

ENGLISH
FYBCA
SEM 1 & 2

**COMPILED BY : PROF. NEHA
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SYLLABUS

UNIT- I: Comprehension, Enriching Vocabulary, Single Word For a Group of Words, Words Frequently Misspell.

UNIT- II : Business Letter Writing, Getting to the point, Choice of Words, Punctuation, E-mail etiquette. Enquiries and replies - Placing and fulfilling orders - Complaints and follow-up - Sales letters - Circular letters - Application for employment and resume.

UNIT- III: Nature, Scope, and Functions of Communication: Definition, Objectives, Purpose of Communication, Communication Process, Sender's Thoughts, Encoding, Decoding, Feedback Loop, Noise Channels of Communication, Informal Channels Of Communication, Barriers to Effective communication.

UNIT- IV: Textbook entitled 'Prism: Spoken and Written Communication, Prose & Poetry' published by Orient Longman

- 1) The Bet – Anton Chekov
- 2) Socrates and the Schoolmaster – F. L. Brayne
- 3) An Astrologer's Day – R. K. Narayan
- 4) The Gift of the Magi – O' Henry
- 5) With the Photographer – Stephen Leacock

SEM 2

UNIT- I: Basic Grammar – Tense, Forms of the Verb, Preposition, Articles, Punctuation, Single Word for a Group of Words, Sentence Construction, Comprehension.

UNIT- II: Business Letter Writing- Enquiries and replies, Placing and fulfilling orders , Complaints and follow-up letters , Sales letters, Circular letters, Application for employment and Resume.

UNIT- III: Business Manners- Body Language, Gestures, Telephone etiquette, E-mail etiquette. Textbook: 1) The Bet – Anton Chekov 2) Socrates and the Schoolmaster – F. L. Brayne

UNIT- IV: 1) An Astrologer's Day – R. K. Narayan 2) The Gift of the Magi – O' Henry 3) With the Photographer – Stephen Leacock

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Chpt 1 : SOCRATES AND THE SCHOOL MASTER

(This passage is based on actual conversations between the author, who calls himself 'Socrates', and some Gurgaon villagers. Socrates was a wise man of ancient Greece.)

VILLAGER: Socrates, you are trying to turn my village upside down and change everything.

SOCRATES: No, I am not, Zamindar, but when I see obvious evils and cruelties they make my blood hot and I must speak out.

VILLAGER: But you are forever complaining and scolding.

SOCRATES: Yes, I do complain a lot, but then I see a lot of evil.

VILLAGER: Don't you ever see any good.

SOCRATES: Yes, plenty of good, but there is no need to talk about the good. It is good and it is going on, and I am very pleased to see it. After all, the doctor is a stranger to the strong and healthy; his work is with the sick and the weak.

VILLAGER: Yes, but if you don't occasionally keep an eye on the healthy and strong, perhaps they will become ill one day.

SOCRATES: Yes, I admit that too, and it reminds me that you people are beginning to forget your good customs and are dropping them, and are sticking only to the bad ones. You are quick enough, too, to pick a bad custom, but very slow to pick up a good one. You took to smoking cigarettes like a duck takes to water, but what a job we had to make you dig pits for your refuse!

VILLAGER: Yes, good habits are difficult both to introduce and to stick to. Evil habits come almost instinctively, and the good old habits we are dropping very rapidly.

SOCRATES: Yes, in the old days the villager had good habits. But nowadays, what with motors and trains and education, I think he is beginning to lose his old

virtues and not only keeps his old vices, but is finding a lot of new ones too.

Just then the schoolmaster came up.

SOCRATES: Now, master ji, this is your job.

SCHOOL MASTER: What is this, Socrates? I am overworked enough already with my monthly returns and all the new things I am expected to know and teach.

SOCRATES: Masterji, you are the guardian of the good old customs.

SCHOOL MASTER: Yet another job for me. Shall I be paid an allowance for this?

SOCRATES: No, Masterji; but in your hands lies the future of the village. As you mould the character of these little boys and girls – quite a number of girls are now attending your village school, I am glad to see – so will be the future character of your village.

SCHOOL MASTER: My job is to teach reading, writing and arithmetic, with history and geography.

SOCRATES: Never mind history and geography, masterji, your job is to educate, to train the character as well as to teach the brain.

SCHOOL MASTER: How can I Socrates, with all I have to do?

SOCRATES: You are a good man yourself, and you believe in preserving the good old customs and in weeding out the bad ones?

SCHOOL MASTER: Yes, I hope so.

SOCRATES: And you don't want your boys to pick up bad, new customs, do you?

SCHOOL MASTER: I hope not.

SOCRATES: Well, by your character and your actions, and by a little said here and said there, and by your attitude in always supporting the good and opposing the bad, you have to set a good example to your pupils and lead them into good ways.

SCHOOL MASTER: I can do that, Socrates, of course.

SOCRATES: Well, do it. It takes no time and costs nothing. You are a lamp of culture shining in the darkness of your village and you have got to keep your lamp

bright.

SCHOOL MASTER: That is a great ideal for a poor village schoolmaster, but I will do my best.

SOCRATES: And your village will bless you in the days to come. These children are entrusted to you; see that you don't fail. Set a good example. That reminds me; yesterday, when I passed your school, I saw a lot of boys and girls wearing jewellery, and their hands and faces were so dirty I could hardly believe they had ever been washed since they were born. Why, some of the girls had so many wires and things in their ears that I thought they'd got some sort of machine over there.

SCHOOL MASTER: Yes, they always come like that.

SOCRATES: But, isn't it very silly putting jewellery on children, wasting money in this way, instead of spending it on soap and quinine, mosquito nets and so on ?

SCHOOL MASTER: Yes, it is very silly.

SOCRATES: Then what is the use of teaching them to read and write when they are in this condition?

SCHOOL MASTER: Well, they come to school to learn, and it is my job to teach them. These other things are none of my concern.

SOCRATES: Your job is to educate, and what is education without health and cleanliness?

SCHOOL MASTER: It is not much good, I agree, but it is not my job.

SOCRATES: Then whose is it?

SCHOOL MASTER: I don't know; not mine, anyway. Perhaps it's the parents' job.

SOCRATES: Yes, certainly; but they were only brought up as you propose to bring up these children. So they don't know. Who is to make a beginning, masterji?

SCHOOL MASTER: I don't know; it's not down in any of my school textbooks.

SOCRATES: Perhaps these books were written by people who didn't know village life and ways.

SCHOOL MASTER: Very likely, indeed.

SOCRATES: Well, what is the object of your school education?

SCHOOL MASTER: To teach reading and writing.

SOCRATES: And what is the object of reading and writing?

SCHOOL MASTER: I don't know, to make children able to read and write, I suppose.

SOCRATES: But there must be some final object of it all?

SCHOOL MASTER: I can't see any, unless it is to enable them to earn their living.

SOCRATES: But if they learn to waste their money on jewellery, where will their living be? And if they live in dirt, most of them will die of disease before they grow up.

SCHOOL MASTER: You confuse me, Socrates, with all your questions and theories.

SOCRATES: Well, I suggest that the object of education is to make the boys and girls better, and better able to live good, healthy, happy lives. They learn to read to enable them to learn how to improve their homes and farms.

SCHOOL MASTER: Yes, that must be the real object of education in the end, I suppose.

SOCRATES: Then surely the first lesson at school is not A B C, but to wash faces and eyes and hands; and not to wear jewellery, but to use quinine and mosquito nets instead.

SCHOOL MASTER: These are excellent lessons certainly.

SOCRATES: Can you think of any better?

SCHOOL MASTER: No, certainly not.

SOCRATES: Then why not teach them?

SCHOOL MASTER: Then I shall fail to pass them through the classes and so lose my promotion.

SOCRATES: No, you won't masterji. This is practical education, and your boys

and girls will never let you down if you teach them in this way. Their intelligence and keenness will increase so much that they will pass all the more quickly, and you will at last be giving them some real education, preparing the children for the great battle of life when they grow up.

Just then a mother was heard scolding her child and using language which made Socrates jump with horror. No one else took any notice.

SOCRATES: There's a horrible custom.

SCHOOL MASTER: What? I noticed nothing.

SOCRATES: Didn't you hear that filthy language?

SCHOOL MASTER: Oh, that's nothing. I use that to my pupils as terms of affection, and everyone uses it, both to children and to cattle. No one means any harm by it.

SOCRATES: But do you really think it is right to use these filthy words?

SCHOOL MASTER: No, I suppose I don't; but we mean nothing by it, and no one minds and it does no harm, I daresay.

SOCRATES: Of course it does harm and you know it perfectly well, masterji.

SCHOOL MASTER: Well, I suppose it does when you come to think of it.

SOCRATES: Then stop it and teach your pupils to avoid filthy language. How can you ever command respect and how can your children ever respect their sisters and mothers, when you all use such disgusting words?

SCHOOL MASTER: You are very particular, Socrates, but you are really right. This habit of using filthy language is most deplorable.

SOCRATES: Then set yourself to kill it, at any rate in your village. Why, when I was a boy, if I said anything dirty, my mother took soap and a brush and scrubbed my tongue to clean it. I can tell you I soon learnt to avoid using nasty words!

SCHOOL MASTER: I think if we used that method here, we should soon scrub away the whole of the tongues, not only of our children but of ourselves too.

SOCRATES: Well, make a beginning, anyway. It is wonderful what power you schoolmasters have if you will only use it properly.

F.L. Brayne

[Adopted from Socrates in an
Indian village]

Glossary

1. Instinctively: Naturally; without thinking.
2. Quinine: A medicine which is used against malaria.
3. Disgusting: Very unpleasant.
4. Deplorable: Very bad.

Explanation:

- "Socrates and the schoolmaster" is written by FL Brayne.
- In this story, the author called himself Socrates and he had conversation with the villagers and schoolmaster.
- Socrates highlighted the bad things happening in society.
- As always no one was ready to accept their mistake and anything going wrong.
- Instead of that, they tried to cover it.
- The schoolmaster just wanted money and didn't want to do anything for the society as it takes time.
- This poem shows that there are very fewer people who actually take their time out to do good without any reward.

QUESTIONS:

1. By what example does Socrates show that the villagers do not pick up good customs quickly?
2. Why has the schoolmaster a great responsibility?
3. How should the school master set an example to pupils?
4. What expression does Socrates use to suggest this example?
5. Why does Socrates complain about jewelry?
6. Why can parents not look after their children's health and cleanliness?
7. What is the object of reading and writing?
8. What do you understand by 'Practical education'?
9. Why did Socrates 'jump with horror'?
10. What happened to Socrates in his youth if he used bad language?

CHPT 2 : THE GIFT OF MAGI

ONE DOLLAR AND EIGHTY-SEVEN CENTS. That was all. She had put it aside, one cent and then another and then another, in her careful buying of meat and other food. Della counted it three times. One dollar and eighty-seven cents. And the next day would be Christmas. There was nothing to do but fall on the bed and cry. So Della did it. While the lady of the home is slowly growing quieter, we can look at the home. Furnished rooms at a cost of \$8 a week. There is little more to say about it. In the hall below was a letter-box too small to hold a letter. There was an electric bell, but it could not make a sound. Also there was a name beside the door: "Mr. James Dillingham Young." 1 O . H e n r y When the name was placed there, Mr. James Dillingham Young was being paid \$30 a week. Now, when he was being paid only \$20 a week, the name seemed too long and important. It should perhaps have been "Mr. James D. Young." But when Mr. James Dillingham Young entered the furnished rooms, his name became very short indeed. Mrs. James Dillingham Young put her arms warmly about him and called him "Jim." You have already met her. She is Della. Della finished her crying and cleaned the marks of it from her face. She stood by the window and looked out with no interest. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a gift. She had put aside as much as she could for months, with this result. Twenty dollars a week is not much. Everything had cost more than she had expected. It always happened like that. Only \$ 1.87 to buy a gift for Jim. Her Jim. She had had many happy hours planning something nice for him. Something nearly good enough. Something almost worth the honor of belonging to Jim. There was a looking-glass between the windows of the room. Perhaps you have seen the kind of looking-glass that is placed in \$8 furnished rooms. It was very narrow. A person could see only a little of himself at a time. However, if he was very thin and moved very quickly, he might be able to get a good view of himself. Della, being quite thin, had mastered this art. Suddenly she turned from the window and stood before the glass. Her eyes were shining brightly, but her face had lost its color. Quickly she pulled down her hair and let it fall to its complete length. The James Dillingham Youngs were very proud of two things which they owned. One thing was Jim's gold watch. It had once belonged to his father. And, long ago, it had belonged to his father's father. The other thing was Della's hair. If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it. Della knew her hair was more beautiful than any queen's jewels and gifts. If a king had lived in the same house, with all his riches, Jim would have looked at his watch every time they met. Jim knew that no king 2 T h e G i f t o f t h e M a g i had anything so valuable. So now Della's beautiful hair fell about her, shining like a falling stream of brown water. It reached below her knee. It almost made itself into a dress for her. And then she put it up on her head again, nervously and quickly. Once she stopped for a moment and stood still while a tear or two ran down her face. She put on her old brown coat. She put on her old brown hat. With the bright light still in her eyes, she moved quickly out the door and down to the street. Where she stopped, the sign said: "Mrs. Sofronie. Hair Articles of all Kinds." Up to the second floor Della ran, and

stopped to get her breath. Mrs. Sofronie, large, too white, cold-eyed, looked at her. "Will you buy my hair?" asked Della. "I buy hair," said Mrs. Sofronie. "Take your hat off and let me look at it." Down fell the brown waterfall. "Twenty dollars," said Mrs. Sofronie, lifting the hair to feel its weight. "Give it to me quick," said Della. Oh, and the next two hours seemed to fly. She was going from one shop to another, to find a gift for Jim. She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the shops, and she had looked in every shop in the city. It was a gold watch chain, very simply made. Its value was in its rich and pure material. Because it was so plain and simple, you knew that it was very valuable. All good things are like this. It was good enough for The Watch. As soon as she saw it, she knew that Jim must have it. It was like him. Quietness and value—Jim and the chain both had quietness and value. She paid twenty-one dollars for it. And she hurried home with the chain and eighty-seven cents. 3 O . H e n r y With that chain on his watch, Jim could look at his watch and learn the time anywhere he might be. Though the watch was so fine, it had never had a fine chain. He sometimes took it out and looked at it only when no one could see him do it. When Della arrived home, her mind quieted a little. She began to think more reasonably. She started to try to cover the sad marks of what she had done. Love and large-hearted giving, when added together, can leave deep marks. It is never easy to cover these marks, dear friends— never easy. Within forty minutes her head looked a little better. With her short hair, she looked wonderfully like a schoolboy. She stood at the looking-glass for a long time. "If Jim doesn't kill me," she said to herself, "before he looks at me a second time, he'll say I look like a girl who sings and dances for money. But what could I do—oh! What could I do with a dollar and eightyseven cents?" At seven, Jim's dinner was ready for him. Jim was never late. Della held the watch chain in her hand and sat near the door where he always entered. Then she heard his step in the hall and her face lost color for a moment. She often said little prayers quietly, about simple everyday things. And now she said: "Please God, make him think I'm still pretty." The door opened and Jim stepped in. He looked very thin and he was not smiling. Poor fellow, he was only twenty-two—and with a family to take care of! He needed a new coat and he had nothing to cover his cold hands. Jim stopped inside the door. He was as quiet as a hunting dog when it is near a bird. His eyes looked strangely at Della, and there was an expression in them that she could not understand. It filled her with fear. It was not anger, nor surprise, nor anything she had been ready for. He simply looked at her with that strange expression on his face. Della went to him. "Jim, dear," she cried, "don't look at me like that. I had my hair cut off and sold it. I couldn't live through Christmas without giving you a 4 T h e G i f t o f t h e M a g i gift. My hair will grow again. You won't care, will you? My hair grows very fast. It's Christmas, Jim. Let's be happy. You don't know what a nice—what a beautiful nice gift I got for you." "You've cut off your hair?" asked Jim slowly. He seemed to labor to understand what had happened. He seemed not to feel sure he knew. "Cut it off and sold it," said Della. "Don't you like me now? I'm me, Jim. I'm the same without my hair." Jim looked around the room. "You say your hair is gone?" he said. "You don't have to look for it," said Della. "It's sold, I tell you— sold and gone, too. It's the night before Christmas, boy. Be good to me, because I sold it for you. Maybe the hairs of my head could be counted," she said, "but no one could ever count my love for you. Shall we eat dinner, Jim?" Jim put his arms around his Della. For ten seconds let us look in another direction. Eight dollars a week or a million dollars a year— how different are they? Someone may give you an answer, but it will

be wrong. The magi brought valuable gifts, but that was not among them. My meaning will be explained soon. From inside the coat, Jim took something tied in paper. He threw it upon the table. "I want you to understand me, Della," he said. "Nothing like a haircut could make me love you any less. But if you'll open that, you may know what I felt when I came in." White fingers pulled off the paper. And then a cry of joy; and then a change to tears. For there lay The Combs—the combs that Della had seen in a shop window and loved for a long time. Beautiful combs, with jewels, perfect for her beautiful hair. She had known they cost too much for her to buy them. She had looked at them without the least hope of owning them. And now they were hers, but her hair was gone. But she held them to her heart, and at last was able to look up and say: "My hair grows so fast, Jim!" 5 O . H e n r y And then she jumped up and cried, "Oh, oh!" Jim had not yet seen his beautiful gift. She held it out to him in her open hand. The gold seemed to shine softly as if with her own warm and loving spirit. "Isn't it perfect, Jim? I hunted all over town to find it. You'll have to look at your watch a hundred times a day now. Give me your watch. I want to see how they look together." Jim sat down and smiled. "Della," said he, "let's put our Christmas gifts away and keep them a while. They're too nice to use now. I sold the watch to get the money to buy the combs. And now I think we should have our dinner." The magi, as you know, were wise men—wonderfully wise men— who brought gifts to the newborn Christ-child. They were the first to give Christmas gifts. Being wise, their gifts were doubtless wise ones. And here I have told you the story of two children who were not wise. Each sold the most valuable thing he owned in order to buy a gift for the other. But let me speak a last word to the wise of these days: Of all who give gifts, these two were the most wise. Of all who give and receive gifts, such as they are the most wise. Everywhere they are the wise ones. They are the magi.

