

PREVIOUS YEARS QUESTIONS

I. SHORT ANSWER TYPE QUESTIONS

Q.1 What are the important element of cycle of communication? [R.T.U. 2018]

Ans. Seven major elements of communication process are: (1) sender, (2) ideas, (3) encoding, (4) communication channel, (5) receiver, (6) decoding, and (7) feedback.

Q.2 Write the advantages of written communication.

[R.T.U. 2018]

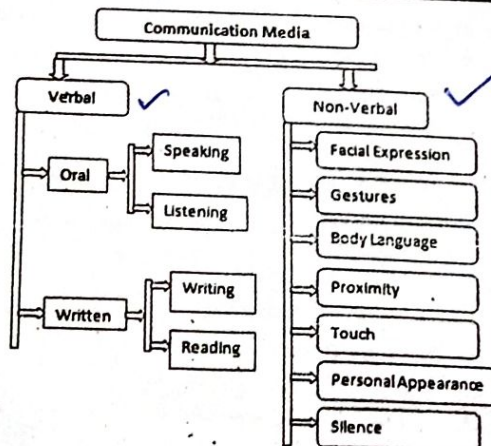
Ans. Advantages of Written Communication :

- i. Easy to preserve
- ii. Easy presentation of complex matter
- iii. Permanent record
- iv. Prevention of wastage of time and money
- v. Accurate presentation
- vi. Use as a reference
- vii. Delegation of authority
- viii. Longevity
- ix. Effective communication
- x. Maintaining image
- xi. Proper information
- xii. Less distortion possibility
- xiii. No opportunity to misinterpret
- xiv. Controlling tool
- xv. Easy to verify

Q.3 What are the various media of communication?

[R.T.U. 2018]

Ans.



Q.4 Define Communication.

[R.T.U. 2017]

Ans. Communication : Communication is a systematic process in which people interact through symbols for creating and interpreting meanings.

Q.5 Why is communication important in planning?

Ans. Effective communication forms the basis of business planning. Planning requires extensive communication among the employees regarding the topic, its implementation, its merits, its demerits, etc. Effective communication becomes critical for execution and control of a planned activity.

Q.6 What is meant by interpersonal communication?

Ans. Interpersonal communication is a face-to-face communication between two people. It includes most of the informal and formal exchanges that we engage in throughout the day.

Q.7 What do you understand by group communication?

Ans. Group communication occurs essentially between three or more people who see themselves as belonging to, or being identified with, a group.

Group communication can be defined as the process by which three or more members of a group exchange verbal and nonverbal messages in an attempt to influence one another.

Q.8 What are the different ways according to Shaw in which a group can be defined?

Ans. There are six ways in which a group can be defined :

1. **Perceptions :** Do members make an impression on other members?
2. **Motivation :** Is membership in the group rewarding?
3. **Goals :** Do group members work together for purpose?
4. **Organization :** Does each member have specialized role like moderator, note-taker and so on?

2. **Clarity, completeness and conciseness :** Message should be brief, concise and complete in every respect. The clarity and completeness of the message should not be compromised with for achieving brevity. Excess talk may lead to confusion and misunderstanding whereas little talk may lead to incomplete understanding.

Q.19 Name the main tools of written media.

Ans. The main tools of written media are :

1. Memory
2. Power of observation and study
3. Imaginative power
4. Ability of writing
5. Ability of thinking
6. Ability of collecting and analyzing the information
7. Units of language like words, phrases, sentences, etc.

Q.20 Give any two benefits of active listening.

- Ans. 1. It helps people in spotting flaws in their own reasoning when they hear it played back without criticism.
2. Active listening allows us to understand the other's view, which in many cases helps us to discover the flaws in our own position.

Q.21 What do you understand by chronemics?

Ans. Chronemics refers to the study of cultural understandings of time. Time can be viewed as an entity which can be saved, spent, wasted or earned. Chronemics is related with the study of how people communicate through their use of time. According to Leskier, "In order to give meaning to time, we must perceive it, filter it and symbolize about it.... Probably few of us would disagree that we have meaning for time." All human beings are concerned about their use of time. In organizational scenario, time is money and organizations are generally very time conscious.

II. LONG ANSWER TYPE QUESTIONS

Q.1 Discuss in detail the barriers to communication and how to overcome the barriers to communication.

[R.T.U. 2018]

Ans. 1. **Physical Barriers :** A communication is a two-way process, distance between the sender and the receiver of the message is an important barrier to communication. Noise and environmental factors also block communication.

2. **Personal Barriers :** Personal factors like difference in judgment, social values, inferiority complex, bias, attitude, pressure of time, inability to communicate, etc. widen the psychological distance between the communicator and the communicatee. Credibility gap i.e., inconsistency between what one says and what one does, also, acts as a barrier to communication.

3. **Semantic or Language Barriers :** Semantic is the science of meaning. The same words and symbols carry different meanings to different people. Difficulties in communication arise when the sender and the receiver of the message use words or symbols in different senses. The meaning intended by the sender may be quite different from the meaning followed by the receiver. People interpret the message in terms of their own behaviour and experience. Sometimes, the language used by the sender may not at all be followed by the receiver.

4. **Status Barriers (Superior-Subordinate Relationship) :** Status or position in the hierarchy of an organization is one of the fundamental barriers that obstructs free flow of information. A superior may give only selected information to his subordinates so as to maintain status differences. Subordinates, usually, tend to convey only those things which the superiors would appreciate.

This creates distortion in upward communication. Such selective communication is also known as filtering. Sometimes, "the superior feels that he cannot fully admit to his subordinates those problems, conditions or results which may affect adversely on his ability and judgment. To do so would undermine his position as a superior being in the formal organization." This causes distortion in downward communication. A subordinate may also feel reluctant to report his shortcomings or may not seek clarification or instructions which are subject to different interpretations for fear of loss of prestige in the eyes of the superior.

5. **Organizational Structure Barriers :** Effective communication largely depends upon sound organizational structure. If the structure is complex involving several layers of management, the breakdown or distortion in communication will arise. It is an established fact that every layer cuts off a bit of information. In the words of W.C. Bennis "Communication gets distorted particularly as it goes up the hierarchy."

Moreover, information travelling through formal structure introduces rigidity and causes delay because of long lines of communication. Similarly, lack of instructions to

further conveying information to the subordinates and heavy pressure of work at certain levels of authority also act as barriers to effective communication.

