

My Vision For India

Dr. A.P.J. Abdul Kalam

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Introduction:

“Dream, dream, dream. Dreams transform into thoughts and thoughts result in action.” –A P J Abdul Kalam

- ❑ **Avul Pakir Jainulabdeen Abdul Kalam was born to Jainulabdeen, a boat owner and Imam, and Ashiamma, a housewife. Kalam had four brothers and a sister, all elder to him.**
- ❑ **He was born in Rameshwaram in Tamil Nadu.**
- ❑ **He was known as the ‘Missile Man of India’ for his work in the development of ballistic missile technology.**
- ❑ **Dr. APJ. Abdul Kalam was the President of India between 2002 and 2007.**
- ❑ **He became the 11th President of India and is one of the most distinguished scientists of India.**
- ❑ **The essay is one of the most popular speeches of Abdul Kalam.**
- ❑ **He wants the Indians to be more responsible and to take care of future India.**



My Vision for India' is a speech delivered by India's former President, Dr. A.P.J Abdul Kalam, in which he describes his three visions for India if it has to enter the comity of developed nations. He tries to make people realize their duties and motivate them to build a stronger India.

Dr. A.P.J. Abdul Kalam's Three Visions

- The first vision is that of 'FREEDOM'
- The second vision is 'DEVELOPMENT'
- The third vision is that 'INDIA
MUST STAND UP TO THE WORLD'

First vision: He recalls how India has, time and again, been looted by invaders. India, on the other hand, has never invaded any country because it respects the freedom of others. Modern India's First War of Independence was fought in 1857. Having subsequently achieved independence, we need to protect this freedom, without which no one will respect us.



Second vision: India is growing economically and the rate of poverty is declining. The 10% GDP growth rate is a healthy sign. But Dr. Kalam observed that Indians have failed to see themselves as a group of self-reliant people. He, however, wants to see India as a developed and not just a developing nation.



Third vision: India must stand up to the World

India must stand up to the world. Unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand.

Four Milestones in Dr.Kalam's Career:

Dr.Kalam says that being the project director for India's first satellite launch vehicle, SLV3, was the first milestone in his career. Second was when Agni met its mission requirements in 1994. Third came the partnership between DRDO and the Dept of Atomic Energy. Removing the pain of little boys and girls in hospital, by replacing heavy metallic callipers weighing over three kg each with 300-gram callipers, was the fourth bliss or milestone of his career.

The Media's Obsession with Bad News, Failures and Disasters:

Dr. Kalam wonders how the media in India could be so negative. Giving the example of Dr. Sudarshan, who has transferred the tribal village into a self-sustaining, self-driving unit, Dr. Kalam says that there are millions of such achievements in India but our media is only obsessed with only the bad news and failures and disasters.

In Tel Aviv, where gory killings, deaths and bombardments take place every now and then, the front page of the newspaper had the picture of a Jewish gentleman who in five years had transformed his desert land into an orchid and a granary. It was this inspiring picture that everyone woke up to.

The Nation's Obsession with Foreign Things:

Dr.Kalam is surprised at the people's obsession with foreign things. We want foreign TVs, foreign shirts, foreign technology. There is an obsession for everything that is imported. According to Dr.Kalam, self respect comes only with self-reliance.

Conformity in Foreign Countries but Detached in Motherland:

In India, we the people blame the government for being inefficient, the laws for being too old, the municipality for not picking up the garbage etc. But what do we do about it? In Singapore, you don't throw cigarette butts on the roads. You wouldn't dare to speed beyond 55mph in Washington and tell the traffic cop about your heavy political connections. You wouldn't spit paan on the streets of Tokyo. When the same Indian can respect and conform to a foreign system in other countries, he cannot do that in his own. You will throw papers and cigarettes on the road the moment you touch Indian ground. If you can be an involved and appreciative citizen in an alien country, why cannot you be the same here in India?

The Easy way Out: Blame it on the System:

We sit back wanting the government to do everything for us, while our contribution is totally negative. We expect the government to clean up but we are not going to stop chucking garbage all over the place, nor are we going to stop to pick up a stray piece of paper and throw it in the bin. We expect the railways to provide clean bathrooms but we are not going to learn the proper use of bathrooms. When it comes to social issues like women, dowry, girl child etc., we make loud drawing room protestations and do the reverse at home.

And for all these negatives on our part, we blame it on the system. The whole system has to change, we seem to justify. For us, the system consists of everyone else except me and YOU. When it comes to making a positive contribution to the system we lock ourselves along with our families into a safe cocoon and wait for a Mr.Clean to come along and work miracles for us, or we leave the country and run away.

Like lazy cowards hounded by our fears we run to America to bask in their glory and praise their system. When New York becomes insecure we run to England. When England experiences unemployment, we take the next flight out to the Gulf. When the Gulf is war struck, we demand to be rescued and brought home by the Indian government. Everybody is out to abuse and rape the country. Nobody thinks of feeding the system, because our conscience is mortgaged to money.

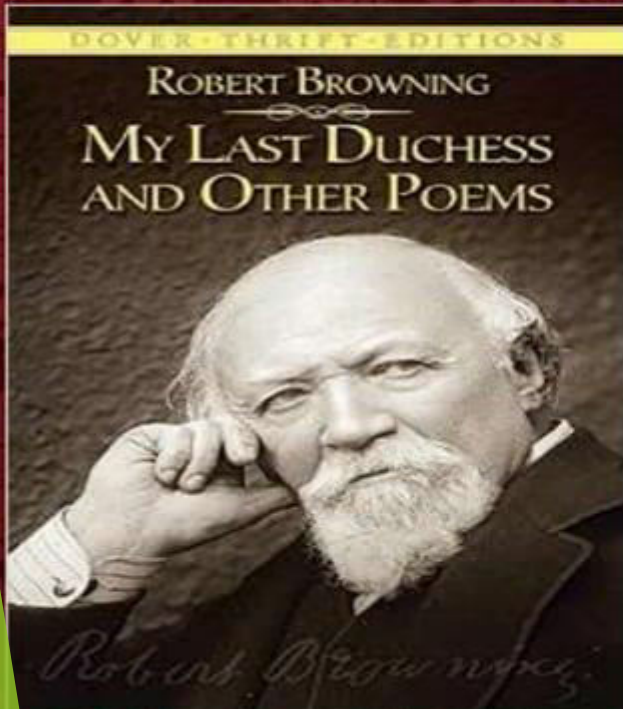
Conclusion

Dr. Kalam winds up with the words of J.F.Kennedy to his fellow Americans, and relates it to Indians: “Ask what we can do for India and do what has to be done to make India what America and other Western countries are today.”



Thank you

My Last Duchess



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Subject

- The speaker (the Duke of Ferrara) talks to the representative of a Count whose daughter he wishes to marry.
- He shows this man a portrait of his previous wife. The portrait is usually kept behind a curtain.
- He describes what his “last duchess” was like.
- The Duke of Ferrara was a real person. He was Duke of Ferrara (in Italy) from 1559 to 1597. He was married three times and his first wife's death was treated suspiciously – poisoning

Key points

- The Duke is possessive – he chooses who does or does not see the Duchess – something he could not achieve when she was alive.
- The Duke actually sees women as possessions – this is highlighted when he refers to the sculpture of Neptune which “Claus of Insbruck cast in bronze for me.” He also tells the messenger that “beauty is my object.”
- The Duke did not tell the Duchess that he was displeased with her behaviour – he thinks that he would have been “stooping” or lowering his standards

Analysis of “My last Duchess”

- At the beginning of the poem when the Duke is first introducing the painting he states: “Strangers like you that pictured countenance, the depth and passion of its earnest glance”(7).
- By the Duke referring to the painting as, it, it is implied that the Duke has developed more of a relationship with the painting, than the woman the painting represents.

Analysis of “My last Duchess”

- Later in the Poem the Duke describes his wife's imperfections
- “A heart—how shall I say?— Too soon made glad, Too easily impressed; She liked whate’er She looked on, and her looks went everywhere”(28).
- The Duke blames her for not seeing any difference between being the wife of a great man or any other simple pleasure. He believes she gave all men the kind of respect that only a man with his family's rank deserves.

Analysis of “My last Duchess”

- Near the end of the poem, the Duke implies the Duchess's death
“Oh sir, She smiled, no doubt Whene'er I passed her; but who passed without Much the same smile? This grew; I gave commands; Then all smiles stopped together” (45).
- When ‘the smiles stopped’ the audience can assume that either the Duke restricted the Duchesses behavior in a way that dampened her life, or he may have ordered her assassination

Common Theme

- Pride- throughout the poem it is understood that in this hierachial society- people can be seen as objects which can be bought and owned.
- Art- Twice in this poem art is mentioned: the picture itself, and the statue of Neptune taming the see horses.



THANK YOU

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GOD'S GRANDEUR

GERARD MANLEY HOPKINS (1844-1889)

Musicality...

The world is charged with the grandeur of God.

It will flame out, like shining from shook foil;

It gathers to a greatness, like the ooze of oil

Crushed. Why do men then now not reck his rod?

Generations have trod, have trod, have trod;

And all is seared with trade; Bleared, smeared with toil;

And wears man's smudge and shares man's smell: the soil
Is bare now, nor can foot feel, being shod.

And for all this, nature is never spent;

There lives the dearest freshness deep down things;

And though the last lights off the black West went

Oh, morning, at the brown brink eastward, springs —

Because the Holy Ghost over the bent

World broods with warm breast and with ah! bright wings.

PETRARCHAN / ITALIAN SONNET

God's Grandeur

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It will flame out, like shining from shook foil;
It gathers to a greatness, like the ooze of oil
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Generations have trod, have trod, have trod;
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SHIFT IN THE ARGUMENT OF THE POEM

And for all this, nature is never spent;
There lives the dearest freshness deep down things;
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Oh, morning, at the brown brink eastward, springs —
Because the Holy Ghost over the bent
World broods with warm breast and with ah! bright wings.

OCTAVE

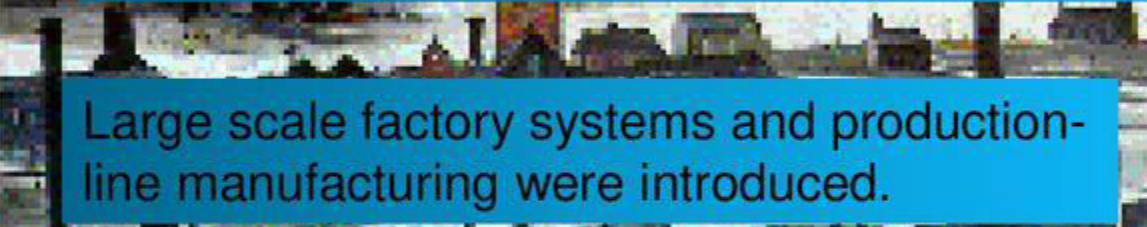
SESTET

IDEAS OF PROGRESS: INDUSTRY AND EMPIRE

THE INDUSTRIAL REVOLUTION



Victorian Britain experienced the effects of the industrial revolution.



Large scale factory systems and production-line manufacturing were introduced.



When Queen Victoria opened the Great Exhibition on 1 May 1851, her country was the world's leading industrial power, producing more than half its iron, coal and cotton cloth.



But the human cost of industry became a central topic of debate.



THEMES AND IDEAS

God's Grandeur is primarily about the greatness of God and the impact of humans on earth.

Written during the time of the **Industrial Revolution**, Hopkins shows how the world may be potentially ruined by man due to power and selfishness.

Hopkins explores man's indifference to the destruction of sacred natural and religious order.

In the second stanza Hopkins explains that the world is perhaps more strong than we imagine and even when things seem bleak, God/Holy Ghost is always watching over us and therefore there is always hope for new beginnings .

THANK YOU

THE CRY OF THE CHILDREN (1842)

—ELIZABETH BARRETT BROWING



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Elizabeth Barrett Browning (1806-61) was the most prominent poet in the Victoria era. Her works where immensely famous in England and America. She devotedly brought several social issues to light such as child labour , slavery and oppression of women.

- In this poem she explored the difficulties of children who were working in mines and factories.
-

She portrayed demonic images of a factory Hell and it has contrasted with the Heaven of English Countryside and The inferno of Industrialism with the bliss of a land- based society
The children wanted to escape from Mines to city for the serenity of meadow and country.
She concluded the grinding, droning mechanism of Industrial society which destroys the promise and hope of human life.



The child labourers are too tired to run or leap.
They long for rest and comfort.

If cared for meadows, they would prefer to
fall down and sleep.



The Cry of Children

-Elizabeth B

"For oh," say the children,

"we are weary

And we cannot run or leap;

- Their knees are painful.
They can't walk.
- Their dull eyes see the
reddest flower as pale
as snow.





The children are turning the iron wheels in the coal dark underground cells of the factories



*The turning of wheels
is so intense that the wind effect comes in their faces*

- Everything appears to be spinning around them .
- The effect of the repetition 'turning' is so apt that the spinning movement is intensely felt.



The child labourers are desperate to beg the wheels to be silent and stop atleast for a day.



Poem in a Nutshell

- *The poet expresses very clearly the painful feelings of the children.*
 - *The children feel weary as they work in factories and mines.*
 - *They turn the iron wheels all the day .*
 - *So everything appears reeling , rounding, rotating and winding.*
 - *To them red flower look as pale as snow.*
 - *They can't even walk.*
 - *The children pray to the wheels to be silent for a day.*
- 

THANK YOU



The Journey of the Magi

By: T. S. Eliot

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INTRODUCTION

The Journey of the Magi

By: T. S. Eliot

Biography

Thomas Stearns Eliot (1888-1965) was born in St. Louis, Missouri, of an old New England family. He was educated at Harvard and did graduate work in philosophy at the Sorbonne, Harvard, and Merton College, Oxford. He settled in England, where he was for a time a schoolmaster and a bank clerk, and eventually literary editor for the publishing house Faber & Faber, of which he later became a director. He founded and, during the seventeen years of its publication (1922-1939), edited the exclusive and influential literary journal *Criterion*. In 1927, Eliot became a British citizen and about the same time entered the Anglican Church.

Summary

They are traveling through bad weather with no place to stay. They walk through hostile cities, unfriendly towns, and dirty villages. They had a hard time finding such a place to stay the night. Eventually, they make it to temperate valley where they find a tavern where they could stay. They thought it was very satisfying.

Thesis Statement

In his poem, *The Journey of the Magi* uses the literary devices of mood, euphony, flashback, imagery, and tone to make the readers wonder is the situation he's talking about is really happening or have it already happened.

Historical Background

It is a dramatic monologue spoken by one of the wise men who, according to the bible, visited the infant Jesus. In the poem, the speaker uses modern conversational language to describe events, making vividly present the spiritual agony of a man who lived long ago.

Theme and Tone

My theme is suffering.

The poet using certain phrases in the poem that let you know he's had enough and that he is going through a hard time. This poem has different tones because of the situation he's having. The setting also portray the theme because he has no where to go and he's walking out and bad weather seeking for shelter.

Examples

THEME , TONE, & SETTING:

The very dead winter

The lack of shelters

Towns unfriendly

Villages dirty

Sleeping in snatches

Finding the place

Figurative Language and Poetic Devices

FIGURATIVE LANGUAGE

The poet uses figurative language to express his feelings and thoughts to the reader

ALLITERATION

And the silken girls bringing
sherbet.

Then the camel men cursing and
grumbling

And running away, and wanting
their liquor and women,

And the night-fires gong out,
and the lack of shelters,

And the cities hostile and the
towns unfriendly

And the villages dirty, and
charging high prices.:

MOOD

The poet uses imagery to let readers have a visual understanding.

IMAGERY

the worst time of the year

And the night-fires gong out, and the
lack of shelters,
And the cities hostile and the towns
unfriendly
And the villages dirty, and charging
high prices.:
A hard time we had of it.

Poem Interpretation

What does this poem.....

Say?

This poem is making spiritual agony of a man who lived along time ago.

Mean ?

This poem mean just because you have experienced hard times through out your life doesn't mean give up and also , because just because you are not here in person doesn't mean you are not here in spirit

Examples: And the night-fires
gong out, and the lack of
shelters,
And the cities hostile and the
towns unfriendly
And the villages dirty, and
charging high prices.:
A hard time we had of it.

All this was a long time ago, I
remember,
And I would do it again, but set
down
This set down
This: were we lead all that way for
Birth or Death?

Conclusion

Thesis Statement

In his poem, The Journey of the Magi uses the literary devices of mood, euphony, flashback, imagery, and tone to make the readers wonder is the situation he's talking about is really happening or have it already happened.

It contribute to the poem because it's letting you how's he feeling and what he's going through.

THANK YOU

THE UNKNOWN CITIZEN

by Wystan Hugh Auden



(1907 – 1973)

W. H. Auden

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About the Poet

- ❖ **Wystan Hugh Auden**
- ❖ an Anglo-American poet.
- ❖ one of the greatest writers of the 20th century.
- ❖¹ noted for stylistic and technical achievements,
- ❖ deals with moral and political issues
- ❖ variety of tone, form and content.
- ❖ The **central themes** are love, politics and citizenship, religion and morals.

THE UNKNOWN CITIZEN

*He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint
For in everything he did he served the Greater Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was Popular with his mates and liked to drink.
The Press are convinced that he bought a Paper every day
And that his reactions to advertisements were normal in every way.*

THE UNKNOWN CITIZEN (Contd.)

*Policies taken out in his name prove that he was fully insured
And his Health-card shows he was once in a hospital but left it cured,
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Installment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a Frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year;
When there was peace he was for peace when there was war he went.
He was married and added five children to the population,
Which our Eugenist says was the right number for a parent of his generation,
And our teachers report that he never interfered with their education.
Was he free? Was he Happy? The question is absurd:
Had anything been wrong, we should certainly have heard.*

Theme of the Poem

- Deals with the effect of science and technology on man.
- A satire on the modern society, which is devoid of religion and human values of life.
- The theme of conformity and absence of individuality.
- Bureaucracy does not bother about the happiness of the individual.
- A modern man who has lost independent thinking
- Man has become a cog in the machine of society.

Literary Devices Used

Metaphor - : a figure of speech that draws comparison between two unlike things to bring out the points of similarity .

- comparison between the Unknown Citizen and a saint.
- the entire poem is an elaborate comparison between the Unknown Citizen, whose accomplishments are ridiculously overstated, and the Unknown Soldier, which was created to honor heroic sacrifices that were never witnessed or confirmed.

Symbolism - Something that on the surface is its literal self but which also has another meaning or even several meanings.

The "Bureau of Statistics" is a symbol representing the way bureaucracies treat people as mere numbers and figures.

Literary Devices Used (contd.)

Parody - . A satiric imitation of a work or of an author with the idea of ridiculing the author, his ideas, or work.

