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Semester-I

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INDEX

UNIT I

ELEMENTS OF COMMUNICATION 5

UNIT II

GRAMMAR 20

UNIT III

COMPOSITION 32

UNIT IV

ESSAYS 47

UNIT V

POEMS 61

GENERAL ENGLISH

SYLLABUS

UNIT-I

ELEMENTS OF COMMUNICATION

1. Communication: Meaning, Importance, and Process
2. Barriers to Communication
3. Qualities of Good Communication

UNIT-II

GRAMMAR

1. Subject-Verb Agreement (Concord)
2. Linking Words (Conjunctions)
3. Preposition

UNIT-III

COMPOSITION

1. Précis Writing
2. Note Making
3. Paragraph Writing

UNIT-IV

ESSAYS

1. On the Rule of the Road: A. G. Gardiner
2. The Gandhian Outlook: S. Radhakrishnan
3. Our Own Civilization: C.E.M. Joad

UNIT-V

POEMS

1. Mending Wall: Robert Frost
2. No Men are Foreign: James Kirkup
3. If: Rudyard Kipling

UNIT

I

ELEMENTS OF COMMUNICATION

STRUCTURE

- 1.1 Learning objective
- 1.2 Introduction
- 1.3 Communication: Meaning, Importance and Process
- 1.4 Barriers to communicate
- 1.5 Qualities of good communication
- 1.6 Chapter summary
- 1.7 Review questions
- 1.8 Multiple choice questions



1.1 LEARNING OBJECTIVE

After completion of this unit, student will able to:

- Enrich the ability of communication Skills in learners.
- Develop their reading, writing, listening, and speaking skills for their professional career.
- Understand about qualities of good communication.

1.2 INTRODUCTION

Everybody is well aware that the requirement of communication is mandatory in present scenario. At the outset, communication represented only well comment over a language but at present it has taken broader spectrum meaning and it has become the symbol of complete developed personality. Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work place. In fact, a good communicator is the person who leaves positive impression on others. After all, if one speaks and listens well, then there is no scope for misunderstanding. According to the various dictionaries the definition of communication skills is as follow: “**Communication skills include lip reading, finger-spelling, sign language; for interpersonal skills use and interpersonal relations. Communication skills are the ability to use language (receptive) and express (expressive) information**”. Another definition, “**Communication skills are the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the repertoire of behaviours that serve to convey information for the individual.**”

1.3 COMMUNICATION: MEANING, IMPORTANCE AND PROCESS

MEANING OF COMMUNICATION

The word Communication is derived from the Latin word ‘communicare’ which means – to share, information, ideas and knowledge between a sender and a receiver. But communication is not merely a transmission of meaning from one agent to another through sounds or symbols. Communication plays a major role in employer-employee relationships on farms. It also affects the relationships among family members on the management team. Although effective communication does not guarantee success of a farm business, its absence usually assures problems. More specifically, communication influences the effectiveness of the hiring and training of employees, motivation of employees, providing daily instructions, performance evaluations and the handling of discipline problems. These are the obvious roles of communication.

Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings. -D. E. Mc Farland

Communication is any behaviour that results in an exchange of meaning. - The American

Management Association

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Communication is an exchange of facts, ideas, opinions or emotions by two or -George Terry

IMPORTANCE OF COMMUNICATION

Importance of communication: Communication is a key to success. The reason is that it denotes the personality of an employee. The employee denotes the status of an organization and the reputation of an organization is based on proper, clear and concise communication. Communication of an employee enables the reputation of an organization. In present scenario, communication has become the main factor of employee's selection at the time of interview. In the same manner, workplace communication is very important to companies because it allows companies to be productive and operate effectively. Employees can experience an increase in morale, productivity and commitment if they are able to communicate properly in an organization. Good communication is an essential tool in achieving productivity and maintaining strong working relationships at all levels of an organization. Employers who invest time and energy into delivering clear lines of communication will rapidly build up levels of trust amongst employees, leading to increases in productivity, output and morale in general. In the same manner, Poor communication in the workplace will inevitably lead to unmotivated staff that may begin to question their own confidence in their abilities and inevitably in the organization.

There are various objectives of Communication. As everybody is well aware that Communication is a process by which information is transmitted and understood between two or more people. It should include both transference and the understanding of meaning. Communication is the life blood of social as well as corporate world. We exist because we communicate. But let us try to understand the concept fully so that we can use it effectively. It is an essential condition of our existence and the most important activity for us. It is the process of sending and receiving messages. However, it is said to be effective only when the message is understood and when it stimulates action or encourages the receiver to think in new ways. Some important objectives of communication are mentioned below:

1. **Stronger decision making:** Effective communication plays an important role in the process of decision making. Your ability to communicate effectively increases productivity of both yours and your organization and your right decisions are the main factors for the success of an organization.
2. **Increased productivity:** Effective communication enhance the productivity, with good communication skills, you can anticipate problems, make decisions, co-ordinate work flow, supervise others, develop relationships and promote products and services.
3. **Steadier work flow:** Proper flow is possible only with effective communication. Communication acts as tool for the effective work-related flow of information.
4. **Strong business relationships & enhance professional image:** For better corporate relation, a good communication environment is mandatory, you can impress your seniors and co-workers. Your company's excellent communicative environment can

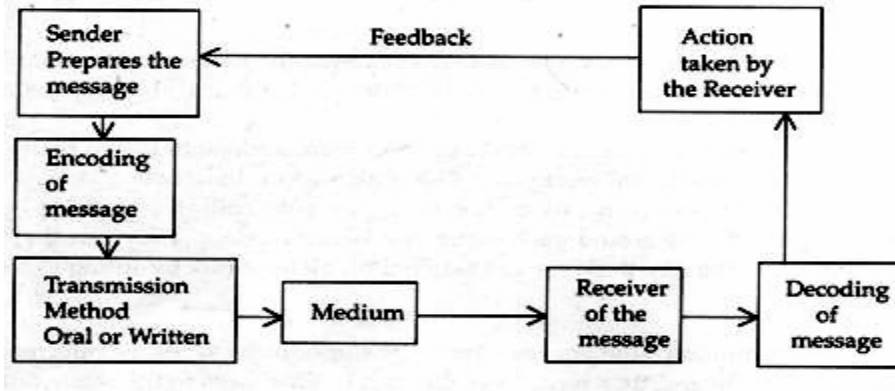


- impress to those who are directly or indirectly associated with it. Without effective communication, people misunderstand each other and misinterpret information.
5. **Clearer promotional materials:** Your organizations need for effective reach of company name and public promotions are based on effective promotional material such as advertisements, bill boards, online add, posters etc. are all communicated for effective message delivery and meaning.
 6. **Provide advice:** Giving advice is based on individual-oriented and work-oriented, advice should not give to the person for pinpointing his mistakes rather it should be helpful for his improvement. Effective advice promotes understanding and it can be a two-way process if the subordinate staff given freedom.
 7. **Provide order:** Order is an authoritative communication pattern and it is directive to somebody always a subordinate to do something. Orders will be written and oral orders, general and specific orders, procedural and operational orders, mandatory and discretionary order. Order should be clear and complete, only then, execution should be possible and given in a friendly way.
 8. **Suggestion:** Suggestion is supposed to be very mild and subtle form of communication. Suggestions are welcomed for it is not obligatory to accept them, it can be voluntary and anonymous and submitted through suggestion boxes.
 9. **Persuasion:** Persuasion may be defined as an effort 'to influence the attitudes, feelings, or beliefs of others, or to influence actions based on those attitudes, feelings, or beliefs. Persuasion can be done to others if you are convinced, you do not impose, you are not rigid are prepared to meet half-way and you can look at the situation from the other person's angle also.
 10. **Education:** Education is a very conscious process of communication; it involves both teaching and learning by which organizations provide to their employees in the form of training. Education is given for management, employees and outside public.
 11. **Warning:** If the employees do not abide by the norms of the organization warning is a power communication tool and it can be general and specific. Specific warning should be administered in private and after thorough investigation. The aim of the warning should be the organization betterment.
 12. **Raising morale and motivation:** Morale stands for mental health and it is a sum of several qualities like courage, resolution, confidence. High morale and effective performance go hand to hand. Motivation is a process that account for an individual intensity, direction, and persistence of effort towards attaining a goal.
 13. **To give and receive information:** Communication's main idea is to give and receive information because managers need complete, accurate and precise information to plan and organize employee need it to translate planning in to reality. Information will cover all aspects of the business.

PROCESS OF COMMUNICATION

The Process of Communication: Communication process is an initial stage of sharing information with individuals or groups. So, for better communication a process is

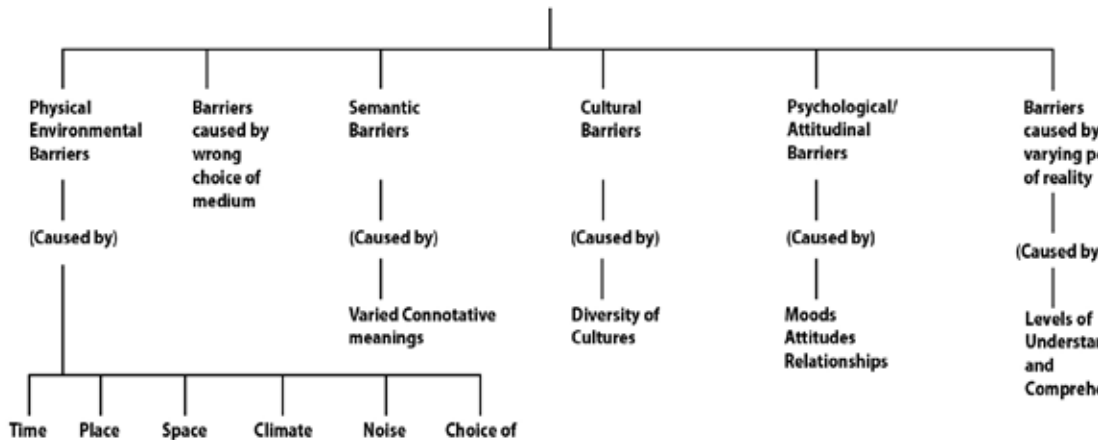
required, by which information can be shared among the people. To keep in mind this fact, a process is adopted for performing this task that is called process of communication. Communication Process starts from Sender, medium, receiver and last with the response or feedback by receiver. For sharing information, two parties are required –the sender and the receiver-without whom communication, which is an interactive process, cannot, take place. At the outset, sender prepares a message or encodes a message based on his/her idea that he/she wants to share with the receiver, later message travel and receiver receives that message and interprets or decodes that message and send back to the sender as the form of feedback. In this way the process of communication takes place.



1.4 BARRIERS TO COMMUNICATE

Barriers to Communicate: During the process of Communication many restrictions occurs they are called barriers. Problems with any one of the components of the communication model can become the cause of barriers. These barriers suggest opportunities for improving communication. There are many barriers in Communication. A barrier is defined as something that prevents or controls progress or movement. This definition implies that a barrier is something that comes in the way of desired outcome. There are numerous barriers some barriers are explained below:

Barriers to Communication





- **Physical environmental barriers**
- **Cultural Barriers**
- **Semantic Barriers**
- **Physical environmental barriers** - Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, a pick-up truck door, a desk, an uncomfortable meeting place, and noise. These physical distractions are common on farms. If the phone rings, the tendency is to answer it even if the caller is interrupting a very important or even delicate conversation. Uncomfortable meeting places may include a place on the farm that is too hot or too cold. Another example is a meeting room with uncomfortable chairs that soon cause people to want to stand even if it means cutting short the discussion. Noise is a physical distraction simply because it is hard to concentrate on a conversation if hearing is difficult.
- **Cultural Barriers:** Cultural diversity makes communication difficult as the mindset of people of different cultures are different, the language, signs and symbols are also different. Different cultures have different meaning of words, behaviours and gestures. Culture also gives rise to prejudices, ethnocentrism, manners and opinions. It forms the way people think and behave. When people belonging to different cultures communicate, these factors can become barriers.
- **Semantic Barriers:** There is always a possibility of misunderstanding the feelings of the sender of the message or getting a wrong meaning of it. The words, signs, and figures used in the communication are explained by the receiver in the light of his experience which creates doubtful situations. This happens because the information is not sent in simple language.

The chief language-related barriers are as under:

1. **Badly Expressed Message:** Because of the obscurity of language there is always a possibility of wrong interpretation of the messages. This barrier is created because of the wrong choice of words, in civil words, the wrong sequence of sentences and frequent repetitions. This may be called linguistic chaos.
2. **Symbols or Words with Different Meanings:** A symbol or a word can have different meanings. If the receiver misunderstands the communication, it becomes meaningless. For example, the word 'value' can have different meanings in the following sentences:
 3. What is the value of computer education these days?
 4. What is the value of this mobile set?
 5. Value our friendship.
6. **Faulty Translation:** A manager receives much information from his superiors and subordinates and he translates it for all the employees according to their level of understanding. Hence, the information has to be moulded according to the understanding or environment of the receiver. If there is a little carelessness in this process, the faulty translation can be a barrier in the communication.

7. **Unclarified Assumptions:** It has been observed that sometimes a sender takes it for granted that the receiver knows some basic things and, therefore, it is enough to tell him about the major subject matter. This point of view of the sender is correct to some extent with reference to the daily communication, but it is absolutely wrong in case of some special message,
8. **Technical Jargon:** Generally, it has been seen that the people working in an enterprise are connected with some special technical group who have their separate technical language.
9. Their communication is not so simple as to be understood by everybody. Hence, technical language can be a barrier in communication. This technical group includes industrial engineers, production development manager, quality controller, etc.
10. **Body Language and Gesture Decoding:** When the communication is passed on with the help of body language and gestures, its misunderstanding hinders the proper understanding of the message. For example, moving one's neck to reply to a question does not indicate properly whether the meaning is 'Yes' or 'No'.
11. **Wrong channel** –Variation of channels helps the receiver understand the nature and importance of a message. Using a training video on cleaning practices helps new employees grasp the importance placed on herd health. A written disciplinary warning for tardiness emphasizes to the employee that the problem is serious.
12. **Varied Attitudes and Perceptions**–Perception is a way of understanding the world around. Each one perceives the world in his own unique way and interprets what has been perceived.