6. **Barriers Due to Inadequate Attention :** Inadequate attention to the message makes communication less effective and the message is likely to be misunderstood. Inattention may arise because of over business of the communicatee or because of the message being contrary to his expectations and beliefs. The simple failure to read notices, minutes and reports is also a common feature.

Whatever be the reason, communication remains only a one-way process and there is no understanding of the message, if the receiver pays little attention to the message. In the words of Joseph Doobier, "Listening is the most neglected skill of communication." "half listening is like racing your engine with the gears in neutral. You use gasoline but you get nowhere."

7. **Premature Evaluation :** Some people have the tendency to form a judgment before listening to the entire message. This is known as premature evaluation. As discussed in the previous point, "half-listening is like racing your engine with the gears in neutral. You use gasoline but you get nowhere." Premature evaluation distorts understanding and acts as a barrier to effective communication.

8. **Emotional Attitude :** Barriers may also arise due to emotional attitude because when emotions are strong, it is difficult to know the frame of mind of other person or group. Emotional attitudes of both, the communicator as well as the communicatee, obstruct free flow of transmission and understanding of messages.

9. **Resistance to Change :** It is a general tendency of human beings to stick to old and customary patterns of life. They may resist change to maintain status quo. Thus, when new ideas are being communicated to introduce a change, it is likely to be overlooked or even opposed. This resistance to change creates an important obstacle to effective communication.

10. **Barriers Due to Lack of Mutual Trust :** Communication means sharing of ideas in common. "When we communicate, we are trying to establish a commonness." Thus, one will freely transfer information and understanding with another only when there is mutual trust between the two. When there is a lack of mutual trust between the communicator and the communicatee, the message is not followed. Credibility gaps, i.e., inconsistency in saying and doing, also causes lack of mutual trust which acts as a basic obstacle to effective communication.

1. **Other Barriers :** There may be many other barriers, such as un-clarified assumptions, lack of ability to

communicate, mirage of too much knowledge of closed minds, communication overload, shortage of time, etc., which cause distortion or obstruction in the free flow of communication and thus make it ineffective. Failure to retain or store information for future use becomes a barrier to communication when the information is needed in future.

Q.2 Describe Non verbal communication. [R.T.U. 2018]

Ans. **Definition :** The Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called as non-verbal communication.

The Non-Verbal Communication, unlike the verbal communication, helps in establishing and maintaining the interpersonal relationships while the verbals only help in communicating the external events. People use non-verbals to express emotions and interpersonal attitudes, conduct rituals such as greetings and bring forward one's personality.

The non-verbal communication in the form of signals, expressions and meaning over the verbals and help people to communicate more efficiently. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions.

The non-verbal communication defines the distance between the communicators and helps them to exchange their emotional state of mind. Also, it regulates the flow of communication, for example, an individual can give signals to convey that he had finished speaking or else he wants to speak.

Q.3 Describe Qualities of good communication. [R.T.U. 2018, 2019]

Ans. Some of the basic qualities of good communication are discussed below.

1. **Clarity :** It refers to both clarity of thought and clarity of expression. Communication process begins with the generation of ideas or thought in the mind of the communicator. Clarity of thought means that the communicator must be clear in his mind about :
 - (i) What to say (message)
 - (ii) Why to say (objective)
 - (iii) To whom to say (receiver)

- (iv) When to say (timing)
- (v) How to say (medium)

After the communicator is clear in his thought he must express it in a clear and understandable language. This refers to the clarity of expression and requires proper encoding of the message on the part of the communicator. Following skills can be employed for bringing the clarity in expression :

- (i) Use of simple, appropriate and understandable words
- (ii) Use of familiar verbal and nonverbal symbols
- (iii) Use of adequate noise-free medium
- (iv) Avoidance of technical jargons which are not commonly in use
- (v) Avoidance of all words having double meaning
- (vi) Avoidance of all ambiguities

2. **Completeness** : Every communication should be complete in all respect and must provide the optimum details. Incomplete or inadequate information may leave the receiver guessing for the actual intent of the message. This may create misunderstanding and delay in response. Thus, adequate information should be provided for getting the desired response. For example, when the management instructs employees to manufacture, they must specify the exact size, quantity, cost, quality, etc. of the product. If any assumptions are to be made on the part of the listener, these should also be mentioned. For ensuring the completeness of the message, we must comply with the questions-What, When, Where, Why and Who. For example, if the management announces a meeting they must specify : What is to be discussed in the meeting, When the meeting is to be held, Where the meeting is to be held, Why it is being held and Who is to attend the meeting. We should remember that only a complete message in all respect generates the desired response.

3. **Conciseness** : In the above point, we mentioned that message should be complete in all respect. However, it should also not provide extra or irrelevant information. Only relevant information should be provided because irrelevant information may confuse the receiver. Also, conciseness saves time of both sender and receiver. Also, conciseness allows the sender (and the receiver too) to focus

on the intent of the message. Conciseness also makes the message more presentable and ignominious. More words confuse the receiver, mask the essence of the message, tire the receiver, create monotony and boredom, disturb the structure of the message and consume time. Message should be well-structured, organized and free from any irrelevant data. Also, big sentences and wordy expressions should be avoided. For example, "often" is preferable to "in majority of the cases". Similarly "we welcome you" is preferable to "we extend our warm welcome and greetings to you". An effective message is short, to the point and well-structured.

4. **Correctness** : Majority of the conflicts in modern world occur due to transmission of wrong or incorrect information. We must check the message for its accuracy and authenticity before responding to it. Incorrect information may lead to conflict and misunderstandings. For example, if incorrect information is conveyed to management by the employees, then decision based on such information may cause trouble. Also, transmission of incorrect information may result in loss of reputation and credibility. It can also affect relations with others. We should always provide facts and other information after proper examination. Time plays a critical role in this context. For example, suppose management asks an employee to submit a report on "Current usage of bathing soaps of different brands" within a week. Employee collects the relevant information but due to some delay submits the report after two months. The decision taken by management on the basis of such report may go wrong because the current trends would have changed in the meantime. Therefore, time constraint should always be kept in mind while providing the facts. Delayed and outdated message should be avoided.