The whole idea of the Unknown Citizen is a parody of the serious military concept of the Unknown Soldier, which was created in order to recognize the sacrifice of soldiers who died anonymously.

Irony - A mode of expression, through words (verbal irony) or events (irony of situation), conveying a reality different from and usually opposite to appearance or expectation.

It's ironic that a poem of praise would begin on such a dull and tepid point as the lack of "official complaints."

THANK YOU

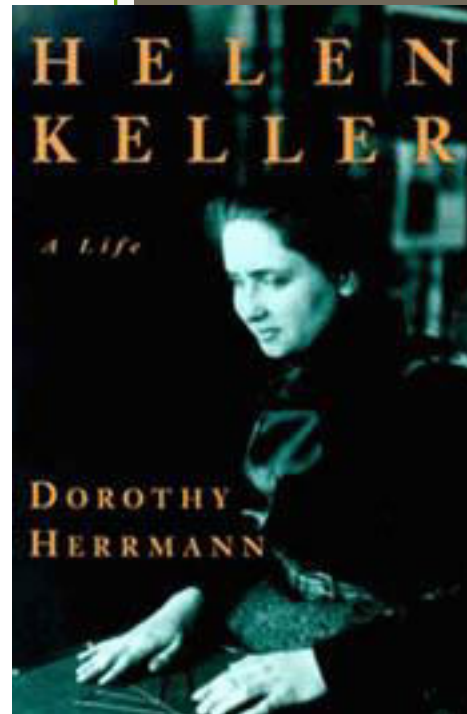
Meet the Miracle of Helen Keller

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" The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."

--- Helen Keller



Hellen Keller was
born in 1880.

Birth



- She was born on 27 June 1880 in Tuscumbia, Alabama
- She was the child of Captain Auther H. Keller

When she was two,
she was very sick.
Then she became
blind and deaf.



In 1887, she met
her teacher, Anne
Sullivan. Anne was
a patient teacher.



The way she learned

- Finger play, Spelling word into her hand
- First word she learned was doll.



- At the age of ten Helen had mastered Braille as well as the manual alphabet and even learned to use the typewriter

Fingerspelling is mainly used to give names of people, places, and identify brands or movie titles.





Anne
taught
Helen how
to speak.



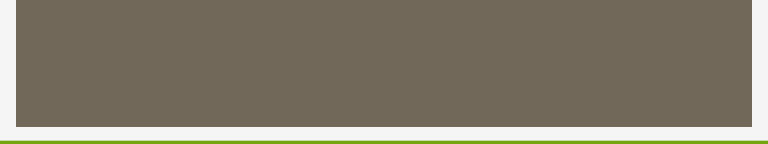


Helen was good
at writing too.
She wrote many
books. The
most famous one
is *The Story of
My Life*.

"Helen Keller In Her Story" 1954



Helen passed away in 1968.
Today, people all over the world
still admire her for what she did.



THANK YOU

Mother's Day

J. B. Priestly

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John Boynton Priestley

1894-1984

- Educated at Trinity Hall, Cambridge
- Novelist, Playwright, Critic
- Major Works: Novels- *The Good Companions*, *Angel Pavement*; Plays: “Dangerous Corner”, “I Have Been Here Before”

Summary

Mrs. Pearson – The mother – works hard for family – gets no respect in return – helped by Mrs. Fitzgerald – the two exchange bodies – Mrs. Fitzgerald as Mrs. Pearson reforms the Pearson family one by one – A lot of humour generated when the family finds the mother not working but drinking, smoking and playing cards instead – Doris finds her yellow dress not ironed -

... Summary

Cyril finds his tea not ready – George is told how his friends at the club laugh at him – the real Mrs. Pearson enters – requests Mrs. Fitzgerald to stop the game – the play ends with the children getting ready to cook supper while the parents sit and talk.

Characters

- Mrs. Pearson – loving, caring mother; treated as a maid servant; unhappy and wants to protest; gets the much needed help from Mrs. Fitzgerald; changes into a self-confident woman who gets her family's attention and respect.
- Mrs. Fitzgerald – Contrast to Mrs. Pearson; strong, dominating; drinks and smokes and knows magic; cool and incisive; strongly believes in mother's right to be the boss of the house; helps Mrs. Pearson get her rightful place in the family.

...Characters

- The children, Doris and Cyril – insensitive and rude to their mother; thoughtless and selfish; Doris- pretty and spoilt; behaves in an annoying and willful manner; Cyril is conscious of his looks; brash and aggressive in speech.
- George Pearson – slow and pompous; neglects his wife; considers himself socially successful; prefers to spend his time at the club with friends who call him 'Pompy-ompy' Pearson.

Theme

- Mother, usually the most neglected person in the family who “puts in twice the labour...and gets no wages or thanks for it”.
- Mrs. Pearson one such ordinary mother but who has an extra-ordinary friend who believes “Husbands, sons, daughters should be taking notice of wives an’ mothers, not giving ‘em orders an’ treating them like dirt”

...Theme

- 'Mother' joins 'the movement'; wants to become a 'forty – hour – a weeker' who also gets weekends off.
- Importance of mother in the family established; Mother finally has **her day**.

THANK YOU

CONDITIONALS

if...

ZERO

FIRST

SECOND

THIRD

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There are 4 main types of ***if sentences*** in English, often called conditional sentences.

- These sentences are in two halves (clauses):
- the **if** part (if clause)
- the other part where you can use words such as **can, will, may, might, could and would** (main clause)

ZERO CONDITIONAL

A cartoon character of a female teacher with brown hair in a ponytail, wearing a teal shirt and a purple skirt. She has a long nose and is pointing her right index finger towards the example sentence box.

If clause	Main clause
If + Present simple	Present simple

If I am late for school,
my teacher **gets angry**.

If I am late for school, my teacher gets angry.





FIRST CONDITIONAL

If clause	Main clause
If + Present tense	will / can / may / must + verb

If I go to London,
I will see the Big Ben.

If I go to London ...



I will see the Big Ben.



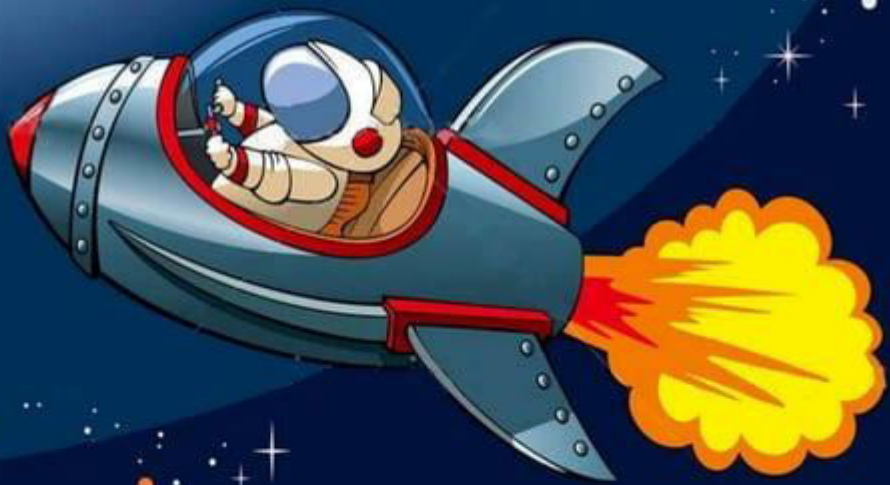


SECOND CONDITIONAL

If clause	Main clause
If + Past Simple	would / could / might + verb

If I were an astronaut,
I would travel in a spaceship.

If I **were** an astronaut,
I **would travel** in a spaceship.





THIRD CONDITIONAL

If clause	Main clause
If + Past Perfect tense	would/could/might + have + past participle

If I had studied hard,
I would have passed my exams.

If you **had studied** hard,
you **wouldn't have failed** your exam.



Write 2nd Conditional sentences, put the verbs in brackets in correct form.

- If you _____ (leave) your job, you _____ (travel) around the world.
- If you _____ (be) nicer to him, he _____ (lend) you the money.
- It _____ (be) nice if the rain _____ (stop)!

Write 3rd Conditional sentences, put the verbs in brackets in correct order.

- He crashed his car, because he fell asleep while driving. If he _____ (fall) asleep while driving, he _____ (crash) his car.
- I lost my job because I was late for work. I _____ (lose) my job if I _____ (be) late for work.
- We couldn't go to the concert, because we didn't have enough money. If we _____ (have) enough money, we _____ (go) to the concert.

THANK YOU

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Letter

Letter:-

A written, typed, or printed communication, sent in an envelope by post or messenger.



Points to Be noted in Letter Writing

- In the correct Format
- Short and to the point
- Relevant
- Free of any grammatical or spelling mistakes.
- Polite even if you are complaining
- Well Presented

Formal Letter Vs Informal Letter

The main difference between a formal letter and an informal letter is **their purpose**:

- A **formal letter** is written for professional (official and business) communication , written in the formal language with a specific format for business or official purpose

Eg:-a letter of enquiry, a letter of request, or a letter of complaint.

- An **informal letter** is used for personal communication. Informal letters are letters we write to friends and relatives. There is no strict format to write an informal letter.

Types Of Letters

- **Business letters** are primarily informational ~~with no personal content~~

Eg: Sales letter, Order Letter, Termination Letter

- **Formal letter**- based on context there may be personal content

Eg: letter from Principal to congratulate a student who scored high marks in an exam

- **Semi Official Letter:**

Formal letters b/n persons with same rank/position. Salutation will be Dear Mr. John.
Short and not quoted in official communications

Business Letters

- A **business letter** is a special class formal **letter** from one company to another, or between such organizations and their customers, clients and other external parties.
- The overall style of **letter** depends on the relationship between the parties concerned
- Even today, they are very useful because it produces a **permanent record**, **they are confidential**, formal and delivers persuasive, well-considered messages.

Elements in Formal Letters

1. The Letter Head / The sender's Address

- › Includes the company's logo / symbol / name, address, ZIP, telephone number, fax number, email address and website of the company.
- › Printed at the top center/left or the right side.
- **SENDER'S ADDRESS:**
It is usually given in the letter head, but if there is none,
the Sender's Name, Address and Contact details can be typed.



2. Reference

- ▶ Include a reference line to identify a file or case number, invoice number or any other internal identifying information, if your company requires one.
- ▶ Some companies have specific reference codes that they place either in a reference line below the date, or at the very bottom of the letter.

Eg: CUMI/HR/PW/12/15

Ref:No.ACSM/GM/304/2016

3. Date

Date consists of the **date, name of the month and the year.**

If the letter sheet includes a letterhead, type the date from 2 to 3 lines under the letterhead, else type it under the return address.

Never send a letter without a date.

The date is written in two styles.

The British Method (ordinal numbers) : **4th July, 2012**

The American Method (cardinal numbers) : **July 4, 2012**

Never write like 7-2-12 or 7/2/12 because it shows that the writer is careless or in a great hurry.

4. The Inside Address

- ▶ Includes the **name and address of the firm or the individual** to whom the letter is written.
- ▶ Written on the left side, beside the margin, two spaces below the date-line.
- ▶ Use **Courtesy titles** before names of the receiver such as **Mr., Mrs., Shri, Smt., Miss, Ms, Messrs, Dr., Prof., Capt., Maj., Col., Gen. etc.**
- ▶ The address can also begin with a job title or a department (if you don't know the name). For e.g. : **The Sales Manager, The Accounts Department etc.**

5.Salutation

- ▶ It is a compliment or greeting.
- ▶ Written beside the **left hand margin, two spaces below the Inside address** and **two lines above the body** of the letter.
- ▶ It is followed by a comma (,) or a colon (:).
- ▶ Salutation depends on the gender, type, number or the social status of the person addressed.

Eg:

Dear Sir/Madam

Dear Amit Das,

Dear Mr. John,

Dear Nancy,

Dear Sales Manager,

Dear Customer,

Dear Ladies and Gentlemen,

Respected Sir,

6. Subject And Receivers Reference No.

- Subject is used so that the reader immediately knows what your letter is about.
- Use **“Subject”** or **“Re”**.
- Subject usually comes between Salutation and body.
- The receiver's references i.e. the receiver's pervious letter number is mentioned under the heading reference.
- This will enable the receiver to easily take out a copy of his own letter from his files and understand the matter in the reply. (First letter Capital)

Eg: **Sub:- Project Sanction – Reg:**

Ref:-Your Letter no. mba/023/15 Dtd.12/03/2015

7.Body

- Begins two spaces below the salutation.
- Contains the message or the information to be communicated.
- Most important, lengthiest, prominent part- written in correct, appealing and impressive style.

Divided normally into 3 parts:

- Introductory paragraph
- Middle paragraph
- Closing paragraph
 - Double space between paragraphs.
 - If letter exceeds one page, repeat the recipient's name, date, reference/subject line and put page number.
 - Continue your letter three lines below the heading.

8. Complimentary Close

- It is written two spaces below the last line of the body.
- It is a polite way of saying “ Good bye”.
- It depends on the **tone and degree of formality**.

Formal: Respectfully yours, Sincerely, Yours Faithfully (Dear Mr. Ramesh)

Yours Truly (Dear Sir/Madam)

Informal: Cordially yours, Warm Regards, Best wishes, Thanks and
Regards

9. The Signature and Designation

Written double space below the complimentary close.

- ▶ First comes Signature (pen written). Sign your first and last name.
- ▶ Second line - type written name.
- ▶ Third line - business title.

The signature acts as proof.

10. Enclosures

- ▶ This line tells the reader to **look in the envelope for more.**
- ▶ Write **Enc./Encl./Enclosure** below the signature block.

e.g. : Enclosure

Enclosures: 3

Enclosures : Check #231 for \$500

- ▶ If you **don't enclose** anything, **skip it.**

FORMAL LETTER TEMPLATE

Jessica Schachtel
203 Dale Avenue
St. Paul, MN 55103

Your name and
address.

2 spaces

January 30, 2003

The date.

2 spaces

The Honorable Mr. Moun
Minnesota State Senate
St. Paul, MN 55102

The name, title, and
address of the person
to whom you are
sending the letter.

Dear Senator Moun,

1 space

Type the body of your letter here. This is where you tell the politician or business manager what you want them to know. It is important to be respectful and to state your ideas in a way that is not too emotional.

Sincerely,

1 space

Jessica Schachtel

4 spaces

Starting	• We are / I am writing • to inform you that ... • to confirm ... • to request... • to enquire about ...
Referring to previous contact	• Thank you for your letter of March 15. • Thank you for contacting us. • Thank you for your letter regarding ... • With reference to our telephone conversation yesterday... • It was a pleasure meeting you in London last month.
Making a request	• We would appreciate it if you would ... • In addition, I would like to receive ... • It would be helpful if you could send us ... • I am interested in (obtaining / receiving) ... • Please let me know what action you propose to take.

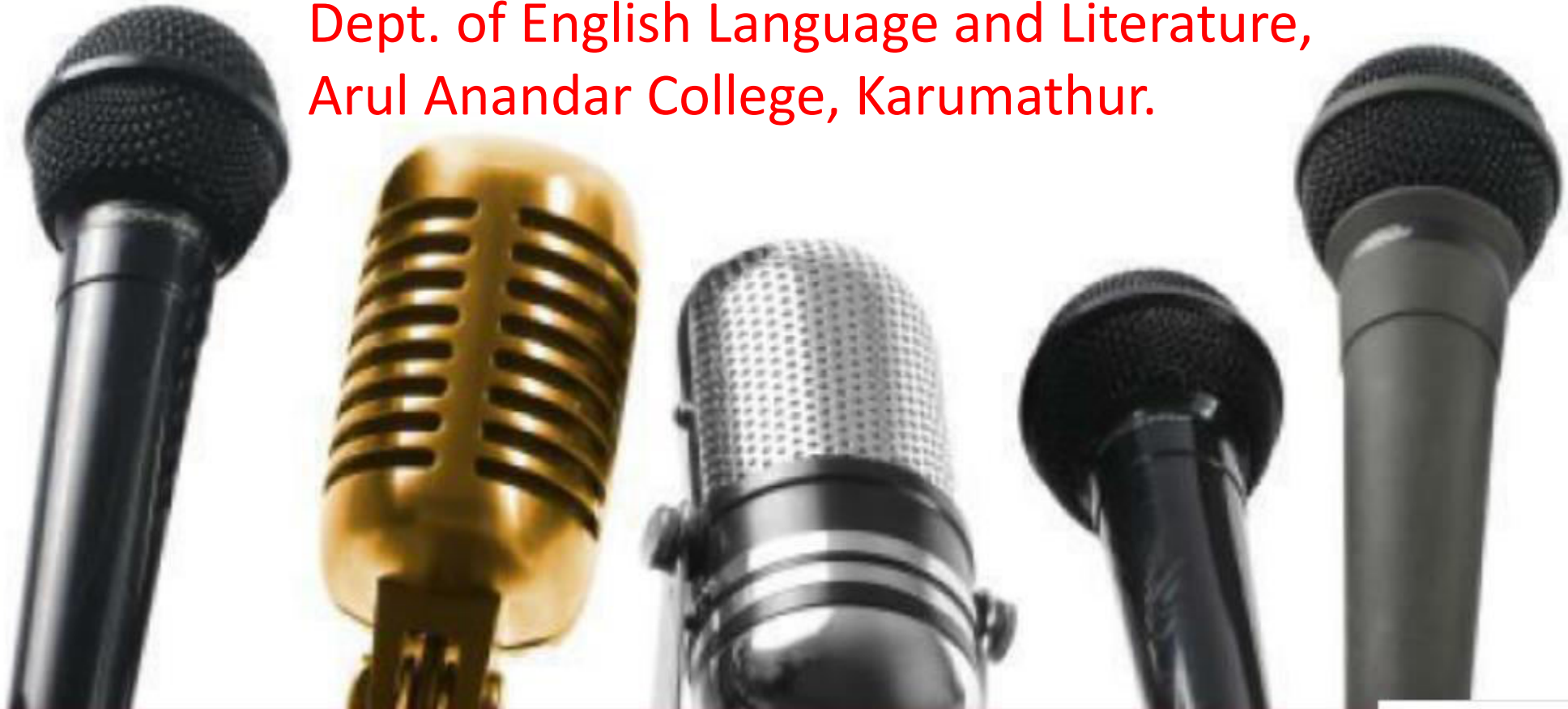
Offering help	• Would you like us to ...? • We would be happy to ... • We are quite willing to ... • Our company would be pleased to ...
Giving good news	• We are pleased to announce that ... • I am delighted to inform you that .. • You will be pleased to learn that ...
Giving bad news	• We regret to inform you that ... • I'm afraid it would not be possible to ... • After careful consideration we have decided (not) to ...
Complaining	• I am writing to express my dissatisfaction with ... • Please note that the goods we ordered on (date) have not yet arrived. • We regret to inform you that our order n° ----- is now considerably overdue. • I would like to query the transport charges which seem unusually high.