NOTES



Psychological or Emotional Barriers

The importance of communication depends on the mental condition of both the parties. A mentally disturbed party can be a hindrance in communication. Following are the emotional barriers in the way of communication:

1. **Premature Evaluation:** Sometimes the receiver of information tries to dig out meaning without much thinking at the time of receiving or even before receiving information, which can be wrong. This type of evaluation is a hindrance in the exchange of information and the enthusiasm of the sender gets dampened.
2. **Lack of Attention:** When the receiver is preoccupied with some important work, he/she does not listen to the message attentively. For example, an employee is talking to his boss when the latter is busy in some important conversation. In such a situation the boss may not pay any attention to what subordinate is saying. Thus, there arises psychological hurdle in the communication.
3. **Loss by Transmission and Poor Retention:** When a message is received by a person after it has passed through many people, generally it loses some of its truth. This is called loss by transmission. This happens normally in case of oral communication. Poor retention of information means that with every next transfer of information the actual form or truth of the information changes.



According to one estimate, with each transfer of oral communication the loss of the information amounts to nearly 30%. This happens because of the carelessness of people. Therefore, lack of transmission of information in its true or exact form becomes a hindrance in communication.

4. **Distrust:** For successful communication the transmitter and the receiver must trust each other. If there is a lack of trust between them, the receiver will always derive an opposite meaning from the message. Because of this, communication will become meaningless.

Some other Important Barriers are:

1. **Organizational Barriers** - Organizational structure greatly affects the capability of the employees as far as the communication is concerned. Some major organizational hindrances in the way of communication are the following:

Organizational Policies - Organizational policies determine the relationship among all the persons working in the enterprise. For example, it can be the policy of the organization that communication will be in the written form. In such a situation anything that could be conveyed in a few words shall have to be communicated in the written form. Consequently, work gets delayed.

- **Rules and Regulations:** Organizational rules become barriers in communication by determining the subject-matter, medium, etc. of communication. Troubled by the definite rules, the senders do not send some of the messages.
 - **Status:** Under organizing all the employees are divided into many categories on the basis of their level. This formal division acts as a barrier in communication especially when the communication moves from the bottom to the top.
 - For example, when a lower-level employee has to send his message to a superior at the top level there is a lurking fear in his mind that the communication may be faulty, and because of this fear, he cannot convey himself clearly and in time. It delays the decision making.
 - **Complexity in Organizational Structure:** The greater number of managerial levels in an organization makes it more complex. It results in delay in communication and information gets changed before it reaches the receiver. In other words, negative things or criticism are concealed. Thus, the more the number of managerial levels in the organization, the more ineffective the communication becomes.
 - **Organizational Facilities:** Organizational facilities mean making available sufficient stationery, telephone, translator, etc. When these facilities are sufficient in an organization, the communication will be timely, clear and in accordance with necessity. In the absence of these facilities' communication becomes meaningless.
2. **Personal Barriers** - The above-mentioned organizational barriers are important in themselves but there are some barriers which are directly connected with the sender and the receiver. They are called personal barriers. From the point of view of convenience, they have been divided into two parts:

Barriers Related to Superiors: These barriers are as follows:

1. **Fear of Challenge of Authority:** Everybody desires to occupy a high office in the organization. In this hope the officers try to conceal their weaknesses by not communicating their ideas. There is a fear in their mind that in case the reality comes to light they may have to move to the lower level,
2. **Lack of Confidence in Subordinates:** Top-level superiors think that the lower-level employees are less capable and, therefore, they ignore the information or suggestions sent by them. They deliberately ignore the communication from their subordinates in order to increase their own importance. Consequently, the self-confidence of the employees is lowered.

How to overcome from Barriers to communication

In addition to removal of specific barriers to communication, the following general guidelines may also facilitate communication. In order to enhance the effectiveness of communication, we can focus on the following aspects:

- **Plan the message:** Before we decide to communicate an idea/information/message, we need to plan it properly. The message should match the purpose and should be transmitted through the appropriate format.
- **Use Proper language:** The language used for a message should be clear, lucid and appropriate. The density of words used should match with the level of maturity of the receivers.
- **Don't be evaluative:** If we listen to somebody with preconceived notions, we won't be able to receive, process and interpret the message properly.
- **Give proper Orientation:** All the employees should be given proper orientation regarding the objectives, policies, procedures, organization structure and work culture of an organization immediately after they are recruited. This helps in interpersonal communication as well as communication with the people at the higher and lower hierarchies.
- **Have an unbiased attitude:** Any person with a biased mind will not be able to communicate properly with others. Hence it is necessary to train people to be unbiased through education, counselling and discussions to help them become good communicators.
- **Be an active listener:** Active listening is an art which very few people can master. Many of us confuse listening with hearing. But listening demands more attention and interest than hearing, hence very important in communication.
- **Respond don't re-act:** When we are dealing with a problematic situation or person, we must understand the facts properly and respond appropriately. If we react in a situation like this, our emotions and feelings take an upper hand and we end up as bad communicators. Our negative reaction to people in stressful situations will aggravate the situation and lead to total collapse of communication. We must respond mindfully rather than re-act emotionally. Though it requires self-knowledge and discipline, it allows us to be more effective in our communication.

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- **Use the grapevine:** The grapevine can be used to predict the responses of the employees regarding a particular issue. This is mainly useful for checking plans which are likely to be implemented in future. On the basis of the responses collected from people, appropriate decisions can be taken.
- **Promote congruence:** Communication will not be effective unless and until people are willing to communicate. This willingness to communicate needs to be inculcated among people to keep them intact.
- **Transmit the message in Instalments:** If too much of information is sent within too short a period of time, it will not be digested by people. SO it is wise to send the information/message in chunks. This makes the transmission of the message more effective and facilitates feedback. Information overload results in miscommunication or a complete collapse of communication.
- **Provide feedback:** In order to enhance the effectiveness of communication, feedback mechanism should be built into all communication networks so that necessary amendments can be made to enhance the quality of communication in future. Suggestions, clarifications, performance reports, surveys and emphatic listening are some of the feedback mechanisms we use to ensure the success of communication.
- **Overcome bypassing:** When we receive a message, we must respond it appropriately and immediately. Bypassing it will hamper the transmission of the message.

Additionally, some major steps for better communication are:

Include communication as a skill to be evaluated along with all the other skills in each person's job description. Help other people improve their communication skills by helping them understand their communication problems.

Make communication goal oriented. Relational goals come first and pave the way for other goals. When the sender and receiver have a good relationship, they are much more likely to accomplish their communication goals.

Approach communication as a creative process rather than simply part of the chore of working with people. Experiment with communication alternatives. What works with one person may not work well with another person.

Accept the reality of miscommunication. The best communicators fail to have perfect communication. They accept miscommunication and work to minimize its negative impacts.

While speaking think about your audience. How well do they understand the language? And how much do they know about logic?

While writing Select your words with care, especially technical terms. Words must be suited to your audience's.

Make an effort to understand what the listener can find difficult to comprehend in your message because of the difference between your background and that of the listener.

CHECK YOUR PROGRESS

NOTES



1. Explain the process of communication.
2. What are various kinds of communication? Explain.
3. What is Grapevine Communication?
4. How process of communication is important in society?
5. What is its importance in an organization?

1.5 QUALITIES OF GOOD COMMUNICATION

There are 7 Cs of effective communication which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness** - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features: Complete communication develops and enhances reputation of an organization. Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete. A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver. Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information. It persuades the audience.
2. **Conciseness** - Conciseness means wordiness, i.e., communicating what you want to convey in least possible words without forgoing the other Cs of communication. Conciseness is a necessity for effective communication. Concise communication has following features: It is both time-saving as well as cost-saving. It underlines and highlights the main message as it avoids using excessive and needless words. Concise communication provides short and essential message in limited words to the audience. Concise message is more appealing and comprehensible to the audience. Concise message is non-repetitive in nature.
3. **Consideration** - Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e., the audience's viewpoints, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows: Emphasize on "you" approach. Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience. Show optimism towards your audience. Emphasize on "what is possible" rather than "what is impossible". Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.
4. **Concreteness** - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete



message has following features: It is supported with specific facts and figures. It makes use of words that are clear and that build the reputation. Concrete messages are not misinterpreted.

5. **Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features: It makes understanding easier. Complete clarity of thoughts and ideas enhances the meaning of message. Clear message makes use of exact, appropriate and concrete words.
6. **Courtesy** - Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features: Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message. Courteous message is positive and focused at the audience. It makes use of terms showing respect for the receiver of message. It is not at all biased.
7. **Correctness** - Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features: The message is exact, correct and well-timed. If the communication is correct, it boosts up the confidence level. Correct message has greater impact on the audience/readers. It checks for the precis ion and accurateness of facts and figures used in the message. It makes use of appropriate and correct language in the message.

1.6 CHAPTER SUMMARY

Everybody is well aware that the requirement of communication is mandatory in present scenario. At the outset, communication represented only well comment over a language but at present it has taken broader spectrum meaning and it has become the symbol of complete developed personality. Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work place. In fact, a good communicator is the person who leaves positive impression on others. After all, if one speaks and listens well, then there is no scope for misunderstanding.

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increase in morale, productivity and commitment if they are able to communicate properly in an organization. Good communication is an essential tool in achieving productivity and maintaining strong working relationships at all levels of an organization. Employers who invest time and energy into delivering clear lines of communication will rapidly build up levels of trust amongst employees, leading to increases in productivity, output and morale in general. In the same manner, Poor communication in the workplace will inevitably lead to unmotivated staff that may begin to question their own confidence in their abilities and inevitably in the organization.

Communication Process starts from Sender, medium, receiver and last with the response or feedback by receiver. For sharing information, two parties are required –the sender and the receiver-without whom communication, which is an interactive process, cannot, take place. At the outset, sender prepares a message or encodes a message based on his/her idea that he/she wants to share with the receiver, later message travel and receiver receives that message and interprets or decodes that message and send back to the sender as the form of feedback. In this way the process of communication takes place.

1.7 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. What are the main elements of audio-visual communication?
2. What are the barriers to Communication? How to overcome these barriers?
3. What are the 7 Cs of effective communication? Explain.
4. What is the role of body language in communication? Discuss its various aspects in detail.
5. Briefly discuss the importance of non-verbal communication skills.

LONG ANSWER TYPE QUESTIONS

1. Consider the role of communication skills in our life.
2. Write a short note on importance of communication.
3. “Communication is two-way process.” Explain.
4. Why feedback is an important component of the communication process?
5. Write a sort note on objectives of communication.

1.8 MULTIPLE CHOICE QUESTIONS

1. How many ways are there to communicate?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
2. What is Verbal Communication?
 - a. Talking to someone



- b. When someone is talking and someone else is listening
 - c. When more than one person is talking
 - d. Using verbal noises to show you are listening like “uh huh”
 - e. All the above
3. **If you are speaking with someone who has a hearing impairment, what should you do?**
- a. Make sure you face them when you are talking
 - b. You should not be speaking to them; this is disrespectful as they cannot hear you
 - c. Give them paper and pen and write to each other
 - d. You should learn sign language to communicate with them
 - e. Just mouth the words as it is easier for them to read your lips
4. **What is communication without words?**
- a. There is no communication without words
 - b. Non-verbal communication
 - c. Telepathy
 - d. None of the above
5. **Which of the following is NOT a form of non-verbal communication?**
- a. Body language
 - b. Tone of voice
 - c. Written communication
 - d. Facial expressions
 - e. Telepathy
6. **What are the two parts to communication?**
- a. There only needs to be one part, when someone says something
 - b. When someone says something, and the other person has understood
 - c. When someone says something, and the other person has replied
 - d. When someone says something while using non-verbal communication
 - e. There is four parts to communication
7. **There are _____ qualities of good communication.**
- a. 4
 - b. 5
 - c. 6
 - d. 7
8. **“Communication is an exchange of facts, ideas, opinions or emotions by two or” said by _____**

- a. George Terry
 - b. The American management
 - c. D. E. Mc Farland
 - d. Henry Fayol
9. The word Communication is derived from the _____ word 'communicare'.
- a. Spanish
 - b. Latin
 - c. Dutch
 - d. Sanskrit
10. During the process of Communication many restrictions occurs they are called _____.
- a. Way
 - b. Barriers
 - c. Role
 - d. None of the above

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NOTES 

UNIT

II

GRAMMAR

STRUCTURE

- 2.1 Learning objective
- 2.2 Subject-Verb Agreement (Concord)
- 2.3 Linking Words (Conjunctions)
- 2.4 Preposition
- 2.5 Chapter summary
- 2.6 Review questions
- 2.7 Multiple choice questions

2.1 LEARNING OBJECTIVE

After completion of this unit, student will able to:

- Write grammatically correct sentences having a perfect harmony between the subject and the verb.
- Understand rules of the concord.
- Avoid errors of verbs regarding their being singular or plural and use the correct number and person of the verb in a sentence.

2.2 SUBJECT-VERB AGREEMENT (CONCORD)

Introduction

Subject-Verb Agreement means that subjects and verbs must always agree with each other. The verb changes its form to indicate the tense but it also changes its form to indicate the number of subjects in a sentence.

For example, let's take the verb "eat." In the present tense, the verb "eat" changes form to show that its subject is singular when its subject is anything but "I" or "you."

	SINGULAR SUBJECT	PLURAL SUBJECT
FIRST PERSON	I WALK	WE WALK
SECOND PERSON	YOU WALK	YOU ALL WALK
THIRD PERSON	HE WALKS, SHE WALKS, THE BOY WALKS	THEY WALK

- Did you identify the third person singular verb, 's' is added to the verb form? All the present tense verbs have an 's' added after the verb when they are used in the third person singular forms.
- Think for a moment about the verbs, run, eat, walk, cry, study and work. Provide these verbs with a subject "I". I run, I walk, I eat, the pronoun "I" is the only word that can be a first-person subject; the word "you" is the only word that can be a subject for the second form of the verb. The present tense verb for "you" is the same as "I" you walk, you sit, you sleep.
- When we change the subject to 'she', 'he' or 'the girl' we must add a suffix i.e., "s" to each verb. The girl walks, she walks, he runs and the dog sleeps. Etc.

