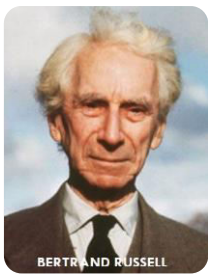


Unit – I

Prose: KNOWLEDGE AND WISDOM

- Bertrand Russell

About the author:



Bertrand Arthur William Russell, a British philosopher, logician, and social reformer, was born on 18 May 1872. He is a founding figure in the **analytic movement** in Anglo-American philosophy and the recipient of the Nobel Prize for Literature in 1950.

He was one of the early 20th century's most prominent logicians, and one of the founders of analytic philosophy, along with his predecessor **Gottlob Frege**, his friend and colleague **G. E. Moore** and his student **Ludwig Wittgenstein**. Russell with Moore led the British "revolt against **idealism**".

He wrote **Principia Mathematica** together with his former teacher **A. N. Whitehead** which is a milestone in the development of **classical logic**. Russell's article "**On Denoting**" has been considered a "paradigm of philosophy".

ESSAY TEXT

Most people would agree that, although our age far surpasses all previous ages in knowledge, there has been no correlative increase in wisdom. But agreement ceases as soon as we attempt to define 'wisdom' and consider means of promoting it. I want to ask first what wisdom is, and then what can be done to teach it.

There are, I think, several factors that contribute to wisdom. Of these I should put first a sense of proportion: the capacity to take account of all the important factors in a problem and to attach to each its due weight. This has become more difficult than it used to be owing to the extent and complexity for the specialized knowledge required of various kinds of technicians. Suppose, for example, that you are engaged in research in scientific medicine. The work is difficult and is likely to absorb the whole of your intellectual energy. You have not time to consider the effect which your discoveries or inventions may have outside the field of medicine. You succeed (let us say), as modern medicine has succeeded, in enormously lowering the infant death-rate, not only in Europe and America, but

also in Asia and Africa. This has the entirely unintended result of making the food supply inadequate and lowering the standard of life in the most populous parts of the world. To take an even more spectacular example, this is in everybody's mind at the present time: You study the composition of the atom from a disinterested desire for knowledge, and incidentally place in the hands of powerful lunatics the means of destroying the human race. In such ways the pursuit of knowledge may become harmful unless it is combined with wisdom; and wisdom in the sense of comprehensive vision is not necessarily present in specialists in the pursuit of knowledge.

Comprehensiveness alone, however, is not enough to constitute wisdom. There must be, also, a certain awareness of the ends of human life. This may be illustrated by the study of history. Many eminent historians have done more harm than good because they viewed facts through the distorting medium of their own passions. Hegel had a philosophy of history which did not suffer from any lack of comprehensiveness, since it started from the earliest times and continued into an indefinite future. But the chief lesson of history which he sought to inculcate was that from the year 400AD down to his own time Germany had been the most important nation and the standard-bearer of progress in the world. Perhaps one could stretch the comprehensiveness that constitutes wisdom to include not only intellect but also feeling. It is by no means uncommon to find men whose knowledge is wide but whose feelings are narrow. Such men lack what I call wisdom.

It is not only in public ways, but in private life equally, that wisdom is needed. It is needed in the choice of ends to be pursued and in emancipation from personal prejudice. Even an end which it would be noble to pursue if it were attainable may be pursued unwisely if it is inherently impossible of achievement. Many men in past ages devoted their lives to a search for the philosopher's stone and the elixir of life. No doubt, if they could have found them, they would have conferred great benefits upon mankind, but as it was their lives were wasted. To descend to less heroic matters, consider the case of two men, Mr A and Mr B, who hate each other and, through mutual hatred, bring each other to destruction.

Suppose you go to Mr A and say, 'Why do you hate Mr B?' He will no doubt give you an appalling list of Mr B's vices, partly true, partly false. And now suppose you go to Mr B. He will give you an exactly similar list of Mr A's vices with an equal admixture of truth and falsehood. Suppose you now come back to Mr A and say, 'You will be surprised to learn that Mr B says the same things about you as you say about him', and you go to Mr B and make a similar speech. The first effect, no doubt, will be to increase their mutual hatred, since each will be so horrified by the other's injustice. But perhaps, if you have sufficient patience and sufficient persuasiveness, you may succeed in convincing each that the other has only the normal share of human wickedness, and that their enmity is harmful to both. If you can do this, you will have instilled some fragment of wisdom.

I think the essence of wisdom is emancipation, as far as possible, from the tyranny of the here and now. We cannot help the egoism of our senses. Sight and sound and touch are bound up with our own bodies and cannot be impersonal. Our emotions start similarly from ourselves. An infant feels hunger or discomfort, and is unaffected except by his own physical condition. Gradually with the years, his horizon widens, and, in proportion as his thoughts and feelings become less personal and less concerned with his own physical states, he achieves growing wisdom. This is of course a matter of degree. No one can view the world with complete impartiality; and if anyone could, he would hardly be able to remain alive. But it is possible to make a continual approach towards impartiality, on the one hand, by knowing things somewhat remote in time or space, and on the other hand, by giving to such things their due weight in our feelings. It is this approach towards impartiality that constitutes growth in wisdom.

Can wisdom in this sense be taught? And, if it can, should the teaching of it be one of the aims of education? I should answer both these questions in the affirmative. We are told on Sundays that we should love our neighbours as ourselves. On the other six days of the week, we are exhorted to hate. But you will remember that the precept was exemplified by saying that the Samaritan

was our neighbour. We no longer have any wish to hate Samaritans and so we are apt to miss the point of the parable. If you want to get its point, you should substitute Communist or anti-Communist, as the case may be, for Samaritan. It might be objected that it is right to hate those who do harm. I do not think so. If you hate them, it is only too likely that you will become equally harmful; and it is very unlikely that you will induce them to abandon their evil ways. Hatred of evil is itself a kind of bondage to evil. The way out through understands, not through hate. I am not advocating non-resistance. But I am saying that resistance, if it is to be effective in preventing the spread of evil, should be combined with the greatest degree of understanding and the smallest degree of force that is compatible with the survival of the good things that we wish to preserve.

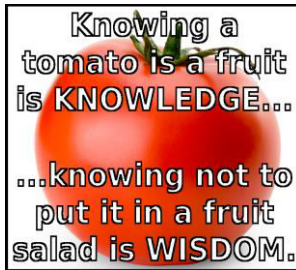
It is commonly urged that a point of view such as I have been advocating is incompatible with vigour in action. I do not think history bears out this view. Queen Elizabeth I in England and Henry IV in France lived in a world where almost everybody was fanatical, either on the Protestant or on the Catholic side. Both remained free from the errors of their time and both, by remaining free, were beneficent and certainly not ineffective. Abraham Lincoln conducted a great war without ever departing from what I have called wisdom.

I have said that in some degree wisdom can be taught. I think that this teaching should have a larger intellectual element than has been customary in what has been thought of as moral instruction. I think that the disastrous results of hatred and narrow-mindedness to those who feel them can be pointed out incidentally in the course of giving knowledge. I do not think that knowledge and morals ought to be too much separated. It is true that the kind of specialized knowledge which is required for various kinds of skill has very little to do with wisdom. But it should be supplemented in education by wider surveys calculated to put it in its place in the total of human activities. Even the best technicians should also be good citizens; and when I say 'citizens', I mean citizens of the world and not of this or that sect or nation. With every increase of knowledge and skill, wisdom becomes more necessary, for every such increase augments our capacity of realizing our purposes, and therefore augments our capacity for evil, if our purposes are

unwise. The world needs wisdom as it has never needed it before; and if knowledge continues to increase, the world will need wisdom in the future even more than it does now.

SUMMARY

Knowledge is not the synonym of **Wisdom**. **Knowledge** and **Wisdom** are the two different things.



According to **Russell**, **knowledge** is defined as the acquisition of data and information, while **wisdom** is defined as the practical application and use of the knowledge to create value. **Wisdom** is gained through learning and practical experience, not just memorization.

A sense of proportion is very much necessary for **wisdom**. By inventing medicine, a scientist may reduce the infant death-rate. Apparently, it leads to population explosion and shortage of food. The standard of life comes down. If misused, knowledge of atom can lead human to destruction by manufacturing nuclear weapon.

Knowledge without wisdom can be harmful. Even complete **knowledge** is not enough. For example, Hegel wrote with great knowledge about history, but made the Germans believe that they were a master race. It led to war. It is necessary, therefore to combine **knowledge** with feelings.

We need wisdom both in public and private life. We need wisdom to decide the goal of our life. We need it to free ourselves from personal prejudices. Wisdom is needed to avoid dislike for one another. Two persons may remain enemies because of their prejudice. If they can be told that we all have flaws then they may become friends.

So, 'Hate Hatred' should be our slogan. **Wisdom** lies in freeing ourselves from the control of our sense organs. Our ego develops through our senses. We cannot be free from the sense of sight, sound and touch. We know the world primarily through our senses. As we grow we discover that there are other things also. We start recognizing them. Thus we give up thinking of ourselves alone. We start

thinking of other people and grow wiser. We give up on our ego. Wisdom comes when we start loving others.

Russell feels that **wisdom** can be taught as a goal of education. Even though we are born unwise which we cannot help, we can cultivate wisdom. Queen Elizabeth I, Henry IV and Abraham Lincoln, are some impressive personalities who fused vigour with **wisdom** and fought the evil.

* * *

SKILLS: 2. VOCABULARY - CONVERSION OF WORDS

Vocabulary means “word power”. It refers to the words that we must understand to communicate effectively.

CONVERSION OF WORDS

It is also called ‘zero derivation’ or ‘null derivation’. It is a kind of word formation involving the creation of a word from an existing word without any change in form, which is to say, derivation using only zero.

"I eared her language." is a great example of a conversion by Shakespeare.

Ear – Noun, To ear – verb (means to hear)

In English grammar, conversion is a word-formation process that assigns an existing word to a different word class (part of speech) without change in either spelling, or pronunciation, or even in meaning.

Such conversions mostly take place from **nouns** to **verbs** or **verbs** to **nouns**. But rarely adjectives to verbs; prepositions to nouns; conjunctions to nouns and interjections to nouns do occur in English.

- ✓ Conversion from nouns to verbs is termed as **Verbification** or **Verbing**.

Ex: Pen (noun) means writing tool

To pen (verb) means to write

Ravi, with his newly bought **pen** (Noun), **penned** (verb) a poem.

- ✓ Conversion from verb to noun is termed as **Nominalisation**.

Ex: Plant (verb), a plant (noun)

She **plants** a **plant** on every occasion

- ✓ Adjectives to verb conversion

Clean (adj.), to clean (verb)

The room always looks clean (adj.), for they clean (verb) it twice a day.

✓ Prepositions to nouns conversion

Down (Prep.), Down (noun)

Travel down (prep.) carefully because there could be ups and downs (noun).

✓ Conjunction to nouns conversion

If (con.), If (noun)

If (con.) she fails...but no scope for ifs (noun) in this case.

