjay will be affected and he will not be taken seriously in the communication process.
2. Breaking eye contact constantly is an indication of Manoj not being truthful and the Mathematics teacher will disbelieve his statements.
3. Sushma can hug and kiss her sister Neha, of her being Sushma's sister and them sharing a deep level of intimacy. However, Sushma should not hug and kiss Susheel as he is a recent acquaintance and she does not share the level of intimacy that would approve such a non-verbal gesture in a traditional Indian setting.
4. Use your own experience: think of use of hand gestures, lip movements, eye movements, facial expressions, etc.

22.3

1. Politeness, in the context of communication, is about the use of appropriate words, showing regard for the person one is communicating with, alongside the consideration of the person's feelings, sentiments and position. One needs to be kind towards and patient with others while being polite in a communicative context.
2. Use your own experience; *Charan sparsh* is an Indian tradition of showing respect towards and seeking blessings and guidance from an elder or a

Face To Face
Communication

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senior person by touching his or her feet. As a non-verbal gesture, it sets the tone of the communication process to follow, where the person will be willing to obey and hold in high regard the elder's opinion. So, the feedback will show agreement with the elder's statements and there will be very little or no resistance to the elder's suggestions.

3. Beyond age, other factors like social standing, professional **status** (like a policeman, a district magistrate, etc.), organisational **hierarchy** (who is the senior versus who is an intern), etc., influence politeness norms in an Indian setting. Use examples from your own state to answer the second part of the question.
4.
 - a) I advise you to kindly open an account in the bank, for me to be able to process your request.
 - b) Please give me more information.
 - c) The food is cold. Can you please heat it once for me?
 - d) Is there a better room available? It is difficult for me to be in this room.

22.4

1. No, Farhan and Naman have not behaved appropriately. Their use of slang and colloquial expressions is problematic here.

Farhan: That is an unwise thing to do!

Naman: You need to trust me, Farhan!

2. No, Gautam should not talk immediately about the project. It would not fulfil Gautam's purpose as Payal is not in the mental state to think about work and responsibilities. Rather, Gautam should practise empathy and communicate regarding what sort of help Payal might need at the moment and how Gautam can assist her in this situation. Later on, after the crisis has been dealt with, Gautam can talk about the project and Payal will respond favourably as she will acknowledge Gautam's help during the difficult period.
3. Use your own experience to answer; the difference lies in the approach: when we respond, we act with a problem-solving mindset. On the contrary, when we react, we don't try to solve anything, rather it's an emotional outburst that further complicates the matter.

4. The face-to-face communication will be a failure, as Ravi is not paying attention to and hence not listening to Pramod. Much of the information shared is being lost. To improve the quality of their conversation, Ravi should stop using his smartphone. Ravi should pay full attention to Pramod, with periodic non-verbal cues like nodding one's head, smiling, using hand gestures, etc., and verbal messages or questions to show how he is taking interest in what Pramod has to share about his Ladakh trip.

22.5

- (i) formal (ii) formal (iii) informal
(iv) formal, (v) informal (vi) formal
- (i) b (ii) d (iii) c (iv) a.
- (ii) Good morning, Sir How're you feeling now?
- The remark is very informal, therefore inappropriate. He should have said:
Good morning, Sir,

22.6

- (i) formal (ii) formal (iii) Very informal
(iv) informal
- (i) No. Pleased to meet you, Jim. (ii) How are you, Neha?
- Accept
(v) It's an honour to meet you, Mr. Gates
Because, it expresses the pleasure of meeting a special person.
Reject
(i) & (ii) for being too informal
(iii) and (iv) would be quite acceptable.
- (iii) to members of the club at a Lions club meeting

22.7

- Use your own experience to answer the answer.
- Use your own experience to answer the answer.

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3. Abhishek is trying to signal a switch to Vinod and end the work-related communication for the day.
4. Rakesh has looking at his wrist-watch frequently, or looking at the door, or breaking eye contact randomly and intermittently, or getting distracted by something in the surrounding environment.

WRITING MEMOS AND LETTERS



Notes

Communication in the office is quite different from personal communication. In the office, we need to keep in mind office procedures and rules. Written communication in the office is meant as much for record as for reference. Two very important kinds of written communication in the office are memos and letters. The aim here is to provide you with a comprehensive understanding of how to write effective memos and letters for various purposes.



LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises different styles of letters;
- Identifies different components of effective letters;
- Develops the ability to use clear, concise and professional language in memos and letters.
- Composes memos and letters based on real-life situations;

23.1 MEMO

The Long man Concise Dictionary of Business English defines memo as

“an in formal written or typed message to someone in the same office or organisation, sent in place of a letter.”

Or

“a short informal note or report-on some deal or event or conversation.”

A memo is a brief written message used primarily for internal communication within an

Writing Memos and
Letters

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organization. Memos are used to share information, updates, or instructions with colleagues or subordinates. A memo is generally used for sending messages from one department to another within the same organization.

STRUCTURE

- **Heading:** Includes the word “Memo” or “Memorandum,” date, to, from, and subject.
- **Opening:** Briefly states the purpose of the memo.
- **Body:** Provides detailed information, including background, discussion, and any action required.
- **Closing:** Summarizes the memo’s main points or actions needed, and includes a polite sign-off.

Given below is an example of a memo.

MEMORANDUM

4 th Nov. 2000

From:- Director (Building)

Subject:- Security Measures

To:- The Security Manager

After three incidents of theft of scooters in the previous week from our parking shed, it is important that security measures should be tightened with immediate effect. A strict check at the entrance and exit gates is required. Only permanent token holders should be allowed to park their vehicles in the parking shed.

(a) Please issue identity cards to all the employees of the establishment with their recent photographs.

(b) Each employee should be given a token for his/her vehicle.

A full-time parking shed caretaker should be appointed with immediate effect. Financial sanction be obtained. Manager (Personnel) be consulted about the recruitment rules.

Please discuss these and other security measures with members of the staff. Their suggestions will be welcome.

Sd/
Director (Building)

The short form of memorandum is memo.

So, office memos are:

- neither letters nor notices
- provides instruction and information.

23.1.1 HOW TO WRITE A MEMO?

While writing a memo you should keep in mind the following points:-

- State the subject clearly and precisely.
- Get to your main message directly.
- Make your sentences short and simple.
- Give preference to direct statements using personal pronouns if necessary; e.g., instead of saying,

“The chairman has desired that all section heads prepare monthly reports on the implementation of the project and submit the same to the undersigned for compilation.”

You can say:

“I have been asked by the Chairman to compile all monthly reports on the implementation of the project. Please send me a report pertaining to your section by the 7th of the month.”

- Break up your message into points.
- Make it brief because your reader may be a busy person and may not have time to read a long message.



INTEXT QUESTIONS 23.1

1. Given below is a jumbled-up memo. Put the sentences in their right order and rewrite the memo in your exercise book.



Notes

Writing Memos and
Letters*Notes***MEMORANDUM**

From:- Supervisor

Subject:- Misuse of Computers

To:- Mr XYJ

Computers are shut down properly after use.

Games and other means of personal amusements are not played on office computers.

Please ensure that the following measures are followed strictly by members of the staff.

Computers in the common pool are not switched off after use.

Computers are used for playing games.

On the subject stated above it has been observed that:-

sd/

Supervisor

2. You are organising a community service project for the welfare of the street kids in your locality and need volunteers. Write a memo to your classmates explaining the project, its significance, expected outcome and requesting volunteers. Mention the date, time, and how they can sign up to help.
3. As a Class Representative, you need to remind students, on behalf of your teacher, about the upcoming deadline for a project submission. Write a memo that details the submission date, project requirements, and whom to contact for questions.
4. Imagine you are the Head of the Student Council, and you need to inform your fellow students about an upcoming school event to showcase Honourable Prime Minister Narendra Modi's vision for Viksit Bharat. Write a memo announcing the event, including the date, time, location and any preparations they need to make.

23.2 LETTER

A letter is a written message from one party to another containing information. Letters can be formal or informal and are used for a variety of purposes including communication with external entities like businesses, institutions, or individuals.

STRUCTURE

- **Sender's Address:** Your address at the top right corner.
- **Date:** Below the sender's address.
- **Recipient's Address:** The address of the person you are writing to, placed on the left, starting below the date.
- **Salutation:** "Dear [Name/Title]," to greet the recipient.
- **Body:** Introduction, main content, and conclusion.
- **Closing:** "Yours sincerely," followed by your signature and name.
- **Enclosures:** Mention any documents you are including with the letter.

TIPS FOR EFFECTIVE WRITING

- **Be Clear and Concise:** Use simple language and get straight to the point.
- **Use Proper Format:** Follow the structure for letters closely.
- **Proofread:** Always check your writing for spelling and grammar mistakes.
- **Be Courteous:** Maintain a dignified tone throughout your letter.

23.2.1 LETTER OF COMPLAINT

A letter of complaint is a formal way of communicating your dissatisfaction with a service or product. It's important to be clear, concise, and respectful, even when you're unhappy with something.

We often have to write letters of complaint to various organisations. This skill is very useful when you need to convey our issues with a product or a service, in a formal and constructive manner.

While drafting letters of complaint we have to state the complaint clearly and be polite without blaming anyone. We also have to give relevant references and details. We must state very clearly what we want the company to do.

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Letters

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ADDITIONAL POINTERS

- **Stay Polite and Respectful:** Even if you're upset, a polite tone is more likely to result in a positive outcome.
- **Provide Evidence:** Attach or mention any receipts, warranties, or photographs that support your complaint.

Here is an example:

From:- 24th Dec, 2023

Rocky Pens
Mayapuri Industrial Area, New Delhi

To:-

Neverlock Fountain Pens
Okhla Estate, New Delhi

Subject:- Defective supply.

Dear Sir,

We wish to complain about the 500 ball point pens supplied vide your invoice letter No. NL/RP/. FP/ 2023 dated 28th Nov, 2023.

We regret to inform you that only 100 pens are in working order. Rest of the supply has one or two of the following defects:

Cracks in caps
Loose clips
Dry refills

Please replace the 400 defective pens at the earliest.

Looking forward to your early action.

Your sincerely

A D Gupta

The above letter contains the following:

Sender's Name and Address Address of person or firm intended for	Date
Subject	
Body	
references	
nature of defect	
request for replacement	
Closing	



Notes



INTEXT QUESTIONS 23.2.1

1. Imagine that you are the Manager of VXT Textiles, Ludhiana. You had placed an order for the supply of 16 boxes of Silk Sarees with Shree Cloth Mills, Chennai. But you have received 16 boxes of Chennai Cotton Sarees. In your exercise book, write a letter of complaint and request for replacement.
2. Imagine you bought a new Samsung smartphone online from Amazon, but it stopped working within a week. Write a letter to Amazon complaining about the faulty product. Request a replacement or refund. Provide evidence of your purchase and the problem being faced.
3. Write a letter to the Manager complaining about the poor service you received at the Swagat restaurant, Ahmedabad, on your birthday. Describe the issues with the service and how it affected your celebration. Suggest how they might improve their service in the future.
4. You received a bill from your internet service provider, Airtel, charging you for a plan that you did not subscribe to. Write a letter to the Area Manager, Customer Service, Airtel, highlight the error, provide evidence of your actual plan, and ask for the bill to be corrected.

Writing Memos and
Letters**Notes****27.2.2 LETTER OF ENQUIRY**

A letter of enquiry is formal communication asking for specific information or details. It should be clear, concise, and to the point, ensuring the recipient understands exactly what information you're seeking.

This type of letter is used when you seek information, clarification, or details about something. It could be about a course, product, service, or any general information. By mastering the art of writing enquiry letters, you can effectively communicate your curiosity and obtain the information you need.

Here is a sample letter of enquiry.

From:

International Correspondence College,
New Delhi

21st Jan. 2001

To:-

M/s. Eagle Offset Printers.
Naraina Vihar,
New Delhi

Subject:- Enquiry about the progress of printing and supply of lessons.

Ref.:- (i) Your letter No. ICC/L/Eagle/2000, date 19th Dec.
(ii) Your letter No. ICC/L/Eagle/2000, date 12th Nov.

Dear Sir,

With reference to the above subject you are requested to let us know the following:

No. of lessons yet to be printed.

No. of illustrations yet to be made.

Date of dispatch of the printed material.

We would like to inform you that you are already late by two weeks.

As per clause 3 (b) of the agreement a fine of Rs. 100/- per day will be charged for delay in completion of the assignment.

Kindly treat this matter as most urgent and send us the material immediately.