THANK
YOU!



Extempore

S. CHANDRA SEKAR PANDIAN, Asst. Prof.,
Dept. of English Language and Literature,
Arul Anandar College, Karumathur.



Positive People Builders

Building people positively





Listen carefully





Think before speaking

Positive People Builders

Building people positively



A photograph of four people (three men and one woman) sitting in a circle on white chairs in a bright, minimalist room. They are engaged in a conversation. The man in the center is gesturing with his hands while speaking to the others. The woman on the right is listening intently with her hand on her chin. The man on the far right is also listening. The man on the far left is seen from the side, looking towards the center.

Confirm or Clarify





Tell your story





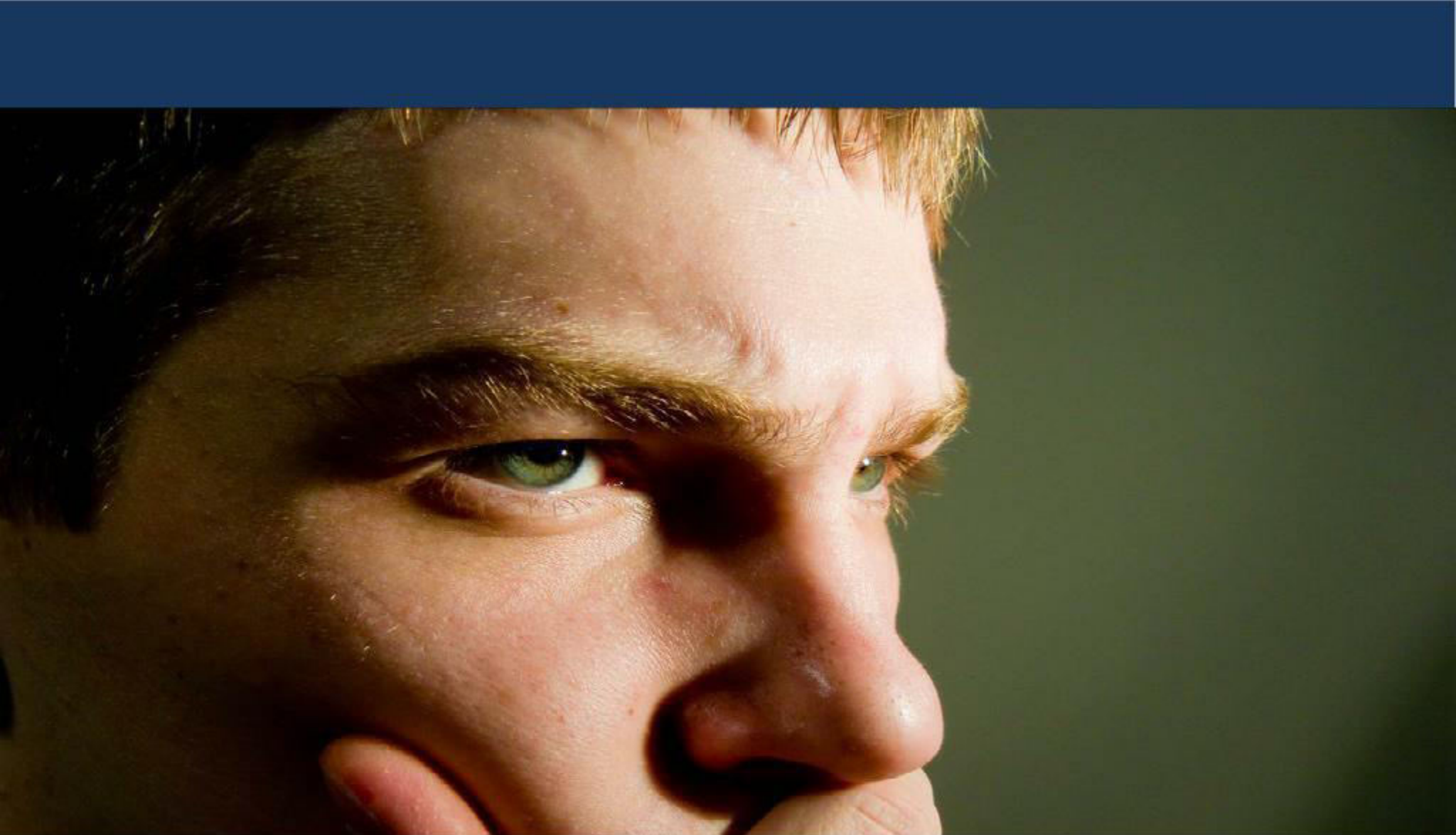
End with an impact





Composure



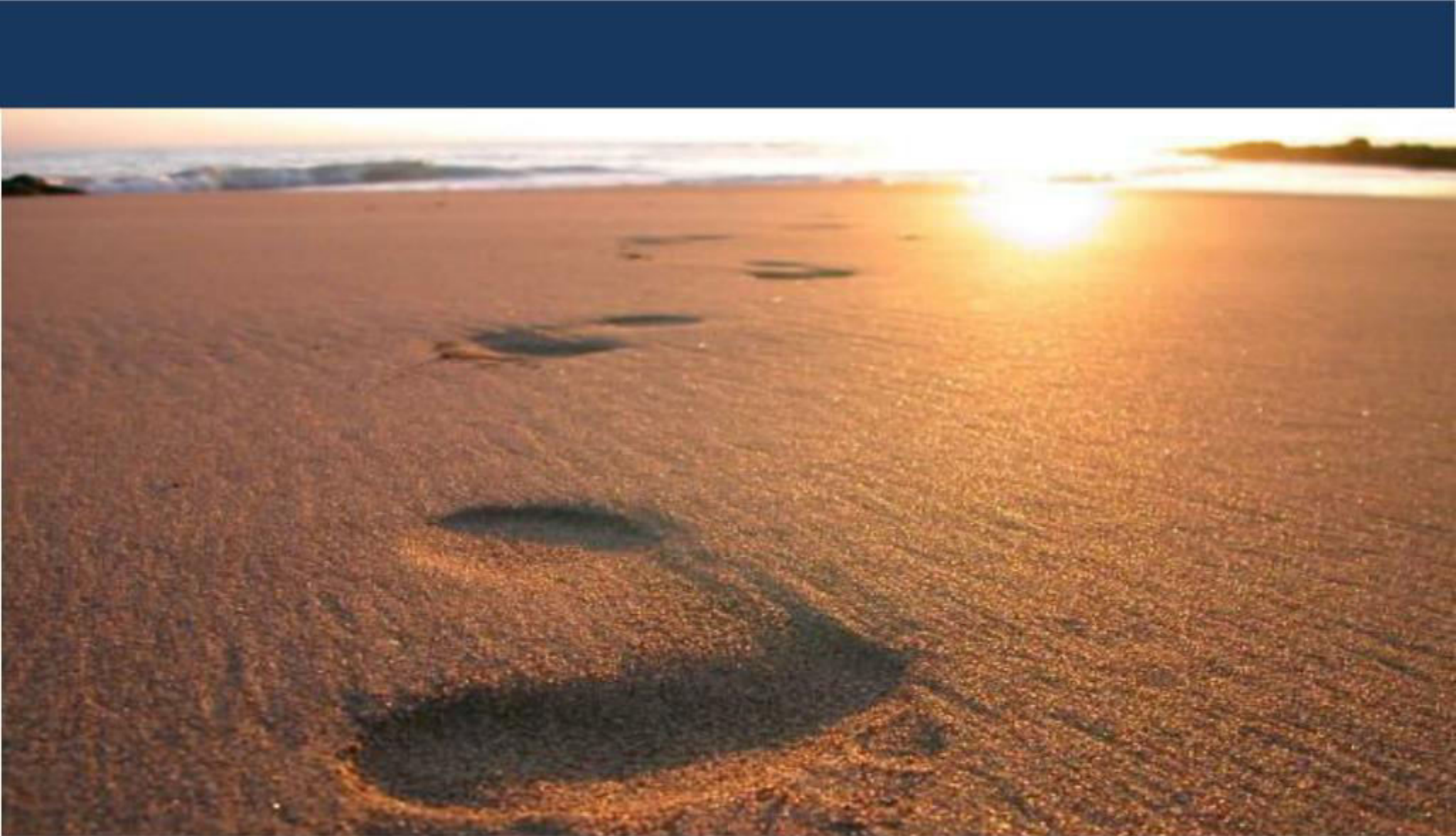


Clarity of thoughts



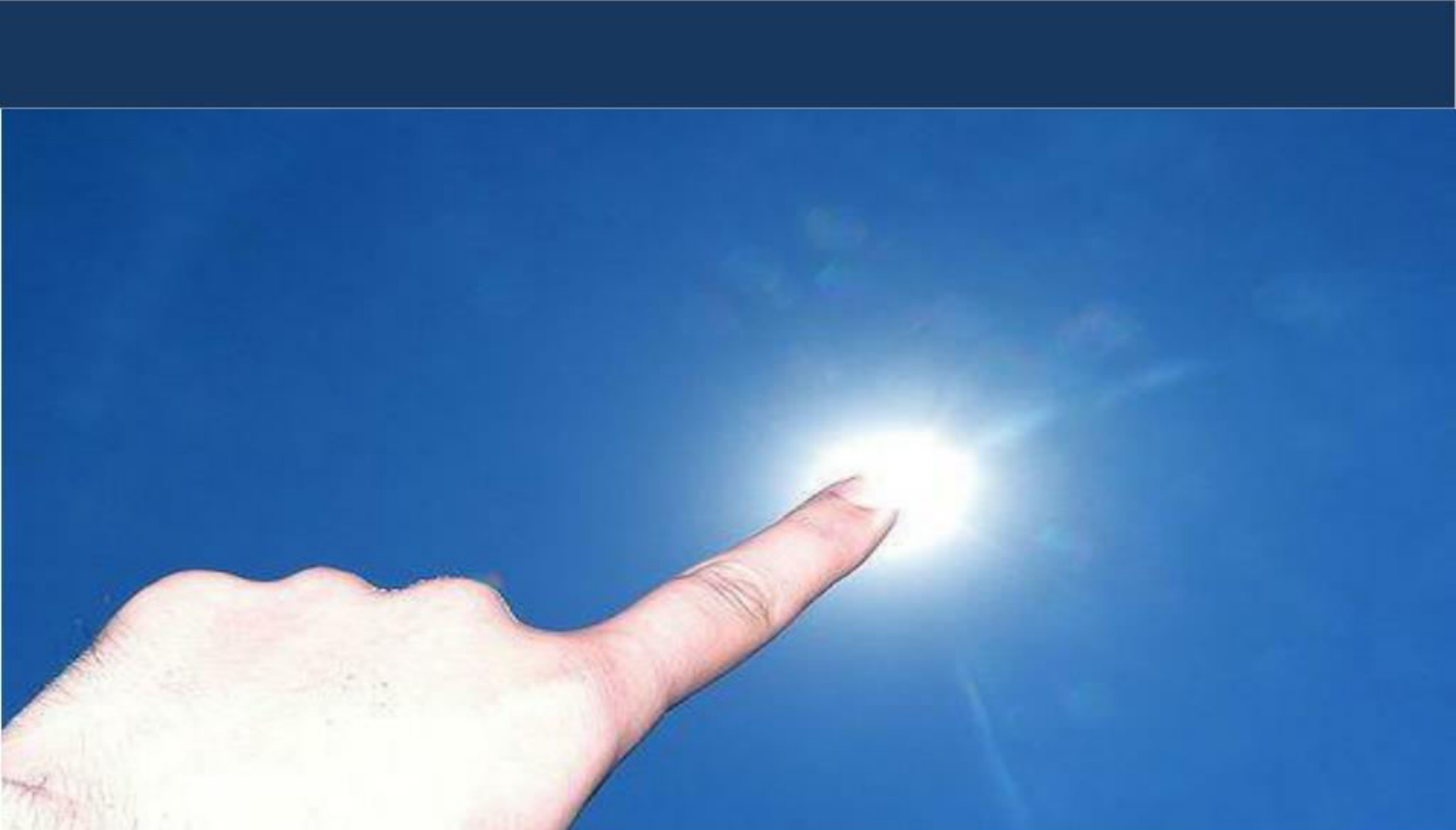
english gerunds
conditionals negative
questions
prepositions
verbs
reported
passives
worksheets
past
nouns
articles
present
interrogatives
adverbs
infinitives
tenses
exercises
genitive
affirmative
adjectives
speech
relatives
future
Grammar





Speaking at an even pace



A close-up photograph of a hand with the index finger pointing towards a bright, glowing sun in a clear blue sky. The sun is positioned in the upper right quadrant, creating a lens flare effect. The hand is in the lower left, with the finger extended towards the sun.

Define the topic





Time yourself well



A diverse group of smiling people clapping. The group includes men and women of various ethnicities, all appearing happy and engaged. They are clapping their hands, suggesting a celebratory or supportive atmosphere.

Narrate personal experiences





Body Language





Gestures





Ask for Questions





Maintain Eye Contact





THE POST OFFICE

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept.
of English Language and Literature, Arul Anandar
College, Karumathur.

Rabindranath Tagore.(1861-1941)

- The writer of our National Anthem, *Jan Gan Man*.
- Son of Sharda Devi and Debendranath Tagore.
- Born on 7th May 1861, Calcutta.(The British Capital of India.
- Started writing at very early age.
- The first short story ever to be written in Bengali *Bhikharini* 1877. (*The Beggar Woman*)
- Wrote *Gitanjali* in 1912. The Work goes in the hands of best possible authors of the time such as Ezra Pound and W B Yeats.

Rabindranath Tagore.

- *Giatanjali* leads Tagore to be the first Asian Nobel Laureate.
- He was also knighted by the British Government.
- The work, *The Post Office*, upon which we will discuss today, was also written during the same period (1912).
- In 1919 he resigned his knighthood as an act of protest, following the Jalianwala Baugh Massacre at Amritsar.
- The difference of opinion between Gandhi and Tagore.

Plot Summary of the Play.

- It was written in four days.
- Robinson & Dutta opines that the play “continues to occupy a special place in (Tagore’s) reputation, both within Bengal and in the wider world.”
- Translated and performed in many European countries by eminent scholars.

Plot Summary of the Play.(Act-1)

- A three-act play, begins with Madhav Dutta speaking with the Doctor about a young boy with a fever. The Doctor says the boy cannot go outside or he will get worse.
- The Doctor quotes scripture and proverbs that support his recommended treatment.
- Madhav also makes Thakurda promise not to allow the boy to play outside, and not to excite him too much.
- Amal questions the Doctor's orders, but Madhav says that the Doctor knows best because he is well-read and is an educated man.

Plot Summary of the Play.(Act-1)

- Madhav tells Amal that he can sit and read his whole life and become a pundit.
- Amal scoffs at the suggestion because he does not want to sit still, as he is being forced to do now. Instead, he wants to travel the world and see all there is to see.
- Madhav laughs at this, tells Amal he has to go to work, and makes the boy promise not to go outside while he is gone.

Plot Summary of the Play.(Act-2)

- Amal sits at the window when the Curd seller passes by, singing out his wares.
- Amal does not want to buy *dai* (curds); he wants to hear about the Curd seller's village and to be taught the song that the man uses to sell his curds.
- He wants to learn how to sell curds when he grows up.
- The Curdseller tells the boy that he should become a pundit instead. Amal says "I will never become a pundit."
- The simple heartedness of Amal touches the heart of Curd seller, he feels himself fortunate and offers curd to Amal.

Plot Summary of the Play.(Act-2)

- The Watchman passes by and Amal calls him over.
- The Watchman tells Amal that the boy should not yell to him; he should be scared of him because he can arrest the boy and take him away.
- From this conversation, the Watchman makes a pun about mortality, though Amal does not appear to understand it.

“Amal. But doctor won't let me out.

Watchman. One day the doctor himself may take you there by the hand.”

Plot Summary of the Play.(Act-2)

- Amal asks the Watchman about the building across the street, which the Watchman says is the new post office.
- The boy is entranced by the idea of becoming a mail carrier for the *Raja* .
- The Watchman sees the Headman coming their way and he leaves.
- As the Headman approaches, Amal talks to himself, imagining what it would be like to receive letters from the Raja.
- Amal cannot read and asks if his aunty can read it for him.
- The Headman is jealous of Madhav's progress in the business.
- Makes mockery of the boy and intends to brief the Raja for boasting of Madhav and his family.

Plot Summary of the Play.(Act-2)

- After the Headman goes, a girl walks by and Amal calls her over.
- She says her name is Shudha. She is on her way to pick flowers for her father, who sells the garlands she makes from them.
- They converse about the gardens & flowers.
- Shudha agrees, swearing not to forget, and saying, "You will be remembered."
- A group of Village Boys wanders by. He gives away all his toys and asks them to play near his window everyday.
- He feels tired. Fever starts gripping.

Plot Summary of the Play.(Act-3)

- Madhav says that Amal looks weak from spending all day by the window befriending most of the townspeople.
- Amal declares that he will beg the Raja to be made into a mail carrier.
- Madhav comes back into the room and worries that they will get into trouble because the Headman has written to the Raja.
- Madhav states that, according to the Headman, Amal is ...

Tagore's Opinion.