✓ Interjections to noun conversions

Oh! (Int.) His oh, ohs (noun) disappointed her to give her best in the performance.

3. ONE WORD SUBSTITUTES

One word substitution is the use of one word in place of a wordy phrase in order to make the sentence structure clearer. The meaning, with the replacement of the phrase remains identical while the sentence becomes shorter.

Following are some of the important one word substitutions

1. **Audience** – a number of people listening to a lecture
2. **Altruist** – one, who considers the happiness and well-being of others first
3. **Atheist** – a person who does not believe in God
4. **Anthropologist** – one, who studies the evolution of mankind
5. **Autocracy** – government by one person
6. **Autobiography** – the life history of a person written by himself
7. **Amputate** – to cut off a part of a person's body which is infected
8. **Arsenal** – a place for ammunition and weapons
9. **Archives** – a place where government or public records are kept
10. **Amateur** – a man who does a thing for pleasure and not as a profession
11. **Aristocracy** – government by the nobles
12. **Aquatic** – animals/plants etc which live in water
13. **Amphibian** – animals which live both on land and sea
14. **Ambidexter** – one, who can use either hand with ease
15. **Alimony** – allowance paid to wife on legal separation
16. **Anthology** – a collection of poems
17. **Abdication** – voluntary giving up of throne in favour of someone
18. **Arbitrator** – a person, appointed by two parties to solve a dispute
19. **Astronomer** – a person, who studies stars, planets and other heavenly bodies
20. **Astrologer** – a person who studies the influence of heavenly bodies on human beings

21. **Anthology** – a collection of poems
22. **Axiom** – a statement which is accepted as true without proof
23. **Agenda** – a list of headings of the business to be transacted at a meeting
24. **Anarchist** – one, who is out to destroy all governance, law and order
25. **Almanac** – an annual calender with positions of stars
26. **Bigamy** – the practice of having two wives or husbands at a time
27. **Bibliophile** – a lover and collector of books
28. **Bouquet** – a collection of flowers
29. **Bureaucracy** – government by the officials
30. **Belligerent** – a person, nation that is involved in war
31. **Biennial** – an event which happens once in two years
32. **Blasphemy** – the act of speaking disrespectfully about sacred things
33. **Creche** – a nursery where children are cared for while their parents are at work
34. **Cosmopolitan** – a person who regards whole world as his country
35. **Chauffeur** – one, who is employed to drive a motor car
36. **Curator** – a person incharge of a museum
37. **Carnivorous** – one, who lives on flesh
38. **Cannibal** – one, who feeds on human flesh
39. **Contemporaries** – belonging to or living at the same time
40. **Cloak room** – a place for luggage at railway station
41. **Cynosure** – centre of attraction
42. **Connoisseur** – a critical judge of any art and craft
43. **Crusade** – a religious war
44. **Choreographer** – one, who teaches dancing
45. **Cacographist** – a person, who is bad in spellings
46. **Calligraphist** – a person, who writes beautiful handwriting
47. **Cynic** – one, who sneers at the aims and beliefs of his fellow men
48. **Convalescent** – one, who is recovering health
49. **Cavalry** – soldiers, who fight on horse back
50. **Cardiologist** – a person, who is specialist in heart diseases
51. **Cartographer** – one, who draws maps
52. **Dormitory** – the sleeping rooms with several beds especially in a college or institution
53. **Drawn** – a game that results neither in victory nor in defeat
54. **Elegy** – a poem of lamentation
55. **Epitaph** – words which are inscribed on the grave or the tomb in the memory of the buried
56. **Ephemeral** – lasting one day
57. **Effeminate** – a person who is womanish
58. **Emigrant** – a person who leaves his own country and goes to live in another
59. **Edible** – fit to be eaten
60. **Egotism** – practice of talking too much about oneself

61. **Encyclopaedia** – a book that contains information on various subjects
62. **Epicure** – one, who is devoted to the pleasure of eating and drinking
63. **Florist** – one, who deals-in flowers
64. **Fastidious** – one, who is very -selective in one's taste
65. **Fanatic or Bigot** – one, who is filled with excessive and mistaken enthusiasm in religious matters
66. **Fatal** – causing death
67. **Fatalist** – one, who believes in fate
68. **Facsimile** – an exact copy of handwriting, printing etc
69. **Fauna** – the animals of a certain region
70. **Flora** – the plants of a particular region
71. **Fratricide** – murder of brother
72. **Fugitive** – one, who runs away from justice or the law
73. **Fragile** – easily broken
74. **Feminist** – one, who works for the welfare of the women
75. **Granary** – a place for grains
76. **Genocide** – murder of race
77. **Gregarious** – animals which live in flocks
78. **Hangar** – a place for housing aeroplanes
79. **Hive** – a place for bees
80. **Horticulture** – the art of cultivating and managing gardens
81. **Homicide** – murder of man
82. **Hearse** – a vehicle which is used to carry a dead body
83. **Hedonist** – one, who believes that pleasure is the chief good (sensual)
84. **Horizon** – a line at which the earth and the sky seem to meet
85. **Honorary** – holding office without any remuneration
86. **Heretic** – one, who acts against religion
87. **Herbivorous** – one, who lives on herbs
88. **Insolvent/Bankrupt** – a person who is unable to pay his debts
89. **Inaudible** – a sound that cannot be heard
90. **Inaccessible** – that cannot be easily approached
91. **Incorrigible** – incapable of being corrected
92. **Irreparable** – incapable of being repaired
93. **Illegible** – incapable of being read
94. **Inevitable** – incapable of being avoided
95. **Impracticable** – incapable of being practised
96. **Immigrant** – a person who comes to one country from another in order to settle there
97. **Invincible** – one, too strong to be overcome
98. **Indelible** – that cannot be erased
99. **Incognito** – travelling under another name than one's own

100. **Indefatigable** – one, who does not tire easily
101. **Infallible** – one, who is free from all mistakes and failures
102. **Invigilator** – one, who supervises in the examination hall
103. **Itinerant** – one, who journeys from place to place
104. **Infirmity** – a home or room used for ill or injured people
105. **Infanticide** – murder of an infant
106. **Infantry** – soldiers, who fight on foot
107. **Inflammable** – liable to catch fire easily
108. **Interregnum** – a period of interval between two reigns or governments
109. **Kennel** – a place for dogs
110. **Lunatic asylum** – a home for lunatics
111. **Lexicographer** – one, who compiles a dictionary
112. **Loquacious** – one, who talks continuously
113. **Linguist** – one, who is skilled in foreign languages
114. **Lapidist** – one, who cuts precious stones
115. **Misanthrope** – a hater of mankind
116. **Misogamist** – one, who hates marriage
117. **Mortuary** – a place, where dead bodies are kept for post mortem
118. **Mercenary** – working only for the sake of money
119. **Matricide** – murder of mother
120. **Martyr** – one, who dies for a noble cause
121. **Maiden speech** – the first speech delivered by a person
122. **Mint** – a place where coins are made
123. **Misogynist** – a hater of womankind
124. **Morgue** – a place, where dead bodies are kept for identification
125. **Mammals** – animals which give milk
126. **Monogamy** – the practice of marrying one at a time
127. **Missionary** – a person, who is sent to propagate religion
128. **Numismatics** – the study of coins
129. **Namesake** – a person having same name as another
130. **Nostalgia** – a strong desire to return home, homesickness
131. **Novice or Tyro** – one, new to anything, inexperienced
132. **Narcotic** – a medicine for producing sleep
133. **Optimist** – a person who looks at the brighter side of things
134. **Orphan** – one, who has lost parents
135. **Omnipresent** – one, who is present everywhere
136. **Omnipotent** – one, who is all powerful
137. **Omniscient** – one, who knows everything
138. **Opaque** – that which cannot be seen through
139. **Obituary** – an account in the newspaper of the funeral of the one deceased

140. **Orphanage** – a home for orphans
141. **Obstetrician** – one, who is skilled in midwifery
142. **Ostler** – one, who looks after horses at an inn
143. **Omnivorous** – one, who eats everything
144. **Pessimist** – a person who looks at the darker side of things
145. **Potable** – fit to drink
146. **Post mortem** – an examination of dead body
147. **Philanthropist** – a lover of mankind
148. **Patricide** – murder of father
149. **Philatelist** – one, who collects stamps
150. **Plagiarism** – literary theft or passing off an author's original work as one's own
151. **Polygamy** – the practice of marrying more than one wife at a time
152. **Polyandry** – the practice of marrying more than one husband at a time
153. **Philogynist** – a lover of womankind
154. **Plebiscite** – (a decision made by) votes of all qualified citizens
155. **Philanderer** – one, who amuses himself by love making
156. **Philistine** – one who does not care for art and literature
157. **Plutocracy** – government by the rich
158. **Pseudonym** – an imaginary name assumed by an author for disguise
159. **Posthumous** – a child born after the death of his father or the book published after the death of the writer
160. **Panacea** – a remedy for all diseases
161. **Paediatrician** – a person, who is specialist in child diseases
162. **Platitude** – ordinary remarks often repeated
163. **Pedant** – one, who makes a vain display of his knowledge
164. **Polyglot** – one, who speaks many languages
165. **Palaeography** – the study of ancient writing
166. **Posse** – a number of policemen called to quell a riot
167. **Parole** – pledge given by a prisoner for temporary release, not to escape
168. **Pedestrian** – one, who goes on foot
169. **Portable** – that can be carried easily
170. **Quarantine** – an act of separation from other persons to avoid infection
171. **Rhetoric** – the art of elegant speech or writing
172. **Regicide** – murder of King or Queen
173. **Sacrilege** – violating or profaning religious things/places
174. **Sculptor** – one, who cuts in stones
175. **Suicide** – murder of oneself
176. **Stable** – a place for horses
177. **Somnambulist** – a person, who walks in sleep
178. **Somniloquist** – a person, who talks in sleep

179. **Souvenir** – a thing kept as a reminder of a person, place or event
180. **Swan song** – the last work (literary) of a writer
181. **Sot, Toper** – one, who is a habitual drunkard
182. **Sinecure** – a job with high salary but little responsibility
183. **Stoic** – a person, who is indifferent to pleasure and pain and has control over his passions
184. **Sanatorium** – a place for the sick to recover health
185. **Sororicide** – murder of sister
186. **Triennial** – an event which happens once in three years
187. **Truant** – a person/student who absents himself from class or duty without permission
188. **Teetotaler** – one, who does not take any intoxicating drink
189. **Transparent** – that which can be seen through
190. **Theocracy** – government by religious principles
191. **Uxorious** – one extremely fond of one's wife
192. **Utopia** – an imaginary perfect social and political system
193. **Uxoricide** – murder of wife
194. **Verbatim** – repetition of speech or writing word for word
195. **Volunteer** – one, who offers one's services
196. **Virgin** – a woman who has no sexual experience
197. **Versatile** – interested in and clever at many different things
198. **Veteran** – one, who has a long experience of any occupation
199. **Venial** – a fault that may be forgiven
200. **Wardrobe** – a place for clothes

4. COLLOCATIONS

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong".

