

English study material mid-2 July-25

Unit 3: Lessons from Online Learning that should stick after the Pandemic

A quick and prompt shift to online learning was the first and the foremost response caused by the COVID-19 pandemic in the educational field.

Institutions and teachers put their best efforts catering to the needs of their students using their limited understanding to adapt to an all-new situation of online education. These led to physical classrooms that are digitally managed using the internet — merely termed as online classes but not online education in the true sense. There are several other aspects like motivation, peer learning, collaborative learning that are to be taken care of than merely posting things online or recording lectures and discussions.

The Lessons Learnt and the Future Course of Action

There are many lessons to be learnt from the history and current studies of online learning. All the authors are from Athabasca, a top Canadian University, which over 28 years ago created the first online MBA, M.Nursing, and M.Ed programmes in the world.

The experience of the pioneers of online learning reveals four key elements of the medium that should endure even after the pandemic:

1. Learning to Learn Online
2. Developing Online Instruction with a Purpose
3. Fusing Place and Time Online
4. Disruption Caused by the Pandemic will be continued by AI

1. Learning to Learn Online

The pandemic situation demonstrated how universal educational strategies fall short of meeting students' needs. Younger students could choose for physical locations that foster sociability and offer supervision and teacher-led material delivery. Others, like the majority of adult students at Athabasca, like the flexibility of contacting their peers and teachers online at any time.

Online learning is hampered by widespread injustices such as limited internet access, a lack of financial resources, and a lack of necessary technical skills. Online education does provide access to traditional classrooms for students who face geographic restrictions, and further issues of inequality are addressed through multi-modal distance education, financial assistance systems, and guidance on how to learn online.

Emergency online education ignored the variations between students and programmes and employed blunt-edged tools. The lesson from the epidemic, though, is how crucial it is to have all students ready for learning, whether they are taking classes online or in person.

2. Developing Online Instruction with a Purpose

Whether for traditional or online learning, effective teaching and learning designs must include active, engaging roles for each individual student.

Different strategies are needed for meaningful teaching in different contexts. Instead of focusing on the content, the design of online courses and teaching places a high priority on the learner. This encourages active learning through the use of collaborative learning groups.

It takes months, not weeks, to create good online course materials since it involves both instructors and knowledgeable course developers. The carefully prepared course materials include everything the instructor would regularly deliver in a classroom such as: an interesting introduction, a clear description of all course requirements, and links to further readings, stimulating videos, and additional resources for the learners.

Due to the pandemic situation, teachers were compelled to adapt their lesson plans for technology-mediated delivery; while this method worked for some students, it was difficult to customise for their particular learning needs.

The physical or hybrid classroom should once again incorporate technological tools together with autonomous and collaborative working possibilities, along with online pedagogical strategies that encourage active, collaborative learning and learner-generated choices.

3. Blending Space and Time Online

The terms “synchronous” and “asynchronous” learning have become commonplace thanks to pandemic situation. Asynchronous meant working individually, typically using materials created for a physical classroom, while synchronous reproduced physical classrooms through real-time, digitally mediated education. We need to consider how timing and physical presence affect learning going ahead.

Through synchronous and asynchronous blended, collaborative, online learning, students at Athabasca connect across time and space. Individual coaching is provided by instructors at the students’ discretion.

This contrasts with conventional undergraduate courses where information is consumed according to a set schedule. Students in our graduate programmes must work independently while frequently participating in lively online discussion. Paced programming is used in these programmes.

More adaptable instruction enables students to get assistance from instructors as needed. Instead of real-time reactions, synchronous, collaborative learning allows for reflection.

4. Disruption Caused by the Pandemic will be continued by AI

After educators were forced to look for novel strategies to enhance student learning outcomes outside of the traditional classroom, the pandemic highlighted how educational practises might alter.

At Athabasca, they launched a virtual co-op programme in the midst of a pandemic thanks to AI technologies and tools.

Regardless of their location, students could access a pace-controlled simulation of a work environment. While working on a certain project, they have the opportunity to practise teamwork, problem solving, conflict resolution, ethical reasoning, and leadership. An AI coach provided quick, in-depth feedback to students, enabling them to experiment and revise extensively to master ideas refined in reflective discussion with the instructor.

