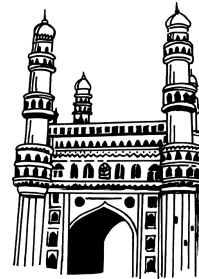


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II Year IV Sem

Osmania University

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ENGLISH

II Year IV Sem

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2. **Prose** : BR Ambedkar "Grammar of Anarchy" (Excerpt)
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UNIT IV

1. **Poem** : Langston Hughes "As I Grew Older"
2. **Prose** : BR Ambedkar "Grammar of Anarchy" (Excerpt)
3. **Vocabulary** : Phrasal Verbs
4. **Grammar** : Concord

POEM : AS I GREW OLDER

- LANGSTON HUGHES

It was a long time ago.
I have almost forgotten my dream.
But it was there then,
In front of me,
Bright like a sun —
My dream.
And then the wall rose,
Rose slowly,
Slowly,
Between me and my dream.
Rose until it touched the sky —
The wall.
Shadow.
I am black.
I lie down in the shadow.
No longer the light of my dream before me, Above me.
Only the thick wall.
Only the shadow.
My hands!
My dark hands!
Break through the wall!

Find my dream!
Help me to shatter this darkness,
To smash this night,
To break this shadow
Into a thousand lights of sun,
Into a thousand whirling dreams
Of sun!

Glossary

shatter / ʃætə /: To break into very small pieces

smash / smæʃ /: To break into many pieces suddenly, noisily and violently

whirling / wɜ:lɪŋ in /: Spinning, rotating, turning round and round quickly

COMPREHENSION I (SHORT ANSWER QUESTIONS)

Q1. What did the poet have a "long time ago" and what happened to it?

Ans:

The poet says that long time ago he had a "dream". But now, he has almost forgotten it.

Q2. What does the poet compare his dream to? Why do you think he chose to make the comparison?

Ans:

The poet compares his dream to a bright sun. He says that it was bright like a sun. I think that the poet chose to compare his dream to the sun because he feels that his dream like the sun provides him with light to see the world.

Q3. The poet says that he has "almost forgotten" his dream. What made him forget it?

Ans:

Poet Langston Hughes says that he has "almost forgotten" his dream. It is the 'wall' (racial discrimination) that rose silently between the poet and his dream. Now the poet is not able to see his dream before him due to the "wall".

Q4. "And then the wall rose". Is it really a wall that the poet is referring to? If not, what do you think the 'wall' refers to?

Ans:

When Langston Hughes, the poet says "And the wall rose", he is referring not to any physical wall. However, Langston Hughes is referring to racial discrimination and subjugation he is faced with. Because of the wall (racial discrimination), now the light from his dream was completely blocked and he was standing in the shadow of the wall. The wall symbolizes all the impediments and humiliations that confront the black man in America.

Q5. How does the poet hope to recover his dream?

Ans:

Towards the end of the poem, the poet becomes determined to do something and drops off his submissive acceptance of the racial discrimination. There is a shift in the energy. He wishes that with his dark hands he could break the wall, smash and shatter the darkness and reach out to the light. The poet imagines that once the wall is broken his dreams would be liberated and would soon see the light, would soon be a reality.

Q6. The poet uses various words to suggest 'light' and 'darkness'. List the words.

Ans:

In the poem, poet Langston Hughes uses various words to suggest 'light' and 'darkness' such as 'black', 'dark', 'shadow', 'night', 'sun'. The effective use of such words in the poem has furthered his idea of darkness in the absence of his cherished dream. By juxtaposing the images of light and shadow, Hughes turns the conflict between hope and despair into a universal experience.

Q7. Describe how the poet brings together the colour of his skin and the state of his mind.

Ans:

In the poem 'As I Grew Older', Langston Hughes, the poet brings together the colour of his skin and state of his mind. He proclaims: "I am black" and it means that the colour of his skin is black. Similarly, the state of his mind is full of despair and agony. He says: "I lie down in the shadow" of the wall of racial discrimination and subjugation. The poet beautifully brings together his physical colour and the associated mental darkness in order to drive home his racial bias.

Q8. Look at the title of the poem. Explain its relevance to the theme.

Ans:

The poet chose the title "As I Grew Older" to this poem. The title is appropriate since as he grew older, the poet, an African-American, had been witness and subjugated to racial discrimination and bias. As an adult, he is determined to shatter the 'wall' of racial bias and the 'darkness' and recover his dream back.

Q9. There are three time frames in the poem. Identify them.

Ans:

In the poem, 'As I Grew Older', the poet uses three time frames: the past, the present, and the future. The poem begins with the past tense as the poet says: "It was a long time ago. I have almost forgotten my dream." He emphasised that in the past the dream was there before him bright like a sun. Then the wall of racial discrimination rose between him and his dream. The poet used the present tense saying: "I am black. I lie down in the shadow", in order to emphasise his present mental agony and despair. In the end, the poet uses the future tense to break through the wall, shatter his darkness, smash the night and shadow to find his dream at least in the near future.

Q10. What is the poet's attitude towards his dream at the beginning of the poem and at the end? Is it the same or is there any change?

Ans:

In the beginning the attitude of the poet is submissive and silently accepts racial discrimination (the wall) that is being meted down upon him. However, in the end he is determined to break the silence. He cries, "My hands! / My dark hands!" He wants to break through the wall and find his dream; he wants to break apart the darkness and "smash" the night. He wants that shadow to break apart into a "thousand lights of sun" and "a thousand whirling dreams / of sun!" The poet forcefully commands his "dark hands" to break through the wall so he can access his dream. He is no longer willing to let it languish beyond his grasp. He wants to "shatter this darkness" and "smash this night." Hughes uses this violent language to show that the speaker is suddenly empowered and feels no equivocation or anxiety about what he must do.

COMPREHENSION II (ESSAY TYPE ANSWER QUESTIONS)

Q1. Bring out the central idea of the poem and explain how the poet conveys it.

Ans:

Langston Hughes was a leading writer and thinker of the Harlem Renaissance-the African-American artistic movement of the 1920s that celebrated African-American life

and culture. He rode to fame with his collection of poetry *The Weary Blues* (1926) and *Fine Clothes to the Jews* (1927). He was an early inventor of 'jazz poetry'. He condemned racism, promoted equality and celebrated the African-American life and culture through his writings. The present poem 'As I Grew Older', though first published in 1925, is included in his first collection of poems *The Weary Blues* in 1926.

The central idea of the present poem, "As I Grew Older" is about one's dreams in life and the hardships one has to face and the strong will one needs to have to realise the dreams. The poet starts by describing a dream he used to have a "long time ago" that he has since nearly forgotten. But it was right in front of him. He says,

***'But it was there then,
In front of me,
Bright like a sun-
My dream.'***

However a wall rose up slowly between the poet and his dream - it rose and rose until it touched the sky. The poet uses 'wall' in a figurative manner. Here, the 'wall' refers to 'racial discrimination and injustice' that the African-American people face in America. The wall is a shadow. The poet proclaims, "*I am black.*" He lies down in the shadows, which prevents the light of the dream from shining on him. All he can see is:

***Only the thick wall.
Only the shadow.***

This is fairly straightforward symbolism - the poet represents all African- Americans who had to relinquish their dreams due to "racial bias" in early 20th century American society. The poet may have experienced the wall of injustice that rises up to gradually block the sunlight. Hughes deliberately uses the symbol of a shadow as a way to actualize his character's blackness. His race is the barrier that is keeping him from achieving his dream.

As the poem progresses, though, the poet's helplessness and apathy turns into determination and vigour, creating a shift of energy. He says,

***'My hands
My dark hands!
Break through the wall!
Find my dream!***

By confronting the obstacle, the poet has found his voice and his purpose. Hughes uses this violent language to show that the speaker is suddenly empowered. The poet forcefully commands his "dark hands" to break through the wall to see his dream. In the beginning the attitude of the poet is submissive and silently accepts racial discrimination (the wall) that is being meted down upon him. However, in the end he is determined to break the silence. He cries, "My hands! / My dark hands!" He wants to break through the

wall and find his dream; he wants to break apart the darkness and "smash" the night. He wants that shadow to break apart into a "thousand lights of sun" and "a thousand whirling dreams / of sun!" The poet forcefully commands his "dark hands" to break through the wall so he can access his dream. He is no longer willing to let it languish beyond his grasp. He wants to "shatter this darkness" and "smash this night." Hughes uses this violent language to show that the speaker is suddenly empowered and feels no equivocation or anxiety about what he must do.

Q2. Analyse the imagery of the poem and its relation to the theme.

Ans :

Langston Hughes was a leading writer and thinker of the Harlem Renaissance-the African-American artistic movement of the 1920s that celebrated African-American life and culture. He rode to fame with his collection of poetry *The Weary Blues* (1926) and *Fine Clothes to the Jews* (1927). He was an early inventor of 'jazz poetry'. He condemned racism, promoted equality and celebrated the African-American life and culture through his writings. The present poem 'As I Grew Older', though first published in 1925, is included in his first collection of poems *The Weary Blues* in 1926. The central idea of the present poem, "As I Grew Older" is about one's dreams in life and the hardships one has to face and the strong will one needs to have to realise the dreams.

The poem contains full of images and the imagery in the poem consists of a powerful mix of 'light' and 'dark' images. Imagery employed by poet Langston Hughes in the poem creates symbols and pictures in the mind of the reader. The poet says that his dream is 'Bright like a sun'. He says that the 'thick wall' that keeps rising till it touches the sky. Here the 'wall' refers to the racial discrimination and prejudice and the oppression that makes the African-American people unable to fulfil their dreams.

The poet also emphasizes that he lies in his 'shadow' of depression and despair. The poet cries, "My hands! / My dark hands!" He wants to break through the wall and find his dream; he wants to break apart the darkness and "smash" the night. He wants that shadow to break apart into a "thousand lights of sun" and "a thousand whirling dreams / of sun!"

The images of 'light' and 'sun' symbolize dreams, hope, optimism, possibilities/opportunities, goodness, intellectual achievements, awareness (enlightenment). Darkness, on the other hand, symbolizes prejudice, discrimination, hatred, racism, evil, ignorance. Now he is determined to break through the barrier of being born with a black skin in a white-dominant society.

Thus the poem ends with a tremendous hope and strength. The imagery used in the poem is appropriate and apt for the theme of the poem.

Q3. What kind of statement do you think the poem is making about identity and its impact on one's life?

Ans.:

Langston Hughes was a leading writer and thinker of the Harlem Renaissance-the African-American artistic movement of the 1920s that celebrated African-American life and culture. He rode to fame with his collection of poetry *The Weary Blues* (1926) and *Fine Clothes to the Jews* (1927). He was an early inventor of 'jazz poetry'. He condemned racism, promoted equality and celebrated the African-American life and culture through his writings. The present poem 'As I Grew Older', though first published in 1925, is included in his first collection of poems *The Weary Blues* in 1926.

The central idea of the present poem, "As I Grew Older" is about one's dreams in life and the hardships one has to face and the strong will one needs to have to realise the dreams. He craves for restoring his identity and the struggle for existence. The poet starts by describing a dream he used to have a "long time ago" that he has since nearly forgotten. But it was right in front of him. He says,

'But it was there then,

In front of me,

Bright like a sun-

My dream.'

However the 'wall' rose up slowly between the poet and his dream - it rose and rose until it touched the sky. The poet uses 'wall' in a figurative manner. Here, the 'wall' refers to '**racial discrimination and injustice**' that the African-American people face in America. The wall is a shadow. The speaker proclaims, "**I am black.**" He lies down in the shadows, which prevents the light of the dream from shining on him.

This is fairly straightforward symbolism - the poet represents all African- Americans who had to relinquish their dreams due to "racial bias" in early 20th century American society. The poet may have experienced **the wall of injustice** that rises up to gradually block the sunlight. Hughes deliberately uses **the symbol of a shadow** as a way to actualize his character's **blackness**. His race is the barrier that is keeping him from achieving his dream.

As the poem progresses, though, the poet's helplessness and apathy turns into determination and vigour, creating a shift of energy. By confronting the obstacle, the poet has found his voice and his purpose. Hughes uses this violent language to show that the speaker is suddenly empowered. The poet forcefully commands his "**dark hands**" to break through the wall to see his dream. Identity and struggle for restoring the stolen identity is the central theme of the poem.

Q4. What is the poet's dream? Does he specify it anywhere in the poem? Do you think it matters whether he does or does not state what his dream is?

Ans:

'As I Grew Older' is about the dream that never saw the light. There is no mention about what the dream was but all know that it was the dream for a better world for his African brethren.

In the beginning of the poem, the poet recalls a dream he had long ago and had nearly forgotten, but now he can see it ahead of him once more. But then it was clear in his mind, it shone like the sun in front of him. But as days passed a wall slowly rose between him and the dream. The wall grew so high that it seemed to be touching the sky. Now the light from his dream was completely blocked and he was standing in the shadow of the wall. The wall was high above him; not only was the wall high, it was thick too. The shadow too was thick and overpowering. Towards the end of the poem the poet drops off his submissive acceptance and becomes determined to do something. There is a shift in the energy. He wishes that with his dark hands he could break the wall, smash and shatter the darkness and reach out to the light. The poet imagines that once the wall is broken his dreams would be liberated and would soon see the light, would soon be a reality.

This is fairly straightforward symbolism - the poet represents all African Americans who had to relinquish their dreams due to the pervasive discrimination and persecution in early 20th century American society. African American children may have experienced a few brief years of blissful ignorance (like the poet), but they all eventually became aware of their status as second-class citizens - a 'wall' of racial injustice that rises up to gradually block the sunlight. Just because the wall has risen up, though, it does not mean that the dream ceases to exist - the poet simply cannot see it anymore. Hughes deliberately uses the symbol of a shadow as a way to actualize his character's blackness, because the speaker's race is the barrier that is keeping him from achieving his dream.

In the entire poem, the poet does not specify what his dream is. However it does not matter to whether he does or does not mention it explicitly. From images and symbols employed in this poem, we can understand clearly that his dream is to achieve racial equality and justice.

Q5. Similarly, the poet uses the 'wall' in a figurative manner. What do you think the wall refers to in the context of the poet's racial identity?

Ans:

Langston Hughes was a leading writer and thinker of the Harlem Renaissance-the African-American artistic movement of the 1920s that celebrated African-American life and culture. He rode to fame with his collection of poetry *The Weary Blues* (1926) and *Fine Clothes to the Jews* (1927). He was an early inventor of 'jazz poetry'. He condemned racism, promoted equality and celebrated the African-American life and culture through his writings. The present poem 'As I Grew Older', though first published in 1925, is included in his first collection of poems *The Weary Blues* in 1926.

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However a "wall" rose up slowly between the poet and his dream - it rose and rose until it touched the sky. The poet uses 'wall' in a figurative manner. Here, the 'wall' refers to '**racial discrimination and injustice**' that the African-American people face in America. The wall is a shadow. The poet proclaims, "**I am black.**" He lies down in the shadows, which prevents the light of the dream from shining on him. All he can see is:

Only the thick wall.

Only the shadow.

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As the poem progresses, though, the poet's helplessness and apathy turns into determination and vigour, creating a shift of energy. He says,

'My hands

My dark hands!

Break through the wall!

Find my dream!

By confronting the obstacle, the poet has found his voice and his purpose. Hughes uses this violent language to show that the speaker is suddenly empowered. The poet forcefully commands his "**dark hands**" to break through the 'wall' to see his dream.

However the poet uses the 'wall' in a figurative manner. Here 'the wall' refers to the racial bias or injustice or discrimination in the context of the poet's racial identity. The wall symbolizes all the impediments and humiliations that confront the black man in America. He explicitly proclaims: "I am black" and "My dark hands" indicate his racial identity and the 'wall' represents the racial discrimination.

Q6. Describe the changing tone and mood of the poem.

Ans :

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By confronting the obstacle, the poet has found his voice and his purpose. Hughes uses this violent language to show that the speaker is suddenly empowered. The poet force fully commands his "**dark hands**" to break through the wall to see his dream.

**Help me to shatter this darkness,
To smash this night,
To break this shadow
Into a thousand lights of sun,
Into a thousand light whirling dreams
Of sun!'**

As the poem progresses, the tone and mood of the poem changes constantly. In lines 1-6, the speaker is naive, optimistic and innocent (Bright like the sun-My dream). In lines 7-16, the tone is depressing and angry (wall, between me and my dream. Diminishing, Hiding, The light of my dream). In the lines 17-23, pessimistic, depressing, and angry (shadow, No longer the light of my dream, thick wall). In lines 24-33-the speaker becomes hopeful. The whole stanza expresses hope that the speaker can achieve his dream.

The poem's changing tone indicates the speaker's changing perspective on life as he grew older, i.e., he moves from childhood to young adulthood. Lines 1-6 reflect the speaker's perspective as a child. Lines 7-16 reflect the moment when the speaker's perspective begins to change. Lines 17-23 reflect his pessimistic, depressing, and angry view of the issue. Lines 24-33 reflect the speaker's perspective now, meaning at the time the poem was written.

SUMMARY

Langston Hughes was a leading writer and thinker of the Harlem Renaissance-the African-American artistic movement of the 1920s that celebrated African-American life and culture. He rode to fame with his collection of poetry *The Weary Blues* (1926) and *Fine Clothes to the Jews* (1927). He was an early inventor of 'jazz poetry'. He condemned racism, promoted equality and celebrated the African-American life and culture through his writings. The present poem 'As I Grew Older', though first published in 1925, is included in his first collection of poems *The Weary Blues* in 1926.

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***'But it was there then,
In front of me,
Bright like a sun-
My dream.'***

However a wall rose up slowly between the poet and his dream - it rose and rose until it touched the sky. The poet uses 'wall' in a figurative manner. Here, the 'wall' refers to 'racial discrimination and injustice' that the African-American people face in America. The wall is a shadow. The speaker proclaims, "I am black." He lies down in the shadows, which prevents the light of the dream from shining on him. All he can see is:

***Only the thick wall.
Only the shadow.***

This is fairly straightforward symbolism - the speaker represents all African- Americans who had to relinquish their dreams due to "racial bias" in early 20th century American society. The poet may have experienced **the wall of injustice** that rises up to gradually block the sunlight. Hughes deliberately uses **the symbol of a shadow** as a way to actualize his character's **blackness**. The speaker's race is the barrier that is keeping him from achieving his dream.

As the poem progresses, though, the speaker's helplessness and apathy turns into determination and vigour, creating a shift of energy. He says,

***'My hands
My dark hands!
Break through the wall!
Find my dream!***

By confronting the obstacle, the speaker has found his voice and his purpose. Hughes uses this violent language to show that the speaker is suddenly empowered. The speaker forcefully commands his **"dark hands"** to break through the wall to see his dream.

*Help me to shatter this darkness,
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To break this shadow
Into a thousand lights of sun,
Into a thousand light whirling dreams
Of sun!*

The poem contains full of images and the imagery in the poem consists of a powerful mix of 'light' and 'dark' images. Imagery employed by poet Langston Hughes in the poem creates symbols and pictures in the mind of the reader. The poet says that his dream is 'Bright like a sun'. He says that the 'thick wall' that keeps rising till it touches the sky. Here the 'wall' refers to the racial discrimination and prejudice and the oppression that makes the African-American people unable to fulfil their dreams. The poet also emphasizes that he lies in his 'shadow' of depression and despair. The poet cries, "My hands! / My dark hands!" He wants to break through the wall and find his dream; he wants to break apart the darkness and "smash" the night. He wants that shadow to break apart into a "thousand lights of sun" and "a thousand whirling dreams / of sun!" The images of 'light' and 'sun' symbolize dreams, hope, optimism, possibilities/ opportunities, goodness, intellectual achievements, awareness (enlightenment). Darkness, on the other hand, symbolizes prejudice, discrimination, hatred, racism, evil, ignorance. Now he is determined to break through the barrier of being born with a black skin in a white-dominant society.

As the poem progresses, the tone and mood of the poem changes constantly. In lines 1-6, the speaker is naive, optimistic and innocent (Bright like the sun-My dream). In lines 7-16, the tone is depressing and angry (wall, between me and my dream. Diminishing, Hiding, The light of my dream). In the lines 17-23, pessimistic, depressing, and angry (shadow, No longer the light of my dream, thick wall). In lines 24-33-the speaker becomes hopeful. The whole stanza expresses hope that the speaker can achieve his dream.

The poem's changing tone indicates the speaker's changing perspective on life as he grew older, i.e., he moves from childhood to young adulthood. Lines 1-6 reflect the speaker's perspective as a child. Lines 7-16 reflect the moment when the speaker's perspective begins to change. Lines 17-23 reflect his pessimistic, depressing, and angry view of the issue. Lines 24-33 reflect the speaker's perspective now, meaning at the time the poem was written.

సారాంశం

లాంగ్మన్ హ్యూస్ 1920 లలో హార్లెం పునరుజ్జీవనం-ఆఫ్రికన్-అమెరికన్ కళాత్మక ఉద్యమం యొక్క ప్రముఖ రచయిత మరియు ఆలోచనాపరుడు, ఇది ఆఫ్రికన్-అమెరికన్ జీవితం మరియు సంస్కృతిని జరుపుకుంది. అతను తన కవితా సంకలనం ది వేరీ బ్లూస్ (1926) మరియు ఫైన్ క్లాత్స్ టు ది యూదులతో (1927) కీర్తి పొందాడు. అతను 'జాజ్ కవిత్వం' యొక్క ప్రారంభ ఆవిష్కర్త. అతను జాత్యహంకారాన్ని ఖండించాడు, సమానత్వాన్ని ప్రోత్సహించాడు మరియు ఆఫ్రికన్-అమెరికన్ జీవితాన్ని మరియు సంస్కృతిని తన రచనల ద్వారా జరుపుకున్నాడు. ప్రస్తుత కవిత 'యాస్ ఐ గ్రూ ఓల్డ్', మొదటిసారి 1925 లో ప్రచురించబడినప్పటికీ, 1926 లో అతని మొదటి కవితా సంపుటి ది వేరీ బ్లూస్ లో చేర్చబడింది.

ప్రస్తుత కవిత యొక్క కేంద్ర ఆలోచన, "యాజ్ ఐ గ్రూ ఓల్డ్" అనేది జీవితంలో ఒకరి కలలు మరియు ఒకరు ఎదుర్కోవాల్సిన కష్టాలు మరియు కలలను సాకారం చేసుకోవాల్సిన బలమైన సంకల్పం. అతను చాలా కాలం క్రితం మరచిపోయిన "చాలా కాలం క్రితం" కలిగి ఉన్న ఒక కలను వివరించడం ద్వారా ప్రారంభమవుతుంది. కానీ అది అతని ముందు ఉంది. అతను చెప్తున్నాడు,

'అయితే అది అక్కడే ఉంది,
నా ముందర,
సూర్యుడిలా ప్రకాశవంతంగా-
నా కల.'

అయితే కవికి మరియు అతని కలకి మధ్య ఒక గోడ నెమ్మదిగా పైకి లేచింది - అది ఆకాశాన్ని తాకే వరకు పెరిగింది. కవి 'గోడ' ను అలంకారిక పద్ధతిలో ఉపయోగిస్తాడు. ఇక్కడ, 'గోడ' అనేది అమెరికాలో ఆఫ్రికన్-అమెరికన్ ప్రజలు ఎదుర్కొంటున్న 'జాతి వివక్ష మరియు అన్యాయాన్ని' సూచిస్తుంది. గోడ నీడ. స్పీకర్ "నేను నల్లనివాడిని" అని ప్రకటించాడు. అతను నీడలలో పడుకున్నాడు, ఇది కల యొక్క కాంతి అతనిపై ప్రకాశించకుండా నిరోధిస్తుంది. అతను చూడగలిగేది:

రచయిత యొక్క నిస్సహాయత మరియు ఉదాసీనత సంకల్పం మరియు శక్తిగా మారుతుంది, ఇది శక్తి యొక్క మార్పును సృష్టిస్తుంది. అతను చెప్తున్నాడు,

'నా చేతులు
నా చీకటి చేతులు!
గోడ విచ్ఛిన్నం!
నా కలను కనుగొనండి!

అడ్డంకిని ఎదుర్కోవడం ద్వారా, స్పీకర్ తన స్వరాన్ని మరియు అతని ఉద్దేశ్యాన్ని కనుగొన్నారు. స్పీకర్ హఠాత్తుగా అధికారం పొందారని చూపించడానికి హ్యూస్ ఈ హింసాత్మక భాషను ఉపయోగిస్తాడు. తన కలను చూడటానికి గోడను పగలగొట్టమని స్పీకర్ తన “చీకటి చేతులను” బలవంతంగా ఆదేశిస్తాడు.

ఈ చీకటిని ముక్కలు చేయడానికి నాకు సహాయం చెయ్యండి,

ఈ రాత్రి పగులగొట్టడానికి,

ఈ నీడను విచ్ఛిన్నం చేయడానికి

వెయ్యి లైట్ల సూర్యునిలోకి,

వెయ్యి కాంతి సుడిగాలి కలలలోకి

సూర్యుడి! '

ఈ కవితలో చిత్రాలతో నిండి ఉంది మరియు కవితలోని చిత్రాలలో 'కాంతి' మరియు 'చీకటి' చిత్రాల శక్తివంతమైన మిశ్రమం ఉంటుంది. కవితలో కవి లాంగ్వేజ్ హ్యూస్ ఉపయోగించిన చిత్రాలు పాఠకుల మనస్సులో చిహ్నాలు మరియు చిత్రాలను సృష్టిస్తాయి. కవి తన కల 'సూర్యుడిలా ప్రకాశవంతంగా' ఉందని చెప్పాడు. ఆకాశాన్ని తాకే వరకు పెరుగుతూనే ఉండే 'మందపాటి గోడ' అని ఆయన అన్నారు. ఇక్కడ 'గోడ' అనేది జాతి వివక్ష మరియు పక్షపాతం మరియు ఆఫ్రికన్-అమెరికన్ ప్రజలను వారి కలలను నెరవేర్చలేకపోయే అణచివేతను సూచిస్తుంది. కవి తన నిరాశ మరియు నిరాశ యొక్క 'నీడ'లో ఉందని నొక్కి చెప్పాడు. కవి, “నా చేతులు! / నా చీకటి చేతులు!” అతను గోడను పగలగొట్టి తన కలను కనుగొనాలనుకుంటున్నాడు అతను చీకటిని విడదీయాలని మరియు రాత్రి “పగులగొట్టాలని” కోరుకుంటాడు. అతను ఆ నీడను “వెయ్యి వెలుతురు” మరియు “వెయ్యి సుడి కలలు / సూర్యుని” గా విడదీయాలని కోరుకుంటాడు. 'కాంతి' మరియు 'సూర్యుడు' చిత్రాలు కలలు, ఆశ, ఆశావాదం, అవకాశాలు, మంచితనం, మేధో విజయాలు, అవగాహన (జ్ఞానోదయం). చీకటి, మరోవైపు, పక్షపాతం, వివక్ష, ద్వేషం, జాత్యహంకారం చెడు, అజ్ఞానం. తెల్ల ఆధిపత్య సమాజంలో నల్ల చర్మంతో పుట్టడానికి ఉన్న అడ్డంకిని అధిగమించడానికి ఇప్పుడు అతను నిశ్చయించుకున్నాడు.