Collocation refers to a natural combination of words that are closely affiliated with each other. Some examples are 'Pay attention', 'Fast food', 'Make an effort', and 'Powerful engine'.



Collocations may seem natural to native writers and speakers, but are not obvious to non-native English speakers. For instance, the adjective "dark" collocates with "chocolate", but not with tea.

Natural English	Unnatural English
The fast train	The quick train
Fast food	Quick food
A quick shower	A fast shower
A quick meal	A fast meal

TYPES OF COLLOCATION

There are several different types of collocation made from combinations of verb, noun, adjective etc. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below are some of the main types of collocation in sample sentences.

1. Adverb + adjective

- Invading that country was an **utterly stupid** thing to do.
- We entered a **richly decorated** room.
- Are you **fully aware** of the implications of your action?

2. Adjective + noun

- The doctor ordered him to take **regular exercise**.
- The Titanic sank on its **maiden voyage**.
- He was writhing on the ground in **excruciating pain**.

3. Noun + noun

- Let's give Mr Jones a **round of applause**.
- The **ceasefire agreement** came into effect at 11 am.
- I'd like to buy two **bars of soap** please.

4. Noun + verb

- The **lion** started **to roar** when it heard the **dog barking**.
- Snow was falling** as our **plane took off**.
- The **bomb went off** when he started the car engine.

5. Verb + noun

- The prisoner was hanged for **committing murder**.
- I always try to **do my homework** in the morning, after **making my bed**.
- He has been asked to **give a presentation** about his work.

6. Verb + expression with preposition

- We had to return home because we **had run out of money**.
- At first her eyes **filled with horror**, and then she **burst into tears**.
- Their behaviour was enough to **drive anybody to crime**.

7. Verb + adverb

- She **placed** her keys **gently** on the table and sat down.
- Mary **whispered softly** in John's ear.
- I **vaguely remember** that it was growing dark when we left.

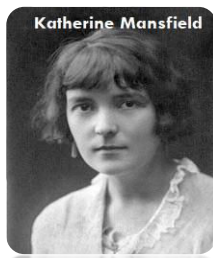
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Unit – II

Prose: **THE DOLL'S HOUSE**

- Katherine Mansfield (pen name)

About the writer:



Kathleen Mansfield Beauchamp (Murry), a short story writer and poet, was born on 14 October, 1888 into a socially prominent English family in New Zealand. She was educated in a village school (Karori) alongside the children of housekeepers, milkmen, and other lower-class children.

At fourteen, she was sent to England to continue her education. On returning to New Zealand in 1906, she found life in a small colonial town oppressed and unpleasant. When she was 19, she left colonial New Zealand and settled in England, where she became a friend of **D.H. Lawrence, Virginia Woolf, Lady Ottoline Morrell** and others in the orbit of the **Bloomsbury Group**. (Hogarth Press)

After the death of her younger brother *Leslie Beauchamp* in **World War I** she focused on writing on New Zealand and her family. **“Prelude”** (1916) is one of her most famous stories in this period.

Mansfield was diagnosed with **pulmonary tuberculosis** in the year 1917 and spent the final years of her life traveling in search of healthier climates and writing profusely. She was most prolific in these final years, writing more than forty stories and several more unfinished works before her early death at the age of 34 (1923).

THEME OF THE SHORT STORY:

The central theme in the present story “The Doll’s House” concerns the inhumanity of social class discrimination and the hope for the dawn of a new day bringing true equality. Hence, Class distinction is a major theme of this short story.

In this story Mansfield portrays how parents poison their children with their perception and bring in class difference between children who should be together as friends. Children don't know the world, they are still learning from their parents.

In simple terms the story “The Doll’s House” is all about the unfair practice of class distinction in society and also it depicts the distinction between the rich and poor based on prejudice in the society.

THE DOLL’S HOUSE MAJOR CHARACTERS



“**The Doll’s House**” was a gift presented by **Mrs. Hay** to the **Burnell** sisters on her arrival as a guest to their household.

BURNELL’S FAMILY (*Rich Family*)

Mrs. BURNELL: Mother of Isabel, Lottie, and Kezia. When Kezia asks her if she can invite Lil and Else Kelvey to see the doll’s house, she tells her no, and does not explain why except to say, “Run away, Kezia; you know quite well why not.”



ISABEL BURNELL: The older sister of Lottie and Kezia, Isabel is bossy and wants to be the first to boast about the doll’s house to the other girls at school.

LOTTIE BURNELL: The middle Burnell daughter and sister to **Isabel** and **Kezia**. She follows what her older sister does.



KEZIA BURNELL: The youngest Burnell sister, Kezia is more independent and thoughtful than both **Isabel** and **Lottie**.

AUNT BERYL: The aunt of Isabel, Lottie, and Kezia Burnell, Aunt Beryl is the sister of Mrs. Burnell and lives with the family in their country home. This implies that she is unmarried and needs to depend on the family financially.



KELVEY FAMILY (*Poor Family*)



Mr. KELVEY: This is not a character in the story except by mention; He is the father of the Kelvey girls, and presumed to be in jail.

Mrs. KELVEY: She is a washer woman and the mother of the girls.



LIL KELVEY: Lil is the older sister of Else and the daughter of the village's "spry washerwoman". She is "a stout, plain child, with big freckles," and wears a dress made from pieces of material her mother collected while cleaning homes.

ELSE KELVEY: The younger sister of Lil is a shy, quiet, and mysterious child. She wears a long white dress that is too big for her and a pair of old boys' boots.



SUMMARY

The Doll's House is a beautiful short story written by Katherine Mansfield. Mansfield is the best artist in portraying the trivial (unimportant) activities of mankind. In this story she reveals the cruelty of grownup people in the society.

She shows the innocence of small children and the cruelty of the society that draws a line between the rich and the poor, higher and lower status of people.

There are five child characters in this story. They are three of the Burnell daughters and two of the Kelvey daughters. Besides this, there are grownups like the Aunt Beryl and Mrs. Kelvey.

This story reveals that small children are innocent but they are poisoned by the grownups and become cruel very slowly. Once Mrs. Hay had sent the Burnell children a doll's house, it was more beautiful than a real house. It had bed rooms, living rooms, kitchen, chimneys, bedclothes, doll family and all are painted, decorated and excellent ones.



It was unique and large. It was newly painted so it was kept outside in the courtyard for a few days until the smell of the paint was disappeared. Above all there was a lamp that Kezia thought to be a real one.

The Burnell children were overjoyed to find the excellent doll's house. The next day they reached school with great excitement. They were burning to tell about the wonderful doll's house. Burnell's eldest daughter **Isabel** told her friends about it during the lunch hour at the school.



All the children came together. Among them there were **Emmie Cole**, **Lena Logan** and the rest. But two of the girls did not come near them. They were downtrodden, lower class children or the daughters of Mrs. Kelvey. Mr. Kelvin was a jailbird. Mrs. Kelvey used to walk from door to door, asked for bits of cloth and gave them to her daughters.



Besides, the Burnell's mother had forbidden their daughters to speak with the Kelvey's. All the school children, two at a time came to the Burnell's house to see the doll's house. Only Else Kelvey and Lil Kelvey were left uninvited. Nobody spoke with them.

One day, Kezia, the youngest daughter of the Burnell's asked her mother to call the Kelvey's her home, but her mother abused her and she was silenced. The Kelvey's were shunned by all, hated by all. Only the two sisters understood each other.

Then one day Kezia saw those two girls coming towards her gate. She invited them to go and see the doll's house. With much hesitation they went into the courtyard and saw the wonderful house. Else saw the little lamp.



At this very moment Aunt Beryl's harsh voiced was heard. She shoed them off as if they were chicken. Afraid of the situation, they squeezed through the gate and ran away. Far off they sat on a drainpipe and the younger sister expressed her pleasure.

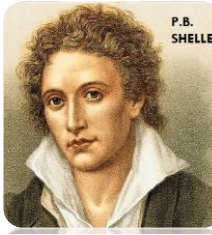
In this way the poor children were hated by all. Innocent child like Kezia saw no difference between one and another but the elder people create difference in society.

* * *

Poetry: 2. OZYMANDIAS

- Percy Bysshe Shelley

About the author:



Percy Bysshe Shelley is one of the most popular English **Romantic poets**, and is regarded as a great lyrical poet in English language. He was born on the 4th of August 1792 in England and died on the 8th of July 1822 in Italy (Livorno).

He is also known as '**Poet of lyrics**', '**Revolutionary poet**' and '**Poet of hope and regeneration**'. He is one the second generation romantic poets along with **John Keats** and **Lord Byron**.

Shelly began writing at his age 17 with a Gothic novel '**Zastrozzi**' (1810) in which he voiced his own heretical and atheistic opinions through the villain Zastrozzi. He continued his writings with more publications, including a pamphlet called "**The Necessity of Atheism**"(1811) which got him expelled from Oxford University after less than a year's enrolment.

He became a key member of a close circle of visionary poets and writers that included **Lord Byron**, **John Keats**, **Leigh Hunt**, **Thomas Love Peacock** and his second wife '**Mary Shelly**'

Gandhi's Non-Violent Protests were inspired **by** Shelley's Political Poem, '**The Masque of Anarchy**'

"Shelley was the most gentle, the most amiable and least worldly-minded person I ever met". – **Lord Byron**

About the poem:

The **major theme** behind the poem "**Ozymandias**" is that all power is temporary, no matter how prideful or tyrannical a ruler is. Through this poem, Shelley throws light on the nature of power and impermanence of regnal glory, by referring to a fragment of a statue of Ramesses II or Ozymandias.

Shelley wrote this poem in competition with his friend Horace Smith in 1817 and had it published in **The Examiner** in 1818 under the pen name **Glirastes**.

POETICAL TYPE:

“Ozymandias” is a **sonnet**, in this case a variant of a Petrarchan **sonnet**. The Petrarchan **sonnet** is divided into an 8-lined **octave** that creates a situation and a 6 line **sestet** that comments on the situation.

RHYME SCHEME:

The **rhyme scheme** is initially **Shakespearean**, as the first four lines **rhyme** ABAB. But then the poem gets strange: at lines 5 to 8 the **rhyme scheme** is ACDC, rather than the expected CDCD. For lines 9 to 12, the **rhyme scheme** is EDEF, rather than EFEF.