According to research, strategic use of online and AI tools is required, together with enabling digital infrastructure and highly responsive student support. These measures, when thoroughly thought-out and implemented as a whole, improve on conventional methods by making education truly open, accessible, and inclusive.

Now, all educators must consider how to take advantage of the transformation brought about by COVID-19 in order to create stronger educational systems in the days to come.

UNIT 4: ART AND LITERATURE by APJ Abdul Kalam

Introduction

The author of the beautiful essay “Art and Literature” is Dr. APJ Addul Kalam (1931-2015). He was India’s twenty-second president and the chief architect of the country’s missile technology. He was instrumental in three great missile projects, including Trishul, Agni, and Prithvi, for which he was recognised with the Padma Bhushan, Padma Vibhushan, and India’s highest civilian award, the Bharat Ratna, in 1981, 1990, and 1997, respectively. Kalam was widely regarded not just as a popular president but also as a humble and learned man

The Enduring Power of Art

The civilizations that were able to predict the future and adapt to the dynamics of change were able to endure. Our Indian civilizations adapted to the shifting dynamics, and we observed how tradition produced epics to ensure its survival and spread throughout the nations.

Importance of Books and Authors

A good book becomes a constant companion, guiding us throughout our entire lives and doing so for many generations. Dr. Kalam was an avid reader. He mentions the three great books that greatly inspired him claims that they challenged him in many areas of life and assisted him in finding emotional balance. Also, they provided him with a clear direction for life and helped him to mould his behaviour. All those great books that he read helped him to think critically and creatively, elevating his mind in the process.

For many generations, a great author’s book is a source of knowledge and wealth. A nation’s natural resources contribute to its prosperity, but its thinkers, who can help our youth develop into enlightened leaders, are the nation’s rising splendour.

The Universal Language of Music, Dance and Drama

All these different art forms support, promote, and advance our long-standing cultural traditions. One of the key tools for promoting pleasure and peace and putting an end to terrorism is music and dance. Drama has been a fantastic medium for spreading information, creating awareness and providing amusement to the public. Many great actors have the power of connecting emotionally with the audience and moving them to tears or laughter leaving a lasting and everlasting impression. Such is a movie’s influence on society.

M.F.Hussain said painting is the creative output of the society of its times. It implies that mediocre paintings are the results of a mediocre society and vice versa. The known should unite with the artists so that the unknown might express itself.

The inherent beauty of nature is expressed in art in a pleasant way. The wonderful spirit of life is elevated by art so that everyone can see it and silently appreciate it. However, effectively communicates the message of love, humour, etc. The most virtuous aspects of life are made more beautiful by art.

The lesson recaptures the importance of the classic literature and art of our nation. Music, dancing, painting, and drama are all forms of art. Each one is significant in its own way and made a unique contribution to the growth of the nation. Literature and sculpture make use of the true resources of our nation. They are highly important to us, thus we should work towards their improvement. Literature and the arts have a significant influence on how one lives. All forms of art represent nature’s inherent beauty. It has the ability to infuse our brains and hearts with delight.

Unit 5: Go Kiss the World by Subroto Bagchi

Go Kiss the World is an inspiring speech delivered by Subroto Bagchi, an Indian Entrepreneur and business leader. The speech, delivered at the IIM, Bangalore, motivates young Indians and people from rural towns in India to recognise and build upon their inner qualities, inspiring them to realise their full potential. Bagchi tells his tale beginning with his birth and early years in a small town in rural Odisha. Bagchi was their fifth and final child; his father worked as a District Employment Officer in Koraput, Orissa. His mother was an East Bengali refugee who finished her high school and was brought up by a widow. Due to the lack of power and a primary school in Koraput, he completed his education at home. He used to move every year because his father worked for the government. He was granted a government-provided vehicle, but he never used it to get to work since he said it was an expensive resource. Instead, he restricted himself to exploring the interiors. So, he discovered his first lesson: never abuse public amenities. They were also instructed to treat the jeep driver with the same level of respect as any other employee. "Respecting little people" is a virtue.