Rules for Subject-Verb Agreement

- The verb must agree with the subject in Number and Person.
- If the subject is singular, the verb should also be singular.
- If the subject is plural, the verb should also be plural, e.g., He is a good boy. (Singular subject, singular verb) They are good players (plural subject, plural verb)
- When two or more singular subjects are joined together by 'and', plural verb is used. e.g., Ram and Sham are playing a game. He and his friends have arrived.



- If two singular nouns refer to the same person or thing, the verb must be singular, e.g., My friend and benefactor has come. By the death of Gokhale a great statesman and patriot was lost to India. It should be noted that the article is used only once if the two nouns refer to the same person. If different persons were referred to, the article would be used before each noun and the verb would be plural. e.g., The orator and the statesman are dead.
- If two subjects together express one idea, the verb will be in the singular, e.g., Early to bed and early to rise makes a man healthy, wealthy and wise. Slow and steady wins the race.
- If singular subjects have 'each' or 'every' before them, the verb is usually singular. e.g., Every man, woman and child were lost. Each day and each hour bring its duty.
- Two or more singular subjects connected by 'or', 'nor', 'either', 'neither' or 'nor' take a verb in the singular, e.g., Neither Hari nor Ravi has come. No nook or corner was left unexplored.
- When the subjects joined by 'or', 'nor' are of different numbers, the verb must be plural, and the plural subject must be placed next to the verb. e.g., Hari or his brothers have done this. Either the boy or his parents have gone there.
- When the subjects joined by 'or', 'nor' are of different persons, the verb agrees in person with the one nearest to it, e.g., Either he or I am mistaken. Neither you nor he is to blame.
- A collective noun takes a singular verb when the collection is thought of as a whole. e.g., The counsel has chosen its president. The fleet has set sail.
- It should however be kept in mind that if the individuals of which the collective noun is composed of are thought of, it can take a plural verb. e.g., The military work called out. The crew were taken prisoners.
- Some nouns which are plural in form, but singular in meaning, take a singular verb, e.g., The news is true. Physics is a branch of natural science.
- When a plural noun counts between a singular subject and its verb, the verb used is singular in form. e.g., Each of the sisters is clever. A variety of objects charms the eye. The quality of the mangoes was not good.
- Words joined to a singular subject by with, together with, in addition to or as well as are parenthetical and therefore do not affect the number of verbs. e.g., The chief, with all his men, was killed Justice as well as mercy, allows.
- When the subject of the verb is a relative pronoun, care should be taken to see that the verb agrees in number and person with the antecedent of the relative. e.g., I, who am your friend, will guard you interest. You, who are my friend, should not worry me.
- The title of a book, play, story, musical composition and the name of a country, even though plural in form take a singular verb, e.g., Sons and Lovers is an interesting Novel. The United States of America is a developed country.

CHECK YOUR PROGRESS

NOTES



Fill in the blanks with correct form of the verb:

1. Two and two four.
2. Bread and butter take wholesome food.
3. Gulliver's travels written by swift.
4. A good man and useful citizenpassed away.
5. Each of the boys..... Rewarded.

2.3 LINKING WORDS (CONJUNCTIONS)

Definition of conjunction

A conjunction is a part of speech in English Grammar that is used to join clauses, phrases, and words together to construct meaningful sentences. Suitable conjunctions are used to form a link between or among words or groups of words and parts of a sentence and establish a relationship between or among them. Coordination of words is the main purpose of conjunction. Some commonly used conjunctions are “but”, “and”, “when”, “for”, “although” etc. Let us try to define conjunction with an example:

1. Rayan likes bacon and eggs for breakfast.

In this sentence, the two words i.e., bacon + eggs, are joined together by the conjunction and to show how the ideas are related to each other.

Let us look into some similar joining of clauses, phrases and words with appropriate conjunction:

2. Taniya has to finish her homework before she can go to bed.
3. Shilpa is hurt but she still wants to play for the team.

Types of Conjunctions

1. **Coordinating conjunctions**– are single words that join similar words or phrases or elements.
2. **Subordinating conjunctions**– also join similar words, phrases or elements but exist in pairs.
3. **Correlative conjunctions**- They are actually adverbs that are used as conjunctions.

Example:

- Alex and Robin are playing together.
- Alex plays well, but Robin plays better than him.
- I play cricket, and Robin plays football.
- When he was sick, I went to see him.

Coordinating Conjunctions

The job of a **coordinating conjunction** is to join two words, phrases, or independent clauses, which are parallel in structure. There are seven coordinating conjunctions which are by far the most common conjunctions: and, but, for, nor, or, so, yet.



It's easier to memorize the seven Coordinating Conjunctions with the acronym - FANBOYS.

For - I was meaning to leave soon, **for** I was getting late to the next class.

And - Freya left quickly **and** I was worried about her.

Nor - They weren't up for athletics **nor** was I.

But - We were running late **but** it wasn't possible to get out of here anytime soon

Or - Is it okay **or** should I go for the last laugh?

Yet - It was early in the morning **yet** we were all ready to go home.

So - He was panicking **so** we were cautious.

Example:

- We went to the stadium **and** enjoyed the cricket match.
- Do you want ice cream **or** would some chocolates be more preferable?
- Go away **and** never come back.

Correlative Conjunctions

Correlative conjunction uses a set of words in a parallel sentence structure to show a contrast or to compare the equal parts of a sentence. The words of correlative conjunctions have a special connection between them.

The correlative conjunctions are *not only - but also, either- or, neither - nor, both - and, not - but, whether - or* etc.

Example:

- **Neither** Alex **nor** Robin can play baseball.
- I want **both** ice cream **and** cereal
- He ate **not only** the ice cream **but also** the chocolate.
- Rina is **both** the CEO **and** Managing Director of the company.
- She didn't know **whether** to call in **or** wait her turn.

Subordinating Conjunctions

A **subordinating conjunction** joins elements of an unparallel sentence structure. These elements are usually a dependent clause and an independent clause.

The most commonly used subordinating conjunctions are:

After, how, than, when, although, if, that, where, as, in order that, though, which, as much as, inasmuch as, unless, while, because, provided, until, who/whom, before, since, what, whoever and whomever.

Example:

- **Before** we left home, I had had my breakfast.
- **Provided** they come, we can start class Tuesday.
- **When** he was washing my car, I went to the store.
- **Even though** the weather was horrible, they still went outside.



Compound Conjunction

These are conjunctions that have two or three parts. Each and every part of these does not have to be conjunctions themselves. The parts become inseparable in the sense that they tend to pop up next to one another more often and not.

Examples:

- We love to go skinny dipping **as well as** busking in the sun.
- He acted **as if** it were his first time under the sun.
- I made a deal to see them **provided that** I was assured police protection.
- I hurried out of the room **so that** I didn't have to listen to her anymore.

2.4 PREPOSITION

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Indeed, several of the most frequently used words in all of English, such as *of*, *to*, *for*, *with*, *on* and *at*, are prepositions. Explaining prepositions can seem complicated, but they are a common part of language and most of us use them naturally without even thinking about it.

In fact, it's interesting to note that prepositions are regarded as a 'closed class' of words in the English language. This means, unlike verbs and nouns, no new words are added to this group over time. In a way, it reflects their role as the functional workhorse of the sentence. They are unassuming and subtle, yet vitally important to the meaning of language.

There are two very important rules to remember when using prepositions. Because they are somewhat vague, learning about prepositions and using them correctly in sentences takes practice. Because 1:1 translation is often impossible when dealing with prepositions, even the most advanced English students have some difficulty at first.

- The first rule is that to make sentences clear, specific prepositions are needed. For example, the preposition *in* means one thing and the preposition *on* cannot substitute for it in all cases. Some prepositions are interchangeable but not always. The correct preposition means one particular thing and using a different preposition will give the sentence a very different meaning. *I want to see you in the house now, Bill!* means something very different from *I want to see you on the house now, Bill!* **In the house** means Bill should go through the door, walk inside, and stand in the hall or living room. **On the house** means Bill would need to get a ladder and climb to the roof where he would be *on top of* the house.
- The second rule for using prepositions is that prepositions are generally followed by nouns or pronouns. There was a time in the past when teachers held strictly to



this rule, but it made for some clunky sentences. *I am seeking someone I can depend on* ends with the preposition *on*, so people who insisted that sentences shouldn't end with a preposition would be forced to use convoluted and unnatural phrasing. To avoid ending that sentence above with a preposition, you'd have to say, *someone I can depend on is whom I am seeking*.

- There are more than 100 prepositions in the English language. In addition, there are endless possibilities for creating **prepositional phrases**, phrases that begin with a preposition and end with a noun or pronoun. In the following sections, you will find examples of prepositions, types of prepositions, a comprehensive list of prepositions, and some helpful preposition exercises. As you read the examples and study the list, remember that prepositions usually convey concepts such as comparison, direction, place, purpose, source possession, and time.

Examples of Prepositions

In the following sentences, examples of prepositions have been italicized. As you read, consider how using different prepositions or even different types of prepositions in place of the examples might change the relationship between the rest of the words in the sentence.

- I prefer to read *in* the library.
- He climbed *up* the ladder to get *onto* the roof.
- Please sign your name *on* the dotted line *after* you read the contract.
- Go *down* the stairs and *through* the door.
- He swam *across* the pool.
- Take your brother *with* you.

Type of Prepositions

1. Prepositions of Time

Basic examples of time prepositions include: *at*, *on*, *in*, *before* and *after*. They are used to help indicate when something happened, happens or will happen. It can get a little confusing though, as many different prepositions can be used.

Prepositions of time examples in the following sentences are in bold for easy identification.

For example:

- I was born **on** July 4th, 1982.
- I was born **in** 1982.
- I was born **at** exactly 2am.
- I was born two minutes **before** my twin brother.
- I was born **after** the Great War ended.

The above makes it seem quite difficult, with five different prepositions used to indicate when something happened. However, there is a set of guidelines that can help decide which preposition to use:

For years, months, seasons, centuries and times of day, use the preposition *in*:

- I first met John **in** 1987.
- It's always cold **in** January
- Easter falls **in** spring each year.
- The Second World War occurred **in** the 20th century.
- We eat breakfast **in** the morning.

For days, dates and specific holiday days, use the preposition *on*:

- We go to school **on** Mondays, but not **on** Sunday
- Christmas is **on** December 25th.
- Buy me a present **on** my birthday.

For times, indicators of exception and festivals, use the preposition *at*:

- Families often argue **at** Christmas time.
- I work faster **at** night.
- Her shift finished **at** 7pm.

Before and *after* should be much easier to understand than the other examples of prepositions of time. Both are used to explain when something happened, happens or will happen, but specifically in relation to another thing.

- **Before** I discovered this bar, I used to go straight home **after** work.
- We will not leave **before** 3pm.
- David comes **before** Bryan in the line, but **after** Louise.

Other prepositions of time could include: **During**, **about**, **around**, **until** and **throughout**.

- The concert will be staged **throughout** the month of May.
- I learned how to ski **during** the holidays.
- He usually arrives **around** 3pm.
- It was **about** six in the morning when we made it to bed.
- The store is open **until** midnight.

1. Prepositions of Place

To confuse matters a bit, the most common prepositions to indicate time – **on**, **at**, **in** – are also the most common prepositions to indicate position. However, the rules are a little clearer as place prepositions are a more rigid concept than time prepositions.

Prepositions of place examples in the following sentences are in bold for easy identification.

- The cat is **on** the table.
- The dogs are **in** the kennel.
- We can meet **at** the crossroads.

NOTES





The guidelines can be broken down as follows:

On is used when referring to something with a surface:

- The sculpture hangs **on** the wall.
- The images are **on** the page.
- The specials are **on** the menu, which is **on** the table.

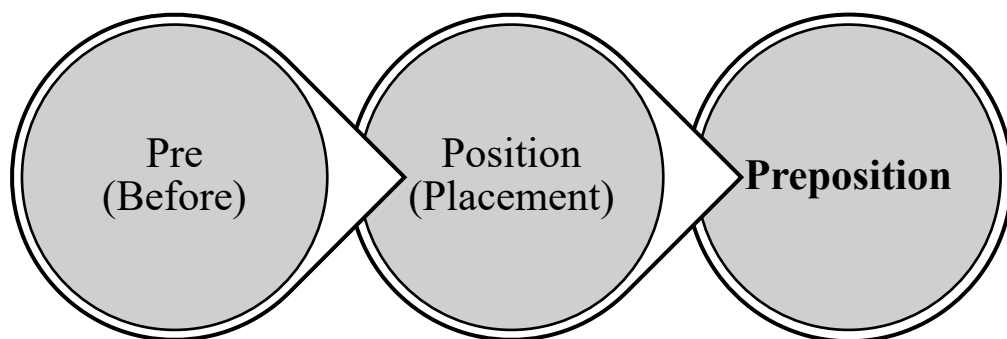
Uses of preposition with examples

Prepositions are the words that join a noun, pronoun or the noun phrases and make each sentence complete. However, learning preposition is little tricky and hence, students should be conscious while reading a book or other documents and check the usage of the preposition.

Examples:

To the office, on the table, about myself, in a few minutes, at my place, etc. Here, 'to', 'on', 'about', 'in' and 'at' are the prepositions.

Moreover, prepositions are used in the sentences to indicate a location, direction, time or sometimes, to introduce an object. Some common prepositions and their applications in the sentences are mentioned here.



Prepositions

On:

- On (refers a surface of something)- I kept the dishes on the dining table.
- On (specifies days and dates)- I will come on Monday.
- Radha was born on 15th August.
- On (refers TV or other devices)- She is on the phone.
- My favourite movie will be on TV now.
- On (refers the parts of the body) — I keep wearing my wedding ring on my finger.
- On (to refer a state)- The products available in the store are on sale.

At:

- At (to indicate a place)- There are a good number of people at the park.
- At (to refer an email address)- Please mail in detail @ (at) radha@def.com

- At (to refer a time) — Meet me at 5 p.m. tomorrow.
- At (indicate one's activity)-John laughed at my acting in the play.