రచయిత, పద్యం యొక్క స్వరం మరియు మానసిక స్థితి నిరంతరం మారుతుంది. 1-6 పంక్తులలో, స్పీకర్ అమాయక, ఆశావాది మరియు అమాయకుడు (సూర్యుడిలా ప్రకాశవంతమైనది-నా కల). 7-16 పంక్తులలో, స్వరం నిరుత్సాహపరుస్తుంది మరియు కోపంగా ఉంది (గోడ, నాకు మరియు నా కలకి మధ్య. తగ్గిపోతోంది, దాచడం, నా కల యొక్క కాంతి). 17-23 పంక్తులలో, నిరాశావాద, నిరుత్సాహపరిచే మరియు కోపంగా (నీడ, ఇక నా కల యొక్క కాంతి, మందపాటి గోడ). 24-33 పంక్తులలో-స్పీకర్ ఆశాజనకంగా మారుతాడు. స్పీకర్ తన కలను సాధించగలడని మొత్తం చరణం ఆశాభావం వ్యక్తం చేస్తుంది.

పద్యం యొక్క మారుతున్న స్వరం వక్త వయసు పెరిగేకొద్దీ జీవితంపై మారుతున్న దృక్పథాన్ని సూచిస్తుంది, అనగా అతను బాల్యం నుండి యవ్వనంలోకి వెళ్తాడు. 1-6 పంక్తులు చిన్నతనంలో స్పీకర్ దృక్పథాన్ని ప్రతిబింబిస్తాయి. 7-16 పంక్తులు స్పీకర్ దృక్పథం మారడం ప్రారంభించిన క్షణాన్ని ప్రతిబింబిస్తాయి. 17-23 పంక్తులు అతని నిరాశావాద, నిరుత్సాహకరమైన మరియు కోపంగా ఉన్న దృక్పథాన్ని ప్రతిబింబిస్తాయి. 24-33 పంక్తులు ఇప్పుడు స్పీకర్ దృక్పథాన్ని ప్రతిబింబిస్తాయి.

PROSE : "GRAMMAR OF ANARCHY" (EXCERPT)

- BR Ambedkar

Glossary

grammar /'græmə/: A set of rules or principles

anarchy /'ænəki /: A state of disorder due to the absence of non-recognition of authority or any other controlling power

abject / 'æbdʒekt /: Terrible and without hope

antipathy /æn'tɪpəθi /: A strong feeling of dislike

creed /kri:d/: A set of principles or religious beliefs

devolve /di'vɒlv / :Transfer or delegate powers to a lower level

disaster /di'zɑ:stə(r)/: An occurrence causing widespread destruction

disuse /dis'ju:s/: No longer in use

divorce /di'vɔ:s/: The official ending of a marriage; a separation

fraternity /frə'tɜ:nəti/: A group of people sharing the same profession, interests or beliefs

gainsay /'geɪn' seɪ/: (Often used in negative sentences) to say that something is not true; to disagree with or deny something.

jeopardy /dʒepədi /: In a dangerous position or situation and likely to be lost or harmed

landslide /lændslaɪd/: An overwhelming majority of votes for one party or candidate in an election; a collapse of a mass of earth or rock from a mountain or a cliff

monopoly / mə'nɒpəli /: The complete control of trade in particular goods or the supply of a particular service; complete control

resolutely /'rezəlu:tli / : Having or showing great determination

studded /stʌdɪd/: Decorated with small raised pieces of metal: studded with something: with a lot of something on or in it

sapped /sæpt/: To make something or somebody weaker; to destroy something gradually

trinity /trɪnəti/: A group of three people or things; the three persons of the Christian Godhead: Father, Son and Holy Spirit

COMPREHENSION I (SHORT ANSWER QUESTIONS)

Q1. What did India become on January 26, 1950? What are the “two thoughts” that come to the speaker’s mind on the eve of this historic day?

Ans:

On 26th January 1950, India became an independent country. There are the “two thoughts” that come to Ambedkar’s mind on the eve of this historic day.

The first thought is about what would happen to her independence. He also cautions whether India will maintain her independence or lose it again due to the existence of diverse and opposing political parties and the possibility of placing their creed above the country. He gives historical evidence of India losing her independence in the past due to the infidelity and treachery of some of her own people. The second thought that comes to Ambedkar’s mind is about his anxiety about what will happen to India’s democracy. Though India had earlier enjoyed its democratic and parliamentary tradition in the form of republics and the Buddhist Bhikshu Sanghas, we have lost it. He cautions that there is a danger of democracy giving place to dictatorship.

Q2. According to the speaker, what was the “system” of governance that India had in the past but has lost? What evidence does he give to show that this system existed in the past?

Ans:

According to Dr. Ambedkar, democracy was the “system” of governance that India had in the past but has lost. He gives evidence to the existence of this system in the past. Dr. Ambedkar mentions that a study of the Buddhist Bhikshu Sanghas discloses that not only there were Parliaments-for the Sanghas were nothing but Parliaments – but the Sanghas knew and observed all the rules of Parliamentary Procedure known to modern times.

Q3. Civil disobedience, non-cooperation, and satyagraha were the principal methods of seeking justice during India’s freedom struggle. Why does the speaker want these methods abandoned in independent India? What alternative methods does he recommend?

Ans:

Dr. Ambedkar also provides the Indians with three solutions to maintain the democracy in reality. One among them is that we should hold fast to constitutional methods of achieving our social and economic objectives. It means that we must abandon the bloody methods of revolution- the method of civil disobedience, non-cooperation and satyagraha. Dr Ambedkar considers them unconstitutional and opines that where constitutional methods are open, there can be no justification for these unconstitutional methods. These methods are nothing but the Grammar of Anarchy and the sooner they are abandoned, the better for us.

Q4. What was JS Mill's injunction to those interested in maintaining democracy?

Ans:

Dr. Ambedkar also provides the Indians with three solutions to maintain the democracy in reality. Dr. Ambedkar advises us to follow the caution given by John Stuart Mill. Dr. Ambedkar quotes JS Mill who says not "to lay their liberties at the feet of even a great man, or to trust him with power which enable him to subvert their institutions".

Q5. What is the difference between showing bhakti in religion and bhakti in politics? Why is this difference particularly relevant in India?

Ans:

According to Dr. Ambedkar, in India, Bhakti, believed as the path of devotion or hero-worship, plays a part in its politics unequalled in magnitude by the part it plays in the politics of any other country in the world. Dr. Ambedkar opines that Bhakti in religion may be a road to the salvation of the soul. He feels that Bhakti or hero-worship in politics, is a sure road to degradation and to eventual dictatorship.

Q6. What, according to the speaker, is social democracy?

Ans:

According to Dr. Ambedkar, social democracy is a way of life which recognizes the cherished universal ideals-liberty, equality and fraternity as the principles of life. In his speech Dr. Ambedkar strongly advocates that we must make our political democracy a social democracy as well. He believes that political democracy cannot last unless there lies at the base of it social democracy.

Q7. What, according to the speaker, were the various contradictions that India was faced with on January 26, 1950?

Ans:

In his speech, Dr BR Ambedkar points out that on the 26th of January 1950, we are going to enter into a life of contradictions. According to Dr Ambedkar, in politics, we will have equality and in social and economic life we will have inequality. He feels that in politics we will be recognizing the principle of one man one vote and one vote one value. However, in our social and economic life, we shall, by reason of our social and economic structure (Since our society is based on the principle of graded inequality), continue to deny the principle of one man one value.

Q8. The speaker states that "two things" are completely absent in the Indian society. What are they?

Ans:

In his speech, Dr. Ambedkar states that "two things" are completely absent in the Indian society: equality in economic and social life, and the principle of fraternity, i.e., a sense of common brotherhood of all Indians-of Indians being one people.

Q9. What is fraternity? What are the obstacles in achieving fraternity?

Ans:

According to Dr. BR Ambedkar, fraternity means a sense of common brotherhood of all Indians-of Indians being one people. It is the principle which gives unity and solidarity to social life. Dr Ambedkar feels that it is a difficult thing to achieve, since there are many obstacles in achieving fraternity. He views that without fraternity, equality and liberty will be no deeper than coats of paint.

Q10. What has India "lost" by independence and what responsibility has this loss brought upon independent India?

Ans :

According to Dr. BR Ambedkar, by independence, we the Indians have lost the excuse of blaming the British for anything going wrong. He feels that if hereafter things go wrong, we will have nobody to blame except ourselves. There is great danger of things going wrong. In his opinion, Dr. Ambedkar views that the loss of blaming the British has brought upon Independent India to recognise the aspirations of the downtrodden important for the maintenance of democracy.

COMPREHENSION-II (ESSAY TYPE ANSWER QUESTIONS)

Q1. What "anxieties" does Dr Ambedkar express in his speech and what is the basis for his apprehension?

Ans:

Dr. Bhimrao Ramji Ambedkar (1891-1956) is the chief architect of the Indian Constitution and one of the makers of the modern Indian nation. He was a social reformer who fought for the rights of people from the deprived sections of the society. As the Chairman of the Drafting Committee of the Constitution, he worked with Promethean zeal to bring out a comprehensive document that was inclusive and had the capacity to hold the diverse populace of India together. He was rightly awarded the "Bharat Ratna" India's highest civilian award, posthumously in 1991.

The present lesson 'The Grammar of Anarchy' is an edited extract from Dr BR Ambedkar's closing speech in the Constituent Assembly on November 25, 1949. The speech outlines the diversity of India and details the challenges the country would face in implementing the Constitution. He emphasized the need to build a nation on the basis of social equality. He upholds a road map that India needs to follow in order to hold its fragments together and graduate from being a country to a full-fledged nation. Dr Ambedkar's three advice-to give up the grammar of anarchy, to avoid hero-worship, and to work towards a social and not just a political democracy-continue to be relevant even today.

On 26th January 1950, India became an independent country. There are the “two thoughts” that make Dr Ambedkar anxious about the eve of this historic day. Firstly he is anxious about what would happen to her independence. He also cautions whether India will maintain her independence or lose it again due to the existence of diverse and opposing political parties and the possibility of placing their creed above the country. He gives historical evidence of India losing her independence in the past due to the infidelity and treachery of some of her own people.

Secondly and equally, Dr Ambedkar is anxious about what will happen to India's democracy. Though India had earlier enjoyed its democratic and parliamentary tradition in the form of republics and the Buddhist Bhikshu Sanghas, we have lost it. He cautions that there is a danger of democracy giving place to dictatorship. It is quite possible for this new born democracy to retain its form but give place to dictatorship in fact. If there is a landslide, the danger of the second possibility becoming actuality is much greater.

Dr. Ambedkar also provides the Indians with three solutions to maintain the democracy in reality. Firstly, we should hold fast to constitutional methods of achieving our social and economic objectives. It means we must abandon the bloody methods of revolution. It means that we must abandon the method of civil disobedience, non-cooperation and *satyagraha*. Ambedkar considers these methods are nothing but the Grammar of Anarchy. Secondly, for in India, Bhakti or what may be called the path of devotion or hero-worship, plays a part in its politics unequalled in magnitude by the part it plays in the politics of any other country in the world. Bhakti in religion may be a road to the salvation of the soul. But in politics, Bhakti or hero-worship is a sure road to degradation and to eventual dictatorship. Thirdly, we must do is not to be content with mere political democracy. We must make our political democracy a social democracy as well. Political democracy cannot last unless there lies at the base of it social democracy. What does social democracy mean? It means a way of life which recognizes liberty, equality and fraternity as the principles of life.

Q2. According to Dr. Ambedkar, what are the three things that India must do in order to remain a democracy?

Ans:

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Q3. How does Dr. Ambedkar argue that liberty, equality and fraternity are not separate entities but a union of trinity?

Ans:

According to Dr Ambedkar, the three cherished ideals of liberty, equality and fraternity are not separate entities but a union of trinity. He argues that we must do is not to be content with mere political democracy. We must make our political democracy a social democracy as well. Political democracy cannot last unless there lies at the base of it social democracy. What does social democracy mean? It means a way of life which recognizes liberty, equality and fraternity as the principles of life.

During his speech, Dr Ambedkar considers the principles of liberty, equality and fraternity as the principles of life. They are not to be treated as separate items in a trinity. In his opinion, they form a union of trinity in the sense that to divorce one from the other is to defeat the very purpose of democracy. Ambedkar argues that liberty cannot be divorced from equality, equality cannot be divorced from liberty. Nor can liberty and equality be divorced from fraternity. Without equality, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty and equality could not become a natural course of things. It would require a constable to enforce them.

Dr. Ambedkar points out in his speech that we the Indians must begin by acknowledging the fact that there is complete absence of two things in Indian Society. One of these is equality. On the social plane, we have in India a society based on the principle of graded inequality which we have a society in which there are some who have immense wealth as against many who live in abject poverty.

In his speech, Dr. Ambedkar reminds the audience that on the 26th of January 1950, we the Indians are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In politics we will be recognizing the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value.

In his speech, Dr Ambedkar questions the members of the Constituent Assembly how long we shall continue to live this life of contradictions and how long we shall continue to deny equality in our social and economic life. He warns us that if we continue to deny it for long, we will do so only by putting our political democracy in peril. We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy which is Assembly has to laboriously built up. Therefore Ambedkar argue that liberty, equality and fraternity are not separate entities but a union of trinity.

Q4. Why, according to Dr Ambedkar, is the recognition of the aspirations of the downtrodden important for the maintenance of democracy?

Ans:

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In his speech, Dr Ambedkar emphasizes that the recognition of the aspirations of the downtrodden is important for the maintenance of democracy. According to Ambedkar, political power in India has too long been the monopoly of a few and the many are only beasts of burden, but also beasts of prey.

During his speech, Dr Ambedkar elaborates that this monopoly has not merely deprived the downtrodden people of their chance of betterment, it has sapped them of what may be called the significance of life. Ambedkar opines that these down-trodden classes are tired of being governed by others and they are impatient to govern themselves. Ambedkar cautions that this urge for self-realization in the down-trodden classes must not

be allowed to devolve into a class struggle or class war. He feels that it would lead to a division of the House and that would indeed be a day of disaster. Ambedkar quotes Abraham Lincoln who says that a House divided against itself cannot stand very long.

Therefore, Dr Ambedkar advises us that the sooner room is made for the realization of their aspiration, the better for the few, the better for the country, the better for the maintenance for its independence and the better for the continuance of its democratic structure. Ambedkar strongly feels that the recognition of the aspirations of the downtrodden can only be done by the establishment of equality and fraternity in all spheres of life.

Q5. Dr Ambedkar says that people tired of Government of and by the people may prefer government for the people. What is the difference among these three expressions and how is the shift in peoples' preference significant?

Ans.:

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In his speech, Dr Ambedkar says that people tired of Government of and by the people may prefer government for the people. There is significant difference among these three expressions. The expression the "Government of the *people*" refers to the *government's* composition. It's referring to the fact that the *government* is made up of *people* who come from the electors, i.e., people. Similarly, the expression the "Government by the people" refers to the government that is elected by the people. It means it is the government represented by some among them elected by the larger number of people. The expression the "Government for the people" refers to the government that works for the welfare of its people.

Dr. Ambedkar in his speech opines that there is a significant shift in the peoples' preference. Dr. Ambedkar thinks that some people are being moved by new ideologies. In his opinion, they are getting tired of Government by the people and they are prepared to have Governments for the people and are indifferent whether it is Government of the people and by the people.

Dr. Ambedkar points out that if we wish to preserve the Constitution, we should resolve not to be tardy in the recognition of the evils that lie across our path and which induce people to prefer Government for the people to Government by the people, nor to be weak in our initiative to remove them. In Ambedkar's view, that is the only way to serve the country.

SUMMARY

Dr. Bhimrao Ramji Ambedkar (1891-1956) is the chief architect of the Indian Constitution and one of the makers of the modern Indian nation. Ambedkar grew up experiencing the trauma of seclusion and discrimination. Encouraged by the Maharaja of Baroda, he went to Columbia University, New York, where he did his master's thesis on the caste system and doctoral work on British finance in India. He was a social reformer who fought for the rights of people from the deprived sections of the society. As the Chairman of the Drafting Committee of the Constitution, he worked with Promethean zeal to bring out a comprehensive document that was inclusive and had the capacity to hold the diverse populace of India together. He was rightly awarded the "Bharat Ratna" India's highest civilian award, posthumously in 1991.

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సారాంశం

డాక్టర్ భీమ్రావ్ రామ్జీ అంబేద్కర్ (1891-1956) భారత రాజ్యాంగం యొక్క ప్రధాన వాస్తుశిల్పి మరియు ఆధునిక భారతీయ దేశాన్ని తయారుచేసేవారిలో ఒకరు. అంబేద్కర్ ఏకాంతం మరియు వివక్ష యొక్క గాయం అనుభవిస్తూ పెరిగాడు. బరోడా మహారాజా చేత ప్రోత్సహించబడిన అతను న్యూయార్క్ లోని కొలంబియా విశ్వవిద్యాలయానికి వెళ్ళాడు, అక్కడ కుల వ్యవస్థపై తన మాస్టర్స్ థీసిస్ మరియు భారతదేశంలో బ్రిటిష్ ఫైనాన్స్ పై డాక్టరల్ పని చేశాడు. సమాజంలోని అణగారిన వర్గాల ప్రజల హక్కుల కోసం పోరాడిన సామాజిక సంస్కర్త ఆయన. రాజ్యాంగం యొక్క ముసాయిదా కమిటీ చైర్మన్ గా, సమగ్రమైన పత్రాన్ని కలుపుకొని ప్రోమేటియన్ ఉత్సాహంతో కలిసి పనిచేశారు మరియు భారతదేశంలోని విభిన్న జనాభాను కలిసి ఉంచే సామర్థ్యాన్ని కలిగి ఉన్నారు. 1991 లో మరణానంతరం ఆయనకు “భారత్ రత్న” భారతదేశం యొక్క అత్యున్నత పౌర పురస్కారం లభించింది.

ప్రస్తుత పాఠం ‘అరాచకం యొక్క వ్యాకరణం’ నవంబర్ 25, 1949 న రాజ్యాంగ సభలో డాక్టర్ బిఆర్ అంబేద్కర్ ముగింపు ప్రసంగం నుండి సవరించిన సారం. ఈ ప్రసంగం భారతదేశ వైవిధ్యాన్ని వివరిస్తుంది మరియు రాజ్యాంగాన్ని అమలు చేయడంలో దేశం ఎదుర్కొనే సవాళ్లను వివరిస్తుంది. సామాజిక సమానత్వం ఆధారంగా ఒక దేశాన్ని నిర్మించాల్సిన అవసరాన్ని ఆయన నొక్కి చెప్పారు. భారతదేశం తన శకలాలు కలిసి ఉంచడానికి మరియు ఒక దేశం నుండి పూర్తి స్థాయి దేశానికి పట్టభద్రుడయ్యేందుకు

అనుసరించాల్సిన రహదారి పటాన్ని ఆయన సమర్థించారు. డాక్టర్ అంబేద్కర్ యొక్క మూడు సలహాలు- అరాచకత్వం యొక్క వ్యాకరణాన్ని వదులుకోవడం, హీరో-ఆరాధనను నివారించడం మరియు రాజకీయ ప్రజాస్వామ్యం మాత్రమే కాకుండా సామాజికంగా పనిచేయడం-ఈనాటికీ సంబంధితంగా కొనసాగుతున్నాయి.

26 జనవరి 1950 న భారతదేశం స్వతంత్ర దేశంగా మారింది. ఈ చారిత్రాత్మక రోజు సందర్భంగా డాక్టర్ అంబేద్కర్ గురించి ఆందోళన కలిగించే “రెండు ఆలోచనలు” ఉన్నాయి. మొదట అతను ఆమె స్వాతంత్ర్యానికి ఏమి జరుగుతుందో అనే ఆశ్చర్యంతో ఉన్నాడు. విభిన్న మరియు వ్యతిరేక రాజకీయ పార్టీల ఉనికి మరియు వారి మతాన్ని దేశానికి పైన ఉంచే అవకాశం ఉన్నందున భారతదేశం తన స్వాతంత్ర్యాన్ని నిలబెట్టుకుంటుందా లేదా మళ్ళీ కోల్పోతుందా అని ఆయన హెచ్చరిస్తున్నారు. తన సొంత వ్యక్తుల యొక్క అవిశ్వాసం మరియు ద్రోహం కారణంగా భారతదేశం గతంలో తన స్వాతంత్ర్యాన్ని కోల్పోయిందని చారిత్రక ఆధారాలు ఇస్తాడు.

రెండవది మరియు సమానంగా, డాక్టర్ అంబేద్కర్ భారతదేశ ప్రజాస్వామ్యానికి ఏమి జరుగుతుందోనని ఆశ్చర్యంతో ఉన్నారు. భారతదేశం ఇంతకుముందు తన ప్రజాస్వామ్య మరియు పార్లమెంటరీ సంప్రదాయాన్ని రిపబ్లిక్ మరియు బౌద్ధ భిక్షు సంఘాల రూపంలో ఆస్వాదించినప్పటికీ, మేము దానిని కోల్పోయాము. ప్రజాస్వామ్యం నియంతృత్వానికి చోటు కల్పించే ప్రమాదం ఉందని ఆయన హెచ్చరించారు. ఈ కొత్తగా జన్మించిన ప్రజాస్వామ్యం దాని రూపాన్ని నిలుపుకోవటానికి చాలా సాధ్యమే కాని వాస్తవానికి నియంతృత్వానికి స్థానం ఇస్తుంది. కొండచరియ ఉంటే, రెండవ అవకాశం వాస్తవికత అయ్యే ప్రమాదం చాలా ఎక్కువ.

వాస్తవానికి ప్రజాస్వామ్యాన్ని నిలబెట్టడానికి డాక్టర్ అంబేద్కర్ భారతీయులకు మూడు పరిష్కారాలను అందిస్తుంది. మొదట, మన సామాజిక మరియు ఆర్థిక లక్ష్యాలను సాధించే రాజ్యాంగ పద్ధతులను గట్టిగా పట్టుకోవాలి. విప్లవం యొక్క నెత్తుటి పద్ధతులను మనం వదిలివేయాలి. శాసనోల్లంఘన, సహకారం మరియు సత్కారపా పద్ధతిని మనం తప్పక వదిలివేయాలి. ఈ పద్ధతులు అరాచకత్వం యొక్క వ్యాకరణం తప్ప మరొకటి కాదని అంబేద్కర్ భావించారు. రెండవది, భారతదేశంలో, భక్తి లేదా భక్తి లేదా హీరో-ఆరాధన యొక్క మార్గం అని పిలవబడేది, ప్రపంచంలోని ఇతర దేశాల రాజకీయాల్లో అది పోషించే పాత్ర ద్వారా దాని రాజకీయాల్లో ఒక పాత్ర పోషిస్తుంది. మతంలో భక్తి ఆత్మ యొక్క మోక్షానికి ఒక రహదారి కావచ్చు. రాజకీయాల్లో, భక్తి లేదా హీరో-ఆరాధన క్షీణతకు మరియు చివరికి నియంతృత్వానికి ఖచ్చితంగా మార్గం. మూడవదిగా, మనం చేయవలసింది కేవలం రాజకీయ ప్రజాస్వామ్యంతో సంతృప్తి చెందకూడదు. మన రాజకీయ ప్రజాస్వామ్యాన్ని సామాజిక ప్రజాస్వామ్యంగా కూడా మార్చాలి. రాజకీయ ప్రజాస్వామ్యం సామాజిక ప్రజాస్వామ్యం యొక్క స్థావరంలో ఉంటే తప్ప ఉండదు. సామాజిక ప్రజాస్వామ్యం అంటే ఏమిటి? ఇది స్వేచ్ఛ, సమానత్వం మరియు సోదరభావాన్ని జీవిత సూత్రాలుగా గుర్తించే జీవన విధానం.

డాక్టర్ అంబేద్కర్ తన ప్రసంగంలో స్వేచ్ఛ, సమానత్వం మరియు సోదరభావం యొక్క సూత్రాలను జీవిత సూత్రాలుగా భావిస్తారు. వాటిని త్రిమూర్తులలో ప్రత్యేక వస్తువులుగా పరిగణించకూడదు. అతని అభిప్రాయం ప్రకారం, వారు త్రిమూర్తుల సంఘాన్ని ఏర్పరుస్తారు, అంటే ఒకదాని నుండి మరొకటి విడాకులు తీసుకోవడం ప్రజాస్వామ్యం యొక్క ఉద్దేశ్యాన్ని ఓడించడమే. స్వేచ్ఛను సమానత్వం నుండి విడాకులు తీసుకోలేము, సమానత్వం స్వేచ్ఛ నుండి విడాకులు తీసుకోలేము అని అంబేద్కర్ వాదించారు. స్వేచ్ఛ మరియు సమానత్వం సోదరభావం నుండి విడాకులు తీసుకోలేము. సమానత్వం లేకుండా, స్వేచ్ఛ చాలా మందిపై కొద్దిమంది యొక్క ఆధిపత్యాన్ని ఉత్పత్తి చేస్తుంది. స్వేచ్ఛ లేకుండా సమానత్వం వ్యక్తిగత చొరవను చంపుతుంది. సోదరభావం లేకుండా, స్వేచ్ఛ చాలా మందిపై కొద్దిమంది యొక్క ఆధిపత్యాన్ని ఉత్పత్తి చేస్తుంది. స్వేచ్ఛ లేకుండా సమానత్వం వ్యక్తిగత చొరవను చంపుతుంది. సోదరభావం లేకుండా, స్వేచ్ఛ మరియు సమానత్వం సహజమైన విషయాల కోర్పుగా మారలేవు. వాటిని అమలు చేయడానికి కానిస్టేబుల్ అవసరం.