Yours sincerely,

(Vinod Mankad)

Dy. Director

While writing a letter of enquiry remember the following points:-

- the contents of the letter should mention references (letters and agreements) of both parties (sender and addressee)
- the enquiry should be specific
- it should make clear that the matter is urgent and needs special attention



INTEXT QUESTIONS 23.2.2

1. Here is an incomplete letter of enquiry. Complete it by filling up the blanks. you can use the words given in the box. details, terms, requirement, manufacturers, reference, enquiry

details, terms, requirement, manufacturers, reference, enquiry

From:

Trendy Furniture Ltd.,
Bhopal

To:

The Principal
SJ School,
Delhi

Subject: i about details of furniture requirement.

Dear Sir,

This is with ii to your advertisement in the Indian Express, inviting tenders for steel/wooden furniture.

We happen to be one of the leading iii of steel furniture in Bhopal.

Could you please give us iv of your v and other vi and conditions if any.

We offer a 10% discount to educational institutions.

We hope to hear from you soon.

You sincerely,

S K Jha



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2. Imagine you are interested in a specific course offered by the Ramakrishna Mission Institute of Culture, Kolkata. Write a letter to the Program Manager enquiring about the course details, such as duration, fees, eligibility criteria, and the admission process.
3. You want to buy a laptop from Lenovo and have shortlisted a model. Write a letter to the Lenovo Retail store enquiring about the laptop's availability, price, warranty period and any ongoing offers or discounts.
4. Write a letter to the NGO, Akhand Uday Foundation expressing your interest in volunteering with them for rural development activities and poverty alleviation and skill development workshops. Ask for information about their upcoming projects, volunteer roles and how you can join.

**WHAT HAVE YOU LEARNT**

- Letters are written on a letter head but memos are written on a plain sheet of paper or on a memo format.
- The format for letters and memos is different.
- The style of writing is indirect in letters but is direct in memos.

**TERMINAL QUESTIONS**

1. Given below is an incomplete letter of complaint. Complete it by using the following clues:-
 - An order of 1200 silky blankets packed in 12 wooden boxes was placed- only 900 blankets packed in 9 boxes has been received-remaining 300 to be sent as soon as possible so that the same can be distributed before month end.

Dear sir,

We have received your consignment of silky blankets against our order No. AK/I/231, dated 16th March, 2000.

We regret _____



Yours sincerely,

XYZ

- Given below is the text of a memo sent from the Manager to Mr. Rakesh Kumar confirming the decision reached at a meeting. The meeting was held to discuss Mr. Kumar's leave application as well as necessary follow up action. Number the sentences in the right order.

I am writing this to confirm the decisions reached yesterday at our meeting.

You will be allowed to leave office one hour in advance, i.e. at 4.00; p.m.

You will be given leave with full pay for ten days from May 1st to May 10th to enable you to take the CS exams.

From May 11th you will follow the working hours except that you will put in three hours of extra work on all Saturdays in May to complete the Annual Report.

This arrangement will continue till April 30th, when your CS exams begin.

You will henceforth be at your desk no later than 10.00a.m. and shall work through the lunch hour to partially make up for the time lost in the morning.

- Imagine you are the Head of your school's Student Cultural Committee. Write a memo to your committee members informing them about an upcoming event and their responsibilities.
- Write a formal letter to the Principal of your school requesting permission to organise a science exhibition on World Students' Day, October 15, late Dr A P J Abdul Kalam's birthday. Include the purpose of the exhibition, the proposed dates, and how it will benefit the students.



ANSWERS TO INTEXT QUESTIONS

23.1

1.

From:- Supervisor

Subject :- Misuse of Computers

To :- Mr.- XYJ

On the subject stated above it has been observed that:-

1. Computers in the common pool are not switched off after use.
2. Computers are used for playing games.

Please ensure that the following measures are followed strictly by members of the staff.

1. Computers are shut down properly after use.
2. Games and other means of personal amusements are not played on office computers.

sd/-
Supervisor

2. Individual answer

3. Individual answer

4. Individual answer

23.2.1

1. Individual answer

2. Individual answer

3. Individual answer

4. Individual answer

23.2.2

1. i. enquiry ii. reference iii. manufacturers iv. details
v. requirement vi. terms

2. Individual answer

3. Individual answer

4. Individual answer



Notes

WRITING E-MAILS



Notes

E-mail, also written as email, is an abbreviation for electronic mail. It is described as data kept on a computer and shared between two people over the internet. E-mail, in its most basic form, is a communication that may contain text, files, photos, or other attachments and is transmitted across a network to a specific individual or group of individuals. Email is something you type on a computer, but a letter is something you write by hand. Email is more efficient and speedier since typing and sending email takes significantly less time than writing and posting. Moreover, while using e-mail, differences in location and time zone do not remain an obstacle. For example, if you send an e-mail from India to a firm in America, they will get it immediately.



LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises different styles of communications through e-mail;
- Composes e-mail based on real-life situations;
- Classifies different Dos and Don'ts of effective communication through e-mail;
- Assesses the use of technology in communicating ideas effectively.

24.1 WHAT MAKES E-MAIL DIFFERENT

Electronic communication is fundamentally different from paper based communication because of its speed and broadcasting ability.

On paper, it is essential to make everything clear because your audience may not have a chance to ask for clarification. With e-mail, the receiver can ask questions immediately.

Writing E-Mails



Notes

- **Correspondent:**
writer/ a person employed to report for a newspaper or broadcasting organisation

E-mail thus tends to be loosely structured, like conversation. This has its advantages—you save time and effort. Why should you spend hours on correct spellings, perfect grammar and appropriate words when the message is only to tell your colleague that you are ready to go to lunch. Of course, you must know when you can be careless and when you have to be meticulous.

Another difference between e-mail and older media is that what the sender sees when composing a message might not look like what the reader sees. With e-mail, the software and hardware that you use for composing, sending, storing, downloading, and reading may be completely different from what your **correspondent** uses. The visual quality of your message may be quite different by the time it gets to someone else's screen. Since these differences exist, it is necessary for you to tailor your message to this new medium.

**INTEXT QUESTIONS 24.1**

1. How is an email different from a written letter?
2. How is electronic communication different from paper-based communication?
3. Mention some important features of communicating through e-mail.

24.2 HOW TO WRITE AN E-MAIL

In this section you will learn some of the major features of communicating through e-mail.

Ways Of Establishing Context

With e-mail, you cannot assume anything about a sender's location, time, state of mind, and profession, interest or future value to you. This means that you need to be very careful about giving your receiver some context. Furthermore, your receiver may get a few hundred messages all at once. This section will give specific ways for establishing context so that your message becomes meaningful and receives attention.

24.2.1 MESSAGE HEADER

The message header contains information concerning the sender and recipients. The exact content of email headers can vary depending upon the email system that generated the message.

Generally, headers contain the following information:

- **Subject:** Subject is a description of the topic of the message and is displayed in most email systems that list email messages individually. A subject line that relates clearly to the body of the e-mails will help people mentally shift to the proper context before they read your message. The subject line should be brief, and needs to be a complete sentence. It should give a clue to the contents of the message. For example:

SUBJECT: BOOK ORDER – TEACHER TRAINING

Dear Mr. Mishra,

Please send one copy of the following CUP titles by 26th March latest.

Here, the subject line summarises the most important details of the message.

When you know the person gets a lot of mail and you want him/her to act on your message without delay:

Subject: URGENT: Book Order- Teacher Training

If you are offering non-urgent information that requires no response from the other person, prefacing the subject line with FYI: (For your information) is not a bad idea, as in

Subject: FYI: Passes for The Wild Duck

21 passes for the 18th 3 p. m. show are at the Reception Desk, First come, First served!

Do not use 'information' for your subject line. Instead ask clearly for the specific piece of information you need.

- **Sender (From).** This is the sender's Internet email address.
- **Date and Time Received (On).** The date and time the message was received.
- **Recipient (To:).** First/last name of email recipient.
- **Reply-to:** If your message is in response to another piece of e-mail, **preface** the subject line with Re: or RE: (for Regarding). For example:

Subject: RE: Book order-Teacher Training



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- **Preface:**
introduction/
foreword

Writing E-Mails



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This is the Internet email address that will become the recipient of your reply if you click the Reply button.

- **Recipient email address:** The Internet mail address of the recipient, or where the message was actually sent.
- **Attachments:** Files that are attached to the message.

24.2.2 Body Of The E-Mail

The body of a message contains text that you want to share with the other party. The message body may also include signatures or automatically generated text that is inserted by the sender's email system.

- **Quoting References:**

If you are referring to a previous e-mail, you should explicitly quote the document used for reference. For example, imagine, you are referring to the following mail:

Subject: FYI: Passes for The Wild Duck

21 passes for the 18th 3 p. m. show are at the Reception Desk, First come, First served!

Here, you can make your e-mail specific by beginning with the subject line followed by your query as in:

Re: Show on 18th

Hello!

Are passes for 18th, 3 p.m. show gone?

Referring to the previous document becomes necessary because you may have sent the message on Friday and might not remember it on Monday morning when you see the response.

However, you must also avoid giving too much context. Look at the two examples given below and decide which is better and why?

Example A:

>I've talked to Rakesh about
 > price quoted by BPL. He thinks
 >its too high. Neha promised
 > to contact HL and LG> Any news?
 > What do I do now?

Example B:

> Rakesh has Bp: quotation. Compare
 > it with those of HL and LG available
 > with Neha.
 > Respond with the line of action.

The second (B) is better because it is shorter and is action oriented. It tells the receiver precisely what he should do-

- (i) compare prices from different sources
- (ii) decide and convey subsequent action.

You must remember that the greater than sign (>) appears only when you are forwarding a mail or replying to a mail without going through the process of composing a reply afresh. This sign (>) appears only at the recipient's end.

- **Page Layout**

Words on a computer screen look different from the words on paper and usually people find it more difficult to read things on a screen than on paper. For instance, you may have put some of your information in boxes but your recipient's computer may not receive it in that form. This means that a good e-mail page layout is different from a good paper document page layout.

- **Shorter Paragraphs**

Frequently e-mail messages will be read in a document window with scroll bars. It is difficult to read a very long paragraph because half of it will be outside the screen. Therefore, it will be difficult to remember the information.



Notes

Writing E-Mails



Notes

- **Line Length**

Most softwares that reads mail does not automatically wrap i.e. adjust what words go on what line. This means that if there is a mismatch between your software's and your correspondent's in how they wrap lines, your correspondent may end up with a message that does not look good; especially in formal business communications.

If a line is longer than 76 characters (Anything typed including a space is a character), it is split after the 75th character and the line ends with an equal sign. Some e-mail reading software can automatically reconstruct your message but others may completely change the alignment. You should try to keep your lines under seventy characters long. Why seventy and not, say seventy six? Because you should leave a little room for the indentation or quote marks your correspondents may want if they need to quote pieces of your message in their replies.

- **Clear and Precise Prose**

Keep everything short. Keep your lines short, keep your paragraphs short and keep the message short. If your correspondents want more information, they can ask for it. Also note that some of your correspondents may have limits on how much disc space their e-mail can use.

If you are sending a report to many people then you may need to put more details into the e-mail so that you aren't flooded with questions from everyone on the recipients list. You should ask yourself carefully, if all the people really need to be on the list.

The fewer the people there are on the recipient list, the shorter the message should be. Keep everything on one "page". In most cases this means twenty five lines of text.

- **Greetings and Signature**

Every new medium develops its own rules for opening and closing. Because email is so new, there aren't firm customs on how to open and close.

Most often start with 'Dear-(First name)' and close with 'Regards' or 'Thanks' and your signature. In the USA, they often begin with 'Hi' Many people do not give either a salutation or a signature because the addressing information is a part of an e-mail message. The e-mail message itself says who it is to and from.

All the same, it is good to have greetings and signatures. Many e-mail programmes allow you to set up a default signature to be included at the end of every message. Many people use these signatures as an easy way to give their name and alternate ways of reaching them. For example:

R. Swaminarayan
 Training Officer
 Translation Project
 Malgudi Publishing House, malgudi
 Contact: (+91) *****
 malgudipublishinghouse@gmail.com

Of course, you have to decide whether all this information is necessary with a particular message. Such a heavy signature may be inappropriate for a one-line casual e-mail.

● **Identification:**

It is important to identify yourself especially when you are e-mailing a stranger. Your e-mail must answer the questions that will come to the receiver's mind. They are:

- ❖ How did she/he find out about me?
- ❖ What does she/he want from me?
- ❖ Who is he/she?
- ❖ Why should I pay any attention to him/her?

It is best to put all identification information at the top instead of the bottom because:

- ❖ Your identity is an important clue to the context of the message.
- ❖ If there is a problem with the transmission of the mail, the end is much likely to get lost than the beginning
- ❖ If you don't establish quickly who you are, your correspondent may delete your message before he gets to the bottom.