5. **Consideration** : To communicate effectively, one must have the ability to see and think from the listener's point of view. The communicator should be able to understand the position of the listener. He should use a humane approach and must care for the emotions and sentiments of the listener. He should focus on the needs of the listener. For this, however, he must first understand and study the profile of the listener. Only then he'll be able to keep the listener interested in his message. Listener

will never show interest in your message unless he feels there is something in it for him. Thus, we must understand the listener first to be understood.

6. **Courtesy** : Communication is always facilitated by a humble and polite approach. A smile before beginning the conversation facilitates and smoothens the communication process. Communicator must always show a friendly and helpful behavior towards the listener. This will also encourage the listener to show politeness. Show respect to get respect. For ensuring courtesy, following points should be kept in mind.

- (i) **Thank generously** : After conveying the message, thank the listener for his time and patience. Also, if the listener does a favor to you, appreciate it and thank him for his kindness.
- (ii) **Use empathy** : To analyze whether your message can hurt the feelings and emotions of the listener, ask yourself how you would feel if you were to receive the message.
- (iii) **Apologize modestly** : Mistakes are common and inevitable. If you commit a mistake during communication, accept it and apologize immediately in a polite manner.
- (iv) **Avoid negative and irritating words** : Words and phrases which annoy the listener or reflect negativity should be avoided. You made me do this, you left me no option, you ignored me, you doomed me, etc. are examples of such words and phrases.
- (v) **Respond promptly** : When someone sends you message via written media such as letters, mails, etc., respond promptly. If you need time to respond, acknowledge the reception of the message.

7. **Attentiveness** : The communicator and the receiver must pay attention during the transmission of the message. Attentiveness on the part of the communicator ensures that all the relevant information is included in clear, concise and correct manner. Attentiveness on the part of the receiver ensures that all the information is fully understood and nothing has been missed. Lack of attention can result in misunderstandings, confusion, miscommunication, inefficiency, delayed response, etc. Attentiveness is more demanded on the part of the listener as he is the one who has to decode the message, understand it and respond accordingly.

That's why active listening on the part of the receiver is considered crucial for the effectiveness of the communication.

8. **Objectivity** : A biased message serves no purpose. Communicator should be fully impartial while sending the message. Personal beliefs, emotions, attitudes, etc. should not be allowed to distort the message. Communicator should communicate the message, even the unpleasant one, in such a way that the feelings of the receiver are not hurt. Similarly, receiver should also be fully impartial while receiving the message. He should not allow his personal beliefs and prejudices to distort his understanding and interpretation of the message. Being unbiased demands self-control.

9. **Careful body language usage** : Body language and facial expression says the unsaid. They reinforce what we say in words. They are crucial in face-to-face encounters. Proper posture, vibrant and positive expressions, correct eye-contact, smiling face, etc. can make the communication more effective and interesting.

10. **Feedback** : Feedback is crucial to communication. The process of communication is incomplete without feedback. Feedback helps the sender to analyze the understanding of his message by the receiver. Feedback should be constructively used for planning and executing further communication. When automatic feedback is not available, the sender should ask questions, request replies and must encourage the receiver for providing feedback.

11. **Noise-free** : Noise can be anything which disturbs the flow of communication. Effective communication is always free from all sorts of noise. The noise is generally caused by machines, communication devices, environment, transmission lines, etc.

Q.4 Describe the communication cycle. Distinguish between formal and informal channels of communication. [R.T.U. 2017]

Ans. Communication Cycle : According to C. G. Brown, "Communication has been defined as the transfer of information from one person to another, whether or not it elicits confidence or becomes an exchange or interchange. But the information transferred must be understandable to the receiver."

The difference between formal and informal communication is -

PREVIOUS YEARS QUESTIONS

I. SHORT ANSWER TYPE QUESTIONS

Q.1 What do you mean by linking words? Give examples. [R.T.U. 2018]

Ans. Linking words are terminology used that assist in making your sentence or paragraph "flow" (otherwise known as "combine ideas together" or LINK ideas together - hence the term "linking" words!) and also help you improve your fluency in English.

Here is an Example that Incorporates Linking Words :
I bought take-away because I was very hungry.

Q.2 Do as directed :

(a) Change into Passive voice :

- (i) They will have completed the project before the deadline.
- (ii) Was he reading a book?
- (iii) The child can throw the stone.
- (iv) Bring the answer sheet.

(b) Change into indirect speech :

- (i) Madhuri says, "I am not feeling well today."
- (ii) The teacher said to the students, "Go and stand there."
- (iii) He said, "I've been waiting for ages."
- (iv) Mother said to the child, "What do you want?"

(c) Insert suitable modals :

- (i) Mrs. Becky is amazing, she speak seven languages including Japanese. (Ability)
- (ii) You not lose any more weight. You are already slim. (Necessity)
- (iii) Mr. Bob sell his farm house. (Remote possibility)
- (iv) Cars not be parked in front of the gate. (Prohibition)

(d) Complete the conditional sentences by inserting suitable verbs :

- (i) I (earn) a lot of money if I get that job.
- (ii) If Maria (work) hard she would have been top in her class.
- (iii) Would you mind if I (open) the window?

(iv) The salad (taste) better if you add some garlic. [R.T.U. 2017]

- Ans.(a)**
- (i) The project will have been completed before the deadline.
 - (ii) Was a book being read by him?
 - (iii) The stone can be thrown by the child.
 - (iv) Let the answer sheet be brought.
- (b)
- (i) Madhuri says that she is not feeling well today.
 - (ii) The teacher ordered the students to go and stand there.
 - (iii) He said that he had been waiting for ages.
 - (iv) Mother asked the child what he wanted.
- (c)
- (i) can
 - (ii) need
 - (iii) might
 - (iv) must
- (d)
- (i) shall earn
 - (ii) had worked
 - (iii) opened
 - (iv) would taste

Q.3 Give a definition of Nouns. [R.T.U. 2017]

Ans. Noun : Noun is the name of any person, place or thing. For example : Reena, Taj Mahal, Mumbai, Gold, Iron, etc.

Q.4 Give two examples of direct speech. [R.T.U. 2017]

Ans. Aman said, "I came first".
Amit said, "I love to play cricket".

Q.5 What are Modal Verbs? [R.T.U. 2017]

Ans. Modal Verb : A Modal Verb is a verb that is used before ordinary verb to express meanings such as *ability, permission, possibility, necessity, certainty* or *advice*. They are often included in the group of auxiliaries and are called Modal Auxiliaries.