They began their morning routine with tea. Subroto's father had a routine of reading the newspaper every day. Although he did not fully grasp most of what was written in the paper, he still contributed his excellent English to the habit of reading it aloud with his brother. He was instructed on how to fold it properly after reading. You ought to leave your newspaper and bathroom in the same condition as you found them. All the brothers used to ask their father to get a new radio and a house of their own but their father never bought these things and they learnt "Not to judge personal success and sense of well-being by material possession". Rarely did the government-provided housing have fences.

Young Bagchi together with his mother used to build the fences and use seeds to beautify the house. When people questioned her about the necessity of beautifying a government building, she responded that in order to make a blossom in a desert, she must make every location that has been given to her more beautiful than what she inherited. Success is defined by what you leave behind, not by what you build for yourself.

Subroto's mother had cataracts in her eyes. His older brother was studying for the civil services exam while doing a job as a teacher in the University of Bhubaneswar. In order to assist his brother, he and his mother were forced to go to Bhubaneswar. Since there was no electricity in Koraput, he had never seen any fans or water taps till then. For the first time he saw electricity in houses and water coming from taps. They discussed the daily news and built a bond with the society that made up another lesson for him which meant to be connected with a larger world. During that time, there was a war between India and Pakistan. Lal Bahadur Shastri's words "Jai jawan Jai Kissan" sparked the entire country. He dreamt about catching a terrorist and to read his news on the newspapers. "Imagination taught him that if he can imagine a future he can create it, and if he can create it, others will live it".

Water did not come out of the tap. He witnessed water flowing from faucets and electricity in homes for the first time. They developed a connection with the wider cosmos while talking about the day's news. He used to experience a sense of greater closeness to the world, which taught him another lesson about what it meant to be a part of a bigger world. There was a war going on between India and Pakistan at that time. "Jai Jawan, Jai Kissan" was Lal Bahadur Shastri's legendary slogan, inspiring the entire nation. He had dreams about catching a terrorist and reading the news in the papers. He learned from imagination that if he can envision a future, he can make it happen, and if he can make it happen, others will live it. In a very short period of time, his mother's eyesight worsened. She had to operate it, and as a result, she soon suffered from a corneal ulcer and lost sight in both of her eyes. She spent her thirty-two years living with her blindness, yet she never complained. "I don't perceive any darkness. With my eyes closed or open, I only see light. She would do yoga and handle all household chores. Subroto was hired as a clerk in a government agency, blessed with two daughters, and relocated to the United States. His father, who was retired, sustained a third-degree burn and was being treated at Safdarjung Hospital.

Even when he was in a severe condition, he was more concerned for the overworked nurse than for himself. He lost his father, but his values and the lessons he imparted helped him succeed in life. His

mother held the opposite view to that of his father, who supported the British Raj and did not have confidence in the Post-Independence political parties' ability to rule the nation.

Success is a process of constant thinking, not the ability to arrive at a dogmatic end state. At the age of 82, his mother passed away after suffering a paralytic stroke. He took care of his mother throughout the time. While departing he kissed her face, she answered "Why are you kissing me, go kiss the world".

She advises him to continue to be a part of the world at large and to focus on living his life rather than being sad for his mother. She advises him to continue to be a part of the world at large and to focus on living his life rather than being sad for his mother.

Grammar

Write an essay on the topic 'Different types of Essay Writing'.

Essay writing

There are many different types of essays, but they are often defined in four categories: **descriptive, narrative, expository and argumentative** essays. Argumentative and expository essays are focused on conveying information and making clear points, while narrative and descriptive essays are about exercising creativity and writing in an interesting way.

Descriptive essays:

A descriptive essay provides a detailed sensory description of something. Like narrative essays, they allow you to be more creative than most academic writing, but they are more tightly focused than narrative essays. You might describe a specific place or object, rather than telling a whole story.

Descriptive essays test your ability to use language creatively, making striking word choices to convey a memorable picture of what you're describing. The important thing is to use careful word choices and figurative language to create an original description of your object.

Narrative essays:

A narrative essay is one that tells a story. This is usually a story about a personal experience you had, but it may also be an imaginative exploration of something you have not experienced.

Narrative essays test your ability to build up a narrative in an engaging, well-structured way. They are much more personal and creative than other kinds of academic writing. Writing a personal statement for an application requires the same skills as a narrative essay.