POEM TEXT

I met a traveller from an antique land,	1	-	A
Who said—“Two vast and trunkless legs of stone	2	-	B
Stand in the desert. . . . Near them, on the sand,	3	-	A
Half sunk a shattered visage lies, whose frown ,	4	-	B
And wrinkled lip, and sneer of cold command,	5	-	A
Tell that its sculptor well those passions read	6	-	C
Which yet survive, stamped on these lifeless things,	7	-	D
The hand that mocked them, and the heart that fed;	8	-	C

OCTAVE

And on the pedestal , these words appear:	9	-	E
My name is Ozymandias, King of Kings;	10	-	D
Look on my Works, ye Mighty, and despair!	11	-	E
Nothing beside remains. Round the decay	12	-	F
Of that colossal Wreck , boundless and bare	13	-	E
The lone and level sands stretch far away.”	14	-	F

SESTET

MEANINGS FOR TRICKY WORDS IN THE POEM:

Antique: old/ancient

Trunkless: without the upper body (the main part of the body of a human being or an animal, excluding the head, neck, and limbs)

Sunk: to descend below the surface of something

Shattered: broken into pieces

Visage: face

Frown: expression of anger or displeasure

Wrinkled: marks of lines or folds

Sneer: facial expression of scorn or hostility in which the upper lip may be raised

Cold: without feelings for others

Command: domination or control

Sculptor: an artist who makes sculptures

Passions: refers to the expressions on the king's face

Read: interpreted

Survive: continue to exist after his death

Stamped: sculpted, printed or engraved

Mocked: to copy something

Pedestal: the base of a statue

Mighty: the powerful kings of the world

Despair: without hope

Beside: else

Decay: broken pieces of the statue

Colossal: extremely large or great

Wreck: ruins

Boundless: without limits

Bare: without the great statue of Ozymandias

Lone: the only survivor

Moral of the poem -

In this poem the poet wants to tell us that we are mortals and remain in the world for a short time. We must not try to immortalize ourselves by acts of constructing huge statues and monuments. These things are also timely, and the mighty time destroys everything.

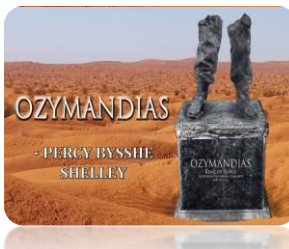
The pride and vanity which accompanies these accomplishments does not even let us remain good human beings. So, rather than aiming for endless name and fame, we must lead a humble and generous life. This approach towards life gives meaning to our life and we are recognized for our good deeds rather than the pomp and show.

SUMMARY

The poet met a traveller who came from a remote land. He told the poet that he saw the remains of a statue in the desert. Two huge legs made of stone stood and the remaining part of the statue – the upper body was missing. Another part of the statue, the face lay on the sand nearby.



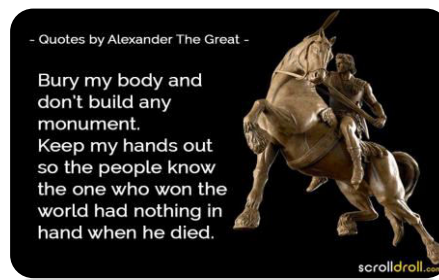
It was damaged and broken into pieces. The face of the statue had expressions of displeasure and a taunting smile. The wrinkles and lines of the face were also there. The poet says that the sculptor who had made the statue had read the expressions on the Egyptian king Ramesses' face very well as he was able to copy them onto his statue so accurately. These expressions continued to exist even after the king's death through this lifeless statue. The sculptor's hands copied the king's ruthless expressions and mocked at them while the king's stone heart brought out these expressions on his face.



At the base of the statue the words - "My name is Ozymandias, king of kings: Look upon my works, ye Mighty, and despair!" were engraved. The king introduced himself as Ozymandias, the most powerful king.

He ordered all the powerful kings of the world to look at his huge statue and feel belittled in front of the mightiest king – Ozymandias.

The poet says that now nothing else other than this engraving remains. The statue broke down with the passage of time and its broken pieces could be seen lying around. The vast desert stretched all around and it seemed to be endless. The statue of the great king Ozymandias was nowhere to be seen.



* * *

Non-Detailed Text: 3. FLORENCE NIGHTINGALE (*Sister of Mercy*)

- Abrar Mohsin

WORLD'S GREAT LIVES

Author: Abrar Mohsin

Edition: 1994, Reprint 2003.



This fascinating book looks at the lives of eleven men and women who have shaped history. These include Shakespeare, Omar Khayyam, Michelangelo, Confucius, Buddha, Columbus, Alexander, Lincoln, **Florence Nightingale** (*Sister of Mercy*), Newton, and Cleopatra.

FLORENCE NIGHTINGALE

Florence Nightingale was born on 12 May 1820 into a wealthy family in the city of Florence, Italy. She was named after the city of Florence where she was born. She died on 13 August 1910 in London. She is popularly known as **“The Lady with the Lamp.”** She was a British nurse, social reformer and statistician best known as the founder of modern nursing.

From a very young age, Florence Nightingale was active in philanthropy, treating the ill and poor people in the village neighbouring her family's estate. By the time she was 16 years old, it was clear to her that nursing was her calling. She believed it to be her divine purpose.

THE LADY WITH THE LAMP



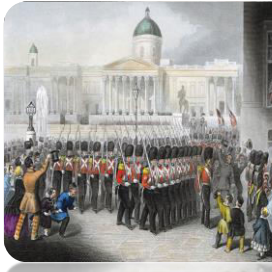
“The Lady with the Lamp” describes the suffering of the British soldiers in the Crimean war. When Florence made her rounds at night, she carried a lamp with her to light her way to the wounded soldiers.

The Sisters of Mercy

In 1854, an appeal went out to nurses in both England and Ireland, and especially to religious nurses, to care for the troops fighting in the **Crimean War**.

The Religious Sisters of Mercy are the members of a religious institute of catholic women founded in 1831 in Dublin, Ireland, by Catherine McAuley answered that call. Twelve Irish **Sisters of Mercy** served as nurses at the Crimean war. **Mother**

Clare Moore led a group of four English **sisters** from the Bermondsey convent in London's docklands. They worked closely with **Florence Nightingale** at the Scutari Barrack and General hospitals for nearly two years.



In 1854, under the authorization of Sidney Herbert, the Secretary of War, Florence Nightingale brought a team of 38 volunteer nurses to care for the British soldiers fighting in the **Crimean War (1853-1856)**, which was intended to limit Russian expansion into Europe.

Nightingale and her nurses arrived at the military hospital in Scutari and found soldiers wounded and dying amid horrifying sanitary conditions. Ten times more soldiers were dying of diseases such as typhus, typhoid, cholera, and dysentery than from battle wounds.

The soldiers were poorly cared for, medicines and other essentials were in short supply, hygiene was neglected, and mass infections were common. There was no equipment to process food for the patients. The military hospitals were dirty and run down. Florence made sanitary improvements which helped in bringing down the death rate.

Florence was kind and gentle with the soldiers. She would talk with them and comfort them as she made her rounds. This gave the soldiers hope. When Florence made her rounds at night, she carried a lamp with her to light her way.



We can see that the wounded soldiers life is just give and give and then to ask for more. This could be seen as nightingales' advocacy (support) and work for the soldiers. The red clad British soldiers were helped by her when they were shot and wounded.

Nightingale's accomplishments during the disastrous years the British army experienced in the Crimea were largely the result of her concern with sanitation and its relation to mortality, as well as her ability to lead, to organize, and to get things done.

Nightingale's work brought the field of public health to national attention.

She was one of the first in Europe to grasp the principles of the new science of statistics and to apply them to military and later civilian hospitals. In 1907, she was the first woman to be awarded the Order of Merit. Nightingale's image has often been sentimentalized as the epitome of femininity, but she is especially remarkable for her intelligence, determination, and amazing capacity for work.

Victoria was **Queen** of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death 1901. During the Crimean War, she was in regular contact with **Nightingale** to hear of the state of the British soldiers. After the War the **Queen** and **Nightingale** maintained a friendship.

* * *

CRIMEAN WAR

Date: October 4, 1853 - February 1, 1856

Place & Involved Countries:

Crimean War was fought mainly on the **Crimean Peninsula** between the **Russians** and the **British, French, and Ottoman Turkish**, with support from January 1855 by the army of **Sardinia-Piedmont**.

CAUSES OF THE CRIMEAN WAR

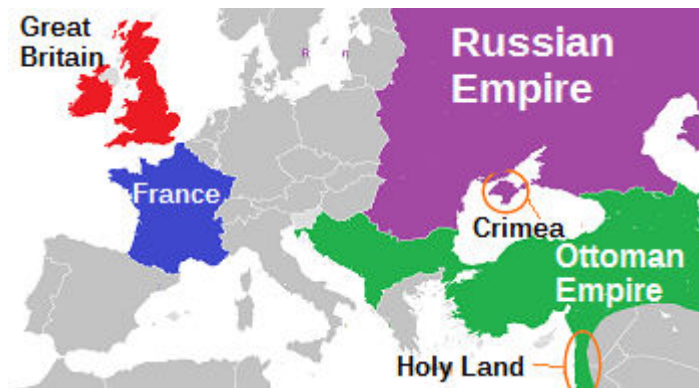
Major Cause: Balance of **power** and **religion**

The **Holy Land** was then the part of the Ottoman Empire. This part of the world is important to three different religions: Islam, Christianity, and Judaism. For hundreds of years, members of these three religions have been fighting over who gets to control the Holy Land.

At the time of the Crimean War, the Ottoman Empire controlled the Holy Land. Most people living in the Ottoman Empire and the Holy Land were Muslims, but there were also several different groups of Christians there.

That was a problem for the French and the Russians. People in France and Russia were mostly Christians, but they came from two different groups. People in France were mostly **Roman Catholics**, while people in Russia were mostly **Eastern Orthodox**. The French wanted to control the Holy Land so they could make sure all the Roman Catholics were safe. The Russians wanted to control the

Holy Land so they could make sure all the **Eastern Orthodox** people were safe. Meanwhile, the Ottoman Empire didn't want either of them pushing in.



* * *

4. Reading Skills: Skimming & Scanning

Skimming and **Scanning** are two very different techniques for speed reading. They are each used for different purposes, and they are not meant to be used all the time. People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time.

What is skimming?

Skimming is one of the reading techniques that one can use to read more in less time. It refers to looking only for the general or main ideas without going into detailed reading.

For example **a newspaper** is read to quickly get the general news of the day.

What is scanning?

Scanning is a reading technique which means looking through a text quickly to find specific information.

It is commonly used in everyday life, for **example** when looking up a word in a dictionary or finding your friend's name in the contacts directory of your phone.

* * *

Unit – III

1. THE NIGHT TRAIN AT DEOLI (PROSE)

- Ruskin Bond

About the author:



Ruskin Bond is an Indian author of British descent was born on 19 may 1934. He is considered to be an icon among Indian writers and children's authors and a top novelist. He wrote one of his first short stories, "Untouchable", at the age of sixteen in 1951.

He wrote his first novel "The Room on the Roof" when he was seventeen. The novel brought him John Llewellyn Rhys Memorial Prize in 1957. He received the "**Sahitya Akademi Award**" for English writing, for his short stories collection, "Our Trees Still Grow in Dehra" in 1992. He was awarded the Padma Shri in 1999 for contributions to children's literature and the Padma Bhushan in 2014. He now lives with his adopted family in Landour near Mussoorie.

About the Lesson –

The **Night Train at Deoli** is a story of innocence, memories, connection, love, desire, acceptance and fear.