Notes

Writing E-Mails

*Notes*

- **Spam:** Digital junk mail sent in bulk over the internet
- **Confidential:** Intended to keep secret
- **Jargon:** Key terms related to a particular occupation or subject

**INTEXT QUESTIONS 24.2**

1. What are the basic components of an email?
2. How do you write a good e-mail? Explain its constituents.
3. Why is identification of a person vital in writing an e-mail.

24.3 THINGS TO REMEMBER

- The subject line should be very clear. It should simply state the subject of the email so that the reader knows what to expect. Also, the subject line should never be in all caps or all small letters. The reader might misunderstand it for a **spam** message.
- Only public matters should be discussed over emails. Matters of **confidential** nature can be misused if the email gets hacked.
- Emailing with any kind of bad news or expressing anger over the email is also not advisable. Face to face communication (if possible) is always preferable in such cases.
- The use of emoticons, slangs and **jargon** not known to the receiver should be discouraged while writing a professional email.
- While hitting reply, beware of the 'Reply all' option. This will send your email to all the people who were in the mailer list of the original email and this may not be what you intended.
- Using BCC is always advisable when you do not want people to know who others have sent the e-mail. BCC stands for blind carbon copy. When you put the email addresses under BCC, those addresses will not be visible to the recipients of the email.
- Sometimes, when we are too lazy to compose a new email, we just open an old email and hit reply. This should never be done because by doing this, you are sending a message that has nothing to do with the previous one.
- A little time saving trick for someone who has to send a lot of emails is to include a signature in their emails. The signature contains your first name and last name followed by your title/designation, email address and telephone number etc.

- People usually use short forms when sending e-mails. Here are a few of them:

BBL - be back later

IMO - in my opinion

BFN - bye for now

IOW - in other words

BRB - be right back

LOL - laughing out loud

BTW - by the way

NBD - no big deal

FYI - for your information

RPFL - rolling on floor laughing

<g>- grin

TIA - thanks in advance

<G>- big grin

TIC - tongue in cheek

HSIK - how should I know?

TTFN - ta ta for now

IAE - in any event

TTYL - talk to you later

IMHO: In My Humble Opinion

ASAP: As Soon As Possible

WYSIWYG- what you see is what you get

RSVP: Répondez s'il vous plaît, French for "Respond, if it pleases you"



INTEXT QUESTIONS 24.3

Identify the following statements are true (T) or false (F) Correct the false statements.

1. With e-mail, the receiver can ask for and get clarifications.
2. Since many messages come all at once we must use ways to make our message stand out and be read.
3. Reference to previous letter/mail is carried below the subject line.



Notes

Writing E-Mails

24.4 SAMPLE E-MAIL

Sample 1

anamika@gmail.com

Request for work from home due to Covid

Dear Ma'am,

This is to let you know that I have not been keeping well for the past few days and as far as the symptoms are concerned, I suspect it could be covid. I will be getting tested for the same and it will take a few days till I get the reports. Until then, please allow me to work in the online mode as it is best for me and others that I isolate myself. Will update you as soon as I have the results.

Thank you

Regards,
Paul



Sample 2

Bcc: radhika@hotmail.com

Notification: International Conference on Language and Culture

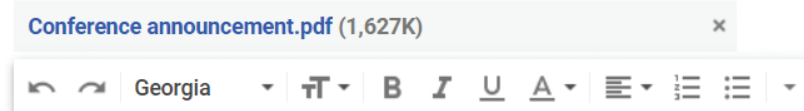
Dear Colleague,

We are pleased to announce the 4th International Conference on **Language and Culture** to be organised on **14th and 15th May, 2022**. The conference will be hosted by Star Glory University, Madhya Pradesh, India.

Please find the details of the conference attached with this email. We look forward to your active participation.

Thank you.

Best
Usha Lal, PhD
Assistant Professor
Department of Humanities and Social Sciences
Star Glory University



Notes



INTEXT QUESTIONS 24.4

1. You receive the following message on 21/04/2024

Dear Harish,
 Last night the new central cooling system installed by Aqua Cool exploded. Our complete spring stock has been destroyed. Damage-minimum Rs. 4 lakhs. Advise line of action.
 Manish.

You are Harish. Now, write a reply to Manish.

2. Write to Raj Travels, asking them to cancel your air tickets to Bangalore and hotel accomodation they had booked for you. You will inform about the changed date in the near future.
3. Mention some Dos and Don'ts of writing an email.



WHAT HAVE YOU LEARNT

- An e-mail is different from older media
- To write a good e-mail one has to provide adequate context
- Using meaningful subject lines, page layout, Greetings and signature, Identifying are very important in writing an effective e-mail



TERMINAL QUESTIONS

1. Write an e-mail to your friend giving him some tips and tricks on how to prepare for term end examinations.
2. Your friend wastes a lot of time on the internet visiting sites and playing online games. Write an e-mail advising him not to do so.
3. Imagine you are Vanshika/Vivek, write an email to your teacher asking permission to remain absent from school for 2 days on account of your sister's wedding ceremony.
4. Write an email to your younger brother Ashish to give him the right guidance to choose the right career option after class 12th.
5. You are a former student of Mr. Mittal, your tutor. Write an email with a minimum of 80 words using phrases to thank Mr. Mittal for his guidance that contributed to your overall development.
6. You are a project manager for ABC company, write an email to your company members enquiring about delay in submitting their weekly planner and stressing the importance of meeting deadlines.



Notes



ANSWERS TO INTEXT QUESTIONS



Notes

24.1

1. An email is instant and electronic, while a written letter is physical and typically slower to deliver.
2. Electronic communication is faster, editable, and allows for instant delivery compared to paper-based communication, which is physical and slower.
3. Important features of email communication include instant delivery, ease of editing, attachment capabilities, and the ability to communicate with people worldwide.

24.2

1. Basic components of an email include the subject line, recipient(s), sender's email address, message body, attachments, and signature.
2. To write a good email, include a clear subject line, provide context, use concise language, ensure proper formatting, and proofread carefully.
3. Identification of a person is vital in email to establish credibility, clarity, and professionalism, ensuring the recipient knows who the sender is.

24.3

1. T
2. F
3. F

24.4

1. Individual answer : Contact Aqua cool and ascertain cause of explosion- any casualties/contact insurance- use stand by system for time being.

2. Individual answer

3. Dos:

- Do use a clear and concise subject line
- Do address the recipient appropriately
- Do provide context and background
- Do use a professional tone
- Do proofread before sending
- Do use proper formatting
- Do respond in a timely manner

- Don'ts:

- Don't use vague or misleading subject lines
- Don't forget to proofread
- Don't use an unprofessional tone
- Don't use all caps
- Don't forget attachments
- Don't overuse CC and BCC
- Don't use email for sensitive or confidential information

REPORT WRITING



Notes

A report is a factual account to present facts about a particular event, topic, or issue. It is written so that people who are unfamiliar with a given subject can find everything they need to know about it. Since a report is factual, it is a description of what has been said, seen, done etc. It contains facts, figures, information, analysis, opinion, suggestions, recommendations, maps, graphs, charts, pictures, statistical tables especially compiled for a particular purpose.

Reports are a vital method of communication. Firms and government offices use reports to objectively communicate information about some aspect of business or certain situations. Students also need to submit reports as part of their assignments.



LEARNING OUTCOMES

After completing this lesson, the learner:

- Identifies the Who, What, When, Where, Why and How in a report;
- Discusses different components of report writing.
- Recognises different styles of report writing for specific audiences;
- Composes reports based on given clues;

25.1 SECTION I: HOW TO WRITE A REPORT

Circumstances:

Reports are written under following circumstances:

- Written at your initiative;

Report Writing



Notes

- Written as a response to other's letter;
- Written regularly or at specific time interval for smooth functioning of an organisation;
- Written to report an incident or happening;
- Provide an account of something.

Purpose:

The main purpose of writing a report is as follows.

- A report is a precise account or description of a specific subject;
- The data in a report is factual and reliable;
- Information is presented in a logical flow;
- As a result, a report helps the reader make crucial decisions.

How to write a report:

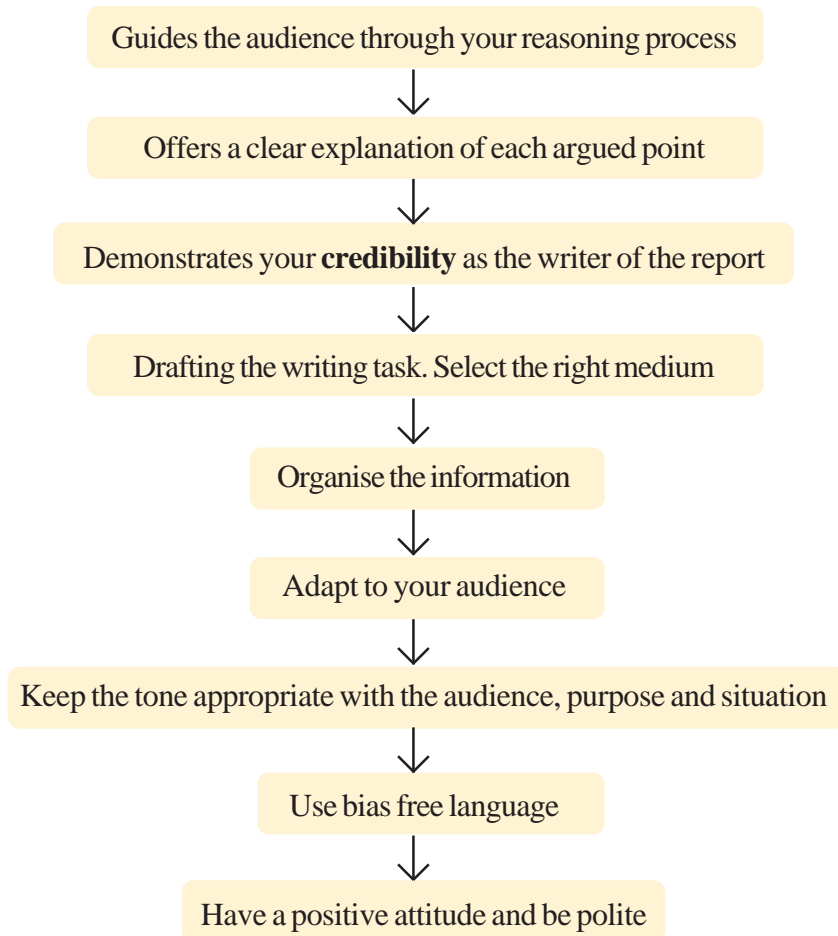
- A report must be comprehensive but brief. All the information must be about the same topic.
- Reporting is the accurate and truthful coverage of an event. Audience should be provided with facts and evidence rather than personal opinions.
- Reports must be set out clearly with a headline, introduction, paragraphs, and images.
- They should be written in a formal tone. It is usually written in third person and indirect speech. Often passive voice is used.
- The language is simple and easy to understand; ornamental language is avoided.

25.1.1 Writing Your Report

To write your report, follow the process given below:

Collection of ideas. Analyse the situation and collect information by researching the topic.

Organizing ideas. It is important to carefully organise your writing as it

*Notes*

- **Credibility:** the quality of being trusted and believed in
- **Conciseness:** the quality of being short and clear

Editing the writing task. Review your written report and evaluate content. Edit for **conciseness** and clarity. Check for errors in spelling and grammar. Ask for peer/teacher feedback.

Rewriting the writing task. Study the feedback and rewrite the report.

Submitting the report.

The way a report is written depends upon two major considerations:

- a) who is going to read it
- b) why is (s) he going to read it



Notes

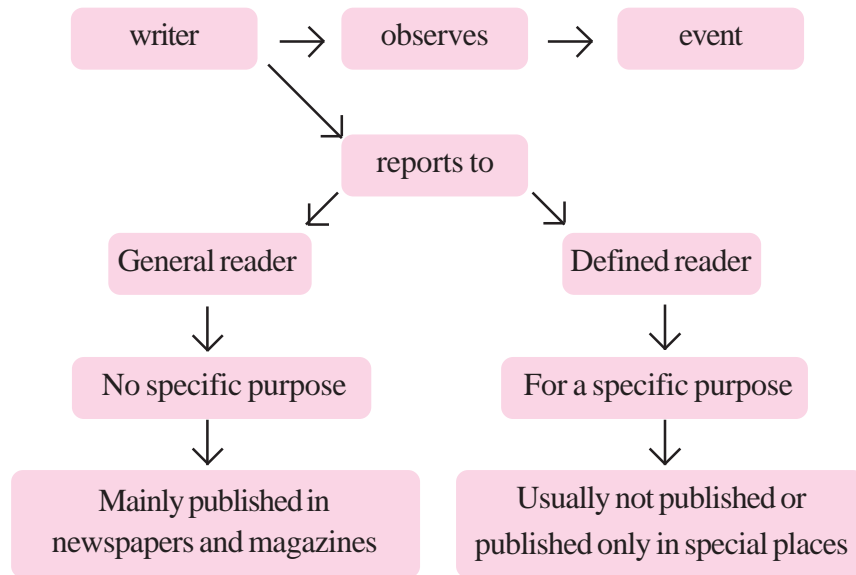


Fig. : 25.1



INTEXT QUESTIONS 25.1

1. What is the purpose of a report?
2. Who is the target audience for a report?
3. How can you ensure clarity and consciousness in your report?