Questions & Answers

1). How much money had Della managed to save for Jim's present?

Ans: Della had managed to save \$1.87 cents for Jim's present.

2). What is the full name of Jim in the story, 'The Gift of the Magi'?

Ans: The full name of Jim in the story, 'The Gift of the Magi' is James Dillingham Young's.

3). How much used Jim to earn earlier?

Ans: Once, Jim used to earn \$30 a week. But now he has been paid \$20 only a week.

4). Who did Della go to get money for Jim's present?

Ans: Della went to Madame Sofronie get money for Jim's present

5). What was Jim's gift for Della?

Ans: Jim's gift for Della for Della was the comb.

6). For what occasion did Della save money to buy a gift?

Ans: Della was saving up her money to buy a nice Christmas gift for her beloved husband, Jim.

7). How much money Della did earn by selling her hair?

Ans: Della did earned \$20 by selling her hair.

8). What were the prized possessions of the James Dillingham Young's? 2

Ans. There were two possessions of James Dillingham Young. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair.

9). What does Della expect Jim to say when he returns and sees her?

Ans. Della was worried that Jim would get angry with her about the way she looked now. And if not angry he would give her a second look and surely would say that she looked like a Coney Island chorus girl

10). Who were the Magi?

Ans. The Magi were the three wise men who travelled from the East to Jerusalem. They were guided by a star to see the infant, Jesus. They carried precious gifts for Christ.

11). Describe what Della does from the moment she decides to earn money for Jim's gift till the moment she earns it.

Ans: Della is very upset when it is the day before Christmas and she has only \$1.87 to get her beloved Jim a Christmas gift. She decided the only way to get more money is to sell the most important thing to her, her very long hair. She sells her hair to Madame Saffronie's hair shop and is offered \$20 for her hair. She sells her hair to Madame Saffronie and goes to get Jim a gold chain for the most important possession of his watch. He currently kept it on a leather strap, and she knew he would be ecstatic to open his gift. She starts to get very nervous and afraid that Jim will not think she is pretty with her new hair.

12). What moral lessons are stressed upon in "The Gift of the Magi"?

Ans. The moral lessons are stressed upon in "The Gift of the Magi" is that Jim and Della sacrificed their most precious possessions to buy each other a fitting gift. The gifts turned out to be of no use for both of them. Della could not use the set of combs that Jim bought for her as her hair was gone. Jim could not use the fob chain as he had sold his watch to pay for her combs. The moral lesson here is about the true meaning of Christmas, love and sacrifice. For God so loved the world that He gave His only begotten Son, that whoever believes in Him, should not perish, but have eternal life. O. Henry's story brings out the essence of love and sacrifice in the tale of Jim and Della

CHPT 3 : WITH THE PHOTOGRAPHER BY STEPHEN LEACOCK

"I WANT my photograph taken," I said. The photographer looked at me without enthusiasm. He was a drooping man in a gray suit, with the dim eye of a natural scientist. But there is no need to describe him. Everybody knows what a photographer is like.

"Sit there," he said, "and wait."

I waited an hour. I read the Ladies Companion for 1912, the Girls Magazine for 1902 and the Infants Journal for 1888. I began to see that I had done an unwarrantable thing in breaking in on the privacy of this man's scientific pursuits with a face like mine.

After an hour the photographer opened the inner door.

"Come in," he said severely.

I went into the studio.

"Sit down," said the photographer.

I sat down in a beam of sunlight filtered through a sheet of factory cotton hung against a frosted skylight.

The photographer rolled a machine into the middle of the room and crawled into it from behind.

He was only in it a second,—just time enough for one look at me,—and then he was out again, tearing at the cotton sheet and the window panes with a hooked stick, apparently frantic for light and air.

Then he crawled back into the machine again and drew a little black cloth over himself. This time he was very quiet in there. I knew that he was praying and I kept still.

When the photographer came out at last, he looked very grave and shook his head.

"The face is quite wrong," he said.

"I know," I answered quietly; "I have always known it."

He sighed.

"I think," he said, "the face would be better three-quarters full."

"I'm sure it would," I said enthusiastically, for I was glad to find that the man had such a

human side to him. "So would yours. In fact," I continued, "how many faces one sees that are apparently hard, narrow, limited, but the minute you get them three-quarters full they get

wide, large, almost boundless in——"

But the photographer had ceased to listen. He came over and took my head in his hands and twisted it sideways. I thought he meant to kiss me, and I closed my eyes.

But I was wrong.

He twisted my face as far as it would go and then stood looking at it.

He sighed again.

"I don't like the head," he said.

Then he went back to the machine and took another look.

"Open the mouth a little," he said.

I started to do so.

"Close it," he added quickly.

Then he looked again.

"The ears are bad," he said; "droop them a little more. Thank you. Now the eyes. Roll them in under the lids. Put the hands on the knees, please, and turn the face just a little upward. Yes, that's better. Now just expand the lungs! So! And hump the neck—that's it—and just contract the waist—ha!—and twist the hip up toward the elbow—now! I still don't quite like the face, it's just a trifle too full, but——"

I swung myself round on the stool.

"Stop," I said with emotion but, I think, with dignity. "This face is my face. It is not yours, it is mine. I've lived with it for forty years and I know its faults. I know it's out of drawing. I know it

wasn't made for me, but it's my face, the only one I have—" I was conscious of a break in my voice but I went on—"such as it is, I've learned to love it. And this is my mouth, not yours. These ears are mine, and if your machine is too narrow—" Here I started to rise from the seat.

Snick!

The photographer had pulled a string. The photograph taken. I could see the machine still

staggering from the shock.

"I think," said the photographer, pursing his lips in a pleased smile, "that I caught the features just in a moment of animation."

"So!" I said biting,—"features, eh? You didn't think I could animate them, I suppose? But let me see the picture."

"Oh, there's nothing to see yet," he said, "I have to develop the negative first. Come back on Saturday and I'll let you see a proof of it."

On Saturday I went back.

The photographer beckoned me in. I thought he seemed quieter and graver than before. I think, too, there was a certain pride in his manner.

He unfolded the proof of a large photograph, and we both looked at it in silence.

"Is it me?" I asked.

"Yes," he said quietly, "it is you," and we went on looking at it.

"The eyes," I said hesitatingly, "don't look very much like mine."

"Oh, no," he answered, "I've retouched them. They come out splendidly, don't they?"[58]

"Fine," I said, "but surely my eyebrows are not like that?"

"No," said the photographer, with a momentary glance at my face, "the eyebrows are removed. We have a process now—the Delphide—for putting in new ones. You'll notice here where we've applied it to carry the hair away from the brow. I don't like the hair low on the skull."

"Oh, you don't, don't you?" I said.

"No," he went on, "I don't care for it. I like to get the hair clear back to the superficies and make out a new brow line."

"What about the mouth?" I said with a bitterness that was lost on the photographer; "is that mine?"

"It's adjusted a little," he said, "yours is too low. I found I couldn't use it."

"The ears, though," I said, "strike me as a good likeness; they're just like mine."

"Is it me?" "Is it me?"

Yes," said the photographer thoughtfully, "that's so; but I can fix that all right in the print. We

have a process now—the Sulphide—for removing the ears entirely. I'll see if——"

"Listen!" I interrupted, drawing myself up and animating my features to their full extent and speaking with a withering scorn that should have blasted the man on the spot. "Listen! I came here for a photograph—a picture—something which (mad though it seems) would have looked like me. I wanted something that would depict my face as Heaven gave it to me, humble though the gift may have been. I wanted something that my friends might keep after my death, to reconcile them to my loss. It seems that I was mistaken. What I wanted is no longer done. Go on, then, with your brutal work. Take your negative, or whatever it is you call it,—dip it in sulphide, bromide, oxide, cowhide,—anything you like,—remove the eyes, correct the mouth, adjust the face, restore the lips, reanimate the necktie and reconstruct the waistcoat. Coat it with an inch of gloss, shade it, emboss it, gild it, till even you acknowledge that it is finished.[60] Then when you have done all that—keep it for yourself and your friends. They may value it. To me it is but a worthless bauble."

I broke into tears and left.

Question & Answer:

1. Based on your understanding of the story, answer the following questions in two or three sentences each

a. Why did the author go to the photo studio?

Answer: The author went to the photo studio to have his photograph taken.

b. Describe the photographer.

Answer: The photographer was a drooping man-his body was bent. His eyes were dim like the eyes of a natural scientist. He was wearing a gray suit.

c. Bring out the significance of what Leacock was reading at the photographer's.

Answer: Leacock was reading the ladies companion, the girl's magazine and the infants Journal. This means that he was not reading anything serious, but reading for fun!

e. How did the inner room get light?

Answer: The inner room got light by a beam of sunlight filtered through a sheet of factory cotton hung against a frosted skylight.

f. Why did the photographer take a long time to photograph Leacock?

It took a long time to take the photo of Leacock. The photographer crawled into a machine and adjusted the camera for sometime. Then he came out and twisted Leacock's face, adjusted his sitting position and then went back into the machine. Then he asked Leacock to open his mouth, droop his ears and roll his eyes. Thus the photographer took a long time.

g. What angered the author?

Answer: The photographer made unpleasant comments, about Leacock's face. He said "I don't like the head", "the ears are bad" and "I don't like the face" So, Leacock became angry.

h. Why did the photographer feel happy after taking the photograph?

Answer: Leacock rose from his seat angrily. Snick!-just at that moment. The photographer felt happy- "I caught the features just in a moment of animation".

i. Why did Leacock visit the studio on Saturday?

Answer: The photographer asked Leacock to visit the studio on Saturday to see a proof his photograph. So Leacock visited the studio on Saturday.

j. How did the author react on seeing his photograph?

Answer: The photographer had retouched and adjusted Leacock's eyes, eyebrows, hair, mouth and ears. Photo was complete different from the real face of Leacock. So, Leacock got angry and did not accept the photo.

k. What changes had the photographer effected on Leacock's face in the picture?

Answer: The photographer retouched the eyes, and removed the eyebrows, He had adjusted the mouth, because it was too low. He also wanted to remove the ears entirely and put new ones.

l. What was the human side to the photographer?

Answer: The photographer told Leacock "Your face would be better three quarters full. This was the human side of the photographer.

m. Why was the photographer proud to receive Leacock on Saturday?

Answer: The photographer had many changes to the face of the author and made the face look ore handsome that it really was. Therefore he thought Leacock would like it. So, he felt proud of his photo.

n. What was the only similarity between Leacock's face and his photograph?

Answer: The photographer had made many changes, but Leacock found that the ears were the same—"they are just like mine". The ears were the only similarity between Leacock's face and the photograph.

2. Answer the following questions in a paragraph of 100 -150 words each:

a. Stephen Leacock's visit to the photo studio turns out to be an annoying experience for him. Discuss citing relevant instances from the story.

Answer: Stephen Leacock went to a photo studio to have a photo of himself taken. The photographer said “Your face is wrong” and made unpleasant comments. He took a longtime and then he took a photo of Leacock, when Leacock angrily rose from his seat. Leacock went to the studio to get his photo. The photographer showed him the proof. Leacock was shocked, because the photographer had changed and adjusted Leacock’s mouth, eyes, and eyebrows. The ears were the same, but the photographer said that he would completely remove them and supply new ears! Leacock wanted his own, real face as given by Heaven, so that his friends would remember after his death. But the face in the photo was not his face and so he did not accept the photo. So, Leacock’s visit to the photo studio was an annoying disappointing experience.

b. “To me it is but a worthless bauble.” Why did the photographer’s touch of technical expertise appear a worthless bauble to Leacock?

Answer: All the photographers have technical expertise, with the help of chemical processes, they make changes in the photo in order to make the person appear more beautiful than he/she really is. This is a common practice among all photographers. But when Leacock saw his photo, he was disappointed the photographer had made changes to the eyes, eyebrows, mouth and also planned to remove the ears completely and supply new ears. Leacock wanted to have his face photographed as it was, so that his friends could remember him after his death. But the face in the photo was not his real face. So, he angrily rejected the photo calling it “a worthless bauble

It was a dark autumn night. The old banker was walking up and down his study and remembering how, fifteen years before, he had given a party one autumn evening. There had been many clever men there, and there had been interesting conversations. Among other things they had talked of capital punishment. The majority of the guests, among whom were many journalists and intellectual men, disapproved of the death penalty. They considered that form of punishment out of date, immoral, and unsuitable for Christian States. In the opinion of some of them the death penalty ought to be replaced everywhere by imprisonment for life. "I don't agree with you," said their host the banker. "I have not tried either the death penalty or imprisonment for life, but if one may judge *a priori*, the death penalty is more moral and more humane than imprisonment for life. Capital punishment kills a man at once, but lifelong imprisonment kills him slowly. Which executioner is the more humane, he who kills you in a few minutes or he who drags the life out of you in the course of many years?"

"Both are equally immoral," observed one of the guests, "for they both have the same object - to take away life. The State is not God. It has not the right to take away what it cannot restore when it wants to."

Among the guests was a young lawyer, a young man of five-and-twenty. When he was asked his opinion, he said:

"The death sentence and the life sentence are equally immoral, but if I had to choose between the death penalty and imprisonment for life, I would certainly choose the second. To live anyhow is better than not at all."

A lively discussion arose. The banker, who was younger and more nervous in those days, was suddenly carried away by excitement; he struck the table with his fist and shouted at the young man:

"It's not true! I'll bet you two million you wouldn't stay in solitary confinement for five years."

"If you mean that in earnest," said the young man, "I'll take the bet, but I would stay not five but fifteen years."

"Fifteen? Done!" cried the banker. "Gentlemen, I stake two million!"

"Agreed! You stake your millions and I stake my freedom!" said the young man.

And this wild, senseless bet was carried out! The banker, spoilt and frivolous, with millions beyond his reckoning, was delighted at the bet. At supper he made fun of the young man, and said:

"Think better of it, young man, while there is still time. To me two million is a trifle, but you are losing three or four of the best years of your life. I say three or four, because you won't stay longer. Don't forget either, you unhappy man, that voluntary confinement is a great deal harder to bear than compulsory. The thought that you have the right to step out in liberty at any moment will poison your whole existence in prison. I am sorry for you."