SUMMARY

"The Night Train at Deoli" is a short story by Ruskin Bond. It narrates the story of a short meeting that takes place between an eighteen year old college student travelling by train and a young girl selling baskets on a railway platform. He meets the girl only twice during his travels. He understands that the girl had stolen his heart.



An eighteen year old college student travels from the plains to his hometown of Dehradun every summer. He prefers to travel by the overnight train. Early in the morning the train stops in the small village of Deoli. The student does not understand why the train had to stop there as no one either got on or off the train at that station.

On one such trip, the student notices a pale girl selling cane baskets on the platform. She appears to be poor, but moves with grace and dignity. Her shiny black hair and dark, troubled eyes attracts the author. The girl offers to sell baskets to him. He initially refuses to buy and later when she insists, happens to buy one with a little hesitation, daring not to touch her fingers.



Both of them just look at each other for quite some time without speaking a word. It seems to form a bond between them. As the train moves away he asks her whether she would be there on his return journey. Though she says something, he is unable to hear it because of the train's noise.



On his return journey he looks for her and finds her. They are happy to see each other like long lost friends. Though they do not speak a word, their silence speaks more than words. He feels like taking her with him but does not do so. He tells her that he needs to go to Delhi and she replies saying she need not go anywhere, perhaps expressing her helplessness.

Both of them separate unwillingly as the train leaves the station, with the hope of meeting again. The meeting helps to break the monotony of his journey. It gives a sense of attachment and responsibility towards the girl. Both during his journey and for a long time later on, he keeps thinking of the girl he met at the station at Deoli.

The next summer, soon after his college term finishes, he hurriedly leaves for Dehra. His visit to see his grandmother is just an excuse. He is eager to meet the girl once again. This time she is not to be seen at the Deoli station though he waits for a long time. This deeply disappoints him and a sense of foreboding overcomes him. On his way back to Delhi, he again waits anxiously to see her, but it ends in vain. On enquiry, he comes to know that the girl has stopped coming to the station to sell her cane baskets and nobody knows about her. Once again, he has to run to catch his train. He makes up his mind that he

would definitely break journey there, spend a day in the town, make enquiries and find the girl who had stolen his heart.

The following year in summer, he again walks up and down the platform hoping to see the girl, but somehow, he cannot bring himself to break the journey to look for her. He seems to be afraid of discovering the truth about her. He is afraid that he might find out something unpleasant about her which is not acceptable to him. He just wants to retain his sweet memories of her. But he suggests to his readers that he did not want to project himself like a hero of a movie where the hero would meet his beloved after undergoing all hardships and finally win her over. He prefers to keep hoping and dreaming, waiting for the girl.

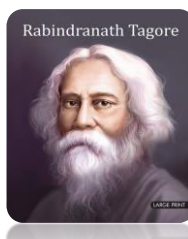
We know very little of the young man's family or circumstances, we can see ourselves in him. We all remember moments of fantasy-like love; feelings of strong attraction toward a person we barely know. We know what it is like to build someone up in our imagination. The narrator never moves beyond that place. He never acts, and he is filled with remorse because of it. Because Bond's narrator is a kind of "every man," it is easy for readers to empathize with him.

* * *

POETRY: 2. WHERE THE MIND IS WITHOUT FEAR (PRAYER)

- Rabindranath Tagore

About the poet:



Viswakavi (world poet) Rabindranath Tagore was born on May 9, 1861 in Bengal. He is also known as '**Gurudev**'. He is a Bengal poet who played three distinctive roles as a Philosopher, Poet, and Patriot.

He is the one who wrote not only India's National Anthem but also Bangladesh's National anthem. He became the first **non-European** to receive the Nobel Prize for his famous book '**Gitanjali**' in the year 1913.

"I read Rabindranath every day, to read one line of his is to forget all the troubles of the world." – **W.B. Yeats** (Irish Poet)

About the poem –

It is a pre-independent **poem** in which the poet sincerely urges (wish) to God to awake his fellow beings for the realization that the essential need to live in a free and united country. He wants his countrymen to awake and enjoy the life of full dignity and honour.

It is an 8 line short poem, written in **free verse**. It was included in the volume called "**Naibedya**" ("Chitto jetha bhoysunyo") and the theme of the poem is **patriotism**. This is the 35th poem in **Gitanjali: Song Offerings**.



Poem Text

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

SUMMARY

In the very first line, the poet prays to the Almighty that his countrymen should be free from any fear of oppression or forced compulsion. He wishes that everyone in his country has his head held high in dignity. In other words, according to him, in a truly free country every person should be fearless and should have a sense of self dignity.

In the second line of the poem the poet dreams of a nation where knowledge would be free. Education should not be restricted to the upper class only but everybody should be allowed to acquire knowledge. Not only that, the children should learn freely from the nature and the world around them. They should not be forced memorize some predetermined lessons. And this is Tagore's typical concept of education.

In the third line, the poet emphasizes the unity of not only of his countrymen but also of the entire world. He thinks there should be no division among people based on their caste, creed, colour, religion or other baseless superstitions. In other words, prejudices and superstitions should not divide the people in groups and break their unity.

In the fourth line of the poem, Tagore wants a nation where people are truthful. They should not be superficial and words should come out from the depth of their hearts.

In the fifth line of the poem, the poet wants everyone to work hard to reach their goal, and in the long run to reach perfection. . He thinks they should not be tired by working. People should not be lazy and ignoring their work.

In line 6, the poet compares 'reason' or logical thinking to a "clear stream" and 'dead habits' or superstitious beliefs compares to a 'dreary desert'. He wants the stream of reason not to lose its way into the desert of prejudices. In short, people's thought should be monitored by rational thinking, not by superstition; logic should rule over old baseless beliefs.

In line 7 the poet wishes his countrymen to be progressive and broad-minded. He wants that their minds are "led forward" to "ever-widening thought and action" by the Almighty. In short, we should be open-minded and do something unusual or extraordinary, overcoming the narrowness of mind.

In the last line of the poem, the poet addresses the God as 'Father'. He asks him to awaken his country into such a 'heaven of freedom' where the above conditions meet.

Message of the Poem

The **Poet's message** is very clear in the poem. If all the people of a nation are not wise enough to lead a happy and peaceful life free from all evils, they cannot enjoy their freedom well. So to the poet, only political freedom is not so important unless you are fearless, self-dignified, knowledgeable, truthful, hard-working and broad-minded enough to enjoy it fully.

* * *

SKILLS: 3. READING COMPREHENSION

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

The purpose of reading is comprehension and getting meaning from written text.

Benefits of Comprehension

- Comprehension improves our reading skill and develops understanding of text.
- Comprehension develops our habit of effective as it compels us to study with care and concentration.

- Comprehension develops our writing skill because it gives us a useful practice in writing.

Read the following passage carefully and answer the questions

Light enters the eye by refracting, or bending, as it passes through the cornea. Light rays then pass through the opening into the eye known as pupil. The pupil size is controlled by a muscle known as the iris. The pupil becomes the smaller when in bright area and larger in dark area. After leaving the pupil, light rays are refracted once again as they pass through the convex lens of eye. Light rays continue travelling through a jelly-like material called the vitreous humour. An upside down image is formed on the back of the eye known as the retina. Cone cells on the retina interpret the colour of the image and rod cells interpret the black and white colours. Lastly the image is taken to the brain for the image to be seen correctly.

Questions:

1. What is the opening into the eye called?
2. What is the muscle that controls the size of the pupil?
3. State true or false:
The pupil becomes smaller in dark areas.
4. Write the antonym of 'convex'.
5. Where does an upside down image form in the eye?

NOTE MAKING/TAKING**Note Making**

Note Making is the practice of keeping record from different sources. It essentially goes beyond writing down what you hear or see.

Note making is a more intellectual activity than Note taking as it involves selecting, analysing, and summarizing what you hear and read. Note Making is therefore an active approach to studies as it forces you to think as you have to make decisions about what you write.

Ultimately, Note making can be defined as a way of recording important details from a source. That source could be books, articles, or any journals.

Stages of Note making:

1. **Before stage:** This is where you prepare by finding out what you need to know and what is the purpose of Reading or Lecture.
2. **During:** This is the stage where you note down the main ideas and key words
3. **After:** Here, you reflect, review and organize your notes.

Flowing from the above Note making happens when you:

1. Synthesize your reading from a number of sources on the same topic
2. Summarize for yourself the connections in any reading or from any lecture
3. Add your own critical comments to what you read or hear.

Advantages of Note Making

- a. Note making is essential in Academic writing and preparation for Exams
- b. It helps in recording and recollecting past events said or heard
- c. Note making provides a permanent record of things and helps one in understanding materials, topics, and concepts easily.
- d. Note Making helps one to put Notes in their own words
- e. Note Making makes it easier to distinguish between key points and details
- f. Note Making helps a person to pay attention to what they are reading, as you cannot make note without paying attention to what you are reading.

NOTE TAKING

Note taking is the act of writing down pieces of information in a systematic way. It is the first stage of producing an effective note and is the process which involves writing or recording what you hear, see or read during Lectures, Tutorials, Webinar and Seminar in a descriptive way.

Note taking may also be referred to as the practice of recording information captured from another source. By taking notes, the writer records the essence of the Information, freeing their mind from having to recall everything.

From the above definition, it is conclusive to state that Note taking is what we do when we attend Lectures, watch videos.

* * *

Unit – IV
POETRY: 1. COROMANDEL FISHERS
- Sarojini Naidu

About the Poet:



Sarojini Naidu was born in Bengali family on 13 February, 1879 in Hyderabad. She is popularly known as the **'Nightingale of India'** or **"Bharat Kokila"**. She was a celebrated poet, playwright and Indian independence activist.

She was the first woman to become President of the Indian National Congress and the first woman to achieve the post of Governor of Uttar Pradesh state.

About the poem:

The poem **'Coromandel Fishers'** is about the fishermen, yet it metaphorically reflects the poet's desire for free India and thus she encourages the people of the nation to hasten their struggle.

It is a poem of a fisherman, who is encouraging his fellow fishermen to get to work by the dawn. The poetess portrayed the hard life style of the fishermen and their meagre earnings beautifully in this poem.

The poem consists of three stanzas having four lines each. The **rhyme scheme** of the poem is AABB.



Poem Text

Rise, brothers, rise; the wakening skies pray to the morning light, A
the wind lies asleep in the arms of the dawn like a child that has cried all night. A
Come, let us gather our nets from the shore and set our catamarans free, B
to capture the leaping wealth of the tide, for we are the kings of the sea! B

No longer delay, let us hasten away in the track of the sea gull's call, A
the sea is our mother, the cloud is our brother, the waves are our comrades all. A
What though we toss at the fall of the sun where the hand of the sea-god drives? B
He who holds the storm by the hair, will hide in his breast our lives. B

Sweet is the shade of the cocoanut glade, and the scent of the mango grove, A
And sweet are the sands at the full o' the moon with the sound of the voices we love; A
But sweeter, O brothers, the kiss of the spray and the dance of the wild foam's glee; B
Row, brothers, row to the edge of the verge, where the low sky mates with the sea. B

SUMMARY

Sarojini Naidu in her poem, 'The Coromandel Fishers', described the life of the fisherman and also described the beauty of nature and the folk culture of the Coromandel Coast of India. It depicts the relationship of fishermen with nature. Nature stands as a symbol of beauty that expresses the optimistic view of life.