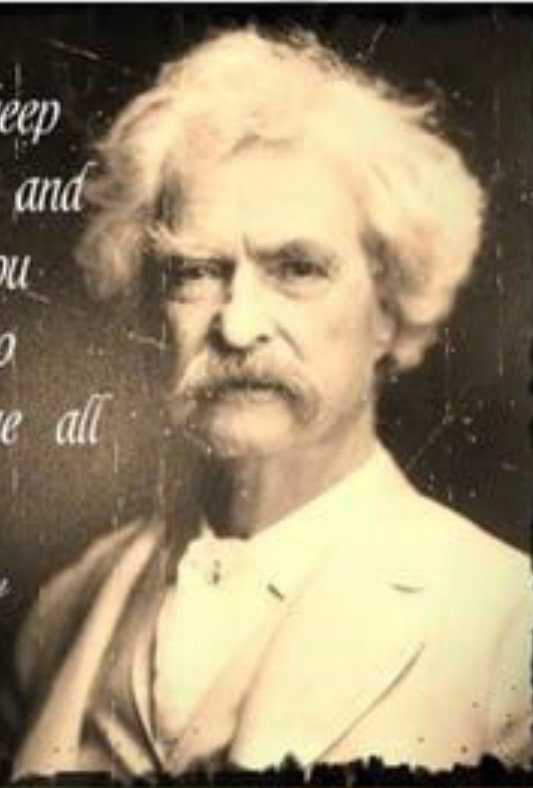
- Tagore himself explains the intended meaning of the play to his friend C.F. Andrews in this way :
Amal represents the man whose soul has received the call of the open road. But there is the post office in front of his little window, and Amal waits for the King's letter to come to him direct from the King's own physician and that which is death to the world of hoarded wealth and certified creeds brings him awakening in the world of spiritual freedom. The only thing that accompanies him in his awakening is the flower of love given to him by Shudha. [Dutta and Robinson]

THANK YOU

*It is better to keep
your mouth closed and
let people think you
are a fool than to
open it and remove all
doubt.*

~ Mark Twain

EmpyreanBooks.com



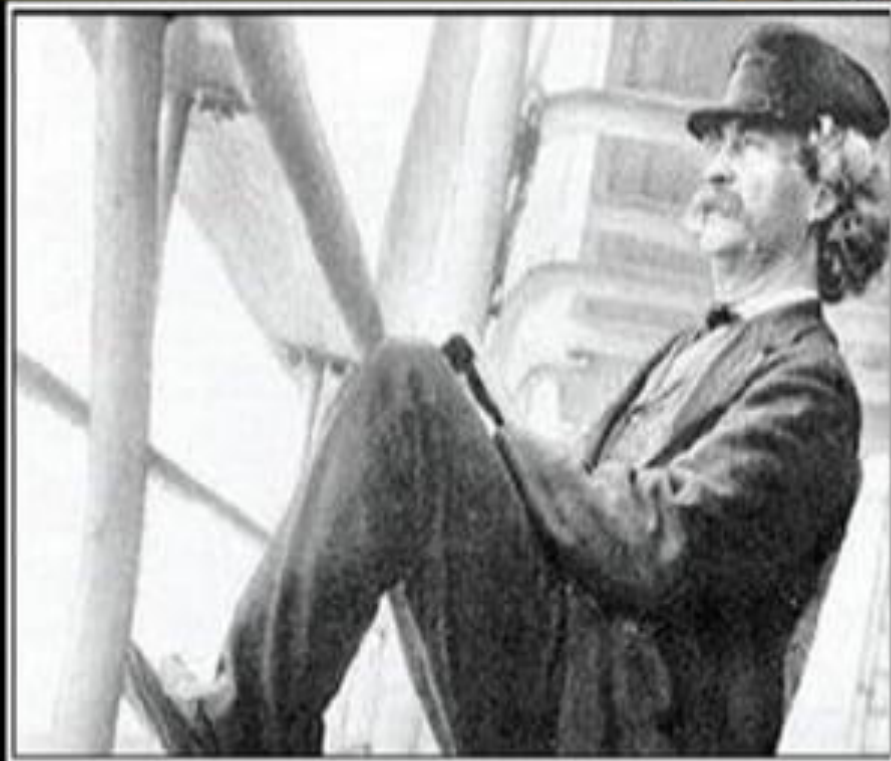
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Karumathur.

Mark Twain
1835-1910



Twain's celebrity image—Associated with river boat and frontier myth.

Iconic image of Twain as adventurer.



PROCRASTINATION

"Never put off until tomorrow what you can do the day after tomorrow."



I. “

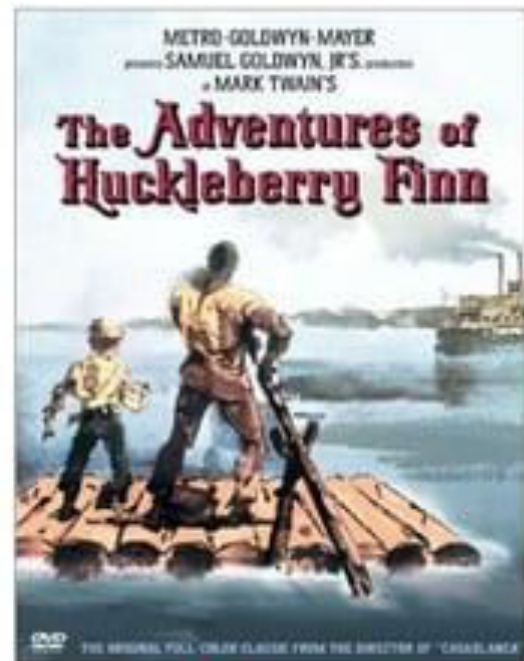
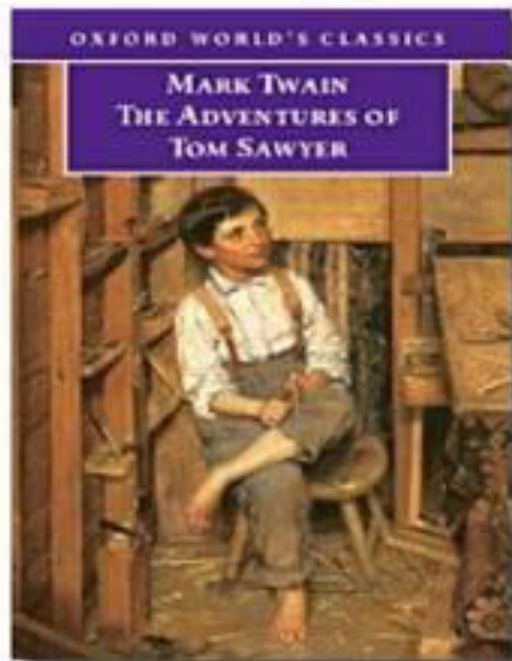
Generally speaking, all literary giants in human history are also great historians, thinkers and philosophers. Their works often reveal more truth than many political essays.

Mark Twain was one of these giants, and his life and works are a mirror of America of his time.

- The Adventures of Tom Sawyer



Main
Works



The Adventures of Huckleberry Finn



As one of America's first and most important realists and humorists, **Mark Twain** (Samuel Langhorne Clemens, 1835-1910) usually wrote of things he knew about from first hand experience.

Two of his best-known novels typify this trait: in his *Adventures of Tom Sawyer*, Twain immortalized the sleepy little town of Hannibal, Missouri. Likewise, in *Adventures of Huckleberry Finn* (written after *The Prince and the Pauper*), the various characters are based on types which Twain encountered both in his hometown and while working as a riverboat pilot on the Mississippi River.



And even though *The Prince and the Pauper* is not based on personal experience (it is set in sixteenth-century England), Twain uses the experiences of two young boys gradually losing their innocence, as he did in both *Tom Sawyer* and *Huck Finn*.

has clean and neutral design that can be adapted to any content and meets various market segments. With this many slides you are able to make a complete PowerPoint Presentation that best

The Prince
and the Pauper

MARK TWAIN

OXFORD BOOKWORMS

Symbol

As the boys change **clothes**, they change identities. Their lives changed completely.

Someone's clothes define who they are, what social class they are in. Tom and Edward defy this principal when they swap clothes.

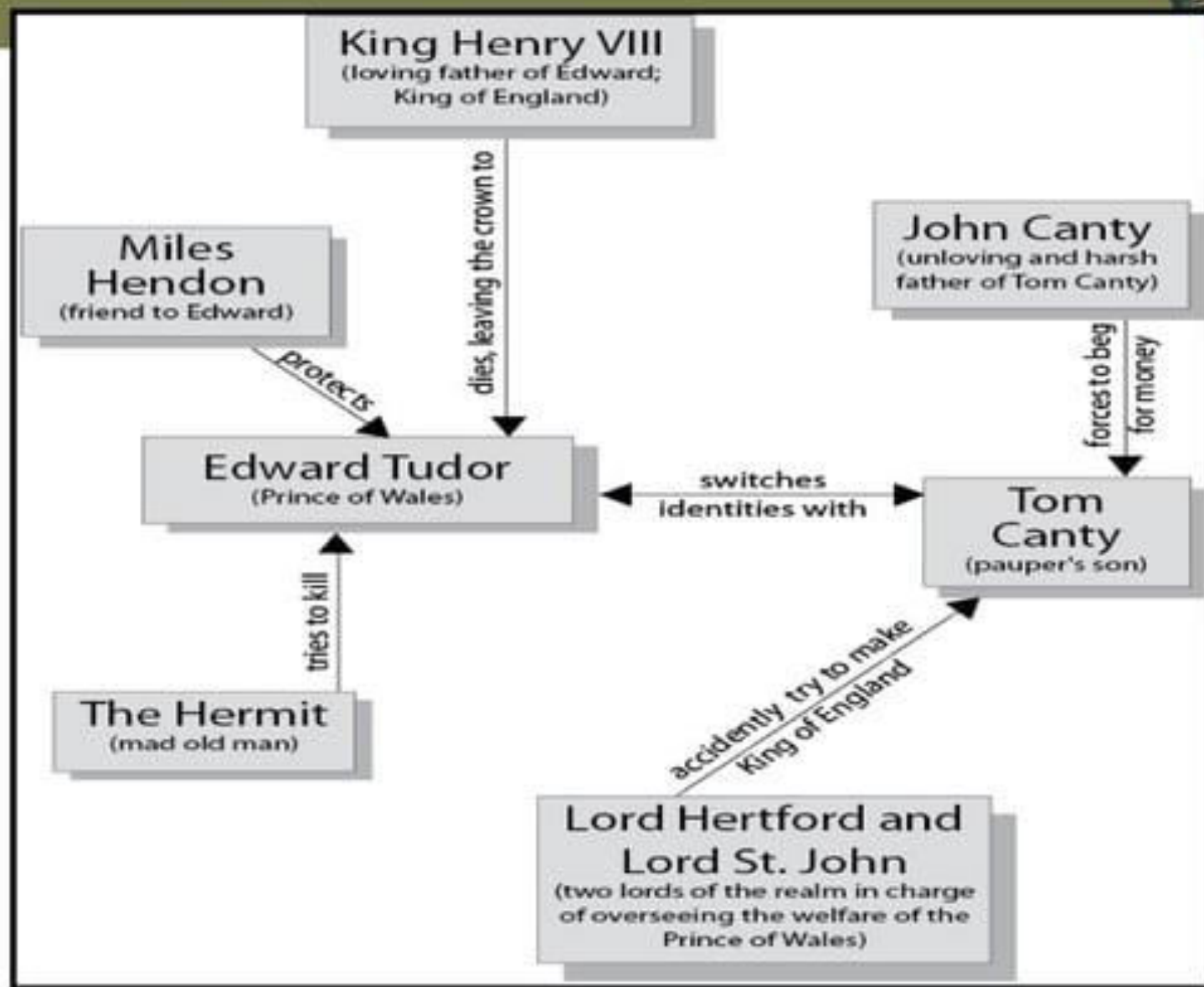
Themes

Appearance and reality

Justice and injustice

Society and class

Characters





Remarks: Mark Twain is a part of America. His personal success and failure were those of America. He moved, along with America, from innocence to experience.

Ernest Hemingway : All modern American literature comes from one book by Mark Twain called Huckleberry Finn. ... There was nothing before. There has been nothing as good since.



TRANSFORMATION OF SENTENCES

S. CHANDRA SEKAR PANDIAN, ASST. PROF., DEPT. OF ENGLISH
LANGUAGE AND LITERATURE, ARUL ANANDAR COLLEGE,
KARUMATHUR.

Types of sentences

- ✧ In English, there are mainly three types of sentences.
- ✧ Simple sentence
- ✧ Compound sentence
- ✧ Complex sentence
- ✧ A **simple sentence** has just one clause.
- ✧ A **complex sentence** has one main clause and one or more subordinate clauses.
- ✧ A **compound sentence** has more than one main clause.

Transformation of Sentences

- ✦ We can change a simple sentence into a compound sentence or a complex sentence.
- ✦ This is usually done by expanding a word or phrase into a clause.
- ✦ In the same way, we can change a complex or compound sentence into a simple sentence.
- ✦ This is done by reducing a clause into a word or phrase.

Transformation of Sentences

- ✦ **“It is too late to start a new lesson”.**
- ✦ As you can see this sentence has just one clause and therefore it is a simple sentence. The number of clauses in a sentence is equal to the number of finite verbs in it.
- ✦ Note that ‘to’ infinitives and ‘ing’ forms are not finite verbs.

TRANSFORMATION OF SENTENCES

- ✧ **INTERCHANGE OF THE DEGREES OF COMPARISON.**
- ✧ **INTERCHANGE OF AFFIRMATIVE AND EXCLAMATORY.**
- ✧ **INTERCHANGE OF AFFIRMATIVE AND NEGATIVE.**
- ✧ **CONVERSION OF SIMPLE SENTENCES TO COMPOUND SENTENCES.**
- ✧ **CONVERSION OF SIMPLE SENTENCES TO COMPLEX.**
- ✧ **INTERCHANGE OF “TOO” TO “SO---THAT”**

INTERCHANGE OF THE DEGREES OF COMPARISON

Positive: I am as **strong** as he.

Comp: He is not **stronger** than I.

Positive: No other metal is as **useful** as iron.

Comp.: Iron is **more useful** than any other metal.

Super: Iron is the **most useful** of all metals.

Examples:

Interchange of Degrees of Comparison

Change the degree of comparison without changing the meanings:

1. Helen was more beautiful than any other woman.
1. No other woman was so beautiful as Helen.
2. The airplane flies faster than birds.
1. Birds do not fly as fast as airplane.
3. Hyderabad is one of the biggest of Indian cities.
1. Very few Indian cities are as big as Hyderabad.
1. Some beans are as nutritious as meat.
1. Meat is not more nutritious than some beans.
5. Akbar was one of the greatest of Indian kings.
1. Akbar was greater than most other Indian kings.

INTERCHANGE OF AFFIRMATIVE AND EXCLAMATORY

Exclamatory: **How beautiful this garden is!**

Affirmative: **This garden is very beautiful.**

Exclamatory: **How nice Dhoni played!**

Affirmative: **Dhoni played really nice.**

Exclamatory: **What a tasty ice-cream!**

Affirmative: **Ice-cream is extremely tasty.**

INTERCHNAGE OF AFFFIMATIVE AND NEGATIVE

Affirmative: Brutus loved Caesar.

**Negative: Brutus was not without
love for Caesar.**

Negative: They are not happy in life.

Affirmative: They are unhappy in life.

Interchange of affirmative and negative sentences

Example-1:

- Affirmative: I was doubtful whether it was you.
- Negative: I was not sure that it was you.

Example-2:

- Affirmative: Everybody was present.
- Negative: Nobody is absent.

Example-3:

- Affirmative: All cheered.
- Negative: There was no one present who did not cheer.

In this way the negative sentences can be changed into affirmative sentences as above.

Examples:

Interchange of Affirmative and Negative Sentences

✱ *Express the meanings of the following sentences in a negative form:*

1. He failed to notice me when he came in.
1. He did not notice me when he came in.
2. Everybody will admit that he did his best.
1. No body will deny that he did his best.
3. Only a millionaire can afford such luxuries.
1. None but a millionaire can afford such luxuries.
4. Every man makes mistake sometimes.
1. There is no man who does not make mistake sometimes.
5. I care very little what he says about me.
1. I do not care what he says about me.

CONVERSION OF SIMPLE SENTENCES TO COMPOUND SENTENCES

Simple: He must work very hard to
 make up for the lost time.

Comp: He must work very and make up
 for the lost time.

Simple: In spite of his hard work,

 he did not succeed.

Comp: He worked hard, yet did not
 succeed.

Examples:

CONVERSION OF SIMPLE SENTENCES TO COMPOUND SENTENCES

✱ *Rewrite the following Simple sentences as Compound ones:*

1. Little Jay sat in a corner, eating his Christmas cake.
1. Little Jay sat in a corner and ate his Christmas cake.
2. He must resign on pain of public dismissal.
1. He must resign, or he will be publicly dismissed.
3. Owing to drought the crop is short.
1. There is drought and so the crop is short.
4. The men had not completed their work by sunset.
1. The sun set, and yet the men had not completed their work.
5. In spite of several efforts, he failed.
1. He made several efforts but failed.

CONVERSION OF SIMPLE SENTENCES TO COMPLEX

Simple: He confessed his crime.

Complex: He confessed that he was guilty.

Simple: Only Pakistanis are admitted here.

Complex: If you are not a Pakistani, you cannot be admitted here.

Simple: The management is thoroughly bad.

Complex: The management is as bad as it could be.

Examples: CONVERSION OF SIMPLE SENTENCES TO COMPLEX

✧ *Rewrite the following Simple sentences as Complex ones:*

1. The prince was to be found in the hottest battle.
 1. The prince was to be found where the battle was the hottest.
 2. I rejoice at his good fortune.
 - I rejoice that he has good fortune.
3. Considering the difficulties of his position, he has acted admirably.
 - If we consider the difficulties of his position, he has acted admirably.
4. Allowing him alone, the rest of us waited outside.
 1. He alone entered, while the rest of us waited outside.
5. Not feeling well, he decided to lie down.
 1. As he was not feeling well, he decided to lie down.

Transformation of Sentences

✱ The nature of the sentences can be changed without changing the meaning of the sentences.

1. Sentences containing the adverb 'too':

Example:

- My friend is too rich to be helped.

You can see How the Transformation-of-Sentences, containing the adverb 'too', takes place without changing the meaning of the sentence.

- My friend is so rich that he can not be helped.

Example

- ✦ The news is too good to be true.

You can see How the Transformation-of-Sentences takes place into the following version without changing the meaning of the sentence.

- The news is so good that it can not be true.

Examples:

- He is too proud to beg.
 - He is so proud that he will not beg.
-
- It is never too late to mend.
 - It is not so late that it can not be mended.
-
- He is too ignorant for the post of a postman.
 - He is so ignorant that he is not suitable for the post of a postman.
-
- This shirt is too small for me.
 - This shirt is so small that it is not suitable for me.
-
- He speaks too fast to be understood.
 - He speaks so fast that he can not be understood.

- ▶ Hope, you have understood the topic.



**Thanks for
listening**

**Any
Questions ?**

CIRCULAR LETTER

S. CHANDRA SEKAR PANDIAN,
Asst. Prof., Dept. of English
Language and Literature, Arul
Anandar College, Karumathur.

CIRCULAR LETTER

- one of the oldest types of letters. This kind of letter originated in ancient time
- used to circulate any special message to a huge member of audiences.
- kind of written announcement
- to convey any commercial or non-commercial message at minimum time, costs and efforts.
- It is one of the cost-effective means of circulating information
- drafted in such a way that can attract readers' attention and can serve its purpose.
- Used for introducing new products to mass people.
- circular letters are not only used in business, but also in social, political and personal affairs.