డాక్టర్ అంబేద్కర్ తన ప్రసంగంలో ఇండియన్ సాపైటీలో రెండు విషయాలు పూర్తిగా లేవని అంగీకరించడం ద్వారా మనం భారతీయులు ప్రారంభించాల్సి వచ్చింది. వీటిలో ఒకటి సమానత్వం. సాంఘిక విమానంలో, మనకు భారతదేశంలో గ్రేడ్డ్ అసమానత సూత్రం ఆధారంగా ఒక సమాజం ఉంది, ఇందులో మనకు సమాజం ఉంది, ఇందులో కొంతమంది పేదరికంలో నివసించేవారికి వ్యతిరేకంగా అపారమైన సంపదను కలిగి ఉన్నారు.

డాక్టర్ అంబేద్కర్ తన ప్రసంగంలో, జనవరి 26, 1950 న, భారతీయులైన మనం వైరుధ్యాల జీవితంలోకి ప్రవేశించబోతున్నామని ప్రేక్షకులకు గుర్తు చేస్తున్నారు. రాజకీయాల్లో మనకు సమానత్వం ఉంటుంది మరియు సామాజిక మరియు ఆర్థిక జీవితంలో మనకు అసమానత ఉంటుంది. రాజకీయాల్లో మనం ఒక మనిషికి ఒక ఓటు, ఒక ఓటు ఒక విలువ అనే సూత్రాన్ని గుర్తిస్తాము. మన సాంఘిక మరియు ఆర్థిక జీవితంలో, మన సామాజిక మరియు ఆర్థిక నిర్మాణం కారణంగా, ఒక మనిషి యొక్క సూత్రాన్ని ఒక విలువగా నిరాకరిస్తూనే ఉంటాము.

డాక్టర్ అంబేద్కర్ తన ప్రసంగంలో, రాజ్యాంగ సభ సభ్యులను ఈ వైరుధ్యాల జీవితాన్ని మనం ఎంతకాలం కొనసాగిస్తాము మరియు మన సామాజిక మరియు ఆర్థిక జీవితంలో సమానత్వాన్ని ఎంతకాలం నిరాకరిస్తాము అని ప్రశ్నించారు. మనం దానిని ఎక్కువసేపు నిరాకరిస్తూ ఉంటే, మన రాజకీయ ప్రజాస్వామ్యాన్ని ప్రమాదంలో పడేయడం ద్వారా మాత్రమే చేస్తామని ఆయన హెచ్చరిస్తున్నారు. ఈ వైరుధ్యాన్ని మనం సాధ్యమైనంత తొందరగా తొలగించాలి, లేకపోతే అసమానతతో బాధపడేవారు రాజకీయ ప్రజాస్వామ్యం యొక్క నిర్మాణాన్ని పేల్చివేస్తారు, ఇది అసెంబ్లీ శ్రమతో నిర్మించాల్సిన అవసరం ఉంది.

అందువల్ల స్వేచ్ఛ, సమానత్వం మరియు సోదరభావం ప్రత్యేక సంస్థలు కాదని యూనియన్ అని అంబేద్కర్ వాదించారు. త్రిమూర్తుల.

డాక్టర్ అంబేద్కర్ తన ప్రసంగంలో, అణగారిన ప్రజల ఆకాంక్షలను గుర్తించడం ప్రజాస్వామ్య నిర్వహణకు ముఖ్యమని నొక్కి చెప్పారు. అంబేద్కర్ ప్రకారం, భారతదేశంలో రాజకీయ అధికారం చాలా కొద్దిమందికి గుత్తాధిపత్యంగా ఉంది మరియు చాలా మంది భారం యొక్క జంతువులు మాత్రమే, కానీ ఆహారం యొక్క జంతువులు కూడా.

తన ప్రసంగంలో, డాక్టర్ అంబేద్కర్ ఈ గుత్తాధిపత్యం అణగారిన ప్రజలకు వారి మంచి అవకాశాన్ని కోల్పోలేదని, ఇది జీవితం యొక్క ప్రాముఖ్యత అని పిలవబడే వాటిని తొలగించింది. అంబేద్కర్ ఈ అణగదొక్కుబడిన తరగతులు ఇతరులచే పరిపాలించబడటానికి విసిగిపోతున్నారని మరియు వారు తమను తాము పరిపాలించుకోవడానికి అసహనంతో ఉన్నారని అభిప్రాయపడ్డారు. అణగారిన వర్గాలలో స్వీయ-సాక్షాత్కారం కోసం ఈ కోరికను వర్గ పోరాటంలో లేదా వర్గ యుద్ధంగా మార్చడానికి అనుమతించరాదని అంబేద్కర్ హెచ్చరిస్తున్నారు. ఇది సభ విభజనకు దారితీస్తుందని, అది నిజంగా విపత్తు రోజు అని ఆయన అభిప్రాయపడ్డారు. అంబేద్కర్ అబ్రహం లింకన్ను ఉటంకిస్తూ, తనకు వ్యతిరేకంగా విభజించబడిన సభ చాలా కాలం నిలబడదని చెప్పారు.

అందువల్ల, డాక్టర్ అంబేద్కర్ వారి ఆకాంక్షను నెరవేర్చడానికి త్వరగా గదిని తయారు చేయాలని, కొద్దిమందికి మంచిది, దేశానికి మంచిది, దాని స్వాతంత్ర్యం కోసం నిర్వహణకు మంచిది మరియు దాని ప్రజాస్వామ్య నిర్మాణాన్ని కొనసాగించడానికి మంచిదని సలహా ఇస్తున్నారు. అణగారినవారి ఆకాంక్షలను గుర్తించడం జీవితంలోని అన్ని రంగాలలో సమానత్వం మరియు సోదరభావాన్ని నెలకొల్పడం ద్వారా మాత్రమే చేయగలమని అంబేద్కర్ గట్టిగా భావిస్తున్నారు.

VOCABULARY - PHRASAL VERBS

Exercise I

Choose the correct phrasal verb from the options given at the end of the sentence.

1. I _____ but no one has seen my mobile. (asked out/asked around)
2. The firemen had to _____ the kitchen to rescue the residents. (break in/break into)
3. My boss _____ the meeting because of heavy rain. (called off/called back)
4. Don't forget to take the room keys when you _____. (check in/check out)
5. Diabetic patients are advised to _____ sweets and oily food. (cut off/ cut back on)
6. We _____ the bus when it reached our stop. (got off/got out)
7. This is your time to _____ your old parents now. (look after/look for)
8. She loves to _____ with her friends on weekends. (hang out/ hand on)
9. I _____ an old friend of mine at the theatre. (ran into/ran out)
10. She _____ her father. Both love to read books. (takes off/ takes after)

ANSWERS

1. I **asked around** but no one has seen my mobile.
2. The firemen had to **break into** the kitchen to rescue the residents.
3. My boss **called off** the meeting because of heavy rain.
4. Don't forget to take the room keys when you **check in**.
5. Diabetic patients are advised to **cut back on** sweets and oily food.
6. We **got off** the bus when it reached our stop.
7. This is your time to **look after** your old parents now.
8. She loves to **hang out** with her friends on weekends.
9. I **ran into** an old friend of mine at the theatre.
10. She **takes after** her father. Both love to read books.

Exercise II

Complete the phrasal verbs with the correct particle.

1. I don't know where my phone is. I must look _____ it. (off/for/at/on)
2. Fill _____ the form with pencil. (up/with/in/on)
3. The music is too loud. Please turn the volume _____. (on/out/down/off)
4. Turn _____ the lights when you leave the room. (down/off/on/out)
5. Put _____ your slippers when you enter the bathroom. (off/on/out/up)

6. Please switch _____ the TV. I want to watch the match. (off/in/on/for)
7. Take off your shoes when you enter the computer room. (out/on/of/off)
8. The food was stale. I had to throw it _____. (off/away/down/in)
9. The firemen put _____ the fire. (off/on/in/out)
10. Hurry _____ we are getting late. (on/up/in/off)

ANSWERS

1. I don't know where my phone is. I must look for it.
2. Fill in the form with pencil.
3. The music is too loud. Please turn the volume down.
4. Turn off the lights when you leave the room.
5. Put on your slippers when you enter the bathroom.
6. Please switch on the TV. I want to watch the match.
7. Take off your shoes when you enter the computer room.
8. The food was stale. I had to throw it away.
9. The firemen put out the fire.
10. Hurry up we are getting late.

Exercise III

Choose the most suitable phrasal verb from among those given in the box and fill the blanks.

bring forth	bring back	bring in	bring out	bring forward
bring up	bring down	bring on	bring off	bring about

1. The administration wants to _____ a change in the work culture.
2. Old photos never fail to _____ old memories.
3. Because of the hot summer, the parents want the school to _____ the exam dates.
4. No one expected the new player to _____ a sensational victory.
5. The publisher hopes to _____ the book next month.
6. The opposition party tried hard to _____ the government.
7. The government wants to _____ a new law to deal with cyber-crimes.
8. His casual comments sometimes _____ strong reactions.
9. He was advised to _____ his proposal at the meeting.
10. Classical music does not _____ a headache.

ANSWERS

1. The administration wants to bring about a change in the work culture.
2. Old photos never fail to bring back old memories.

UNIT - IV

3. Because of the hot summer, the parents want the school to **bring forward** the exam dates.
4. No one expected the new player to **bring off** a sensational victory.
5. The publisher hopes to **bring out** the book next month.
6. The opposition party tried hard to **bring down** the government.
7. The government wants to **bring in** a new law to deal with cyber-crimes.
8. His casual comments sometimes **bring forth** strong reactions.
9. He was advised to **bring up** his proposal at the meeting.
10. Classical music does not **bring on** a headache.

GRAMMAR - CONCORD

A sentence has two main parts: subject and verb. Subject tells us who the doer is or what the sentence is about. Verb describes the action of the sentence. The subject of a sentence can be a noun (Amar, car, dog etc) or a pronoun (she, they, it etc). It can be singular (book, bird) or plural (books, birds).

To make a sentence meaningful and grammatically correct, the two parts of a sentence – subject and verb – should match or agree with each other. The agreement between the subject and verb in person, number, gender or case is called concord or subject-verb agreement. However, remember that it is the subject that determines the verb:

To find out whether there is concord between the subject and the verb or not, we must be able to identify the subject and the verb in a sentence.

Exercise I

Identify the subject and the verb in the following sentences.

Example: The girl *sings* very well. (Subject: girl, Verb: *sings*)

1. A supreme court judge *retires* at 65.
2. The survey covering fifty villages *reveals* interesting facts.
3. The list of items *is* very long.
4. There *were* many important leaders at the meeting.
5. The manager *is* a hard worker who *spends* a lot of time in the office.
6. Everyone in the group *is* welcome to *give* suggestions.
7. His meticulous data *amazes* everyone.
8. During the celebrations, we all *sat* outside in the hot sun.
9. The laces on these shoes never *stay* tied.
10. The temptation *is* to treat children as though they *don't know* anything.

ANSWERS

1. A supreme court **judge retires** at 65. (Subject: Judge; Verb : retires)
2. The **survey** covering fifty villages **reveals** interesting facts. (Subject: survey; Verb : reveals)
3. The **list** of items **is** very long. (Subject: list; Verb : is)
4. There **were** many important **leaders** at the meeting. (Subject: leaders; Verb : were)
5. The **manager is** a hard worker who **spends** a lot of time in the office. (Subject: manager (Who pronoun); Verb : is, spends)
6. **Everyone** in the group **is** welcome to *give* suggestions. (Subject: everyone (pronoun) Verb : is)
7. His meticulous **data amazes** everyone. (Subject: data; Verb : amazes)
8. During the celebrations, **we all sat** outside in the hot sun. (Subject: we; Verb : sat)
9. The **laces** on these shoes never **stay** tied. (Subject: laces; Verb : stay)
10. The **temptation is** to treat children as though **they don't know** anything. (Subject: temptation, they (pronoun); Verb : is; do not know).

Exercise II

Choose the correct form of the verb that agrees with the subject.

1. My father and my mother _____ (is/are) attending the meeting.
2. Nobody _____ (know/knows) what the truth is.
3. The news _____ (are/is) at seven.
4. The management _____ (don't /doesn't) know how to treat teachers.
5. Five hundred rupees _____ (are /is) what I paid for the ticket.
6. There _____ (was/were) ten books in that box.
7. Each one of those books _____ (is/are) a classic.
8. The film, including all the advertisements, _____ (take/takes) about threehours to watch.
9. Civics _____ (were/was) my favourite subject.
10. _____ (Are/Is) there scissors at home?

ANSWERS

1. My father and my mother **are** attending the meeting.
2. Nobody **knows** what the truth is.
3. The news **is** at seven.
4. The management **doesn't** know how to treat teachers.

UNIT - IV

5. Five hundred rupees **is** what I paid for the ticket.
6. There **were** ten books in that box.
7. Each one of those books **is** a classic.
8. The film, including all the advertisements, **takes** about three hours to watch.
9. Civics **was** my favourite subject.
10. **Are** there scissors at home?

Exercise III

Correct the verbs in the following sentences to make them agree with the subjects.

1. Ramesh and Robert is good friends.
2. Each of us have some work experience.
3. Here is my car keys.
4. My pair of pants require stitching.
5. Neither the student nor the parent know the answer.
6. Either the director or the actor are responsible for the failure.
7. Neither the script nor the dialogues was interesting.
8. The sale of water and soft drinks increase during summer.
9. Six months are all I have to find a job.
10. The book, including the CD and the free gifts, are not worth the money.

ANSWERS

1. Ramesh and Robert **are** good friends.
2. Each of us **has** some work experience.
3. Here **are** my car keys.
4. My pair of pants **requires** stitching.
5. Neither the student nor the parent **knows** the answer.
6. Either the director or the actor **is** responsible for the failure.
7. Neither the script nor the dialogues **were** interesting.
8. The sale of water and soft drinks **increases** during summer.
9. Six months **is** all I have to find a job.
10. The book, including the CD and the free gifts, **is** not worth the money.

POST-READING ACTIVITY

Q1. What is your dream? Do you still remember it? Since when did you have the dream? Write about it.

Ans :

My dream is to become an independent human being, independent of all gender, racial, caste, and other biases. I can still remember that when I was in tenth standard, I set up my dream of becoming independent of all financial problems, including becoming independent of all biases. Then I thought of doing a good job in which I could earn money and extend a helping hand to my family and provide them financial support.

However, I have been unable to fulfil my dream due to many reasons. The main reason is that my parents do not want me to work because of my gender. I am a girl. They are under misconception that it may not be secure to send a girl to job places away from the family. Moreover, I am the only girl in the entire village and it makes my parents more worried about my safety. In addition to that, I am 25 now and completed my post-graduation. My parents want me to get married immediately. They think that I being girl will be judged in future by my household works, not by my studies and job. Therefore, I have been not allowed to do any job.

However, after having completed my PG, I did job in an MNC in Hyderabad for one and a half year. However, I faced some health issues due to the odd timings which were inconvenient for my family as well. Moreover, there is no support from my family and there are still some inexplicable restrictions and safety issues. Since I did not want to be stubborn to go for the job, I felt helpless and resigned for the job. All I need is gender-free attitude from people at work place and support from my family, my parents without my dream cannot be fulfilled.

UNIT V

1. **Poem** : Tennyson "Flower"
2. **Prose** : Ruskin Bond "The Kitemaker"
3. **Vocabulary** : Commonly Confused Words
4. **Grammar** : Determiners

POEM: THE FLOWER

- Alfred Tennyson

Once in a golden hour
I cast to earth a seed.
Up there came a flower,
The people said, a weed.
To and fro they went
Thro' my garden-bower,
And muttering discontent
Cursed me and my flower.
Then it grew so tall
It wore a crown of light,
But thieves from o'er the wall
Stole the seed by night.
Sow'd it far and wide
By every town and tower,
Till all the people cried
'Splendid is the flower.'
Read my little fable:
He that runs may read.
Most can raise the flowers now,
For all have got the seed.
And some are pretty enough,
And some are poor indeed;
And now again the people
Call it but a weed.

Glossary

cast /kɑ:st/: To throw something

weed /wi:d/: An undesirable plant that grows and spreads fast among cultivated plants, depriving them of space, food etc.

to and fro: Backward and forward; back and forth

thro': Through

bower /'bau.ə/: A shaded place under the branches of a tree in a garden

mutter /'mʌt ə/: To speak in a low tone, often when complaining about something

discontent /diskən'tent/: Unhappiness; dissatisfaction

curse /kɜ:s/: To swear; to damn

sow /səʊ/: To put seeds into the ground; to scatter seeds over land

splendid /'splendɪd/: Very good or very beautiful; brilliant

fable /'feɪbl/: A short moral story

'he that runs may read': A phrase from the Bible which means that something has been written or explained so clearly that anyone, even a non-expert, can understand it easily

COMPREHENSION I (SHORT ANSWER QUESTIONS)

Q1. What did the people call the flower at first?

Ans:

The poet says that when the narrator sows a 'seed' and it sprouts a 'flower'. At first, the people called the flower a "weed".

Q2. How did they react when they saw it in the garden?

Ans:

The poem explains how people react to the growth of a 'flower'. The narrator sowed a 'seed' and it sprouted a 'flower'. However, people started calling it a "weed." They criticized and cursed the narrator as well as the flower with 'muttering discontent'.

Q3. Did people's curses have any effect on the growth of the flower?

Ans:

Number People's curse had no effect on the growth of the flower. The flower grew tall and attractive irrespective of the opinions of the people. Similarly, we should have a

strong belief in our convictions, irrespective of others' views. Therefore, Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

Q4. What happened when the plant grew tall?

Ans:

When the plant grew tall, it wore "a crown of light". Once, the poet planted a seed, it blossomed into a beautiful flowering some good time that over the years. The "crown of light" refers to the flowering of the plant and the flower kept on growing in beauty and brilliance.

Q5. What did the thieves do with the stolen seed?

Ans:

When the plant grew tall, it wore "a crown of light". Once, the poet planted a seed, it blossomed into a beautiful flower in some good time that over the years. The "crown of light" refers to the flowering of the plant and the flower kept on growing in beauty and brilliance. Then thieves stole its seeds at night. The stolen seeds were sowed in far off cities and towns.

Q6. How did the people react when the flower grew everywhere?

Ans:

When the flower grows tall and attractive, thieves stole its seeds at night. The stolen seeds were sowed in far off cities and towns. The same people are also curious. The people appreciated the beauty of the flowers produced by the seeds. They started cried "Splendid is the flower."

Q7. What happened to the quality and beauty of the flower when the seed was cast everywhere?

Ans:

When the seed was cast everywhere, there was no change in the quality and beauty of the flower. The flower grew tall and attractive irrespective of the opinions of the people. Similarly, we should have a strong belief in our convictions, irrespective of others' views. Therefore, Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

Q8. How did the people view the flower when it became commonplace?

Ans:

When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace. Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

COMPREHENSION II (ESSAY TYPE ANSWER QUESTIONS)

Q1. Explain the central idea of the poem, 'The Flower'.

Ans:

Alfred Lord Tennyson was a famous Victorian poet. He was the poet laureate of England from 1850 to 1892. Tennyson was influenced by the Industrial Revolution and Scientific Inventions at that time. His well-known poems include "In Memoriam", "Ulysses", and "The Lotus-Eater". Tennyson called his present poem "The Flower" as "My Little Fable".

The central idea of the poem is about the way people react to the new ideas and things. Here the poem explains how people react to the growth of a 'flower'. The narrator sows a 'seed' and it sprouts a 'flower'. But people call it a 'weed.' They criticise and curse the narrator as well as the flower with 'muttering discontent'. When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace. Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

Tennyson calls his poem 'The Flower' 'My little Fable'. It should be read as a "universal apologue and parable". Etymologically, the word 'fable' means 'a tale, parable or an allegory which tells a moral story.' Here the poem also tells some short moral story. The flower grows tall and attractive irrespective of the opinions of the people. Initially, people call the flower a 'weed'. Later they view it as 'splendid flower'. In the end, the same people again call the flower 'a weed'. People change their opinions from time to time. We should have a strong belief in our convictions, irrespective of others' views. Hence Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

The poem 'The Flower' is a wry comment on the nature of human beings. People are unsure and apprehensive about the new or original ideas or things. So they tend to reject the unfamiliar as worthless and harmful. The people are happy with the familiar things.

Q2. Discuss the use of the opposites (light and night, seeds and weed, cast and stole) in the poem, 'The Flower'.

Ans:

Tennyson called his present poem "The Flower" as "My Little Fable". The central idea of the poem is about the way people react to the new ideas and things. Here the poem explains how people react to the growth of a 'flower'. The narrator sows a 'seed' and it sprouts a 'flower'. But people call it a 'weed.' They criticise and curse the narrator as

well as the flower with 'muttering discontent'.

When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace. Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

Tennyson's poetry is full of rhyme and rhythm. The poem "The Flower" represents his poetic genius for its use of the opposites: light and night, seed and weed, cast and stole. After the seed is cast (sown), it is stolen by some thieves. Here the two words 'cast' and 'steal' are opposite in meaning. The words 'seed' and 'weed' are opposite to each other. In the same way, the flower represents 'light' but the people, who are in dark, are in 'night'. Therefore, Tennyson is a poetic genius and his poetry is full of rhythm and music.

Q3. Explain why the story of the flower is called a 'fable'. What qualities of a fable does the poem have?

Ans:

Tennyson calls his poem 'The Flower' 'My little Fable'. It should be read as a "universal apologue and parable". Etymologically, the word 'fable' means 'a tale, parable or an allegory which tells a moral story.' Here the poem also tells some short moral story. The flower grows tall and attractive irrespective of the opinions of the people. Initially, people call the flower a 'weed'. Later they view it as 'splendid flower'.

In the end, the same people again call the flower 'a weed'. People change their opinions from time to time. We should have a strong belief in our convictions, irrespective of others' views. Hence Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

The poem 'The Flower' is a wry comment on the nature of human beings. People are unsure and apprehensive about the new or original ideas or things. So they tend to reject the unfamiliar as worthless and harmful. The people are happy with the familiar things.

Q4. The speaker of the poem says that the meaning of the poem is clear and uncomplicated. Do you agree? Justify your answer.

Ans:

Tennyson called his present poem "The Flower" as "My Little Fable". The central idea of the poem is about the way people react to the new ideas and things. Here the poem explains how people react to the growth of a 'flower'.

The narrator sows a 'seed' and it sprouts a 'flower'. But people call it a 'weed.' They criticise and curse the narrator as well as the flower with 'muttering discontent'. When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace.

Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

The speaker of the poem says that the meaning of clear and uncomplicated. He says:

Read my little fable.

He that runs may read.

However, the poem is not clear in its meaning and complicated one. It throws up multiple interpretations. The flower in the poem is interpreted in different ways: as the Industrial Revolution, Christianity or Tennyson's own poetry. In Tennyson's days, it was the beginning of the Industrial Revolution. However, Tennyson suggested that the poem be read as a "universal apologue and parable". The narrator reflects while everyone may see things differently, they should avoid jumping to conclusions on their opinions of things.

Q5. Explain the unstated moral of the story of the flower.

Ans:

The central idea of Tennyson's poem "The Flower" is about the way people react to the new ideas and things. Here the poem explains how people react to the growth of a 'flower'. The narrator sows a 'seed' and it sprouts a 'flower'. But people call it a 'weed.' They criticise and curse the narrator as well as the flower with 'muttering discontent'. When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace. Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

Tennyson calls his poem 'The Flower' My little Fable'. It should be read as a "universal apologue and parable". Etymologically, the word 'fable' means 'a tale, parable or an allegory which tells a moral story.' Here the poem also tells some short moral story. The flower grows tall and attractive irrespective of the opinions of the people. Initially, people call the flower a 'weed'. Later they view it as 'splendid flower'. In the end, the same people again call the flower 'a weed'. People change their opinions from time to time. We should have a strong belief in our convictions, irrespective of others' views. Hence Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

Q6. Discuss the poem, 'The Flower' as a commentary on human nature.

Ans :

Alfred Lord Tennyson was a famous Victorian poet. He was the poet laureate of England from 1850 to 1892. Tennyson was influenced by the Industrial Revolution and Scientific Inventions at that time. His well-known poems include "In Memoriam", "Ulysses", and "The Lotus-Eater".

Tennyson called his present poem "The Flower" as "My Little Fable". The central idea of the poem is about the way people react to the new ideas and things. Here the poem explains how people react to the growth of a 'flower'. The narrator sows a 'seed' and it sprouts a 'flower'. But people call it a 'weed.' They criticise and curse the narrator as well as the flower with 'muttering discontent'. When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace. Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

The speaker of the poem says that the meaning of clear and uncomplicated. He says:

Read my little fable.

He that runs may read.

But the poem is not clear in its meaning and complicated one. It throws up multiple interpretations. The flower in the poem is interpreted in different ways: as the Industrial Revolution, Christianity or Tennyson's own poetry. In Tennyson's days, it was the beginning of the Industrial Revolution. However, Tennyson suggested that the poem be read as a "universal apologue and parable". The narrator reflects while everyone may see things differently, they should avoid jumping to conclusions on their opinions of things.

Tennyson calls his poem 'The Flower' 'My little Fable'. It should be read as a "universal apologue and parable". Etymologically, the word 'fable' means 'a tale, parable or an allegory which tells a moral story.' Here the poem also tells some short moral story. The flower grows tall and attractive irrespective of the opinions of the people. Initially, people call the flower a 'weed'. Later they view it as 'splendid flower'. In the end, the same people again call the flower 'a weed'. People change their opinions from time to time. We should have a strong belief in our convictions, irrespective of others' views. Hence Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

The poem 'The Flower' is a wry comment on the nature of human beings. People are unsure and apprehensive about the new or original ideas or things. So they tend to reject the unfamiliar as worthless and harmful. The people are happy with the familiar things.