She asks the fisher folks to wake up and offer their prayers to the morning light. The wind is calm and quiet like a child that sleeps soundly after crying the whole night. She asks the fishermen to gather the nets and set their catamarans (Ships) free and set out into the sea to gather the leaping wealth of the tide as they are the kings of the sea.

She asks the fisher folks not to delay and quickly set forth (begin a journey) in the track of the **sea gulls** call.

She comforts the folks by saying that the sea is their mother, the cloud is their brother and the waves toss their boats at sunset and drive them far, God who controls the storm will protect their lives from its rage.

She also says that the coconut glade gives shade and the sweet fragrance of the mango grove is soothing. Moreover the sight of the sands on a full moon night is very beautiful, mixed with the voices of the birds early at dawn.



But beyond all this, the kiss of the spray and the dance of the wild foam in joy are far sweeter. So she asks the fisher folks to row their catamaran to the edge of the borders, the horizon, where the low sky appears to unite with the sea.

The deeper meaning and critical appreciation of the poem 'COROMANDEL FISHERS'

The poet asks the freedom fighters (the fishermen) to wake up as the success i.e. independence of India is quite near. *The wakening skies pray to the morning light* symbolizes the land which is welcoming the independence after being in the darkness of the slavery for so long.

The wind lies asleep in the arms of the dawn like a child that has cried all night refers to the atrocities that the land of India and the people of India had suffered in the hands by British during their cruel rule. With the independence, it will vanish away.

Come, let us gather our nets from the shore and set our catamarans free. In this line, the poet asks the freedom fighters of India to take their weapons (nets) to capture the leaping wealth of the tide that is the freedom of India because they are the kings of the sea, which refers to India.

In the second stanza, the poet urges the freedom fighters not to delay and at once start fighting as the leaders (*sea-gulls*) have declared a war against the British and they should follow their leader's path.

According to the poet, *The Sea is our mother, the cloud is our brother, the waves are our comrades all*, which mean the land theirs and everything in it is their family and hence they (the freedom fighters) need not fear.

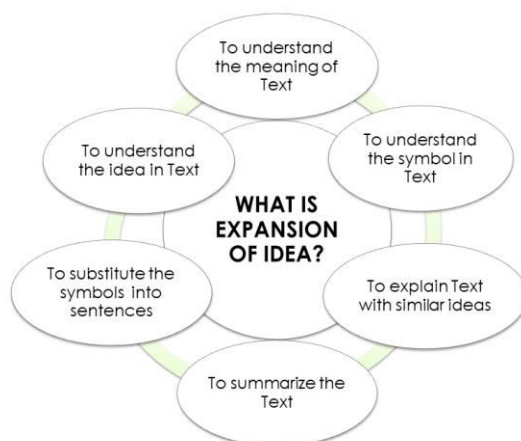
The land which is mother-god will protect them from the **wind** or the foreign rulers and protect them (the freedom fighters).

In the final stanza, the poet says that the comforts and the joys that the Indians enjoy under the might be sweet but the fragrance of independence and the feeling of being free is quite sweeter and hence the freedom fighters should wage (pursue) a final war on the British.

* * *

SKILLS: 2. EXPANSION OF IDEAS

Expansion of an idea is the enlargement of a sentence into a short a passage to bring out its full meaning. It means to understand and to describe the meaning and idea given in the particular text. The text may be **a proverb**, an idiom, a title, **a poetic line** or a good thought.



Expansion of Proverbs:

Expansion of proverbs is a meaningful writing task. To **expand a proverb**, you will have to explain its meaning and elaborate on its significance by using reasoning and giving examples from real life to convey its truth and wisdom clearly to the reader.

Steps to Remember

1. Examination – Read the idea carefully.
2. Exposition – Write your own versions as a rough draft.
3. Elaboration – Add details, examples, explanations.
4. Conclusion – Close your passage by a kind of summarising sentence.
5. Fair out – Write out finished version paying careful attention fairly.

Expand the following ideas

NO RISK, NO GAIN

Meaning: The proverb, **no risk no gain** means **no** effort, **no** success.

The way to success in life is trouble with dangers and uncertainties and only those persons who can overcome them by undertaking risks can enjoy the glory of success. The proverb, no pain (risk) no gain means no effort, no success.

Parents make their children pursue education since childhood, aiming to lead a better life. With peerless parental love, they want their children to be educated people. They often tell us to work hard at our lessons. They beat or scold us if we do not study well because their life experience proves that “No risk, no gain.” We cannot succeed in life without taking pains. To pass an examination, students must attend classes regularly and learn their lessons daily. The people who do not dare to take risk and give up their attempts at the first sight of dangers and difficulties can never attain success.

Therefore if we want to obtain success, we must take a risk and encounter the dangers and difficulties with courage, perseverance, and patience. Similarly, continuous training is necessary for soldiers to defend themselves and to defeat the enemies in the battlefield. Not an athlete will win over games without serious training.

KNOWLEDGE IS POWER

Meaning: It **means** that knowledge is more powerful than physical strength and no great work can be done without knowledge.

Knowledge is considered superior to physical strength in gaining success. A society or community that is devoid of knowledge is considered backward, even if they are a physically strong group. Many physically powerful nations were defeated by nation having greater intelligence and knowledge.

Knowledge helps human beings to utilize the various forces of nature for the benefit of humanity. The rise of human beings as the most powerful living-beings on planet is only due to the knowledge and the proper application of knowledge.

Knowledge plays a vital role in every sphere of human life and activity. Knowledge has helped in the advancement and development of civilization and culture. The application of knowledge has led man to the path of progress.

HONESTY IS THE BEST POLICY

Meaning: Being honest is always **good** and fruitful.

Corruption has spread through India like an epidemic. At every twist and turn you meet people who are willing to do anything dishonest in order to earn money. Dishonesty in words and deeds is so common now that people have almost accepted it as a rule rather than an exception. An honest person is a bit of an oddity in present day India.

We all know from our experience that a lie will lead to another ten lies; a misdeed may need another ten misdeeds to cover it up. Still we tell lies and do wrong things.

Every religion tells us that we must be honest. No one likes a dishonest people because they cannot be trusted. The truth is always so simple. Dishonesty is like a whirlpool from which escape is difficult. Sometimes we are punished for being honest, but it is nothing compared to the pain and suffering that we cause to others due to our dishonesty.

Gandhi laid great emphasis on the need for truthfulness in words and deeds. His life throughout was a struggle to uphold the virtue of truth. A truthful person can speak and act with moral conviction. He commands respect and reverence in society. Such people are necessary in the world today.

STRIKE WHILE THE IRON IS HOT

Meaning: Make use of an opportunity immediately.

Take full and prompt advantage of any favourable circumstances. Fast and decisive action at the appropriate moment brings success in life.

A blacksmith should always strike the iron when it is hot. A blacksmith can give any shape to the red-hot iron. It is because iron becomes soft when heated. Iron hardens again when it becomes cold. A blacksmith cannot hammer and give the desired shape to iron when it is cold. He has to wait for appropriate opportunity and hit the iron before it gets cold.

Hence, whenever an opportunity comes, we should leave no stone unturned to make the most of it.

A student should study sincerely to make the most of the opportunity availed to him at his school and college. If a student studies all year round, he is sure to excel in examination.

* * *

NOTICES, AGENDAS AND MINUTES OF MEETING

Notice, agenda and minutes are part of business or organisation meeting communication.

NOTICE

A notice is a part of meeting correspondence. It is a both communication and invitation to a meeting. This is a formal letter and follows a fixed format. Its components are as listed hereafter.

- ✓ When a meeting is to be conducted, a notice of the proposed meeting needs to be sent to all members eligible to attend the said meeting.
- ✓ It originates from the proper authority.
- ✓ Purpose of the meeting with clear agenda is to be stated.
- ✓ It clearly and specifically states the day, date, time and place of meeting.
- ✓ Date of circulation and convener's signature are essential.
- ✓ It must mention TA/DA payment mode, arrangement etc. Acknowledgement of receipt of the notice by each person is to be recorded.

Qualities of a good Notice:

An effective notice

- Should be accurate, clear, concise and decisive.
- Uses correct, unambiguous, appropriate and polite language.
- has short words and sentences.
- Uses an attractive layout.
- Carries separate paragraph for each separate idea and numbering of paragraph for better understanding of the reader.

A MODEL NOTICE**Nava Bharath Educational Society****Vijayawada****11-08-2021**

It has been proposed to convene the executive body meeting of our Nava Bharath Educational Society at 4.30 pm on 21st August 2021 at our society's Regd. Office in Moghalraipuram, Vijayawada. Our society's president Sri M.V.S.R Rao garu will be in the chair.

AGENDA

An agenda is a document that outlines the contents of a forthcoming meeting. It comes next to the Notice in order. It is usually sent along with the notice of a meeting. Basically agenda is a statement of business or assignment to be discussed in the meeting on which minutes and decisions are taken thereafter. Agenda should be specific and clear to all authorised persons.

SAMPLE AGENDA**Nava Bharath Educational Society****Vijayawada****11-08-2021****AGENDA FOR THE PROPOSED MEETING on 21-08-2021**

1. Applying for the new courses for 2021-2022 A/y
2. Required new faculty recruitment procedure
3. Audited accounts for 2020-2021 approval
4. Any other issue with chairperson's permission

TA and DA will be paid as usual to all the attending members. You are requested to acknowledge receipt of this notice.

-Sd.-

SECRETARY

NBES

Vijayawada

MINUTES

'Minutes' is a chronological written statement of resolutions, taken in meeting. It is taken on the elaborate discussion of the agenda. It is a list of motions and resolutions adopted after detailed discussions of persons attended in the meeting which are preserved for decision making and policy implementation.

MODEL MEETING MINUTES

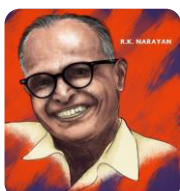
<p align="center">NAVA BHARATH EDUCATIONAL SOCIETY</p> <p align="center">VIJAYAWADA</p> <p align="center">Minutes of the general body meeting of 21-08-2021</p>	
In the chair: Sri M.V.S.R Rao	
<p>Members present: M.V.N. Gupta, Sec., Jnana Kiran, Fin-sec. Mary, Ananda Vardini, Razia Sultana, Amulya, Venu Madhav, Vincent George all members.</p>	
Members absent: Naga Manohar, Surya Kanthamma	
<ol style="list-style-type: none"> 1. The meeting opened with an inspiring welcome address by Secretary M.V.N. Gupta. 2. It has been unanimously resolved to recruit new faculty for the required positions. 3. Audited accounts for 2020-2021 was unanimously approved with necessary minor corrections. 4. It has been unanimously resolved to increase CRT programmes for the students to give maximum placements. 5. The meeting was concluded on a happy note with proposal of vote of thanks. 	