Importance of Circular Letter

- Easy method of conveying information.
 - Achieving economy:
 - Saving time:
 - Less effort:
 - Creating market:
- Increasing consumer's confidence:
 - Creating public consciousness:

Types of circular letter

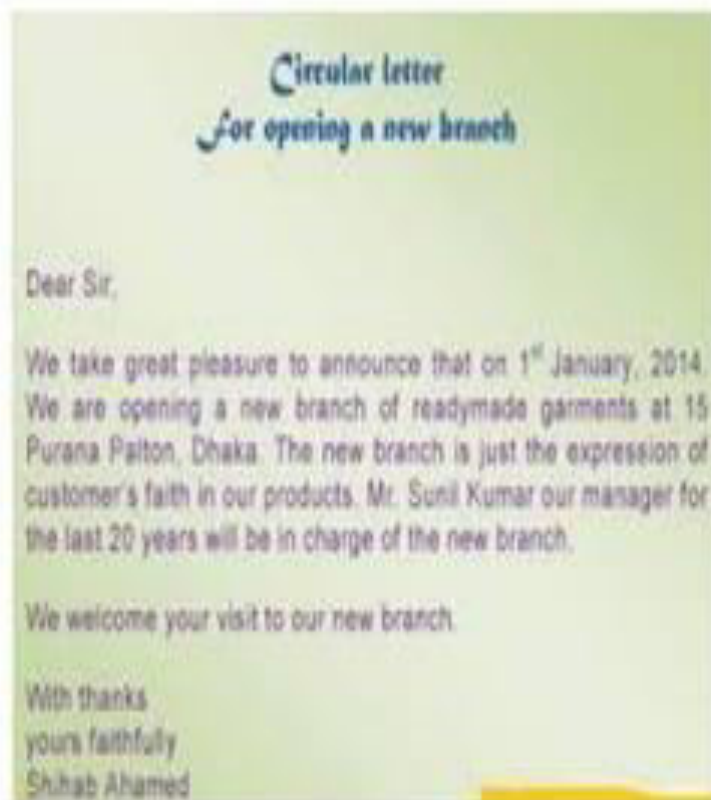
two types in this regard:

- A Trade circular letter which carries business-relative information. ...
- A Non-trade circular letter which shares personal or social information.

Features of circular letter

- Attractiveness: Major goal of circular letter is to obtain the attention of people, thus it must be attractive enough to draw the interest of mass.
- Courtesy
- Mutual interest
- Easy language
- Conciseness
- Explain interest/Benefit
- Specific purpose(s)
- Tone of confidence

Format of circular letter



THANK YOU

PRESENTATION SKILLS

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept. of
English Language and Literature, Arul Anandar
College, Karumathur.

Presentation skills

- A presenter should be able to convince the target audience about the relevance of his idea, product, work or proposal.
- The most popular mode of presentation is oral presentation by using charts, slides, etc.
- Other forms of presentations include webinars, seminars, posters, brochures.



Types of Presentations

1. Informative : to present specific information, date, time, cause, effect, etc.
2. Instructional : to teach a method or topic. It is longer than informative presentations.
3. Arousing : to arouse emotion or enthusiasm in the audience.



4. Persuasive : to grab attention and bring the audience to a specific view point which promotes action.

5. Decision Making : to arrive at a decision or consensus.



Elements of a Successful Presentation

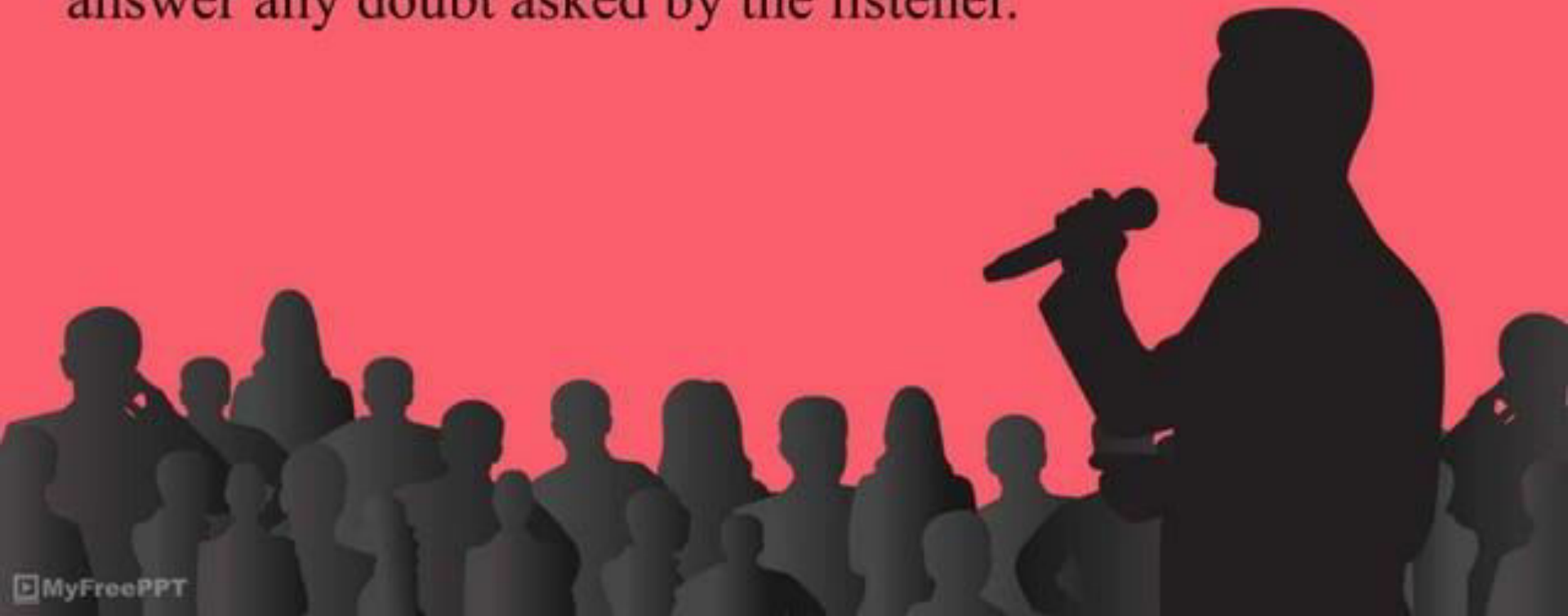
The six key elements can be identified as,

1. Preparation
2. Mode of Presentation
3. Audience
4. Language and Delivery
5. Non verbal Communication
6. Feedback



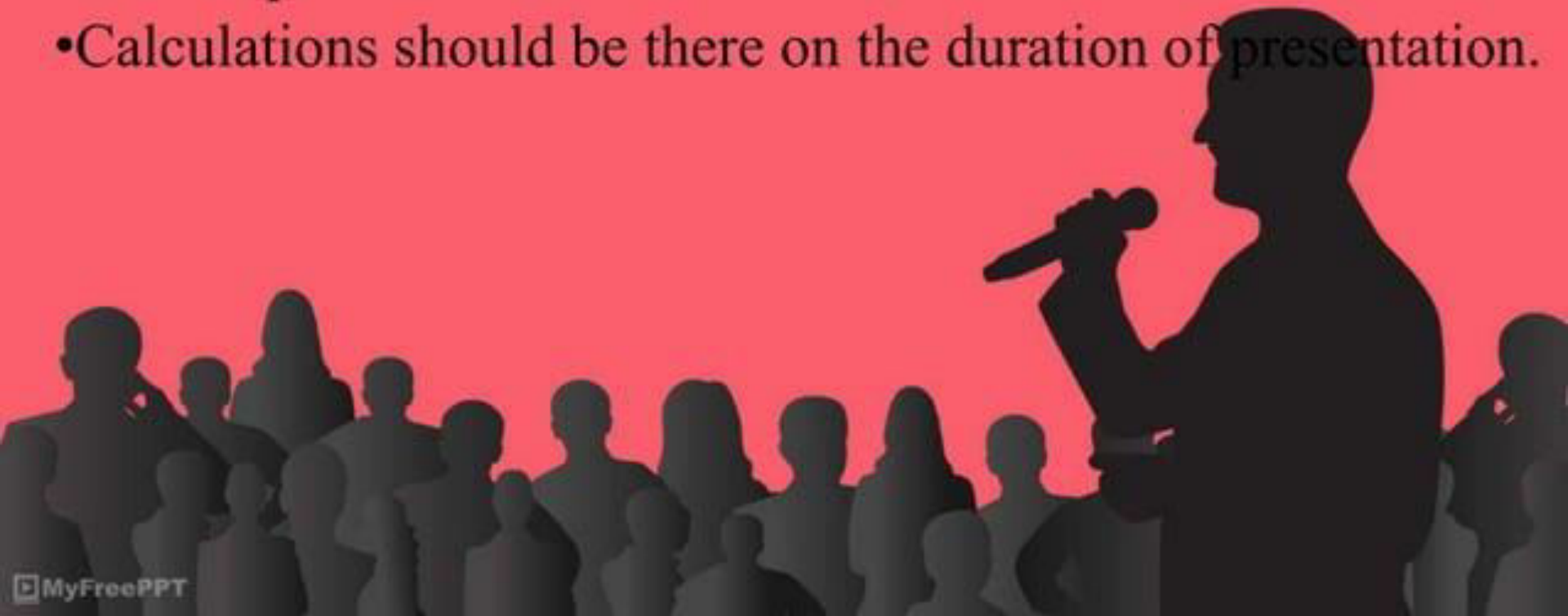
Preparation

- It is the first critical element of presentation. Decide the manner and method of presentation to present the content successfully.
- The presenter should be well learned about the topic to answer any doubt asked by the listener.



Mode of Presentation

- The most suitable mode of presentation should be selected once the topic is finalised.
- The most popular and suitable is oral presentation.
- All the supporting materials for presentation must be ready with the presenter.
- Calculations should be there on the duration of presentation.



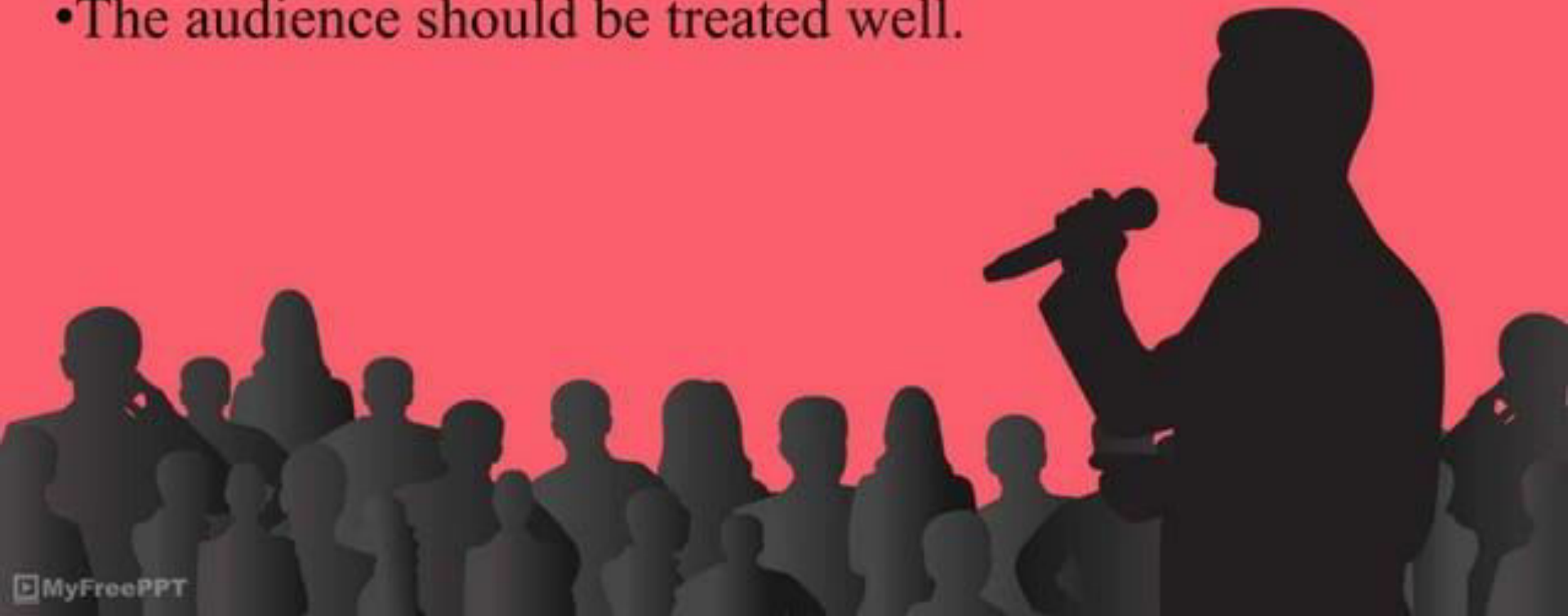
Audience

- The mode of presentation depends on the target audience.
- The speaker should know about the audience and the content and tone should be apt to the audience.



Language and Delivery

- The choice of words must be in tone with the subject matter and the capacity of the audience. Avoid difficult and technical words.
- The speaker should control the speed of presentation.
- The audience should be treated well.



Non verbal Communication

- Ideas are not conveyed by words alone.
- The gestures, postures, voice modulation, etc are also very important.
- The speaker should be able to understand the non verbal cues shown by the audience to improve his presentation.
- Keeping eye contact ensures connectedness.



Feed back

- The presenter should obtain feedback from the audience during and after presentation.
- The feedback we had can be used to improve presentation skills in future.



THANK YOU

TRYST WITH DESTINY

JAWAHAR LAL NEHRU

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept. of English Language and Literature, Arul Anandar College, Karumathur.

Tryst With Destiny



What the speech talk about..

- **Freedom**:- “At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.”
- **Responsibility**:- “Freedom and power bring responsibility.”
- **Equality**:- “All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations.”

✓ PERSUASION ANALYSIS

ETHOS

- **Credibility** of the man himself.
- “It is fitting that at this solemn moment **we take the pledge of dedication to the service of India** and her people and to the still larger cause of humanity.”
- “The **responsibility rests upon this assembly**, a sovereign body representing the sovereign people of India.”

PATHOS

- “A new star rises, the star of freedom in the east, **a new hope comes into being, a vision long cherished materializes.** May the star never set and that hope never be betrayed!”
- “Before the birth of freedom we have endured **all the pains of labor and our hearts are heavy with the memory of this sorrow.** Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.”

LOGOS

- "Long years ago now we made a tryst with destiny, and now the time comes when we shall redeem our pledge."
- "The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumphs and achievements that await us."
- "Nevertheless, the past is over and it is the future that beckons to us now."



Thank
You !!

PUNISHMENT IN KINDERGARTEN

- KAMALA DAS

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept. of
English
Language and Literature, Arul Anandar College,
Karumathur.

KAMALA DAS

- Time period : (1934 – 2009)
 - Wrote under Pseudonym
 - Famous Indian poet & author
 - Boldly expresses her views over any topic.
 - Born during the colonial rule
 - Most of her Works – personal experiences.
- 

BRIEF SUMMARY

- Painful Recollection of the poet
 - Her childhood experiences
 - Scenario – school picnic
 - The poet with her school friends & teacher
 - Poet – stayed alone
 - 'Blue-Frosted Teacher's' harsh words
 - Laughter of school mates
- 

CRITICAL APPRECIATION

- Auto-biographical poem
 - Two parts
 - Part I - Recalls & recounts the childhood experiences
 - Part II – Poet's analysis as an adult
 - Psychological perspective
 - Simple construction of sentences
 - Colloquial diction
- 

CRITICAL APPRECIATION

- Pensive tone
- Introvert Nature of the child
- Poetess (Child) – lonely, isolates, in crisis & tears.
- Haunted with isolation.
- Major Theme – Nostalgia & ideology to move on with life.
- Maturity & Self-realization.
- Poet's understanding – forget the incident that causes

POETIC / LITERARY DEVICES

- Alliteration - “Pots & Pans”
 - Simile – “ like Pots & Pans”
 - Personification
 - Imagery – “Blue-Frosted Woman”, “Steel-White Sun” & “Honey-Coloured day”
 - Enjambment – Continuation of the poem in couplets.
- 

WHAT HAPPENS TO KAMALA DAS AT HER CHILDHOOD !!

Kamala, at a picnic with her friends.



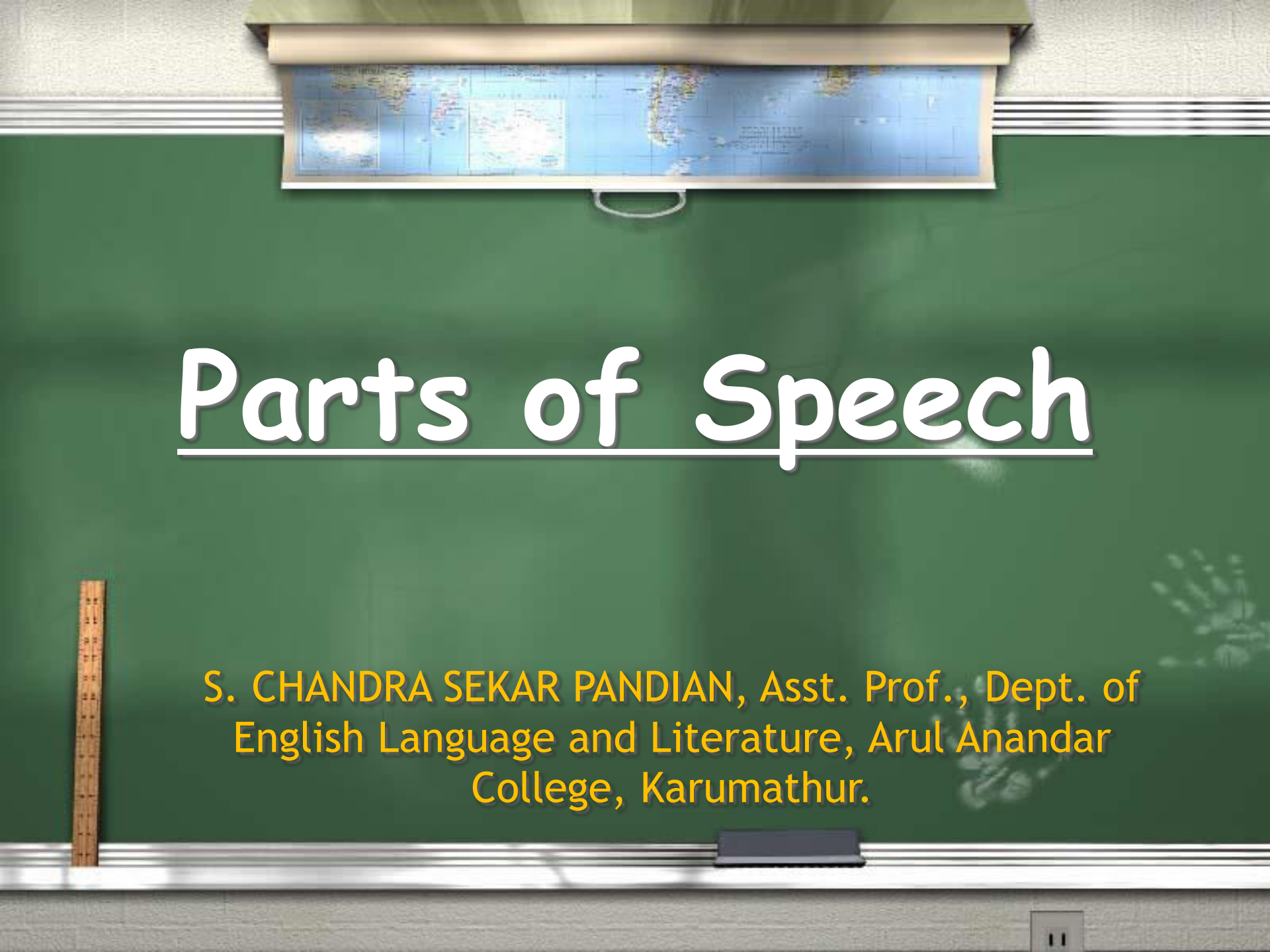
The teacher scolding her .