Expository essays:

An expository essay provides a clear, focused explanation of a topic. It doesn't require an original argument, just a balanced and well-organized view of the topic.

Expository essays test your familiarity with a topic and your ability to organize and convey information. They are commonly assigned at high school or in exam questions at college level.

The introduction of an expository essay states your topic and provides some general background, the body presents the details, and the conclusion summarizes the information presented.

Argumentative essays:

An argumentative essay presents an extended, evidence-based argument. It requires a strong text statement a clearly defined stance on your topic. Your aim is to convince the reader of your text using evidence (such as quotations) and analysis.

Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level most papers you write will involve some kind of argumentation.

SQ3R

SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow the steps below to learn how to gather as much information as possible from the text requirements from any class.

Survey:

- ☐ Read the title – Help your mind prepare to receive the subject at hand.
- ☐ Read the introduction and/or summary – Orient yourself to how each chapter fits the author's purposes, and focus on the author's statement of most important points.
- ☐ Notice each boldface heading and subheading – Organize your mind before you begin to read and build a structure for the thoughts and details to come.
- ☐ Notice any graphics – Charts, maps, diagrams, etc. are there to make a point. Don't overlook them.
- ☐ Notice reading aids – Italics, bold face print, chapter objective, and end-of -chapter questions are all included to help you sort, comprehend, and remember.

Question:

Help your mind engage and concentrate

Turn the boldface heading for each section into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

Read:

Fill in the information around the mental structures you've been building

Read one section at a time with your questions in mind and look for the answers. Recognize when you need to make up some new questions.

Recite:

Retrain your mind to concentrate and learn as it reads

After each section, stop and recall your questions and see if you can answer them from memory. If not, look back at the text again (as often as necessary), but don't move to the next section until you can recite the answers from the previous one.

Review:

Refine your mental organization and begin building memory

Once you've finished the entire chapter using the preceding steps, go back over the questions you create for every heading. See if you can still answer them. If not, look back and refresh your memory and then continue.

Types of reports

Reports can be of many types, depending on the reason why the subject was studied and the purpose for which the report will be used.

Feasibility report:

A feasibility report assesses the viability of proposed project plans or methods from a technical, commercial, and financial angle. The study helps narrow down the risk factors in the implementation of a project.

Progress reports:

A progress report is a report in which you are updating information about a project. Progress reports make it possible for management and clients to stay informed about a project and to change or adjust assignments, schedules, and budgets.

Incident reports:

An incident report is a tool that documents any event that may or may not have caused injuries to a person or damage to a company asset. It is used to capture injuries and accidents, near misses, property and equipment damage, health and safety issues, security breaches and misconducts in the worksite.

Marketing reports:

A marketing report is a comprehensive analysis presented in real time through data visualization. It details the performance of various marketing channels to inform and help the marketing team, clients, and stakeholders make data-driven decisions.

Précis-Writing

Précis-Writing is a shortening, in your own words, of a text of written work. You are to describe as accurately and briefly as possible the substance or main ideas contained in a text.

To write an effective précis, read the passage several times for a full understanding. Note key points. It may, in fact, be helpful to underline these words. Do not use abbreviations or contractions. When writing about history, use the past tense.

Finally, check your précis against the original to be sure that it is exact and retains the order, proportions, and relationships of the original.

Rules of Precis Writing

To avoid making any errors in writing a précis, follow a set of rules as mentioned below:

1. Read the comprehension carefully
2. Note down the important points
3. Make a rough draft of the précis
4. Make use of simple and precise language, as much as possible
5. Draft the final précis once all the points have been included

Discussed below are a few of the features which shall help you write a good precis:

- **Length of the Precis:** Do not write a lengthy precis. In most cases, the number of words must be almost one-third of the word count of the passage or comprehension.
- **It should be convenient to read:** Make sure that the precis you write does not have too complex a vocabulary or is too complicated to understand.
- **Cover all the essential points:** While reading the passage, make a note of the important points and ensure that no point is skipped.
- **Must be coherent:** The important terms with respect to the passage must be included in the precis as well.
- **Use an appropriate Title:** The precis needs to have a title. So, the candidates must ensure that the title is in sync with the comprehension.
- **Details in precis must match the details in the passage:** No other information apart from the one given in the passage must be included in the precis and all the important information mentioned in the passage must certainly be included.