SUMMARY

Alfred Lord Tennyson was a famous Victorian poet. He was the poet laureate of England from 1850 to 1892. Tennyson was influenced by the Industrial Revolution and Scientific Inventions at that time. His well-known poems include "In Memoriam", "Ulysses", and "The Lotus-Eater".

Tennyson called his present poem "The Flower" as "My Little Fable". The central idea of the poem is about the way people react to the new ideas and things. Here the poem explains how people react to the growth of a 'flower'. The narrator sows a 'seed' and it sprouts a 'flower'. But people call it a 'weed.' They criticise and curse the narrator as well as the flower with 'muttering discontent'. When the flower grows tall and attractive, the same people are also curious. And they start appropriating it as a 'splendid flower'. As the time progresses, the new is adopted widely and assimilated into the old. Gradually, it loses its novelty and becomes commonplace. Once again, people lose interest in it and abandon it as useless. Finally the same people call the flower 'weed'.

The speaker of the poem says that the meaning of clear and uncomplicated. He says:

**Read my little fable.
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But the poem is not clear in its meaning and complicated one. It throws up multiple interpretations. The flower in the poem is interpreted in different ways: as the Industrial Revolution, Christianity or Tennyson's own poetry. In Tennyson's days, it was the beginning of the Industrial Revolution. However, Tennyson suggested that the poem be read as a "universal apologue and parable". The narrator reflects while everyone may see things differently, they should avoid jumping to conclusions on their opinions of things.

Tennyson's poetry is full of rhyme and rhythm. The poem "The Flower" represents his poetic genius for its use of the opposites: light and night, seeds and weeds, cast and stole. After the seed is cast (sown), it is stolen by some thieves. Here the two words 'cast' and 'steal' are opposite in meaning. The words 'seed' and 'weed' are opposite to each other. In the same way, the flower represents 'light' but the people, who are in dark, are in 'night'.

Tennyson calls his poem 'The Flower' My little Fable'. It should be read as a "universal apologue and parable". Etymologically, the word 'fable' means 'a tale, parable or an allegory which tells a moral story.' Here the poem also tells some short moral story. The flower grows tall and attractive irrespective of the opinions of the people. Initially, people call the flower a 'weed'. Later they view it as 'splendid flower'. In the end, the same people again call the flower 'a weed'. People change their opinions from time to time. We should have a strong belief in our convictions, irrespective of others' views. Hence Alfred Tennyson urges us to be indifferent to praise and criticism. This is the unstated moral of the story.

The poem 'The Flower' is a wry comment on the nature of human beings. People are unsure and apprehensive about the new or original ideas or things. So they tend to reject the unfamiliar as worthless and harmful. The people are happy with the familiar things.

సారాంశం

ఆల్ఫ్రెడ్ లార్డ్ టెన్నిసన్ ఒక ప్రసిద్ధ విక్టోరియన్ కవి. అతను 1850 నుండి 1892 వరకు ఇంగ్లాండ్ కవి గ్రహీత. టెన్నిసన్ ఆ సమయంలో పారిశ్రామిక విప్లవం మరియు శాస్త్రీయ ఆవిష్కరణలచే ప్రభావితమయ్యాడు. అతని ప్రసిద్ధ కవితలలో “ఇన్ మెమోరియం”, “యులిస్సెస్” మరియు “ది లోటస్-ఈటర్” ఉన్నాయి.

టెన్నిసన్ తన ప్రస్తుత కవితను “ది ఫ్లవర్” ను “మై లిటిల్ ఫేబుల్” అని పిలిచాడు. పద్యం యొక్క ముఖ్యమైన ఆలోచన ప్రజలు కొత్త ఆలోచనలు మరియు విషయాలపై స్పందించే విధానం గురించి. ‘పువ్వు’ పెరుగుదలకు ప్రజలు ఎలా స్పందిస్తారో వివరిస్తుంది. కథకుడు ఒక ‘వితనం’ విత్తుతాడు మరియు అది ‘పువ్వు’ మొలకెత్తుతుంది. కానీ ప్రజలు దీనిని ‘కలుపు’ అని పిలుస్తారు. వారు కథకుడిని అలాగే పువ్వును ‘గొడవ పడుతున్న అసంతృప్తి’తో విమర్శిస్తారు మరియు శపిస్తారు. పువ్వు పొడవైన మరియు ఆకర్షణీయంగా పెరిగినప్పుడు, అదే వ్యక్తులు కూడా ఆసక్తిగా ఉంటారు. మరియు వారు దీనిని ‘అద్భుతమైన పువ్వు’గా కేటాయించడం ప్రారంభిస్తారు. సమయం పెరుగుతున్న కొద్దీ, కొత్తది విస్తృతంగా స్వీకరించబడుతుంది మరియు పాతదానికి అనుగుణంగా ఉంటుంది. క్రమంగా, ఇది కొత్తదాన్ని కోల్పోతుంది మరియు సాధారణం అవుతుంది. మరోసారి, ప్రజలు దానిపై ఆసక్తిని కోల్పోతారు మరియు దానిని పనికిరానిదిగా వదిలివేస్తారు. చివరగా అదే వ్యక్తులు పువ్వును ‘కలుపు’ అని పిలుస్తారు.

పద్యం మాట్లాడేవారు స్పష్టమైన మరియు సంక్లిష్టమైన అర్థం అని చెప్పారు. అతను చెప్తున్నాడు:

నా చిన్న కథను చదవండి.

పరిగెత్తేవాడు చదవవచ్చు.

కానీ పద్యం దాని అర్థంలో స్పష్టంగా లేదు మరియు సంక్లిష్టమైనది. ఇది బహుళ వివరణలను విసురుతుంది. పద్యంలోని పువ్వు వివిధ మార్గాల్లో వివరించబడింది: పారిశ్రామిక విప్లవం, క్రైస్తవ మతం లేదా టెన్నిసన్ సొంత కవిత్వం. టెన్నిసన్ రోజుల్లో, ఇది పారిశ్రామిక విప్లవానికి నాంది. ఏదేమైనా, టెన్నిసన్ ఈ కవితను “సాంస్కృతిక క్షమాపణ మరియు నీతికథ” గా చదవమని సూచించారు. ప్రతి ఒక్కరూ విషయాలను భిన్నంగా చూసేటప్పుడు కథకుడు ప్రతిబింబిస్తాడు, వారు వారి విషయాలపై వారి అభిప్రాయాలపై నిర్ధారణకు వెళ్లడం మానుకోవాలి.

టెన్నిసన్ కవిత్వం ప్రాస మరియు లయతో నిండి ఉంది. “ది ఫ్లవర్” అనే పద్యం అతని కవితా మేధావిని దాని వ్యతిరేకత కోసం ఉపయోగిస్తుంది: కాంతి మరియు రాత్రి, చూస్తుంది మరియు కలుపు, తారాగణం మరియు దొంగిలించబడింది. విత్తనం వేసిన తరువాత (విత్తుతారు), అది కొంతమంది దొంగలచే దొంగిలించబడుతుంది. ఇక్కడ ‘తారాగణం’ మరియు ‘దొంగిలించడం’ అనే రెండు పదాలు అర్థంలో వ్యతిరేకం. ‘విత్తనం’, ‘కలుపు’ అనే పదాలు ఒకదానికొకటి వ్యతిరేకం. అదే విధంగా, పువ్వు ‘కాంతిని’ సూచిస్తుంది కాని చీకటిలో ఉన్న ప్రజలు ‘రాత్రి’ లో ఉన్నారు.

టెన్నిసన్ తన కవితను ‘ది ఫ్లవర్’ పై లిటిల్ ఫేబుల్ అని పిలుస్తాడు. దీనిని “సార్వత్రిక క్షమాపణ మరియు నీతికథ” గా చదవాలి. శబ్దవ్యుత్పత్తి ప్రకారం, ‘కల్పిత’ అనే పదానికి ‘ఒక కథ, నీతికథ లేదా నైతిక కథను చెప్పే ఉపమానం’ అని అర్థం. ఇక్కడ పద్యం కొన్ని చిన్న నైతిక కథను కూడా చెబుతుంది. ఈ పువ్వు ప్రజల అభిప్రాయాలతో సంబంధం లేకుండా పొడవైన మరియు ఆకర్షణీయంగా పెరుగుతుంది. ప్రారంభంలో, ప్రజలు పువ్వును ‘కలుపు’ అని పిలుస్తారు. తరువాత వారు దీనిని ‘అద్భుతమైన పువ్వు’గా చూస్తారు. చివరికి, అదే వ్యక్తులు మళ్ళీ పువ్వును ‘ఒక కలుపు’ అని పిలుస్తారు. ప్రజలు తమ అభిప్రాయాలను ఎప్పటికప్పుడు మార్చుకుంటారు. ఇతరుల అభిప్రాయాలతో సంబంధం లేకుండా మన నమ్మకాలపై మనకు బలమైన నమ్మకం ఉండాలి. అందువల్ల ఆట్రెడ్ టెన్నిసన్ ప్రశంసలు మరియు విమర్శల పట్ల ఉదాసీనంగా ఉండాలని కోరారు. ఇది కథ యొక్క అస్థిరమైన నైతికత.

‘ది ఫ్లవర్’ అనే పద్యం మానవుల స్వభావంపై వంకర వ్యాఖ్య. క్రొత్త లేదా అసలు ఆలోచనలు లేదా విషయాల గురించి ప్రజలకు ఖచ్చితంగా తెలియదు మరియు భయపడుతుంది. కాబట్టి వారు తెలియనివారిని పనికిరాని మరియు హానికరమైనదిగా తిరస్కరించారు. తెలిసిన విషయాలతో ప్రజలు సంతోషంగా ఉన్నారు.

UNIT - V

PROSE : THE KITEMAKER

- Ruskin Bond

Glossary

- cobble** / 'kɒbl /: Rounded stone used on the surface of an old-fashioned road
- disdain** / dis'dein /: To consider or reject something as undeserving of respect
- swerve** /swɜ:v/: To turn or change direction suddenly
- swoop** /swu:p /: To move down suddenly and quickly through the air
- tangle** /tæŋgl/: To get twisted together; to get into a knot
- retinue** /ret.i.nju:/: A group of people accompanying an important person
- trample** /træmpl/: To walk heavily on something, damaging or hurting it
- sprig** / sprig /: A small piece of a plant with leaves
- undulate** /An.dju:leit /: To have a wave-like appearance; to have a continuous up and down shape like waves in the sea
- cumbersome** /kʌmbəsəm/: Large and difficult to use or move
- device** /dɪ'vaɪs/: A piece of equipment
- wriggle** /'rɪgl/: To twist or turn the body with short, quick movements
- glint** /glɪnt/: To shine from reflection
- vivid** /vɪvɪd/: Brightly coloured, lively
- spacious** /speɪʃəs/: Large and with a lot of space
- descendant** /di'sendənt/: Successor; a person who is related to someone who lived a long time ago
- affinity** /ə'fɪnəti/: Similarity
- resplendent** / rɪ'splen.dənt /: Brilliant, dazzling
- steed** / sti:dsti:d /: An animal used for riding; a horse
- gust** /gʌst/: A sudden, strong blast of wind

COMPREHENSION I (SHORT ANSWER QUESTIONS)

Q1. What was Mehmood doing when Ali woke him up?

Ans:

Mehmood was sitting in the sunshine of their back courtyard nodding dreamily, when Ali woke him up.

Q2. What did Mehmood do when Ali lost his kite?

Ans:

When Ali lost his kite, Mehmood the kitemaker made a new kite from bamboo paper and thin silk, and it lay in the sun, firming up. The kite was pale pink in colour, with a small green tail. Finally, Mehmood the old man handed it to his grandson Ali.

Q3. Why do so few people buy kites these days?

Ans:

In his story, Ruskin Bond explained that not many people bought kites these days. The author viewed that adults disdained them, and children preferred to spend their money at the cinema. In addition to that, there were not many open spaces left for the flying of kites. Now the city had swallowed up the open grassland that had stretched from the old fort's walls to the river bank.

Q4. What were the various things that people did when they fly kites in the past?

Ans:

According to Mehmood, the old man remembered a time when grown men flew kites. Then the people fought great battles with their kites. During the kite flying competitions, the kites were swerving and swooping in the sky, tangling with each other until the string of one was severed. Ruskin Bond was philosophical when he explained that the defeated but liberated kite would float away into the blue unknown. While the kite flying competitions were going on, there was a good deal of betting, and money frequently changed hands.

Q5. What was the name of the special kite that Mehmood made at the request of the nawab? What happened to it?

Ans :

The name of the special kite that Mehmood made at the request of the nawab was the 'Dragon Kite'. At the first attempt it refused to leave the ground. However with great difficulty, it went very high, and started pulling fiercely on the twine. Mehmood's young sons had to help him with the reel. Still the kite pulled. Within no time, the twine snapped, leading the kite leaping away toward the sun, sailing on heavenward until it was lost to view. It was never found again. Mehmood did not make another like it.

Q6. How many sons does Mehmood have? Where are they?

Ans:

Mehmood has two sons: one is working in a local garage and the other, who is in Pakistan at the time of the Partition, has not been able to rejoin his relatives.

Q7. Which two trees are Mehmood and Ali compared to? How is the ending related to the beginning of the story?

Ans:

Mehmood was compared to the banyan tree and his hands gnarled and twisted like the roots of the ancient tree. Similarly, his grandson Ali was compared to the young mimosa that was planted at the end of their courtyard. In two years both Ali and the mimosa tree would acquire the strength and confidence of their early youth. Ruskin Bond skilfully related the ending with the beginning. In the beginning of the story, Ali's kite was stuck in the branches of the banyan tree. In the end the same torn kite was lifted in the air liberating itself into the heavens. The story is an example of Ruskin Bond's philosophical view of life and his extraordinary writing skills.

Q8. What does Mehmood dream of and what is it compared to?

Ans:

Mehmood dreamt of a beautiful and powerful kite. The kite is compared to the great white bird of the Hindus - Garuda, God Vishnu's famous steed.

Q9. What did Ali find when he came asking about his mother?

Ans :

Ali was at the courtyard door, asking if his mother had yet returned from the bazaar. When Mehmood did not answer, the boy came forward repeating his question. The sunlight was slanting across the old man's head, and a small white butterfly rested on his flowing beard. Mehmood was silent. When Ali put his small brown hand on the old man's shoulder, he met with no response. The boy heard a faint sound, like the rubbing of marbles in his pocket. He realised that his grandfather was no more and ran down the street shouting for his mother.

Q10. What happens to the kite at the very end of the story? How is the ending related to the beginning of the story?

Ans :

In the beginning of the story, Ali's kite was stuck in the branches of the banyan tree. In the end the same torn kite was lifted in the air liberating itself into the heavens. The story is an example of Ruskin Bond's philosophical view of life and his extraordinary writing skills.

COMPREHENSION II (ESSAY TYPE ANSWER QUESTIONS)

Q1. Write an account of the lifestyle of the people in the past, as described in the story "The Kitemaker".

Ans :

Ruskin Bond (born 1934) is a renowned Indian English author. He is popular for his books for children and young adults. He wrote his first novel, *The Room on the Roof* when he was 17 years old and went on publishing more than a 100 books-novels, novellas, collections of stories, essays, and so on. *The Blue Mountain*, a Hindi film that was awarded the National Film Award for Best Children's Film in 2007, was based on his story of the same name, and the Hindi film *Junoon* (1978) was based on his story "A Flight of Pigeons". He received two awards from the Sahitya Akademi- the Annual Akademi Award in 1992 for his anthology of stories *Our Trees Still Grow in Dehra* and the 'Bal Sahitya Puraskar' in 2012 for "Total Contribution to Children's Literature". He was also honoured with the Padma Shri (1999) and the Padma Bhushan (2014). Ruskin Bond's present story "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

In the past, the people, young and adults alike, had the time for leisurely pastimes such as kite flying. They had the aesthetic sense to patronize crafts such as kite making. Mehmood recalls that kite flying was considered as a sport of kings. Even the Nawab used to participate in the flying of kites. Then people used to bet with money during kite flying competitions held in the open and spacious places. In this way, the writer recreates a bygone era through Mehmood's reverie.

Q2. Describe the life style of the people in the present, as depicted in "The Kitemaker".

Ans:

Ruskin Bond (born 1934) is a renowned Indian English author. He is popular for his books for children and young adults. He wrote his first novel, *The Room on the Roof* when he was 17 years old and went on publishing more than a 100 books-novels, novellas, collections of stories, essays, and so on. Ruskin Bond's present story "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

In the past, the people, young and adults alike, had the time for leisurely pastimes such as kite flying. They had the aesthetic sense to patronize crafts such as kite making. Mehmood recalls that kite flying was considered as a sport of kings. Even the Nawab used to participate in the flying of kites. Then people used to bet with money during kite flying competitions held in the open and spacious places. In this way, the writer recreates a bygone era through Mehmood's reverie.

However, in the present the life style has changed a lot. The adults disdain from kite flying. Children prefer to spend their money at the cinema. Sadly, there are not many open spaces for flying kites. The city has swallowed up the open grasslands. In the hustle and bustle of modern materialistic city life, people struggle for a living. No one cares about Mehmood and his art. Bond nicely describes the contrast in the attitude of the ancient and modern people towards Mehmood and his mastery of kite making.

Q3. Contrast the status of Mehmood in the past with that in the present.

Ans :

Ruskin Bond's present story "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

In the past, the people, young and adults alike, had the time for leisurely pastimes such as kite flying. They had the aesthetic sense to patronize crafts such as kite making. Mehmood recalls that kite flying was considered as a sport of kings. Even the Nawab used to participate in the flying of kites. Then people used to bet with money during kite flying competitions held in the open and spacious places. In this way, the writer recreates a bygone era through Mehmood's reverie.

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Mehmood once made his living from making kites. However as he grew older there were less people looking for kites and the long serving tradition that had made Mehmood a living eventually died out. Now Mehmood is left alone. It is as though he is unknown by people apart from his family.

However, it is interesting that Mehmood still perseveres with making kites even if it is only to please his grandson Ali. Due to this contrast attitude of the people of the present and past towards kite flying and kitemaker Mehmood, he is presently living in poverty and despair, compared with his golden period of the past.

Q4. Attempt a character sketch of Mehmood as an expert kitemaker.

Ans:

Ruskin Bond (born 1934) is a renowned Indian English author. He is popular for his books for children and young adults. "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

Mehmood is the protagonist of the story. Watching his grandson Ali flies kites, Mehmood recollects a time when he was well-known throughout the city for his special kits, like the 'Dragon Kite and Musical kite, etc. He would earn three or four rupees for each kite. In the past, the people, young and adults alike, had the time for leisurely pastimes such as kite flying. They had the aesthetic sense to patronize crafts such as kite making. Mehmood recalls that kite flying was considered as a sport of kings. Even the Nawab used to participate in the flying of kites. Then people used to bet with money during kite flying competitions held in the open and spacious places. In this way, the write recreates a bygone era through Mehmood's reverie.

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Ruskin Bond uses many symbols – banyan tree, butterfly, mimosa tree, Garuda, God Vishnu's famous steed, birds, stringed and severed kites- with telling effect to depict the nature of human life. Bond describes, "Mehmood was like the banyan tree and his hands were gnarled and twisted like the roots of the ancient tree." When Mehmood dies, Bond symbolically describes, "a sudden gust of wind...carrying it (the kite) far above the struggling city into the blind sky."

Q5. Explain the symbolism of the kites and the trees in the story "The Kitemaker".

Ans :

Ruskin Bond (born 1934) is a renowned Indian English author. He is popular for his books for children and young adults. He wrote his first novel, *The Room on the Roof* when he was 17 years old and went on publishing more than a 100 books-novels, novellas, collections of stories, essays, and so on. Ruskin Bond's present story "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

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According to Mehmood, the old man remembered a time when grown men flew kites. Then the people fought great battles with their kites. During the kite flying competitions, the kites were swerving and swooping in the sky, tangling with each other until the string of

one was severed. Ruskin Bond was philosophical when he explained that the defeated but liberated kite would float away into the blue unknown. While the kite flying competitions were going on, there was a good deal of betting, and money frequently changed hands.

Mehmood was compared to the banyan tree and his hands gnarled and twisted like the roots of the ancient tree. Similarly, his grandson Ali was compared to the young mimosa that was planted at the end of their courtyard. In two years both Ali and the mimosa tree would acquire the strength and confidence of their early youth. Ruskin Bond skilfully related the ending with the beginning. In the beginning of the story, Ali's kite was stuck in the branches of the banyan tree. In the end the same torn kite was lifted in the air liberating itself into the heavens.

The story is full of symbols such as kites and trees and is an example of Ruskin Bond's philosophical view of life and his extraordinary writing skills.

Q6. Discuss the author's attitude towards the past and the present in the story "The Kitemaker".

Ans:

Ruskin Bond (born 1934) is a renowned Indian English author. He is popular for his books for children and young adults. "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

Watching his grandson Ali flies kites, Mehmood recollects a time when he was well-known throughout the city for his special kits, like the 'Dragon Kite and Musical kite, etc. He would earn three or four rupees for each kite. In the past, the people, young and adults alike, had the time for leisurely pastimes such as kite flying. They had the aesthetic sense to patronize crafts such as kite making. Mehmood recalls that kite flying was considered as a sport of kings. Even the Nawab used to participate in the flying of kites. Then people used to bet with money during kite flying competitions held in the open and spacious places. In this way, the writer recreates a bygone era through Mehmood's reverie.

In the present the life style has changed a lot. The adults disdain from kite flying. Children prefer to spend their money at the cinema. Sadly, there are not many open spaces for flying kites. The city has swallowed up the open grasslands. In the hustle and bustle of modern materialistic city life, people struggle for a living. No one cares about Mehmood and his art.

Therefore, the author beautifully displayed the strikingly contrast attitude of the people in the past and in the present towards the hobby of kite flying and kitemakers. Ruskin Bond nicely describes the contrast in the attitude of the ancient and modern people towards Mehmood and his mastery of kite making.

SUMMARY

Ruskin Bond (born 1934) is a renowned Indian English author. He is popular for his books for children and young adults. He wrote his first novel, *The Room on the Roof* when he was 17 years old and went on publishing more than a 100 books-novels, novellas, collections of stories, essays, and so on. *The Blue Mountain*, a Hindi film that was awarded the National Film Award for Best Children's Film in 2007, was based on his story of the same name, and the Hindi film *Junoon* (1978) was based on his story "A Flight of Pigeons". He received two awards from the Sahitya Akademi- the Annual Akademi Award in 1992 for his anthology of stories *Our Trees Still Grow in Dehra* and the 'Bal Sahitya Puraskar' in 2012 for "Total Contribution to Children's Literature". He was also honoured with the Padma Shri (1999) and the Padma Bhushan (2014).

Ruskin Bond's present story "The Kitemaker" is a moving story about an expert kitemaker. The story is based on the recollection of Mehmood's past experience as a master kitemaker.

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సారాంశం

రస్కిన్ బాండ్ (జననం 1934) ప్రఖ్యాత భారతీయ ఆంగ్ల రచయిత. అతను పిల్లలు మరియు యువకుల కోసం తన పుస్తకాలకు ప్రసిద్ధి చెందాడు. అతను తన మొదటి నవల, ది రూమ్ ఆన్ ది రూఫ్ ను 17 సంవత్సరాల వయస్సులో వ్రాసాడు మరియు 100 కు పైగా పుస్తకాలు-నవలలు, నవలలు, కథల సేకరణలు, వ్యాసాలు మరియు మొదలైనవి ప్రచురించాడు. 2007 లో ఉత్తమ పిల్లల చిత్రానికి జాతీయ చలనచిత్ర పురస్కారం లభించిన ది హిందీ చిత్రం ది బ్లూ మౌంటైన్, అదే పేరుతో అతని కథ ఆధారంగా, మరియు హిందీ చిత్రం జునూన్ (1978) అతని కథ “ఎ ప్లైట్ ఆఫ్ పావురాలు” ఆధారంగా రూపొందించబడింది. 1992 లో సాహిత్య అకాడమీ- వార్షిక అకాడమీ అవార్డు నుండి డెహ్రాలో అవర్ ట్రీన్ స్టిల్ గ్రో మరియు “పిల్లల సాహిత్యానికి మొత్తం సహకారం” కోసం 2012 లో “బాల్ సాహిత్య పురస్కార” కథల సంకలనం కోసం రెండు అవార్డులు అందుకున్నారు. పద్మశ్రీ (1999), పద్మ భూషణ్ (2014) లతో సత్కరించారు.

రస్కిన్ బాండ్ యొక్క ప్రస్తుత కథ “ది కిట్మేకర్” అనేది నిపుణులైన కిట్మేకర్ గురించి కదిలే కథ మాస్టర్ కైట్ మేకర్ గా మెహమూద్ గత అనుభవాన్ని గుర్తుచేసుకోవడం ఆధారంగా ఈ కథ రూపొందించబడింది.

తన మనవడు అలీ గాలిపటాలను చూస్తూ, మెహమూద్ తన ప్రత్యేక వస్తు సామగ్రి, ‘డ్రాగన్ కైట్ మరియు మ్యూజికల్ కైట్’ వంటి వాటికి నగరమంతా సుపరిచితుడైన సమయాన్ని గుర్తుచేసుకుంటాడు. అతను ప్రతి గాలిపటం కోసం మూడు లేదా నాలుగు రూపాయలు సంపాదించేవాడు. గతంలో, ప్రజలు, యువకులు మరియు పెద్దలు, గాలిపటం ఎగురుట వంటి తీరిక కాలక్షేపాలకు సమయం ఉండేవారు. గాలిపటం తయారీ వంటి చేతిపనులని పోషించడానికి వారికి సౌందర్య భావం ఉంది. గాలిపటం ఎగురుట రాజుల క్రీడగా పరిగణించబడిందని మెహమూద్ గుర్తు చేసుకున్నారు. నవాబు కూడా గాలిపటాల ఎగురుతూ ఉండేవాడు. బహిరంగ మరియు విశాలమైన ప్రదేశాలలో జరిగే గాలిపటం ఎగిరే పోటీలలో ప్రజలు డబ్బుతో పందెం వేసేవారు. ఈ విధంగా, వ్రాత మెహమూద్ యొక్క పున ప్రారంభం ద్వారా పూర్వ యుగాన్ని పున సృష్టిస్తుంది.