In:

- In (to indicate a location)- I am in my friend's place now.
- In (used while doing something) — The tagline should be catchy in marketing a product.
- In (to indicate opinion, belief, feeling, etc.)- I believe in hardworking.
- In (specify day, month, season, year) — I prefer to do Maths in the morning.
- The new academic session will commence in March.
- In (to indicate colour, shape and size) — This dress comes in four sizes.

To:

- To (to indicate the direction, place)- The friends went to the restaurant.
- I am heading to my college.
- To (to indicate relationship) - Do not respond to the annoying persons.
- Your answer is important to me.
- To (to indicate a limit) - The old newspapers were piled up to the roof.
- To (to refer a period) - I am here from 10 to 5.

Of:

- Of (to indicate relating to, belonging to) - I always dreamed of being famous.
- Of (to indicate reference) - This is a picture of my last birthday.
- Of (to specify the number or an amount) - A good number of people understand Hindi.

For:

- For (to indicate the reason or because of) - I am really happy for you.
- For (to indicate the duration or time) - I attended the session for one year only.
- For (specify the use of something) - She is preparing for her final exam.

2.5 CHAPTER SUMMARY

Subject-Verb Agreement means that subjects and verbs must always agree with each other. The verb changes its form to indicate the tense but it also changes its form to indicate the number of subjects in a sentence. A conjunction is a part of speech in English Grammar that is used to join clauses, phrases, and words together to construct meaningful sentences. Suitable conjunctions are used to form a link between or among words or groups of words and parts of a sentence and establish a relationship between or among them. A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions are usually

short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

2.6 REVIEW QUESTIONS

1. **What is subject verb agreement?**
2. **Explain linking words.**
3. **Explain prepositions.**
4. **Discuss about the types of prepositions.**
5. **Fill up the correct form of verbs:**
 - a. The jury.....divided in their opinion.
 - b. He is one of the authors who.....destined to be immortal.
 - c. Neither of the boys..... Quite at his ease.
 - d. The cost of these articles.....risen.
6. **Correct the following sentences:**
 - a. Sita as well as Ram like fruit.
 - b. The owner of these houses are very clever.
 - c. There is eleven players in the ground.
 - d. Rice and curry are his favourite dish.

2.7 MULTIPLE CHOICE QUESTIONS

1. My brother loves animals. He just brought a puppy _____ a kitten home with him.
 - a. But
 - b. Or
 - c. Yet
 - d. And
2. I'd like to thank you _____ the lovely gift.
 - a. Or
 - b. For
 - c. And
 - d. Yet
3. I want to go for a hike _____ I have to go to work today.
 - a. But
 - b. Yet
 - c. Or
 - d. For
4. They do not smoke, _____ do they play cards.
 - a. And

- b. Or
 - c. Nor
 - d. Yet
5. I'm getting good grades _____ I study every day.
- a. Or
 - b. Yet
 - c. But
 - d. Because
6. We walked the edge of the desert.
- a. As far as
 - b. Up to
 - c. Until
 - d. Yet
7. It is another three weeks the holidays.
- a. To
 - b. Until
 - c. For
 - d. Up to
8. I don't know how she manages to support such a large family. She has nothing her pension.
- a. Besides
 - b. Except
 - c. Apart from
 - d. All of the above
9. Are you wearing anything? your sweater?
- a. Below
 - b. Under
 - c. Underneath
 - d. Either under or underneath
10. Do you mind? I was you!
- a. In front of
 - b. In front off
 - c. Before
 - d. Near

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UNIT

III

COMPOSITION

STRUCTURE

- 3.1 Learning objective
- 3.2 Précis Writing
- 3.3 Note Making
- 3.4 Paragraph Writing
- 3.5 Chapter summary
- 3.6 Review questions
- 3.7 Multiple choice questions

3.1 LEARNING OBJECTIVE

NOTES



After completion of this unit, students will be able to:

- Know about Précis writing.
- Know about the qualities of note making.
- Know what a paragraph is and how to Write a paragraph on a story.
- Learn about formal and informal letters, and Write essays.

3.2 PRÉCIS WRITING

A précis may be defined as a summary or shortened form of a piece of writing, in which matters of detail are left out and only the important points are retained. It is a short digest of the essential facts or ideas contained in a given passage. Brevity, conciseness, or Compression is thus the essence of précis. The student must possess the judgment to be able to seize upon the essential points in a passage and leave out what is unnecessary or inessential. But he must also have an adequate vocabulary not only to understand the meaning of the given passage but to be able to express its main ideas in his own language. An ability to write a good précis is nowadays an essential qualification for working in government offices, newspaper offices, business houses, firms, etc. This ability therefore be of great use and value to students even after they have passed the C. S. S. and P.M.S. examinations. They are advised, for this reason, to try to acquire a certain degree of proficiency in the art of précis writing.

RULES FOR PRÉCIS WRITING

1. Decide Theme of the Passage

The main theme of the passage should be found out through careful reading and then main points and ordinary points are found out for giving importance. These things are essential for brief and clear presentation of précis.

2. No Reproduction of Important Sentences

The sentences of original passage cannot be used for précis -writing. Précis -writing is an art of remodelling of sentences without affecting main theme of the original passage.

3. Have Brevity and Clarity

Brevity is the soul of précis -writing. But, at the same time, clarity should not be given up. Mere deletion or addition of few words of original passage cannot be a précis -writing. Moreover, brevity should not create any ambiguity in the minds of the reader.

4. Reflects the Intelligence of the Précis -writer

The style of language and words used in the précis -writing indicate the intelligence of the précis writer. In other words, the précis -writing preserved the spirit of the original passage with different words and sentences.

5. Use Own Language

The précis -writer should use his/her own language for précis -writing. The writer should not retain any significant phrases or technical terms of the original passage. It means that the writer should use his/her own sentences for précis -writing.



6. Avoid Direct Speech and Use Indirect Speech

The précis -writing is presented in third person point of view. The text of the original passage is presented in direct speech. Now, it is the duty of the précis -writer that he/she should present in indirect speech.

7. Inclusion of Statistical Information

If statistical information is included in the original passage, they can be used in the précis -writing for maintaining quality. If statistical information is excluded, it affects very purpose of précis -writing and convey different meaning.

8. Observe Proportion

Original passage is divided into many parts. Each part is dealt with according to importance but not according to length. In this way, objectives of précis -writing are achieved.

9. No Comments but Conclusion

The précis -writer need not give any comments over the original passage but should give conclusion. It means that the précis -writer need not evaluate the mind of the author but interpret the original passage in a meaningful way.

10. One third of Original Passage

It is the general practice that the length of précis -writing should be one third of original passage. If so, reader can get full information and do his/her job very effectively.

Forms of Condensation

A précis is sometimes used interchangeably or synonymously with summary and abstract. Other forms of condensation include outline, synopsis, abridgement, and digest. But these forms of condensations are for different purposes. These forms are different from each other in many respects. Summary is the most general form of condensation and implies any effort to present briefly an all-encompassing and Comprehensive account of the passage. It is more of a pithy paraphrase of the main ideas of the passage. Abstract on the other hand, gives the gist of the important points or important results of the report or paper. More specifically, an abstract refers to a scholarly citation which gives the main points of a piece of research or study. It is a brief, qualitative presentation of the more complex ideas contained in the passage. Précis on the other hand, is lengthier than the abstract and follows the exact order of points of the original passage. It is a clear statement of bare facts without any unnecessary frills. In fact, précis writing requires writing of the essential facts/ ideas in a clear, exact and concise way. In this sense, précis is more like original piece of writing. As a précis writer you use your own words to write the gist of the passage. A good précis is terse and succinct; it incorporates the rules of unity and coherence.

Outline and synopsis, like précis, follow the order of points of the original passage:

Outline covers a wider range than synopsis. Outline numbers the salient or principal features of the document or project work. It uses the key words or phrases of the given material to give its extended paraphrase in prose. Synopsis is a shortened or condensed form of a great mass of material. It sometimes refers to a summary of the plot of a novel or a piece of fiction. Many a time an author submits a chapter of a proposed book along



with the synopses of the unwritten or planned chapters to the publisher for his perusal. The outline also may sometimes state in a short and compact form points and mentioned in the material.

Other important forms of condensation are abridgement and digest. These are expanded forms of condensation of the original writing without changing the words and style of the original written material. Abridgement retains the general sense and unity of the original. It shortens the length by omission of words without sacrificing the sense. In abridgement least changes are made, thereby retaining the flavour of the original, like for example, a one-volume abridgement of Edward Gibbon's great and voluminous work 'The Decline and Fall of the Roman Empire'. However, a systematic condensation of essential points into a convenient form of the original is called a digest like, for example, a digest of weekly news. It can be a condensed compilation of legal rules, statutes or decisions for easy reference, it may or may not retain the flavour and style of the original piece of writing. Sometimes, passages of the original document are rewritten as 'digest' to bring in brevity and clarity. It can also refer to the collection of condensed technical and scholarly papers like a quarterly digest of articles on alternate sources of fuel or space research.

Skills Required

When you read the passage given for précis writing you would observe that the writer has used a more words than are necessary ideas. It is difficult to express one's ideas Comprehensive in a few words and this is why précis writing is an arduous task.

The aim of précis is to present to a busy reader, the main ideas of the original passage as concisely and clearly as possible, in a readable form. In this sense a précis is like an original piece of writing.

Précis writing demands power of judgement and evaluation, as the passage usually contains important ideas and a number of unnecessary words. So, you have to read the passage carefully, paying attention in order to identify the important ideas and discard those which are not required. You would need to develop a sense of balance. For the purpose of reduction of the original passage. You have to train yourself to express ideas concisely. Vocabulary extension is extremely is extremely helpful because you would have to substitute one single word for a clause or even a sentence. As you go on practicing précis wiring you would be training yourself to think logically and present the author's ideas in a way which is early understood. The final précis that you write should be in your own words and have the same tone as the original. It must be a good piece of writing. The art of précis writing develops in the student a proper reading habit. Forcing him to read attentively and carefully. It helps in vocabulary extension and it also inculcates in the précis writer the power of judgement to discriminate between essential ideas and facts and not so essential ones given in the passage. It trains the précis writer to think logically and present the author's idea in a way which is clearly understood. You would have to train yourself to shorten the sentences for conciseness, select important ideas and discard unimportant ones and generalise.

EXAMPLES

To better understand how the best examples of précis writing manage to extract the main substance from a larger passage, let's go through the following précis writing examples with solutions.



1. **Original text: (the myth of freedom by Yuval Noah Harari, the guardian, September 14, 2018)**

Liberalism is founded on the belief in human liberty. Unlike rats and monkeys, human beings are supposed to have “free will”. This is what makes human choices the ultimate moral and political authority in the world.

If you happened to be amid the riots in Washington on the day after Martin Luther King was assassinated, or in Paris in May 1968, or at the Democratic party’s convention in Chicago in August 1968, you might well have thought that the end was near. While Washington, Paris and Chicago were descending into chaos, the Soviet system seemed destined to endure forever. Yet 20 years later it was the Soviet system that collapsed. The clashes of the 1960s strengthened liberal democracy, while the stifling climate in the Soviet bloc presaged its demise.

Précis writing sample

Human liberty defines liberalism. The concept of “free will” is exclusive to humans and gives us moral and political authority.

During the 1960s, liberalism was undergoing a crisis in the West. Contrasted with the chaos in liberalism, the illiberal system in the Soviet Union seemed to be flourishing. However, in a matter of two decades, it was the Soviet system that collapsed, while liberal democracy strengthened by adapting itself.

2. **Original text (Indian summer: the secret history of the end of an empire by Alex von tunzelmann,**

On 28 July, Mountbatten held a reception at which he, Patel and V.P. Menon joined forces to bully the princes. The Maharajas stood around nervously to watch this daunting triumvirate at work. Mountbatten would not be able to provide Patel with a completely full basket of apples, but it is striking that he managed to secure as many as he did.

Most of the princes would disappear quietly into estate management or gin palaces, as they pleased. But an impressive number of exceptions ran for office in the new democratic India. Whatever may be said about Mountbatten’s tactics or the machinations of Patel, their achievement remains remarkable. Between them, and in less than a year, it may be argued that these two men achieved a larger India, more closely integrated, than had 90 years of the British raj, 180 years of the Mughal Empire, or 130 years of Ashoka and the Maurya rulers.

Précis writing sample:

Mountbatten held a reception with the purpose of bullying the princes in tandem with Patel and V.P. Menon. As the princes speculated, Mountbatten went about persuading them, providing Patel with far more accessions than he should have been able to.

Many princes became irrelevant after accession, but some ran for office in independent India. But between themselves, Mountbatten and Patel achieved something remarkable, constituting an India at the time of independence that was greater and more closely integrated than ever before.

3.3 NOTE MAKING

Introduction

Come to think of it note making is almost an involuntary exercise! Because whether we wish to or not but we always make note of things that we hear. So, using pen and paper to take and make notes is just an act of regularising and organising these thoughts in the most comprehensive way.

We always take down the notes from a source, therefore, while making notes we should keep in mind that we should not require to go back to the source ever again. So, on one hand, we need to try our best to be brief we should never filter out any unavoidable information.

Thus, there exists a well-defined method along with certain rules that one must follow to optimize their notes and get the best out of them. For example, what to choose as the heading, what and how many subheadings to give etc.

Advantages

1. **Personalised Convenience:** Every individual can make notes according to his/her own understanding of the matter. Which means even if the source of two notes is the same, they will be unique because each note-maker is free to personalise their notes in a way he/she finds best.
2. **Reversible:** The same way notes help us to make the information, we can write a descriptive account of this information with the help of the notes as well. So, the decompression of the content is possible.
3. **Alterable:** With time, as we keep on going through the notes, again and again, we can make changes according to our convenience.
4. **Quick Learning:** This point stands in close relation to our first point as we personalise the convenience, we make our notes more and more comprehensible. As a result, these notes help us to memorise the source main text more easily and quickly. Because obviously a text better understood is a text better learned!

Strategies to Make a Note

The use of bullet points is something we keep seeing all the time. The basic idea behind this practice is providing a gist about something in a not-easily-forgettable fashion. And the objective of note making is the same; to bring the focus of readers on the most significant information, leaving behind everything else. Now let's study about the strategies one must follow to make appropriate notes, point by point:

HEADING/SUBHEADING

To assign a short and best-understood heading and subheading, we need to go through the source content at least twice.