* * *

Unit – V



About the author:



Rasipuram Krishnaswami Iyer Narayanswami commonly known as **R. K. Narayan** was born in Madras on October 10, 1906. He is one of the most famous widely read Indian Novelist.

He is credited with bringing Indian literature in English to the rest of the world, and regarded as one of India's greatest English language novelists.

Most of his works are set in the South Indian fictional town of **Malgudi**, which was first introduced in **Swami and Friends** (*Graham Greene recommended to his publisher*). He is the first novelist to be awarded with Sahitya Academy Award for his novel '**The Guide**' (1958) in the year 1960.

Narayan received many awards and honours including **Padma Vibhushan** (2000) and, **Padma Bhushan** (1964) India's second and third highest civilian awards.

ABOUT THE LESSON

The short story 'An Astrologer's Day' by R. K. Narayan is a thriller and suspense short story which deals with a single day in the life of an ordinary astrologer who shrewdly tries to dupe people and escape from his guilt. The story not only exposes the fake astrologer but also highlights the gullible and superstitious people who approach him.

The theme of the story is about fear, freedom, appearance, desperation, guilt and relief.

CHARACTERS

The two **main characters** of the story are the **astrologer**, who is not given a **name**, and **Guru Nayak**, the client who turns out to be a former victim, now on a quest for revenge.

SUMMARY



“The Astrologer’s Day” is a short story which deals with a day in the life of an ordinary but fake astrologer. The setting of the story is a town, Malgudi which is located in South India, near to Madras. It is not a story of contemporary times but pre-independence times.

The story opens at the midday. This is the time when the astrologer opens his business. The writer describes how he begins his business. He removes all his professional equipment like cowries shells, charts, Palmyra writing etc. He is also dressed typically like an astrologer to attract customers. His forehead is bright with sacred ash and vermilion. His eyes are assumed to have a prophetic light by his customers. He wears a saffron turban. Thus the astrologer presented himself so perfectly that he was consequently a point of attraction for all the people.

The writer describes the path along the Town Hall Park where the astrologer sits to lure (prey) his prospective customers. He carried on his business under a tamarind tree on the Town Hall road. The path was the right place to carry on his business as it was amply crowded with different trades and traders like medicine sellers, hardware and junk, magicians, cloth – sellers etc. Next to him sat a fried groundnut vendor whose gas light enabled him to carry on his business even after sunset.

The astrologer was a shrewd person who hardly had any knowledge of astrology. He just made guesswork when people approached him. He had to work hard to earn his wages. He had absconded from his native village since he didn’t want to continue the traditional occupation of his forefathers i.e. farming.



He never had any plans to return to his native village. He was a mastermind at analysing human mind and psychology. His strong perception made him diagnose the exact problem of his customers. His customers would finally leave satisfied.

He closed his shop for the day when his neighbour, groundnut vendor blew out his light. On the day under description in the story, the groundnut vendor left and

the astrologer was packing up his wares when he located a man standing before him. He perceived him to be his prospective customer. When the astrologer invited him, he posed a challenge before him and his astrological science. They have a deal between them. The man gave him an Anna and asked the astrologer to answer his questions and if he doesn't answer satisfactorily he will have to return the Anna with interest. At the same time if the astrologer can answer the questions satisfactorily he would give him eight annas. But if the astrologer fails, he would pay double amount i.e., sixteen annas to the man. Thus the deal was finalized between them.

The astrologer prayed to heaven. Then suddenly the astrologer denied the challenge and requested the man to let him go. The man said that he will not let him give in. He holds him in his grip thereby making the astrologer shiver. Finally, the astrologer realized that he is trapped and has no chance of moving out. The man turned out to be a criminal by profession.

The astrologer shivered and unwillingly accepted the challenge. He started telling about some woman but the man was not satisfied and stopped him. He had a single question that whether he would get what he was searching for. The man promised the astrologer that if he is satisfied with his answers, he would pay him a rupee. The astrologer prayed a few incantations before replying. The astrologer began with his prophecies by saying to the man that you were left for dead in the past and a knife has passed once on your chest. The man was excited at this information since he had really faced it. After he got wounded, he was thrown into a well nearby to die. A passer-by saw him and rescued him and that is how he was saved from dying. The man was waiting to revenge the culprit who had attacked him and was in search of the culprit who had tried to kill him. The only thing which the man wanted to know from the astrologer was if he can find his killer. The astrologer instantly replied that the culprit had died four months ago in a far – off town. The man was disappointed to hear this.

The astrologer identified the name of the man before him as Guru Nayak. He told the man that his village was a two days' journey to the north and warned

him to go back home and never to travel south again. He asked him to return to his hometown immediately as his life was in danger if he left his hometown again. The man replied that he left home just to search the culprit who had tried to kill him and was interested in knowing if he had died in the worst way. The astrologer satisfied him by informing that the culprit was crushed under a lorry. The man left after giving the astrologer a handful of coins. The astrologer too wound up his belongings and went home.

The astrologer's wife was waiting for him worriedly since he was unusually late that day. The astrologer flung the coins at his wife to count. They were twelve and a half annas in all. She was extremely happy to encounter that big amount. She planned to buy jaggery and coconut for their child, who was demanding for sweets from a long time. However, the astrologer looked worried and was not happy like his wife. He was angry at Guru Nayak as he had cheated him. He promised to give a rupee and actually gave only twelve and a half annas. After dinner, he shared the secret of his life with his wife. He said that a great burden of his life was gone that day. He always felt that he had killed Guru Nayak. So the astrologer had run away from his native village due to the fear of being accused as a murderer. He settled in Malgudi and married and decided that he would never return back to his native village. Actually, the man who tried to kill Guru Nayak was the astrologer himself. So he was able to make accurate predictions about him though he hardly knew astrology. The astrologer confessed to his wife that in his youth he was into bad company with Guru Nayak. He drank, gambled and quarrelled badly one day and had a fight and had almost killed Guru Nayak. This is how life with its unpredictable twists and turns had created an astrologer out of a vagabond.

2. CURRICULUM VITAE (CV) AND RÉSUMÉ

Résumé:

A *Resume*, a French term which means “to sum up”, is a short, concise document used for job applications in the US and Canada. The purpose of a Resume is to provide recruiters with a brief overview of the candidate’s work history. A good Resume should be targeted at a specific job and one to two page long.

In simple terms a **Resume** is a one page summary of one’s work experience and background relevant to the job you are applying for.

What to Include in a Resume:

- Contact Information including Job Title
- Resume Summary or Resume Objective
- Work Experience
- Education
- Skills

Curriculum Vitae:

A ‘*Curriculum Vitae*’ (CV), which is Latin for “course of life”, is an in-depth document which describes the whole course of your career in full detail. It’s usually two- or three-page long but can just as well be laid out over 10+ pages, if necessary. A “Curriculum Vitae” contains details about one’s education, professional career, publications, awards, honours, and other achievements. In the USA and Canada, a CV is used only for academic applications: academic jobs, grants, research fellowships, etc.

A **CV** is a longer academic diary that includes all your experience, certificates, and publications.

What to Include in a CV:

- Contact Information
- Research Objective, Personal Profile, or Personal Statement
- Education
- Professional Academic Appointments
- Books, Book Chapters
- Peer-Reviewed Publications
- Other Publications
- Awards and Honours

- Grants and Fellowships
- Conferences
- Teaching Experience
- Research Experience / Lab Experience / Graduate Fieldwork
- Non-Academic Activities
- Languages and Skills
- Memberships
- References

Differences between *Curriculum Vitae* and *Résumé*

<i>Curriculum Vitae</i>	<i>Résumé</i>
<ul style="list-style-type: none"> • CV has no length limit. • It should detail the whole course of your career. • A CV is used for academic purposes. 	<ul style="list-style-type: none"> • Résumé is one to two pages long • It should only include those details about your work experience and skills that are relevant to the job opening. • A Résumé is used to apply for jobs.

Finally a **Resume** is used for job hunting in all industries, and the CV is used for job and admissions in **academia**.

BIO - DATA

BIO-DATA, the short form for Biographical Data, is the old-fashioned terminology for **Resume** or **C.V.**, used in India. The emphasis in a **bio data** is on personal particulars like date of birth, religion, sex, race, nationality, residence, marital status, **and** the like.

It is a mistake to think that an impressive CV shall run into many pages. Personal information such as place of birth, date of birth, parental information and other family background does not find place in a CV.

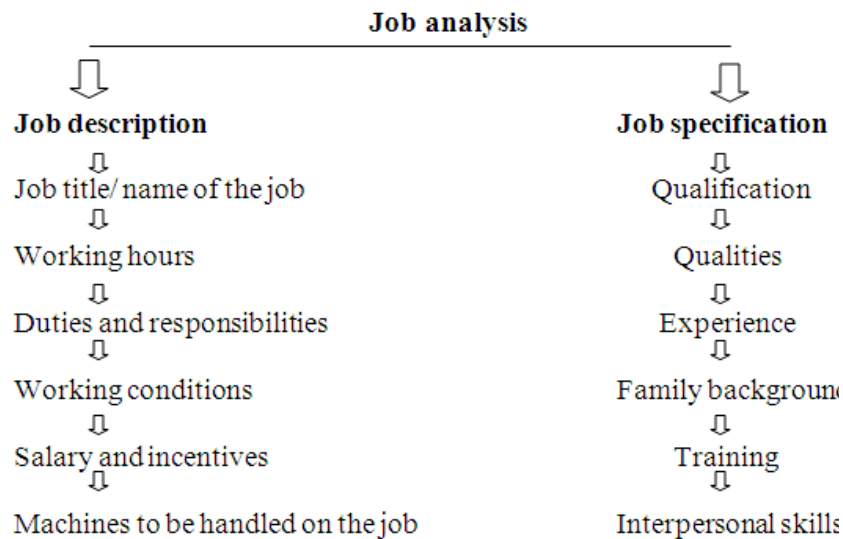
How to write CV/Resume:

The needs of organization differ from one firm to another firm, so preparing one's CV/Resume and sending the same to any organization is not a good practice. One needs to prepare a customized CV for each post or each organization.

A good CV or Resume is one which

- Attracts the attention of the recruiter.
- Raises curiosity.
- Highlights strengths and achievements.

One should read the job advertisement carefully before preparing one's CV or Resume.



Some of the essentials are

- The desirable qualifications required for the job.
- The kind of a person the organization or company is looking for.

With this reason a CV or Resume has to be prepared each time when one applies for the job. One should not apply for every job that one comes across in a Newspaper.

A CV or Resume shall have the following.

a. Personal Information

CV or Resume starts with the following personal details.

- Full name in capital letters
- Address for correspondence.
- Telephone numbers.
- E-mail ID.