And now the banker, walking to and fro, remembered all this, and asked himself: "What was the object of that bet? What is the good of that man's losing fifteen years of his life and my throwing away two million? Can it prove that the death penalty is better or worse than imprisonment for life? No, no. It was all nonsensical and meaningless. On my part it was the caprice of a pampered man, and on his part simple greed for money ..."

Then he remembered what followed that evening. It was decided that the young man should spend the years of his captivity under the strictest supervision in one of the lodges in the banker's garden. It was agreed that for fifteen years he should not be free to cross the threshold of the lodge, to see human beings, to hear the human voice, or to receive letters and newspapers. He was allowed to have a musical instrument and books, and was allowed to write letters, to drink wine, and to smoke. By the terms of the agreement, the only relations he could have with the outer world were by a little window made purposely for that object. He might have anything he wanted - books, music, wine, and so on - in any quantity he desired by writing an order, but could only receive them through the window. The agreement provided for every detail and every trifle that would make his imprisonment strictly solitary, and bound the young man to stay there *exactly* fifteen years, beginning from twelve o'clock of November 14, 1870, and ending at twelve o'clock of November 14, 1885. The slightest attempt on his part to break the conditions, if only two minutes before the end, released the banker from the obligation to pay him the two million.

For the first year of his confinement, as far as one could judge from his brief notes, the prisoner suffered severely from loneliness and depression. The sounds of the piano could be heard continually day and night from his lodge. He refused wine and tobacco. Wine, he wrote, excites the desires, and desires are the worst foes of the prisoner; and besides, nothing could be more dreary than drinking good wine and seeing no one. And tobacco spoilt the air of his room. In the first year the books he sent for were principally of a light character; novels with a complicated love plot, sensational and fantastic stories, and so on.

In the second year the piano was silent in the lodge, and the prisoner asked only for the classics. In the fifth year music was audible again, and the prisoner asked for wine. Those who watched him through the window said that all that year he spent doing nothing but eating and drinking and lying on his bed, frequently yawning and angrily talking to himself. He did not read books. Sometimes at night he would sit down to write; he would spend hours writing, and in the morning tear up all that he had written. More than once he could be heard crying.

In the second half of the sixth year the prisoner began zealously studying languages, philosophy, and history. He threw himself eagerly into these studies - so much so that the banker had enough to do to get him the books he ordered. In the course of four years some six hundred volumes were procured at his request. It was during this period that the banker received the following letter from his prisoner:

"My dear Jailer, I write you these lines in six languages. Show them to people who know the languages. Let them read them. If they find not one mistake I implore you to fire a shot in the garden. That shot will show me that my efforts have not been thrown away. The geniuses of all ages and of all lands speak different languages, but the same flame burns in them all. Oh, if you only knew what unearthly happiness my soul feels now from being able to understand them!" The prisoner's desire was fulfilled. The banker ordered two shots to be fired in the garden.

Then after the tenth year, the prisoner sat immovably at the table and read nothing but the Gospel. It seemed strange to the banker that a man who in four years had mastered six hundred learned volumes should waste nearly a year over one thin book easy of comprehension. Theology and histories of religion followed the Gospels.

In the last two years of his confinement the prisoner read an immense quantity of books quite indiscriminately. At one time he was busy with the natural sciences, then he would ask for Byron or Shakespeare. There were notes in which he demanded at the same time books on chemistry, and a manual of medicine, and a novel, and some treatise on philosophy or theology. His reading suggested a

man swimming in the sea among the wreckage of his ship, and trying to save his life by greedily clutching first at one spar and then at another.

The old banker remembered all this, and thought:

"To-morrow at twelve o'clock he will regain his freedom. By our agreement I ought to pay him two million. If I do pay him, it is all over with me: I shall be utterly ruined."

Fifteen years before, his millions had been beyond his reckoning; now he was afraid to ask himself which were greater, his debts or his assets. Desperate gambling on the Stock Exchange, wild speculation and the excitability which he could not get over even in advancing years, had by degrees led to the decline of his fortune and the proud, fearless, self-confident millionaire had become a banker of middling rank, trembling at every rise and fall in his investments. "Cursed bet!" muttered the old man, clutching his head in despair "Why didn't the man die? He is only forty now. He will take my last penny from me, he will marry, will enjoy life, will gamble on the Exchange; while I shall look at him with envy like a beggar, and hear from him every day the same sentence: 'I am indebted to you for the happiness of my life, let me help you!' No, it is too much! The one means of being saved from bankruptcy and disgrace is the death of that man!"

It struck three o'clock, the banker listened; everyone was asleep in the house and nothing could be heard outside but the rustling of the chilled trees. Trying to make no noise, he took from a fireproof safe the key of the door which had not been opened for fifteen years, put on his overcoat, and went out of the house.

It was dark and cold in the garden. Rain was falling. A damp cutting wind was racing about the garden, howling and giving the trees no rest. The banker strained his eyes, but could see neither the earth nor the white statues, nor the lodge, nor the trees. Going to the spot where the lodge stood, he twice called the watchman. No answer followed. Evidently the watchman had sought shelter from the weather, and was now asleep somewhere either in the kitchen or in the greenhouse.

"If I had the pluck to carry out my intention," thought the old man, "Suspicion would fall first upon the watchman."

He felt in the darkness for the steps and the door, and went into the entry of the lodge. Then he groped his way into a little passage and lighted a match. There was not a soul there. There was a bedstead with no bedding on it, and in the corner there was a dark cast-iron stove. The seals on the door leading to the prisoner's rooms were intact.

When the match went out the old man, trembling with emotion, peeped through the little window. A candle was burning dimly in the prisoner's room. He was sitting at the table. Nothing could be seen but his back, the hair on his head, and his hands. Open books were lying on the table, on the two easy-chairs, and on the carpet near the table.

Five minutes passed and the prisoner did not once stir. Fifteen years' imprisonment had taught him to sit still. The banker tapped at the window with his finger, and the prisoner made no movement whatever in response. Then the banker cautiously broke the seals off the door and put the key in the keyhole. The rusty lock gave a grating sound and the door creaked. The banker expected to hear at once

footsteps and a cry of astonishment, but three minutes passed and it was as quiet as ever in the room. He made up his mind to go in.

At the table a man unlike ordinary people was sitting motionless. He was a skeleton with the skin drawn tight over his bones, with long curls like a woman's and a shaggy beard. His face was yellow with an earthy tint in it, his cheeks were hollow, his back long and narrow, and the hand on which his shaggy head was propped was so thin and delicate that it was dreadful to look at it. His hair was already streaked with silver, and seeing his emaciated, aged-looking face, no one would have believed that he was only forty. He was asleep ... In front of his bowed head there lay on the table a sheet of paper on which there was something written in fine handwriting.

"Poor creature!" thought the banker, "he is asleep and most likely dreaming of the millions. And I have only to take this half-dead man, throw him on the bed, stifle him a little with the pillow, and the most conscientious expert would find no sign of a violent death. But let us first read what he has written here ... "

The banker took the page from the table and read as follows:

"To-morrow at twelve o'clock I regain my freedom and the right to associate with other men, but before I leave this room and see the sunshine, I think it necessary to say a few words to you. With a clear conscience I tell you, as before God, who beholds me, that I despise freedom and life and health, and all that in your books is called the good things of the world.

"For fifteen years I have been intently studying earthly life. It is true I have not seen the earth nor men, but in your books I have drunk fragrant wine, I have sung songs, I have hunted stags and wild boars in the forests, have loved women ... Beauties as ethereal as clouds, created by the magic of your poets and geniuses, have visited me at night, and have whispered in my ears wonderful tales that have set my brain in a whirl. In your books I have climbed to the peaks of Elburz and Mont Blanc, and from there I have seen the sun rise and have watched it at evening flood the sky, the ocean, and the mountain-tops with gold and crimson. I have watched from there the lightning flashing over my head and cleaving the storm-clouds. I have seen green forests, fields, rivers, lakes, towns. I have heard the singing of the sirens, and the strains of the shepherds' pipes; I have touched the wings of comely devils who flew down to converse with me of God ... In your books I have flung myself into the bottomless pit, performed miracles, slain, burned towns, preached new religions, conquered whole kingdoms ...

"Your books have given me wisdom. All that the unresting thought of man has created in the ages is compressed into a small compass in my brain. I know that I am wiser than all of you.

"And I despise your books, I despise wisdom and the blessings of this world. It is all worthless, fleeting, illusory, and deceptive, like a mirage. You may be proud, wise, and fine, but death will wipe you off the face of the earth as though you were no more than mice burrowing under the floor, and your posterity, your history, your immortal geniuses will burn or freeze together with the earthly globe.

"You have lost your reason and taken the wrong path. You have taken lies for truth, and hideousness for beauty. You would marvel if, owing to strange events of some sorts, frogs and lizards suddenly grew on apple and orange trees instead of fruit, or if roses began to smell like a sweating horse; so I marvel at you who exchange heaven for earth. I don't want to understand you.

"To prove to you in action how I despise all that you live by, I renounce the two million of which I once dreamed as of paradise and which now I despise. To deprive myself of the right to the money I shall go out from here five hours before the time fixed, and so break the compact ..."

When the banker had read this he laid the page on the table, kissed the strange man on the head, and went out of the lodge, weeping. At no other time, even when he had lost heavily on the Stock Exchange, had he felt so great a contempt for himself. When he got home he lay on his bed, but his tears and emotion kept him for hours from sleeping.

Next morning the watchmen ran in with pale faces, and told him they had seen the man who lived in the lodge climb out of the window into the garden, go to the gate, and disappear. The banker went at once with the servants to the lodge and made sure of the flight of his prisoner. To avoid arousing unnecessary talk, he took from the table the writing in which the millions were renounced, and when he got home locked it up in the fireproof safe.

CHPT 5 - An Astrologer's Day by R. K. Narayan

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of

cloth with obscure mystic charts on it, a notebook and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position—placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine-sellers, sellers of stolen hardware and junk, magicians and, above all, an auctioneer of cheap cloth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnuts, who gave his ware a fancy name each day, calling it Bombay Ice-Cream one day, and on the next Delhi Almond, and on the third Raja's Delicacy, and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps and one or two, like the astrologer's, managed without lights of their own. It was a bewildering crisscross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to others than he knew what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone: that was more a matter of study, practice and shrewd guesswork. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of a day.

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers—namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left it behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed between.

He had a working analysis of mankind's troubles: marriage, money and the tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question and never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, 'In many ways you are not getting the fullest results for your efforts, ' nine out of ten were disposed to agree with him. Or he questioned: 'Is there any woman in your family, maybe even a distant relative, who is not well disposed towards you?' Or he gave an analysis of character: 'Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an impetuous

nature and a rough exterior.' This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exterior.

The nuts-vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowrie shells and paraphernalia and was putting them back into his bag when the green shaft of light was blotted out; he looked up and saw a man standing before him. He sensed a possible client and said: 'You look so careworn. It will do you good to sit down for a while and chat with me.' The other grumbled some vague reply. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose, saying: 'You call yourself an astrologer?' The astrologer felt challenged and said, tilting the other's palm towards the green shaft of light: 'Yours is a nature . . .' 'Oh, stop that,' the other said. 'Tell me something worthwhile . . .'

Our friend felt piqued. 'I charge only three pies per question, and what you get ought to be good enough for your money . . .' At this the other withdrew his arm, took out an anna and flung it out to him, saying, 'I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest.'

'If you find my answers satisfactory, will you give me five rupees?'

'No.'

'Or will you give me eight annas?'

'All right, provided you give me twice as much if you are wrong,' said the stranger. This pact was accepted after a little further argument. The

astrologer sent up a prayer to heaven as the other lit a cheroot. The astrologer caught a glimpse of his face by the match-light. There was a pause as cars hooted on the road, jutka-drivers swore at their horses and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, sat there ruthlessly. The astrologer felt very uncomfortable. 'Here, take your anna back. I am not used to such challenges. It is late for me today . . .' He made preparations to bundle up. The other held his wrist and said, 'You can't get out of it now. You dragged me in while I was passing.' The astrologer shivered in his grip; and his voice shook and became faint. 'Leave me today. I will speak to you tomorrow.' The other thrust his palm in his face and said, 'Challenge is challenge. Go on.' The astrologer proceeded with his throat drying up. 'There is a woman . . .'

'Stop,' said the other. 'I don't want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you disgorge all your coins.' The astrologer muttered a few incantations and replied, 'All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise I will not open my mouth, and you may do what you like.' After a good deal of haggling the other agreed. The astrologer said, 'You were left for dead. Am I right?'

'Ah, tell me more.'

'A knife has passed through you once?' said the astrologer.

'Good fellow!' He bared his chest to show the scar. 'What else?'

'And then you were pushed into a well nearby in the field. You were left for dead.'

'I should have been dead if some passer-by had not chanced to peep into the well,' exclaimed the other, overwhelmed by enthusiasm. 'When shall I get at him?' he asked, clenching his fist.

'In the next world,' answered the astrologer. 'He died four months ago in a far-off town. You will never see any more of him.' The other groaned on hearing it. The astrologer proceeded.

'Guru Nayak—'

'You know my name!' the other said, taken aback.

'As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two days' journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home.' He took out a pinch of sacred ash and held it out to him. 'Rub it on your forehead and go home. Never travel southward again, and you will live to be a hundred.'

'Why should I leave home again?' the other said reflectively. 'I was only going away now and then to look for him and to choke out his life if I met him.' He shook his head regretfully. 'He has escaped my hands. I hope at least he died as he deserved.' 'Yes,' said the astrologer. 'He was crushed under a lorry.' The other looked gratified to hear it.

The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.

It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said, 'Count them. One man gave all that.'

'Twelve and a half annas,' she said, counting. She was overjoyed. 'I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.'

'The swine has cheated me! He promised me a rupee,' said the astrologer. She looked up at him. 'You look worried. What is wrong?'

'Nothing.'

After dinner, sitting on the pyol, he told her, 'Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here and married you. He is alive.'

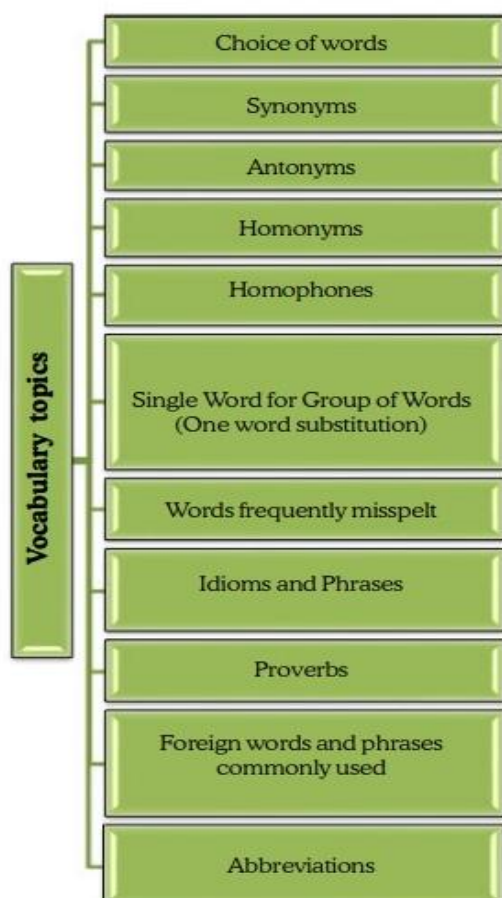
She gasped. 'You tried to kill!'