- For the first time just skim through the whole content to find a central idea or the main outline of the topic. This will be our heading which should consist of as few words as possible



- While reading the second time try to be more thorough as this time, we are looking for the sub-headings. Which means, you must focus on the subordinate ideas supporting the central theme. The brevity of the sub-heading is still mandatory.

CONTENT

Only write the most relevant content for making your notes truly précis e. And don't forget to include those important details that you think you will have a hard time recalling later.

- Ignore all the less important things such as unnecessary illustrations, examples, etc.
- Mention the maximum of information point-wise but do pay attention that the information is complete.
- Divide and sub-divide the content in a logical manner and make the notes according to the same sequence.
- Never put in your own interpretations. You may write the given conclusions in your own words but don't add your own opinions.

READIABILITY

There are certain tips and trips one can use to avoid any ambiguity and make the notes catchier.

- Provide headings, sub-headings and sub-sub-headings (if present) with proper numbering; relating anything with numbers always makes it easy to by-heart!
- Don't leave unnecessary spaces to eliminate any confusion
- Make use of as many abbreviations as possible but it should not come at the expense of poor comprehension

THREE STAGES OF NOTE MAKING

Note making doesn't only happen when you are reading or attending lectures. There are three stages to making effective notes: before, during, and after.

1. **Before:** Prepare by finding out what you need to know and what the purpose of the reading or lecture is.
2. **During:** Note down main ideas and keywords. Find techniques that work for you.
3. **After:** Reflect and review and then organise your notes.

ALL GOOD NOTE SHOULD CONTAIN

- Source information (title, author, date etc).
- Headings to help you identify the key topics.
- Key points, examples, names, new ideas.
- Triggers to make your notes more memorable – such as mnemonics, colour or drawings.
- Further reading and ideas to follow up later.

3.4 PARAGRAPH WRITING

NOTES



Introduction

Requisites of good paragraph writing and scientific writing skills:

Developing the ability to write effective paragraphs is essential because documents contain a series of related paragraphs. No paragraph can be developed if it lacks requisites of a good paragraph. The paragraph is the indispensable of any long discourse (any piece of writing longer than a sentence). All business letters, abstracts, reports, proposals and promotional materials such as brochures and business circulars are composed with well-written and closely structured paragraphs, they are the bricks of any structure which serves business communication.

Scientists write to communicate their research results and findings with other scientists or experts. In this way, information is shared systematically. so that researchers can build upon the work of others. Although there are different ways to share information amongst the scientific community, such as oral or poster - presentations on scientific conferences, science blogs, or data warehouses, written reports, especially those reviewed by peer scientists and published in international journals, are still the most effective way to add your research outcomes to the body of scientific knowledge. Again, scientific writing skills require requisites without which scientific writing skills are incomplete.

- **Effective listening:** Listening is a process of receiving, interpreting and reacting to the messages received from the communication sender. Effective listening is an art of communication, which is often taken for granted and ignored. Listening requires conscious efforts of interpreting the sounds, grasping the meanings of the words and reacting to the message. Listening is defined as making an effort to hear somebody something. Listening is a combination of what we hear, understand and remember. Listening starts from hearing and it goes beyond hearing, since we evaluate and react based on it. Effective listening is not a passive communication activity. It takes a great deal of effort and motivation to become and remain an effective listener. Effective the listening is certainly not the answer to all business problems. but it is one of the first steps leading to solutions.
- **Importance of listening and hearing:** Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand w another person is saying. The ability to listen carefully allows workers to better understand assignments they are given. They are able to understand what is ex of them by their management.

Principles of good paragraph writing

Following are the principles of good paragraph writing:

- Proper length
- Unity
- Coherence
- Logical development or idea



A paragraph is a group of closely related sentences. that deals with a thought or a division of thought. It is a small set of carefully arranged sentences on a topic.

Features of a good paragraph

The main features of a good paragraph are:

- Topic sentence which expresses the thought or the central idea:
- Supporting ideas which develop. Explain the thought, and compare and contrast the central idea.
- Supporting details such as stating reasons, examples and names.
- A concluding sentence that sums up the paragraph.
- Repetition of key words and phrases that contribute to the unity of the paragraph
- Coherence that is achieved through logical organisation of the sentences.
- Transition words and linkers that help in coherence.
- A smooth transition of ideas is very important to engage the reader's interest in the topic. Coherence refers to the clear and logical linking of ideas. Cohesion can be achieved through use of pronouns and repetition of keywords.

For example:

It is a common knowledge that organic molecules are the basis of life. When the earth was in its infancy. it had only inorganic molecules. As it cooled down, the latter combined to form the former, making life on earth possible. Therefore. any place in the universe that harbours organic ones can be a possible source. (Lack of repetition).

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Transitional tags

S.NO.	INTENSION	TRANSITIONAL WORDS OR PHRASES
1	Addition	And, or, more over again, first, next, last. In addition. Further, besides, etc.
2	Time	While. After, hen, meanwhile. During, next, then afterwards, never, always, whenever, sometimes, simultaneously, etc.
3	Place	Here, there, nearby, beyond, opposite to, neighbouring on, etc.
4	Examples	For example, to illustrate, to demonstrate, for instance, such as, etc.
5	Similarity	In the same way, similarly, likewise, in smaller fashion, etc
6	Contrast	On the contrary, in contrast. Nevertheless. But, at the same time. Yet, though, despite, Etc.

7	Clarification	That is to say, in other words, to clarify, instead, etc.
8	Cause	Because, on account of, due to, etc.
9	Cause	Therefore, consequently, as a result, etc.
10	Purpose	Thus. Hence. Accordingly, in order to. Etc.

Use of parallel grammatical structures

- Either... or...
- Neither... nor...
- Not only... but also...
- Both... and...

Compose the paragraph structure as given below:

1. Mind mapping on the idea topic sentence/theme sentence:
 - Supporting idea 1
 - Supporting idea 2
 - Supporting idea 3
 - a. Supporting details, A
 - b. Supporting details, B
 - c. Supporting details, C
2. Concluding sentence.
3. Arrange the supporting details and ideas.
4. Write the first draft and revise it.
5. Ensure flow and readability.

3.5 CHAPTER SUMMARY

A précis may be defined as a summary or shortened form of a piece of writing, in which matters of detail are left out and only the important points are retained. It is a short digest of the essential facts or ideas contained in a given passage. Brevity, conciseness, or Compression is thus the essence of précis. The student must possess the judgment to be able to seize upon the essential points in a passage and leave out what is unnecessary or inessential. But e must also have an adequate vocabulary not only to understand the meaning of the given passage but to be able to express its main ides in his own language.

A précis is sometimes used interchangeably or synonymously with summary and abstract. Other forms of condensation include outline, synopsis, abridgement, and digest. But these forms of condensations are for different purposes. These forms are different from each other in many respects. Come to think of it note making is almost an involuntary exercise! Because whether we wish to or not but we always make note of things that we hear. So, using pen and paper to take and make notes is just an act of regularising and organising these thoughts in the most comprehensive way.



Developing the ability to write effective paragraphs is essential because documents contain a series of related paragraphs. No paragraph can be developed if it lacks requisites of a good paragraph. The paragraph is the indispensable of any long discourse (any piece of writing longer than a sentence).

3.6 REVIEW QUESTIONS

Make Précis and give suitable Title:

1. Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.
2. It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So, all healthy minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money.
3. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So, of clergymen. The clergyman's object is essentially baptized and preach not to be paid for preaching. So, of doctors. They like fees no doubt—ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and get it. And so, with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second.
4. Home is the young, who known "nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lies outside of it. It is the place of training of those who are not only ignorant, but have no yet learnt how to learn, and who have to be taught by careful individual trail, how to set about profiting by the lessons of teacher. And it is the school of elementary studies—not of advances, for such studies alone can make master minds. Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at spell upon

us after life, a stay for world weary mind and soul; wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

NOTES



Write a paragraph on each of the following topics. pointers have been given for each topic. You can also use your own ideas.

1. Conservation of Natural Resources Pointers:

- Several ways to conserve natural resources.
- Turn off lights and other appliances when not in use.
- Use lights that consume less power.
- Drive less-adopt carpooling instead.
- Make a habit of walking short distances.
- Use recycled items.
- Don't waste water.
- Use waste water for watering your plants.
- Each of us should do our bit.

2. Knowledge Is Power Pointers:

- Man is a social animal who can think.
- Despite being physically weak, he rules over all other animals.
- Man has knowledge which makes him powerful.
- Even among men, the ignorant bow before the knowledgeable.
- Philosophers, scientists, religious leaders, etc. have great influence over others.
- Thus, knowledge is power.
- However, knowledge cannot control the natural processes.

Read the following passages and make notes on it with suitable title:

Passage 1:

Conversation is indeed the most easily teachable of all arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example, numberless hobbies to talk about. But the important thing is that you must talk about other fellow's hobby rather than your own. Therein lies the secret of your popularity. Talk to your friends about the things that interest them, and you will get a reputation for good fellowship, charming wit, and a brilliant mind. There is nothing that pleases people so much as your interest in their interest.

It is just as important to know what subjects to avoid and what subjects to select for good conversation. If you don't want to be set down as a wet blanket or a bore, be careful to avoid certain unpleasant subjects. Avoid talking about yourself, unless you are asked to do so. People are interested in their own problems not in yours. Sickness or death bores everybody. The only one who willingly listens to such talk is the doctor, but he gets paid



for it.

To be a good conversationalist you must know not only what to say, but how also to say it. Be mentally quick and witty. But don't hurt others with your wit. Finally try to avoid mannerism in your conversation. Don't bite your lips or click your tongue, or roll your eyes or use your hands excessively as you speak. Don't be like that Frenchman who said, "How can I talk if you hold my hand?"

Passage 2:

A good business letter is one that gets results. The best way to get results is to develop a letter that, in its appearance, style and content, conveys information efficiently. To perform this function, a business letter should be concise, clear and courteous.

The business letter must be concise: don't waste words. Little introduction or preliminary chat is necessary. Get to the point, make the point, and leave it. It is safe to assume that your letter is being read by a very busy person with all kinds of papers to deal with. Re-read and revise your message until the words and sentences you have used are précis e. This takes time, but is a necessary part of a good business letter. A short business letter that makes its point quickly has much more impact on a reader than a long-winded, rambling exercise in creative writing. This does not mean that there is no place for style and even, on occasion, humour in the business letter. While it conveys a message in its contents, the letter also provides the reader with an impression of you, its author: the medium is part of the message.

The business letter must be clear. You should have a very firm idea of what you want to say, and you should let the reader know it. Use the structure of the letter—the paragraphs, topic sentences, introduction and conclusion—to guide the reader point by point from your thesis, through your reasoning, to your conclusion. Paragraph often, to break up the page and to lend an air of organisation to the letter. Use an accepted business-letter format. Re-read what you have written from the point of view of someone who is seeing it for the first time, and be sure that all explanations are adequate, all information provided (including reference numbers, dates, and other identification). A clear message, clearly delivered, is the essence of business communication.

The business letter must be courteous. Sarcasm and insults are ineffective and can often work against you. If you are sure, you are right, point that out as politely as possible, explain why you are right, and outline what the reader is expected to do about it. Another form of courtesy is taking care in your writing and typing of the business letter. Grammatical and spelling errors (even if you call them typing errors) tell a reader that you don't think enough of him or can lower the reader's opinion of your personality faster than anything you say, no matter how idiotic. There are excuses for ignorance; there are no excuses for sloppiness.

The business letter is your custom-made representative. It speaks for you and is a permanent record of your message. It can pay big dividends on the time you invest in giving it a concise message, a clear structure, and a courteous tone.

3.7 MULTIPLE CHOICE QUESTIONS

NOTES 

1. There are _____ principles of paragraph writing.
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. There are _____ stages of note making.
 - a. 1
 - b. 2
 - c. 3
 - d. 4
3. Listening is a process of _____.
 - a. Giving
 - b. Receiving
 - c. Sharing
 - d. None of the above
4. The use of _____ points is something we keep seeing all the time.
 - a. Bullet
 - b. Numbering
 - c. Highlights
 - d. None of the above
5. Either/ _____.
 - a. Nor
 - b. Or
 - c. And
 - d. None of the above
6. Neither/ _____.
 - a. Nor
 - b. Or
 - c. And
 - d. All of the above
7. Hearing is the _____ ability.
 - a. Mental
 - b. Social



- c. Physical
d. Both A and B
8. The sentences of original passage cannot be used for _____.
- a. Précis -writing
b. Paragraph writing
c. Note making
d. None of the above
9. Proper length, Unity, Coherence and Logical development or idea are the main features of _____.
- a. Précis -writing
b. Paragraph writing
c. Note making
d. None of the above
10. Liberalism is founded on the belief in human liberty.
- a. Human
b. Animal
c. Bird
d. None of the above

◆◆◆◆

UNIT

IV

ESSAYS

STRUCTUE

- 4.1 Learning objective
- 4.2 On the Rule of the Road: A. G. Gardiner
- 4.3 The Gandhian Outlook: S. Radhakrishnan
- 4.4 Our Own Civilization: C.E.M. Joad
- 4.5 Review questions
- 4.6 Multiple choice questions



4.1 LEARNING OBJECTIVE

After completion of this unit, student will be able to:

- Know about three different authors.
- Read creative essays from famous authors.
- Motivate themselves to develop writing skills in them.

4.2 ON THE RULE OF THE ROAD: A. G. GARDINER

About author

Alfred George Gardiner was a British journalist and author. He was a prolific essayist and his style and subject matter easily qualified him to be categorized as what the English would call a very civilized gentleman. His essays include 'On Habits', 'On Being Tidy' and 'On Talk and Talkers'. 'On the Rule of the Road', was included in one of Gardiner's compilations titled 'Leaves in the Wind' and was published under his pseudonym "Alpha of the Plough".