ప్రస్తుతం జీవన విధానం చాలా మారిపోయింది. పెద్దలు గాలిపటం ఎగురుతూ ఉండరు. పిల్లలు తమ డబ్బును సినిమా వద్ద ఖర్చు చేయడానికి ఇష్టపడతారు. పాపం, ఎగిరే గాలిపటాల కోసం చాలా బహిరంగ ప్రదేశాలు లేవు. నగరం బహిరంగ పచ్చికభూములను మింగేసింది. ఆధునిక భౌతికవాద నగర

జీవితం యొక్క హస్టిల్ లో, ప్రజలు జీవించడానికి కష్టపడుతున్నారు. మెహమూద్ మరియు అతని కళ గురించి ఎవరూ పట్టించుకోరు. మెహమూద్ పట్ల పురాతన మరియు ఆధునిక ప్రజల వైఖరి మరియు గాలిపటం తయారీలో అతని పాండిత్యం బాండ్ చక్కగా వివరిస్తుంది.

రస్కిన్ బాండ్ అనేక చిహ్నాలను ఉపయోగిస్తుంది - మర్రి చెట్టు, సీతాకోకచిలుక, మిమోసా చెట్టు, గరుడ, దేవుడు విష్ణు యొక్క ప్రసిద్ధ స్టీడ్, పక్షులు, తీగ మరియు కత్తిరించిన గాలిపటాలు - మానవ జీవిత స్వభావాన్ని వర్ణించడానికి ప్రభావంతో. బాండ్ వివరిస్తూ, “మెహమూద్ మర్రి చెట్టు లాంటిది మరియు అతని చేతులు పురాతన చెట్టు యొక్క మూలాల వలె మెలితిప్పినట్లు మరియు వక్రీకృతమయ్యాయి.” మెహమూద్ చనిపోయినప్పుడు, బాండ్ ప్రతీకగా వివరిస్తూ, “అకస్మాత్తుగా గాలి దాన్ని (గాలిపటం) పోరాడుతున్న నగరానికి చాలా దూరం అంధ ఆకాశంలోకి తీసుకువెళుతుంది.”

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VOCABULARY - COMMONLY CONFUSED WORDS

1. Accept × Except
2. Admit × Join
3. Awful × Awesome
4. Bad × Badly
5. Before × In front of
6. Beside × Besides
7. Break × Brake
8. Compliment × Complement
9. Current × Currant
10. Die × Dye
11. Envy × jealousy
12. Hear × Here
13. Heir × Hare X Hair
14. Illicit × Elicit
15. Jealousy × Envy
16. Little × A little
17. Much × Many
18. Plain × Plane
19. Stationary × Stationery
20. Story × Storey
21. Tail × Tale
22. Terriblfe × Terrific
27. Tier × Tire × Tyre
28. Too × Very
29. Troublemaker × Troubleshooter
30. Valet × Wallet A
23. Facilitate × Felicitate
24. Famous × Notorious
25. Few × A few
26. Great × Grate

Exercise I**Fill in the blanks with the correct alternative.**

1. You have made _____ mistakes this time. (less/fewer)
2. The sun _____ in the east. (raises/rises)
3. The park is _____ the lake. (buy/by)
4. The scheme has lost _____ purpose. (it's/its)
5. What is the _____ objective of your research? (principal/principle)
6. A tie is a perfect _____ to a suit. (compliment/complement)
7. Practice well so that you don't _____ the match. (loose/lose)
8. Most drugs have side _____. (affect/effect)
9. _____ knowledge is a dangerous thing. (A little/ Little)
10. An introduction should _____ the presentation. (precede/proceed)
11. The captain's decision met with much _____. (dissent/descent)
12. The violent child was taken to a _____. (councillor/counsellor)
13. The case needs _____ investigation. (further/farther)
14. I liked the _____ part of the film. (later/letter)
15. Every student should have _____ to a good library. (axis/access/excess)

ANSWERS

1. You have made **fewer** mistakes this time.
2. The sun **rises** in the east.
3. The park is **by** the lake.
4. The scheme has lost **its** purpose.
5. What is the **principal** objective of your research?
6. A tie is a perfect **complement** to a suit.
7. Practice well so that you don't **lose** the match.
8. Most drugs have side **effects**.

UNIT - V

9. **A little** knowledge is a dangerous thing.
10. An introduction should **precede** the presentation.
11. The captain's decision met with much **dissent**.
12. The violent child was taken to a **counsellor**.
13. The case needs **further** investigation.
14. I liked the **latter** part of the film.
15. Every student should have **access** to a good library.

Exercise II

Fill in the blanks choosing the correct word from the box.

accept - except	lead - led	historic - historical
formally - formerly	already - all ready	quite - quiet

1. Before the bell rang, students were _____ to go home.
2. Chennai was _____ known as Madras.
3. He discovered some _____ records during his research.
4. I don't think he will _____ the invitation.
5. I have _____ eaten. So I am not hungry now.
6. I like all books _____ the badly written ones.
7. Now you can find pencils without _____.
8. The exercise is _____ easy.
9. The signing of the peace treaty was a _____ event.
10. Writers need a _____ place to write.
11. Gurgaon was _____ renamed Gurugram in 2016.
12. The captain _____ from the front.

ANSWERS

1. Before the bell rang, students were **all ready** to go home.
2. Chennai was **formerly** known as Madras.
3. He discovered some **historical** records during his research.
4. I don't think he will **accept** the invitation.
5. I have **already** eaten. So I am not hungry now.
6. I like all books **except** the badly written ones.
7. Now you can find pencils without **lead**.
8. The exercise is **quite** easy.
9. The signing of the peace treaty was a **historic** event.
10. Writers need a **quiet** place to write.
11. Gurgaon was **formally** renamed Gurugram in 2016.
12. The captain **led** from the front.

GRAMMAR - DETERMINERS

Determiners are words that come before nouns or at the beginning of noun phrases. Determiners limit or fix the meaning of nouns in some way and help clarify what a noun refers to. They can be specific or general.

Specific Determiners

Following are specific determiners:

- **Definite article:** 'the' (the most common determiner in English; says that the noun is 'definite'). Example: Is the teacher on leave today?
- **Demonstratives:** this, that, these, those (indicate nearness to or distance from the speaker). Example: Look at those beautiful paintings.
- **Possessives:** my, your, his, her, its, our, their (indicate possession, ownership). Example: May I borrow your pen?

We use specific determiners when:

- The people or things we are talking about have already been mentioned.
- The listener/reader knows exactly which people or things we are referring to.

General Determiners

The general determiners are:

- **Indefinite articles:** *a/an* (very common determiners in English; say that the noun is 'indefinite') Example: We visited an art gallery.
- **Quantifiers:** *some, few, little, may, much, several, five, first, next, last*, etc. (indicate quantity, number, rank or order). Example: Some students were waiting outside the examination hall.

We use general determiners when:

- We mention people or things for the first time.
- We speak about people or things generally without exactly referring to anyone or anything.

Exercise I

Fill in the blanks with appropriate determiner.

1. I have very _____ money left in my bank account. (few/little)
2. The government has to spend _____ time on implementing the schemes. (many/more)
3. My mother sent me to buy _____ rice. (some/little)
4. Stephen Hawking wrote _____ book A Brief History of Time in 1988. (a/the)
5. I can speak English _____, but not very fluently. (a few/a little)
6. Please give me _____ more coffee. (any/some)
7. The students didn't pay _____ attention to the lecture. (little/much)
8. Can't you see _____ book, it's right here! (that/this)
9. I have been reading for _____ hours now, and I am still in the first chapter. (much/many)
10. Give me _____ pencils to colour this picture. (few/a few)

ANSWERS

1. I have very **little** money left in my bank account.
2. The government has to spend **more** time on implementing the schemes.
3. My mother sent me to buy **some** rice.

4. Stephen Hawking wrote the book A Brief History of Time in 1988.
5. I can speak English a little, but not very fluently.
6. Please give me some more coffee.
7. The students didn't pay much attention to the lecture.
8. Can't you see this book, it's right here!
9. I have been reading for many hours now, and I am still in the first chapter. (much/many)
10. Give me a few pencils to colour this picture. (few/a few)

Exercise II

Identify and correct the mistakes in the use of determiners.

1. How many free time does he have to spare for the social cause?
2. She never makes much mistakes in grammar.
3. I gave her an advice.
4. She found several informations on the internet.
5. India is facing much challenges.
6. He bought notebook at the book store.
7. My brother went to the supermarket to pick up some few things.
8. Every day I drink glass of milk.
9. Do you often get this headaches?
10. An education is important for economic security.

ANSWERS

1. How much free time does he have to spare for the social cause?
2. She never makes many mistakes in grammar.
3. I gave her some/a piece of advice
4. She found a lot of information on the internet.
5. India is facing many challenges.
6. He bought a notebook at the book store.
7. My brother went to the supermarket to pick up a few things.
8. Every day I drink glass of milk.
9. Do you often get these headaches?
10. Education is important for economic security.

Exercise III

Fill in the blanks by choosing the correct determiner from the box.

Little	much	whose	both	a
the	every	any	some	few

1. How _____ homework have you completed?
2. I need to finish _____ English essay that I started in the morning.
3. My friend took _____ small gift for the child in the orphanage.
4. My sister rarely drinks _____ coffee.
5. When you are driving, it is advisable to carry _____ cash in your wallet.
6. _____ candidate was declared successful.
7. The street looks deserted. There are _____ people around.
8. Excuse me, _____ pencil is this?
9. He has two sisters _____ sisters like playing basketball.
10. I have _____ time for sports.

ANSWERS

1. How **much** homework have you completed?
2. I need to finish **the** English essay that I started in the morning.
3. My friend took **a** small gift for the child in the orphanage.
4. My sister rarely drinks **any** coffee.
5. When you are driving, it is advisable to carry **some** cash in your wallet.
6. **Every** candidate was declared successful.
7. The street looks deserted. There are **few** people around.
8. Excuse me, **whose** pencil is this?
9. He has two sisters. **Both** sisters like playing basketball.
10. I have **little** time for sports.

POST-READING ACTIVITY

Q1. Write about your views on people's attitude towards new ideas and change.

Ans :

I strongly believe that the opinion of people is ephemeral, lasting for a very short time. Particularly, the attitude of the people changes in no time when it comes to new ideas and thoughts. For example, Alfred Tennyson's poem 'The Flower' is a classic instance of how people are on constant flight in their attitude towards the 'flower'. The flower grows tall and attractive irrespective of the opinions of the people. Initially, people call the flower a 'weed'. Later they view it as 'splendid flower'. In the end, the same people again call the flower 'a weed'.

I feel that people change their opinions from time to time. For example, people expressed apprehensions about the efficacy of the vaccine against corona virus when different vaccines have been announced. They feared to come forward to get inoculated with the jabs. Later on they changed their attitude towards the vaccines and slowly started believing in their use. Now people are interested in the jab and demanding for vaccines. I am sure in the course of time people would treat the vaccine and vaccination as common as a daily routine without much interest towards them.

I also opine that we should have a strong belief in our convictions, irrespective of others' views. We should keep in mind that the attitude of people is not static and but dynamic for no reasons. Hence, in the poem 'The Flower', Alfred Tennyson urges us to be equally indifferent to praise and criticism from the fickle-minded throngs of people. The poem 'The Flower' is a wry comment on the nature of human beings. People are unsure and apprehensive about the new or original ideas and things. Therefore, they tend to reject the unfamiliar as worthless and harmful. The people are happy with the familiar things. I appeal to all of you to read Tennyson's poem and understand the unstated moral of the story in the poem.

<h1>UNIT VI</h1>	<ol style="list-style-type: none"> 1. Report Writing : Business Reports, Media Reports 2. Vocabulary : Technical Vocabulary (Business, Media) 3. Grammar : Reported Speech (Including Reporting Verbs)
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BUSINESS REPORTS

Exercise I

1. Describe the structure of a formal business report.

Ans :

A business report is a formal statement of facts written for a specific audience to meet specific needs. It is an account given of a particular matter, especially in the form of an official document, after a thorough investigation or consideration by an appointed person or body.

Basic principles of a good Report

- A formal statement of facts
- Should be conventional in nature
- Should meet the needs of a specific audience
- Should include analysis and interpretation of data and the procedure for the collection of data
- Should contain conclusions reached by the writer based on the data or facts observed
- May include suggestions and recommendations, when required

Need of writing Reports

- Reports play a key role in an organization.
- An engineer, a business executive or a government official spends a large amount of time in writing reports.
- Governments and business organizations take decisions based on the information presented or recommendations made in reports.

Reports Types

Written Reports (Formal)

Feasibility Reports, Progress / Performance Reports, Evaluation/Appraisal Reports, Inventory Reports, Inspection Reports, Lab Reports, Media Reports, Survey Reports, F.I.R. Reports, Project Reports, etc.

ORAL REPORTS (Informal)

Structure of a formal business report

A formal report generally has three Sections

Section I: Front Part

1. Title Page

- Contains the title of the report,
- The report number
- The organization's name
- The name of addressee
- The name of the report writer
- The date of submission

2. Preface (optional): the salient features of the report

3. Terms of Reference (ToR): For example,

- *The committee was constituted by the so and so authority to look into the...*
- *The committee was entrusted with task of finding.... and report on.....*

4. Letter of Transmittal: a brief Cover Letter-the purpose/objectives or highlights.

5. Acknowledgments

6. Table of Contents/ Content List: lists of headings and subheadings with page numbers.

7. List of Illustrations: tables, graphs, charts or figures with page numbers.

8. Abstract or Executive Summary: objectives, main findings, conclusions and recommendations - overall summary-essential information.

Section II: Main Body

1. **Introduction:** providing background information-**why, what, how, for whom** you are writing
2. **Methodology / Procedure:** the methods of data collection/ methods of investigation
 - Primary source & Secondary Source
 - Records of the organization, reference to books, directories, standard publications
 - Field Visits, personal inspections, observation
 - Experimentation
 - Case studies
 - Personally Interviewing, getting questionnaires filled in, informal talks with randomly selected persons concerned.
3. **Discussion/ Body of the Report:** the main part of the report- follow the structure of the Table of Content/Contents List
 - Discusses the problem at length
 - Precise information, what you have discovered
 - Presents analysis and interpretation of the data/facts observed
 - Mainly factual NOT based on your opinions
 - Tables, charts, bulleted lists used to make it clearer
4. **Conclusions:** Here you can give your opinions on facts/information
5. **Recommendations:**
 - Suggestions, remedies or ways to solve the problem/ improve the situation
 - Should be based on the conclusions

Section III: Back Part

1. **References:** list of sources referred to or used
2. **Appendices:** questionnaires, enclosures, graphs, etc.
 - for detailed information
 - With cross reference to them in the body of the report
3. **Questionnaire:**
4. **Bibliography:** List of publications/books you have referred to

Language Bank of a Report

- i) Should be formal language NOT informal
- ii) Stating Objectives:
 - *The purpose/aim/objective of this report is to ...*
 - *This report aims to*
 - *This report presents/ gives information on...*
- iii) Passive Voice: For instance,
 - *Consumer's choices were observed during the period of investigation.*
 - *Three meetings were held with members of the organization.*
 - *A structured questionnaire was administered to the respondents/consumers.*
 - *The responses thus obtained are given in the form of ...pie diagrams/graphs/ tree diagrams*
 - *On the basis of the observations of this survey, it is concluded that*
 - *The survey was conducted on*
 - *From the tree diagram, it is established that...*
- iv) Headings and Subheadings should be short: - grammatically – noun phrase consisting of less than three or four words
E.g.: *Increase in Market Cost, Non-availability of Raw Material*
- v) Use of Comparison of Adjectives: For instance,
 - *The age group of 15-35 years is more inclined to spend their time with smartphones 15-35 the age group of 45-65 years .*
 - *The present rate of inflation growth is higher than that of the corresponding period last year.*
- vi) Recommendations may be numbered and must be in the same grammatical form.
E.g. ➤ *The committee makes the following recommendations:*
 - *The survey team recommends the following steps:*
 - *The following steps/measures are recommended:*
- vii) Outlining Research:
E.g. ➤ *We asked the... to*
 - *We have conducted the research by asking a group of ...*
 - *We examined/ looked at/ researched... the problems/the issues*
 - *We compared A and B*
 - *The sample group was made up of...*

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viii) Presenting the Findings: We found that, on the whole,....

E.g. ➤ According to the majority of respondents.....

➤ Overall, people preferred...

➤ 65% of those surveyed said that...

ix) Giving Conclusions:

E.g. ➤ In conclusion....

➤ *The research shows/demonstrates that...*

➤ *From the evidence/ research we conclude that...*

2. Describe the process of writing a feasibility report.

Ans :

Sample Feasibility Report

Title Page
Report No. XYZ A Feasibility Report on Entering into Shampoo Production Prepared for The Managing Director Prepared by The Marketing Executive Date:

Acknowledgments
➤ I thank all my colleagues for extending their support in the preparation of this report.
➤ I am also grateful to the respondents who answered my questions with patience.
➤ Last but not the least, / Finally, I also thank the Managing Director for giving me this opportunity to present this report.
➤ I am indebted to all the persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report.
➤ I fail in my duty, if I do not express my gratitude to the ...

Table of Content
i) Introduction
ii) Discussion/Description
iii) Conclusion
iv) Recommendations

List of Illustrations

Figure : Bar graph on the number of shampoos sold in four cities

Table : No. of respondents in five capital cities.

Feasibility Report: a Model

i) Introduction

In today's busy life style, shampoos have become an essential commodity for many people in India. The earlier practice of applying soaked soap nuts or *shikakayi* during hair wash was a time-consuming process. Hence, the present generation has got used to shampoos. In addition, shampoos are available in different combinations and consumers have a choice to select a shampoo based on their hair condition.

ii) Discussion/ Description

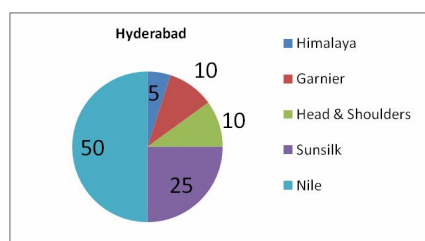
A survey was conducted on shampoo consumers in five states capitals. The different brands of shampoos available in these cities are Himalaya, Garnier, Sunsilk, Head and Shoulders, Nile, etc. The number of respondents from the five capital cities is as follows:

S.No.	Place	No. of Respondents
1	Hyderabad	200
2	Chennai	200
3	Bengaluru	100
4	New Delhi	300
5	Kolkata	200
	Total	1000

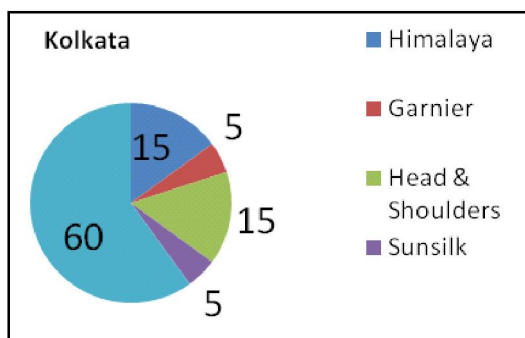
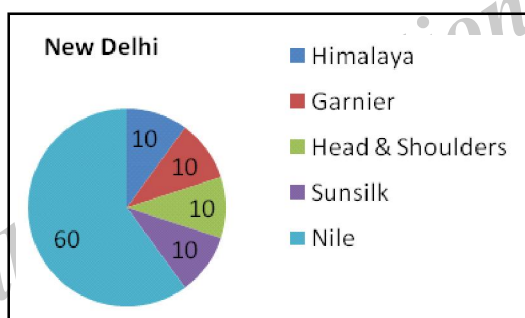
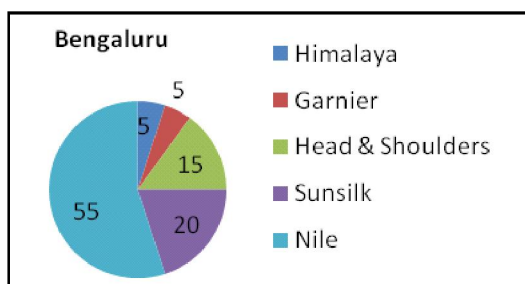
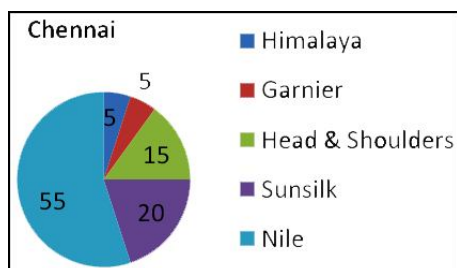
Table: Number of Respondents in five capital cities

Methodology (Mode of collecting data)

A structured questionnaire was administered to the consumers randomly, and they were asked to answer the questions given in the questionnaire. The responses thus obtained are given in the form of pie diagrams:



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From the pie chart, it is established that the consumption of shampoos that promise healthy growth of hair is higher. This chart shows the Nile shampoo occupies the first place, as it is helpful in making hair smooth and also controls the hair fall and dandruff to some extent. The cost of this shampoo is affordable, and it is available in various sizes.

iii) Conclusion

On the basis of the observations of its survey, it is concluded that though many shampoos are available in the market, there is still space for a new product and that this is the right time to get into shampoo production.

As today's generation is more conscious of hair fall, they are always ready to try new products. Though Nile Shampoo was rated number one in the survey, people were not satisfied in terms of its treatment of dandruff.

iv) Recommendations

Therefore, we should try to bring out a new product that prevents hair fall and fights dandruff, as this was found to be one of the main gaps in the existing market. As our company has already established itself in the production of hair oil, marking, sales and service, the budget required will not be a problem for us.

Appendix**Questionnaire**

1. Name of the city you are living in?
2. What shampoo are you using?
3. Why did you choose it?
4. What is the price of the shampoo you are using?
5. Is the price right for the product?
6. Are you satisfied with your shampoo?
7. Is there any additional quality you would want to see in your shampoo?
8. Would you try a new shampoo?
9. If yes, what kind of shampoo are you looking for and at what price?

Sample Covering Letter

The Managing Director
Parachute Inc.

Mumbai-01

The Marketing Executive Corporate Office,
Sales Department, Abids

Hyderabad-05

Lr. No. _____ date _____

Sir/Madam, (Salutation)

Sub:

With reference to the subject cited, the feasibility report of Is herewith being submitted to your kind consideration

With regards

Yours sincerely (Subscription)

3. Describe the structure of a progress report.

Ans :

Progress report is one which provides the details about the progress in the ongoing enterprise/product/activity/any other work of business in nature. For example, the progress report is to be taken up, if an existing company is confident of competing with the other manufactures of the same product and of making a decent profit. Usually, the team observing the progress of a product prepares weekly, fortnightly or monthly reports for the management to take informed decisions.

Structure of a Progress Report

A typical progress report may have the following blueprint:

1. Introduction

The progress report usually begins with the Introduction including the aims of the projects, its venturing into the new field, capturing the market, earning profit, etc.

2. Body of the Report

What is happening to the sale of the product should be precisely described by including facts as these:

- When was the product introduced?
- When was it introduced?
- How is it doing? (Poor/Average/Good)
- Does the sales graph have ups and downs?

3. Conclusion

The progress report ends with indicating the future of the product in the market.

Blueprint of a Progress Report

Title Page

Report No. XYZ

A Progress Report on Construction of ABC Housing Project

Prepared for The Managing Director

Prepared by The Marketing Executive

Date: 05.10.2020

Acknowledgments

I thank all my colleagues for extending their support in the preparation of this report.

I am also grateful to the respondents who answered my questions with patience.

Last but not the least, / Finally, I also thank the Managing Director for giving me this opportunity to present this report.

I am indebted to all the persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Conclusions
- iv) Recommendations

List of Illustrations

Figure: Bar Graph on the number of floors in each Block in the Housing Project

Therefore it can be said that a progress report helps the management take stock of a given situation. It is on the basis of the progress report, informed choices are made and decisions are taken with regards to the production.

4. Describe the structure of an evaluation report.

Ans :

In business communication, an evaluation report plays an important role in decision making. It is a written document that describes how the product has been monitored and evaluated. It presents the findings, conclusions, and recommendations from a particular evaluation, including recommendations for how evaluation results can be used to guide the product improvement and decision making.

For example, imagine after introducing a particular product into the market and checking its progress through several progress reports, the company now wants to evaluate its product. The company assigns this task to one of its senior employees. A typical evaluation report has the structure presented below:

i) Introduction

Evaluation report begins with Introduction. In order to write the Introduction for an evaluation report, one should read the feasibility as well progress reports and summaries both the reports.

2. Discussion/Description

In order to write the description part of the evaluation report, the team should decide the criteria (parameters or expectations) and check whether their expectations are in line with the set criteria or not.

3. Conclusion

The conclusion of the evaluation report is important as it decides the fate of a product. Based on the reporter's conclusion, the organization decides whether to continue or discontinue the product.

Blueprint of an Evaluation Report

Title Page

Report No. XYZ

An Evaluation Report on Construction of ABC Housing Project

Prepared for The Managing Director, ABC Housing Project

Prepared by The Marketing Executive, ABC Housing Project

Date: 05.10.2020

Acknowledgements

I thank all my colleagues for extending their support in the preparation of this report.

I am also grateful to the respondents who answered my questions with patience.

Finally, I also thank the Managing Director for giving me this opportunity to present this report.