25.2 FORMAT OF A SCHOOL MAGAZINE REPORT/ NEWSLETTER/ NEWSPAPER REPORT

Let us first look at reports that are published. These include

- Report for a School Magazine
- Report for a Newsletter
- Newspaper report

Headline

Every newspaper report has a headline to attract the attention of the reader. The headline must state the topic of the news in a strong, short phrase or statement. Headline must be:

- catchy

- brief - leave out articles, prepositions, etc where possible, use abbreviations/shortened word-forms wherever possible

Byline

Since this is your newspaper report, you need to let the reader know who wrote it. The line with your name on it is called the "By" line because it tells by whom the report is written.

Write the word "By" followed by your name.

Lead Paragraph

A lead paragraph usually answers the questions: Who? What? Where? When? Why? Remember to write about these in your lead paragraph.

- The day, date, and time of the day when it happened
- Name/names of the person(s)/ event(s) etc the news is about.
- The place where the incident happened
- Details of the incident
- Reasons why the incident happened

Paragraph 2

The second paragraph is an elaboration of the lead paragraph. Narrate the incident in the chronological order.

Paragraph 3

Eyewitness accounts add to the authenticity of the news. Also, they may interest the reader. Include some quotes from the eyewitnesses' comments. Also describe what they felt about the incident.

Paragraph 4

Describe the future course of action being planned. Remember to use simple, clear but formal language.

25.2.1 Differences Between A School Magazine And Newspaper Report

While school magazines/newsletter offer in-depth analysis and targeted content for specific interests and demographics, newspapers provide timely news updates to a



Notes

Report Writing



Notes

broad audience. Both forms of print media play essential roles in informing and engaging readers in different ways.

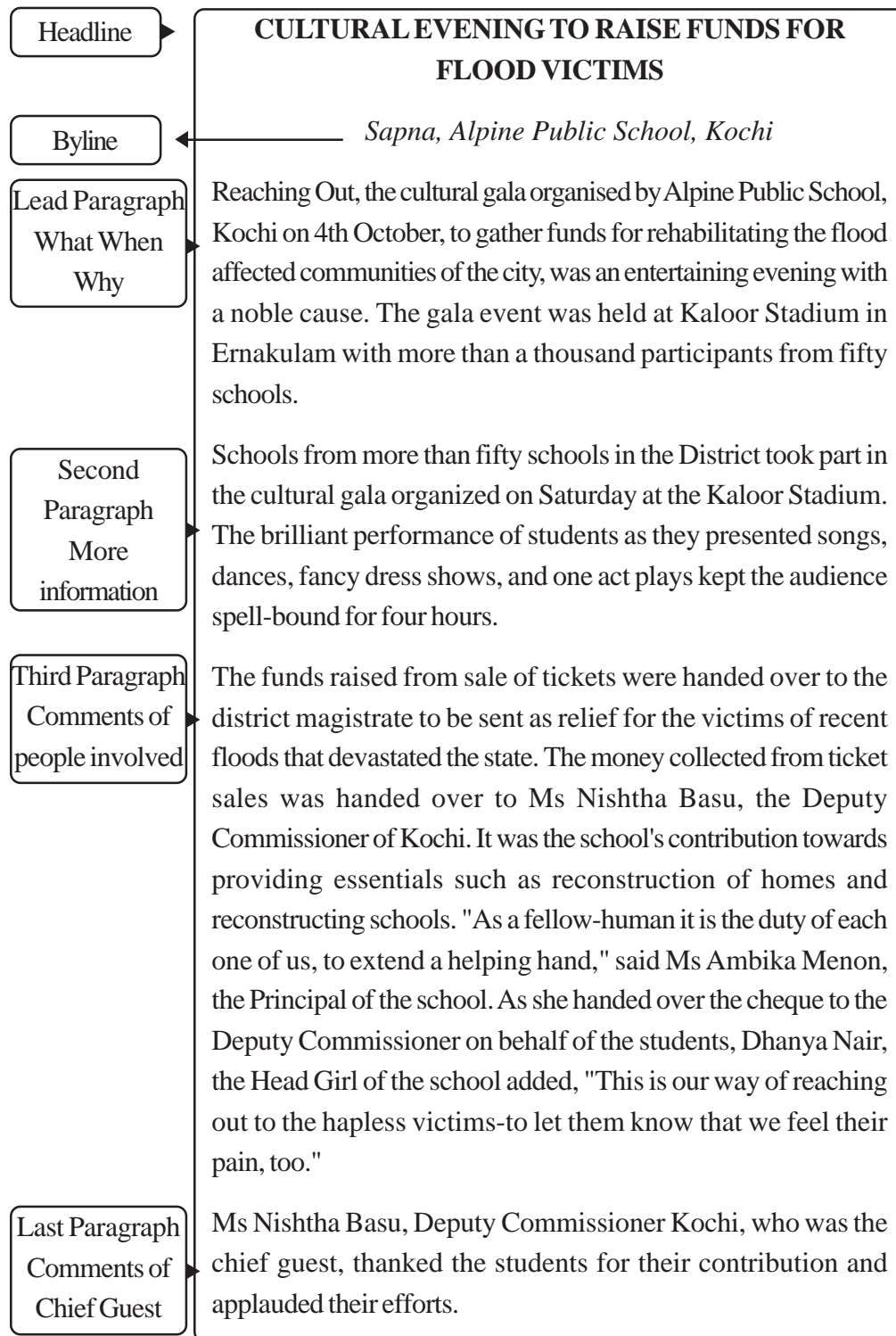
Features	School Magazine/Official Newsletter	Newspaper
Main objective	To provide in-depth information on specific topics	To provide news and current events
Frequency of Publication	Weekly/Monthly/Quarterly/Annual	Daily/Weekly
Layout and Design	More visually appealing with a focus on photos and illustrations	More text-oriented, less emphasis on visuals
Content Type	Specific, focusing on a particular topic or genre	Broad, covering a wide range of topics
Writing Style	Detailed, descriptive, and engaging	Factual, concise, and straightforward
Audience	Specific demographic or interest group	General public
Life Span	Longer, can be retained for reference	Shorter, often daily

Table 25.1

25.2.2 Sample School Magazine Report

In order to raise funds for the victims of recent floods, Alpine Public School, Kochi organized a cultural night in which the student artists of your school and those from neighbourhood schools presented various programmes. Nishtha Basu, the Deputy Commissioner was the Chief Guest.

Study the following report published in the school magazine.



Notes

LET US DO 25.1

'Each One Plant One' campaign was organised by your school to celebrate Van Mahotsav Day on 10th November. As Cultural Secretary of your school, write a

Report Writing



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report for your school magazine.

Headline	_____
Byline	_____
Lead Paragraph What When Why	_____ _____ _____
Second Paragraph More information about activities	_____ _____ _____
Third Paragraph Comments/ Eyewitness accounts	_____ _____ _____
Concluding Paragraph Summing up/ Future course of action	_____ _____ _____

25.2.4 Newsletter

A newsletter is a tool used by businesses and organisations to share relevant and valuable information. It is a printed or electronic report (in the form of an email) containing news concerning the activities of a business or an organisation - or, even a residential colony - that is sent to its members, customers, employees, residents or other subscribers. Newsletters generally contain some topic of interest to its recipients. The newsletter is the most common form of serial publication, published at a regular interval. Newsletters are largely internal publications, aimed towards employees and volunteers, though at times they are externally sourced when special interest groups collaborate.

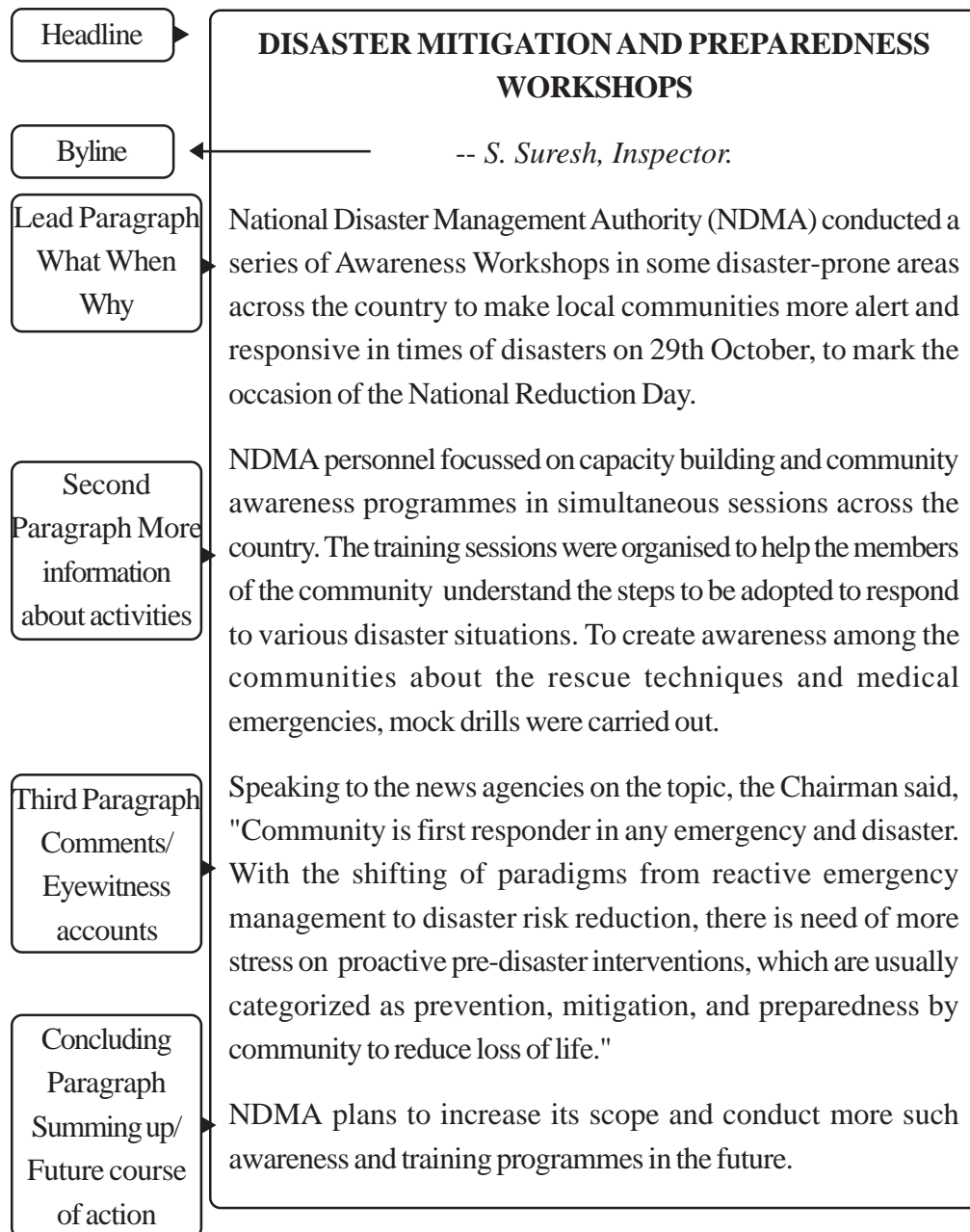
Sample Newsletter

The National Disaster Management Authority conducted a series of Awareness Workshops in various towns and cities around the country to raise awareness about natural and man-made disasters and what to do in an emergency to reduce threat to life.

Study the following report published in the NDMA Newsletter, SAMVAD.



Notes



Report Writing



Notes

LET US DO 25.2

A Yoga Shivir was organized by your colony on 21st June, International Day of Yoga. Write a news clipping for the Residents' Welfare Association about the event in about 120 words.

Headline	<hr/> <hr/> <hr/> <hr/>
Byline	
Lead Paragraph What When Why	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Second Paragraph More information about activities	
Third Paragraph Comments/ Eyewitness accounts	
Concluding Paragraph Summing up/ Future course of action	

25.2.3 Newspaper Report

Newspapers are designed to share important information with people about what is going on in the world.