Essay

A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for foot-passengers, but she replied: "I'm going to walk where I like. We've got liberty now." It did not occur to the dear old lady that if liberty entitled the foot-passenger to walk down the middle of the road it also entitled the cab-driver to drive on the pavement, and that the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy. There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved the liberties of everybody must be curtailed. When the policeman, say, at Piccadilly Circus steps into the middle of the road and puts up his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry and seeing your motor-car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not, incidentally, interfere with you he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality. Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the Strand in a dressing-gown, with long hair and bare feet, who shall tell me nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache (which heaven forbid), or wearing a tall hat, a frock-coat and sandals, or going to bed late



or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. I may like mustard with my mutton. And you will not ask me whether you may be a Protestant or a Catholic, whether you may marry the dark lady or the fair lady, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to shandygaff. In all these and a thousand other details you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom our personal liberty of action becomes qualified by other people's liberty. I might like to practice on the trombone from midnight till three in the morning. If I went on to the top of Helve llyn to do it I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet. There are a lot of people in the world, and I have to accommodate my liberty to their liberties. We are all liable to forget this, and unfortunately, we are much more conscious of the imperfections of others in this respect than of our own.

I got into a railway carriage at a country station the other morning and settled down for what the schoolboys would call an hour's "swot" at a Blue-book. I was not reading it for pleasure. The truth is that I never do read Blue-books for pleasure. I read them as a barrister reads a brief, for the very humble purpose of turning an honest penny out of them. Now, if you are reading a book for pleasure, it doesn't matter what is going on around you. I think I could enjoy "Tristram Shandy" or "Treasure Island" in the midst of an earthquake. But when you are reading a thing as a task you need reasonable quiet, and that is what I didn't get, for at the next station in came a couple of men, one of whom talked to his friend for the rest of the journey in a loud and pompous voice. He was one of those people who remind one of those stories of Home Tooke who, meeting a person of immense swagger in the street, stopped him and said, "Excuse me, sir, but are you someone in particular?" This gentleman was someone in particular. As I wrestled with clauses and sections, his voice rose like a gale, and his family history, the deeds of his sons in the war, and his criticisms of the generals and the politicians submerged my poor attempts to hang on to my job. I shut up the Blue-book, looked out of the window, and listened wearily while the voice thundered on with themes like these: "Now what French ought to have done..." "The mistake the Germans made..." "If only Asquith had..." You know the sort of stuff. I had heard it all before, oh, so often. It was like a barrel-organ groaning out some banal song of long ago. If I had asked him to be good enough to talk in a lower tone I daresay he would have thought I was a very rude fellow. It did not occur to him that anybody could have anything better to do than to listen to him, and I have no doubt he left the carriage convinced that everybody in it had, thanks to him, had a very illuminating journey, and would carry away a pleasing impression of his encyclopedism range. He was obviously a well-intentioned person. The thing that was wrong with him was that he had not the social sense. He was not "a clubbable man."

A reasonable consideration for the rights or feelings of others is the foundation of social conduct. It is commonly alleged against women that in this respect they are less civilised than men, and I am bound to confess that in my experience it is the woman—the well-



dressed woman—who thrusts herself in front of you at the ticket office. The man would not attempt it, partly because he knows the thing would not be tolerated from him, but also because he has been better drilled in the small give-and-take of social relationships. He has lived more in the broad current of the world, where you have to learn to accommodate yourself to the general standard of conduct, and his school life, his club life, and his games have in this respect given him a training that women are only now beginning to enjoy. I believe that the rights of small people and quiet people are as important to preserve as the rights of small nationalities. When I hear the aggressive, bullying horn which some motorists deliberately use, I confess that I feel something boiling up in me which is very like what I felt when Germany came trampling like a bully over Belgium. By what right, my dear sir, do you go along our highways uttering that hideous curse on all who impede your path? Cannot you announce your coming like a gentleman? Cannot you take your turn? Are you someone in particular or are you simply a hot gospeller of the prophet Nietzsche? I find myself wondering what sort of a person it is who can sit behind that hog-like outrage without realising that he is the spirit of Prussia incarnate, and a very ugly spectacle in a civilised world.

And there is the more harmless person who has bought a very blatant gramophone, and on Sunday afternoon sets the thing going, opens the windows and fills the street with “Keep the Home Fires Burning” or some similar banality. What are the right limits of social behaviour in a matter of this sort? Let us take the trombone as an illustration again. Hazlitt said that a man who wanted to learn that fearsome instrument was entitled to learn it in his own house, even though he was a nuisance to his neighbours, but it was his business to make the nuisance as slight as possible. He must practise in the attic, and shut the window. He had no right to sit in his front room, open the window, and blow his noise into his neighbours’ ears with the maximum of violence. And so, with the gramophone. If you like the gramophone you are entitled to have it, but you are interfering with the liberties of your neighbours if you don’t do what you can to limit the noise to your own household. Your neighbours may not like “Keep the Home Fires Burning.” They may prefer to have their Sunday afternoon undisturbed, and it is as great an impertinence for you to wilfully trespass on their peace as it would be to go, unasked, into their gardens and trample on their flower beds. There are cases, of course, where the clash of liberties seems to defy compromise. My dear old friend X., who lives in a West End square and who is an amazing mixture of good nature and irascibility, flies into a passion when he hears a street piano, and rushes out to order it away. But nearby lives a distinguished lady of romantic picaresque tastes, who dotes on street pianos, and attracts them as wasps are attracted to a jar of jam. Whose liberty in this case should surrender to the other? For the life of me I cannot say. It is as reasonable to like street pianos as to dislike them—and vice versa. I would give much to hear Sancho Penza’s solution of such a nice riddle. I suppose the fact is that we can be neither complete anarchists nor complete Socialists in this complex world—or rather we must be a judicious mixture of both. We have both liberties to preserve—our individual liberty and our social liberty. We must watch the bureaucrat on the one side and warn off the anarchist on the other. I am neither a Marxist, nor a Tolstoian, but a compromise. I shall not permit any authority to say that my child must go to this school or that, shall

specialise in science or arts, shall play rugger or soccer. These things are personal. But if I proceed to say that my child shall have no education at all, that he shall be brought up as a primeval savage, or at Mr. Fagin's academy for pickpockets, then Society will politely but firmly tell me that it has no use for primeval savages and a very stern objection to pickpockets, and that my child must have a certain minimum of education whether I like it or not. I cannot have the liberty to be a nuisance to my neighbours or make my child a burden and a danger to the commonwealth. It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgment upon ourselves, and declare that we are civilised or uncivilised. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey. I hope my friend in the railway carriage will reflect on this. Then he will not cease, I am sure, to explain to his neighbour where French went wrong and where the Germans went ditto; but he will do it in a way that will permit me to read my Blue-book undisturbed.

Essay Summary

An old lady was walking carelessly in the middle of the road, and when told that she should walk on the pavement, she responds that because she has liberty, she has the power to do anything she likes. However, if that were true, then the world would be chaos. **Anarchy** would exist over liberty because if everyone was free to do as they pleased, nobody would have any kind of protection. So, it is essential to not lose ourselves in the concept of liberty and understand what the rule of the road is.

A policeman enforcing the laws of the land, or more specifically, the rules of the road, is a symbol of **freedom**, not a symbol of dictatorship. One may believe that such law enforcement is infringing on their freedom, but a reasonable person will also understand that law enforcement is what allows a semblance of **order** to exist in the world, which in turn supports true liberty. We can see that liberty is a social contract, an acceptance of everyone's needs and an accommodation of them. However, when what one does is unrelated to anyone else's liberty, then there are no restrictions to worry about. The way you choose to dress, or the style in which you choose to portray yourself, or when you sleep, wake up, eat, bathe, and what religion you follow are completely **irrelevant** with regard to another person's liberty, and so does not require any sort of regulation. Yet, once this lack of regulation impinges upon someone else's freedom, that is where the line of your restriction-less liberty ends. If you want to learn to play the trombone, it's completely up to you, and you do not require anyone's say-so. If you practice that trombone in the wee hours of the morning, thereby disturbing family and neighbours, then there is a problem. It is easy to point out the mistakes of others when they infringe upon our liberty, but not as easy for us to be conscious of not infringing upon theirs. A civilized person will be civilized in matters both big and small. They will follow the rules of the road, and they contribute to the little things that make life for everyone that much sweeter. Consideration for one another is **integral** to real liberty.

NOTES





4.3 THE GANDHIAN OUTLOOK: S. RADHAKRISHNAN



About author

Sarvepalli Radhakrishnan, (born Sept. 5, 1888, Tiruttani, India—died April 16, 1975, Madras [now Chennai]), scholar and statesman who was president of India from 1962 to 1967. He served as professor of philosophy at Mysore (1918–21) and Calcutta (1921–31; 1937–41) universities and as vice chancellor of Andhra University (1931–36). He was professor of Eastern religions and ethics at the University of Oxford in England (1936–52) and vice chancellor of Benares Hindu University (1939–48) in India. From 1953 to 1962 he was chancellor of the University of Delhi. Radhakrishnan led the

Indian delegation to the United Nations Educational, Scientific and Cultural Organization (UNESCO; 1946–52) and was elected chairman of UNESCO's executive board (1948–49). From 1949 to 1952 he served as Indian ambassador to the Soviet Union. On his return to India in 1952 he was elected vice president, and on May 11, 1962, he was elected president, succeeding Rajendra Prasad, who was the first president of independent India. Radhakrishnan retired from politics five years later. Radhakrishnan's written works include *Indian Philosophy*, 2 vol. (1923–27), *The Philosophy of the Upanishads* (1924), *An Idealist View of Life* (1932), *Eastern Religions and Western Thought* (1939), and *East and West: Some Reflections* (1955). In his lectures and books, he tried to interpret Indian thought for Westerners.

Essay

Gandhiji was essentially a religious man. A religious man, when he is an authentically religious, rises above all the particular group loyalties and becomes a universal man. The great point about Gandhiji is that he realized in practice the theoretical implications of religions that have been with us from the beginning of religions. Hindus talk about Abhaya and Ahimsa, fearlessness and love; Buddhists talk about wisdom and love or compassion-Prajna and Karuna; Christians talk about truth and freedom, Muslims speak to us of one God and one family on earth. But what distinguishes a prophetic nature like Gandhiji is the seriousness with which he implements these ideals and lives for them. We talk about them. The knowledge is in us, but not the deed which answers to knowledge.

So far as Gandhiji is concerned his greatest contribution is to make us understand that even in this world of narrow loyalties and artifices, it is possible for us to incarnate these great ideals of Truth and love. Whenever he had to do a particular action, take up some line of conduct, he questioned himself, he fasted he prayed, and he ransacked his brains till at last he was able to say: 'This is the line of conduct on which to proceed.' In that sense, as a religious man, he was essentially a universal man, an internationalist.

He took up the causes of India to demonstrate to the world that the weapons which he was employing in this smaller compass could be extended to the whole: 'if I am able to establish the validity of non-violence in India, it could as well be applied to the whole world.' That is how he argued. He argued that political freedom could be won by non-violent methods. He



wanted to demonstrate to the world that the methods sanctified by history-violence, deceit and cunning-was not the only way to achieve political objectives. Winning of freedom by non-violent methods would be a lesson to the rest of the world. So, he took up the Indian cause, not out of any narrow patriotism, not only because he happened to belong to India, but because of his intense love for humanity and in order to enable humanity to adopt a different outlook, a different attitude, with regard to the problems which faced humanity. In those senses, he was first and foremost an internationalist and only then a nationalist in its narrow sense. His nationalism was a means to internationalism. His whole attitude was one of universalism. If we have conflict with Englishmen let us not hate the Englishmen, because both Englishmen and Indians are offspring of the same Divinity.

If we happen to be estranged for a time, we must feel that even though we have differences, we are still all brothers. That would enable us to love the evil-doer while hating the evil that was in his methods. Gandhiji's whole attitude was to understand the opponent, any particular kind of evil. In that way he felt that all strife, even civil strife, could be more of less eliminated. It is the same attitude of love that made him feel that other religions are also to be regarded as valid as his own. The belief that your religion is supreme and the talk of exclusive monopoly of truth seemed to him a kind of spiritual pride. If he wanted us to be humble, and to understand and respect other religion, as he himself did, it was because his stand-point was that truth happens to be the essence of all religions. He wanted that everyone should practice this both in mind and spirit, and he believed that one who is able to do it will reach the goal. If the Constitution of our country embodies that principle, it is largely due to Gandhiji's teaching-it is the expression of his sentiment of love and understanding for other peoples and creeds. If we have today so much of uncertainty, so much of fear, so much of confusion, it is because our goals are not clear. We have not given to the human mind something to satisfy its hunger, hunger for truth and something that creates universal brotherhood. Gandhi wished us to love and sympathize with other people. He did not want to divide them into minor compartments and say: you are Hindu, you are Muslim, you are Boer, you are South African. If we want to get real human unity in this world, we must take our religion more seriously. Our primary loyalty must be to the human race. It is this sense of a common humanity that is lacking today. If we take the advanced nations of the last decade or two, we see abundance of natural resources, great intellectual penetration, wonderful scientific achievement, even great development of discipline and leadership. These qualities are not enough. Something deeper, something more universal in appeal to man is necessary. Unless we are able to train our young men and women in this sense of world citizenship and make them understand that national loyalties must be subordinate –just as we today subordinate family loyalties to the nation-the world cannot escape disaster. We talk of the United Nations. It is symbol of this growing unity of the world order. It is unfortunately the séance of conflicts at the present moments, but it can still be saved for achieving through its medium the goal of the future world, the international society, if Gandhi's philosophy and ideals could be adopted. If Gandhi had lived longer, he would have worked to build a world state; a world state of which the different nations are merely branches. He would have given to that world state a kind of executive authority, a kind of police force, not military power but only a police force to maintain the normal civil life. He visualized such a world state in which rivalries



among nations will have been set aside like rivalries between individuals of the same nation through the development of the nation state. If a happier world order has to be evolved for the good of the future generations, we must declare right here that we believe in universal brotherhood, that we will respect one another, whether it be individuals or nations, that we will not apply two different methods of criticism, one to ourselves and a different one to others. All that is necessary is to transform these theoretical beliefs of one family, one God etc. into practical realities. I realize that we cannot overnight bring about this change. But it is necessary to bring about, may be slowly, this transformation of our society with good-will and understanding amongst us keeping in view always that the role of self-denial is the best medium for educating others.