I am indebted to all the persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Conclusions

List of Illustrations

Figure: A rectilinear graph of the sales of the Housing Project

Exercise II

1. Write a feasibility Report on the establishment of a small scale industry in your locality.

Ans :

Title Page
Report No. XYZ A Feasibility Report on Establishing Soup Production Industry near ABC Village Prepared for The Managing Director Prepared by The Marketing Executive Date: 05.10.2020
Acknowledgements
I thank all my colleagues for extending their support in the preparation of this report. I am also grateful to the respondents who answered my questions with patience. Last but not the least, / Finally, I also thank the Managing Director for giving me this opportunity to present this report. I am indebted to all the persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report.
Table of Content
i) Introduction ii) Discussion/Description iii) Methodology iv) Conclusions v) Recommendations

i) Introduction

Small-scale industries are very important segment in the industrial sector which can provide huge employment opportunities in our county, especially in the rural areas which semi-skilled and unskilled workers are available. In today's busy life style, body soups have become an essential commodity for majority people in India. The earlier practice of applying mud during hair wash was a time-consuming process. Hence, the present generation has got used to soaps of chemical and other aromatic fragrance. In addition, soups are available

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in different combinations and consumers have a choice to select a soup to suit their body skin condition.

ii) Discussion/ Description

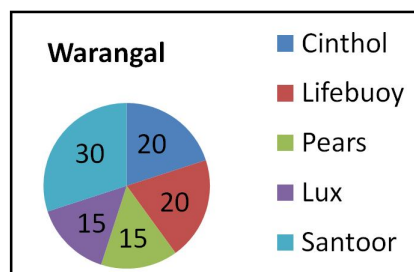
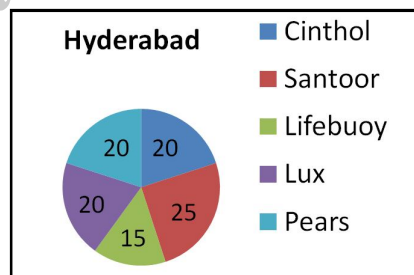
In order to prepare a feasibility report to establish a small scale industry of soup making, a survey was conducted on soup consumers in five cities in the Telangana state. The different brands of soups available in these cities are Lux, Cinthol, Santoor, Lifebuoy, Pears, etc. The number of respondents from the five cities is as follows:

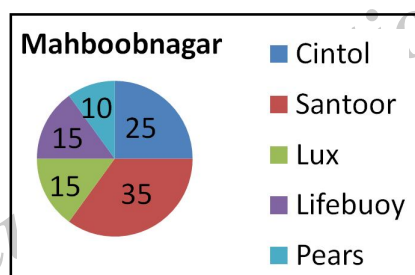
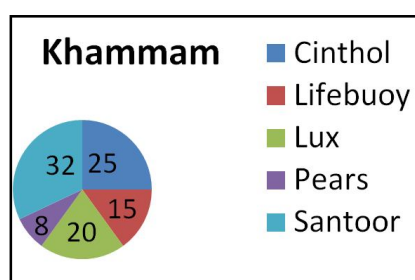
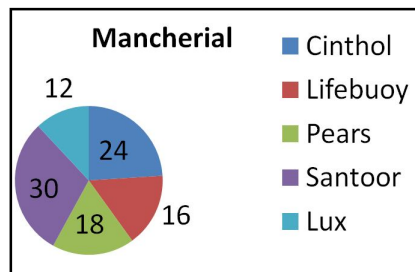
S.No.	Place	No. of Respondents
1	Hyderabad	200
2	Warangal	200
3	Karimnagar	200
4	Khammam	200
5	Mancherial	200
	Total	1000

Table : Number of Respondents in five cities in Telangana

iii) Methodology (Mode of collecting data)

A structured questionnaire was prepared and administered to the soup consumers randomly, and they were asked to answer the questions given in the questionnaire. The responses thus obtained are given in the form of pie diagrams: Lux, Cinthol, Santoor, Lifebuoy, Pears.





From the analysis of the data collected from the sample consumers presented in the pie charts, it is established that the consumption of soups that promise healthy and glowing skin is higher. This charts show the Santoor soup occupies the first place, as it is helpful in making skin smooth and also improves its health to some extent. The cost of this soup is affordable, and it is available in various sizes.

iv) Conclusion

On the basis of the observations of its survey, it is concluded that though many soups are available in the market, there is still space for a new product and that this is the right time to get into soup production.

As today's generation is more conscious of fair skin complexion, they are always ready to try new products. Though Santoor soup was rated number one in the survey, people were not satisfied in terms of its effectiveness in durability of skin protection.

v) Recommendations

Therefore, we should try to bring out a new product that provides an extended period of skin care, as this was found to be one of the main gaps in the existing market. Since in our locality is surrounded by a large swathes of forest area, the ingredients such as herbs and aromatic plants used in the herbal soups are available abundantly. Therefore it is feasible to establish a small scale industry of herbal soup production in our locality.

Appendix

Questionnaire

1. Name of the city you are living in?
2. What soup are you using?
3. Why did you choose it?
4. What is the price of the soup you are using?
5. Is the price right for the product?
6. Are you satisfied with your soup?
7. Is there any additional quality you would want to see in your soup?
8. Would you try a new soup?
9. If yes, what kind of soup are you looking for and at what price?

Covering Letter

The Marketing Executive	The Managing Director Corporate Office,
Gnanika Small Scale Industry Inc.	Sales Department, Abids
Karimnagar-505101	Hyderabad-05

Lr. No. _____ date _____

Sir/Madam, (Salutation)

Sub:

With reference to the subject cited, the feasibility report of is herewith being submitted to your kind consideration.

With regards

Yours sincerely (Subscription)

2. Think of something that would make your college better. It could be anything – better facilities, better infrastructure, better branding and so on. Once you have identified a specific area/areas for improvement, write a feasibility report on the course of action to be taken.

Ans :

Title Page

Report No. XYZ

A Feasibility Report on Setting up of Student-run Canteen on College Campus

Prepared for The Principal

Prepared by The Student Council

Date: 05.06.2021

Acknowledgements

I thank all my colleagues for extending their support in the preparation of this report.

I am also grateful to the respondents who answered my questions with patience.

Last but not the least, / Finally, I also thank the Principal for giving me this opportunity to present this report.

I am indebted to all the persons, irrespective of their class, who extended their helpful hands in the preparation of this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Methodology
- iv) Conclusions
- v) Recommendations

i) Introduction

In order to make a college a full-fledged one, it requires to have well-trained and experienced teaching staff and sufficient infrastructure. We the Student Council is fortunate to have experienced and committed teaching staff in our ABC College of Arts and Sciences. In terms of infrastructure, we have almost everything in place except a canteen for the students. Since our college is located on the outskirts of the city, it is essential to have a canteen for the students who are coming from surrounding villages and towns who carry lunch boxes for lunch. Moreover, a canteen will act as a hub of idea generation and many productive student activities. Hence, requires a student-run Canteen on our college premises.

ii) Discussion/ Description

In order to prepare a feasibility report to establish a student-run Canteen on our college premises, a survey was conducted on a student-run Canteen on our college premises by interviewing the all the stakeholders. The number of respondents from the five cities is as follows:

S.No.	Stakeholders	No. of Respondents
1	Students	150
2	Teachers/Lecturers	20
3	Non-Teaching Staff	10
4	Parents	50
5	Alumni	50
	Total	300

Table: Number of Respondents interviewed

iii) Methodology (Mode of collecting data)

A structured interview schedule was prepared and randomly administered to the all the stakeholders students, teachers, non-teaching staff, alumni, and parents, and they were asked to answer the questions given in the interview schedule.

From the analysis of the responses from the sample stakeholders, it is established that the majority of the students, teachers, non-teaching staff, parents and alumni who were interviewed preferred to have a Student-run Canteen on the college campus. Only very few opined to have other infrastructure such as indoor stadium, swimming pool, etc. The expenditure to construct the proposed student-run canteen can be met through the donations from alumni, and other philanthropists. Moreover, the land for the facility is also available on the college campus.

iv) Conclusion

On the basis of the observations of its survey, it is concluded that though different views are offered, there is unanimous opinion to have a student-run canteen on college campus. Our college is located on the outskirts of the city. Therefore, it is found to be essential to have a canteen for the students mostly coming from surrounding villages and towns carrying lunch boxes for lunch. Moreover, a canteen is considered to act as a hub of idea generation and many productive student activities. Therefore a student-run Canteen on our college premises may be constructed to cater to the students.

v) Recommendations

Therefore, we should try to construct a student-run canteen to provide accommodation for the students coming from far off villages to take lunch and to help them share their idea in an informal space. Therefore it is feasible to establish a student-run canteen on the college campus.

Appendix

Interview Schedule

1. Do you think that your college has all the facilities essential for a college?
 2. What is, in your opinion, the most essential infrastructure required in our college?
 3. Why did you choose it?
 4. What is the best option in terms of expenditure?
 5. Suggest the resource mobilization for the construction?
-
3. **Write a feasibility report on declaring certain shopping areas no-vehicle zones.**

Ans :

Title Page

Report No. XYZ

A Feasibility Report on declaring certain shopping areas no-vehicle zones

Prepared for The Commissioner of Police, Rachakonda Police
Commissionerate, Hyderabad

Prepared by The President, Uppal Residents Association

Date: 05.06.2021

Acknowledgements

I thank all my colleagues for extending their support in the preparation of this report.

I am also grateful to the respondents who answered my questions with patience.

Last but not the least, / Finally, I also thank the Commissioner of Police, Rachakonda Police Commissionerate, Hyderabad for giving me this opportunity to present this report.

I am indebted to all the persons, irrespective of their class, who extended their helpful hands in the preparation of this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Methodology
- iv) Conclusions
- v) Recommendations

i) Introduction

In order to make the shopping areas located in the Uppal Zone peaceful, it requires declaring some of the thickly populated areas where the shopping malls are located vehicle-free zones. Traffic is heavy in these areas mainly because of the location of some of the most visited shopping malls. Especially, during the week-ends, the traffic jams and noise therefrom is common, disturbing the normal life in these colonies. We the residents of the colonies located in the Uppal Zone have been suffering from unbearable noise from heavy traffic running through these colonies. There are also some schools and hospitals situated in these localities. The decibel level of the noise emanated from traffic vehicles is high and causing untold misery to the students, patients and old age people living in these residential areas. Therefore the shopping areas need to be declared vehicle free zones.

ii) Discussion/ Description

In order to prepare a feasibility report on declaring certain shopping areas no-vehicle zones, a survey was conducted by interviewing the residents and the owners of the shopping malls located in the shopping areas. The number of respondents from the shopping areas in Uppal Zone is as follows:

S.No.	Place	Number of Respondents
1	Residents	200
2	Owners of the Shopping Malls	20

Table 1: Number of Respondents interviewed

iii) Methodology (Mode of collecting data)

A semi-structured interview schedule was prepared and randomly administered to the all the residents, and the owners of the shopping malls located in the areas. They were asked to answer the questions given in the semi-structured interview schedule.

From the analysis of the responses from the sample stakeholders, it is analyzed that the majority of the residents and the owners of the shopping malls who were interviewed preferred to declare the shopping areas "vehicle-free zones". Only very few opined to either shift the shopping areas to non-residential areas or close them.

iv) Conclusion

On the basis of the observations of its survey, it is concluded that though different views are offered, majority opinions that the shopping areas should be declared vehicle-free.

v) Recommendations

Traffic is heavy in the areas mainly because of the location of some of the most visited shopping malls. Especially, during the week-ends, the traffic jams and noise therefrom is common, disturbing the normal life in these colonies. The people living in these areas

have been suffering from unbearable noise from heavy traffic running through these colonies. There are also some schools and hospitals situated in these localities. The decibel level of the noise emanated from traffic vehicles is high and causing untold misery to the students, patients and old-age people living in these residential areas. On the basis of the survey findings, it is possible to declare the shopping areas "vehicle free zones" so as to protect the health of the people and peace in the areas.

Appendix

Sample Questions in the semi structured Interview Schedule

1. Do you feel any noise-pollution in your area?
 2. What is, in your opinion, the main reason for the noise pollution?
 3. What are the adverse effects of noise pollution in your locality?
 4. What is your suggestion for reducing the noise pollution?
-
4. **Write a feasibility report on the practicality of installing solar panels on all roof tops.**

Ans :

Title Page

Report No. XYZ

A Feasibility Report on the practicality of installing solar panels on all roof tops

Prepared for The Mandal Parishad Chairperson

Prepared by The Panchayat Secretary of XYZ Gram Panchyat

Date: 05.06.2021

Acknowledgements

I thank all my colleagues for extending their support in the preparation of this report.

I am also grateful to the respondents who answered my questions with patience.

Last but not the least, I also thank the MPDO of XYZ Mandal for giving me this opportunity to present this report.

I am indebted to all the persons, irrespective of their class, who extended their helpful hands in the preparation of this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Methodology
- iv) Conclusions
- v) Recommendations

i) Introduction

In present times, India is emerging in the global arena as a leading generator of renewable energy, adopting renewable power strategy at a rapid rate. In its efforts to move further towards sustainable development, the government has set a target to achieve 175 GW of installed capacity of renewable energy by the end of 2022. Out of this, 100 GW is the target set for solar installations.

Till date, 23 GW of this target has already been achieved and 40 GW is under different stages of implementation. Though large scale installations account for 87% of solar power generation, today the adoption rate of solar rooftop panels is accelerating. The installed capacity of solar rooftop augmented from 117 MW to 1250 MW during 2013-16. Taking this immense growth into consideration, the Ministry of New and Renewable Energy through its National Solar Mission of India has set a target of 40 GW power through rooftop solar by 2022. Keeping the benefits of solar energy in minds, the feasibility report is prepared for installing solar rooftop panels on the buildings in our village.

ii) Discussion/ Description

In order to prepare a feasibility report on installing solar rooftop panels on the buildings in our village, a survey was conducted by interviewing the residents in the village about willingness towards this end. The number of respondents from the village is as follows:

S.No.	Place	No. of Respondents
1	Residents	500

Table 1: Number of respondents interviewed

iii) Methodology (Mode of collecting data)

A semi-structured interview schedule was prepared and randomly administered to the all the residents in the village. They were asked to answer the questions given in the semi-structured interview schedule. From the analysis of the responses from the sample stakeholders, it is analyzed that the majority of the residents who were part of the survey preferred to install solar rooftop panels on their buildings in our village. Only very few opined to continue with the conventional energy sources.

iv) Conclusion

On the basis of the observations of its survey, it is concluded that though different views are offered, majority opinion is that it is better to install solar rooftop panels on their buildings in our village, sic there are many benefits out it.

v) Recommendations

On the basis of the findings of survey, it can be recommended to go for installing solar rooftops on the buildings in the village. The initiative has many benefits: the biggest advantage of installing rooftop solar panels is that they offer cost savings. The tariff rates for rooftop solar in comparison to industrial and commercial tariff rates are cheaper by

17% and 27% respectively; electricity prices keep on fluctuating from time to time. So, it is difficult to calculate the expenditure on electricity for a certain period of time. However, when it comes to electricity generated by solar rooftops, the price of power generated can be calculated easily; though the deficiency of power in India is decreasing rapidly, still there are many people both in the rural and urban areas, who have improper and unreliable access to electricity. Since rooftop solar panels harness the power of the sun to generate electricity, they are eco-friendly. Furthermore, their cost of operation is also stable; in order to encourage people to adopt solar energy, the government offers tax credits to those who install rooftop solar panels whether it be for residential or commercial purposes. As per the Ministry of New and Renewable Energy, the government pays 30% of the installation cost as a subsidy to the installer; and it reduces carbon footprints and a source of green energy.

On the basis of the survey findings, it is possible to install solar panels on the rooftops of the building in the village.

Appendix

Sample Questions in the semi-structured Interview Schedule

1. Do you have an electricity connection?
2. If yes, on an average how much electricity bill do you get per a month?
3. Do you want to install the solar panels on the rooftops of your house?
4. If yes, why do you want to install the solar panels on the rooftops of your house?
5. **Imagine that you are asked to supervise the establishment of a small-scale industry in your locality. Write a progress report on the work being done.**

Ans :

Title Page
<p>Report No. XYZA</p> <p style="text-align: center;">Report on the Progress of Establishment of a Soup Making Industry</p> <p style="text-align: center;">Prepared for The Managing Director</p> <p style="text-align: center;">Prepared by The Sales Manager</p> <p style="text-align: center;">Date: 05.06.2021</p>
Acknowledgements
<p>I thank all my colleagues, especially the sales executives who collected the data on the progress of the establishment of Soup making industry in the area for extending their support in the preparation of this report.</p> <p>I also thank The Managing Director for giving me this opportunity to present this report.</p> <p>I am indebted to all the persons, irrespective of their class, who extended their helpful hands in the preparation of this report.</p>

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Conclusions
- iv) Recommendations

i) Introduction

In October 2020, our company called for a feasibility report on the prospects of entering into the production of soup making. Accordingly, our Marketing Executive submitted a report. On the basis of the report, the company started the production of the soup, and it launched the product with the brand name "Sankalpa Herbal Soup" on January 19, 2021. Within a week, the soup was distributed to every nook and corner of the country. I have been asked to prepare and present a progress report on the sales of Sankalpa Herbal Soup in the first three months of its launch.

ii) Discussion/ Description

Sankalpa Herbal Soup was launched in three sizes. It is available in 100 gms, 150 gms and 200 gms. In order to prepare progress report on the progress of the soup sales, a survey was conducted among different customers in the five major cities in the country, including Hyderabad from Telangana. The analysis of the survey results shows that many customers have tried the soup and liked it very much. The merchants are also happy with the demand for the soup. However, they viewed that the soup needs to be given much more publicity. It was also identified that many villages are not yet aware of the product. Therefore, measures must be initiated to publicize the soup product in rural areas. However, there is huge demand for the soup and its popularity is on the rise. It was identified that the main reason for demand is its success in protection of the skin in all seasons and its moisturizing quality. The results of the survey are presented in the form of a bar graph, as shown here:

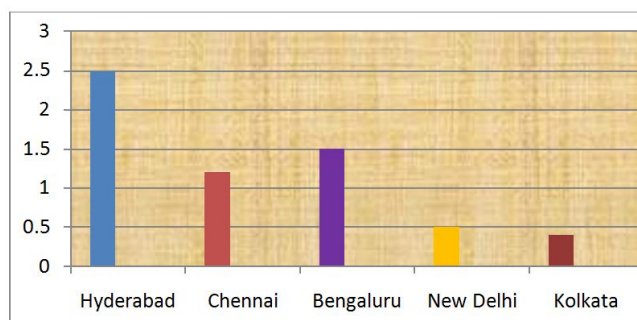


Fig.: Bar graph on the no. of soup cakes (in lakhs) sold in five cities

iii) Conclusion

On the basis of the observations of its survey, it is concluded that the demand for the soup is satisfactory and sales are picking up day by day. We introduced the product at the right time. However, there are some lapses too, which need our immediate attention.

iv) Recommendations

Based on the conclusions, the following recommendations are hereby made for your kind notice and consideration:

- i) The product should be publicized well in villages too.
- ii) It should be made available in small sizes such as in 50 gms.
- iii) The marketing strategy should be revised.
- iv) There should be a close watch on shopkeepers who are not promoting our product actively because of high incentives being offered by our competitors.

Appendix**Sample Questions in the semi-structured Interview Schedule**

1. Do you use our brand soup "Sankalpa Herbal Soup"?
2. Why?
3. Do you suggest any improvements in the product?

6. Write a progress report on your collection of data about school dropouts in the colonies around your college.

Ans :

Title Page
<p>Report No. XYZ</p> <p>A progress report on the collection of data about school dropouts in the colonies around the college</p> <p>Prepared for The Mandal Education Officer</p> <p>Prepared by Hrushikesh, Student Study Project group leader</p> <p>Date: 05.06.2021</p>
Acknowledgements
<p>I thank all my classmates and friends who were involved in collecting the data about school dropouts in the colonies around the college.</p> <p>I also thank the Mandal Education Officer for giving me this opportunity to present this report.</p>

Table of Content

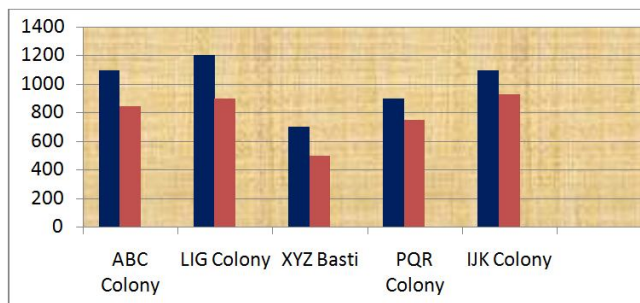
- i) Introduction
- ii) Discussion/Description
- iii) Conclusions
- iv) Recommendations

i) Introduction

School going children are seen going not to schools but to work or to other non-agricultural work. Beautiful childhood turns into spoilt and burdened adulthood. This is especially true in the case many children living in the nearby colonies around the ABC College. As part of a student study project undertaken by the students of the college, the issue of school dropouts in the nearby colonies around the college was taken up. In the process, the required data was being collected from the sample of parent and school dropout respondents. A group of students from our college have got divided themselves into sub-groups and have been on their visit to the nearby colonies for the last one month. A progress report on the collection of data about school dropouts in the colonies around the college is hereby presented:

ii) Discussion/ Description

Though child labour is prohibited in our country, there are so many young children seen either working in the roadside *dabas*, motels, hotels, construction work, and agriculture-related work. This results in constant rise in the number of school dropouts in the nearby colonies around our college. A survey method with a structured questionnaire has been adopted in order to study the exact number of school dropouts in these colonies, the main reasons for such increase in the dropout rate and the measures required for taken up. The population of the survey constitutes all the children of school going age group and according to Census 2011 is around 2500 in the colonies around our college. Stratified random sampling technique based on their age and the qualification of their parents' education and economic background was chosen for the purpose of data collection. The colony wise progress in the data collection process is presented in the form of a bar graph, as shown here:



Bar graph shows the number of colony wise school dropouts from the selected five colonies (Blue indicates the figures of total sample and red shows the figures of the already covered school dropouts).

iii) Conclusion

On the basis of the observations of its survey, it is concluded that 3930 out of sample of 5000 school dropouts from the selected colonies around the college have been enumerated along with their demographic variables. It constitutes 78.6 percent of the sample school dropouts.

iv) Recommendations

Based on the conclusions, the following observations and recommendations are hereby made for your kind notice and consideration:

- i) Some of the sample school dropouts were not available since they were engaged in the labour works.
- ii) There needs to be some cooperation from the schools located in the colonies in the survey process so as to step up the data collection process.

Appendix

Questionnaire (for both children and parents)

1. Why are you not going to school?
2. What are your parents?
3. Do you send your child/children to school, if any support is provided to your family?
4. If yes, what kind of support do you expect from the government?

7. Assume that you are selected as a green volunteer. Prepare a progress report on the tree plantation drive being carried out in your locality.

Ans :

Title Page

Report No. XYZ

A progress report on the tree plantation drive being carried out in ABC Nagar

Prepared for The District Collector

Prepared by Hrushikesh, a Green Voluneer

Date: 05.06.2021

Acknowledgements

I thank the Word member and all my friends from my colony who were involved in data collection process on the tree plantation drive being carried out in ABC Nagar.

I also thank the District Collector for giving me this opportunity to present this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Conclusions
- iv) Recommendations

i) Introduction

A tree plantation drive was held in the ABC Colony on 10th Aug, 2020. The dual objectives of this drive were to enhance the tree cover in the colony and to sensitize the residents towards importance of trees. In this program, members of the Colony Welfare Association and the residents were made to plant a tree each at the designated place. Each tree was marked by a plate mentioning the name of the tree, and the name of the person that planted it. Each member of the associations has taken the responsibility of nurturing their tree. This also creates among the colony children a sense of belonging to nature. As a Green Volunteer, I am authorised to present the following progress report of the tree plantation drive undertaken in my colony:

ii) Discussion/ Description

The survey method was adopted as the methodology to data collection and analysis. After analyzing the data, it was identified that the tree plantation drive in the colony went on as per the plan. Firstly, time-slots to different streets were given between 11am to 1pm. residents came to the site with a member of the association as per the schedule and planted the trees. They were given information about the name and type of tree, colour of its flowers, its blooming season and about what are they expected to do to take care of it.

On this occasion one tree each was also planted by our guests Municipal Chairperson and Ward member and other representatives of Government.

In all, 200 trees were planted on the occasion, all of which are flowering trees. The trees that were planted were Gulmohar (*Delonik Regia*), Jacaranda (*Jacaranda Mimosifolia*), Kanak Champa (*Pterospermum Acerifolium*), Kurejia or Mexican Silk Cotton (*Ceiba Petandra*) and Tota (*Erythrina Variegata*).

The street wise trees planted as part of the plantation drive is presented in the form of a bar graph, as shown here:



Fig.: Bar graph shows the no. of saplings planted during the plantation drive in the colony.

iii) Conclusion

On the basis of the observations of its survey, it is concluded that 200 saplings were planted during the plantation drive. In the street Number 3, the highest number of saplings was planted. In the contrast, in the street number 4, there were 30 saplings were planted. It was concluded that there should be follow up action on the part of the colony association to take care of the plants to grow into big trees.

iv) Recommendations

Based on the conclusions, the following observations and recommendations are hereby made for your kind notice and consideration:

- i) The residents of the colony and volunteers should be allotted with watering the plants even during the summer season.
- ii) There should be a regular green audit to ascertain the survival of the plants and green cover in the colony.

Appendix

Programme Schedule Sheet

1. Inauguration 10:00AM
2. Plantation Drive 11:00 AM -1:00 PM

8. Write an evaluation report on the socio-economic and environmental impact of the small-scale industry in your locality.

Ans :

Title Page	
Report No. XYZ	
An Evaluation Report on the socio-economic and environmental impact of the Soup making industry near ABC village	
Prepared for The Managing Director (Sankalpa Herbal Soup)	
Prepared by The Marketing Manager (Sankalpa Herbal Soup)	
Date: 05.06.2021	

Acknowledgements

I thank all persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report. I also thank the Managing Director (Sankalpa Herbal Soup) for giving me this opportunity to present this report.

Table of Content

- i) Introduction
- ii) Discussion/Description
- iii) Conclusions

i) Introduction

After going through the progress reports of the last one year, it can be said that the sales graph of "Sankalpa Herbal Soup" is not consistent. The management examined the progress reports and implemented the recommendations made in the reports. Now the management wants to evaluate the product.

ii) Discussion/ Description

The management has adopted the following criteria to evaluate the quality, popularity, profit margins, etc. of the "Sankalpa Herbal Soup".

1. At least 50% of the people should use the product.
2. The profit margin should increase by at least 3-4% every month.
3. The brand name of the product should become a household name.
4. At least 45% of sales should be in villages.
5. There should be 100% satisfaction from the consumers.