A newspaper report must be comprehensive, yet brief; factual, yet interesting. It is a brief review of a situation or a process that includes all the relevant points and information.

The report is written in formal language, as it is written to inform. Chatty, friendly language must be avoided, and the report must be written in third person and in the past tense. Use a photo with a caption to give the reader more information. Provide your readers with both facts and opinions.

You may find it interesting to note the inverted pyramid of news article writing.

The inverted pyramid makes newspaper report writing more organised. The lead paragraph contains most details and the following paragraphs support the lead with other paragraphs offering details of decreasing importance to the story the farther down it gets.



Notes

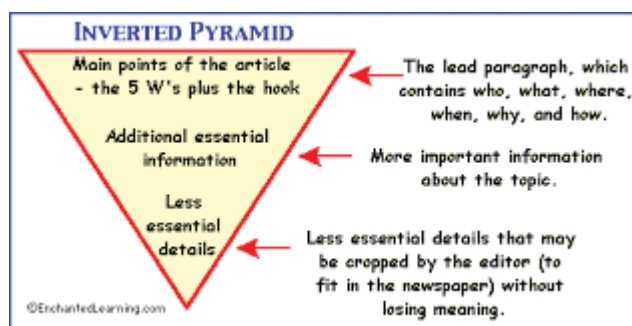


Fig. : 25.2

Sample Newspaper Report

Read the following report about the sighting of some Unidentified Flying Objects in Delhi.

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;"> Headline </div>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">'FLYING OBJECTS' SIGHTED IN CITY</p> </div>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;"> Byline </div>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">--By our Staff Reporter</p> </div>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;"> Lead Paragraph What When Why </div>	<div style="border: 1px solid black; padding: 10px;"> <p>June 21, 2023 03:37 am Delhi</p> <p>Residents of Najafgarh claimed to have sighted an unidentified flying object (UFO) on Thursday night at about 11:55pm.</p> </div>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;"> Second Paragraph More information </div>	<div style="border: 1px solid black; padding: 10px;"> <p>Around 11:55 pm on Thursday, Vijay Ahlawat, a bank officer, and his wife and daughter were returning from a wedding when they saw five specks of bright orange light moving from the south to the north in the sky. "The spots appeared in batches of five and disappeared after a few seconds," said Mr Ahlawat. His wife and daughter and some of their neighbours too witnessed the spectacle.</p> </div>

Report Writing



Notes

Third Paragraph Comments/ Eyewitness accounts	"There was no sound at all and the bright object was flying higher than an aeroplane. Some of our neighbours too saw it," said Prerna, Ahlawat's wife.
Concluding Paragraph Summing up/ Future course of action	According to Vasudha Ramani, executive director, New Delhi Science and Technology Centre, the bright objects could be a result of meteor showers. "But the season for meteor showers is usually in November and December," he said. The air traffic control officials at Delhi's Indira Gandhi Airport said they did not receive any reports of foreign flying objects.

LET US DO 25.3

Mangalyaan -2, India's unmanned Mars orbiter was launched on May 23, 2023 from Sriharikota. Write a report about the launch and Mangalyaan's proposed activity on Mars in about 125-140 words.

Headline	_____
Byline	_____
Lead Paragraph What When Why	_____ _____ _____
Second Paragraph More information about activities	_____ _____ _____
Third Paragraph Comments/ Eyewitness accounts	_____ _____ _____
Concluding Paragraph Summing up/ Future course of action	_____ _____ _____



INTEXT QUESTIONS 25.2

1. What elements should be included in the headline of a school magazine report?
2. How do you structure the lead paragraph of a newspaper report?
3. How do you choose relevant content for a newsletter?

25.3 WRITING OFFICIAL REPORTS

Purpose of official reports is

- to pass on relevant information asked for;
- to analyse the information;
- to make certain observations and predictions on the basis of the analysis of information;
- to offer suggestions relating to the observations and predictions.

Sample Report 25.3.1

M/s Ravi Industries, Nehru Place, New Delhi, wish to shift their office premises. The Office Manager is asked to check out some proposed buildings and submit his report.

Read the following report submitted by him.

Ravi Industries	
Company letterhead	16, Pragati Tower, Nehru Place, New Delhi.
Recipient & designation	To Mr S K Singh (Managing Director)
Writer & designation	From: C Rao (Office Manager)
Date	Date: 7 May 20xx
Subject statement	Subject: Report on suitable premises for shifting the office of the company.
Opening statement	As suggested in your letter of 4 August, 20xx, I inspected a number of buildings in South Delhi. After careful consideration, I recommend Jain Building, which is situated in Kailash Colony. The building I feel would be most suitable for our requirements.



Notes

Report Writing



Notes

Opening statement	<p>The building consists of two storeys, and has 15 rooms in al. The rooms are fairly large (30' by 20'), well-lit and airy. Since the rooms are fairly large, we shall be able to put partitions in some of them.</p> <p>The toilet facilities for both men and women are adequate. There are also watchmen's quarters comprising two rooms each, and situated to the left of the main gate.</p>
Disadvantage; how it can be overcome	<p>The only disadvantage that I visualize is that there is not much open space around the building and the parking space may be inadequate for all the cars. But for the junior office staff there is a bus stop two hundred yards away and the metro station is about five hundred yards away.</p>
Action taken	<p>I have started preliminary negotiations with the owner, Mr Anupam Jain. He is likely to accept the offer. Restructuring the building to suit our specifications will cos no more than Rs.40,000/-.</p>
Closing statement	<p>The Directors may like to inspect the building before any decision is taken.</p>
Signature	_____ Sd/-
Name	_____ C Rao

LET US DO 25.4

As Purchase Officer for M/s VEE ENN Industries, Industrial Area, Patna, you wish to change the vendor who supplies packaging material to the company. Submit your report to the Managing Director listing why the new vendor would be better for the company.

Company letterhead	<p style="text-align: center;">VEE ENN Industries</p> <p>_____.</p>
Recipient & designation	
Writer & designation	<p>To _____ (Managing Director)</p> <p>From: _____ (_____)</p>
Date	<p>Date: _____</p>

Subject statement	Subject: _____ _____
Opening statement	_____ _____ _____
Advantages	_____ _____ _____ _____ _____
Disadvantage; how it can be overcome	_____ _____ _____ _____
Advantages	_____ _____
Closing statement	_____ _____
Signature	_____
Name	_____



Notes

Sample Report 25.3.2

Mr Ramesh works in a firm in Delhi. He has been asked to visit the firm's Prayagraj office and submit a report on how that office is functioning.

Read Mr Ramesh's tour report.

Report Writing



Notes

Date	11.03.20xx
Recipient & designation	To Mr J P Singh (Joint Director)
Writer & designation	From: Ramesh Tulsi (Assistant Director)
Subject statement	Subject: Report on the working of our Prayagraj office.
Opening statement	As per instructions I left for Prayagraj on 7th March and arrived there on the 8th. I spent two days at Prayagraj. My report is as follows.
Office Procedures	<ul style="list-style-type: none"> (i) Attendance: Although the staff is required to reach the office by 9 am, generally, no one observes the timing and members of the staff arrive after 9:30 am. (ii) Leave Record: The leave record is not maintained as per company manual. (iii) Cash Book: The Cash Book had not been updated since 28.02.20xx. It was behind by about two weeks. (iv) Office maintenance: The office was generally well-maintained.
Recommendations	Recommendations: Regional incharge and some senior associates should be called to the Head Office and given briefing on office procedures and norms as per company manual.
Signature	Sd/-
Name	Ramesh Tulsi

LET US DO 25.5

You are Abhishek Garg, Marketing Manager in M/s Fashionista, a company that manufactures and markets fashion accessories. Your company sent you to a multinational company that manufactures a well-known brand of fashion accessories to study how your company can market your products overseas.

Write a report about what you learnt about the required procedures and standards.

Date	_____
Recipient & designation	To _____ From: _____
Writer & designation	_____
Subject statement	Subject: _____
Opening statement	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Office Procedures	_____ _____ _____ _____ _____ _____ _____ _____
Recommendations	_____
Signature	_____
Name	_____



Notes

Sample Report 25.3.3

The following report on the condition of The Indian Bustard was submitted to Ms. Meenal Shukla, Minister For Environment, Rajasthan.

Report Writing



Notes

The Indian Bustard comprises a group which is the most threatened species of birds and is now on the brink of extinction with an estimated population possibly as low as 600-700. It has become locally extinct in almost 90% of its former range and, has disappeared from two sanctuaries created especially to protect the species. Previously, it was mainly poaching and habitat destruction that resulted in such a pitiful situation, but now mismanagement of the habitat, sentimental protection of certain problem animals, and apathy are creating havoc.

Worried about the declining population of The Indian Bustard, Ms Shukla writes to Shri Bikram Meena, Director Horticulture, Rajasthan desiring him to study the present condition of the Indian Bustard and its future.

Read the following report submitted by him.

Writer & designation	From: Bikram Meena, Director Horticulture, Rajasthan.
Recipient & designation	To: Ms. Meenal Shukla, Minister For Environment, Rajasthan.
Date	19 July, 20xx
Subject statement	<u>Critical Condition of The Indian Bustard</u>
Opening statement	As desired by you I submit my report on the condition and health of The Indian Bustard. The following are my findings and recommendations:
Findings	Findings:
Statement of problem	1. <u>The Current Problem:</u> The Bustard population is declining rapidly. Whereas even till 2015, flocks of more than 20 birds were a common site on Indian grasslands but today groups are unlikely to number more than 3 individuals. Their numbers are decreasing rapidly. 131 birds were recorded in 2010, 97 in 2012, and just 85 in 2013.
Causes of problem, numbered	2. <u>Reasons why this problem has arisen:</u>



Notes

<p>Recommendations numbered</p>	<p>Habitat destruction and habitat deterioration and conversion of grasslands and so-called 'wastelands' into crop fields.</p> <p>Poaching is still widespread in parts of the Thar desert in Rajasthan.</p> <p>Increase in Blackbuck Antelope cervicapra and Nilgai Boselephus tragocamelus numbers.</p> <p>Corruption in, and mismanagement of, bustard sanctuaries</p> <p>3. <u>Recommendations:</u></p> <p>3.1. To establish, with the cooperation of the state government and local people, more bustard conservation areas.</p> <p>3.2. To supervise and coordinate management of bustard conservation areas.</p> <p>3.3. To coordinate long-term studies on bustards and their habitats in different states.</p>
<p>Conclusion - analysing the problem</p>	<p>4. <u>Conclusions:</u></p> <p>I strongly feel that efforts should be made on a war footing to protect the bird and to chart out a future course for their conservation.</p>
<p>Signature</p>	<p>Bikram Meena</p>
<p>Designation</p>	<p>Director Horticulture</p>

LET US DO 25.6

Around 26 per cent of India's girls between the ages of 6 to 14 are not in school. Gangapur accounts for a large proportion of this percentage with more than 40 percent of its women being illiterate. The male-female literacy ratio lies at 58.6 per cent women of Gangapur are literate as against 80.5 percent of men.

Shri Hiten Desai, Education Minister, Gangapur wrote to Ms. Malti Patel asking for the high illiteracy rate among women of Gangapur. As Malti Patel, write your report in about 200 words using the hints given below.

Report Writing



Notes

Traditional and orthodox attitude
Few schools for women
Early marriage
Poverty

Writer & designation	From: _____
Recipient & designation	To: _____
Date	_____
Subject statement	_____ _____
Opening statement	_____ _____
Findings	1. _____ _____
Statement of problem	_____ _____
Causes of problem, numbered	2. _____ _____ _____
Recommendations numbered	3. _____ _____ _____
Conclusion - analysing the problem	4. _____ _____ _____

Signature	
Designation	



INTEXT QUESTIONS 25.3

1. How should data and evidence be presented in an official report?
2. What is the primary purpose of the official report?
3. What is the significance of recommendations in an official report?



WHAT HAVE YOU LEARNT

While writing a report, you should keep in mind the following Do's and Don'ts.

Do's	Don'ts
● be objective.	● don't let your personal feelings interfere while writing the report.
● provide substantial evidence.	● don't base your analysis on a single piece of evidence.
● use valid arguments.	● don't generalise without proper and logical evidence.
	● don't jump to conclusions.



Notes

Report Writing



Notes

Types of Reports:

External Reports - These are public documents written for an external audience or audience outside your organization.

Internal Reports - These are not public documents and are meant for people inside the company.

Routine Reports - These reports cover day to day aspects of any organization. They are written at regular time intervals like daily, weekly, monthly, annually etc.