'Yes, in our village, when I was a silly youngster. We drank, gambled and quarrelled badly one day—why think of it now? Time to sleep,' he said, yawning, and stretched himself on the pyol

Introduction

Vocabulary is a person's own knowledge of words. It may be anyone, not necessary to be a just language user and it is really very useful to have a good vocabulary because today we can't keep up without any good treasury of words in our minds. There are really many benefits that an enriched vocabulary can give to someone. The biggest benefit is the impact on others. When you use a language with good words, it makes a positive impact on others. There are many reasons why it is important to enrich your list of vocabulary words. Some of them are as follows:

- Building your vocabulary is important in reading comprehension.
- Building your vocabulary will improve your communication skills- verbal and written communication skills will improve and you may be able to better understand another individual.
- Building your vocabulary may help improve your personal life, social life and professional life



1. Choice of Words

The words you would choose to communicate with someone depend on the following factors:

- **The range or repertoire of your vocabulary** - Unless you know a word, you would not be able to use it.
- **Your audience or person you are communicating with** - Firstly, you must assess the literacy level of the audience or person. Then try to find out what kind of situation you are in – whether the audience or person is senior or junior to you; whether you are formal or informal with them, etc., these considerations will help you greatly in the choice of words. You could hardly use slang or a code word in describing a colleague in an official memo, Can you?
- **Type of communication** - Whether it is formal or informal, oral or written, these factors will also influence your choice of words.
- **The message you intend to convey** - The urgency, disappointment, the level of accuracy required, etc. can also be conveyed through the apt words. Therefore, these too will influence your choice of words.
- **Context and usage** - Certain words can only be used in a particular context, and if they are used otherwise, they would convey the wrong sense; hence influencing the choice of words.
- **Regional or national differences in language or connotation** also influence your choice of words - ‘Liberal’ in Britain has a positive meaning. It means generous and open minded, whereas in America it is used as a term of political abuse.
- **Improving Vocabulary** – Try and understand the root/etymology of the words. Good dictionaries give all the changes that a root word can undergo. To choose words that communicate clearly and with the appropriate tone, you should learn everything possible about those with whom you wish to communicate and take into account any prior correspondence with them. Then you should word your message so that it is easy for them to understand it and respond favorably. Tailoring your message to your readers is not only strategically necessary, it is also a sign of consideration for their time and energy. Everyone benefits when the message are clear and appropriate to the correspondent’s situation.

Adaptation - The Best Strategy for Effective Wording

As with every other element of your messages, your choice of words needs to be guided by the audience and its purpose. For example, knowing that your writing should be “clear and concise” is not enough; What this means will depend a great deal on the situation. As we have suggested above, what is clear for one person may not be clear for at all for another. People occupy different language domains, and anything outside their domains will not be clear unless it is explained in their language. As for conciseness, you must be careful not to sacrifice effectiveness for brevity. If you cut your communications too short for your readers- for example, by omitting important details in a persuasive message or critical information in a report- you have written an incomplete, not a concise message

However, some general points to remember in communication are:

- **Simplicity** : Simple language produces the best and the quickest response from everyone. But one must try not to sacrifice precision or dignity. However, there are occasions when easy comprehension must take a back seat. At times, long and unusual words have to be used because they are more precise. For example, legal language is far from simple. Hence the legal draftsman has to keep the complexity of situation in mind. He may end up using complex language. Using familiar words does not mean using colloquial English. Colloquial English is perfectly polite and acceptable in informal conversation, but is avoided in formal writing. For example, haven't, won't and can't have no place in prose, unless you have reproduced the text of a conversation. Apart from colloquialism, there is no set rule for using familiar words. The important thing is to avoid a show of pedantry (an ostentatious and inappropriate display of learning) and undesirable complexity.

- **Use familiar words** : Use familiar words i.e., the words with sharp and clear meanings in the mind. As words which are familiar to some people may be unfamiliar to others, so you will need to select familiar words with care. Specifically, using familiar words means using the language that is used by most of us in everyday conversation. We should avoid stiff, more difficult words that do not communicate so precisely or quickly. For example, instead of using the more unfamiliar word endeavour, use try. Instead of using terminate use end. The suggestion to use familiar words does not rule out use of some more difficult words. You should use them whenever their meanings fit your purpose best and your readers understand them clearly. The mistake that many of us make is to overwork the more difficult words. We use them so much that they interfere with our communication. A good suggestion is to use the simplest words that carry the meaning without offending the readers' intelligence.

- **Jargon** : Jargon is language that is unique to a particular field of knowledge, e.g., science, technology, art, trade or a profession. There is for instance legal jargon, military jargon, and political jargon. For e.g. the word 'Operation' takes on different meanings depending on the context in which it is used. Should we avoid all jargon in our writing? The question is not easy to answer. Jargon has two parts: One is the private language that only the persons in that particular field can understand. The other is wider acceptance of certain words and phrases in the general language used by the public. There cannot be any objection if this kind of jargon is used in writing.

- **Avoid using superfluous words/Verbosity** : Verbosity (an expressive style that uses excessive or superfluous words) or using more words than necessary is a common weakness. The speaker/writer uses more words than needed in the hope of diverting/retaining audiences. This tendency is seen in writing too. It has been well defined as an extension of Parkinson's Law-words increase in number to fill the quantity of paper available. More words do not necessarily lead to greater clarity. Nor do difficult and high sounding words lend weight to the argument. They obscure meaning and tire the reader out.

- **Choose short words** : According to studies of readability, short words generally communicate better than long words. Of course, part of the explanation is that short words tend to be familiar words. But there is another explanation i.e. a heavy use of long words, even long words that are understood, leaves an impression of difficulty and hinders communication. The suggestion that short words be chosen does not mean that all short

words are easy and all long words are hard. Many exceptions exist. Thus, you should concentrate on short words and use long words with caution. Use long word only when you think your readers know it.

- **Select words for precise meaning** : Writing requires considerable knowledge of the language being used. But beyond basic familiarity with vocabulary, good writers possess a sensitivity to words' shades of meaning. Knowledge of language enables you to use words that carry the meaning you want to communicate. For example, fewer and less means the same to some people. But careful users select fewer to mean "smaller numbers of items" and less to mean "reduced value, degree or quantity". Similarly careful writers use continual to mean "repeated but broken succession" and continuous to mean "unbroken succession".
- **Use Gender-neutral words** : All too prevalent in today's business communication are words that discriminate by gender. Although this form of discrimination can be directed against men, most instances involve discrimination against women because many of our words suggest male superiority. This problem has evolved because our language developed in a society in which it was customary for women to work in the home and for men to be breadwinners and decision makers. As a result our language displays this male dominance. For reason of fair play and to be in step with today's society in which gender equality is the goal, you would do well to use gender-neutral words. For example the word Chairman refers to both sexes, yet it does not sound that way. More appropriate and less offensive substitutes are chair, presiding officer, moderator and chairperson.

In business today, men and women, the young and the old and people of all races work side by side in roles of mutual respect. It would be unfair to use words that discriminate against any of them

2. Synonyms

Synonyms are words that **have very nearly the same meaning**, for example:

- (i) easy, simple, light, effortless, facile, smooth.
- (ii) effort, exertion, pains, trouble,
- (iii) elastic, flexible, supple, springy, resilient.

It is extremely difficult, if not impossible, to find two words in English which have exactly the same meaning and usage. Words that seem to be identical on a closer examination can be distinguished by some shade of meaning or some manner of usage. Therefore, most of the time they cannot be interchanged. Finding and knowing synonyms is helpful in the sense that it enhances your vocabulary by increasing your stock of words. Moreover, it helps you to pick and choose the appropriate word which alone can convey the proper meaning.

Begin, commence, start and initiate, are all synonyms which mean 'to set something going or in progress'. Begin is the most common word, commence is used on formal occasions, for court proceedings, religious and other ceremonies and military operations; start suggests a setting out from a particular point on a journey, course, etc., often but not necessarily after an action or waiting; initiate implies taking of the first step or steps as in a process.

You can say: They started from their home. The ship has set out on its voyage. If you use any other synonym in the place of 'set out' it would take on a different meaning. Two words may look alike and yet there may be a slight shade of difference in their meaning.

Some examples –

Word	Synonym
Adept	proficient, skilled
Abstain	refrain, withhold
Abridge	shorten, curtail
Abundant	plentiful, ample, copious
Accessory	additional, auxiliary
Achieve	accomplish, execute, gain
Adept	proficient, skilled
Adequate	sufficient, satisfactory
Adherent	follower, disciple

Penury	want, poverty
Reticent	silent, reserved
Ruinous	destructive, wreckful
Sterile	barren, infertile
Thrive	prosper, flourish
Urbane	cosmopolitan, suave, cultured
Wholesome	healthy, sound, healing
Yearn	crave, pine
Zenith	summit, culmination

Admiration	praise, approbation
Brisk	lively, agile
Callous	hard, unsympathetic
Cordial	gracious, congenial
Captious	ensorious, hypercritical
Cogent	valid, convincing
Deteriorate	degenerate, decline
Dexterity	skill, deftness
Didactic	moralising, preach
Effete	exhausted, worn-out
Ephemeral	transient, short-lived
Extravagant	excessive, wasteful
Fabricate	concoct, contrive
Fatal	deadly, disastrous
Fastidious	messy, fussy
Gaiety	festivity, merriment
Gigantic	colossal, huge
Hazardous	dangerous, risky
Inadvertent	careless, unplanned, unintentional
Insidious	astute, cunning
Judicious	sensible, prudent, wise
Malice	ill will, spite
Morbid	morose, sickly
Negligent	careless, lax
Obtuse	dull, stupid, blunt
Onerous	burdensome, oppressive
Panegyric	eulogy, encomium

3. Antonyms

Antonym is a word **opposite or contrary** in meaning to another word. As has already been noted that there are no true synonyms, that is, no two words mean exactly the same thing. There is often some shade of difference in the meaning. In most cases exact meaning or appropriateness of a word depends upon the context in which it is used. It being so, a word may have more than one antonym.

Example : The antonym of soft that comes at once to mind is hard. But there are many other possibilities.

Soft drinks against hot drinks

Soft colour against bright colour

Soft tones against weird tones

Soft texture against rough texture

Soft light against glaring lights

Similarly the opposite of

A slender cane would be a thick cane,

A slender man would be a fat man,

A slender chance would be a bright chance.

Some examples of Antonyms:

Word	Antonym	Word	Antonym
Ability	Inability	Haste	Slowness
Able	Unable	Hope	Despair
Abnormal	Normal	Humble	Proud
Accurate	Inaccurate	Idle	Busy
Bankrupt	Solvent	Import	Export
Economical	Extravagant	Inferior	Superior
Diligent	Dilatory/lazy	Loud	Quiet/Soft
Economical	Extravagant	Meager	Plentiful
Emigrant	Immigrant	Narrow	Broad
Explicit	Implicit	Native	Foreign
Exit	Entrance/Enter	Omission	Addition/Inclusion
Fact	Fiction	Oral	Written
Flattery	Criticism	Original	Duplicate
Flexible	Rigid	Outward	Inward
Fresh	Stale	Peace	War
Genuine	Spurious	Quick	Slow
Growth	Decline/Stagnation		

4. Homophone

The word, **homo**, means “same,” and **phone** means “sound.” Homophones are two words that sound the same, but have different meanings. For example, the words two – too, ate – eight, there - Their, in-inn, ring-wring or more difficult, like principal-principle, stationary stationery, except-accept. These are called homonyms. These words have to be cautiously used while writing.

Some more examples:

(1) Access, Excess

Access : The workers could access the manager freely. (approach)

Excess : The production is far in excess to the target. (more than)

(2) Advice, Advise

Advice is a noun the end-sound is-s.

Anyone can offer advice.

Advise is a verb and the end sound is-z.

My father advised me to work hard.

(3) Ate, Eight

Ate is the simple past tense of the verb “to eat.”

I ate an entire pizza and now I’m really full and tired.

Eight is noun, the number after seven and before nine.

Charles will wake up at eight o’clock tomorrow morning.

(4) Bare, Bear

Bare (adjective): If something is bare, it means that it’s not covered or not decorated.

Tom likes to walk around his house in bare feet. He says it’s more comfortable than wearing shoes.

Bear (noun): A large mammal.

When you go camping, you should be careful to not leave any food or anything with a scent in your tent because they can attract bears.

(5) Cell, sell

Cell (noun): A cell is a small area or room, usually in a prison. A cell can also be one of the smallest divisions of a living organism.

The prisoner spent 10 years in his cell.

To sell (verb): To exchange a product or service for money. Like “buy,” it was probably one of the first verbs you learned.

We would like to sell our car, but we don’t think we’d get very much money for it.

5. Homonym

There’s another word that begins with homo-, which speakers often confuse with homophone are known as homonym. Again, the word **homo-** means “same,” but **-nym** means

“name.” A homonym is a single word **(with one spelling)** that **has more than one meaning.** An example of a homonym is the word “bear.” You probably know about the animal called a “bear,” but the word “bear” can also be a verb that means to tolerate. For example, “I’m so nervous about watching this game, I can’t bear to watch the last minute!”

Some more examples:

Address – Address

I can give you the address of a good attorney.

That letter was addressed to me.

Band – Band

The band was playing old Beatles songs.

She always ties her hair back in a band.

Bat – Bat

I am afraid of bats.

It’s his first time at bat in the major leagues.

Match – Match

If you suspect a gas leak do not strike a match or use electricity.

Her fingerprints match those found at the scene of the crime.

Mean – Mean

What does this sentence mean?

He needed to find a mean between frankness and rudeness.

Right – Right

I’m sure I’m right.

Take a right turn at the intersection.

5. Single Word for Group of Words

The skill to substitute a single word for many helps the speaker/writer express himself/ herself better.

Some examples are:

Greed - Inordinate desire to gain and hoard wealth	Avarice
That which cannot be taken by force	Impregnable
One who learns a subject as a hobby	Amateur
That which can be easily broken.	Fragile
To show indecision/to sway to and fro in a decision	Vacillate
Pleasant sound	Euphony
Deliberate killing of whole community or race	Genocide
The place where an aeroplane is housed	Hangar
A person who is dissatisfied and is inclined to rebel	Malcontent
To pretend to be sick in order to avoid work	Malingering
One of a race or tribe who has no fixed location and wanders from place to place	Nomad
The study or collection of coins, bank notes and medals	Numismatics
A blood feud started by murder-seeking vengeance	Vendetta
A person who deliberately damages private or public property	Vandal

6. Words Frequently Misspelled

According to the Oxford Dictionary, spelling is hard and misspellings are not only common, but also awkward in professional contexts.

When you receive an email or document with spelling errors, it is difficult to trust the person sending it. Correct spelling used in written communication shows the attention as well as level of education of the person sending it.

There are a lot of tricky spelling rules in the English language. Following is a list of some of the most commonly misspelled words

Some examples:

Correct word	Commonly misspelt as
absence	abcense, absance
accommodate	accomodate
achieve	acheive
calendar	calender
liaison	liason
receipt	reciept
tomorrow	tommorow, tomorow

Idioms and Phrases

A simple word like go is a part of a child's vocabulary, so much so that the primitive bushman had an equivalent for it in his language. But look at the following sentences:

(i) Ever got a Mumbai number at first go?

(ii) He is always on the go.

'Go' is no longer a simple word from a child's vocabulary.

Take 'fall'-the sparrow's fall, and the Roman Empire's fall, and so on. Now combine 'go' with another simple word 'down'. Look at 'the boxer going down on the first count. In the company of 'down', 'go' has changed beyond recognition. There is more to it. Think of Churchill who would go down in history as the man who saved England from total collapse. This time the meaning has changed without 'go' forming a new alliance.

A literal translation of this two-word combination 'go down' will not help. And this happens very often with many words in English. 'Go down' has to be understood in its own right and in its particular context. This is an 'idiom' which the dictionary defines **'as the form of expression peculiar to a language.'**

As such idioms are not peculiar to English language alone, they are found in other languages as well. But, as already said, they cannot be transliterated [to change (letter, words, etc.)] into corresponding characters of another alphabet or language] from one language to another. All such combinations of words used in a peculiar fashion are called idiomatic expressions.

A Phrase is a group of words, a part of sentence which does not make a complete sentence, but has an independent meaning and makes some sense: on the hill, about town, under the tree, etc. A phrase is quite often equivalent to an adjective, adverb or noun. We would here, however, confine ourselves to phrases which are used idiomatically. In the language itself, therefore, idioms are the source of sparkle and polish. Very often an idiomatic expression has

no exact equivalent in the language itself. Take for example, 'bring up'. We know by long usage what it means. And yet the dictionary meaning 'rear' is at best a poor substitute for it.

The list below is by no means exhaustive. Even so it is fairly long. A glance at them will brush up your memory. You would come across these expressions, and need them yourself, quite often in your career. Use of idiomatic expressions in writing enriches your language.