After going through the details, it was found that the product has met the majority of the criteria. As expected by the management, more than 50% of people are using the soup and the profit has increased almost every month, though not at the desired rate. This soup has been received well by consumers, and it has become a household name in some areas. There is 90% satisfaction among the consumers. However, 100% satisfaction is very difficult to achieve. Sales in villages are increasing month by month and have now gone up to 38%.

Sales graph of the Sankalpa Herbal Soup in the last 6 months:

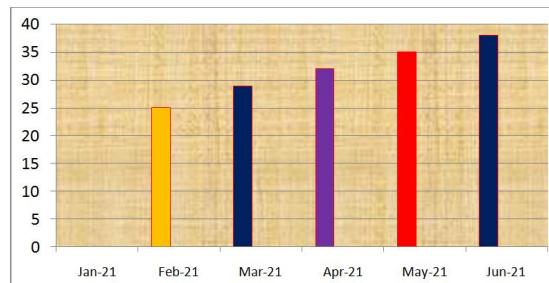


Fig. 1: Sales in the last 6 months

From the above graph, it can be observed that there was a steady and constant growth in the sales of the soup during last six months.

iii) Conclusion

On the basis of the observations of its survey, it is concluded that the sales of the soup are picking up, and profits will also improve gradually. There should be improvement in sales in some areas. Many indicators match the expectations of the management. Therefore, it is desirable to continue the product, particularly since there have been no losses so far.

9. Write an evaluation report on a new course of study introduced 2 years ago.

Ans :

Title Page
<p>Report No. XYZ</p> <p>An EvaluationReport on the new course of study introduced 2 years ago</p> <p>Prepared for The Board of Studies, Department of Commerce, Osmania University</p> <p>Prepared by The Principal, XYZ College</p> <p>Date: 05.06.2021</p>
Acknowledgements
<p>I thank all persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report.</p> <p>I also thank the Board of Studies, Dept. of Commerce, Osmania University, Hyderabad for giving me this opportunity to present this report.</p>

Table of Content	
i)	Introduction
ii)	Discussion/Description
iii)	Conclusions

i) Introduction

After having gone through the increased admissions during the last three years in the new course “B.Com. Business Analytics” introduced 2017-18, it can be said that the admission graph of the course is consistent in its upward trend. The college management examined the year wise response of the students getting admission into this particular course and initiated necessary measures to keep the demand for the course high. Now the college management wants to evaluate the course outcomes.

ii) Discussion/ Description

The college management has adopted the following criteria to evaluate the quality, popularity, employability of the students studying “B.Com. Business Analytics”.

1. There should be 100% admissions in to the course.
2. The demand for the course should increase by at least 5% every year.
3. At least 80% of pass out graduates should get campus recruitment.
4. There should be 100% satisfaction from the stakeholders-students, parents, alumni, and employers.

After going through the details, it was found that the new course has met the majority of the criteria. As expected by the college management, more than 100% of students have been applying for the new course using the soup and demand for the course should increase by at least 5% every year. This course has been received well by the commerce student community. There is 100% satisfaction among the students and it shows the popularity of the course among the commerce students. Employability of the students who have completed the course is 100%, since all the graduates of the “B.Com. Business Analytics” have been absorbed into the industry through the campus recruitment drive.

The following graph presents the applications, admission and employability of the “B.Com. Business Analytics” in the last 3 years:

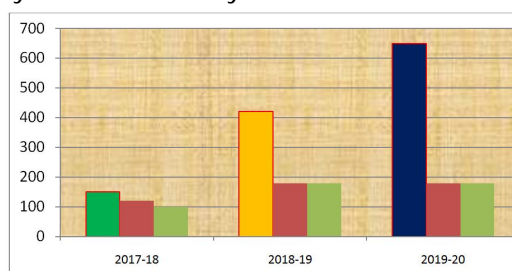


Fig. 1: Applications, admissions and employability graph of the “B.Com. Business Analytics” in the last 3 years

From the above graph, it can be observed that there has been an upward trend in the course admissions and employment for the course during last three years.

Conclusion

On the basis of the observations of its survey, it is concluded that the demand for the course has been increasing over the years from 150 applications in 2017-18 academic year to 650 applications in 2019-20 academic year. In order to accommodate the growing demand, the number of seats has also been increased with the prior permission of the university. There should be improvement in sales in some areas. Except in the academic year 2017-18, there has been 100% employment provided for the course graduates as part of the college campus recruitment drive. Many indicators match the expectations of the college management. Therefore, it is desirable to continue the course with increased seats in our college.

10. Write an evaluation report on on-line admissions into undergraduate courses.

Ans :

Title Page	
Report No. XYZ	
An Evaluation Report on online admissions into undergraduate courses	
Prepared for The Convener, DOST, Telangana	
Prepared by The Principal, XYZ College	
Date: 05.06.2021	
Acknowledgements	
I thank all persons, irrespective of their cadre, who extended their helpful hands in the preparation of this report.	
I also thank the Convener, DOST, Telangana, Hyderabad for giving me this opportunity to present this report.	
Table of Content	
i)	Introduction
ii)	Discussion/Description
iii)	Conclusions

i) Introduction

Degree Online Services Telangana known as DOST is a unified, online degree admission system for students in Telangana by Government of Telangana. The DOST online service, brings all government colleges, autonomous colleges, private and aided colleges under one system. Over 2.2 lakh students were allotted seats in various degree colleges in all state universities-Osmania University, Kakatiya University, Telangana University, Mahatma Gandhi University, Satavahana University and Palamuru University- in May and July every year. In order to get an admission for bachelor's degree in universities in Telangana, they are required to register on the DOST portal: dost.cgg.gov.in.

Since the introduction of the online admissions through DOST platform in 2016, there have been many changes to make the platform user-friendly and hassle free. However there are some issues that need attention. In this context, the evaluation report on the DOST is essential.

ii) Discussion/ Description

The college management has adopted the following criteria to evaluate the quality, user-friendliness and other issues related to the DOST platform:

1. There should be 100% satisfaction among the stakeholders, especially students.
2. Online admission schedule should be followed strictly.
3. There should be an increase in the online applications by at least 2-3% every year.

After having gone through the details, it was found that the online admissions into undergraduate courses through the DOST platform have not met the majority of the criteria. As expected by the stakeholders, especially students and parents, the online system is not working. Only 70% of student applicants are satisfied with the online admission system through DOST. Due to many reasons, the online admission schedule has been disturbed almost every year. It was identified that there an increase in the online applications into the undergraduate courses through DOST by 3% every year.

iii) Conclusion

On the basis of the observations of its survey, it is concluded that

- i) Aspiring students need to register their web options on the official website and opt for colleges. After the admission process begins, the students receive SMS when a seat is allotted in a degree college.
- ii) The student admission process was linked to biometric system in 2017-18. For the academic year 2018-19, it was linked with Aadhaar of students. There are 3 phases in the admitting the students.
- iii) Telangana State Council of Higher Education (TSCHE), Hyderabad, conducts the Degree Online Services Telangana Admission on the official website i.e., dost.cgg.gov.in.

- iv) DOST admission is provided on the basis of merit and reservation criteria. It is a state-level admission process through which candidates are offered admission to courses such as BA, B.Com, B.Sc, B.Com (Voc), B.Com (Hons), BSW, BBM, BCA. Therefore, it is desirable to continue the course with increased seats in our college.
- v) There will be constant rescheduling of the online admission process due to many reasons. And satisfaction levels of the stakeholders are not up to the mark.

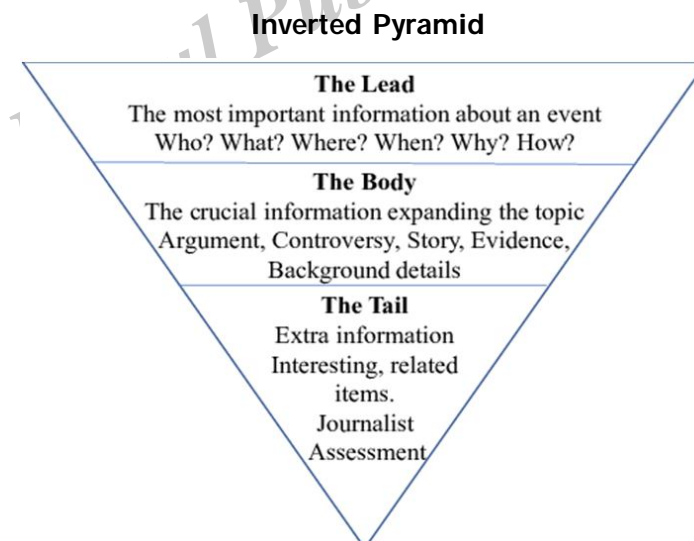
MEDIA REPORTS

Exercise I

1. Explain the 'inverted pyramid' style of writing a media report.

Writing media reports is different from writing general reports or essays. Unlike other reports, media reports begin with the conclusion and disclose the details gradually. In order to grab the attention of the reader, media reports use the most essential element of the report first, followed by details and supporting information in order of diminishing importance.

This method followed in writing media reports is known as the 'inverted pyramid' style of writing because it turns the conventional structure upside down by starting with the conclusion. It is also sometimes referred to as the 'front loading' style because it gives the most important information first and directly.



2. Describe the process of writing a media report.

A good media report is one that catches the attention of the reader quickly and is able to convince the reader to read through the story. Remember that today's reader has

many alternative sources of information and has no patience with badly written and / or badly presented reports. The following are some of the techniques followed in writing media reports:

(i) **Compose a catchy headline:** The headline is your “hook” to catch your reader - use vivid language and verbs. Convey the basic idea of the story in one line; use two lines only if absolutely necessary. You may find writing the headline easier after you have finished your media report.

- Lead the first paragraph with answers to the questions who, what, when, where and why. Be brief and give the most relevant details. Numbers should not merely be listed, but woven into the text in a readable manner. Give facts in an accurate but entertaining manner.
- Follow the “inverted pyramid” style in the remaining paragraphs of your media report. The inverted pyramid style gives details in descending order of importance. Start with the most important and newest information. Continue with remaining details, ending with the oldest and least important. Include as much information as needed but no more.
- Proofread your copy and double check. Follow the style guide used by your media outlet. Check for spelling and grammar errors even if your word processing program has a built in error-checker. One helpful technique in proofreading is reading your media report backwards. This technique makes errors stand out. Verify dates, times, addresses and the spelling of names.

3. List some important points to be kept in mind while writing media reports.

A good media report is one that catches the attention of the reader quickly and is able to convince the reader to read through the story. Remember that today's reader has many alternative sources of information and has no patience with badly written and / or badly presented reports. The following are some of the guidelines for writing media reports:

- i) Use clear and simple language, shorter words and active verbs. For example, “We watched the match” instead of “The match was watched”.
- ii) Avoid jargon and slang and complex sentences and try to conclude only one idea in a sentence.
- iii) Make each paragraph present only one idea and concept. ‘Front load’ each paragraph, i.e., start each paragraph with the main idea or conclusion of the paragraph.
- iv) Be direct. Make your point first and then explain. The front loading or ‘direct approach’ may be considered inelegant, blunt and even rude perhaps in other kinds of writing. However, it is the preferred style of media reports because their target reader is one who wants to grasp information quickly and easily.
- v) Give details but only as much as required. Cut out the flab.
- vi) Always remember that the reader is under no obligation to read the report. You have to catch the reader's attention and make sure you don't lose it.

Exercise II Write media reports on the following topics:

- Decline in the number of applications for admissions into engineering courses.**

Ans :

Applications for Admission into Engineering Courses declined

Students are averse of tech courses but opting for traditional degree courses

Our Special Correspondent

Hyderabad: UPDATED: MAY 05, 2020 05:30 IST

There is a striking decline in the number of applications for admissions into engineering courses in colleges in Telangana state. This year there have been only 1,90,524 applications for the total seats of 1,08,175. Last year this number was slightly higher with 2,76,233 students aspired for the engineering education.

The B.Tech. admissions in Telangana engineering colleges are purely based on merit. Every year, at least 2 lakh students appear for the state-level engineering entrance exam, and the competition for B.Tech. admission in Telangana is moderate. Intermediate second-year students who are aspiring to pursue B.Tech. in Telangana must clear the entrance test to secure admission. The Telangana State Board of Technical Education and Training (TSBTET) has released the official details about the total number of seats available in government and private engineering colleges across the state. The official seat matrix of Telangana engineering colleges can be checked below.

College Type	Total No. of Colleges	Total No. of Seats
Govt. Engineering Colleges	14	3,055
Private Engineering Colleges	200	1,05,120

Lack of employment opportunities, lack of quality engineering education and cost of the courses are some of the main reasons for the decline in the number of applications for the engineering courses.

2. Private and foreign universities setting up campuses in the state soon.

Ans :

Telangana govt. gives permission to 5 private universities

Approval for nine private universities given preliminary approval in February last; Foreign universities to open Campuses

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

In a significant move, the Telangana government has cleared permission to five private universities in the state. The government promulgated an ordinance giving permission to five universities and operate from the current academic year 2020-21 on Wednesday. There is also talk of allowing foreign universities to open their campuses in the state soon.

In fact, the state government has given preliminary approval for nine private universities in February last and was about to enact legislation. However, after giving preliminary permission, the matter was referred to a ministerial subcommittee to examine the credentials of each of the nine universities. After a thorough study, the committee made certain recommendations based on which five of them were given permission.

The five new private universities are - Tech Mahindra (Bahadurpalli), Woxsen University (Sadasivapet), Mallareddy University (Dulapalli), SR University (Anantasagar, Warangal) and Anurag University (Venkatapur, Ghatkesar).

Guru Nanak Educational Society, Srinidhi Educational Society, National Institute of Construction Management and Research (NICMAR) and MNR Medical College & Hospital which were given preliminary approvals were now denied permission. Vagdevi, Vignan Group, Amity, Radcliff, etc. had also applied for university status, but the government rejected them.

How and from when these private universities operate

The new private universities permitted by the state government will start academic activity from the current academic year 2020-21. Admissions into these universities will be made on JEE merit or Eamcet score.

TechMahindra has been running technical courses in association with JNTU-H for a few years now while Anurag and SR Educational Institution are already established colleges. Woxsen specializes in design and architecture, but they will be adding other engineering courses, too from this year.

Reservation for Telangana local students

As specified by the Telangana State Private Universities Act, 2018, the private universities are supposed to reserve 25 percent seats to local students in admissions. For being considered as local, a student has to study in Telangana for at least two years or intermediate course. However, there won't be any fee concession under any quota.

3. Student demand their college buildings to be included in the heritage building list.

Ans :

Growing Demand for heritage building State for College Building

Students have been pushing for its inclusion in the Heritage List

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

Students and staff demand that "The building complex of our City College here should be tagged with heritage status" as part of the new scheme initiated by the University Grants Commission (UGC) for conservation of history-rich buildings in colleges and universities.

The students and staff explain that the Arts and Sciences College buildings on the sprawling campus, which are a century-old, should be set for national attention in view their history, heritage and influential in higher education.

"We submitted the proposal last year to include the buildings in the UGC Heritage List. We hope that it will make it in to the List this time. If listed we can avail ourselves of the fund of Rs 5 Core for the conservation of the buildings." Dr D. Hrushikesh, Principal of the college, told our special correspondent on Wednesday.

Started in 1920 with Dr Rajeshwar as Principal, the City College celebrated its 100rd college day in April last. The Arts and Sciences College constructed in Saracenic architecture have the pride of being host to Rabindranath Tagore in 1935 when he delivered a series of lectures on the campus. The three buildings that will get attention are Main Hall (1920), Conference Hall (1922) and Ganghi Hall (1923). "Plinth area of these buildings is over one lakh square feet and the architecture is a marvel in Hyderabad," the Principal said. Dr Gnanika, Vice-Principal, said that buildings were constructed with a long-term vision. "Our college was an influential institution in the pre-Independence period. The cherished buildings certainly deserve the heritage status and we hope for status," she added.

4. Students want their campus to be declared a vehicle-free zone.

Ans :

Students want their campus to be declared a vehicle-free zone

Vehicular noise spoil peace on the campus

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

The students of Osmania University campus demand for declaring their campus vehicle-free zone. Traffic is heavy in the roads running through the campus area mainly because of the location of some of the most visited shopping malls in the surrounding areas. Students lamented that the traffic jams and noise therefrom is common, disturbing the normal life on the university campus, especially during peak hours and the week-ends. They complained that they have been suffering from unbearable noise from heavy traffic running through the campus. The decibel level of the noise emanated from traffic vehicles is high and causing untold misery to the students living in the hostels on the campus.

Therefore the students of Osmania University demand that their campus need to be declared vehicle free zone.

5. Students take out a rally in support of boycotting boycotts.

Ans :

Students take out a rally in support of boycotting boycotts

Boycotts hampering Academic Schedule

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

The students of Osmania University campus and affiliated colleges took out a rally in their respective college premises and raised slogans against boycotting classes. They decried that due to the frequent calls for boycotting classes that hamper the academic schedule and are affecting the academic atmosphere in the educational institutions. Taking out the massive rallies, the student leaders raised "Boycott the boycotts" and "No to Bundhs". They appealed to all the political parties not to pollute the college atmosphere with constant boycotts of classes.

"We are taking out rallies to bring awareness among the general public about the bad effects of the boycotts on the education and studies", a student leader explained the objective of the rallies across the state.

6. Symposium held on "Should Colleges become Coaching Centres?"

Symposium on "Should Colleges become Coaching Centres?"

'That kills the very purpose of the colleges', opine the experts

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

UGC member Dr Maurya Prasad viewed "If colleges were turned into coaching centres, it would defeat the very purpose of the educational

system". Delivering the Key Note Address at the symposium organised by the University College of Arts and Social Sciences, Osmania University here on Monday, Dr Prasad reminded the audience the objectives of establishing colleges in India and how the ecosystem of the coaching centres hamper the essence of the functioning of the colleges. However, he suggested having a centre in every higher educational institution for imparting coaching classes for various competitive examinations such as UPSC Civil Services Examination, SSC exams, and state service exams such as Group I, Group II etc.

University Vice Chancellor Dr ABC also spoke on the occasion and assured that his university will set up one state of the art Career Guidance and Coaching Centre on the university campus to cater to the needs of the students who aspire for the various competitive examinations and career guidance. Arts College Principal Dr XYZ presided over the symposium and over five hundred delegates from across the country were participated in the symposium.

7. Rising trend of students of professional courses opting to write competitive examinations.

Ans :

Rising Trend in Professionals opting for Competitive Examinations

'Service motto and privilege' are attracting them

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

Mr. Hrushikesh Dasari, a graduate from IIT Mumbai secured the all India 1st Rank in the Civil Services Examination 2020 the results of which were announced by the Union Public Service Commission (UPSC) late last night. When asked the motivation for his opting Civil Services, Mr. Hrushikesh who left a lucrative package from a reputed MNC in the USA said that the pleasure and privilege associated with public service attracted him towards the Indian Administrative Service (IAS). Interestingly, there are 78 candidates with engineering and technology background in the top 100 all India ranks this year. This figure was almost akin to the last year's which stands at 76.

Dr Murali Ramana, Director of the XYZ Coaching Centre, Hyderabad explained the main motives behind the rising trend of students of professional courses opting to write competitive examinations-respect, privilege, service motto and power associated with the Civil Services.

8. Parents want an academic calendar that suits local weather conditions.

Ans :

'Prepare Academic Calendar suiting local weather conditions': Parents' Association

It will increase academic standards substantially

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

The Telangana Parents Association (TPS) urged the officials of the School Education to revise the Academic Calendar by keeping the local weather conditions in mind. Usually, every year school classes end by 21 st April and summer holidays begin thereafter till June 12. However, they explained that for the last couple of years, the summer sets in during the mid-February and the day temperatures are touching over 40° C. They recounted the instances of their children getting dehydrated in the month of February during the school hours. There were reports unfortunate incidents of heat-wave related deaths in schools in some parts of the states.

Therefore, the parents' body, in a press release, requested the Education Minister to take a call in this regard and revise the Academic Calendar in order to suit it to the local weather conditions so as to strengthen the academics of their wards.

9. Companies complain about the mismatch between students' marks and their knowledge levels.

Ans :

'Mismatch between students' marks and their knowledge levels': Industry Bosses

Need for a forge between Industry and Academia

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST

The CEOs of the multinational companies complained that there is strong mismatch between students' marks and their knowledge levels. In the symposium "Alliance between Industry and Academia" held on Monday in the College Auditorium, Arts College, Hyderabad, the Chief Executive Officers of the reputed Multinational Companies located across the country expressed a unanimous opinion saying that when they visited various college campuses, they were surprised to find out that the outgoing graduates and postgraduates were unable to exhibit the minimum skill set required for their companies. They lamented that even

the students with the scores over 95% of marks or 10/10 grades fail to perform the very essential soft skills and life skills in the work place.

Representing the FICCI, Mr. Gularia opined that there should be a close alliance between the academic institutions and industries and the curriculum should constantly be revised to meet the needs of the industry. He suggested introducing industrial training as a part and parcel of the curriculum so as to impart the employability skills among college graduates.

10. Students organize a round table on "My Ideal College".

Ans :

"My Ideal College"

That provides enabling academic environment

Our Special Correspondent

Hyderabad: UPDATED: MAY 10, 2020 05:30 IST"

My ideal college is the one which provides enabling academic environment in which every individual student can realise his or her innate abilities and to mould themselves in to an all-round personality with unwavering faith in the harmony between environment and human beings." opined a student participating in the roundtable conference held by the Student Joint Action Committee in the University Auditorium on Friday.

Echoing similar views, another student delegate said that her ideal college should have all the sources both human and material resources. It should have well-qualified, experienced and committed teaching and non-teaching staff and should be adequately equipped with state of the art infrastructure facilities- adequate classrooms, office rooms, staff rooms, separate washrooms for both boys and girls, canteen, sports and games facilities, NCC, NSS, Indoor Games, Swimming Pool, greenery, etc.

11. Write a media report on: Conference held on "Should Colleges become Coaching Centres?"

Ans :

A conference was held on 15th of July at the Tagore auditorium in Secunderabad. The conference was an argumentative topic i.e., "Should colleges become coaching centres?" Many eminent and well-known educationists and writers took part in the conference.

Besides this, about a hundred undergraduate students from different colleges of the twin cities of Hyderabad and Secunderabad participated in this conference along with a few teachers.

“Colleges should not become only coaching centres. Educational institutions like colleges should spread the aroma of a collection of educational values besides acquiring knowledge. Acquiring knowledge is only a part of it”. This is what the famous young writer Chetan said on the occasion. Similarly, the Secretary of the All India Council for Technical Education, Mr. Isaac reminded the students and teachers, who participated in the conference, that colleges should not compel the students to cram tons of information. Addressing the audience, he repeatedly said that the students are coached now-a-days to mug up information. The education, now imparted to the students in colleges, does not make them more creative, rather makes them mug up machines.

One of the students, by name Miss Parvathy, belonging to III semester B.Sc, from “Ravindra College, Hyderabad” declared that these so called, money minded colleges should be controlled by enacting laws. She repeatedly warned such colleges that their coaching culture should be curbed.

Q12. Write a media report on: “Parents want an academic calendar that suits local weather conditions”.

Ans :

“Parents want an academic calendar that suits local weather conditions”,

Hyderabad, 15th June

Parents of the twin cities of Secunderabad and Hyderabad, whose school-going children are facing certain problems regarding the academic calendar, met at Nizam college and passed a resolution in the form of a memorandum to be submitted to the managements of the private schools and to the D.E.Os of Hyderabad and Secunderabad. The proposal was to split the vacation into two parts i.e., a month of vacation in May, during summer and another month of vacation in December i.e., during winter.

VOCABULARY - TECHNICAL VOCABULARY (BUSINESS, MEDIA)

Business Vocabulary

Agenda	Written list of points to be discussed in a meeting
Attendee	The one who attends a meeting
Bid	The price a buyer is willing to offer for shares in a company
Billboard	A signboard for advertising posters
Blue chip stocks	Stocks of leading companies that have stable growth and earnings
Capital	Money and other property of companies used in a business transaction
Capital stock	All shares representing the ownership of a company
Casting vote	An extra vote, usually cast by a chairperson, to decide an issue when the votes on each side are equal
Conference call	A telephone call between three or more people in different places
Consensus	General agreement
Dividend	A part of a company's earnings that is paid to the shareholders/ stockholders on a quarterly or annual basis
Equity	The value of stocks and shares
Fringe benefits	Advantages offered in addition to salary, such as life insurance, retirement scheme, company car etc.
I-conference	A meeting conducted through the internet
Jingle	A catchy tune used to promote a product
Liabilities	Debts and obligations of a company or an individual
Minutes	A written summary of the proceedings at a meeting
Negotiate	Discussing a business deal in order to reach an agreement
Portfolio	Various types of securities held by an individual or an institution
Securities	Transferable certificates showing ownership of stocks, bonds, shares, options etc.
Signposting language	Catchy phrases used to help focus the audience's attention on different parts of a presentation

UNIT - VI

Speculator	Someone who buys and sells stocks and shares by assuming the profit through changes in their value
Take on	Employ or hire
Tender	A written offer to execute work or supply goods at a fixed price
Turnkey	Equipment ready for use or operation
USP	Unique Selling Proposition; a declaration of what makes a product different
Venture capital	Money raised by companies to finance new ventures in exchange for percentage ownership

Media Vocabulary

Broadsheet	A newspaper printed in a large format
Circulation	The average number of copies of newspapers or magazines sold over a specific period of time
Classifieds	Small advertisements in newspapers or magazines, divided into categories
Commercial	Advertisement on radio or television
Double-page spread	Advertisement printed across two pages in a newspaper or magazine
Editing	Reviewing or rewriting in order to make the content suitable for publication
Eye-catcher	Something that particularly attracts one's attention
Mass media	The main means of mass communication (newspapers, TV and radio)
Plug	Favourable publicity in the media for a commercial product (e.g. a book)
Prime time	Hours on radio and TV with the largest audience, usually the evening
Promote	Using advertising and publicity to increase sales of a product
Slot	Specific time in a broadcasting schedule allotted for a commercial
Sound bite	Short extract from a recorded interview or speech
Spot	Position of a commercial in a radio programme or TV schedule
Tabloid	Newspaper printed in small format, usually with a lot of photographs

Exercise I: Fill in the blanks with the correct option.