Special Reports - Matters that cannot be covered under routine reports are addressed in special reports like major decision making of an organization.

Financial Report - It gives account of the financial matters of an organization. Matters involving money like sales, purchase, cost of production, interest, taxation come under it.

Review Reports - These reports are written to decide the usefulness of other reports.

Oral Reports - These reports involve presentation of written matter before a group.

Long Reports - These are also called formal reports because they are written in a large number of pages. Long reports provide an in-depth analysis on specific matters.

Short Reports - These reports are also called informal reports because they are written in less than 10 pages. These are mostly written for internal audiences.

**TERMINAL QUESTIONS**

1. What are the essential components of the 5 Ws and H in report writing?
2. What are some common pitfalls to avoid in report writing?
3. How can you maintain objectivity and neutrality in newspaper reporting?
4. What is the role of quotations in a report?
5. What should be included in the conclusion of a report?

6. How do you maintain a consistent tone and style across multiple newsletter issues?
7. How do you ensure that newsletters are distributed effectively to reach their intended audience?



ANSWERS TO INTEXT QUESTIONS

25.1

1. The purpose of a report is to convey information, findings, or analysis on a particular topic, issue, or project to a specific audience.
2. The target audience for your report depends on its purpose and could include stakeholders, colleagues, superiors, or the general public.
3. To ensure clarity and conciseness in your report, use clear and concise language, avoid jargon, and structure your content logically with headings and subheadings.

25.2

1. The headline of a school magazine report should be catchy and summarize the main point of the report.
2. Structure the lead paragraph with the most important information, answering the "who, what, when, where, why, and how."
3. Relevant content for a newsletter should align with the interests and needs of the target audience and convey useful information.

25.3

1. Data and evidence in an official report should be presented clearly and logically, often using charts, graphs, tables, or textual explanations to support arguments and findings.
2. The primary purpose of an official report is to communicate information,



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Report Writing



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findings, or analysis on a specific topic or issue in a formal and structured manner.

3. Recommendations in official reports suggest actions to be taken based on the findings and analysis presented in the report. They are often a critical part of the report.

WRITING JOB APPLICATIONS



Notes

The job application is perhaps the most important piece of writing for each one of us. With the increasing competition in the job market today, it is especially important that we craft an impressive résumé or curriculum vitae (CV in short). In India, we often use the word 'bio-data' for a CV. In this Unit, you will learn to write good job applications. This is a crucial skill for your future, as it's the first step in seeking employment. A well-crafted job application can open doors for you, so it's important to learn how to do it right.



LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises important components of a job application;
- Composes different kind of job application;
- Creates a covering letter to suit different job requirements;
- Prepares good resumes and CVs;
- Assesses the use of technology in communicating ideas effectively.

26.1 UNDERSTANDING JOB APPLICATIONS

A job application is a formal letter that you send to a potential employer, applying for a specific job position. It usually accompanies your résumé or CV and highlights your qualifications and interest in the position.

Writing Job Applications



Notes

26.1.1 Structure

1. **Sender's Information:** Start with your contact information at the top left corner: your name, address, phone number, and email.
2. **Date:** Write the date of sending the application below your contact information.
3. **Employer's Information:** Below the date, write the recipient's name, title, company name, and address.
4. **Salutation:** Use "Dear [Recipient's Name]," If you don't know the name, "Dear Hiring Manager," is a safe alternative.
5. **Opening Paragraph:** Clearly state the job you're applying for and where you found the job listing.
6. **Middle Paragraph(s):**
 - ❖ Highlight your qualifications and how they match the job requirements.
 - ❖ Mention relevant experience and skills, focusing on achievements that are pertinent to the job.
7. **Closing Paragraph:**
 - ❖ Express your enthusiasm for the opportunity.
 - ❖ State that your résumé or CV is attached for further information.
 - ❖ Mention that you look forward to the opportunity to discuss your application in an interview.
8. **Complimentary Close:** End with "Yours sincerely," followed by your name.
9. **Signature:** If you're sending a hard copy, sign your name above your typed name.

26.1.2 Tips for drafting an effective job application

- **Tailor Your Application:** Customize your application for each job, focusing on how your skills and experiences align with the job description.
- **Be Concise:** Keep your application brief and to the point, ideally one page.
- **Focus on your education:** Detail your academic qualifications, especially if you lack professional experience. Highlight any coursework relevant to the job

you're applying for, showing you have foundational knowledge.

- **Highlight Achievements:** Use specific examples of your achievements to demonstrate your skills and value.
- **Identify skills from your non-work experiences:** Skills developed through volunteer work, internships, or even school projects can be very relevant. Skills such as teamwork, leadership, communication, and time management are highly valued by employers.
- **Showcase extracurricular involvement:** Participation in clubs, sports teams, or societies can illustrate valuable soft skills. Leadership roles in these activities can highlight your ability to manage, lead, and collaborate.
- **Be positive:** Instead of apologizing for your lack of experience, focus on what you can bring to the company. Be enthusiastic about learning and growing with the organization.
- **Format carefully and proofread:** Use a clean, professional format for your résumé and cover letter. Ensure there is plenty of white space, and use bullet points for easy reading. Ensure your application is free from spelling or grammatical errors. This shows attention to detail and professionalism.

Given below is an example of a job application by a fresher who has just passed his Senior Secondary/Higher Secondary/XII-th board examination. Without any prior work experience, he is applying for the position of a Store Assistant in the Reliance SMART Chain of Grocery stores.

[Your Name]
 [Your Address]
 [City, State, Zip]
 [Phone Number]
 [Email Address]
 [Date]

[Recipient's Name]
 [Recipient's Title]
 Reliance Smart
 [Store Address]
 [City, State, Zip]



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Dear [Recipient's Name] / Dear Hiring Manager,

I am writing to express my interest in the Store Assistant position advertised on the Reliance Smart Careers website. As a recent high school graduate with a keen interest in the retail industry and a strong commitment to customer satisfaction, I am enthusiastic about the opportunity to contribute to the success of Reliance Smart.

Although I have just passed out from high school, I have been actively involved in various school events and projects that have equipped me with the skills necessary for this role. During my time in school, I was part of the organizing team for annual cultural festivals, where I was responsible for coordinating with vendors, managing inventory, and assisting in setting up the event spaces. These experiences have honed my organizational, communication and teamwork skills, making me well-prepared to handle the responsibilities of a Store Assistant.

I am particularly attracted to this position at Reliance Smart because of your commitment to providing customers with high-quality products and exceptional service. I share this commitment and am eager to bring my enthusiasm and dedication to your team.

I am excited about the possibility of joining Reliance Smart and contributing to its reputation as a leading grocery retailer. I look forward to the opportunity to discuss how my background, skills, and enthusiasms can meet the needs of your store. I am available for an interview at your earliest convenience and can be reached at [Your Phone Number] or via email at [Your Email Address].

Thank you for considering my application. I am eager to bring my passion for customer service and retail to the Store Assistant position at Reliance Smart.

Yours sincerely,

[Your Name]

Remember, practice makes perfect. Use the following questions to refine your application writing skills, and you will be well on your way to securing the job you want after completing high school. Good luck!



INTEXT QUESTIONS 26.1

1. Imagine you are applying for a job at a local bookstore. Write a job application highlighting your passion for books, any customer service experience you have, and why you would be a great fit for the job.
2. Write a job application for an internship under the Digital India Corporation initiative of the Ministry of Electronics & Information Technology, Government of India. Focus on your computer skills, any projects or coursework relevant to the technology field, and your eagerness to learn and contribute.
3. Apply for a Teaching Assistant position with the Noida-based NGO, Parkshala. Dedicated to transforming lives of children who hail from the lower strata of the society, Parkshala acts as an after-school support group to bridge the educational and moral gap between the underprivileged children and their affluent peers. Emphasise your academic achievements, any previous tutoring or mentoring experience, and your desire to help students learn and grow.
4. You are Aniruddh Vyas / Sheetal Agarwal, a recent pass out from the National Institute of Open Schooling. You are seeking a suitable job. You come across an advertisement in The Times of India, inviting young and dynamic fresh graduates as Sales Assistants in a reputed car manufacturing company. Apply for the said job to Box No. 8365, C/o The Times of India, New Delhi.

26.2 DIFFERENCE BETWEEN RÉSUMÉ AND CURRICULUM VITAE

Your job application will always be accompanied by your résumé or your curriculum vitae (CV). The terms résumé and curriculum vitae (CV) are often used interchangeably, but they serve different purposes and are prevalent in different contexts.

A CV basically describes one's "course of life" - that is, a comprehensive document of your life.

A résumé, on the contrary, is a short and crisp summary of your qualification and experience. While CV is considered British in style; résumé is considered American in style.

Understanding the differences between a résumé and a CV is crucial for you as a future applicant.



Writing Job
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Length and Detail

- **Résumé:** Typically concise, a résumé is usually one to two pages long. It provides a brief overview of your skills, experiences, and educational background relevant to the job you are applying for.
- **Curriculum Vitae (CV):** A CV is more detailed and longer. It covers your entire career, including education, academic and professional achievements, publications, awards, affiliations, and other details. In many countries, there is no page limit for a CV.

Purpose

- **Résumé:** Used primarily in the United States for most job applications outside of academia, research and medicine, it is tailored for specific positions by highlighting the most relevant experiences and skills.
- **CV:** Commonly used in Europe, the Middle East, Africa and Asia for job applications, and in the United States for academic, educational, scientific, or research positions, a CV provides a comprehensive look at your career path.

Content

- **Résumé:** Focuses on work experience, skills, education, and relevant achievements. It often starts with a career objective or summary statement and emphasises the results and accomplishments in previous roles.

Example: A résumé for a marketing professional might prominently feature their most successful campaigns, the growth metrics achieved, and specific marketing skills.

- **CV:** In addition to detailed information about academic history, it includes publications, research, grants and fellowships, professional associations and licences, awards, and other detailed information relevant to the field.

Example: A CV for an academic might start with their education, followed by detailed sections on teaching experience, published research articles, conference presentations, grants received, and courses developed.

Customization

- **Résumé:** Highly customizable for the job you're applying for. It's common to adjust the résumé for each application, emphasising the experience and skills that are most relevant to the job description.

- While customization is less common due to its comprehensive nature, some individuals may tailor their CV's emphasis for different academic or research positions, though the document remains largely exhaustive.

Format and Style

- **Résumé:** Often formatted with bullet points to make the document easy to scan. Stylistic variations are common, with applicants using different layouts and designs to stand out.
- **CV:** Generally, follows a more standard format, listing information chronologically. The focus is on completeness and clarity rather than design flair.

The CV is now outdated and an increasing number of companies are demanding a résumé to get a far clearer picture of a candidate. Also, because of innumerable applicants, it is easier to screen résumés. Study the formats provided in the boxes below.

CURRICULUM VITAE

Name : Nivedita V. Chandratreya
 Address : 'Pooja Gargi Society'
 Flat No. 15, Happy Colony
 Road No. 2, Kothurud Pune 41009 Maharashtra, India.
 Date of birth : 17 January 1967.

KEY QUALIFICATIONS:

A thorough in-service training in child education.

CELTA (Certificate of English Language Teaching to Adults)

Eight years of teaching experience.

Possess excellent knowledge of English, Hindi, Marathi, Indonesian and French

EDUCATION:

Bachelor of Arts (English Literature) Fergusson College, Poona University (April 1998)



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Position	:	Assistant Teacher (June 1989 to September 1990)
Employer	:	Abhinav Vidyalaya Pre-Primary School, Poona, India.
Classes taught	:	Kindergarten
		Assisted in the development of dramatics, art and graphics; attended various seminars on 'Early Childhood'
Position	:	Classroom Teacher (October 1990 to October 1996)
Employer	:	Gandhi Memorial International school, Jakarta.
Classes taught	:	Grade 3 and 5 (Primary School)
Subjects taught:		English, General Science, History, Geography, Health Education -Responsible for CAS Club a part of international Baccalaureate Programme.
		Attended English Language Seminar in September 1994 at Bandung
		Attended Seminar on introduction of international Baccalaureate (GMIS-Jakarta)
Reference	:	Mr. Jakos Carlos, Principal Gandhi Memorial International School, Jakarta.

Now that we have looked at a Curriculum Vitae, let us look at a résumé.

RÉSUMÉ

George D'Silva
275 Tabot Street, Pune-411004, Maharashtra
020-74563992
E-mail: georged@gmail.com

EMPLOYMENT OBJECTIVE

Financial research assistant, leading to a management position in corporate finance.