KAMALA DAS' EXPECTATIONS



THANK YOU



Parts of Speech

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept. of
English Language and Literature, Arul Anandar
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The Eight Parts of Speech

 Verb

 Noun

 Pronoun

 Adjectives

 Adverbs

 Prepositions

 Conjunctions

 interjection



Let's Take a Closer Look!

 Verb

 A verb "is what you do!"

 I will **run**, **hop**, and **skip** down the track.



Here come the nouns!

Noun

 A noun is a person place or thing.

 **Ms. Arruda** is going to **Vegas** this weekend.



Pronouns



- 📖 Pronoun
- 📖 A pronoun can replace the noun or another pronoun.
- 📖 **Which** show do **you** want to see?



Additional Pronouns



Personal Pronouns

-  A personal pronoun refers to specific person or thing and changes its form to indicate person, number, gender, and case.

Possessive Personal Pronouns

-  A possessive pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person.
-  (mine, yours, hers, his, its, ours theirs)



Additional Pronouns Continued



Interrogative Pronouns

-  An interrogative pronoun is used to ask questions.
-  (who, whom, which, what and the compounds formed with suffix "ever").

[Home](#)

Still More Pronouns!

- 📖 Demonstrative Pronouns
- 📖 A demonstrative pronoun points to and identifies a noun or a pronoun.
- 📖 (this, that, these, and those are demonstrative pronouns)



What about the Adjectives?



Adjectives

-  An adjective modifies a noun or pronoun by describing, identifying, or qualifying words.
-  The **truck-shaped** balloon floated over the treetops.

Adverbs



Adverb

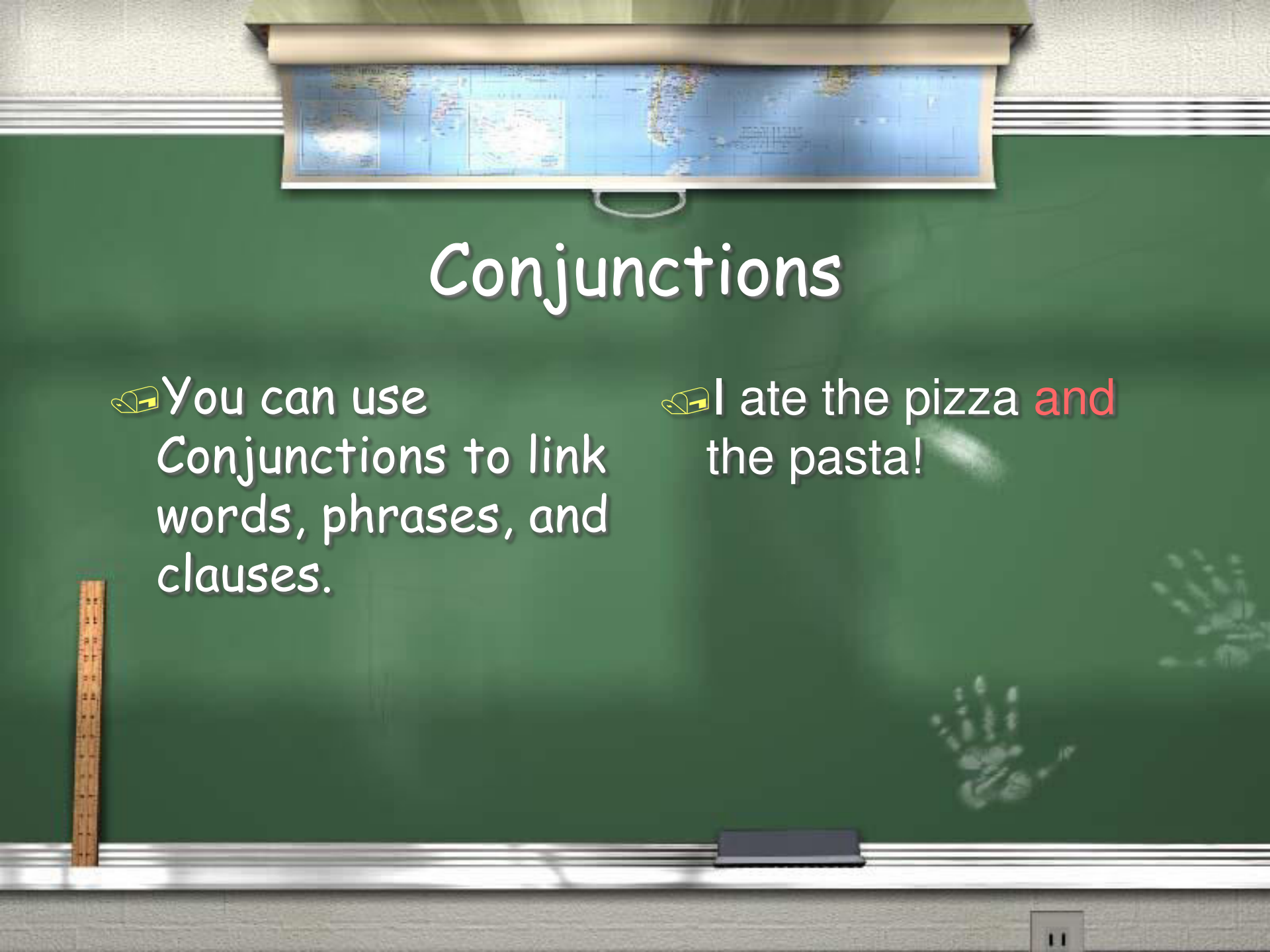
-  An adverb can modify a verb, an adjective, another verb, a phrase, or a clause.
-  The seamstress **quickly** made the mourning clothes.



Prepositions



- 📖 Prepositions
- 📖 A preposition links nouns, pronouns, and phrases to other words in a sentence.
- 📖 (on, against, over, during, beneath, beside)



Conjunctions

📖 You can use
Conjunctions to link
words, phrases, and
clauses.

📖 I ate the pizza **and**
the pasta!

What is an Interjection?



- 📖 Interjections
- 📖 An interjection is a word added to a sentence to convey emotion.
- 📖 (Ouch!, Hey!)



Parts of Speech Poem

by Kim Vetter

- 📖 A noun's the name of anything,
 - 📖 As house or garden, hoop, or swing.
 - 📖 Instead of nouns the pronouns stand-
 - 📖 Her head, your face, his arm, my hand.
 - 📖 Adjectives tell the kind of noun,
 - 📖 As great, small, pretty, white, or brown.
 - 📖 Verbs tell of something to be done-
 - 📖 To read, count, sing, talk, laugh, or run.
 - 📖 How things are done the adverbs tell,
 - 📖 As slowly, quickly, ill, or well.
- 
- 
- 



Poem Continued

- 📖 Conjunctions join the words together, As men and women,
wind or weather.
 - 📖 The preposition stands before
 - 📖 A noun, as in or through a door.
 - 📖 The interjection shows surprise,
 - 📖 As Oh! How Pretty; Ah! How wise.
- 📖 That's why we learn the parts of speech
- 📖 Which reading, writing, speaking teach.
 - 📖 'Cause grammar needs to be correct
 - 📖 To help you earn the world's respect.



THANK YOU

Homophones Homonyms and Homographs

S. CHANDRA SEKAR PANDIAN, Asst. Prof.,
Dept. of English
Language and Literature, Arul Anandar
College, Karumathur.

What do all of these words have in common? How are they the same?

- **Homo**phone
- **Homo**nym
- **Homo**graph

Each begins with the root word *homo*.

***Homo* means same.**

All of these words have to do with sameness.

Homophone

Phone = sound

Telephone = across sound

Homophone = same sound

Words that sound the same but have different spellings are homophones.

HOMOPHONES

pair-pear



HOMOPHONES

see-sea



HOMOPHONES

night-knight



Homonym

Nym = name

Pseudonym = fake name

Homonyms = same name

Words that sound the same and have the same spellings are homonyms.

HOMONYMS

fair-fare



HOMONYMS

ferry-fairy



HOMONYMS

die-dye



Homographs

graph = writing

biography = life writing

homograph = same writing

Words that have the same spellings but sound different are homographs.

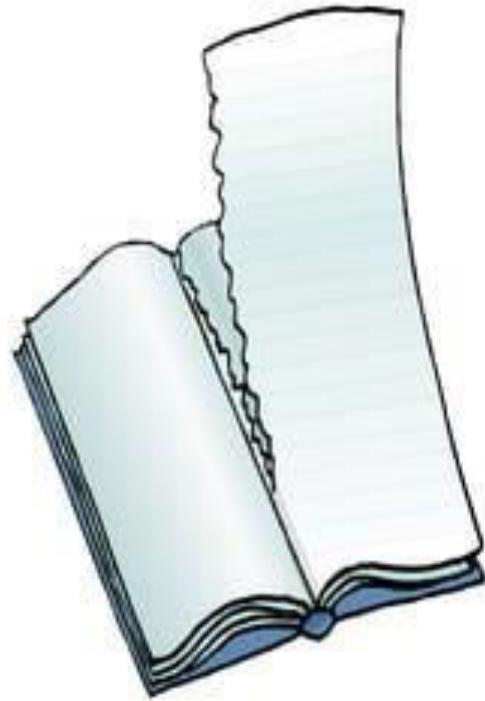
HOMOGRAPHS

sink-sink



HOMOGRAPHS

tear-tear



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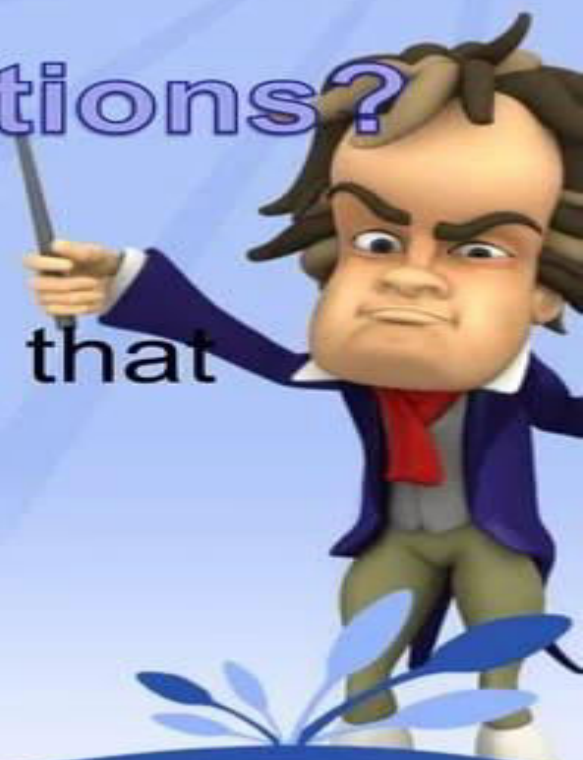
THANK YOU

CONJUNCTIONS

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept. of English Language and Literature, Arul Anandar College, Karumathur.

What are conjunctions?

Conjunctions are words that join two or more words, phrases, or clauses.



Examples

Joining two or more words:

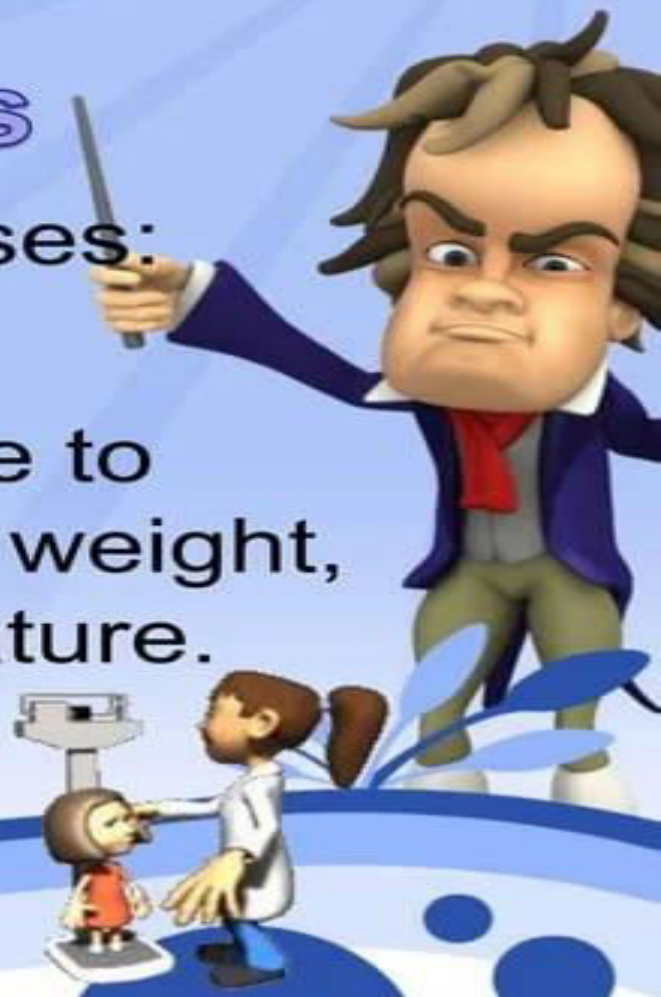
The dog scratched **and** panted.



Examples

Joining two or more phrases:

My doctor can choose to
measure my height, my weight,
or check my temperature.



Examples

Joining two or more sentences:

Eric wants to play basketball.
Annie wants to play soccer.

Eric wants to play basketball **but**
Annie wants to play soccer.



Coordinating Conjunctions

Coordinating conjunctions join sentence elements that are the same.

You can memorize them with the acronym FANBOYS.

for

and

nor

but

or

yet

so



Coordinating Conjunctions and Their Meanings

for

because

nor

am not
or not
neither

and

in addition



Coordinating Conjunctions and Their Meanings

but

opposite
difference

or

choice
option

yet

but

so

consequence
result



Which word is the conjunction?

The mother bear carried her
baby **and** briefcase.



Which word is the conjunction?

Beethoven can play the piano, **or** compose music in his free time.



Which word is the conjunction?

It was snowing outside, **so**
we stayed indoors.



Which word is the conjunction?

Our dad checked the grill,
but forgot to check the oven.



THANK YOU



SUBJECT – VERB AGREEMENT

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BASIC RULE:

- Singular subjects must have singular verbs.
Plural subjects take plural verbs.

RULES ON SUBJECT- VERB AGREEMENT

1. The pronoun “YOU” always takes a plural verb.

Examples:

- You were invited to come.
- You are asked to clean the room.
- You sing so well.



2. If a sentence begins with **HERE** or **THERE**, the verb agrees with the subject which follows it.



Examples:

- Here are the ways on how to preserve meat.
- There is a huge gap between the rich and the poor.



3. If two subjects, one single and one plural, are connected by EITHER/OR or NEITHER/NOR, the verb agrees with the nearer subject.



Examples:

- Neither the players nor the coach is joining.
- Either the conductor or the singers are attending the concert.

5. Singular subjects joined by AND require a plural verb, except when they mean one thing.



Examples:

- Larry and Mercy are reading novels.
- My teacher and friend is here.

6. Two singular subjects joined by EITHER/OR or NEITHER/NOR take a singular verb.

Examples:



- Either Mommy or Daddy is coming with me at the outbound.
- Neither Ferdie nor Dulce is waiting for you.

7. If a singular subject is followed by a phrase containing a plural noun, the verb is singular.

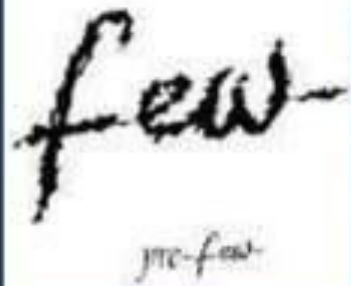
Examples:



- One of the boys is yelling so loud.
- One of the members is against the rule.

8. The indefinite pronouns SEVERAL, FEW, BOTH, MANY, OTHERS are always plural.

Examples:



few
jmc-few

- Both were asking to be freed.
- Several are seeking justice.

9. The indefinite pronouns SOME, MOST, ALL, NONE are singular or plural according to the meaning of the sentence.

Examples:

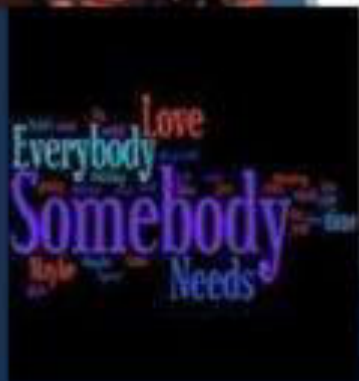
A graphic featuring the word "NONE" in a large, bold, black, stylized font. Below it, the word "only" is written in a smaller, lowercase, sans-serif font. The entire graphic is set against a white background within a square frame.

- Some of the girls were absent.
- Some of the ice cream is left.

10. When any of the following indefinite pronouns is the subject, the verb is singular: EVERYBODY, EACH, NO ONE, ANOTHER, ANYBODY, NOBODY, EVERY, NOTHING, EVERYTHING, ANYONE, EITHER, NEITHER, EVERYONE, SOMEBODY, SOMEONE.

Example:

- Every man and woman in this hall is a member.



11. Expressions of time, money, weight, and distance are singular even if the form is plural.



Examples:

- Two years is a long time to wait.
- One million dollars was given back to the owner.



12. When the amount of money refers to separate units, the verb is plural.

Examples:



- Five 25-centavo coins were found.
- Sixty 100-peso bills were added to the budget.

13. The following words are always plural: PANTS, TROUSERS, PLIERS, SCISSORS, SHEARS, TONGS. However, if the word PAIR is used, the verb is singular.

Examples:

- The pants are torn into two.
- The pair of scissors was placed on the table.



14. Certain nouns, though plural in form, are singular in meaning and therefore take singular verbs.

Examples:

- Mathematics is my favorite subject.
- The latest news is alarming to the public.