Some Verbal Idioms

We shall begin with idioms, each consisting of a verb and a preposition. A single verb can give us a number of idiomatic expressions by attaching different prepositions to itself. For example, turn out (to expel), turn up (to appear at some place), turn down (to reject some request or appeal), etc.

You may have become familiar with the usage of most of the verbal idioms. To refresh your memory here are just a few:

1. Beat back (compelled to retreat) The firemen were beaten back by the flames and the building was reduced to ashes.
2. Boil down to (to amount to) His entire argument boiled down to the fact that he would not join the movement unless he saw some monetary gain in it.
3. Cast aside (to reject, to throw aside) People normally cast aside truth and honesty for immediate gains.
4. Cut off with a shilling (to give someone a mere trifle in the will) The father was so angry with the son over his marriage that he cut him off with a shilling.
5. Gloss over (to ignore) Even if you are an important person your faults cannot be glossed over.
6. Labour under (to suffer from some disadvantage or distress) Let us not labour under the delusion that our friends will come to our aid in times of difficulty.
7. Play off against (to set one party against another for one's own advantage). It best serves the interests of the super powers to play off one poor nation against another.
8. Pull one through (to recover, to help one recover) Armed with the latest medicines, the doctor will pull him through.

Idiomatic expressions in which the principal word is the verb

1. Cast a slur upon (by word or act cast a slight reproach on someone) Many a man cast slur on their own good name by some mean act.
2. To catch a Tartar (to encounter a strong adversary) When Hitler marched on to Russia he hardly knew that he would catch a Tartar in the tough people of that country.

3. To cut the Gordian knot (to remove a difficulty by bold or unusual measures) The Indian Parliament threw out the Bill for Abolition of Privy Purses. The Government cut the Gordian knot by abolishing the purses through a Presidential Ordinance.
4. To fall to someone's lot (to become someone's responsibility) It has fallen to the lot of the eldest brother to pay off the debts of the father.
5. To get the upper hand or to get the better of (to prevail over) Hari got the better of Suresh in the Degree Examination.
6. To give someone the slip (to dodge someone who is looking for you) The police had nearly arrested the dacoits when the latter gave them the slip and hid himself in the Chambal ravines.
7. A give and take policy (a policy of mutual concessions) A give and take policy alone can restore peace between India and Pakistan.
8. To go to rack and ruin (reach a state of despair through neglect) If a big war comes, our economy will go to rack and ruin.
9. To have a bone to pick with (to have a difference with a person that has not yet been fully expressed) The extreme leftists have a bone to pick with the police and if ever they come to power.
10. To have the whip hand (to have a position of power or control) Even after the split in the party he has the whip hand in the party.
11. To have too many irons in the fire (to have so much work in hand that some part of it is either left undone or done very badly) His performance is poor because he has too many irons in the fire.
12. To have the right ring (to be genuine) The Americans' pronouncements of world peace do not usually have the right ring.
13. To have an axe to grind (have personal interests to serve) Bigger nations supply arms to the smaller ones primarily because the former has their own axe to grind.
14. To keep a thing to oneself, to keep one's own counsel (to be silent about one's intentions) A great leader must ultimately keep his own counsel.
15. To keep the wolf from the door (to keep away extreme poverty and hunger) Lakhs of people in India still have to fight daily to keep the wolf from the door.
16. To make short work of (to bring to sudden end) The locusts made short work of the standing ripe corn.
17. To make amends (to compensate or make up for a wrong doing) By being polite today, he has made amends for his past insolence.
18. To make common cause (to unite in order to achieve a shared aim) During the elections the princes made a common cause with the rightist parties. Both went down.

19. To make a virtue of necessity (Pretend or believe that something which one is obliged to do or accept is good for one's character, moral development, etc.) When a Minister knows that he is going to be booted out of the cabinet he makes a virtue of necessity and resigns 'on health grounds'.

20. To make much ado about nothing (to make a great fuss about a trifle) Crying over the loss of ten rupees is really making much ado about nothing.

21. To make a cat's paw or a tool of someone (to use someone as a means of achieving one's goal) The super powers have made a cat's paw of the smaller nations of Asia in their game of power politics.

22. To put the cart before the horse (reverse the proper order or procedure) Preparing the blueprint of a project without analysing market potential is like putting the cart before the horse.

23. To rise to the occasion (show the daring, imagination etc., which fits a particular occasion) A flood threatened to burst the reservoir but the villagers rose to the occasion and did not relax till they had made all secure.

24. To set store on (to consider to be of a particular degree of importance) India did set much store on the Indo Soviet Treaty of friendship.

25. To set one's own house in order (to arrange one's affairs harmoniously) Let Pakistan set his own house in order before talking about the welfare of the Kashmiris.

CHPT 7 : COMPREHENSION

1. Directions (1-10): Read the given passage carefully and attempt the questions that follow.

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and therefore, indirectly controls power. Therefore, ever since the dawn of our civilisation, persons in power have always tried to supervise or control education. It has been handmaid of the ruling class. During the Christian Era, the ecclesiastics controlled the institution of education and diffused among the people the gospel of the Bible and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the sweat of his brow, while the priests and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance, education passed more from the clutches of the priest into the hand of the prince. In other words, it became more secular. Under the control of the monarch, education began to devise and preach the infallibility of its masters, the monarch or king. It also invented and supported fantastic theories like “The Divine Right Theory” and that the king can do no wrong, etc. With the advent of the industrial revolution, education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class, but was thrown open to the new rich merchant class of the society. The philosophy which was in vogue during this period was that of “Laissez Faire” restricting the function of the state to a mere keeping of laws and order while on the other hand, in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest

1. What does the theory “Divine Right of King” stipulate?
2. Who controlled education during the Renaissance?
3. What did the ruling class in the Christian Era think of the poor man?
4. Who controlled the institution of education during the Christian Era?
5. What does the word “infallibility” mean?
6. What do you mean by the “sweat of his brow”?
7. What does the policy of “Laissez Faire” stand for?
8. Which of the following describes the writer?
9. Choose the correct synonym out of the four choices given: Gospels
10. . Choose the correct synonym out of the four choices given: Vogue

2. Read the following passage and answer Q. no. 1 to 5 based on the passage.

India loses grain crops worth crores of rupees every year because of pests. In fact, the increased food production made possible by modern technology and agricultural research would become more evident if farmer is able to effectively combat the various pests and insects that destroy crops. While some of the crops are destroyed after harvesting, a large quantity of grains is destroyed in the fields. True that Indian farmer today is better able to combat these destroyers of grains, for he made available to him better storing facilities for the harvested crops, and modern chemical aid like insecticides with which he may spray the growing crops in his fields. But, one has to remember that not all insects are harmful. The common earthworms, for instance, is a friend of man, because it works like a dustman by breaking up the dead leaves and wood from plants and mixes them with the soil, thus making the soil richer. Therefore, when a farmer sprays his field with chemicals that kills insects, he destroys his friends with his enemies

1. A large part of the increased food production is lost because of
2. The function of the insecticide is:
3. When the farmer sprays his field with chemical that kills insects:
4. What does the common earthworm does ?
5. After harvesting what the farmer needs ?

3. Read the following passage and answer Q. no. 1 to 8 based on the passage.

In the second century of the Christian era, the empire of Rome was the most fair part of the earth, and the most civilized portion of mankind. The frontiers of that extensive monarchy were guarded by ancient renown and disciplined valour. The gentle but powerful influence of laws and manners had gradually cemented the union of the provinces. Their peaceful inhabitants enjoyed and abused the advantages of wealth and luxury. The image of a free constitution was preserved with decent reverence: the Roman senate appeared to possess the sovereign authority, and devolved on the emperors all the executive powers of government. During a happy period of more than fourscore years, the public administration was conducted by and depended on the virtue and abilities of Nerva, Trajan, Hadrian, and the two Antonines. The principal conquests of the Romans were achieved under the republic; and the emperors, for the most part, were satisfied with preserving those dominions which had been acquired by the policy of the senate, the active emulations of the consuls, and the martial enthusiasm of the people. The seven first centuries were filled with a rapid succession of triumphs; but it was reserved for Augustus to relinquish the ambitious design of subduing the whole earth, and to introduce a spirit of moderation into the public councils. Inclined to peace by his temper and situation, it was easy for him to discover that Rome, in her present exalted situation, had much less to hope than to fear from the chance of arms; and that, in the prosecution of remote wars, the undertaking became every day more difficult, the event more doubtful, and the possession more precarious, and less beneficial. The experience of Augustus added weight to these salutary reflections, and effectually convinced him that, by the prudent vigour of his counsels, it would be easy to secure every concession which the safety or the dignity of Rome might require from the most formidable barbarians. Instead of exposing his person and his legions to the arrows of the Parthians, he obtained, by an honourable treaty, the restitution of the standards and prisoners which had been taken in the defeat of Crassus. On the death of that emperor, his testament was publicly read in the senate. He bequeathed, as a valuable legacy to his successors, the advice of confining the empire within those limits which nature seemed to have placed as its permanent bulwarks and boundaries: on the west, the Atlantic Ocean; the Rhine and Danube on the north; the Euphrates on the east; and towards the south, the sandy deserts of Arabia and Africa.

1. The word 'fair' in the passage most nearly means
2. 'The frontiers of that extensive monarchy were guarded by ancient renown....' What does this mean?
3. The attitude of the author of the passage to the events described therein is one of ?
4. The passage suggest that in the context of empires ?
5. The word 'cemented' in the passage most nearly means
6. Why was the policy of expansionism stopped?
7. Why did Augustus not expose his legions to 'the arrows of the Parthians'?
8. . What does the phrase 'martial enthusiasm' imply in context of the passage

4. Directions (Q. 1 – 6) : The questions in this section is based on the passage. The questions are to be answered on the basis of what is stated or implied in the passage. For some of the questions, more than one of the choices conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question.

Although the legal systems of England and the United States are superficially similar, they differ profoundly in their approaches to and uses of legal reasons: substantive reasons are more common than formal reasons in the United States, whereas in England the reverse is true. This distinction reflects a difference in the visions of law that prevails in the two countries. In England, the law has traditionally been viewed as a system of rules; the United States favours a vision of law as an outward expression of community's sense of right and justice. Substantive reasons, as applied to law, are based on moral, economic, political and other considerations. These reasons are found both "in the law" and "outside the law" so to speak. Substantive reasons inform the content of a large part of the law: constitutions, statutes, contracts, verdicts, and the like. Consider, for example, a statute providing or purposes were explicitly written into the statute was to ensure quiet and safety in the park. Now suppose that a veterans' group mounts a World War II jeep (in running order but without a battery) as a war memorial on a concrete slab in the park, and charges are brought against its members. Most judges in the United States would find the defendants not guilty because what they did had no adverse effect on park's quiet and safety. Formal reasons are different in that they frequently prevent substantive reasons from coming into play, even when substantive reasons are explicitly incorporated into the law at hand. For example, when a document fails to comply with stipulated requirements, the court may render the document legally ineffective. A Will requiring written witness may be declared null and void and, therefore, unenforceable for the formal reason that the requirement was not observed. Once the legal rule—that a Will is invalid for lack of proper witnessing—has been clearly established, and the legality of the rule is not in question, application of that rule precludes from consideration substantive arguments in favour of the Will's validity or enforcement. Legal scholars in England and the United States have long bemused themselves with extreme examples of formal and substantive reasoning. On the one hand, formal reasoning in England has led to wooden interpretations of statutes and an unwillingness to develop the common law through judicial activism. On the other hand, freewheeling substantive reasoning in the United States has resulted in statutory interpretations so liberal that the texts of some statutes have been ignored

1. Which one of the following best describes the content of the passage as a whole?
2. It can be inferred from the passage that English judges would like to find the veterans' group discussed in the second paragraph guilty of violating the statute because
3. From the discussion on Wills in the third paragraph it can be inferred that substantive arguments as to the validity of a Will might be considered under which one of the following circumstances?
4. Which one of the following best describes the function of the last paragraph of the passage?

5. The author of the passage suggests that in English law a substantive interpretation of a legal rule might be warranted under which one of the following circumstances
6. The author of the passage makes use of all of the following in presenting the discussion of the English and the United States legal systems except

CHPT 8 : COMMUNICATION

Meaning of Communication:

Communication can broadly be defined as exchange of ideas, messages and information between two or more persons, through a medium, in a manner that the sender and the receiver understand the message in the common sense, that is, they develop common understanding of the message.

The word communication is derived from the Latin word 'communicare', which means to share, impart, participate, exchange, transmit or to make common. It emphasises on sharing common information, ideas and messages. It is not merely issuing orders and instructions.

"Communication is the transfer of information from a sender to a receiver, with the information being understood by the receiver". — Koontz and Weihrich

"Communication is the art of developing and attaining understanding between people. It is the process of exchanging information and feelings between two or more people and it is essential to effective management." — Terry and Franklin

"Communication is the sum of all things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding." — Allen Louis

"Communication is the process by which people attempt to share meaning via the transmission of symbolic messages." — Stoner and Wankel

Nature of Communication:

Communication has the following features:

1. Two-way process:

Communication is a two-way process of understanding between two or more persons – sender and receiver. A person cannot communicate with himself.

2. Continuous process:

Exchange of ideas and opinion amongst people is an ongoing process in business and non-business organisations. Continuous interaction promotes understanding and exchange of information relevant for decision-making.

3. Dynamic process:

Communication between sender and receiver takes different forms and medium depending upon their moods and behaviour. It is, thus, a dynamic process that keeps changing in different situations.

4. Pervasive:

Communication is a pervasive activity. It takes place at all levels (top, middle, low) in all functional areas (production, finance, personnel, sales) of a business organisation.

5. Two people:

A minimum of two persons — sender and receiver — must be present for communication to take place. It may be between superiors, subordinates and peer group, intra or inter se.

6. Exchange:

Communication involves exchange of ideas and opinions. People interact and develop understanding for each other.

7. Means of unifying organisational activities:

Communication unifies internal organisational environment with its external environment. It also integrates the human and physical resources and converts them into organisational output.

8. Verbal and non-verbal:

Though words are active carriers of information, gestures can sometimes be more powerful than words. Facial expressions, sounds, signs and symbols are the non-verbal forms of communication.

9. Mutual understanding:

Communication is effective when sender and receiver develop mutual understanding of the subject. Messages conveyed should be understood by the receiver in the desired sense.

10. Goal-oriented:

Communication is goal-oriented. Unless the receiver and sender know the purpose they intend to achieve through communication, it has little practical utility.

11. Foundation of management:

Though communication is a directing function, it is important for other managerial functions also. Designing plans and organisation structures, motivating people to accomplish goals and controlling organisational activities; all require communication amongst managers at various levels.

12. A means, not an end:

Communication is not an end. Effective communication is a means towards achieving the end, that is, goal accomplishment. It smoothenes managerial operations by facilitating planning, organising, staffing, directing and controlling functions.

13. Human activity:

Since communication makes accomplishment of organisational goals possible, it is essential that people understand and like each other. If people do not understand each others' viewpoint, there cannot be effective communication.

14. Inter-disciplinary:

Communication is the art of how communicators use knowledge of different fields of study like anthropology, psychology and sociology. Making best use of these disciplines makes communication effective. It is, thus, an inter-disciplinary area of management.

Role of Communication:

Right from the time a child is born, communication plays an important role in his life. Speaking, listening and writing are the common forms of communication. A large part of our time is devoted to communication as we share our thoughts and feelings with individuals and groups of people. Communication helps to develop an organised society with defined roles for each individual.

In the business world, managers perform their tasks and responsibilities through communication. Communication provides the basis for effective implementation of plans, assigning jobs to people, carrying out directions and activities and facilitates control.

Management functions can be performed successfully when managers communicate face-to-face, telephonically or electronically with their superiors, peers, subordinates, customers, suppliers, competitors etc. Even when they are not talking, they are busy reading or writing reports, memos and letters which are different forms of communication. Communication has reduced geographical distances into storable and confidential forms and has facilitated a large number of people to interact with each other.

It is important that communication should be effective. Effective communication is transfer of information along with transfer of understanding. It means transfer of messages, ideas and information in a manner that the sender and receiver understand the subject in the same sense.