PERSONAL DETAILS

Birth: 29-08-1976

*Notes***EDUCATION**

Bachelor of Business Administration (1998) Pune University

Major: Finance Minor: Computer Science

Grade: 3.88 grade point average out of 4.0

EMPLOYMENT EXPERIENCE

First Bank (Khadakwaka Branch, Pune)

Research Assistant, May 1998 to April 2000

Assisted Manager of Corporate Planning and developed computer model for long range planning.

SPECIAL SKILLS AND ACTIVITIES

Associate Editor, Business School Newsletter.

Wrote two articles on financial planning with computer models; surveyed business periodicals for potential articles; edited submissions.

What did you notice? In essence, a CV is no different from a résumé. They both include your personal details, details related to your training, education and work experience.

There are, however, differences in format, headings used, sequence in presenting information, etc. Since the CV includes several more headings that résumé usually does not include, we will concentrate on writing good résumés. Moreover, résumés are crisper and focus on role-specific details and skills that make the applicant a good fit.

**INTEXT QUESTIONS 26.2**

1. What is the primary difference between a résumé and a CV in terms of length and detail?
2. Where are résumés typically used, and what purpose do they serve in job applications?
3. How does the content of a résumé differ from that of a CV, especially in terms of focus and inclusion of information?

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4. Describe the level of customization typically applied to résumés compared to CVs, and why this difference exists.

26.3 CREATING AN IMPRESSIVE RÉSUMÉ

While creating a résumé, study the kind of job you are applying for. Ask yourself what information about you and your background would be most important to an employer. On the basis of your answer to this question, decide what sort of details you should include and how you can effectively present them.

A number of different formats can be used. The most important thing is to make sure that your résumé is:

- attractive
- well-organised
- easy to read, and
- free of errors

A common format contains the following:

- Heading
- Personal details
- Employment objective
- Education
- Employment experience
- References

(a) **Heading:** Start with your name, address, telephone number and e-mail ID. These are usually centred on the page. Use formatting conventions like underlining, bold, different font size and spacing to make it appear like a heading. Do not include a date or you will have to keep changing it.

(b) **Personal Details:** Personal information includes details of age, nationality, passport number (if the position is in a foreign country), etc. Sometimes candidates choose not to provide all of these because they may have a negative impact on the employer.

You should, however, see yourself from the eyes of your employer and provide whatever information that would honestly and effectively represent you.

- (c) **Employment Objective:** State not only your immediate employment objective but the direction you hope your career will take.

For example: "A position that allows me to use my Computer Sciences training to solve engineering problems".

It enables the employer to identify your purpose quickly. You may exclude it if you do not have a clear objective. On the other hand, if you have experience and knowledge, the employment objective will allow you to display this. For example:

House-keeping duties in a five-star hotel

- (d) **Education:** Whether you list education or experience first, depends on which is stronger in case of your background. If your education and professional training are strong, list education first. If you have one or more years of job experience, list experience first. For both education and work experience, move sequentially down from the most recent one. For example:

EDUCATION:

PGDPM & IR XLRI, JAMSHEDPUR	1982	5.67/8.00
B.Sc. NDA, Khadakvasla, Pune	1978	3.00/10.00
PRE DEGREE Sc. Fergusson College, Pune	1975	64%

If education is your strong point and your marks have been good, you may list them and name the institutions you have studied in. You may also wish to list **ACTIVITIES AND HONOURS** you have achieved - Posts that you have held; games and sports you are good at, can also be included.

You can also choose to have details listed under **SPECIAL SKILLS AND ACTIVITIES**. This category usually comes towards the end. You may include skills such as knowledge of foreign languages, writing and editing abilities, specialised technical knowledge, community activities, etc. Be selective, do not repeat information you have already provided. Include only those items that support your employment objectives.



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- (e) **Employment Experience:** List all your full-time, part-time and temporary jobs, starting with the most recent and working backwards. Provide brief descriptions of your duties if they are similar to the job you are applying for.

Specify any promotion or award you receive. If you have been with a company for a long time, highlight your achievements.

If you wish to stress the skills you have gained from your work experience, you can list jobs by the functions performed. For example:

- ❖ FRONT LINE
- ❖ SALES MARKETING
- ❖ TRAINING
- ❖ PROJECT DEVELOPMENT

Example:**TRAINING**

- ❖ Advised and trained novice computer users.
- ❖ Wrote and maintained the UNIX operating system.

**INTEXT QUESTIONS 26.3**

1. What formatting conventions can you use to make the heading of your résumé stand out?
2. Why might candidates choose not to include certain personal details in their résumé?
3. What is the purpose of including an employment objective in your résumé, and when might you consider excluding it?
4. How should you decide whether to list education or work experience first in your résumé, and what factors might influence this decision?

26.4 WRITING AN EFFECTIVE COVER LETTER

Often called a "covering letter," a cover letter must precede your CV or résumé. Study the cover letter in the box below. What do you notice?



Milind Padhye,
7, Anandvan,
A-6 Paschim Vihar,
New Delhi.
110063

Date: October 2, 1994,

The Administrative Manager,
British Council Division,
New Delhi

Ref: Your advertisement in the Pioneer of September 18,2004.

Sub: Application for the post of "Personal &Unit Assistant"

Sir,

I have more than 9 years of composite experience in Word Processing Database and DTP. I have completed my graduation in Science and also possess good knowledge of spoken and written English. I have edited a number of books on computers. I can handle PCs and related hardware with ease.

With this background, I would like to submit my candidature for the above mentioned post. I hope the above meets your requirements. I will be available for interview, at a date that suits you.

Thank you,

Yours faithfully,

Milind Padhye

The letter of application is essentially a sales letter. Your immediate objective is to have your letter read so that you will be called for the interview. Therefore, your letter must do three things:

- Catch the reader's attention favourably.

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- Convince the reader that you are qualified for the post; and
- Request for an interview.

Provide the following information:

1. Identify the job by title and state how you heard about it.
2. List your qualifications for the job in summary form. Stress education and /or work experience according to your own situation/need. Then refer the reader to your résumé for the other important details.
3. State where you can be reached and when you will be available for an interview.

**INTEXT QUESTIONS 26.4**

1. What are the three main objectives of a cover letter as outlined in the provided text?
2. According to the guidelines, what key information should you include to identify the job you're applying for?
3. How should you summarise your qualifications for the job in the cover letter, and what should you emphasise?
4. What crucial information should you provide regarding your availability for an interview in the cover letter?

**WHAT HAVE YOU LEARNT**

In this lesson, you have studied samples of CV, résumé and letter of application. You have also learnt how to write these and tailor them according to the jobs you are applying for.

OVERALL QUESTIONS

1. The popular ethnic clothing store chain of Manyavar is seeking, for its Lajpat Nagar outlet, a Sales Assistant with strong interpersonal skills and an interest in fashion. The job involves assisting customers, managing stock, and helping with

- visual merchandising. Write a job application letter that highlights your interest in fashion, your ability to work with people, and any relevant experience you might have (including informal experiences like helping in a family business). Your résumé should list any skills or experiences that demonstrate your suitability for the role.
2. The leading telecommunications company in India, Reliance Jio, has posted a job opening for a Customer Service Representative. The role requires excellent communication skills, problem-solving abilities, and a customer-first attitude. Write a job application letter explaining why you are interested in this position. Include examples from your life that demonstrate your ability to communicate effectively, solve problems, and put customers first. Attach a résumé that highlights any relevant experiences, even if they are from school projects, volunteer work, or extracurricular activities.
 3. The online news portal of Republic Bharat is in search of a Content Writer with excellent writing skills, a keen interest in current affairs, and the ability to work under deadlines. The job requires writing articles, conducting research, and occasionally interviewing subjects. Draft a job application letter detailing your passion for writing and current affairs. Mention any relevant writing experience, including school projects, blogs, or articles. Attach a résumé that includes any writing or research skills, and consider including links to your work if available.
 4. The popular coaching institute for entrance exams, Career Launcher, is looking for an Office Assistant to help with administrative tasks, manage records, and interact with students and parents. The advertisement seeks someone organised, detail-oriented, and proficient in basic computer applications. Compose a job application letter explaining why you are the ideal candidate for this position. Include instances from your school life where you demonstrated organisational skills, attention to detail, or proficiency in computer applications. Make sure your résumé reflects your skills in these areas.



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Notes**ANSWERS TO INTEXT QUESTIONS****26.1**

1. Individual Answer
2. Individual Answer
3. Individual Answer
4. Individual Answer

26.2

1. The primary difference between a résumé and a CV in terms of length and detail lies in the extent of information provided. A résumé is typically concise, spanning one to two pages, whereas a CV is more detailed and longer, covering an individual's entire career without a strict page limit.
2. Résumés are primarily used in the United States for job applications outside academia, research, and medicine. They serve the purpose of providing a brief overview of an applicant's skills, experiences, and educational background relevant to a specific job position.
3. The content of a résumé focuses on work experience, skills, education, and relevant achievements in a concise manner. It often starts with a career objective or summary statement and emphasises results and accomplishments in previous roles. On the other hand, a CV includes detailed information about academic history, publications, research, awards, and other achievements relevant to the field.
4. Résumés are highly customizable for each job application, allowing applicants to tailor their document by emphasising experiences and skills that align with the specific job description. This customization is less common in CVs due to their comprehensive nature, although some individuals may adjust the emphasis for different academic or research positions.

**26.3**

1. To make the heading of your résumé stand out, you can use formatting conventions such as centering the text, employing underlining, bolding, using different font sizes, and adjusting spacing.
2. Candidates might choose not to include certain personal details in their résumé if they believe that providing such information could have a negative impact on the employer's perception of them, or if the details are not relevant to the job position they are applying for.
3. The purpose of including an employment objective in your résumé is to quickly communicate to the employer your career aspirations and the direction you hope your career will take. You might consider excluding it if you do not have a clear objective or if your experience and knowledge already speak for themselves.
4. You should decide whether to list education or work experience first in your résumé based on which aspect is stronger in your background. If your education and professional training are strong, list education first. If you have significant job experience, list work experience first. Factors influencing this decision include the relevance of your education or work experience to the job you're applying for and the emphasis you want to place on each aspect of your background.

26.4

1. The three main objectives of a cover letter, as outlined in the provided text, are:
 - ❖ Catch the reader's attention favourably.
 - ❖ Convince the reader that you are qualified for the post.
 - ❖ Request for an interview.
2. To identify the job you're applying for, you should state the job title and mention how you heard about it in the cover letter.

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3. In the cover letter, you should summarise your qualifications for the job by stressing education and/or work experience according to your own situation or need. Then, you should refer the reader to your résumé for other important details.
4. In the cover letter, you should state where you can be reached and when you will be available for an interview, providing crucial information for the employer to contact you for further discussions.

APPEARING FOR AN INTERVIEW



Notes

Interviews have become an important part of our lives. From early childhood we face interviews. When you are young your parents are eager that you perform well. As you grow older, you yourself wish to do well at interviews. In this lesson you will be given some guidance in facing interviews.



LEARNING OUTCOMES

After completing this lesson, the learners:

- Recognises the importance of extra-linguistic cues in face to face communication;
- Prepares themselves better for an interview;
- Organises to persuade through logic and argument;
- Plans to open and close an interview appropriately.

27.1 PREPARING FOR AN INTERVIEW

To prepare to perform well, you must engage in some pre-interview activities. Pre-interview planning involves learning something about the company/organisation, analysing your strengths and weaknesses and making sure your appearance and behaviour create the right impression. Given below are some of the ways in which you can prepare yourself for an interview.

(a) Studying the Company

You must gather information about the company. This will convince the interviewer about your sincerity. The interviewer will not waste precious interview time

Appearing For An Interview



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providing you with information that you should have gathered. Your sources of information are:-

- i) the advertisement
- ii) employees of the company
- iii) other candidates who have been interviewed
- iv) newspaper and journals
- v) Internet

(b) Study yourself

After you have gathered information about the company the next step is to assess your own abilities. Do I like to work with people or do I prefer to work on my own? Do I like detailed work? Can I develop a career plan that I can achieve with the company? The answers to these questions about yourself can provide you with lots of material to use during the interview. If you can't see a relationship between yourself and the job or company, you won't be able to demonstrate the interest or enthusiasm necessary to market yourself. A good method is to list the company and job characteristics in one column and attempt to place your qualifications in a corresponding column as in the following illustration:

Company and Job Requirements	My Qualification and Needs
i) Do I like to work with people or do I like to work alone?	
ii) Is there scope for advancement?	
iii) Is the pay scale adequate?	
iv) Do I have the necessary educational requirements?	
v) Do I like to travel?	
vi) Does it offer job security?	

Of course, you'll probably never find the job and the organisation that will satisfy all your needs and meet all your requirements. This analysis will help you with each interview.