Of course, if we go back to the prehistoric ages, we find each man followed his own dictates and that he was the sole judge of what is right and what is wrong. Gradually community life was evolved and we have given ourselves the rule of law: there law courts, the judges and so on by means of which wrong is sought to be redressed in the community. Again, we have some individuals who place themselves above all these laws, the sanyasis, who have neither desires nor belongings and who can go and sit in far-off mountains. They need not bother about these national governments and world governments; but for ordinary people trying to be saintly and as yet not fully so, we do require a world organization, a world police, a world court, a world bank and so on, so far as nations are concerned. We have to put theories into practice and demilitarize ourselves and employ police only for purposes of maintaining internal order. All this is practicable if there are people who can make non-violence their creed. We have seen that military might offer no solution for our disputes. Therefore, it becomes incumbent upon us to find out means by which solutions to the complex problems of the day can be offered on a more permanent basis. In this connection I would only add that Gandhi was anxious that means must be as pure as the end itself.

Essay summary

The Gandhian Outlook – Sarvepalli Radhakrishnan

Mahatma Gandhiji, as Sarvepalli Radhakrishnan said in his essay “The Gandhian Outlook”, was truly a religious man. Gandhiji was great admirer of all religions – Hinduism, Buddhism, Christianity, Islam and others. He realized them in practice the theoretical implications of each religion from its beginning. He understood that Hinduism talks about Abhaya, Ahimsa and Fearlessness and Love, Buddhism talks about Wisdom, Love and Compassion Prajana and Karuna, Christianity talk about Truth and Freedom and Muslims speak of One God and One family on the earth. Gandhiji strongly felt that people have knowledge of their religions but not the deed, which answers to their knowledge.

The greatest contribution of Gandhiji is to make us understand the very essence of those religions and incarnate the great ideals of Truth and Love, which are very foundations of every religion to evolve. Whenever Gandhiji intended to teach people, he takes up some line of conduct, examines and re-examines it thoroughly, with all fasting and praying, ransacked his brains until at last he was able to say: “This is line of conduct on which to proceed.” Gandhiji never preached anything to anyone without practice. He attained that stage through constant efforts and commitment. He, therefore, expected the highest



standards of conduct from everyone who come into contact with him. Distinctions of race, nationality and sect have no room in Gandhian ethics. Patriotism is not enough. A truly religious man does not restrict his commitment to any country or nation. His loyalty is to the whole of humanity. He acknowledges all great religions as embodying the truth and, therefore, worthy of deep reverence.

He was a revolutionary who was committed to overthrow of all forms of tyranny and social injustice, but who never bore ill will towards anyone, who led a mighty movement against British imperialism, but never allowed the movement to be accompanied by hatred, rancour or resentment against Englishmen. He was not an intellectual in the conventional sense of the term. He was not an academic philosopher propounding his philosophy in a précises manner.

Education should not only help in acquiring knowledge and arousing intellectual curiosity, but should inculcate right ideals through knowledge of the nation's social and cultural heritage. The Mahatma rejected the caste system based on birth as immoral. He wanted the organisation of the economy based on hereditary occupations on the ground that they helped to transmit knowledge and skill to the succeeding generations.

His greatest contribution to modern thought lies in his insistence that man is fundamentally a spiritual and moral being and that society is an association of human spirits an association that is not limited in any way by considerations of nationality, race, creed or sex. This is a simple doctrine, yet how profoundly revolutionary.

He wants men and women who are noble, public-spirited, disciplined, who are always bound by the laws of Dharma, who are fully conscious of their social obligations, and who think not in terms of self-interest and self-aggrandizement, but of service to the community and its corporate life. He also wants a society in which every man would be able to live in freedom and achieve creative self-expression. Thus, S. Radhakrishnan advocated on The Gandhian Outlook.

4.4 OUR OWN CIVILIZATION: C.E.M. JOAD



About author

Cyril Edwin Mitchinson Joad (August 12, 1891 – April 9, 1953) was an English philosopher and broadcasting personality. He is most famous for his appearance on *The Brains Trust*, an extremely popular BBC Radio wartime discussion programme. He managed to popularise Philosophy and became a celebrity, before his downfall in the Train Ticket Scandal of 1948. After the bed-confining thrombosis following his dismissal from the BBC in 1948, Joad developed terminal cancer. He died on 9 April 1953 at his home, 4 East Heath Road, Hampstead, aged 61, and was buried at Saint John's-at-Hampstead Church in London.

Essay

The celebrated essayist C E M Joad praises “Our Civilization” because it assures order and safety for every citizen. Without order and safety, those higher activities of mankind which



make up civilization could not be possible. The higher activities which are the epitomes of civilization. The inventor could not invent, the scientist could not find out anything new and the artist could not make any beautiful thing if not security assured. All disputes between man and man are settled in the courts of law. Thus, order and safety are the great achievements of our civilization today.

Our civilization is more secure than previous civilizations because it is much more widely spread. Most of the previous civilizations came to an end because savage (uncivilized) people broke in and destroyed them. This was the fate of Babylon, Assyria, India, China, Greece and Rome. Previous civilizations were specialized and limited like an oasis in a surrounding enormous desert of savagery. Eventually, the desert engulfed in and oasis was no more. But today, it is the oasis which spreading all over the desert. Practically no part of the world is untouched by it.

In modern civilization man's life starts in the early morning with the use of machines as they are the gifts of modern civilization. People enjoy comforts and luxuries from morning till late at night either at their offices or at their workplace. More and more machines are used in day to day to make their life easy. Countless number of machines and gadgets are invented to help us in every stage of man's life. All these machines are extra limbs to travel and extra arms to do some extra work, or even extra wings to fly for distant places. Thus, man invented all these machines and made them his slaves to work for him.

Further, C E M Joad expresses his apprehension that one day or the other day man may become a slave to his own machines. Machines may become the masters over the men. They may dictate and govern all human beings as we rule our brainless animals today. So, man has to engage himself to satisfy their (machines) needs and demands or else they may sulk and refuse to work.

For the first time, the entire world has now a chance of becoming a single whole unit. Today the food we eat comes from all over the world. The things in a grocer's shop are from the ends of the earth. Today the world is beginning to look more like one enormous box. Therefore, there is little danger upon our civilization from outside. But the danger comes from only within; it is danger from among us. Thus, CEM Joad brings out the defects of our civilization.

Defects of our civilization

- **The first Defect: Disparity in sharing of the National Income**

Today, the sharing of national wealth, food, clothing, houses and other amenities is still very unfair. In England alone, in sharing the National Income, we find that one half of it is shared among every sixteen and the other half goes to seventeenth person. So, some people live in luxury and many others do not have enough to eat, drink and wear. Today, in England, thousands of people live in dreadful surroundings. There many families with eight to ten persons live in a single room. In this room they are born and in this same room they die, because, they are too poor to afford another room. Until everyone gets his proper share of necessary things our civilization will not be perfect.

- **The Second Defect: The Danger of war:**

A still greater danger comes from war. Four years from 1914 to 1918, the most destructive was that the world has known, took place between the great nations of Western Europe. (CEM Joad had known only World War I at the time of writing this essay) the chief causes for this war were fear and pride. Each nation was afraid of the power of the other nation and each nation was too proud to admit it. Today, each nation is spending its greater part of its budget on war preparations thus leading to another which will probably burn up entire civilization altogether. However, to prevent the impending danger, all nations decide to set up League of Nations, the chief hope of the world, to settle disputes between the nations and ensure peace.

- **The Third Defect: The Danger from Machines:**

The third great defect of our civilization is that we do not know how to manage our machines. Machines were made to be man's servants; yet, they have grown to become his masters. Moreover, the machines are very stern masters. They must be fed with coal, given petrol to drink, oil to wash with and they must be kept at the right temperature. So, we have to wait upon them attentively and do all that we can to keep them in a good temper. The time may come when they rule us altogether, just as we rule the animals.

Thus, in this essay "Our Civilization" C E M Joad praises the remarkable progress that mankind has made in the field of civilization like order, safety and security. He also points out the dangers of our civilization in the form of dis-satisfaction, war and machines. The author feels that machines are not civilization but aids to civilization. If man will give his time and energy to removing the causes of quarrels between nations and discovering how to remove poverty then, our civilization would be greatest and the lasting that has ever been flourishing.

Essay Summary

In this chapter author wants to tell us that modern man uses many complicated machines like alarm clock, electric kettle, safety razor. So according to author man is depend on machines in countless way. But this does not mean that we are totally depended on machines and we are lazy. According to author the machines are our extra limbs and machines like typewriters and printing machines are our extra brains to save us the trouble of remembering. Man is the most restless and energetic of all creatures. But Man has invented these machines because he has got bored doing his work. He wants to save his time and energy for other things. Our civilization has some good parts like order & Security. If there is no order in society the inventor would not invent and the scientist would not find out. It means Civilization would be impossible without order & Security. According to author ancient civilizations were specialised and limited. It has certain areas while modern civilization is a far-flung thing It covers almost the whole world. Now the world is becoming a single place because we use many things in our daily life and these things come from different parts of the world. But we may expect the danger that is not from outside and uncivilized people but from within. Now the world is still divided into different states. These are political divisions so risk of war is here. Two world wars have already done. And in the present-day war can start from anywhere and anytime. Our chief hope for preventing war is setting





up a government for the whole world. Man has a lot of knowledge but he does not know how to use the immense power of science. We have invented a lot of machines and made machines our masters. And we are depended on machines. We make machines to save our time and energy and we use this time and energy to make more machines. But we are not trying to be civilized. We should remove our poverty then our civilization will be the best civilization

4.5 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. How can Gandhian Outlook remove the wide – spread confusion from today's world?
2. What argument does Radhakrishnan gave in favour of establishing a world organisation?
3. Explain about three defects which were discuss in the essay “our own civilization”.
4. Who is the author of this essay? Explain his character sketch.
5. Discuss the changes adopted after civilization.

LONG ANSWER TYPE QUESTIONS

1. What do you infer from Gardiner's essay ‘On the rule of the Road’?
2. Civilization can only exist when the public collectively accepts constraints on its freedom of action – Explain.
3. Explain in your own words, “What freedom means?”
4. “My right to swing my fist ends, where your nose begins. “Elucidate with reference to, ‘On the Rule of the Road’.
5. How does non-violence contribute to good relations between individuals? between groups and between different states in the world. Answer with special reference to Dr. Radhakrishnan's essay “The Gandhian Outlook”?

4.6 MULTIPLE CHOICE QUESTIONS

1. Who was “Cyril Edwin Mitchinson Joad”?
 - a. English philosopher
 - b. Broadcasting personality
 - c. Only A
 - d. Both A and B
2. Cyril Edwin Mitchinson Joad died on.
 - a. 8 April 1954
 - b. 9 April 1953
 - c. 10 April 1955
 - d. 11 April 1956

3. **Who is the author of “The Gandhian look “?**
 - a. Cyril Edwin Mitchinson
 - b. Alfred George Gardiner
 - c. Dr. S. Radhakrishnan
 - d. Henry Fayol
4. **Dr. S. Radhakrishnan served as professor of philosophy at Mysore.**
 - a. Madras
 - b. Mysore
 - c. Myanmar
 - d. Mumbai
5. **Alfred George Gardiner was a _____.**
 - a. British journalist
 - b. Author
 - c. Politician
 - d. Both A and B
6. **From _____ he was chancellor of the University of Delhi.**
 - a. 1954 to 1963
 - b. 1953 to 1962
 - c. 1955 to 1962
 - d. 1956 to 1963
7. **Who was president of India from 1962 to 1967?**
 - a. Atal Bihari Vajpayee
 - b. Manmohan Singh
 - c. Dr. S. Radhakrishnan
 - d. Indira Gandhi
8. **He was professor of Eastern religions and ethics at the University of Oxford in England (1936–52) and _____ of Benares Hindu University (1939–48) in India.**
 - a. Vice chancellor
 - b. President
 - c. Professor
 - d. None of the above
9. **‘On Habits’, ‘On Being Tidy’ and ‘On Talk and Talkers’. Who wrote these essays?**
 - a. Cyril Edwin Mitchinson
 - b. Alfred George Gardiner

NOTES





- c. Dr. S. Radhakrishnan
 - d. Henry Fayol
10. **Indian Philosophy, 2 vol., The Philosophy of the Upanishads, An Idealist View of Life, Eastern Religions and Western Thought, and East and West. Who is the author of these essays?**
- a. Cyril Edwin Mitchinson
 - b. Alfred George Gardiner
 - c. Dr. S. Radhakrishnan
 - d. Henry Fayol

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UNIT

V

POEMS

STRUCTURE

- 5.1 Learning objective
- 5.2 Mending Wall: Robert Frost
- 5.3 No Men are Foreign: James Kirkup
- 5.4 If: Rudyard Kipling
- 5.5 Review questions
- 5.6 Multiple choice questions

5.1 LEARNING OBJECTIVE

After completion of this unit, student will be able to:

- Know about poets of previous times.
- Know how to write a poem in well- flourish way.
- Know about our previous times stories through poems.

5.2 MENDING WALL: ROBERT FROST



About author

Robert Frost, in full **Robert Lee Frost**, (born March 26, 1874, San Francisco, California, U.S.—died January 29, 1963, Boston, Massachusetts), American poet who was much admired for his depictions of the rural life of New England, his command of American colloquial speech, and his realistic verse portraying ordinary people in everyday situations.

Frost's father, William Prescott Frost, Jr., was a journalist with ambitions of establishing a career in California, and in 1873 he and his wife moved to San Francisco. Her husband's untimely death from tuberculosis in 1885 prompted Isabelle Moodie Frost to take her two children, Robert and Jeanie, to Lawrence, Massachusetts, where they were taken in by the children's paternal grandparents. While their mother taught at a variety of schools in New Hampshire and Massachusetts, Robert and Jeanie grew up in Lawrence, and Robert graduated from high school in 1892. A top student in his class, he shared valedictorian honours with Elinor White, with whom he had already fallen in love. Robert and Elinor shared a deep interest in poetry, but their continued education sent Robert to Dartmouth College and Elinor to St. Lawrence University. Meanwhile, Robert continued to labour on the poetic career he had begun in a small way during high school; he first achieved professional publication in 1894 when *The Independent*, a weekly literary journal, printed his poem "My Butterfly: An Elegy." Impatient with academic routine, Frost left Dartmouth after less than a year. He and Elinor married in 1895 but found life difficult, and the young poet supported them by teaching school and farming, neither with notable success. During the next dozen years, six children were born, two of whom died early, leaving a family of one son and three daughters. Frost resumed his college education at Harvard University in 1897 but left after two years' study there. From 1900 to 1909 the family raised poultry on a farm near Derry, New Hampshire, and for a time Frost also taught at the Pinkerton Academy in Derry. Frost became an enthusiastic botanist and acquired his poetic persona of a New England rural sage during the years he and his family spent at Derry. All this while he was writing poems, but publishing outlets showed little interest in them.