Report writing involves several key elements that contribute to its clarity, accuracy, and effectiveness. These elements include a well-defined structure, clear language, accurate information, and appropriate referencing. A good report also needs to be objective, concise, and focused on its intended audience.

Key Elements of Report Writing

- **Title Page:**

Includes the report's title, author(s), date, and any other relevant identifying information.

- **Executive Summary:**

A concise overview of the report's key findings, conclusions, and recommendations, often used for readers who don't have time to read the full report.

- **Table of Contents:**

A list of the report's sections and subsections, with page numbers, for easy navigation.

- **Introduction:**

Provides context, explains the report's purpose and scope, and outlines the main points that will be covered.

- **Body (Methodology, Results, Discussion):**

This section presents the core information of the report. It includes:

- **Methodology:** Explains how the information was gathered and analyzed.
 - **Results:** Presents the findings of the research or investigation.
 - **Discussion:** Analyzes the results, relates them to the research questions, and may discuss limitations or implications.
- **Conclusion:**

Summarizes the key findings, reiterates the main points, and provides a final interpretation of the results.

- **Recommendations:**

Suggests specific actions or further steps based on the report's findings.

- **References/Bibliography:**

Lists all sources cited in the report, allowing readers to verify information and explore the topic further.

- **Appendices:**

Contains supplementary information, such as raw data, detailed calculations, or supporting documents.

- **Formatting:**

Ensures the report is well-organized, using appropriate headings, subheadings, and consistent formatting throughout.

- **Clarity and Accuracy:**

The report should be written in clear, concise language, avoiding jargon or technical terms that the intended audience may not understand.

- **Objectivity:**

Reports should be factual and unbiased, presenting information objectively without personal opinions or interpretations.

- **Proofreading and Editing:**

Thoroughly reviewing and editing the report for errors in grammar, spelling, and punctuation is crucial.

Objective

S.No	Choose the correct alternative answer for the following question	
1.	London is very beautiful __ winter.	[c]
	(a) on (b) at (c) in (d) since	
2.	What is the full name of Dr. Abdul Kalam?	[b]
	(a) Avul Jakir Jalaluddin Kalam (b) Avul Pakir Jainulabdeen Abdul Kalam (c) Abdul Sakir Jainulabdeen Kalam (d) None of the above	
3.	In spite of giving repeated instructions, she __ the same mistakes.	[b]
	(a) Exhibits (b) Commits (c) Detects (d) Corrects	
4.	You can call me __ lunch time.	[d]
	(a) in (b) on	

	(c) for (d) at	
5.	When was Dr. A.P.J. Abdul Kalam born?	[a]
	(a) 15 October 1931 (b) 2 September 1929 (c) 15 August 1923 (d) 29 February 1936	
6.	He _____(verb) to temple every Friday.	[b]
	(a) go (b) goes (c) went (d) gone	
7.	When I reached the station the train _____ left	[a]
	(a) had (b) have (c) is (d) had been	
8.	Dr. A.P.J. Abdul Kalam was thePresident of India.	[c]
	(a) 9th (b) 10th (c) 11 th (d) 12th	
9.	I _____ the glass just now	[c]
	(a) am broken (b) had broken (c) have broken (d) have been broken	
10.	What is the birthplace of Dr. APJ Abdul Kalam?	[c]
	(a) Kanyakumari (b) Ramanathapuram (c) Rameshwaram (d) Madurai	

11.	What is the full name of Dr. Abdul Kalam?	[b]
	(a) Avul Jakir Jalaluddin Kalam (b) Avul Pakir Jainulabdeen Abdul Kalam (c) Abdul Sakir Jainulabdeen Kalam (d) None of the above	
12.	There is a possibility that _____ future most wars may be fought in the skies.	[a]
	(a) in (b) on (c) by (d) for	
13.	This movie is ----- three students in a college.	[a]
	(a) about (b) names (c) along (d) none of the above	
14.	When was Dr. A.P.J. Abdul Kalam born?	[a]
	(a) 15 October 1931 (b) 2 September 1929 (c) 15 August 1923 (d) 29 February 1936	
15.	During our trip to Shimla, the train went ____ a tunnel.	[c]
	(a) in (b) into (c) through (d) on	
16.	Dr. A.P.J. Abdul Kalam was thePresident of India.	[c]