Q.6 Change the following sentences into passive voice: [R.T.U. Dec. 2016]

- (i) Ram killed Ravan.
- (ii) Do not beat the child.
- (iii) I know the manager of this bank.
- (iv) People speak English all over the world.

CHAPTER IN A NUTSHELL

COMPOSITION

3

U-3

Curriculum Vitae (CV)

Curriculum Vitae is a Latin word. It means putting in order important details of your education, achievements both academic and nonacademic and personal details.

Importance of CV

Whenever you are applying for a job you need to have tailor-made CV to suit the job requirements of your prospective employer. The background of the firm to which you are applying should be well researched so that you have a thorough knowledge as to what the firm is looking for in you. Your education and skills should more or less match the job requirement. A well-written CV makes the first impression on the prospective employers.

Contents of a CV : As already said, the CV contains both general and academic information. The following points will be helpful in writing a good CV.

General Information:

- Name
- Surname
- Local address
- E-Mail address
- Phone number

Resume

A resume is a document used by individuals to present their background and skillsets. A resume can be used for a variety of reasons but most often to secure new employment. A typical resume contains a summary of relevant job experience and education. The resume is usually one of the first items, along with a cover letter and sometimes job application details, that a potential

employer encounters regarding the job seeker and is typically used to screen applicants, often followed by an interview, when seeking employment. The resume is comparable to a Curriculum Vitae (CV) in many countries, although resume is substantially shorter than a CV.

Difference between CV and Resume

CV is written when applying for a job for the first time. It is a summary of your academic achievements and skills. After you land up in a job your profile changes. Like, you gain experience in a particular field, you get promotion, have gained some extra skill, changed your job, etc. The document where you mention all these details along with the primary information (personal details and academic qualifications) is called a Resume. A Resume becomes important when you apply for a different job regardless of your experience or repertoire.

Business correspondence forms an integral part of everyday dealings with clients and customers. The formatting of the letter, the style of arrangement of the various components, the manner of composition, etc. determines either the nature of response received. Letter writing is therefore the most crucial aspect in every organization.

Business Letter Format

The formatting of a letter and the style presented truly depends on the writer. Most companies follow their own style of writing. Broadly speaking a business letter has seven components.

- The heading
- The inside address

CS-32

- Attention line
- The greeting
- The body
- The complimentary close
- The signature line

Job Application Writing

As we have seen above, the methods of resume-writing, that defines the brief summary of the candidate's bio-data, academics, job experiences, strengths, etc., applying for the job. This all comes under Job Application writing. These are written for the purpose of obtaining a job. This consists of two parts:

- (i) Covering Letter
 - (ii) Resume/Curriculum Vitae
- The tone of the letter is a matter of fact. The language used is direct and clear. As soon as you complete your studies, you need to look out for job opportunities. For this, a well-designed CV is of great importance. It is very essential to upgrade your CV every time you have completed a new course or acquired a new skill, which

Communication Skills

will be helpful in your job hunt. In the ensuing paragraph, you will learn how to write an impressive covering letter and get a good first impression.

- Paragraph is a group of sentences that introduces presents and develops one main idea about the topic. It can be divided into three major parts :

Paragraph Writing-Structure

- The Topic Sentence
Introductory part telling what paragraph is about
- The Supporting Detail
Support the topic sentence with facts, ideas, etc.
- The Concluding Sentence
Concludes the paragraph by strengthening the main idea

- Reports are 'well-structured documents, that present information about a study that you have done, or the could be messages of information or proposal that you want to communicate. In other words, you tell what, where, when, why and how something has happened (proposal). Reports can be scientific or technical Reports can be one page long or several pages.

PREVIOUS YEARS QUESTIONS

1. SHORT ANSWER TYPE QUESTIONS

Q.1. Enlist various types of reports.

[R.T.U. 2018]

Ans. Types of Reports :

Reports are either oral or written. Oral report is a face to face communication. Hence, it lacks validity and authenticity. There is always an element of exaggeration or misinterpretation involved in the nature of this report. For example, a supervisor in a factory at the end of the day gives a report of the day's production output or issues of concern if any, to his boss. There is no record of the statements given by both the sides. One has to rely on one's memory.

1. Progress reports
2. Laboratory reports
3. Inspection reports
4. Inventory reports
5. Annual confidential reports of employees (C.R.)
6. Newspaper / Magazine reports

Q.2. Mention various types of business letters.

[R.T.U. 201

Ans. Types of Business Letters

1. Sales Letters : Typical sales letters start off with a very strong statement to capture the interest of the reader. The purpose is to get the reader to do something, these letters include strong calls to action, detail the benefit to the reader of taking the action and include information to help the reader to act, such as including a telephone number or website link.

2. Order Letters : Order letters are sent by consumers businesses to a manufacturer, retailer or wholesaler to order goods or services. These letters must contain specific information such as model number, name of the product, quantity desired and expected price. Payment is sometimes included with the letter.

3. Complaint Letters : The words and tone you choose use in a letter complaining to a business may be the deciding factor on whether your complaint is satisfied. Be direct, tactful and always use a professional tone if you want a company to listen to you.

Q.5 *What is meant by curriculum vitae (CV)?*

Ans. Curriculum Vitae (CV) is a Latin word. It means putting in order important details of your education, achievements both academic and nonacademic and personal details.

Q.6 *Write a short note on importance of CV.*

Ans. Whenever you are applying for a job you need to have tailor-made CV to suit the job requirements of your prospective employer. The background of the firm to which you are applying should be well researched so that you have a thorough knowledge as to what the firm is looking for in you. Your education and skills should more or less match the job requirement. A well-written CV makes the first impression on the prospective employers.

Q.7 *What is the difference between CV and resume?*

Ans. Difference between CV and Resume

CV is written when applying for a job for the first time. It is a summary of your academic achievements and skills. After you land up in a job your profile changes. Like, you gain experience in a particular field, you get promotion, have gained some extra skill, changed your job, etc. **The document where you mention all these details along with the primary information (personal details and academic qualifications) is called a Resume.** A Resume becomes important when you apply for a different job regardless of your experience or repertoire.

Q.8 *Name some soft skills that you can write in your CV or resume.*

CS.36

Ans.(b)
K. Manuraman,
Manager,
Delta Technologies,
VT Road,
Bengaluru-530068
Date: 27 October 2018

Peter Thomas,
Chief Purchasing Officer,
Good Electrical Company,
Jaipur- 302019

Dear Mr. Thomas,

Thank you for reaching out to us. We have received the packages and we apologize for the inconvenience caused. Please note that the packages will be replaced in the next 7 working days.