1. To make an "informed" choice, is to make a _____ choice. (wise/neutral)
2. The company wants to assess the _____ of age, income, etc. of their customer base. (democracy/demographics)
3. The company's _____ is to provide high quality educational services. (machine/mission)
4. A 'white paper' is an _____ document. (authoritative/authentic)
5. _____ is the supply of goods a company has for sale. (Inversion/ Inventory)
6. When something is "on someone's radar", it means that the person is _____ (a pilot/ aware of something)
7. To 'hammer out' a deal is to _____ a deal. (reach/come across)
8. To accept the first offer is to accept the _____. (initial bid/first bidding)
9. If the talks are at a 'stand still', it means that there is _____. (no danger/no progress)
10. If you take 'ownership' of a task, it means you are _____. (responsible for it/at risk)
11. In corporate jargon, _____ means "things that have to be done". (action items/ act items)
12. If you pay _____, it means you pay in advance. (at the front/upfront)
13. If everyone is _____, it means that they all agree to a proposal. (on the board/on board)
14. To "get the ball _____ is to start something. (going/rolling)
15. A _____ is one who supplies the goods. (vendor/vandal)

ANSWERS

1. To make an "informed" choice, is to make a **wise** choice.
2. The company wants to assess the **demographics** of age, income, etc. of their customer base.
3. The company's **mission** is to provide high quality educational services.
4. A 'white paper' is an **authoritative** document.

UNIT - VI

5. **Inventory** is the supply of goods a company has for sale.
6. When something is "on someone's radar", it means that the person is **aware of something**.
7. To 'hammer out' a deal is to **reach** a deal.
8. To accept the first offer is to accept the **initial bid**.
9. If the talks are at a 'stand still', it means that there is **no progress**.
10. If you take 'ownership' of a task, it means you are **responsible for it**.
11. In corporate jargon, **action items** means "things that have to be done".
12. If you pay **upfront** it means you pay in advance.
13. If everyone is **on board** it means that they all agree to a proposal.
14. To "get the ball **rolling**" is to start something.
15. A **vendor** is one who supplies the goods.

Exercise II: Match the words in the box with their meanings below.

a) Flier	b) Sitcom	c) Advert
d) Editorial	e) Talk-show	f) Column
g) Paparazzi	h) Soap operai	i) Phone-in
k) Propaganda	l) Talking heads	j) Network
n) Yellow journalism	o) Investigative journalism	m) Trial balloons

1. A group of associated television or radio channels _____.
2. A photographer who follows celebrities in order to photograph them and sell the pictures to newspapers or magazines _____.
3. The term used to describe sensational news reporting _____.
4. A radio or television programme where listeners or viewers telephone the studio and participate in the programme _____.
5. A recurring piece or article in a newspaper or magazine _____.
6. The use of detective-like reporting methods to unearth scandals _____.
7. A serial television or radio drama dealing with daily events in the lives of the same group of characters _____.
8. A shot of a person's face talking directly to the camera _____.

9. A television or radio programme in which stars and celebrities are invited to talk informally about various topics_____.
10. An article presenting the opinion of the editors or publishers _____.
11. Comedy programme based on everyday experiences _____.
12. Commercial promotion of a product or service_____.
13. Information leaked to determine what the political reaction will be _____.
14. Small printed notice or advertisement_____.
15. The dissemination of information aimed at influencing the opinions or behaviours of large numbers of people _____.

ANSWERS

1. A group of associated television or radio channels. **(Network)**
2. A photographer who follows celebrities in order to photograph them and sell the pictures to newspapers or magazines. **(Paparazzi)**
3. The term used to describe sensational news reporting. **(Yellow journalism)**
4. A radio or television programme where listeners or viewers telephone the studio and participate in the programme. **(Phone-in)**
5. A recurring piece or article in a newspaper or magazine. **(Column)**
6. The use of detective-like reporting methods to unearth scandals. **(Investigative journalism)**
7. A serial television or radio drama dealing with daily events in the lives of the same group of characters. **(Soap opera)**
8. A shot of a person's face talking directly to the camera. **(Talking heads)**
9. A television or radio programme in which stars and celebrities are invited to talk informally about various topics. **(Talk-show)**
10. An article presenting the opinion of the editors or publishers. **(Editorial)**
11. Comedy programme based on everyday experiences. **(Sitcom)**
12. Commercial promotion of a product or service. **(Advert)**
13. Information leaked to determine what the political reaction will be. **(Trial Balloons)**
14. Small printed notice or advertisement. **(Flier)**
15. The dissemination of information aimed at influencing the opinions or behaviours of large numbers of people. **(Propaganda)**

GRAMMER - REPORTED SPEECH (INCLUDING REPORTING VERBS)

Exercise I: Fill in the blanks with say, said, tell or told.

1. She ____ them she wanted to resign.
2. The principal ____ us to participate in inter-collegiate sport competitions.
3. You don't need to ____ us that.
4. He didn't ____ a word.
5. I remember every word you ____ yesterday.
6. Why didn't you ____ her that in the morning?
7. My friend ____ that he had completed his project report.
8. She called me last night and ____, "Don't worry. I will manage on my own".
9. The girl ____ that she could speak Japanese fluently.
10. She ____ she had already seen the film.

ANSWERS

1. She **told** them she wanted to resign.
2. The principal **told** us to participate in inter-collegiate sport competitions.
3. You don't need to **Tell** us that.
4. He didn't **Say** a word.
5. I remember every word you ____ yesterday. **(Said)**
6. Why didn't you ____ her that in the morning? **(Tell)**
7. My friend ____ that he had completed his project report. **(Said)**
8. She called me last night and ____, "Don't worry. I will manage on my own". **(Said)**
9. The girl ____ that she could speak Japanese fluently. **(Said)**
10. She ____ she had already seen the film. **(Said)**

Exercise II: Correct the following sentences:

1. The traffic police saidme I couldn't park my two-wheeler there.
2. He toldhe was AishwaryaRai's husband.
3. He says he was sure that justice will be done.
4. The doctor advised me takebed rest and eat nutritious food.
5. They wanted to know what was my name?

6. He told me to come back tomorrow.
7. She said she was asked to come here.
8. I wondered whether he can help me.
9. My cousin said him that he should go out.
10. He said he had bought the bicycle 10 years ago.

ANSWERS

1. The traffic police told me I couldn't park my two-wheeler there.
2. He said he was Aishwarya Rai's husband.
3. He said he was sure that justice will be done.
4. The doctor advised me to take bed rest and eat nutritious food.
5. They wanted to know what my name was.
6. He told me to come back the next day.
7. She said she was asked to come there.
8. I wondered whether he could help me.
9. My cousin told him that he should go out.
10. He said he had bought the bicycle 10 years before.

Exercise III: Change the following sentences from direct to reported speech. Pay attention to pronouns, tenses and time/place markers. Use suitable reporting verbs.

1. They said, "Dogs were fun to play with."
2. She said, "Do you live near the school?"
3. The guest said, "I don't like sugar in my coffee."
4. Elisa said to me, "How old are you?"
5. She said to him, "When will you be back in your office?"
6. The boss said to the secretary, "Don't forget to order A5 size paper."
7. My friend said to me, "I am meeting my project head tomorrow."
8. They said, "We were planning to visit you next week."
9. He said, "Please help me lift these bags."
10. The watchman said to us, "Don't play cricket in the garden."

UNIT - VI

ANSWERS

1. They said that dogs are fun to play with.
2. She asked me if I lived near the school.
3. The guest said she didn't like sugar in her coffee.
4. Elisa asked me how old I was.
5. She asked him when he would be back in his office.
6. The boss reminded the secretary not to forget to order A5 size paper.
7. My friend informed me she was meeting her project head the next day.
8. They told us that they were planning to visit us the week after.
9. He requested me to help him lift those bags.
10. The watchman warned us not to play cricket in the garden.

Exercise IV: Now report the interview in indirect speech. Pay attention to tense, pronoun, and time/place markers. Use different reporting verbs wherever possible.

1. The interviewer congratulated the winner and asked him how he felt. The interviewer also asked him how long he had been singing.
2. The winner thanked the interviewer and replied that _____.
3. Next, the interviewer asked him _____.
4. The winner _____.
5. Next, the interviewer _____.
6. The winner _____.
7. The interviewer _____.
8. The winner _____.
9. The interviewer _____.
10. The winner _____.
11. Finally, the interviewer _____.
12. And the winner advised _____.

ANSWERS

1. The interviewer congratulated the winner and asked him how he felt. The interviewer also asked him how long he had been singing.
2. The winner thanked the interviewer and replied that **he felt elated. He added that he had started singing when he was five.**
3. Next, the interviewer asked him **what the secret behind his success was.**
4. The winner **emphasised that it was hard work. He was there that day because of his hard work and perseverance.**
5. Next, the interviewer **enquired how it was receiving the trophy from India's most popular cricketer.**
6. The winner **answered it had been a dream-come-true to receive the trophy from his cricket idol.**
7. The interviewer **asked how it had felt to perform in front of other celebrities.**
8. The winner **replied that it was amazing. He added that all of them had complimented him on his singing.**
9. The interviewer **then asked what his future plans were.**
10. The winner **said that it was just the beginning and added that he wished to achieve a lot more.**
11. Finally, the interviewer **asked if he had any message for young people.**
12. And the winner advised **the young to work hard, to stay focused and to aim to excel in the field you choose and was confident that success was bound to chase them.**

Exercise V

Ask questions and write a report as directed.

Think of 10 questions to ask a friend, classmate, cousin, roommate, teacher, leader, etc. Ask questions and get answers from them. Then, write a report of the interview using reported speech. Use a separate sentence to report each question and answer. Bear in mind the use of pronouns, tenses, place and time markers and suitable reporting verbs while changing the sentences to reported speech.

UNIT - VI

Example,

Questions	Answers
What are you studying?	I am studying Fine Arts.
What is your favourite colour?	I like black.

Written report using reported speech:

Shalu asked his friend Sam what he was studying. Sam replied that he was studying Fine Arts. Then Shalu asked him what his favourite colour was. Sam said he liked black.

ANSWERS

Questions		Answers	
1.	What are you doing?	1.	I am going to music classes.
2.	What type of music classes are you going to?	2.	I am going for Hindustani classical.
3.	How long will it take to complete your course?	3.	It will take two more years,
4.	What are your plans after the course?	4.	I want to become a good singer, preferably a back-ground singer of films.
5.	Why do you want to become a singer in films?	5.	I want to earn a lot of money,
6.	Do you have any interest in acting?	6.	No, I don't have any interest in acting.
7.	Are you interested in directing	7.	No, I am not interested in directing films.
8.	Do you like to sing for Telugu films?	8.	No, I prefer to sing for Hindi films.
9.	Why do you like to sing for Hindi films? I will get a	9.	I like to sing for Hindi films because better remuneration.
10.	So, are you interested in money?	10.	Yes, I am interested only in money because money makes everything.

Written Report Using Reported Speech

Rahul asked his friend Rakesh what he was doing now-a-days. Rakesh replied that he was going for Hindustani classical music classes. Rahul then asked Rakesh when he would complete his course. Rakesh told that his course of music would take two more years to complete. Rahul, then enquired Rakesh what was his plans after the course. Rakesh replied that he wanted to be a good singer of films, preferably a background singer of films. Rahul again questioned Rakesh why he wanted to be a singer in films. Rakesh replied that he wanted to earn a lot of money.

Rahul again asked whether he had any interest in acting. Rakesh answered negatively and said he was not in-terested in acting. Rahul also asked him whether he was interested in directing films to which Rakesh replied that he was not interested in directing films. Rahul then asked Rakesh whether he was singing for Telugu films. Again, Rakesh replied negatively and said that he was interested in singing for Hindi films. Rahul asked Rakesh why he was interested in singing for Hindi films. Rakesh told Rahul that he was interested to sing for Hindi films because he would get a better remuneration. Rahul then asked Rakesh whether he was interested only in money. Rakesh said that he was interested in money only. According to Rakesh, money makes everything.

**FACULTIES OF ARTS, COMMERCE, SCIENCE,
MANAGEMENT AND SOCIAL SCIENCES**

B.A / B.Com / B.Sc. / BBA and BSW II Year IV Semester (CBCS) Examination

Model Paper - I

General English

PAPER IV

Time : 2 Hours]

[Max. Marks : 80

SECTION-I (4 × 5 = 20 Marks)

Answer any FOUR of the following:

1. Fill in the blanks with one of the options provided:

- a) Fill _____ the form with pencil. (up/with/in/on)
- b) My boss _____ the meeting because of heavy rain.
(called off/called back)
- c) Hurry _____ we are getting late. (on/up/in/off)
- d) Put _____ your slippers when you enter the
bathroom. (off/on/out/up)
- e) The firemen put _____ the fire. (off/on/in/out)

2. Choose the correct form of the verb that agrees with the subject.

- a) My father and my mother _____ (is/are) attending the meeting.
- b) The news _____ (are/is) at seven.
- c) There _____ (was/were) ten books in that box.
- d) Five hundred rupees _____ (are /is) what I paid for the ticket.
- e) Each one of those books _____ (is/are) a classic.

3. Fill in the blanks with the correct alternative.

- a) You have made _____ mistakes this time. (less/fewer)
- b) The scheme has lost _____ purpose. (it's/its)

- c) _____ knowledge is a dangerous thing. (A little/ Little)
- d) The case needs _____ investigation. (further/farther)
- e) Chennai was _____ known as Madras. (formally/formerly)

4. Choose the appropriate determiner.

- a) She never makes _____ mistakes in grammar. (much/many)
- b) The students didn't pay _____ attention to the lecture. (little/much)
- c) Give me _____ pencils to colour this picture. (few/a few)
- d) India is facing _____ challenges. (many/much)
- e) Do you often get _____ headaches? (these/this)

5. Fill in the blanks with the correct option.

- a) To make an "informed" choice, is to make a _____ choice. (wise/neutral)
- b) A 'white paper' is an _____ document. (authoritative/authentic)
- c) A _____ is one who supplies the goods. (vendor/vandal)
- d) _____ is the use of detective-like reporting methods to unearth scandals.
- e) _____ is a comedy programme based on everyday experiences.

6. Answer as directed.

- a) She told them she wanted to resign. (Fill in the blanks with *say, said, tell* or *told*.)
- b) Why didn't you tell her that in the morning? (Fill in the blanks with *say, said, tell* or *told*.)
- c) She said she had already seen the film. (Fill in the blanks with *say, said, tell* or *told*.)
- d) They said, "Dogs were fun to play with." (Change the following sentences from direct to reported speech.)
- e) He said, "Please help me lift these bags." (Change the following sentences from direct to reported speech.)

SECTION- II (3 × 20 = 60 Marks)

Answer the ANY THREE of the following questions in about 300 words each.

7. Bring out the central idea of the poem 'As I Grew Older' and explain how the poet conveys it.
8. According to Dr Ambedkar, what are the three things that India must do in order to remain a democracy?
9. Explain the central idea of the poem, 'The Flower'.
10. Write an account of the lifestyle of the people in the past, as described in the story "The Kitemaker".
11. Describe the structure of a formal business report.
12. Write a feasibility report on the practicality of installing solar panels on all roof tops.

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Answers

SECTION-I (4 × 5 = 20 Marks)

1.
 - a) in
 - b) called off
 - c) up
 - d) Puton
 - e) out
2.
 - a) are
 - b) is
 - c) were
 - d) is
 - e) is
3.
 - a) fewer
 - b) its
 - c) A little
 - d) further
 - e) formerly
4.
 - a) many
 - b) much
 - c) a few
 - d) many
 - e) these
5.
 - a) wise
 - b) authoritative
 - c) vendor
 - d) Investigative Journalism
 - e) Sitcom

SOLVED MODEL PAPERS

6. a) told
 b) tell
 c) said
 d) They said that dogs had been fun to play with.
 e) He requested me to help him lift those bags.

SECTION- II (3 × 20 = 60 Marks)

7. Unit-IV, Poem: As You Grew Older, Q.No. 1, Comprehension-II.
8. Unit-IV, Prose: The Grammar of Anarchy, Q.No. 1, Comprehension-II.
9. Unit-V, Poem: The Flower, Q.No. 1, Comprehension-II.
10. Unit-V, Prose: The Kitemaker, Q.No. 1, Comprehension-II.
11. Unit-VI, Report Writing-1, Business Report Exercise-I Q.No. 1.
12. Unit-VI, Report Writing-2, Media Reports Exercise-II, Q.No. 3.

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**FACULTIES OF ARTS, COMMERCE, SCIENCE,
MANAGEMENT AND SOCIAL SCIENCES****B.A / B.Com / B.Sc. / BBA and BSW II Year IV Semester (CBCS) Examination****Model Paper - II*****General English*****PAPER IV****Time : 2 Hours]****[Max. Marks : 80****SECTION-I (4 × 5 = 20 Marks)****Answer any FOUR of the following:****1. Fill in the blanks with one of the options provided:**

- a) I don't know where my phone is. I must look _____ it. (off/for/at/on)
- b) Diabetic patients are advised to _____ sweets and oily food. (cut off/ cut back on)
- c) I _____ an old friend of mine at the theatre. (ran into/ran out)
- d) The food was stale. I had to throw it _____. (off/away/down/in)
- e) This is your time to _____ your old parents now. (look after/look for)

2. Choose the correct form of the verb that agrees with the subject.

- a) The list of items _____ very long. (are/is)
- b) There _____ many important leaders at the meeting. (was/were)
- c) The survey covering fifty villages _____ interesting facts. (reveals/reveal)
- d) Nobody _____ (know/knows) what the truth is.
- e) Civics _____ (were/was) my favourite subject.

3. Fill in the blanks with the correct alternative.

- a) Neither the student nor the parent _____ the answer. (know/knows)
- b) My pair of pants _____ stitching. (require/requires)
- c) Here _____ my car keys. (is/are)
- d) What is the _____ objective of your research? (principal/principle)
- e) Every student should have _____ to a good library. (axis/access/excess)

4. Choose the appropriate determiner.

- a) Most drugs have side _____. (affect/effect)
- b) I liked the _____ part of the film. (later/letter)
- c) I have _____ eaten. So I am not hungry now. (already/all ready)
- d) The exercise is _____ easy. (quite/quiet)
- e) Please give me _____ more coffee. (any/some)

5. Fill in the blanks with the correct option.

- a) _____ is the supply of goods a company has for sale. (Inversion/ Inventory)
- b) If the talks are at a 'stand still', it means that there is _____. (no danger/no progress)
- c) To 'hammer out' a deal is to _____ a deal. (reach/come across)
- d) If you pay _____ it means you pay in advance. (at the front/upfront)
- e) The term used to describe _____ sensational news reporting. (Yellow journalism)

6. Answer as directed.

- a) You don't need to _____ us that. (Fill in the blanks with *say, said, tell* or *told*.)
- b) The girl _____ that she could speak Japanese fluently. (Fill in the blanks with *say, said, tell* or *told*.)
- c) The guest said, "I don't like sugar in my coffee." (Change the following sentences from direct to reported speech.)
- d) They said, "We were planning to visit you next week." (Change the following sentences from direct to reported speech.)
- e) My friend said to me, "I am meeting my project head tomorrow." (Change the following sentences from direct to reported speech.)

SECTION- II (3 × 20 = 60 Marks)

Answer the ANY THREE of the following questions in about 300 words each.

7. Analyse the imagery of the poem and its relation to the theme.
8. How does Dr Ambedkar argue that liberty, equality and fraternity are not separate entities but a union of trinity?
9. Discuss the poem, 'The Flower' as a commentary on human nature.
10. Attempt a character sketch of Mehmood as an expert kitemaker, as described in the story "The Kitemaker".
11. Write a Feasibility Report on the establishment of a small -scale industry in your locality.
12. Write a media report on "Students take out a rally in support of boycotting boycotts."

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Answers

SECTION-I (4 × 5 = 20 Marks)

1.
 - a) for
 - b) cut back on
 - c) ran into
 - d) away
 - e) look after
2.
 - a) is
 - b) were
 - c) reveals
 - d) knows
 - e) was
3.
 - a) knows
 - b) requires
 - c) are
 - d) principal
 - e) access
4.
 - a) effects
 - b) latter
 - c) already
 - d) quite
 - e) some
5.
 - a) Inventory
 - b) no progress
 - c) reach
 - d) upfront
 - e) The term used to describe sensational news reporting.

6. a) tell
b) said
c) The guest said she didn't like sugar in her coffee.
d) They told us that they were planning to visit us the week after.
e) My friend informed me she was meeting her project head the next day.

SECTION-II (3 × 20 = 60 Marks)

7. Unit IV Poem: As You Grew Older, Q.No. 2 in Comprehension-II.
8. Unit IV Prose: The Grammar of Anarchy, Q.No. 3 in Comprehension-II.
9. Unit V Poem: The Flower, Q.No. 6 in Comprehension-II.
10. Unit V Prose: The Kitemaker, Q.No. 4 in Comprehension-II.
11. Unit VI Report Writing-1, Business Report Exercise-II, Q.No. 1.
12. Unit VI Report Writing-2, Media Report Exercise-II, Q.No. 5.

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**FACULTIES OF ARTS, COMMERCE, SCIENCE,
MANAGEMENT AND SOCIAL SCIENCES**

B.A / B.Com / B.Sc. / BBA and BSW II Year IV Semester (CBCS) Examination

Model Paper - III

General English

PAPER IV

Time : 3 Hours]

[Max. Marks : 80

SECTION-I (4 × 5 = 20 Marks)

Answer any four of the following:

1. Fill in the blanks with one of the options provided:

- a) The music is too loud. Please turn the volume _____. (on/out/down/off)
- b) She _____ her father. Both love to read books. (takes off/ takes after)
- c) She loves to _____ with her friends on weekends. (hang out/ hand on)
- d) Old photos never fail to _____ old memories. (bring back/bring in)
- e) Turn _____ the lights when you leave the room. (down/off/on/out)

2. Choose the correct form of the verb that agrees with the subject.

- a) A Supreme Court judge _____ at 65. (retire/retires)
- b) The film, including all the advertisements, _____ (take/takes) about three hours to watch.
- c) The management _____ (don't /doesn't) know how to treat teachers.
- d) The sale of water and soft drinks _____ during summer. (increase/increases)
- e) Neither the student nor the parent _____ the answer. (know/knows)

3. Fill in the blanks with the correct alternative.

- a) The park is _____ the lake. (buy/by)
- b) The violent child was taken to a _____. (councillor/counsellor)
- c) A tie is a perfect _____ to a suit. (compliment/complement)
- d) Now you can find pencils without _____. (led/lead)
- e) The signing of the peace treaty was a _____ event. (historic/historical)

4. Choose the appropriate determiner.

- a) How _____ free time does he have to spare for the social cause? (much/ many)
- b) Stephen Hawking wrote _____ book A Brief History of Time in 1988. (a/ the)

- c) Every day I drink _____ of milk. (glass /a glass)
- d) The street looks deserted. There are _____ people around. (a few/ few)
- e) I need to finish _____ English essay that I started in the morning. (an/the)

5. Fill in the blanks with the correct option.

- a) The company's _____ is to provide high quality educational services. (machine/ mission)
- b) To accept the first offer is to accept the _____. (initial bid/first bidding)
- c) If everyone is _____, it means that they all agree to a proposal.(on the board/on board)
- d) An article presenting the opinion of the editors or publishers _____.
- e) The dissemination of information aimed at influencing the opinions or behaviours of large numbers of people _____.

6. Answer as directed.

- a) The principal _____ us to participate in inter-collegiate sport competitions. (Fill in the blanks with *say, said, tell* or *told*.)
- b) He didn't _____ a word.(Fill in the blanks with *say, said, tell* or *told*.)
- c) They wanted to know what was my name? (Correct the sentence.)
- d) The guest said, "I don't like sugar in my coffee." (Change the following sentences from direct to reported speech.)
- e) Elisa said to me, "How old are you?" (Change the following sentences from direct to reported speech.)

SECTION-II (4 × 15 = 60 Marks)

Answer the ANY FOUR of the following questions in about 300 words each.

- 7. What is the poet's dream? Does he specify it anywhere in the poem? Do you think it matters whether he does or does not state what his dream is?
- 8. What "anxieties" does Dr Ambedkar express in his speech and what is the basis for his apprehension?
- 9. Explain why the story of the flower is called a 'fable'. What qualities of a fable does the poem have?
- 10. Contrast the status of Mehmood in the past with that in the present in the story "The Kitemaker".
- 11. Describe the structure of a progress report.
- 12. Describe the process of writing a media report.
- 13. What is your dream? Do you still remember it? Since when did you have the dream. Write about it.
- 14. Write about your views on people's attitude towards new ideas and change.

Answers

SECTION-I (4 × 5 = 20 Marks)

1.
 - a) down
 - b) takes after
 - c) hang out
 - d) bring back
 - e) off
2.
 - a) retires
 - b) takes
 - c) doesn't
 - d) increases
 - e) knows
3.
 - a) by
 - b) counsellor
 - c) complement
 - d) lead
 - e) historic
4.
 - a) much
 - b) the
 - c) a glass
 - d) few
 - e) the
5.
 - a) mission
 - b) initial bid
 - c) on board
 - d) Editorial
 - e) Propaganda

6. a) told
b) say
c) They wanted to know what was my name was.
d) The guest said she/he didn't like sugar in her/his coffee.
e) Elisa asked me how old I was.

SECTION- II (4 × 15 = 60 Marks)

7. Unit IV Poem: As You Grew Older, Q.No. 4 in Comprehension-II.
8. Unit IV Prose: The Grammar of Anarchy, Q.No. 1 in Comprehension-II.
9. Unit V Poem: The Flower, Q.No. 3 in Comprehension-II.
10. Unit V Prose: The Kitemaker, Q.No. 3 in Comprehension-II.
11. Unit VI Report Writing-1. Business Report Exercise-I, Q.No. 3.
12. Unit VI Report Writing-2. Media Report Exercise-I, Q.No. 3.
13. Unit-IV Poem: As I Grew Older, Post-Reading Activity Page No. 34.
14. Unit-V Poem: The Flower, Post-Reading Activity Page No. 62.