	(a) 9th (c) 11 th	(b) 10th (d) 12th	
17.	My friend ----- his identity card just now		[d]
	(a) missed (c) lose	(b) lost (d) has lost	
18.	I ----- in Hyderabad since 2020.		[a]
	(a) have been living (c) has been living	(b) am living (d) was living	
19.	What is the birthplace of Dr. APJ Abdul Kalam?		[c]
	(a) Kanyakumari (c) Rameshwaram	(b) Ramanathapuram (d) Madurai	
20.	When I reached the station the train----- left		[b]
	(a) has (c) was	(b) had (d) has been	
21.	Once Upon a time there lived _____ farmer.		[a]
	(a) a (c) the	(b) an (d) none	
22.	Can you get me _____ book.		[a]
	(a) a (c) the	(b) an (d) none	
23.	The sun rises in _____ east.		[c]
	(a) a (c) the	(b) an (d) none	
24.	_____ Netherlands is a beautiful country.		[c]
	(a) a (c) the	(b) an (d) none	
25.	The man who invented _____ USB technology did not make any money out of it.		[c]
	(a) a (c) the	(b) an (d) none	
26.	General Cariappa the first Indian commander in chief of Indian army was born _____ 15 January 1949.		[b]
	(a) in (c) by	(b) on (d) with	
27.	Military technology refers _____ the range of weapons equipment structures and vehicles used.		[a]
	(a) to (c) among	(b) on (d) for	
28.	There is a possibility that _____ future most wars may be fought in the skies.		[a]
	(a) in (c) by	(b) on (d) for	
29.	The politician divided his property _____ his 3 daughters.		[c]
	(a) to (c) among	(b) for (d) by	
30.	During our trip to Shimla, the train went _____ a tunnel.		[d]
	(a) in (c) for	(b) into (d) through	

Fill in the blanks

1. CEO_____ **chief executive officer**_____ (abbreviation)
2. NRI_____ **Non-Resident Indian**_____ (abbreviation)
3. ATM_____ **Automated Teller Machine**_____ (abbreviation)
4. FAQ_____ **frequently asked questions**_____ (abbreviation)
5. Where was Subroto Bagchi born and brought up?__ **Koraput, Odisha**_____
6. The politician divided his property _____ **among**_____ his 3 daughters.
7. Reshma's parents trusted _____ **in**_____ her and she never failed them.
8. What was the first lesson Subroto Bagchi learnt from his father?__ **to never misuse public facilities**_____
9. The earliest gunpowder invented_____ **by**_____ man.
10. One must love---**one's**----- (one's/his) country.
11. COD_____ **cash on delivery**_____ (abbreviation)
12. OTT_____ **over-the-top**_____ (abbreviation)
13. PAN_____ **Permanent Account Number**_____ (abbreviation)
14. PTO_____ **please turn over**_____ (abbreviation)
15. Where was Subroto Bagchi born and brought up?_____ **Koraput, Odisha** _____
16. My teacher was angry _____ **with**_____ me because I was very late for his class
17. It is really hard to laugh _____ **at**_____ Rakshit's jokes they are really bad!
18. What was the first lesson Subroto Bagchi learnt from his father?__ **to never misuse public facilities** _____
19. Ramesh has been not coming to the college _____ **for**_____ 3 days.
20. John is afraid _____ **of**_____ spiders.
21. I am ---**an M.A**---- (a M.A) but my brother is a B.A.
22. I requested her--**to**--- (to/for) wait for me.
23. He gave the child money----**besides**----- (beside) food.
24. One must love---**one's**----- (one's/his) country.
25. Translate this---**into**---- (into/in) English.
26. One who looks at the bright side of things is called __ **Optimist**_____
27. Fear of spiders is known as:_____ **Arachnophobia**_____

28. A person who eats too much is called as ____ **Glutton**____

29. Person who writes in a newspaper____ **Journalist**_____

30. A person who talks in sleep is called as____ **Somniloquist**_____