Since you have been a valued customer, we will also be sending a gift voucher which can be used for future purchases.

Once again, please accept our sincerest apology for any trouble that this may have caused you. We highly appreciate your feedback since this will help us to serve our customers better in the future. We hope for the opportunity to serve you again in the future and we thank you for your continued support.

Thank you

K. Manuraman
Manager,
Delta Technologies

Q.2 Describe format of project report. [R.T.U. 2018]

Ans. Format of Project Report :

APPENDIX 1

TITLE OF PROJECT

<1.5 line spacing>

INTERNSHIP PROJECT REPORT

Communication Skills

by

<Italic>

NAME OF THE CANDIDATE(S)

(Roll Number(s): _____)

Department of _____
Indian Institute of Space Science and
Technology

Thiruvananthapuram

Month & Year

APPENDIX 2

BONAFIDE CERTIFICATE

This is to certify that this project report entitled “.....TITLE OF THE PROJECT.....” submitted to Indian Institute of Space Science and Technology, Thiruvananthapuram, is a bonafide record of work done by “.....NAME OF THE STUDENT.....” under my supervision from “...starting date..” to “ ...ending date..”

<<Signature of the Supervisor>>

<<Name and Designation>>

<<Countersignature>>

<<Name>>

<<Designation, eg. Head of Dep. / Divisional Head>>

<<Name of Department / Division and Centre>>

Place

Date

Communication Skills

APPENDIX 3

Declaration by Author(s)

This is to declare that this report has been written by me/us. No part of the report is plagiarized from other sources. All information included from other sources have been duly acknowledged. I/We aver that if any part of the report is found to be plagiarized, I/we are shall take full responsibility for it.

<<Signature of author>>

<<Name of Author>>

<<Roll number: _____>>

<<Signature of author>>

<<Name of Author>>

<<Roll number: _____>>

Place

Date

APPENDIX 4

(A typical specimen of table of contents)

TABLE OF CONTENTS

CHAPTER NO. TITLE

PAGE NO.

ABSTRACT
NOMENCLATURE
CONTENTS

iii

xvii

xx

1. Introduction	CS.37
1.1 Problem addressed	1
1.1.1	3
1.1.2	5
1.2 Related literature	7
1.2.1	7
1.2.2	9
1.2.3	10
1.3 Scope of the project	
2. Approach Used for Determining	14
2.1	17
2.2	18

Q.3 What are different types of Reports? Write a report on a road accident.

R.T.I. 2017

Ans. Types of Reports :

Reports are either oral or written. Oral report is a face to face communication. Hence, it lacks validity and authenticity. There is always an element of exaggeration or misinterpretation involved in the nature of this report. For example, a supervisor in a factory at the end of the day gives a report of the day's production output or issues of concern if any, to his boss. There is no record of the statements given by both the sides. One has to rely on one's memory.

A written report in contrast, is more accurate and permanent. The facts and data presented are exact. There is no scope for exaggeration, as the facts and data can be verified by anyone. Also, it can be referred to again and again. This type of report is formal in nature and is written as per a fixed format. Formal reports can be classified as :

1. Progress reports

These reports are written to give information on long-term projects or work. For example, take the project of construction of flyovers or the layout of a residential colony. Report on the progress of the work, resources spent, available required, time available or required is necessary for the officers and workers to take account of how much work has been done and how much is still left to be accomplished.

A student undertaking a research project, has to submit periodic progress reports. The frequency of submitting these reports depends upon the regulations established in an

CS.38
organization. Broadly speaking they can be demanded either phase-wise or stage-wise of the work or a specified period of time. They contain the following information :

- Name of the work or project
- Total work to be completed
- Date
- Work completed to date
- Work to be completed
- Possible date of completion
- Remarks
- Signature of the person submitting the report

2. Laboratory reports

As students of science and engineering, you have to perform a number of experiments in the laboratory. You have to select the right equipment, arrange it appropriately, observe and record the processes, reactions and readings in a correct manner. This is necessary to arrive at the right inferences. The observations and findings of scientific investigation and experimentation have to be recorded in a logical manner. Without this the validity of the work will be under question. The information is presented in the following way :

- Heading
- Experiment Number
- Date
- Statement of objects
- Apparatus used
- Method or Procedure followed
- Observations
- Conclusions
- Precautions
- Signature

3. Inspection reports

There are two types of inspection reports :

- The inspection of a machine or equipment to check the functioning, repairs/replacement required are the concern of this report. This is done either as a routine or upon the receipt of a complaint.
- In order to maintain quality of products, the quality control section or department in a company inspects the various products manufactured there. This is done to ensure that the products fulfil the specifications laid down.

4. Inventory reports

Every organization whether it be an office, institution or an industrial organization has to take stock of equipment, furniture, stationery, etc. either at regular intervals or before the end of the annual calendar. The person inspecting then enters the findings in a prescribed form.

5. Annual confidential reports of employees (C.R.)

All the organizations make a periodic evaluation of the performance and general behaviour of their employees. These assessments form the basis for increment, promotion, transfer, etc. The required information is given in a proforma and the person reporting has to tick a particular item and the level of efficiency graded as-Excellent, Good, Average, Below Average. The judging parameters include-appearance, character, motivation, relationships, output, expression (written/oral) and special achievements. There is a separate column for remarks.

6. Newspaper / Magazine reports

The most commonly viewed form of report is in newspapers and magazines. These reports are written to provide information about an event which has occurred or will be occurring in near future. The information is presented in the following way :

- Heading
- Date
- Information regarding event such as date of occurrence, place, etc.
- Name of the reporting person (optional)

Report : A terrible car accident - driver killed

Hyderabad, January 20, 2017

A Car accident occurred in front of Roshan function Hall, Hyderabad on Monday, January 15 2015 at 4:00 pm. The road was very crowded and people were rushing after office and college hours. At that time a car was coming from the eastern side at a normal speed. A truck suddenly came from the opposite direction at a high speed. Being afraid of the danger, the driver of car instantly wheeled the car to the roadside to avoid collision and lost the control and hit an electric pole. Passers-by rushed to the same spot. A boy beside the pole was seriously injured.