Poem

Something there is that doesn't love a wall,
 That sends the frozen-ground-swell under it,
 And spills the upper boulders in the sun;



And makes gaps even two can pass abreast.
 The work of hunters is another thing:
 I have come after them and made repair
 Where they have left not one stone on a stone,
 But they would have the rabbit out of hiding,
 To please the yelping dogs. The gaps I mean,
 No one has seen them made or heard them made,
 But at spring mending-time we find them there.
 I let my neighbour know beyond the hill;
 And on a day, we meet to walk the line
 And set the wall between us once again.
 We keep the wall between us as we go.
 To each the boulders that have fallen to each.
 And some are loaves and some so nearly balls
 We have to use a spell to make them balance:
 'Stay where you are until our backs are turned!'

We wear our fingers rough with handling them.
 Oh, just another kind of out-door game,
 One on a side. It comes to little more:
 There where it is we do not need the wall:
 He is all pine and I am apple orchard.
 My apple trees will never get across
 And eat the cones under his pines, I tell him.
 He only says, 'Good fences make good neighbours.'
 Spring is the mischief in me, and I wonder
 If I could put a notion in his head:
 'Why do they make good neighbours? Isn't it
 Where there are cows? But here there are no cows.
 Before I built a wall I'd ask to know
 What I was walling in or walling out,
 And to whom I was like to give offense.
 Something there is that doesn't love a wall,
 That wants it down.' I could say 'Elves' to him,
 But it's not elves exactly, and I'd rather

NOTES



He said it for himself. I see him there
 Bringing a stone grasped firmly by the top
 In each hand, like an old-stone savage armed.
 He moves in darkness as it seems to me,
 Not of woods only and the shade of trees.
 He will not go behind his father's saying,
 And he likes having thought of it so well
 He says again, 'Good fences make good neighbours.'

Poem summary

A stone wall separates the speaker's property from his neighbour's. In spring, the two meet to walk the wall and jointly make repairs. The speaker sees no reason for the wall to be kept—there are no cows to be contained, just apple and pine trees. He does not believe in walls for the sake of walls. The neighbour resorts to an old adage: "Good fences make good neighbours." The speaker remains unconvinced and mischievously presses the neighbour to look beyond the old-fashioned folly of such reasoning. His neighbour will not be swayed. The speaker envisions his neighbour as a holdover from a justifiably outmoded era, a living example of a dark-age mentality. But the neighbour simply repeats the adage.

5.3 NO MEN ARE FOREIGN: JAMES KIRKUP**About author**

James Falconer Kirkup, (1918 -2009), was an extraordinarily prolific writer in many genres. Though perhaps best known as a poet, he was also an accomplished translator of verse, prose and drama, a fine travel writer, a dramatist and an auto biographer of distinction. Kirkup started writing simple verses and rhymes from the age of six and his first poetry book, *The Drowned Sailor* was published in 1947. His published works include several dozen collections of poetry, six volumes of autobiography, over a hundred monographs of original work and translations and thousands of shorter pieces in journals and periodicals. His skilled writing of haiku and tanka is acknowledged internationally. His home town of South Shields now holds a growing collection of his works in the Central Library, and artefacts from his time in Japan are housed in the nearby Museum. His last volume of poetry was published during the summer of 2008 by Red Squirrel Press, and was launched at a special event at Central Library in South Shields.

**Poem**

Have you ever thought of some people as strange or other countries as foreign? We have any ways of thinking of other people as different from us as them. They may belong to a different country, or speak a different language. In this poem, however, the poet reminds us of the any ways in which we are all the same — for we are all human.



Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starved.
Their hands are ours, and in their lines we read
A labour not different from our own.

Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other

It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange.

Poem summary

In the poem *No Men Are Foreign* the poet tells us that no human beings are different. Beneath the superficial differences in appearance or behaviour, all human beings have similar feelings, emotions and reactions. The poet begins by telling his readers that human beings are not different from each other simply on the basis that they hail from separate countries. Soldiers from one nation or the other may fight in the army of their nation, but underneath their different uniforms, they are all essentially similar. They live on the same earth and breathe the same air as their enemies and one day all of them shall be laid to rest in the same earth. In these lines, the poet gives further evidence of the unity of man. He says that in times of war or peace, those who hail from countries other than our own also depend, like we do, on sun and air and water for their survival. Like us, they, too, have seen periods of peace and periods of war. In times of peace, they have experienced abundance and prosperity, just like us. Again, just like us, they have known shortage of food and famine during war. They have worked as hard as us and their hands show the lines of toil just as ours do. The poet tells his readers to remember the fact that our enemies have eyes like ours and sleep and wake just like we do. We all have physical strength that can be won by force and the strength of the heart that can be won by love. All human beings use their inner strength to help their fellow beings and this strength is nurtured through love. Despite the differences between various nations, the common people live the same

NOTES



kind of life everywhere. Therefore, you can recognize the pattern of life no matter where you travel in this wide world. The poet raises his voice against those groups that encourage us to wage wars against our brothers. The poet believes that we must all remember that whenever we are brainwashed and compelled to hate and kill our brothers, we only deceive, disown, betray and condemn ourselves; that this is a form of self-destruction. Any hatred that we may harbour for any member of the human race is a betrayal of the entire species and our condemnation of its future. If we kill people of any other nation, we are in fact endangering the human species as a whole and its survival on earth. He says that if we, the guardians of the earth, pick up arms against our brothers, and die as a result of the war, then there would no one left to take care of the home that our ancestors had passed down to us.

5.4 IF: RUDYARD KIPLING



About author

Rudyard Kipling, in full **Joseph Rudyard Kipling**, (born December 30, 1865, Bombay [now Mumbai], India—died January 18, 1936, London, England), English short-story writer, poet, and novelist chiefly remembered for his celebration of British imperialism, his tales and poems of British soldiers in India, and his tales for children. He received the Nobel Prize for Literature in 1907.

Kipling's father, John Lockwood Kipling, was an artist and scholar who had considerable influence on his son's work, became curator of the Lahore Museum, and is described presiding over this "wonder house" in the first chapter of *Kim*, Rudyard's most famous novel. His mother was Alice Macdonald, two of whose sisters married the highly successful 19th-century painters Sir Edward Burne-Jones and Sir Edward Poynter, while a third married Alfred Baldwin and became the mother of Stanley Baldwin, later prime minister. These connections were of lifelong importance to Kipling.

Poem

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:
If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster



And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stoop and build 'me up with worn-out tools:
 If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so, hold on when there is nothing in you
 Except the Will which says to them: 'Hold on!'
 If you can talk with crowds and keep your virtue,
 Or walk with Kings—nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And—which is more—you'll be a Man, my son!

Poem summary

The poet tells his son that he should keep calm and patient when others do fail and put the blames on him. He should trust himself when all others doubt him. However, he should also make a room for their doubts and try understanding what made them doubt him. In the fifth line, the poet says that one should wait patiently for success and should never be tired by waiting because success comes to those who work hard and remain patient. Next, the poet tells his son that other people will often tell him lies. However, he should never lie in his life and always remain truthful. Others will hate him. But he should never hate them back and rather spread love. In the last line, the poet advises him to neither look too good, nor talk too wise because if he acts upon all the advises the poet gave above, he (his son) will look too good and wise among the common people.

Stanza 2

The poet says that he should dream big but never make the dreams his master. Similarly, he should think good (about goals, future, etc) but never make thoughts his aim because in order to succeed in life one has to work hard. Mere dreaming and thinking will never lead one to the path of success. Hence one should dream of goals and think of a better future



and at the same time should work hard to achieve them. In the 3rd line, the poet says that one should meet with Triumph and Disaster and treat those two impostors just the same. Note that the first letters “triumph and disaster” have been capitalized. These are the two extremes of life. The poet calls them impostors i.e., fake. They either make one extremely happy or miserable. However, they are not long-lasting and hence one should not take them seriously. In the fifth line, the poet says that one should only speak the truth and should also have the courage to face it when it is misused by others to mislead others. He should also have the courage to see the things build by him in broken conditions and try rebuilding them with worn-out tools i.e., with what energy or skills you have.

Stanza 3

The poet says that one should make one heap of all the achievements one has made and then take big risks. In other words, one should never be afraid of doing things that can either make one successful or ruin everything (pitch-and-toss). If one fails after taking big risks, he should start again from the beginning without thinking or saying anything about the loss to others. One should try again and again until one succeeds. In the fifth line, the poet says that one should use his heart and nerve and sinew i.e., courage when one becomes tired or fails. When nothing is left in life, one should have strong will power which may encourage one to “Hold on!”

Stanza 4

The poet says that while among the common people one must keep his virtues (and never behave like them) while among the kings (i.e., big personalities) one should never have pride and ego. In other words, the poet is saying that when one is poor, he should keep his virtues and when he becomes rich, he should never ego. Next, the poet says that neither foes (enemies) nor loving friends can hurt one because of what principles and ideals one hold. One should never give up them. People will often remain dependent on him but he should never allow them to remain completely dependent on him. The poet may also be saying that one should never give other too much importance or else he will get emotionally attached to them which will hurt him in the future. In the next line, the poet talks about the importance of time. According to him, time is precious and will never come back. Hence one should start utilizing each and every second of life. In the final two lines, the poet tells his son if he (his son) acts upon all the advice he gave above, he will be able to achieve whatever he likes and he will be a Man i.e., a true human.

5.5 REVIEW QUESTIONS

MENDING WALL: ROBERT FROST

1. Why does the poet say that there is something that doesn't love, a wall?
2. Why does the poet meet his neighbour beyond the hill at spring?
3. How does the poet and his neighbour mend the gaps in the wall?
4. Why does the poet argue that there is no need of a wall in between his estate and that of his neighbour?
5. How does the neighbour justify the need for walls or fences?



NO MEN ARE FOREIGN: JAMES KIRKUP

1. "Beneath all uniforms." What uniforms do you think the poet is speaking about?
2. How does the poet suggest that all people on earth are the same?
3. In stanza 1, find five ways in which we all are alike. Pick out the words.
4. How many common features can you find in stanza 2? Pick out the words.
5. "...whenever we are told to hate our brothers ..." When do you think this happens? Why? Who 'tells' us? Should we do as we are told at such times? What does the poet say?

IF: RUDYARD KIPLING

1. The poem seems to be a long list of 'ifs'. What is the 'then'?
2. What, according to the speaker, are the qualities of a Man?
3. Describe in your own words what Kipling meant when he wrote, "If you can dream—and not make dreams your master."
4. To whom does it seem Kipling wrote this poem?
5. According to the last few lines of this poem, what does the speaker feel is the most important goal in a young boy's life?

5.6 MULTIPLE CHOICE QUESTIONS

1. Robert Frost's full name is _____.
 - a. Robert Lee Frost
 - b. Robert Adam frost
 - c. Robert Julie frost
 - d. Robert Jewish frost
2. Frost's father, William Prescott Frost, Jr., was a _____.
 - a. Poet
 - b. Journalist
 - c. Cook
 - d. Businessman
3. What separates the speaker's property from his neighbour's?
 - a. Flower bed
 - b. Mud
 - c. Stone
 - d. Quarrel
4. James Falconer Kirkup was a _____.
 - a. Drama writer
 - b. Prolific writer
 - c. Economist
 - d. Romantic poet



5. **The Drowned Sailor** was published in _____.
 - a. 1950
 - b. 1949
 - c. 1948
 - d. 1947
6. **“No men are foreign”** are based of _____ theme.
 - a. Stop wars between countries
 - b. Love
 - c. Bring his love from another country
 - d. None of the above
7. **Rudyard Kipling’s full name** is _____.
 - a. Joseph Rudyard Kipling
 - b. Martin Rudyard Kipling
 - c. Robert Rudyard Kipling
 - d. Lee Rudyard Kipling
8. **Kipling’s father, John Lockwood Kipling,** was an _____.
 - a. Poet
 - b. Artist
 - c. Professor
 - d. None of the above
9. **In poem “IF” poet tells his son that he should** _____.
 - a. Keep his shoe out of the house
 - b. Keep his clothes sorted
 - c. Keep calm and patient
 - d. Keep his pet happy
10. **In poem “IF” find the synonym of tragedy.**
 - a. Triumph
 - b. Disaster
 - c. Blaming
 - d. Impostors

◆◆◆◆

ANSWER KEY

UNIT I

QUES.	ANSWERS	QUES.	ANSWERS
1.	d.	6.	e.
2.	e.	7.	d.
3.	a.	8.	a.
4.	b.	9.	b.
5.	c.	10.	b.

UNIT II

QUES.	ANSWERS	QUES.	ANSWERS
1.	d.	6.	a.
2.	b.	7.	a.
3.	a.	8.	d.
4.	c.	9.	d.
5.	d.	10.	a.

UNIT III

QUES.	ANSWERS	QUES.	ANSWERS
1.	d.	6.	a.
2.	c.	7.	c.
3.	b.	8.	a.
4.	a.	9.	b.
5.	b.	10.	a.

UNIT IV

QUES.	ANSWERS	QUES.	ANSWERS
1.	d.	6.	b.
2.	b.	7.	c.
3.	c.	8.	a.
4.	b.	9.	b.
5.	d.	10.	c.

UNIT V

QUES.	ANSWERS	QUES.	ANSWERS
1.	a.	6.	a.
2.	b.	7.	a.
3.	c.	8.	b.
4.	b.	9.	c.
5.	d.	10.	b.

NOTE