These details should be positioned at the top of the first page. One should never use the word CV or Resume as a heading.

b. Career Objective

c. Educational qualifications

d. Professional experience

e. Additional skillset

f. Personal skills or strengths

g. Personal Profile

h. Declaration

Sample Resume

CHANCHAL SHARMA
 H.NO.- 23, GOPAL NAGAR,
 NEAR NANAK PIOU, NAJAFGARH
 NEW DELHI-43
Mobile No. 9968971278 E-mail: chanchalsharma@gmail.com



CAREER OBJECTIVE

To build career in a growing organization, where I can get the opportunities to prove my abilities by accepting challenges, fulfilling the organizational goal and climb the career ladder through continuous learning and commitment.

ACADEMIC QUALIFICATION

- Graduated in Mathematics in 2008 with 76%
- Completed +2 education in 2005 with 84%
- SSC passed form CBSC board in 2003 with 78%

OTHER QUALIFICATION

- Basic knowledge of Computer.
- Diploma in Nursery Primary Teaching Training from Guru Nanak Dev Polytechnic.

EXPERIENCE

- Teaching from January 2009 in Natkhat Play School.
- Handling all the Cultural & Dancing activities in Natkhat Play School.

PERSONAL Skill

- Honesty
- Team Spirit
- Accepting Challenges

PERSONAL PROFILE

- | | |
|--------------------------|----------------------------|
| ➤ Father's Name | Sh. Krishan Chander Sharma |
| ➤ Date of Birth | 08.08.1988 |
| ➤ Sex | Female |
| ➤ Marital Status | Unmarried |
| ➤ Languages Known | Hindi & English |
| ➤ Nationality | Indian |
| ➤ Hobbies | Listening Music, Dancing |

DECLARATION

I solemnly declare that all the above information is correct to the best of my knowledge and belief.

Date:

Place: New Delhi

(CHANCHAL SHARMA)

3. Letter Writing (Formal & Informal)

The art of writing a letter was considered an important requirement. Even today a letter is an important means of communication in both the workspace as well as our personal lives.

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.

Types of Letters

There are broadly two types of letter, namely Formal Letters, and Informal Letters.

- **Formal Letter:** These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.
- **Informal Letter:** These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Formal Letters

We live in a world of technology based communication. E-mails, texts, etc. are most of our preferred modes of communication. However, letters still have a major use and importance in our society. Especially formal letters are the letters that written to authorities or professional contacts, because they generally stay on record.

Format of a Formal Letter

As we said earlier, a formal letter must follow certain rules and conventions. Such a format helps in relaying the information in a professional way. It must be remembered that there are various such formats for formal letters that people follow. The one explained here is the one most commonly used for formal communication these days.

Learn more about formal letter writing format.

Heading (Place & Date)

The Place & date is written on the right side of the page. This is the date on which the letter is being written. It is important in formal letters as they are often kept on record.

Sender's Address

The sender's address is usually put on the left side of the page. The address should be complete and accurate in case the recipient of the letter wishes to get in touch with the sender for further communication.

Receiver's Address

After leaving some space we print the receiver's address under the sender's address. Make sure you write the official title/name/position etc. of the receiver, as the first line of the address.

Greeting

This is where you greet the person you are addressing the letter to. Bear in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are "Sir" or "Madam". If you know the name of the person the salutation may also be "Mr. XYZ" or "Ms. ABC". But remember you cannot address them only by their first name. It must be the full name or only their last name.

Subject

After the salutation/greeting comes the subject of the letter. In the centre of the line write 'Subject' followed by a colon. Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance.

Body of the Letter

This is the main content of the letter. It is either divided into three paras or two paras if the letter is briefer. The purpose of the letter should be made clear in the first paragraph itself. The tone of the content should be formal. Do not use any flowery language. Another point to keep in mind is that the letter should be concise

and to the point. And always be respectful and considerate in your language, no matter the subject of your letter.

Closing the Letter

At the end of your letter, we write a complimentary closing. The words “Yours Faithfully” or “Yours Sincerely” are printed on the right side of the paper.

Signature

Here finally you sign your name. And then write your name in block letters beneath the signature. This is how the recipient will know who is sending the letter.

A sample formal letter of sick leave to the college principal,

Kadapa,
11 June, 2018

To
The Principal,
XYZ College,
Lakdi Kapool,
Hyderabad.

Sir,

Subject: Application for Sick leave –Regarding.

This is to inform you that I am not in a condition to come to the college since I am suffering from fever. I have been prescribed by our family doctor to take proper rest for at least three days. In this regard, kindly grant me leave from (start date) to (end-date).

I shall be really grateful to you.

Thanking You,

Yours obediently,
Signature

INFORMAL LETTERS

Informal letters are written to close acquaintances of the writer, their friends, family, relatives, etc. Since they are written to close relations the letters have an informal and personal tone. Casual language is used while writing informal letters. And sometimes the letters may even have an emotional undertone.

Informal letters are mainly used for personal communication. So they do not have to follow any specific pattern, format or conventions. They can be written as per

the writer's wishes and the requirement of the situation. So the letter is written in a personal fashion in casual language.

Format of Informal Letter

As it is said earlier there is no set format when writing an informal letter. But there is a general pattern, some conventions that people usually follow.

Parts of an Informal Letter -

Address

The first thing to write is your address, i.e. the address of the writer. We usually write the address on the left-hand side of the page at the very top. The address should be accurate and complete. Even when writing to close friends or relatives the address must be written, so they can reply back to the letter with ease. If the recipient of the letter is in another country, do not forget to write your country as well in the address.

Heading (Date & Place)

Next just below the address we write the date. This allows the reader to have a reference as to when the address was written. He can then relate better to the contents of the letter.

Greeting (Salutation)

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like "Dear Alex". If you are writing to your relative like your mother/father/aunt/uncle etc. you may greet them as such, for example, "Dear Mom".

Introduction Paragraph

And now we begin writing the actual letter. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their well-being. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.

Body of the Letter

The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to. With a friend, you can afford to be very casual and flippant even. But if you are writing to an elder relative, you must be extremely respectful and considerate.

One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

Conclusion

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

Signature

There is no one way to sign off informal letters. Since they do not follow a strict format, you may sign off as you please.

Reasons for writing an Informal letter

There could be many reasons to write informal letters. Let us see here some of them:

- Inviting a friend for a ceremony say for a birthday
- Calling a friend for a trip or holiday
- Asking sorry or apologizing to someone for mistakes you have done.
- Congratulating a friend for his success or achievement
- Writing just to ask for the well-being of a person
- Invitation for a marriage
- Asking help from someone
- Informing about someone's demise in family or friends

Apart from the above-given reasons, there could be many other reasons for which we can write an informal letter.

A Sample Letter of congratulating one's friend's success

33, Fifth Avenue,
Road No. 11,
Bajarahills,
Hyderabad –34.

18 June, 2021

Dear Madhu,

How are you? How are your family members? Hope you are doing well, I am also fine here.

I heard the news of you holding first rank in the class. I feel really happy and proud of you. I would like to congratulate you on your success for the same. I know you must have done a lot of hard work for it and finally you have achieved what you wanted.

I am hoping that you achieve all the success in future. Keep it up. Also we try to meet you in person and congratulate you. If we meet ever, we will surely celebrate for your success.

Till then take care of yourself and your family.

Take care,

With Love,

Hasini

4. E- Correspondence

Communication is the backbone of business. It is a crucial channel which information is passed between two parties either written or digital format. The many forms of communication can be letters, memos, e-mail messages, text messages, voice mail, Fax messages, and notes. With the advancement in technology the tools and means of communication in business have also seen tremendous changes like from letter exchange to e-correspondence.

What is e-correspondence?



E-correspondence is the digital form of communication that is exchanged between two or more parties. They generally come in the form of e-mails. It is an effective and hassle-free mode of sending and receiving all the kinds of communications using e-mails particularly in business.

The full form of e-correspondence is electronic correspondence since the flow of communication happens through electronic exchange. (Exchange of information by using internet or web based applications)

Feature of e-correspondence

E- Correspondence has many useful features which business can utilize for less time-consuming and cost effective method of correspondence.

- One can send copies of a message to more than one person at a time.
- There is a facility for auto-reply in case the receiver cannot reply to messages within the stipulated time.
- Messages can be re-directed and auto-forwarded to others.
- One can store multiple addresses in an address book which can be instantly retrieved.
- One gets to know if a message was delivered or not through notification.
- One can also send files, sound, graphics in a compressed format via e-correspondence.
- Automatic time and date stamp on each e-mail is generated.
- One can attach signatures to their emails.
- One can respond promptly through emails.
- It has searching capabilities to look for an email using its subject, body text etc.

Benefits of e-correspondence:

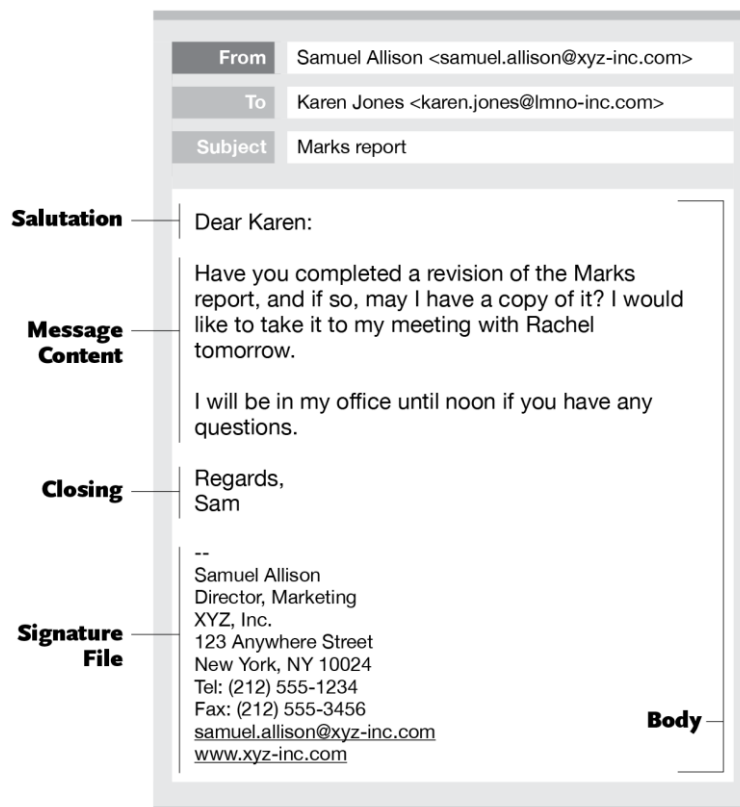
The e-correspondence medium has become the soul of today's business world. Despite so many methods of information sharing like phones or postal mails, emails stand out as the most popular means. E-correspondence started as a

simple means of communication but it is now something no business can do without.

Following are some of the benefits

- It is a cost-effective way to contact all over the world.
- One can reach out to more than one person at a time with emails.
- With **e-correspondence**, all interactions are documented and can be used as evidence.

You can leave messages for people at any time of the day without having to bother them.



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