The driver of the car was dead on the spot. However, the truck driver fled from that place. The boy was taken to nearby hospital. The police came after some time. The main

Communication Skills
cause of accident is bad condition and narrowness of the road. The government should implement speed limit rules on such narrow roads and all people also obey the rules to stop such horrible death.

Q.4 What should be kept in mind while writing the objective of a resume?

Ans. The objective that you write in your resume tells the recruiter what you are looking for. Be concise when writing out your objective and let it reflect your intent and suitability to the vacancy. Resume building requires that you spend time reflecting on your career objectives, convert it into appropriate words and write it in a way that makes your suitability to the vacancy obvious at first glance. The main guideline for writing an objective is to be honest with yourself and the recruiter.

1. Career objective : Are you carrying out a resume building exercise to get yourself into a specific job? If the company has specified the role for which there is a vacancy you can write your objective as "Sales Manager in the FMCG sector". You may want to highlight your experience, alter the sentence by adding "Sales Manager with 5 years experience in the FMCG sector". Consider "Sales Manager with a degree in sales management from — and 5 years in the FMCG sector" if you want to highlight your qualifications due to its relevance to the job. An alternative method in resume building is to focus on the qualities and experience you bring with you. Are you a good team leader or highly target oriented? Focus on your strength and verbalize your objective. You could say, "Sales Manager with a background of consistently high performance and sound team leadership skills". This highlights your personal attributes that allow you to perform effectively.

2. Experience objective : Are you a secretary with more than 15 years experience trying to carry out a resume building? You must be adept at managing confidential papers, utilizing discretion, excellent language skills, capable of drafting communications independently and a number of other strengths. What are the main strengths you would like to highlight and what types of jobs would you like to apply for? Can you take on the responsibility of an administration executive apart from carrying out the job of a secretary? Put this down on your resume by considering options like "Secretary with

Attentive	: paying attention (धौकस)
Awkward	: inconvenient, unusual (अजीब)
Caviar	: pickled sturgeon-roe (मसालेदार बड़ी मछली के अण्डे)
Cemetery	: burial ground (कब्रिस्तान)
Complacency	: self satisfaction (शालीनता, आत्मसंतुष्टि)
Consequence	: result of what has gone before (जो पहले हो चुका है उसका परिणाम)
Correspondence	: exchange of letters, etc. (पत्राचार)
Devastating	: crushingly effective, (विनाशकारी)
Discoursed	: authoritatively spoken / talked about (प्रभावी तरीके से बोला या सोचा हुआ)
Effusive	: demonstrative (भावप्रदर्शक, असंयत)
Enormous	: big / huge (बड़ा, विशाल)
Forbidden	: not allowed (निषेध)
Francs	: currency of France (फ्रांस की मुद्रा)
Gaily	: happily (प्रसन्नता से)
Generously	: liberally, freely (उदारतापूर्वक)
Horribly expensive	: very costly (बहुत महंगा)
Humorist	: humorous writer, talker (हास्य रस का लेखक)
Immortal	: living forever (अमर)
Imposing	: dominating (प्रभावशाली)
Inadequate	: insufficient (अपर्याप्त)
Inclined	: have specified tendency for (किसी प्रवृत्ति के लिए झुका हुआ)
Ingratiating	: trying to please (प्रसन्न करने वाली)
Innocent	: not guilty, simple (निर्दोष)
Jehovah	: member of unorthodox Christian sect (अपरम्परागत ईसाई संप्रदाय के सदस्य)

Luncheon	: a formal lunch (एक औपचारिक लंच)
Marvel	: wonderful thing (अद्भुत बात)
Modest	: having humble estimate of one's merits (निनीत)
Mortifying	: humiliating / embarrassing (अपमानजनक, शर्मनाक)
Obliged	: grateful (आभारी)
Palate	: sense of taste (स्वाद की भावना, तालु)
Pardonable	: forgivable (क्षम्य, क्षमायोग्य)
Retorted	: replied angrily (प्रतिवाद)
Revenge	: retaliation (प्रतिशोध)
Ruin	: destroy (नष्ट करना)
Salmon	: large fleshy silver scaled fish (एक बड़ी मछली)
Seized	: take hold of (जब्त करना)
Sighed	: deep breath taken due to weariness or in relief (थकावट या राहत में ली गई गहरी सांस)
Splendid	: excellent (शानदार, उत्कृष्ट)
Succulent	: juicy (रसीला)
Terrible	: very bad / dreadful (भयानक, बहुत बुरा)
Tickled	: excite agreeably (गुदगुदी)
Trifle	: thing of slight value (मामूली मूल्य की बात)
Vindictive	: tending to seek revenge (बदला लेने की प्रवृत्ति)
Virtuous Semites	: member of peoples descended from Shem (Jews and Arabs) considered morally good (Shem से आए लोगों के सदस्य, नैतिक रूप से अच्छे)
Voluptuous	: pleasure loving / self indulgent (विलासी)

Communication Skills

Communication Skills

the lady. The author was too young and naive to refuse a lady.

The author invited the at the Foyot's, which was one of the most expensive restaurants in France.

Ans.(b) The author of the story "The Luncheon" used to make money by writing books twenty years ago. He was living in a tiny apartment in the Latin quarter, over looking a cemetery.

Q.2 Who wrote the short story "The Night Train" and "The Luncheon"? [R.T.U. 2017]

Ans. The short story "The Night Train at Deoli" is written by Ruskin Bond and "The Luncheon" is written by William Somerset Maugham.

Q.3 "But I was flattered, and I was too young to have learned to say no to a woman." Explain these lines from Maugham's story "The Luncheon".

Maugham की कहानी "The Luncheon" के माध्यम से इन पंक्तियों की व्याख्या कीजिए। [R.T.U. 2014, 13]

Ans. The author was not a rich man and the lady wanted to meet at Foyot's, an expensive restaurant, for luncheon. The line represents the author's excuse for not saying no to the lady. Firstly, he was flattered by the notice he received from the lady. And, secondly, the idea of having lunch with a young woman excited him and thus he agreed to meet her out of curiosity.

लेखक एक अमीर आदमी नहीं था और महिला Foyot's में मिलना चाहती थी, जो कि लंच के लिए एक महंगा रेस्तरां था। यह पंक्ति महिला को मना ना करने के लेखक के बहाने को बताती है। सबसे पहले, वह महिला द्वारा उसके प्रति दिए गए ध्यान से खुश था और दूसरा, एस युवती के साथ लंच करने के विचार ने उसे उत्साहित कर दिया और इसलिए वह जिज्ञासीवश उससे मिलने के लिए तैयार हो गया।

Q.4 Why did the lady correspond with the author for the first time?