“It is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended.” Effective communication, thus, takes place when receiver understands the message in the same sense as the sender wants to convey.

Communication is the foundation for human interaction that develops common understanding amongst two or more persons. This promotes common objectives through coordinated efforts amongst people belonging to different functional departments.

Importance of Communication:

The desire to socialize and get formed into organised groups necessitates the need for communication. In the fast changing world, managers communicate changes in technology, structure or people to the subordinates. If the communication system is well organised, it becomes easier for subordinates to understand and act upon the message. Communication plays important role in the lives of individuals and organisations.

The following points highlight the importance of communication:

1. Basis for planning:

Planning is the basic function of management. If plans are well designed and communicated for their implementation, it leads to organisational success. Planning requires extensive environmental scanning and information about internal and external organisation elements. An effective system of communication helps in obtaining this information. Implementing the plans requires communicating them to everybody in the organisation. Communication is, thus, the basis of planning.

2. Motivation to work:

Employees are motivated to work if their needs are satisfied. Communication helps managers know needs of their employees so that they can adopt suitable motivators and inspire them to develop positive attitude towards the work environment.

3. Job satisfaction:

Exchange of information develops trust, confidence and faith amongst managers and subordinates. They understand their job positions better and, thus, perform better. People are committed to organisational objectives which promotes job satisfaction,

4. Commitment to organisational objectives:

Managers who follow an effective system of communication understand employees' needs, adopt suitable motivators to satisfy them, appraise their performance and provide them regular feedback. The employees also work with commitment towards organisational objectives.

5. Coordination:

Communication coordinates organisational resources (human and non- human), individual goals with organisational goals and internal environment with external environment. Coordination is the key to organisational success and communication is an active contributor to coordination.

6. Adaptability to external environment:

In order to survive in the changing, dynamic environment, managers continuously interact with external parties like government, suppliers, customers, etc. This requires effective communication system in the organisation.

7. Internal functioning of an enterprise:

Managers interact with parties internal to business enterprises. They constantly obtain and provide information to them. More effective the communication system, more accurate will be the information.

8. Healthy industrial relations:

Satisfied workers contribute to healthy organisations. Communication brings managers and trade unions closer, develops mutual understanding and promotes industrial peace and harmony. This increases industrial production.

9. Helps in performing managerial roles:

According to Henry Mintzberg, managers perform three major roles – interpersonal, informational and decisional. Communication helps managers in performing these roles effectively. In interpersonal roles, managers interact with superiors, peers and subordinates; in informational roles they receive and give information to people inside and outside the organization and in decisional roles, they take important decisions and communicate them to organisational members for their effective implementation.

10. Facilitates leadership:

Effective leaders interact with followers, guide and inspire them to perform the individual and organisational goals. Effective communication process facilitates leaders to carry out the leadership functions.

11. Facilitates control:

Planning is effective if accompanied by an effective control system. Control is possible when managers assess subordinates' performance, correct and prevent deviations and provide them regular feedback of performance. Control function largely depends upon communication system of the organisation. How effectively managers control organisational activities depends upon how effective is the communication system.

12. Training and development:

Imparting training and development facilities to employees depends upon how well their superiors communicate with them. Trainers with good communication skills are better than those who have poor communication skills.

13. Substance to organisational existence:

Obtaining information to make plans, making members aware of authority-responsibility structure, position in the organisational hierarchy, coordinating their activities is the essence of organisational survival and growth. This is possible through effective communication.

Process of Communication:

Communication process is a sequence of activities where message sent is understood by the receiver in its intended meaning. For example, execution of a purchase order or conversation through telephone shall be complete if the desired result is achieved, that is, supplier sends the desired goods and receiver of phone call acts as desired by the maker of the call.

Communication is a process that connects the sender with the receiver of the message. A process is "a systematic series of actions, operations or series of changes directed to some end." However, in real life situations, communication process is more complex than it sounds. It consists of a series of elements which results in sharing of meaning by sender and receiver.

These elements are discussed below:

1. Sender:

Sender is the person who initiates, generates and sends the message. He represents the source of message. The communication process begins when the sender develops an idea or message he wants to transmit. He must arrange the ideas in a manner that can be understood by the receiver. A lecturer delivering a lecture in the classroom is the sender of the message or a manager addressing his team in a meeting is sender of the message.

2. Message:

Message is the idea or information that the sender wants to convey. He may convey it verbally (by writing or speaking) or non-verbally (through gestures or body language). Whatever the form, the message should be clearly formed so that desired objective is accomplished.

3. Encoding:

Once the sender is clear of what message to transmit, he decides the code through which the message shall be transmitted. The message is abstract and intangible and, therefore, has to be converted into some form (words, gestures, pictures etc.) to make it meaningful. Encoding means converting the message into symbols.

Encoding gives meaning to the message or converts ideas into codes which can be understood by the receiver. Encoding means translating the message into words (written or spoken), symbols or gestures. It may be a combination of the three. The code should be appropriate to the situation, that is, interpreted by the receiver in the manner intended.

4. Transmission:

Transmission involves selecting the medium or channel of communication. Once decided that the message has to be sent in writing, the sender may select the electronic channel and the medium of e-mail or fax. Short messages can be transmitted through telephone but lengthy messages can be sent through letters or circulars.

Choice of channel depends upon the message to be conveyed, personal biases of the sender and nature of information. Short messages are generally sent through telephone. Where drawings, charts and illustrations form part of the message, it should be sent in writing. Personal biases include sender's preference for a particular channel.

Some senders prefer to communicate in writing, howsoever short the message may be and, therefore, prefer the written channel of transmission. Nature of information refers to immediacy and confidentiality of information. Confidential information where immediate feedback is required is generally transmitted orally.

5. Receiver:

Receiver is the person or a group of persons to whom the message is conveyed. In case of telephonic conversation, the sender can send message to one receiver but in case of group discussions, seminars and conferences, receivers can be more than one. The message must be designed, encoded and transmitted in a manner that receiver can understand it easily. Use of technical words, jargons and complicated symbols should be avoided. Depending on the channel selected, receiver may be a listener, viewer or a reader.

6. Decoding:

Decoding means giving meaningful interpretation to the message. On receiving the message, the receiver translates the symbols into meaningful information to the best of his ability. Communication is effective if receiver understands the message in the same way as intended by the sender. The receiver must, therefore, be familiar with the codes and symbols used by the sender.

7. Noise:

It represents the disturbing factor in the process of communication. It interferes with effective communication and reduces clarity of the message. The message may be interpreted differently than intended by the sender. Conversing near a machine making sounds, disturbance in telephone line, physical ailment or mental distress of sender or receiver, psychological barriers (degree of trust, fear, perception etc.) are the common forms of noise that obstruct the quality of message transmitted from sender to the receiver.

8. Feedback:

Feedback is receiver's response to sender's message. The receiver communicates his reaction to the sender through words, symbols or gestures. It is the reversal of communication process where **receiver becomes the sender and sender becomes the receiver.** Unless the receiver responds to the message, communication process is incomplete.

Feedback helps the sender to transform his message, if needed. It also allows the receiver to clear doubts on the message, ask questions to build his confidence and enables the sender to know efficiency of the message. Feedback makes the communication process complete.

In face-to-face communication, the sender can immediately receive the feedback but in written communication, it takes time for sender to receive feedback on the message. A written notice sent by manager to the employees to work seven days a week instead of six can be implemented when everybody has read and signed the notice. Subordinates will give feedback on the notice and recommend changes, if required. Managers can implement the notice only if it is accepted by the subordinates, unless it is an order.

Feedback increases efficiency and applicability of communication.

Feedback plays important role in two-way communication. In one-way communication, sender communicates with the receiver without getting any feedback but in two-way communication, receiver provides feedback to the sender. Though one-way communication takes less time and is more orderly (it avoids noise and chaos), feedback in two-way communication makes it more accurate and precise.

Feedback offers the following benefits:

1. It allows senders to **improve communication with the receiver.**
2. It allows **receiver to clarify doubts on the message** and, therefore, perform better.

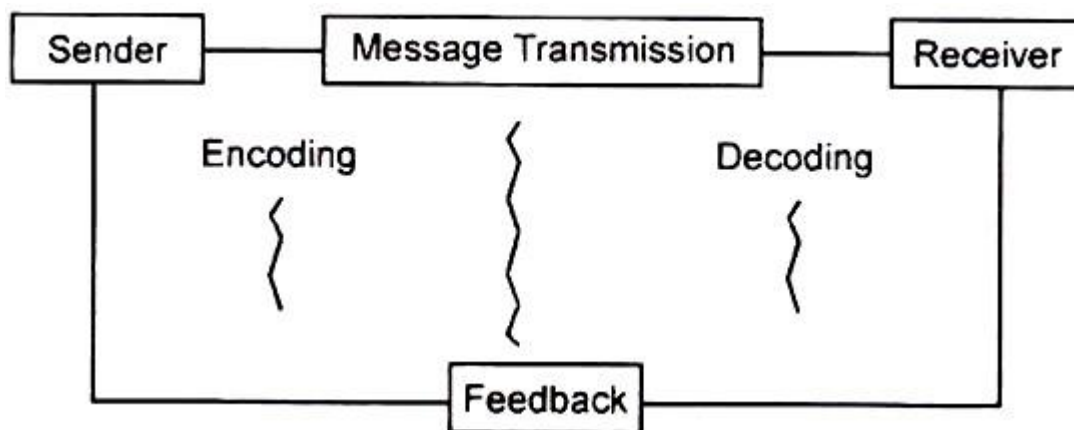
3. Allowing receivers to ask questions builds confidence and they are more confident of their performance.

4. It enables the sender to know efficiency of his message; whether or not the receiver has understood the message in its right meaning. Feedback makes the communication process complete.

5. In response to receiver's understanding and suggestions on the message, sender can adjust the subsequent messages.

However, two-way communication should be used constructively. If sender and receiver hold conflicting opinions and none is ready to agree to the other's viewpoint, the message cannot be acted upon. Blaming each other with defensive reasoning and not acting in support of the message can reduce efficiency of the message. Two-way communication cannot be avoided and, therefore, both the parties should hold aside their egos and arrive at consensus in case there are conflicting opinions about the message.

The communication process can be represented as follows:



Channels of Communication:

Communication channel is the path through which information flows from sender to receiver.

Two main communication channels are:

- I. Formal communication channel and
- II. Informal communication channel.

I. Formal Communication Channel:

It is the official channel of communication controlled by managers in their official capacity. Official information and decisions follow this channel of communication. This channel is officially recognised by the organisation structure, follows the formal chain of command for passing information, suggestions, orders etc. and defines authority-responsibility relationships amongst members of the organisation.

It is a deliberately created path of communication. Information flows vertically, horizontally and diagonally along this path of communication 'through proper channel', that is, through various levels in the organisational hierarchy.

Vertical communication represents flow of information from one level to the other in the organisational hierarchy. It can be downward and upward. In downward vertical communication, information flows from top to middle-level managers, lower-level managers, supervisors and workers.

The information is related to goals, policies, directions, instructions etc. In upward vertical communication, information flows from lower-levels to higher levels. It relates to reports about subordinates' work, achievements and progress, work-related problems, suggestions to improve the style of working etc.

Horizontal communication flows amongst people at the same level. It does not follow the official chain of command. When manager of marketing department discusses issues related to production and sale of goods, with the manager of production department, it is said to be horizontal communication. Diagonal communication is similar to horizontal communication that takes place amongst people of different departments at different levels rather than the same level.

Merits of formal communication:

Formal communication channel has the following merits:

1. Authentic information:

It is an officially recognised path of communication and, therefore, whatever information flows in whatever direction (vertical, horizontal or lateral), it is presumed to be authentic.

2. Large geographical area:

Large organisations have branches spread over wide geographical areas. Formal communication channels spread information over wide geographical areas.

3. Justify organisational hierarchy:

Who is to receive information from whom, where, when and to what extent is clearly specified in the formal channels.

4. Coordination:

Formal channels coordinate the work of other functional areas and facilitate smooth functioning of the organisation.

5. Control:

It helps in receiving right information at the right time and facilitates control of organisational activities.

6. Filtering of information:

Only important information which top managers must know flows to them. They do not have to, therefore, scan every information, relevant and irrelevant. This saves time which can be spent on strategic issues.

Limitations of formal communication:

Formal communication channel suffers from the following limitations:

1. Information distortion:

When information passes through a number of levels, some of the information is lost in transit and gets filled by some unintended information. There may be, thus, information distortion. In some cases, information up to eighty per cent gets lost on the way.

2. Time-consuming:

As information passes through a number of levels, it is a time-consuming channel of communication.

3. Expensive:

It is an expensive channel of communication as it requires lot of paper and administrative work.

4. Lack of personal touch:

People at the top and bottom communicate with each other through formal channels only. They do not get to talk to each other personally. Lack of personal touch restricts free flow of information in the organisation. Formal communication channel cannot be avoided. Efforts should be made to reduce its limitations and make it an effective channel of communication.

II. Informal Communication Channel:

It is an unofficial channel of communication that arises out of socio-psychological needs of people to interact with each other. It is an important and spontaneous outgrowth of formal channels of communication. It emphasises more on the person than position. It arises when people of common nationality, caste or religion interact with each other or when they share a car pool or meet each other regularly in canteens, libraries, bus stands etc.

Grapevine communication:

It is an informal communication network where information flows freely throughout the organisation. Grapevine is the most common form of informal communication. It connects people in the organisation and transmits information in every direction: vertical, horizontal and diagonal.

It cuts across formal positions and facilitates social, personal and psychological interaction amongst people. Though it travels faster than formal communication channel, it also carries gossips and rumours with it. Grapevine communication normally occurs when some change is introduced in organisational policies (change in office, automation etc.) and people are located close to each other (as individuals or groups) in order to discuss matters.

Features of grapevine communication:

Grapevine communication has the following features:

1. It connects almost everybody in the organisation.
2. It flows in every direction – vertical, horizontal and diagonal.
3. It does not follow the official chain of command.
4. It is a fast channel of communication.
5. It generally occurs at the work site, though it may occur outside the organisation also.
6. It arises out of social and personal interaction amongst people in the organisation.
7. It is based on people than task.
8. It generally occurs orally.
9. It occurs in various forms known as communication chains.

Patterns of grapevine communication—grapevine communication chains:

Grapevine communication chain represents the pattern in which information flows in different directions.

Kieth Davis identifies four types of communication chains:

1. Single-strand chain:

In this chain, information passes from one person to the other in a sequential order. A tells something to B who tells it to C, C to D and so on till the information finally reaches the person concerned, say, J.

It appears like this:

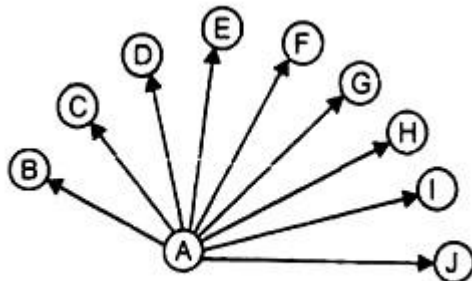


(One person passes information to another)

2. Gossip chain:

In this chain, one person passes information to everyone else in the organisation. He is not selective about passing the information. This information may not be related to work but is of interest to all.

It appears like this:

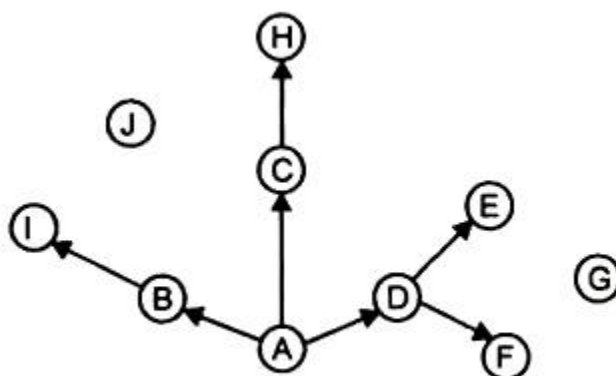


(One person [A] spreads information to the rest)

3. Probability chain:

In this chain, information is passed randomly by one person to others. These persons further pass information in the same random fashion. This information is not significant but is somewhat interesting.