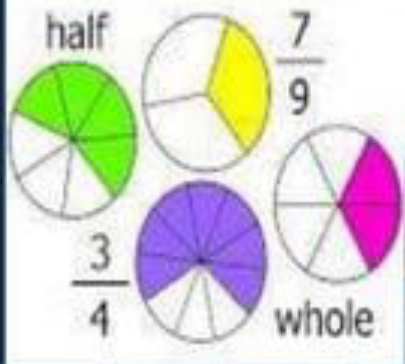
15. When the word is preceded by A, it takes a plural verb. When it is preceded by THE, it takes a singular verb.

Examples:



- A number of students are waiting outside.
- The number of students outside is not recorded yet.

16. When fractions are used, the verb agrees with the object of the OF PHRASE.



Examples:

- One half of the cake was consumed.
- One fourth of the employees were attending the seminar.



17. These nouns may be singular or plural in meaning: ATHLETICS, GENETICS, POLITICS, GYMNASTICS, STATISTICS. When the noun refers to an organized activity, it is singular; when the noun refers to the activities of individuals within a group, or to varied activities, it is plural.



Examples:

- Gymnastics is very popular among girls.
- The gymnastics shown in the field today were outstanding.

18. The name of a country is always regarded as singular.

Examples:

- The Bahamas has beautiful beaches.
- Philippines is a wondrous place.



20. Collective nouns may be singular or plural depending on whether the individual members are acting individually or collectively. These nouns are: COMPANY, GROUP, COMMITTEE, CROWD, JURY, FLOCK, TEAM.

Examples:

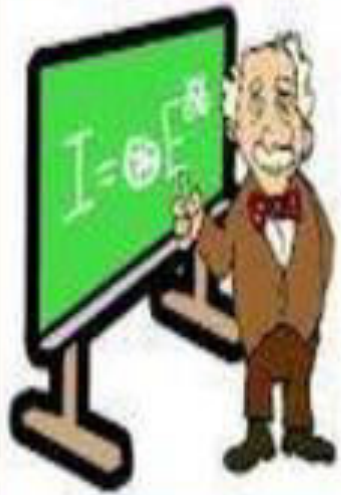


- The committee is against the plan. (acting collectively-singular)
- The committee are of different opinion. (acting individually-plural)

21. In the use of mathematical expressions, the following are accepted:

Examples:

- Seven plus three is ten.
- Seven and three are ten.
- Five times two are ten.
- Five minus two is three.



22. Titles of books, plays, articles, movies, etc. are regarded as singular even though words in the title may be plural.

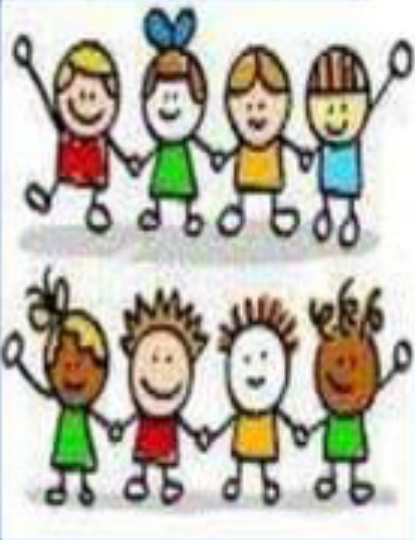
Examples:



- “In Dreams Begin Responsibilities” is a story by D. Schwartz.
- “Great Expectations” is a must-read novel.

23. Names of organizations take a singular verb when the whole organization is referred to, and a plural verb when the members are referred to.

Examples:



- Lopez and Sons is a successful organization.
- Lopez and Sons are holding a two-day annual meeting.

24. If a sentence begins with the expletive IT, the verb is always singular even if the subject that follows the verb is plural.

Examples:

- It is the schools which must assume the responsibility.
- It is us who must take care of the environment.



THANK YOU

SELF- INTRODUCTION

S. CHANDRA SEKAR PANDIAN, Asst. Prof., Dept. of English Language and Literature, Arul Anandar College, Karumathur.

SELF INTRODUCTION





**TELL ME ABOUT
YOURSELF**



TIPS FOR WRITING **INTRODUCTION**

Divide the content into segments:

- ❖ **NAME**
 - ❖ **PLACE**
 - ❖ **HIGHEST QUALIFICATION**
 - ❖ **SKILLS & EXPERIENCE**
 - ❖ **FAMILY BACKGROUND**
 - ❖ **HOBBIES**
 - ❖ **OTHER DETAILS (IF NEEDED/ TIME REQUIRED)**
- 

GREETING

HELLO / HI FRIENDS / EVERYONE

OR

GOOD MORNING (according to time) EVERYONE/
FRIENDS

NAME

I AM NISHA SRIVASTAVA

OR

MY NAME IS NISHA SRIVASTAVA

**~~X~~ THIS IS Nisha Srivastava
OR
~~MYSELF~~ Nisha Srivastava**

- ▶ **(in formal introduction full name is mandatory but in informal introduction only first name is OK)**

PLACE

I AM FROM (your home town)

OR

I BELONG TO(your home town)



HIGHEST QUALIFICATION

**I HAVE RECENTLY DONE MY(your
qualifications)**

OR

**MY HIGHEST QUALIFICATION IS(your
qualifications)**

OR

I AM GRADUATE IN(your qualifications)



SKILLS & EXPERIENCE

SKILL

I AM QUITE GOOD IN (your skills)

EXPERIENCE

**I AM CARRING AN EXPERIENCE OF 4 years in
.....(your experience)**

OR

I HAVE experience of 5 years in(your experience)



FAMILY BACKGROUND

**SO FAR MY FAMILY BACKGROUND IS
CONCERNED, THERE ARE ... (your family
details)**

OR

**IF I TALK ABOUT MY FAMILY THERE
ARE..... (your family details)**

OR

IN MY FAMILY..... (your family details)



HOBBIES

**I HAVE COUPLE OF HOBBIES, I AM FOND OF
.....(your hobbies) OR .. I LOVE.....(your
hobbies)**

OR

**IF I TALK/MENTION ABOUT MY HOBBIES, I AM
FOND OF(your hobbies) OR .. I LOVE
.....(your hobbies)**



OTHER DETAILS (if time required)

- **AIM OF YOUR LIFE**
- **INSPIRING PERSON**
- **WHATEVER YOU WANT TO SHARE**

IN THE END

“THAT’S ALL ABOUT ME SIR/MADAM”



FOCUS POINT

- ❖ **Facial Expression (Smile on your face)**
 - ❖ **Eye Contact**
 - ❖ **Voice Modulation (Softly & Sweetly)**
 - ❖ **Language & Pronunciation**
 - ❖ **Body Language**
 - ❖ **Confidence**
- 



Thank
You...



INDIAN WRITING IN ENGLISH

22PELC21

I SEMESTER, I MA ENGLISH

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UNIT I

GITANJALI POEM 11

Poet: Rabindranath Tagore





SONG 11

Leave this chanting and singing and telling of beads! Whom dost thou worship in this lonely dark corner of a temple with doors all shut? Open thine eyes and see thy God is not before thee!

He is there where the tiller is tilling the hard ground and where the path-maker is breaking stones. He is with them in sun and in shower, and his garment is covered with dust. Put off thy holy mantle and even like him come down on the dusty soil!

Deliverance? Where is this deliverance to be found? Our master himself has joyfully taken upon him the bonds of creation; he is bound with us all forever.

Come out of thy meditations and leave aside thy flowers and incense!

What harm is there if thy clothes become tattered and stained? Meet him and stand by him in toil and in sweat of thy brow.

Leave this chanting and singing and telling of beads! Whom dost thou worship in this lonely dark corner of a temple with doors all shut? Open thine eyes and see thy God is not before thee!



EXPLANATION

- This lyric is basically a continuation in theme from the previous one. Tagore here says that God cannot be reached through the traditional forms of prayer and religious service.
- So leave chanting verses and prayers, and singing hymns of counting the beads of your rosary. God is not to be worshipped in a lonely dark corner of the temple with all the door closed shut.
- Open your eyes and you will see God is not there in that dark corner, the temple is empty.



Explanation...

- God can be found rather among the farmers tilling the land, amongst the labourer who break stones to make roads.
- He dwells among them in the sun and in the rain and his clothes are as dusty with dust as theirs.
- Therefore, Tagore pleads of man that they should leave the mantle of holiness they have worn and seek God among the labourers and should work among them.



Explanation...

- ❑ If man is looking for liberation and salvation, the question that is essential is where this salvation to be found is.
- ❑ God has joyfully and willingly taken all the responsibility of all creation and therefore, He dwells with human kind all the time.
- ❑ There is no need to find Him, He will find us.



Explanation...

- ❑ Tagore calls upon man to leave these religious rituals and meditations, to leave praying to God by offering flowers and burning incense. God will not look at the tattered and torn clothes or whether they are stained.
- ❑ Come to meet Him among the labourers and put in your hard work and toil.



Conclusion

- ❖ Tagore believes in the salvation through love but not in renunciation.
- ❖ The ascetics seek for deliverance or life. But says Tagore such a deliverance is mere illusion. God Himself is bound to all of us in chains of love.
- ❖ He himself is not free, as He has voluntarily bound Himself to work of creation and to the objects He has created.



Conclusion

- ❑ How can then man ever hope to be free from bondages?
Deliverance is illusion the ascetic should follow the rules of creation and preter the humble duties of life.
- ❑ Tagore has no sympathy for those who give a slip to life. Tagore does not teach us the philosophy of negation or of barren renunciation but a realization completely comprehensive.
- ❑ He has placed faith in the kingdom of man on earth, rich with variety of human relationship.



SONG 36

This is my prayer to thee, my lord - strike, strike at the root of penury in my heart.

Give me the strength lightly to bear my joys and sorrows.

Give me the strength to make my love fruitful in service.

Give me the strength never to disown the poor or bend my knees before insolent might.

Give me the strength to raise my mind high above daily trifles.

And give me the strength to surrender my strength to thy will with love.

This is my prayer to thee, my lord - strike, strike at the root of penury in my heart. Give me the strength lightly to bear my joys and sorrows.



EXPLANATION

- ❑ Tagore prays to God to put an end to poverty of the spirit and help him rise above all else to serve God with love.
- ❑ He says that his prayer to God is that God striking at the very root, the very beginning remove his spiritual poverty.

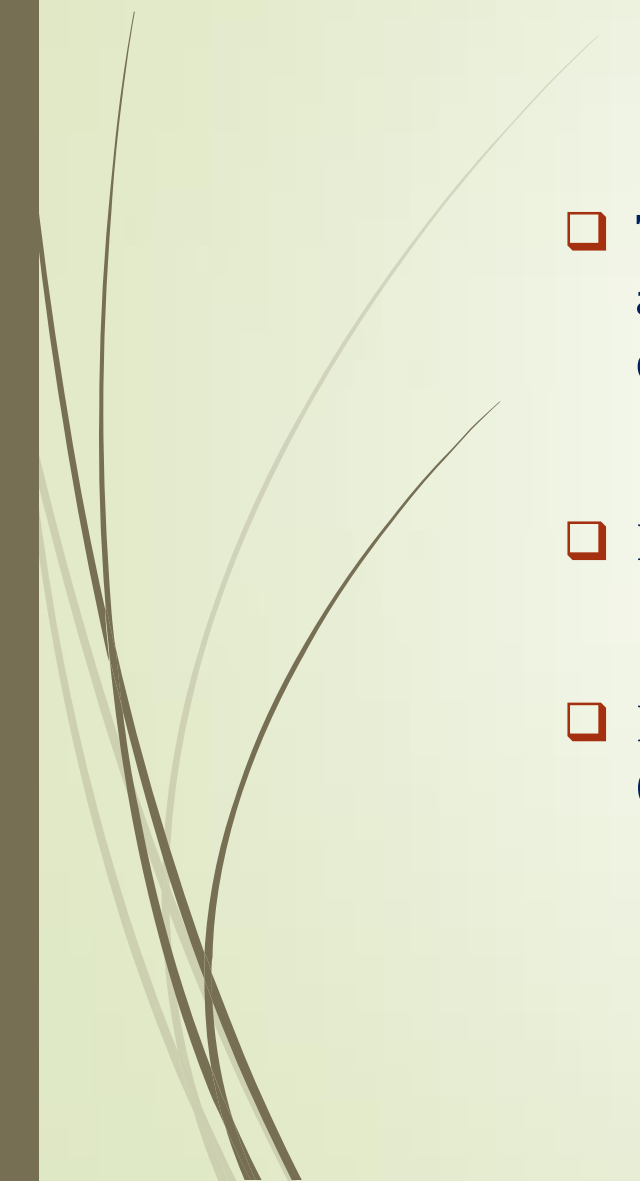


EXPLANATION...

- ❑ He prays that God grant him strength to bear his joy and sorrows and yet not be too affected by them.
- ❑ He then prays that God again grant him strength that his love would be used in the service of God and thus be fruitful.



EXPLANATION...

- ❑ Tagore goes on to pray for strength that would make him strong before the arrogant and proud and never bow before them or ever to be weak and disown the poor.
 - ❑ He also prays for strength to raise himself above the insignificant daily events.
 - ❑ Finally asks for strength and will to completely surrender to the service of God.
- 



CONCLUSION

- ❖ He wants strength to use his love in the service of God but not mere prayer or in following religious conventions but by serving the poor and battling the proud and mighty.
- ❖ He prays for strength to raise himself above the petty worldly considerations and to completely surrender himself to God and rise his love to serve God. That is God grant him humility too.



THANK YOU

INDIAN WRITING IN ENGLISH

22PELC21

I SEMESTER, I MA ENGLISH

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UNIT II



MAHAD SATYAGRAHA: AN ASSERTION OF HUMAN RIGHTS

BABASAHEB BR AMBEDKAR

INTRODUCTION:

- ❑ The caste system pervades every aspect of Indian life, with many rules enforced by Upper-Caste society to humiliate, hurt, and dehumanize Dalits and Bahujan. One such pervasive practice that was practised widely in colonial India was having different wells for Savarnas and different wells for Dalits.
- ❑ Most often Dalit women are not allowed to take water from a common well, instead having to go further to find water. Representative image credit: Reuters/Danish Siddiqui
- ❑ Babasaheb's Satyagraha was an assertion of human rights that Mahad had never seen before.

□The Mahad Satyagraha was a sign of protest, led by Babasaheb BR Ambedkar on the 20th of March 1927, to fight against this casteist discrimination.

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally upwards from left to right, located in the bottom right corner of the slide.

How Did The Mahad Satyagraha Happen?

- ❑ ON AUGUST 4TH, 1923, THE BOMBAY LEGISLATIVE COUNCIL HAD ADOPTED A RESOLUTION WHICH STATED THAT “UNTOUCHABLE CLASSES” SHOULD BE ALLOWED TO “USE ALL PUBLIC WATER PLACES, WELLS, AND DHARMSHALAS WHICH ARE BUILT AND MAINTAINED OUT OF PUBLIC FUNDS OR ADMINISTERED BY BODIES APPOINTED BY THE GOVERNMENT OR CREATED BY STATUTE, AS WELL AS PUBLIC SCHOOLS, COURTS, OFFICES, AND DISPENSARIES.”

- ❑ Mahad Municipality had also affirmed this resolution the next year, but it was only on paper and not followed until Ambedkar's Satyagraha in 1927.
- ❑ Ambedkar had come to Mahad on the invitation of RB More to preside over a 2-day conference on march 19-20 1927 in Mahad to raise awareness about Dalit civil rights.

- During this very conference, it was decided that the delegates and Babasaheb would march to the Chavdar tank which the UC's did not allow Dalits to use and establish their legal and moral right by drinking from it.

According to Babasaheb in his “The Revolt Of The Untouchables”, he says:

- ❖ “The Untouchables, either for purposes of doing their shopping and also for the purpose of their duty as village servants, had to come to Mahad to deliver to the taluka officer either the correspondence sent by village officials or to pay Government revenue collected by village officials.
- ❖ The Chavdar tank was the only public tank from which an outsider could get water.

- ❖ But the Untouchables were not allowed to take water from this tank. The only source of water for the Untouchables was the well in the Untouchables quarters in the town of Mahad.
- ❖ This well was at some distance from the center of the town. It was quite choked on account of its neglect by the Municipality.”

- ❖ The Mahad Satyagraha was then carried out on March 20, when Babasaheb and a procession of 2500 people drank from the Chavdar tank and returned to the conference.
- ❖ After this revolutionary act, the caste Hindus attacked the pandal and the delegates.
- ❖ They also sent messages out to attack the delegates when they reach their homes and villages, after which more assaults followed.

- ❑ The Manuvaadis also carried out a purity ritual to undo the “desecration” of the act.
- ❑ This did not deter Babasaheb from coming to Mahad, in the same year on December 25th, Ambedkar led the Manusmriti Dahan Divas, where everyone burnt the Manusmriti in the Mahad constituency.

- ❖ Denying water to the oppressed classes is a Manuvaadi practice that continues, and is one of the most prevalent forms of othering that still exists.
- ❖ As Manu's principles of exclusion and upper-caste supremacy find a resurgence in India, it is important to look back at Babasaheb's Satyagraha and understand the need to fight India from becoming Manu's India.

THANK YOU



INDIAN WRITING IN ENGLISH- 22PELC21 I MA ENGLISH, I SEMESTER

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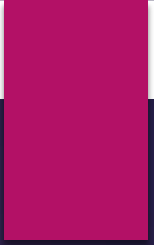
UNIT III
FINAL SOLUTIONS
A PLAY BY MAHESH
DATTANI



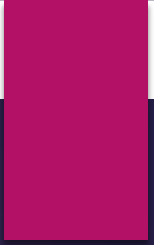
INTRODUCTION:

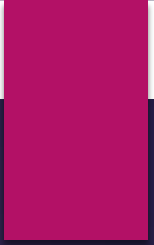
- ❖ Mahesh Dattani Is A Well-known English Playwright, Actor And Director of India.
- ❖ He is The First Playwright In English to Be Awarded the Sahitya Akademi Award for Final Solutions In 1998.
- ❖ The theme of the play Final Solutions is to highlight human weaknesses, selfishness, avarice and opportunism. woven into the play are the issues of class and communities and the clashes between traditional and modern life style and value systems.
- ❖ the problem of minorities is not confined to only Hindus and Muslims, it eats the peace of any minority community among the majority.

- ❑ "*FINAL SOLUTIONS*" has a powerful contemporary resonance and it addresses an issue of utmost concern to our society, i.e. the issue of communalism.
- ❑ the play presents different shades of the communalist attitude prevalent among Hindus and Muslims in its attempt to underline the stereotypes and clichés influencing the collective sensibility of one community against another.
- ❑ what distinguishes this work from other plays written on the subject is that it is neither sentimental in its appeal nor simplified in its approach.