महिला पहली बार लेखक से पत्राचार क्यों करती है?

Ans. The lady had read a book by the author and in order to express her liking for the book she had written a letter to him. The author thanked her for that.

PREVIOUS YEARS QUESTIONS

I. SHORT ANSWER TYPE QUESTIONS

Q.1(a) Where did the lady want to have luncheon? What kind of a restaurant was it? [R.T.U. 2018]

OR

Why did he decide to invite the lady for luncheon? Where did he invite her? What kind of the restaurant was it? [R.T.U. 2017]

(b) Answer the following questions :

How did the author of the story "The Luncheon" use to make money twenty years ago? Where did he live? [R.T.U. 2017]

Ans.(a) The probable reason of inviting the lady for the luncheon was that, firstly, the lady was the admirer of the author and secondly, he was flattered by the attention of

compliments he received from the lady. And, secondly, he was not much familiar with the company of a woman and thus, the curiosity of meeting an unknown lady got better of him.

लेखक एक अमीर आदमी नहीं था और महिला Foyot's में मिलना चाहती थी, जो कि लंच के लिए एक महंगा रेस्तरां था। यह पवित्र महिला को मना ना करने के लेखक के बहाने को बताती है। सबसे पहले, वह महिला द्वारा उसके प्रति दिए गए ध्यान से खुश था और दूसरा, वह नारी संगति से ज्यादा परिचित नहीं था और इसलिए एक अनजान महिला से मिलने की जिज्ञासा उस पर हावी हो गई।

Q.17 Why did the author agree to give a luncheon to the lady at such an expensive restaurant?

लेखक इस तरह के महंगे रेस्तरां में महिला को लंच कराने के लिए क्यों तैयार हो गया?

Ans. The author's earnings were not very high therefore hosting a luncheon for the lady at Foyot's, an expensive restaurant at which French senators ate was beyond his means. But, the author was flattered by the attention of a lady and he had not learnt to refuse a woman. He thought that he had eighty francs and estimated that a simple luncheon would not cost him more than fifteen francs and he would have enough money left with him for the rest of the month if he did not have coffee for the next two weeks.

लेखक की आमदनी बहुत अधिक नहीं थी इसलिए उस महिला को Foyot's जैसे महंगे रेस्तरां में लंच कराना जहां फ्रेंच सीनेटर खाते थे उसकी क्षमता से बाहर था। लेकिन, लेखक महिला द्वारा उसके प्रति दिए गए ध्यान से खुश था और उसने अभी तक किसी औरत को मना करना नहीं सीखा था। उसने सोचा कि उसके पास अस्सी फ्रैंक्स हैं और अनुमान लगाया कि एक साधारण लंच का खर्च पंद्रह फ्रैंक्स से ज्यादा नहीं आएगा और उसके पास पूरे महीने के लिए पर्याप्त धन होगा अगर वह दो सप्ताह तक कॉफी पीने में कटौती कर दे।

II. LONG ANSWER TYPE QUESTIONS

Q.1 Use of irony and humour in 'The Luncheon'.

[R.T.U. 2018]

OR

Give an account of satire and irony in Somerset Maugham's story "The Luncheon".

[R.T.U. Dec. 2016]

सॉमरसेट मॉघम की कहानी "The Luncheon" में व्यंग्य तथा विडंबना का विवरण दें।

OR

Locate instances of irony in the story.

कहानी में विडंबना की घटनाओं का पता लगाएं।

Ans. The author has deftly brought out the satire in the story from the beginning to the end. The first instance of satire is when the author, without knowing the lady, accepts her suggestion of offering her a lunch at the most expensive restaurant of Paris, 'Foyot'. The author here admits that he could not say no to the proposal due to his naivety. Driven by flattery and knowing that 'Foyot' is beyond his budget, he made all the possible calculations of going along on lunch with the lady. The author was, however, firstly taken aback by the appearance of the lady, and then by the orders that she made on the name of lunch, like salmon, asparagus, champagne, caviar, etc. The instance when he avoided ordering anything for him in the restaurant is also a satire on his monetary constraints.

लेखक ने बहुत ही चतुराई से कहानी की शुरुआत से अंत तक व्यंग्य का उपयोग किया है। व्यंग्य का सर्वप्रथम उदाहरण तब देखने की मिलता है जब लेखक, महिला से अपरिचित होते हुए भी उसके द्वारा दिए गए पेरिस के सबसे महंगे रेस्तरां Foyot में लंच के सुझाव को स्वीकार कर लेता है।

लेखक स्वतः यह भी स्वीकार करता है कि अपने भोलेपन के कारण वह महिला के द्वारा दिए हुए प्रस्ताव को अस्वीकार नहीं कर पाया। मनुहार से मजबूर यह जानते हुए कि 'Foyot' उसके बजट से परे है, वह सर्वसम्भव हिसाब लगाता है कि वह महिला के साथ लंच पर जा सके।

पहले तो लेखक महिला के रूप से विस्मित हो जाता है और दूसरी बार तब जब वह लंच के नाम पर सेल्मन, ऐस्परागस, शैम्पेन, मसालेदार बड़ी मछली के आड़े इत्यादि मंगवाती है। वह क्षण, जब वह रेस्तरां में अपने लिए कुछ भी ऑर्डर करने से कतराता है, भी उसकी मौद्रिक बाधाओं पर व्यंग्य है।

There were many instances of the irony in the story. Firstly, the lady said that she never eat anything for lunch and then ordered a salmon. Secondly, she said that she never eat more than one thing at a time and then ordered many expensive dishes along with salmon. Thirdly, while she herself eating that much for lunch, advised author not to take heavy lunch who simply ordered a mutton chop. Fourthly, she advised author to

have only one thing in lunch like her while she was having many things for the lunch. Fifthly, she ate a peach saying that her stomach is still empty because she just took a snack and also said to author that his stomach must be full with that mutton chop so he can't eat any of those.