It appears like this:

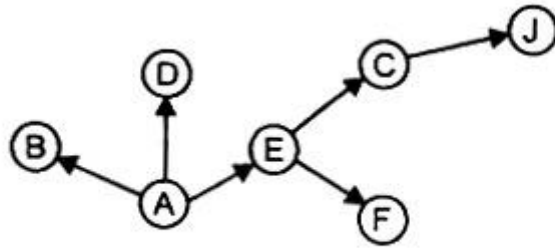


(Each person randomly passes information to the rest)

4. Cluster chain:

In this chain, one person passes information to a selected few confidentially, that is, communication is done with people whom the sender trusts. Some of them keep the information to themselves and others pass it to other selected few whom they trust. Information of interest is transmitted further and rest is retained by members. It is the most common pattern of grapevine or informal communication.

It appears like this:



(Some people transmit information to selected individuals)

Merits of grapevine communication:

Informal or grapevine communication channel has the following merits:

1. Speed:

Communication through this channel spreads fast as it does not follow a definite path. The moment someone comes to know of information that is 'confidential' or otherwise, it spreads like wild fire throughout the organisation. It is "just between you and me" is the basis of spreading information through grapevine.

2. Supports formal communication channel:

This channel is an important supplement to formal channel of communication. Whatever cannot be communicated through formal channel, because of time or official constraints, can be successfully transmitted through informal channels.

3. Nature of information:

Information about corporate history, moral values and traditions can be better transmitted through informal channels than formal channels.

4. Feedback:

Managers can obtain feedback from subordinates regarding the policies, directions, instructions, decisions etc. through grapevine. Feedback through informal channel is faster than the formal channel.

5. Human relations:

Since informal channels cut across official positions and hierarchical relationships, they promote healthy relations amongst people in the organisation.

6. Socio-psychological needs:

This channel satisfies social and psychological needs of people to interact with each other and share their joys and sorrows. It creates a sense of belongingness in the group and strengthens their group identity.

Limitations of grapevine communication:

Informal communication channel suffers from the following limitations:

1. Information distortion:

Since information is not based on facts, it may be misleading and distorted.

2. Lack of authenticity:

Informal communication is not authentic. Different people may interpret the same information in different ways.

3. Fixing responsibility:

Origin of information cannot be known in this channel. It is, therefore, difficult to hold responsibility for spreading false information.

4. Incomplete information:

Information filtration and distortion are the common features of informal communication. What is said by first sender is not what is received by the last receiver. There is, thus, incomplete transmission of information.

5. Lack of evidence:

It spreads by word of mouth. It is not supported by written facts. This makes it often incredible or non-dependable. Though informal channel has limitations, managers cannot eliminate it. It is an inevitable channel of communication.

Managers should make proper use of this channel to attain the formal goals. They can make use of this channel to receive feedback about organisational plans and policies and avoid spreading gossips and rumours in the organisation.

How to make effective use of grapevine communication:

Since grapevine or informal communication channel cannot be eliminated, managers should use it effectively to attain the formal organisational goals.

The following steps can help managers in this regard:

1. Managers should personally inform employees about organisational goals, plans, policies, etc. besides communicating them through the formal channel. This will avoid spreading rumours and gossips. While communicating with subordinates, managers should maintain closeness with them.
2. Enhance group discussions and activities so that people openly discuss their formal and informal problems.
3. Managers should fix some time, in a week or month, to personally meet the employees and discuss various formal and informal problems with them.
4. Managers should win the confidence of group leaders so that group goals are not contrary to individual goals.
5. As much as possible, decision-making should be participative in nature.

6. Managers should keep asking the employees about organisational plans and policies. Regular feedback can improve the organisation's state of affairs.

7. Managers should be good listeners. If they want to be listened to, they should also listen to others.

Barriers to Effective Communication

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

The skills of [Active Listening](#), [Clarification](#) and [Reflection](#) may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding.

Effective communication involves overcoming these barriers and conveying a clear and concise message.

Common Barriers to Effective Communication:

- **The use of jargon.** Over-complicated, unfamiliar and/or technical terms.
- **Emotional barriers and taboos.** Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.
- **Lack of attention, interest, distractions, or irrelevance to the receiver.** (See our page [Barriers to Effective Listening](#) for more information).
- **Differences in perception and viewpoint.**
- **Physical disabilities such as hearing problems or speech difficulties.**
- **Physical barriers to non-verbal communication.** Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- **Language differences and the difficulty in understanding unfamiliar accents.**

- **Expectations and prejudices which may lead to false assumptions or stereotyping.** People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions. Our page [The Ladder of Inference](#) explains this in more detail.
- **Cultural differences.** The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings. See our page on [Intercultural Awareness](#) for more information.

A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback.

A Categorisation of Barriers to Communication

Language Barriers

Language and linguistic ability may act as a barrier to communication.

However, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s). For example, a message that includes a lot of specialist jargon and abbreviations will not be understood by a receiver who is not familiar with the terminology used.

Psychological Barriers

The **psychological state of the communicators** will influence how the message is sent, received and perceived.

For example:

If someone is **stressed** they may be preoccupied by personal concerns and not as receptive to the message as if they were not stressed.

Anger is another example of a psychological barrier to communication. When we are angry it is easy to say things that we may later regret, and also to misinterpret what others are saying.

More generally people with **low self-esteem** may be less assertive and therefore may not feel comfortable communicating - they may feel shy or embarrassed about saying how they really feel, or read unintended negative sub-texts in messages they hear.

Physiological Barriers

Physiological barriers to communication may result from the receiver's physical state.

For example, a receiver with reduced hearing may not fully grasp the content of a spoken conversation especially if there is significant background noise.

Physical Barriers

An example of a physical barrier to communication is geographic distance between the sender and receiver(s).

Communication is generally easier over shorter distances as more communication channels are available and less technology is required. The ideal communication is face-to-face.

Although modern technology often helps to reduce the impact of physical barriers, the advantages and disadvantages of each communication channel should be understood so that an appropriate channel can be used to overcome the physical barriers.

Systematic Barriers

Systematic barriers to communication may exist in structures and organisations where there are inefficient or inappropriate information systems and communication channels, or where there is a lack of understanding of the roles and responsibilities for communication. In such organisations, people may be unclear of their role in the communication process and therefore not know what is expected of them.

Attitudinal Barriers

Attitudinal barriers are behaviours or perceptions that prevent people from communicating effectively.

Attitudinal barriers to communication may result from personality conflicts, poor management, [resistance to change](#) or a [lack of motivation](#). To be an effective receiver of messages you should attempt to overcome your own attitudinal barriers to help ensure more effective communication.

CHPT 9 : BODY LANGUAGE AND BUSINESS ETIQUETTES .

Introduction :

Our state of mind is expressed in our body language. For example, if we doubt something we hear, we raise an eyebrow. If we feel puzzled, we scratch our nose. We cross our arms to isolate or protect ourselves. We shrug our shoulders to express indifference. We wink as a sign of intimacy. If we are impatient, we drum our fingers. We strike our forehead with our hand when we have forgotten something. We rock when we feel anxious, and we sway backwards and forwards on our feet when we are in a situation of conflict. An inexperienced speaker in an auditorium expresses his anxiety by moving from one side to another, staring at the ceiling, walking round in circles, or rubbing his hands together.

It is interesting to note that a vast majority of us communicate several messages without using speech quite often. When you are offered a cup of coffee you not only say: 'No, Thank you', but, also shake your head or cross your hands. When someone attempts to touch you for a penny, you indicate your denial through words as well as shaking your palm. When someone is in difficulty, he wrings (twists) his hands in frustration. The study of body movements is also known as Kinesis. Body language is so important that a description of it has entered our spoken language. You say that someone blinked to mean that he was confused; someone was bleary eyed to mean that he was not focusing and someone kept his fingers crossed to mean that he was eagerly anticipating and so on and so forth. Our language itself has several such expressions recognising body language. Communication experts point out that only a small percentage of communication is verbal whereas a large percentage is through body language.

If you are aware of what you do with your body, your self-understanding becomes deeper and more meaningful. Once you manage to control your body language, you will be able to cross many defensive barriers and establish better relationships.

Definitions :

Body language is a powerful communicator. A large percentage of what we deliver is derived from our speech tones, our gestures, movements, mannerisms, expressions and idiosyncrasies. It is without doubt the stronger communicator, with so much emphasis being placed on how statements and stories are delivered rather than relying on actual words to get our statements across. Body language is a type of nonverbal communication that relies on body movements (such as gestures, posture, and facial expressions) to convey messages. The gestures, postures, and facial expressions by which a person manifests various physical, mental, or emotional states and communicates nonverbally with others.

Important Features of Body Language

Posture :

The way a person stands or sits is his posture. It is good to adopt a flexible erect posture rather than a stiff or slouching posture. An erect posture reveals confidence and poise. Drooping shoulders, sagging in the seat, etc., reveal a feeling of depression and lack of interest.

Head Motion :

In oral communication, the movement of the head plays an important role. No one is expected to keep on shaking his head, but appropriate nods and shakes of the head enhance the level of communication.

Facial Expression : Face is the index of the mind. We say, 'she put on a long face' to mean that she was not in the best of her moods. However much one tries, his hidden feeling of anger, fear, confusion, uncertainty, enthusiasm and joy will get revealed by the facial expression. Sometimes, the words that you utter may be contradicted by your facial expression. A teacher might ask the student if he understood the idea, but he should not wait for an answer. A lack-luster bewildered facial expression would reveal that the student has not grasped anything.

Eye Contact :

In an oral communication context, the speaker and listener should not only face each other but also maintain correct eye contact. If someone avoids direct eye contact, he is suspected to be sly or cunning. In eastern countries, subordinates or younger people may avoid direct eye contact out of respect or deference, but it will be misunderstood in an international context. The Tamil poet Subramanya Bharathi has praised upright bearing and straight eye contact.

Gestures :

Movement of hands and fingers enhance communication. But, gestures are culture specific. A clenched fist may mean emphasis for an American but disrespect for an Indian. A thumb up sign, a movement of the index finger communicates messages effectively. Continuous gestures should be avoided. Non-verbal communication in short, adds, subtracts and amends our message

In an oral communication context, all the above features of body language play an important role. If you expect to communicate in a relaxed atmosphere, you have to kill and destroy the stiffness with appropriate components of body language. Though gestures are culture specific some of them have become universal cutting across cultural boundaries. They have become emblematic. A "V" sign with index finger and central finger stands for victory. A thumbs up sign stands for hitchhiking. A wave of the arm is for a 'hello' or a good-bye. Emblems directly stand for a verbal message.

Certain gestures are illustrators for they illustrate a point. An arm can be used to draw a circle. The index finger shown with a little shake stands to emphasise a point as an illustrator. Certain gestures made unconsciously will reveal the mental state of the speaker. Anger, fear, nervousness etc., are often revealed by fidgeting, shifting of legs etc., Twisting the shirt button or cuff-links, rubbing the neck-tie, scratching the cheek, nose, stroking the chin are some of the innumerable unconsciously acquired gestures. If overdone, they may degenerate to the level of mannerisms. One has to avoid the habit of over-gesturing in oral communication.

Body language can be studied elaborately under kinesics which makes a scientific and analytic study of the subject. Oral communication takes place in face to face or one to one situation or when a speaker addresses an audience. The audience may be small as in a group discussion or large in the case of some business meetings. In all these situations, body language plays an important role.

Paralanguage

In oral communication situations paralanguage plays an important role while speaking or listening. The speaker or listener makes use of sounds like 'Hmm' – 'ha', or clicks his tongue or chuckles. These sounds though do not have a semantic value (meaning), are in fact important prompters in maintaining an unbroken communication chain. They are effective tools of listening. Empathetic listening (ability to imagine and share another person's feelings, etc.) is characterised by the use of para-language. Our speech is affected by the volume of our voice, the speed of articulation and such sounds made by clicking of our tongue, chuckling, etc. We come across people whose voices quiver when excited. Some others raise the decibel level of their voice. These are people who shriek or shout when provoked. All these lead to an evaluation of the personality of the communicator.

Voice and Tone :

It is possible to communicate an unpleasant information pleasantly or good news badly. When you tell someone, 'you have done a great job', it is your statement and the tone together show the receiver whether you are complimenting him or ridiculing him. A complimentary tone is distinctly different from a sarcastic tone.

Space :

In oral communication situations, the space between the speaker and the listener is important. Americans consider that a person who comes very close to him while speaking, say, less than two feet is invading into his privacy. Only in intimate and personal situations can people move closer than a foot and a half. To us, who are used to overcrowded public transport system, the American practice of maintaining space in the elevator will be rather surprising whereas to him our invasion of his personal space revolting.

Silence : In oral communication situations, silence plays an important role. People quite often talk about "eloquent silence". Yes, silence can send communication signals. Silence in a

particular situation may mean acceptance, agreement and in certain others indifference, apathy or even anger.

Listening – a Proactive Skill :

In oral communication situations, listening plays an important role. Listening is different from hearing. One can hear all noises and sounds and yet could be a poor listener. Listening is hearing attentively and responding appropriately. Only a good listener can become a good speaker. Attentiveness begins with the posture a listener adopts while he is listening. If a person inclines towards the speaker, it means that the speaker is not clear either in the message or in his articulation. If the listener tilts his head backwards, it shows that he is indifferent. A Good listener is proactive. He is, as they usually say, “all ears”. He responds appropriately using paralanguage. He says, Hmm—yeah—yes— come on now and then. He asks questions and verifies facts. A listener’s role in an oral communication situation is as important as a speaker’s role.

Listening in communication has several beneficial results. Good listening leads to getting useful and updated information. Good listening creates a better understanding and rapport between the speaker and listener. Good listening leads to better decisions. Good listening provides the best feed back to the speaker.

Examples of Body Language

Following are some examples of body language, and what each example communicates to other people:

- Arms crossed over the chest. This example of body language can indicate that a person is being defensive. It can also demonstrate that the individual with crossed arms disagrees with the opinions or actions of other individuals with whom they are communicating.
- Nail biting. Nail biting is a type of habit than can demonstrate stress, nervousness, or insecurity. Oftentimes people bite their nails without even realizing it.
- Hand placed on the cheek. This example of body language can indicate that a person is lost in thought, or is considering something. Sometimes when the hand is on the cheek, it is accompanied by a furrowed brow, which further demonstrates deep concentration.
- Tapping or drumming the fingers. Finger-tapping demonstrates that a person is growing impatient or tired of waiting.
- Head tilted to one side. A tilted head demonstrates that a person is listening keenly, or is interested in what is being communicated.
- Touching the nose. When someone touches or rubs their nose, it can signify a number of things: it can be a signal of disbelief or rejection, or it can also demonstrate that an individual is being untruthful about what they are saying.

- Rubbing the hands together briskly. This can show that a person's hands are cold. It is also a way of communicating that an individual is excited for something, or is waiting in anticipation.
- Placing the tips of the fingers together. "Steepling" of the fingers, or placing the tips of them together, is a demonstration of control and authority. This type of body language can be used by bosses or authority figures to subtly demonstrate that they are running things.
- Palms open, facing upward. An open palm is a sign of openness and honesty. It can be a show of submission – in older days when many people carried weapons, this was used to show that they were not holding one – or of sincerity and innocence. Some people open their palms during worship at church as a sign of submission and respect.
- Head in hands. Yet another example of body language that might mean a number of things, the head in hands move can demonstrate boredom, or it might show that a person is upset or ashamed and does not want to show their face.
- Locked ankles. When the ankles are locked together, either while standing or seated, it can communicate nervousness or apprehension.
- Standing up straight, shoulders back. This position shows that a person is feeling confident of him or herself, and is often accompanied with walking at a brisk stride.
- Stroking of the beard or chin. When one strokes the chin, he or she is communicating deep thought. Such a motion is often used unintentionally when an individual is trying to come to a decision about a matter.
- Pulling of the ear. People often pull the lobes of one of their ears when they are attempting to make a decision, but remain indecisive. This motion demonstrates the inability to come to a conclusion.

Concept and Definition of Etiquette :

Most of the etiquette experts agree that proper etiquette begins by showing respect for others, being honest and trustworthy, putting others at ease, and showing kindness and courtesy to others. Only after that should you focus on the details of specific situations.