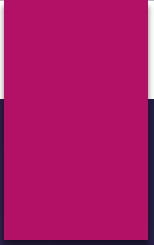
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- ❑ it advances the objective candour of a social scientist while presenting a mosaic of diverse attitudes towards religious identity that often plunges the country into inhuman strife.
 - ❑ yet the issue is not moralised, as the demons of communal hatred are located not out in the street but deep within us.

- ❖ the play moves from the partition to the present day communal riots.
- ❖ it probes into the religious bigotry by examining the attitudes of three generations of a middle-class gujarati business family, hardika, the grandmother, is obsessed with her father's murder during the partition turmoil and the betrayal by a muslim friend, zarine. her son, ramnik gandhi, is haunted by the knowledge his fortunes were founded on a shop of zarine's father, which was burnt down by his kinsmen.

- 
- hardika's daughter-in-law, aruna, lives by the strict code of the hindu samskar and the granddaughter, smita, cannot allow herself a relationship with a muslim boy.
 - the pulls and counter-pulls of the family are exposed when two muslim boys, babban and javed, seek shelter in their house on being chased by a baying hindu mob.

- 
- Babban is a moderate while Javed is an aggressive youth. after a nightlong exchange of judgements and retorts between the characters, tolerance and forgetfulness emerge as the only possible solution of the crisis.
 - thus, the play becomes a timely reminder of the conflicts raging not only in India but in other parts of the world.

- ❖ Mahesh Dattani's '*FINAL SOLUTIONS*' is that rare look at a socio-political problem that defies all final solutions....
- ❖ Arvind Gaur's competent direction... intense, topical and artistically mounted, Asmita's '*FINAL SOLUTIONS*' brought back memories Of Habib Tanvir's Rendition of 'Jis Lahore Nahi Dekhya' And Saeed Mirza's 'Naseem.

- 
- ❑ 'FINAL SOLUTIONS' TOUCHES US, AND THE BITTER REALITIES OF OUR LIVES SO CLOSELY THAT IT BECOMES A DIFFICULT PLAY TO HANDLE FOR THE INDIAN DIRECTOR.
 - ❑ THE PAST BEGINS TO DETERMINE THE OUTLOOK OF THE PRESENT AND THUS THE EARLIER CONTRADICTIONS RE-EMERGE.

THANK YOU

INDIAN WRITING IN ENGLISH
22PELC21
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UNIT V

THE GOD OF SMALL THINGS

A NOVEL BY ARUNDHATI ROY



BRIEF BIOGRAPHY OF ARUNDHATI ROY

- ❖ Roy's father was a Hindu tea plantation manager and her mother was a Syrian Christian women's rights activist.
- ❖ Her parents divorced when she was two, and Roy moved with her mother and brother (who was only a few months older than she was) to Kerala, the setting of *The God of Small Things*.
- ❖ Roy studied architecture in Delhi, India, and then acted in several independent films, and later married filmmaker Pradip Krishen.

BRIEF BIOGRAPHY OF ARUNDHATI ROY

- ❖ The God of Small Things is her first and only novel, but it immediately became an international success and Roy was awarded the Booker Prize in 1997.
- ❖ Since then Roy has written many nonfiction essays and has become an outspoken critic of the Indian government, the United States, and global policies of imperialism, capitalism, and nuclear war.
- ❖ She currently lives in Delhi and is working on a second novel.

HISTORICAL CONTEXT OF *THE GOD OF SMALL THINGS*

- ❖ The God of Small Things takes place mostly in 1969 and 1993, in Ayemenem (Aymanam), in the district of Kerala.
- ❖ Marxist ideas grew popular in Kerala soon after India's liberation from British colonial rule, and in 1967 the Naxalite party split off as a more radical Communist group than the mainstream.
- ❖ The growing social unrest from these labor movements affects the action of the early novel. The ancient Hindu caste system (dividing Untouchables from Touchables, among other rules) was abolished around 1950, but many Indians still clung to old traditions and the class divide. Some of the characters in the novel are also Syrian Christians, an ancient community in Kerala originating with St. Thomas.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ The events of *The God of Small Things* are revealed in a fragmentary manner, mostly jumping back and forth between scenes in 1969 and 1993, with backstory scattered throughout.
- ❖ The story centers around the wealthy, land-owning, Syrian Christian Ipe family of Ayemenem, a town in Kerala, India.
- ❖ Most of the plot occurs in 1969, focusing on the seven-year-old twins Estha and Rahel, who live with their mother Ammu, their grandmother Mammachi, their uncle Chacko, and their great-aunt Baby Kochamma.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ In the backstory before 1969, Mammachi was married to Pappachi, an Imperial Entomologist who beat her cruelly. By 1969 Pappachi is dead and Mammachi is blind.
- ❖ Behind her house is the Meenachal River and her pickle factory, Paradise Pickles & Preserves. Baby Kochamma is a bitter, jealous old woman who unrequitedly loved an Irish missionary.
- ❖ Chacko went to Oxford and married Margaret Kochamma, an English woman. They had a daughter, Sophie Mol, and then Margaret left Chacko for a man named Joe.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ Chacko returned to Ayemenem and took over the pickle factory. Ammu married Baba, trying to escape Ayemenem, but Baba turned out to be an abusive alcoholic.
- ❖ After the twins were born the two separated and Ammu moved back to Ayemenem. In the wider society of Kerala, the Communist Party is gaining power and threatens to overthrow landlords like the Ipes.
- ❖ The Ipes live near an Untouchable (an inferior caste) family that includes Velutha, a young man who works for Chacko and is beloved by the twins.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ The main action centers around Sophie Mol's visit to Ayemenem. Joe dies in an accident, and Chacko invites Margaret Kochamma to Ayemenem for the holidays.
- ❖ Estha, Rahel, Ammu, Chacko, and Baby Kochamma make a trip to the airport, and on the way their car is trapped by a Communist march.
- ❖ The family then goes to see *The Sound of Music*, and Estha is molested by the Orangedrink Lemondrink Man, a vendor at the theater. The next day Sophie and Margaret arrive, and the family returns to Ayemenem.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ Estha fears that the Orangedrink Man will come for him, so he and Rahel find a boat and row across the river to the “History House,” the abandoned home of an Englishman who “went native.”
- ❖ The twins set up a hideout there. Meanwhile Ammu dreams about Velutha, and that night she and Velutha meet by the river and have sex.
- ❖ They continue to meet every night for the next two weeks.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ Finally Vellya Paapen (Velutha's father) comes to Mammachi and confesses his son's relationship with Ammu. Mammachi and Baby Kochamma lock Ammu in her room, where she screams that the twins are "millstones" around her neck.
- ❖ The twins decide to run away to the History House, and Sophie Mol comes with them. Their boat tips over as they cross the river and Sophie Mol drowns.
- ❖ The twins reach shore and, terrified, fall asleep in the History House, unaware that Velutha is there too.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ Baby Kochamma goes to the police, telling Inspector Thomas Mathew that Velutha tried to rape Ammu and kidnapped the children.
- ❖ Six policemen find Velutha and beat him brutally in front of Estha and Rahel. When Mathew finds out that Velutha is innocent, he threatens to charge Baby Kochamma. Terrified for herself, she convinces Estha to “save Ammu” by telling the police that Velutha killed Sophie Mol.
- ❖ Velutha dies in jail that night. After Sophie Mol’s funeral Baby Kochamma convinces Chacko to throw Ammu out of the house, and Ammu is then forced to “return” Estha to Baba.

THE GOD OF SMALL THINGS

SUMMARY

- ❖ The twins are separated for twenty-three years, during which Estha stops speaking altogether.
- ❖ When he is thirty-one Baba “re-returns” him to Ayemenem. Meanwhile Rahel is kicked out of many schools, and Ammu dies when Rahel is eleven.
- ❖ Rahel marries an American and lives in Boston, but then gets divorced and returns to Ayemenem when she hears Estha is there.

THE GOD OF SMALL THINGS

CONCLUSION

- ❖ The twins are reunited in 1993. Mammachi has died and Baby Kochamma and the cook, Kochu Maria, spend all day watching TV as the house falls apart.
- ❖ The History House has become a five-star hotel. Rahel and Estha (who still doesn't speak) sift through some old trinkets and notebooks and end up reaffirming their closeness by having sex.

THANK YOU

NEW LITERATURES

22PELC93

III SEMESTER, II MA ENGLISH

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- ▶ The study of New English Literatures is concerned with colonial and postcolonial writing which emerged in former British colonies such as: parts of Africa, Australia, Bangladesh, Canada, Caribbean countries, India, Malaysia, Malta, New Zealand, Pakistan, Singapore, islands in the South Pacific, and Sri Lanka.
- ▶ According to many theorists, the USA should also be included in the list but owing to its state of independence, which was won long before other colonies, and its current position of power, American literature is not considered to be postcolonial.

- ▶ African-American literature, however, is regarded as postcolonial because of its African and European cultural origins, and because of its marginal status.
- ▶ In general, critics have not yet agreed upon an acknowledged and recognised definition of the term postcolonial. There is an ongoing debate concerning the terminology and what exactly postcolonialism means. **Elleke Boehmer**, for instance, believes that superficially, most modern and contemporary literatures could be called colonial or postcolonial owing to the conquest of Britain by the Roman Empire.

- ▶ She therefore proposes a narrower definition and focuses on "literature written in English" in the countries which formerly belonged to the British Empire. Ania Loomba states that postcolonialism is a relatively vague concept, and Christine MacLeod claims that "there is no definitive consensus on what technically constitutes postcoloniality".
- ▶ Daniel M. Mengara opines that "the term 'postcolonial' as applied to the literatures of the former colonized countries has been subject to endless debates due to its internal complexity", and Deepika Petraglia-Bahri is aware of a "considerable debate over the precise parameters of the field and the definition of the term 'postcolonial' [which] is a very loose term".

- ▶ In the age of decolonisation, postcolonial literature is considered as critical reflection of colonial experience. Postcolonialism implies a historically based value judgement because colonialism is "a 'bad' manifestation of power politics“
- ▶ The beginnings of postcolonial studies date back into the 1970s
- ▶ Postcolonial literature is writing at the margin and has similarities to contemporary European thought, for example feminism, post-structuralism, and even hypertext theory.

- ▶ The female body, for instance, was used metaphorically for colonies and the dis-covery of conquered land.
- ▶ In this connection, Loomba quotes Freud who regarded the sexual life of women as a 'dark continent', in other words a colony. Female authors, whether postcolonial or not, have always been marginalised and excluded from the canon. They are treated as colonies in a male-dominated value system because mainly men decide which authors - usually male writers - gain access to the canon.
- ▶ Women have to create their own language and have to find a voice to express their desires and wishes.

- ▶ In feminist, postcolonialist, post-structuralist and in hypertext theory, decentralisation and deconstruction are common denominators in order to redefine the concept of centre and thus to expand the English canon.
- ▶ As for postcolonial literature, there are not many texts available on the new medium, mainly because of the copyright situation, since most of the texts were written after 1923.
- ▶ Compared to 'traditional' English literature, the New Literatures are unsuitably covered on the World Wide Web. A representative canon of postcolonial literature cannot be obtained from the Internet. Many contemporary works are still under copyright protection and are not published in freely accessible text archives. At the time of writing, only colonial and postcolonial theory was sufficiently presented on the new medium.



Allan Curnow

A NEW ZEALAND WRITER

- ▶ This poem highlights how influential Time is in everyday life by using personification and a series of "I am" statements to define its role. The poet uses this twenty-one-line poem to describe how present Time is in everyday life. It can be seen in normal events, machinery, choices, and actions.
- ▶ we explore Allen Curnow's captivating poem "Time," where he brings the abstract idea of time to life through vivid imagery and deep insights. As a celebrated figure in New Zealand's literary world, Curnow encourages us to think about time's constant presence and how it shapes not just our physical surroundings but also our thoughts and feelings.

- ▶ By examining the poem's themes, imagery, and structure, we'll uncover the rich meanings embedded in this thought-provoking piece and appreciate Curnow's lasting contribution to our understanding of time through poetry.
- ▶ "Time" is a reflection on the essence and omnipresence of time in our lives. The subject of the poem is time itself, not as a mere chronological measure but as an integral part of the fabric of existence. **Curnow** personifies time, giving it a voice to articulate its pervasive influence over nature, human activities, and even our memories.

- ▶ The poem begins with a series of “I am” statements, where time describes itself as various elements of the natural and man-made world—from the “northwest air among the pines” to the “rust on railway lines.” This technique not only emphasizes the constant presence of time but also its role as a silent observer of all that transpires in the world.
- ▶ As the poem progresses, time discusses its involvement in everyday aspects like the measurement of distance through “the mileage recorded on the yellow signs,” as well as the presence of mundane elements such as “dust” and “distance.” These references highlight how time signifies travel, change, and the accumulation of experiences. Additionally, time is portrayed in daily routines such as “cows called to milking and the magpie’s screech,” illustrating its rhythmic presence in everyday life.

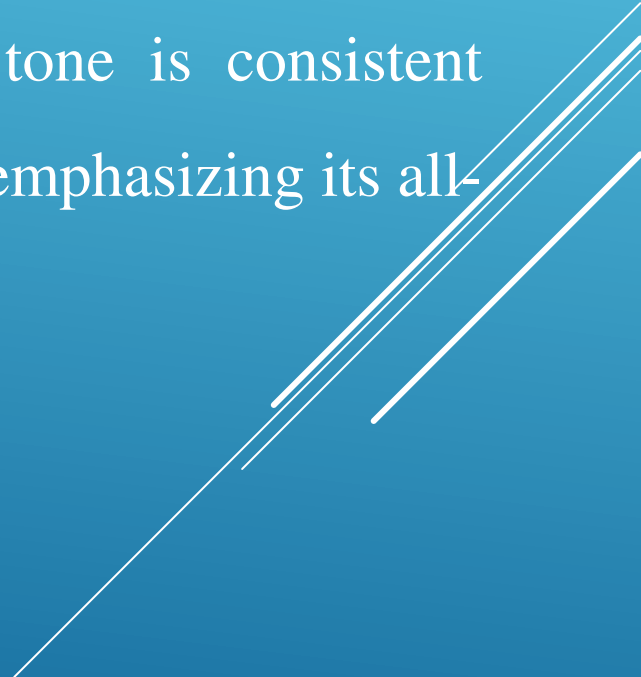
- ▶ The poem then shifts to a more personal boundary. Time is present in human experiences such as work, like “nine o’clock in the morning when the office is clean”. It’s also evident in intimate moments, such as “the place in the park where lovers were seen”. In these instances, time isn’t just a backdrop but an active participant, shaping memories and evoking emotions.
- ▶ The 20th century, which was a time of rapid change and growing awareness of time’s psychological effects, serves as the historical context for “Time.” The poem’s inspiration came from the sound of “some corrugated iron banging about” close to where Curnow was staying during a holiday in December 1940 at Leithfield Beach, north of Christchurch. This setting reflects the poem’s connection to the physical world and the poet’s New Zealand heritage.

- ▶ In the 20th century, significant global events like wars, technological advancements, and social upheavals influenced people's perception of time. Curnow's poem captures this sentiment by presenting time as a force that is both constructive and destructive, a giver of life and an agent of change.
- ▶ In "Time," Curnow challenges the traditional linear view of time, instead presenting it as a complex force that interacts with the physical world, human consciousness, and memories. The poem goes beyond the usual ideas about time, exploring different perspectives that challenge what we typically think about it.

- ▶ “Time” prompts readers to consider the constant presence of time. He suggests that time is always with us, influencing every part of our lives. The poem leads us to think about how time shapes the world around us. It also guides us to understand how time affects our personal thoughts and feelings. Curnow’s work helps us to value the significant role that time plays in our daily experiences.

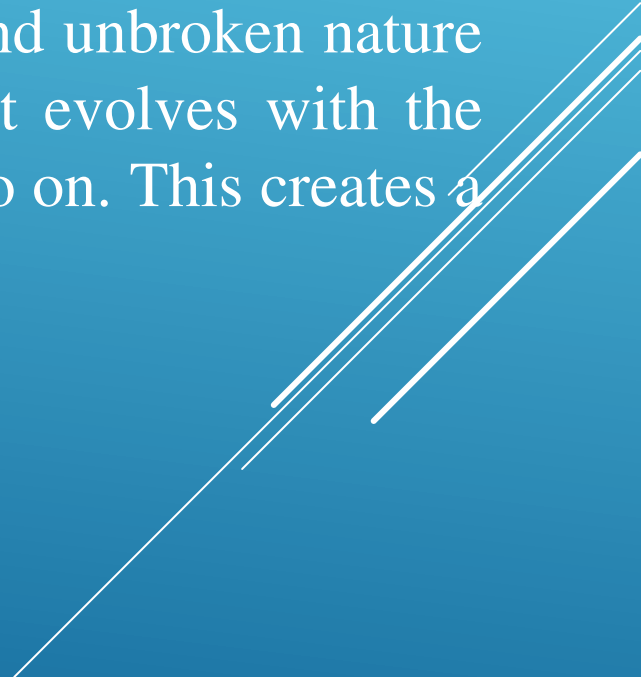
Tone of “Time”:

The tone of “time” is one of authority and confidence. Time speaks with the assurance of an omnipotent force, aware of its integral role in the universe. It is content in its existence, neither boastful nor apologetic. This tone is consistent throughout the poem, as time describes itself in various scenarios, emphasizing its all-encompassing nature.

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Form and Structure of “Time”

“Time” is a twenty-one-line poem that defies traditional stanzaic form, opting instead for a block structure. This choice reflects the continuous and unbroken nature of time itself. The poem employs an unusual rhyme scheme that evolves with the progression of lines, using a pattern of AAABBBCCCDDD, and so on. This creates a sense of flow and unity, mirroring the seamless passage of time.

Three white lines of varying lengths and slopes are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.



Thoughts on the African Novel

Nigerian novelist, poet, and critic who is regarded as a central figure of modern African literature

Born: 16 November 1930, Ogidi, Nigeria

Died: 21 March 2013 (age 82 years), Boston, Massachusetts, United States

His first novel and magnum opus, *Things Fall Apart*, occupies a pivotal place in African literature and remains the most widely studied, translated, and read African novel.



Achebe describes a particular actuality a modern Africa whose rich variation of ethnic and artistic characters is compounded by the influence of European colonialism.

Read by Western readers, acts like *Things Fall Apart* are designed to confront stereotypes of Africans as ignorant savages, and present the complexities of African communities, with their alternative sets of attitudes, goals, values, and practices.



Achebe is even more agitated, however, to perceive Africans themselves incorporate these institutions and turn away from their practices to compete for apparently preferred white European cultures.

Achebe represents a dual deputation to educate both African and European scholars, to reestablish a feeling of pride in African education and "to help my community recover belief in itself and put away the associations of years of denigration and self-abasement.