(c) Plan your appearance

You should dress in such a way that you do not create a negative impression. For example your finger nails must be neat and clean, your shoes well polished and your hair well groomed.

Avoid gaudy, casual or party wear. Find out the company's dress code. If you dress and look like the people who already work at the company, the interviewer will find it easier to see you working there.

(d) Plan Your Time

One of the worst things you can do is be late for an interview. Plan your time so that you arrive early. This planning allows you to unwind and prepare yourself for the interview.

At the same time, don't just sit around making yourself nervous. Move around a little and talk to the other candidates. Should something prevent you from reaching on time, do telephone your apology.



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INTEXT QUESTIONS 27.1

1. Say whether the following statements are true (T) or false (F). Correct the false statement in the light of what you have read:-
 - i) To prepare for an interview, we must buy new clothes.
 - ii) Knowing about the organisation is a mark of a serious candidate.
 - iii) You should aim to get a job that gives you a high pay.
 - iv) A study of your own skills against the job requirements can give you useful work.
 - v) Being punctual for an interview may give the impression that you are out of work.

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2. Study the advertisements given below and make a table like the one given in section 27.1. Have two columns: i) Company and job requirements and ii) My qualification and needs. Do this exercise in your exercise book.

Shristi Finance Ltd.	Tara International Pvt. Ltd.
<p>We are the leading DSA of HD finance in car loans & Personal loans having our branches in Delhi, Noida & Ghaziabad. We require:</p> <ul style="list-style-type: none"> ● Marketing Executive (10) ● Tele Marketing Executive (5) ● Office Assistant (10) <p>(Knowledge of computers necessary) The remuneration will be best in the industry Experience, conveyance would be an added advantage. Meet Mr. M. Sharma for a walk-in interview on 2nd & 3rd July 2001 at E-914, Kailash colony between 10 a.m. and 1 p.m. Phone 26246719.</p>	<p>Walk-in interview (team members)</p> <p>We are looking for enthusiastic and self-motivated young men and women who enjoy having fun while delivering our world-wide standards of service and hospitality. You should be between 18 and 25 years of age with a senior school certificate, good communication skills and a team player. (having a valid two-wheeler licence would be an added qualification).</p> <p>Walk-in for an interview with your resume on 3rd or 4th May, 2001 between 10 a.m. and 4:00 p.m. at, Hotel Hindustan 31, Community Centre, New Alipore, Kolkata, Phone 24740477</p>

27.2 MEETING FACE TO FACE INTERCHANGE

Now that you have gone through the planning stages, you are ready for the interview. Your job is to sell yourself so successfully, that you are selected at the interview.

Given below are some points to remember while facing an interview.

(a) Opening Formalities

When you meet the interviewer, greet him/her and address him/her as ‘Sir/ madam’. If the interviewer initiates the handshake, wait for the interviewer to invite you to sit down. Carry your certificates in a file and place them on the table.

(b) Interviewing guidelines

Much of the information about you will appear on your resume or company

application form, already available to the interviewer. Thus, the interviewer will most likely seek to assess your attitudes towards work and the probability of fitting you successfully into the organisation.

The best way to prepare for the interview is to answer such questions as these:

1. Why do you want to work for us?
2. Why should we hire you?
3. What are your greatest strengths?
4. What is important to you in a job?

Your answers to these and other variations of the same questions can help you proceed to the next step. First of all, your education is your foremost attribute if you are a student. You should point out its relationship to the job for which you are being considered. Even more important, the fact that you have succeeded in school indicates that you have the ability to learn, because most companies expect you to learn something on the job. So your most important response to the interviewer's questions may be about your ability to learn. Even no experience may be an asset.

Second, a degree of humility is important in all interviews. You should not make tall claims about your previous job or what you will do if you get the present one. Anyone who says he will turn the company around in six months, proves his lack of experience. Make realistic and achievable claims,

“Why do you want to work for us?” is really not a difficult question. While answering this question refer to information you have gathered from the literature of the company or speaking to someone who works for the company or the information you have gathered while visiting one of their offices. This will convince the interviewer that you are strongly interested in the company and not just taking an interview for practice. Note, the interviewer not only attempts to develop an impression of you, he or she also evaluates you in comparison with others being interviewed for the position.

Why should the company hire you?

You have the proper education, you have proved that you have the ability to learn, and you are enthusiastic about working for the company. Relate your skills and knowledge to the job.



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Appearing For An Interview



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When asked about your greatest strengths, your study of yourself will help. Your greatest strengths probably are easy to identify: (1) the ability to learn (2) the ability to work with others and to assume leadership roles, (3) skill in problem solving.

Finally, what is important to you in a job? While we are all interested in a good salary that should not be your primary concern. Rewards such as personal job satisfaction, the feeling of accomplishment, and making a contribution to society are things you should discuss in an interview. You should look forward to a challenge. A job that will satisfy these needs is important to almost everyone.

(c) Handling Salary discussion

For most entry-level positions the beginning salary is fixed. However, if you have work experience, excellent scholarship records, or added maturity, you may be able to obtain a larger salary. The interviewer should initiate the salary topic. What you should know is the general range for candidates with your qualifications so that your response to a question about how much you would expect is reasonable. If your qualifications are about average for the job, you can indicate that you would expect to be paid the going rate or within the normal range. If you have added qualification, you might say, "With my years of work experience, I would expect to start at the upper end of the normal salary range."

If you have other job offers, you are in position to compare salaries, jobs, and companies. In this case, you may suggest to the interviewer that you would expect a competitive salary and that you have been offered X rupees by another firm. If salary hasn't been mentioned, and you really want to know about it, simply ask courteously how much the salary would be for someone with your qualifications. In any case though, don't attempt to make salary a major issue.

(d) Closing the interview

The interviewer will provide the cues indicating that the interview is completed by rising from the chair or making a comment about the next step to be taken. At that point, don't prolong the interview needlessly. Simply rise, thank the interviewer for the opportunity to meet, and close by saying you look forward to hearing from the company. The neatness with which you close the interview may be almost as important as the first impression you made.

(e) **Practising for Interviews**

Although most of us tend to be nervous during our first interview, we gain confidence with experience. Therefore, practice and rehearse. Work with someone else in mock interviews, alternating roles as interviewer and interviewee. Then follow each practice interview with a constructive critique of each other's performance. A few such mock interviews will give you some experience and will make the first real interview more effective.

The job interview may be the important face-to-face interaction you will have. You will be selling yourself in competition with others. How you listen and how you talk will be measured by the interviewer. Since practice leads to perfection, you will never regret the time you spend rehearsing your interview.



Notes



INTEXT QUESTIONS 27.2

1. What key areas should you focus on when preparing for an interview?
2. Why is it important to demonstrate humility during an interview?



WHAT HAVE YOU LEARNT

The job interview is one of the most important events in your life. In this lesson you have learnt how to prepare for success in this event. You have to plan your dress, postures and answers to likely questions.



TERMINAL QUESTIONS

1. State whether the following statements are True (T) or False (F). Correct the False statements.
 - i) Open an interview by calling the interviewer by his/her first name.
 - ii) Sit up straight and bend forward slightly to show interest.
 - iii) One of the main aims of an interviewer is to assess the candidate's attitude to work.

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- iv) Be prepared to answer questions on your strength.
- v) A candidate who makes tall claims will be considered dishonest and insincere.
- vi) The primary and only motivating factor in choice of jobs is the pay cheque.
- vii) Don't be in a hurry to close an interview.

2. Study the advertisement given below. Imagine that you have been called for the interview. Give brief points for your answer to the following questions:-

- i) Why should the company hire you?
- ii) What is important to you in a job?
- iii) What are your greatest strengths?

**ANSWERS TO INTEXT QUESTIONS****27.1**

1.
 - i) False. Dress in neat, clean clothes is needed.
 - ii) True
 - iii) False. There are other criteria like job satisfaction, career path, socially useful work.
 - iv) True
 - v) False. You won't be late or nervous and will get time to find out more about the organisation.
2. Individual answer

27.2

1. When preparing for an interview, focus on key areas such as understanding why you want to work for the company, highlighting your strengths and abilities, articulating what is important to you in a job, and practising responses to common interview questions.
2. Demonstrating humility during an interview is important to avoid making unrealistic claims about your abilities or achievements. It's essential to be honest and realistic about what you can offer and achieve in the role.

CURRICULUM

English (302)

Introduction

In today's global world, the importance of English cannot be denied or ignored since English is the most common language spoken everywhere and also it is the official language in many countries. With the help of developing technology, English has been playing a major role in many sectors, including medicine, engineering, and education. It is the dominant business language, and it has become almost a necessity for people to speak English if one has to enter a global workforce.

Rationale

In a pluralistic society like India, the coexistence of diverse cultures in a meaningful, secular manner to achieve the highest principles of multiculturalism depends upon effective communication among people and states of the union. Thus, a study of English within the context of contemporary India becomes essential not just for the purposes of communication within the country but also for purposes of communication across political boundaries. Knowledge of English also enables learners to aspire for job opportunities in the present scenario of the global economy and access the wealth concealed in time-tested great works of literature produced in English. Thus, for practical and utilitarian purposes as well as for pleasure, learning English becomes necessary.

Objectives

After completing this course, the learner will be able to:

- develop listening skills;
- develop speaking skills;
- develop reading skills;
- develop writing skills.

This course will also focus on elements of language grammar and vocabulary. Special efforts will be made to enrich the vocabulary of students.

Scope and Job Opportunity

English being an international language has opened doors for jobs in India. In the era of media, TV channels in English and Hindi are opening up. English print media is also not behind the race in recruiting candidates. There is a great scope as Editor, Sub-editor, Assistant Editor, Associate Editor, sub-editor, assistant editor, associate editor, consulting editor, etc., both in media and other organisations. English translators and interpreters are also in demand. Lucrative career options are also available in schools, colleges, and universities as teachers and lecturers.

Eligibility Conditions

- Age: 15 years
- Qualification: 10th pass

Medium of Instruction: English

Course Content

Listening skills

Approach: This module aims to develop the listening skills of the learners by exposing them to a wide range of themes and topics spoken at normal speed and with representatives of English accents heard in India. This module will be accompanied by audio texts of a maximum 90 minutes.

At the end of the course, the learner should be able to:

- acknowledge individual words and sentences
- explicate spoken English at normal conversational speed
- interpret and elucidate connected speech
- discern overlapping speech
- identify basic English accent/pronunciation
- annotate the text in detail
- interpret and explicate cross-cultural information
- discern a range of topics
- promote active listening
- elucidate questions
- follow directions
- appreciate and recognise the main idea of academic texts

Speaking Skills

Approach: This module is designed to educate learners on how to respond simply and meaningfully in English while performing real-time speech activities by exposing them to spoken interaction models and encouraging them to repeat along suggested lines.

At the end of this course, the learner should be able to:

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- Speak English (sounds, words, phrases, sentence patterns) intelligibly
- Use English in familiar life situations

Reading Skills

Approach: This module aims to develop reading skills in learners by exposing them to a variety of texts representative of different text types.

The module will be explored to develop the following abilities in the learners:

- locate important facts
- grasp the meaning, facts and ideas
- skim a text to obtain its overall idea
- scan a text to locate specific information
- get the central idea of a text
- follow the sequence of ideas and events
- identify the relationship between characters, facts and ideas
- compare facts and ideas
- infer meaning
- evaluate ideas, events and actions
- enjoy a piece of literature and creative use of language
- identify the literary form
- identify literary devices (rhythm, images etc)
- interpret the functions of these literary devices
- infer non-verbal forms of presentations as given in charts and tables
- develop the habit of reading for information and pleasure
- use dictionary to find meanings and usage of words
- use other reference material like an encyclopedia

Grammar

Approach: This module aims to develop the ability to use selected grammar items appropriately by exposing them to grammar and usage in selected contexts.

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Writing Skills

Approach: The goal of this module is to help learners develop the ability to write simply, coherently and briefly in English by exposing them to theme-based writing tasks and encouraging them to write along the lines suggested.

The content areas are intended to make the learner able to:

- write simple sentences with correct punctuation and spelling
- present and develop simple ideas coherently
- organise ideas into paragraphs using appropriate sentence linkers
- narrate events chronologically
- describe objects, people and processes
- make notes
- write summaries

Skill Development

Approach: The module's goal is to teach students how to use English in specific situations. The emphasis is not on teaching a subject such as science or literature but on the various ways in which language is used in various situations. This module will teach students how to use English effectively and appropriately in the workplace.

Marks Division

Sr. No.	Units	Marks
1	Prescribed Text	30
2	Non-prescribed Text	20
3	Grammar	15
4	Writing Skills	20
5	English for Specific Purpose	15
	TOTAL	100



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