The word "etiquette" comes from the French word "estique," meaning to attach or stick. The noun "etiquette" describes the requirements of behaviors according to conventions of society.

It includes the proper conduct that is established by a community for various occasions, including ceremonies, court, formal events and everyday life.

The short definition at Merriam-Webster.com is "the rules indicating the proper and polite way to behave." The full definition is "the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life."

" Etiquette is a set of customs and rules for polite behaviour, especially among a particular class of people or in a particular profession.

Etiquette includes a wide range of behaviors, including kindness, consideration, elegance, style, and decorum. Here are some quick tips to help you with the social graces:

- Ask yourself if the behaviour is kind or generous before engaging in the act.

Make sure you are putting others first without putting yourself down.

- Practice good etiquette so that it comes naturally and from the heart.
- Since etiquette varies from one society to another and periodically changes, continue to learn the new rules and follow them.

Need for Etiquettes :

- ♣ Etiquette makes you a cultured individual who leaves his mark wherever he goes.
 - ♣ Etiquette teaches you the way to talk, walk and most importantly behave in the society.
 - ♣ Etiquette is essential for an everlasting first impression. The way you interact with your superiors, parents, fellow workers, friends speak a lot about your personality and upbringing.
 - ♣ Etiquette enables the individuals to earn respect and appreciation in the society. No one would feel like talking to a person who does not know how to speak or behave in the society.
- Etiquette inculcates a feeling of trust and loyalty in the individuals. One becomes more responsible and mature. Etiquette helps individuals to value relationships.

Types of Etiquettes

1. Social Etiquette- Social etiquette is important for an individual as it teaches him how to behave within the society in just and appropriate manner.
2. Business Etiquette- Business Etiquette refers to how an individual should behave while he is at work. It also includes ways to conduct a certain business in a prescribed manner. Don't ever cheat customers. It is simply unethical. Each one needs to maintain the decorum of the organization. Don't loiter around unnecessarily or peep into other's cubicles.
3. Meeting Etiquette- Meeting Etiquette refers to styles one need to adopt when he is attending any meeting, seminar, presentation and so on. Listen to what the other person has to say. Never enter meeting room without a notepad and pen. It is important to jot down important points for future reference.
4. Interview Etiquette- Interview etiquette refers to codes of conduct an individual must follow while appearing for interviews.

5. Telephone Etiquette- It is essential to learn how one should interact with the other person over the phone. Telephone etiquette refers to the way an individual should speak on the phone. Never put the other person on long holds. Make sure you greet the other person. Take care of your pitch and tone.

6. Eating Etiquette- Individuals must follow certain decorum while eating in public. Don't make noise while eating. One should not leave the table unless and until everyone has finished eating.

7. Bathroom Etiquette- Bathroom etiquette refers to the set of rules which an individual needs to follow while using public restrooms or office toilets. Make sure you leave the restroom clean and tidy for the other person.

8. Wedding Etiquette- Wedding is a special event in every one's life. Individuals should ensure they behave sensibly at weddings. Never be late to weddings or drink uncontrollably

Business Etiquettes :

Business Etiquette refers to set of rules an individual must follow while he is at work. One must respect his organization and maintain the decorum of the place. Business Etiquette refers to behaving sensibly and appropriately at the workplace to create an everlasting impression. No one would take you seriously if you do not behave well at the workplace. Remember we can't behave the same way at work place as we behave at our homes. One needs to be professional and organized. It is important to behave well at the workplace to earn respect and appreciation.

Let us go through some Do's and Don'ts at workplace:

- ♣ Never adopt a casual attitude at work. Your office pays you for your hard work and not for loitering around.
- ♣ Don't peep into other's cubicles and workstations. Knock before entering anyone's cabin. Respect each other's privacy.
- ♣ Put your hand phone in the silent or vibrating mode at the workplace. Loud ring tones are totally unprofessional and also disturb other people.
- ♣ Don't open anyone else's notepads registers or files without his permission.
- ♣ It is bad manners to sneeze or cough in public without covering your mouth. Use a handkerchief or tissue for the same.
- ♣ Popping chewing gums in front of co workers is simply not expected out of a professional.
- ♣ Stay away from nasty politics at the workplace. Avoid playing blame games.
- ♣ Keep your workstation clean and tidy. Throw unwanted paper in dustbin and keep files in their respective drawers. Put a label on top of each file to avoid unnecessary searching.

- ♣ Never criticize or make fun of any of your colleagues. Remember fighting leads to no solution. There are several other ways to express displeasure. Sit with your colleagues, discuss issues face to face and decide on something which is mutually acceptable.
- ♣ Take care of your pitch and tone at the workplace. Never shout on anyone or use foul words. It is unprofessional to lash out at others under pressure. Stay calm and think rationally.
- ♣ Never attend meetings or seminars without a notepad and pen. It is little tough to remember each and everything discussed in the meeting. Jot down the important points for future reference. Wait for your turn to speak.
- ♣ Pass on information to all related recipients in the desired form. Communicate through written modes of communication preferably through emails. Keep your reporting boss in the loop. Make sure your email signatures are correct.
- ♣ Reach office on time. One must adhere to the guidelines and policies of the organization. Discipline must be maintained at the workplace.
- ♣ No organization likes to have a shabbily dressed employee. Shave daily and do not use strong perfumes.
- ♣ Never wear revealing clothes to work. Body piercing and tattoo are a strict no no at the workplace. Females should avoid wearing heavy jewellery to work.
- ♣ Don't pass lewd comments to any of your fellow workers.
- ♣ While having lunch together, do not start till the others have received their food. Make sure your spoon and fork do not make a clattering sound. Eat slowly to avoid burping in public.
- ♣ Respect your fellow workers and help them whenever required.
- ♣ It is unethical to share confidential data with external parties and any other individual who is not related to the organization. Data in any form must not be passed to anyone outside the organization.
- ♣ Office Stationery is meant to be used only at work. Taking any office property back home is equivalent to stealing.
- ♣ Make sure you turn off the monitor while you go out for lunch or tea breaks. Switch off the fans, lights, printer, fax machine, scanner before you leave for the day.
- ♣ Don't bring your personal work to office. Avoid taking kids to office unless and until there is an emergency.
- ♣ Park your car at the space allocated to you. Don't park your vehicle at the entrance as it might obstruct someone's way.
- ♣ Never ever drink while you are at work. Smoke only at the smoking zones.
- ♣ Do not leave the restroom with taps on.

- ♣ Female Employees should stick to minimal make up.

Dress Code/ Clothing Etiquettes :

One must dress as per the occasion. Avoid wearing jeans, capris, shorts, T - Shirts or sleeveless dresses to work. Follow a professional dress code. Make sure you feel comfortable in whatever you wear. It is not always necessary to wear expensive clothes rather wear something which looks good on you.

Choose professional colours like black, blue, brown, grey for official attire. Bright colours look out of place in corporate. Light and subtle colours exude elegance and professionalism and look best in offices.

Make sure your clothes are clean and ironed. One should never go shabbily dressed to work. Prefer wrinkle free clothes.

Hair should be neatly combed and kept short. Spikes hairstyle looks good only in parties and informal get together. Females should tie their hair. It gives a neat look.

Male Employees :

- ♣ Male employees ideally should combine a simple shirt with trousers. Make sure the colours are well coordinated. Prefer a light colour shirt with a dark trouser and vice a versa. Do not wear designer shirts to work. Prefer plain cotton or linen wrinkle free shirts in neutral colours. Go for brands like Zodiac, Arrow, Color plus, Louis Philippe, Allen solly etc. These brands offer good collection of formal office shirts.

- ♣ The shirt should be properly tucked into the trouser for the professional look. Prefer full sleeves shirts at workplace. Never roll up your sleeves.

- ♣ Silk ties look best on professionals. Don't go for designer ties. The tie should neither be too short nor too long. The tip of the tie ideally should touch the bottom of the belt buckle. Slim ties are not meant for offices.

- ♣ Wear leather belts to work preferably in black or brown shades. Do not wear belts with flashy and broad buckles.

- ♣ Socks must be well coordinated with the outfit.

- ♣ Don't wear shoes that make noise while walking. Prefer soft leather shoes in black or brown colour. Make sure your shoes are polished and laces properly tied. Never wear sports shoes or sneakers to work.

- ♣ Shave daily. Use a good after shave lotion and make sure your skin does not look dry and flaky.

- ♣ Body odour is a big turn off. One must always smell good in public. Use a mild perfume or deodorant

Telephone Etiquettes :

Telephone is an important device with the help of which people separated by distance can easily interact and exchange their ideas. Got a brilliant idea and want to convey it to your friend staying out of the country, use the telephone. Telephone is one of the easiest and cheapest modes of communication.

Telephone etiquettes - An individual needs to follow a set of rules and regulations while interacting with the other person over the phone. These are often called as telephone etiquettes. It is important to follow the basic telephone etiquettes as our voice plays a very important role in creating an impression of our personality, education, family background as well as the nature of job we are engaged in. The person giving the information is called the sender and the second party is the recipient.

Let us now study the various telephone etiquettes. Please find below the various telephone etiquettes.

- ♣ Always remember your voice has to be very pleasant while interacting with the other person over the phone. Don't just start speaking, before starting the conversation use warm greetings like "good morning", "good evening" or "good noon" depending on the time.
- ♣ Never call any person at odd hours like early morning or late nights as the person will definitely be sleeping and will not be interested in talking to you.
- ♣ In any official call, don't use words like "Any guess who I am?" as the person on the other side might be occupied with something and can get disturbed. Always say "Is it Ted?", and do ask him, "Is it the good time to talk to you?" and then start communicating. If the person sounds busy always wait for the appropriate time.
- ♣ Make sure your content is crisp and relevant. Don't play with words, come to the point directly and convey the information in a convincing manner. First prepare your content thoroughly and then only pick up the receiver to start interacting.
- ♣ After dialing, always reconfirm whether the person on the other side is the desired person whom you want to interact with. Always ask "Am I speaking to Mike?" or "Is this Jenny?" before starting the conversation.
- ♣ Always carefully dial the numbers, never be in a rush or dial the numbers in dark as it would lead to a wrong call. If by mistake you have dialed a wrong number, don't just hang up, do say sorry and then keep the phone courteously.
- ♣ Never put the second party on a very long holds. Always keep the information handy and don't run for things in between any call as the listener is bound to get irritated.
- ♣ While interacting over the phone, don't chew anything or eat your food. First finish your food and then only dial the number. If you are reading, please leave the book aside, first concentrate what the other person wishes to convey and then continue with the book.

♣ After completing the conversation, don't just hang up. Reconfirm with the receiver whether he has downloaded the correct information or not and do end your conversation with pleasant words like "Take care", "nice speaking with you" and a warm bye. Never say Goodbye.

♣ Always speak each and every word clearly. The person on the other hand can't see your expressions so remember your tone should be apt to express your feelings in the correct form.

♣ Don't take too long to pick up any call. If you miss the call, make sure you give a call back as the other person might have an important message to convey. Avoid giving missed calls at work places as it irritates the other person.

♣ In professional talks, never keep the conversation too long as the other person might be busy. Always keep the content crisp and relevant and do come to the point after formal greetings.

♣ If you are not the correct person and the speaker needs to speak to your fellow worker always say "one moment please- I will call him in a minute". If the colleague is not in the office premises, always take a message on his behalf and don't forget to convey him when he is back.

♣ Decrease the volume of the television or turn off the speakers while speaking over the phone as noise acts as a hindrance to effective communication

♣ If there is any disturbance in the network, don't just keep speaking for the sake of it; try to call after sometime with a better line.

Remember all the above telephone etiquettes must be practiced for an effective and healthy telephonic discussion and smooth flow of information.

Interview Etiquettes :

Interview etiquette refers to codes of conduct an individual must follow while appearing for interviews. Let us go through some interview etiquette :

♣ While appearing for telephonic interviews, make sure you have your resume in front of you. Move to a quiet place and keep a pen and paper handy to jot down address or other necessary details.

♣ An individual must be present at the interview venue before time. Start from your home a little early and allow a margin for traffic congestions, car problems, route diversions and other unavoidable circumstances. Check the route well in advance to avoid last minute confusions.

♣ If you do not have own conveyance, book a cab or ask your friend or family member to drop you right outside the venue. Avoid going by public transport that day.

♣ Be very particular about your appearance. Follow the professional dress code for an everlasting first impression. Wear something which looks good on you. Coordinate a light colour shirt with a dark colour well fitted trouser. Make sure your shoes are polished and do not make noise. Hair should be neatly combed and do apply a mild perfume. It is essential to smell good.

♣ Enter the interviewer's cabin with confidence. Greet him with a warm smile. A firm handshake says that an individual is confident, aggressive and willing to take challenges. Do not offer to shake hands if the interviewer is a female. Do not sit unless you have been told to so.

♣ Make an eye contact with the interviewer. Avoid looking here and there.

♣ Be honest with the interviewer. Remember a single lie leads to several other lies. Avoid fake stories. It might land you in trouble later.

♣ Take care of your pitch and tone. Be polite but firm.

♣ Stay calm. Avoid being nervous during interviews. Remember no one will hang you till death if you do not clear the interview. There is always a second chance.

♣ One must sit straight for the desired impact. Avoid fiddling with pen and paper. It is important to have the right attitude as it helps you stand apart from the crowd.

♣ Keep your cell phone in the silent mode while attending interviews. Cell phone ringing during interviews is an offence.

♣ Chewing gum during interview is childish.

♣ Do not fold your resume; instead keep it in a proper folder. Carry all other relevant documents which you might need during interview. Keep a passport size photograph handy.

♣ Slangs and one-liners must not be used in interviews.

♣ Avoid cracking jokes with the interviewer.

♣ Once you are done with the interview, do not forget to thank the interviewer.

Meeting Etiquettes :

Meeting Etiquette refers to codes of behaviour an individual ought to follow while attending meetings and discussions at the workplace.

Let us go through some meeting etiquette in detail:

♣ Try to find out what the meeting is all about. Understand the importance of the meeting. Never go blank. Employees should do all the ground work before attending meetings to ensure maximum participation from their end. Prepare notes in advance.

- ♣ Never attend meetings without a notepad and pen. It is practically not possible for an individual to remember each and every thing discussed at the time of meeting. A notepad helps in jotting down the important points for future reference.
- ♣ Always keep your cell phone on the silent or vibrator mode. Cell phones ringing in the middle of meetings and seminars are considered rude and unprofessional. This might insult others sitting in the same room as well as break the pace of the meeting.
- ♣ Do not attend phone calls during meetings unless it is an emergency. It is bad manners to do the same.
- ♣ Superiors must create an agenda before every meeting. The agenda must be circulated among all employees for them to prepare in advance. Meetings should not be conducted just for the sake of it. It is important to have well defined plans. Make a list of issues to be discussed at the time of meeting. Make sure you do not deviate from the key points. Keep the meetings short.
- ♣ Never be late for meetings. Going late for a meeting is something which is not expected out of a professional.
- ♣ Chewing gum during meetings is childish and must be avoided.
- ♣ Be a good listener. Listen to what others have to say. Wait for your turn to speak.
- ♣ Sit wherever you find a place. Do not run here and there.
- ♣ Do not enter the meeting room once the meeting has already begun. It disturbs others.
- ♣ Avoid taking your cups of coffee or tea to meeting rooms unless and until advised by superiors.
- ♣ Fiddling with pen or notepad is one of the major distractions in meetings. One must concentrate and stay alert. Be an attentive listener. Do not yawn even if you find the meeting boring.
- ♣ The one chairing the meeting must speak loud and clear. It is essential to take care of the pitch and tone.
- ♣ Meetings ought to be interactive and allow employees to come up with their suggestions and valuable feedback. A question answer round must be kept at the end for employees to clear their doubts.
- ♣ Once the meeting is over, minutes of the meeting must be prepared and circulated across all departments for them to take necessary action.
- ♣ Use Whiteboards, projectors, graphs, pointers, slides for better clarity.
- ♣ Do not convert the meeting room into a battle ground. Speak politely and do respect your colleagues.
- ♣ Never attend meetings in casuals. Follow a professional dress code.

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