कहानी में विडंबना के कई उदाहरण थे। सबसे पहले, महिला ने कहा कि वह लंच में कभी कुछ नहीं खाती और फिर एक सेल्मन मंगवा लेती है। दूसरा, उसने कहा कि वह कभी एक वस्तु में एव से ज्यादा चीजें नहीं खाती और फिर सेल्मन के साथ बहुत से महंगे पकवान मंगवा लेती है। तीसरा, जबकि वह खुद लंच के लिए इतना अधिक खाती है, लेखक को सुझाव देती है कि भारी लंच ना का जिसने सिर्फ एक मटन चॉप मंगवाया था। चौथा, वह लेखक को लंच में उसी की तरह एक चीज खाने का सुझाव देती है, जबकि वह खुद बहुत सी चीजें लंच में खा रही थी। पांचवां, वह एक आस यह कह कर खा लेती है कि उसका पेट अभी भी खाली है, क्योंकि उसने सिर्फ नाश्ता किया है और लेखक को यह भी कहती है कि उसका पेट मटन चॉप से भर गया होगा इसलिए वह आइस नहीं ख सकता।

Q.2 In the story "The Luncheon", how far do you agree that the writer has taken his revenge of the lady for her misbehavior? Throw some light on the writer's life and character. [R.T.U. Dec. 2016]

कहानी "The Luncheon" में, आप कितने सहमत हैं कि लेखक ने महिला से उसके दुर्व्यवहार का बदला ले लिया था: लेखक के जीवन एवं चरित्र पर प्रकाश डालिए।

OR

"But I have had my revenge at last." What was the author's subtle revenge in the end in the story 'The Luncheon'? [R.T.U. 2013]

"लेकिन, अंततः मैंने आना बदला ले लिया" कहानी 'The Luncheon' के अंत में लेखक का बदला क्या था?

Ans. The author felt happy and justified to say so because the lady in question was a dual faced personality. She ordered and ate many expensive dishes at an expensive restaurant, when the author met her for a luncheon twenty years ago. The irony was she kept on saying a luncheon that she did not eat much at lunch and never ate more than one thing at a time, but on the contrary, ordered many expensive dishes which in the end left author with no money for the whole month. Also, she kept on advising the author not to take heavy meal for lunch. When the author saw that the lady had gained

CS.64

out of the restaurant with empty pockets and the whole month lying ahead of him. The author had his revenge after twenty years when he noticed that the lady weighed twenty one stone.

लेखक उस महिला से बीस वर्ष बाद एक नाटक के दौरान मिला जिससे वह पेरिस में एक महंगे रेस्तरां में मिला था। उस समय लेखक को उस महिला की ओर से, जो उसकी प्रशंसक थी, एक पत्र प्राप्त हुआ। उसने उसे वह पत्र उसकी किताब पढ़ने के बाद लिखा था। अपने दूसरे पत्र में, उसने पेरिस की अपनी यात्रा के और Foyot's में, जो एक महंगा रेस्तरां था, लंच मिलने की इच्छा के बारे में लिखा था जो लेखक की क्षमता से बाहर था लेकिन लेखक एक महिला को मना करने के लिए काफी युवा था। वह महिला द्वारा अपने प्रति दिए गए ध्यान से खुश था और उससे Foyot's में मिलने के लिए सहमत हो गया था, यह सोचते हुए कि लंच का खर्च पंद्रह फ्रैंक आएगा जिसकी भर पाई वह अगले दो हफ्ते तक कॉफी न पीकर कर लेगा।

पत्राचार द्वारा मिलने का स्थान व समय गुरुवार की दोपहर निश्चित हुआ। मिलने पर पता चला कि स्त्री चालीस वर्ष से ऊपर की थी, आकर्षक भी नहीं थी और बहुत बातूनी थी।

मिलने पर महिला ने कहना शुरू किया कि वह लंच में कुछ नहीं लेती, किन्तु जब खाने का वक्त आया तो उसने बहुत महंगे मछली के अंडे और सेलमन मंगवा लिया। उधर इस घबराहट में कि बिल बहुत न आ जाए, लेखक ने सबसे सस्ती डिश मंगवाई। इसके ठीक विपरीत महिला, एक से एक महंगी डिश और पेय मंगवाती रही और खाने का आनंद लेती रही और लेखक अपनी लाचारी को व्यक्त करने में असमर्थ रहा। महिला साहित्य, कला इत्यादि की बातें करती रही और लोगों को किस प्रकार का खाना, खाना चाहिए ये बताती रही और तो और, लेखक को घटिया गरिष्ठ खाना लेने से मना भी करती रही।

लंच के अंत में, काफी रहस्य के बाद, लेखक की सोच से परे, जब अन्त में अत्यधिक बिल आया तो लेखक के पास केवल वेटर को टिप के रूप में देने के लिए पर्याप्त पैसे नहीं थे। वह खाली जेब रेस्तरां से बाहर आया और पूरा महीना अभी शेष था जिसमें उसे गुजारा करना था। किन्तु बीस वर्ष पश्चात् जब लेखक ने उस महिला को खूब मोटा तथा भद्दा देखा तो उसे बहुत संतोष हुआ।

Q.4 Discuss the theme of the short story "The Luncheon."

लघु कहानी "The Luncheon" के विषय पर चर्चा करें।

OR

Comment on the theme of the story 'Luncheon.'

"Luncheon" कहानी के विषय पर टिप्पणी करें।

[R.T.U. 2016]

Ans. 'The Luncheon' centers on the irony created by deceptive appearance which can hide the reality of an individual. The author is misguided by the attention given to him by a lady who posed as an admirer of his writings. He had the image of a graceful young lady in his mind and he was flattered by her attention but the stranger turns out to be a woman in her forties who had a habit of forcing her wishes upon others. This false image that he had created led him to agree to take the lady to one of the fanciest and most expensive restaurants of Paris which was beyond his means.

The lady imposed her wishes and ordered the most expensive dishes on the menu one after the other while the author wondered at her modesty. She repeated several times that she had only one thing for lunch but ordered various items. Her extravagance emptied the pocket of the author who felt cheated. This is the central idea and the irony is that the author was unable to express his helplessness.

'The Luncheon' भ्रामक छवि द्वारा बनाई गई विडंबना पर केन्द्रित है जो कि एक व्यक्ति की वास्तविक छवि को छुपा सकती है। लेखक एक महिला जो खुद को उसके लेखन का प्रशंसक होना बताती है द्वारा दिए गए ध्यान से गुमराह हो गया। वह अपने मन में एक सुंदर जवान महिला की छवि लिए था और उसके अपने प्रति दिए गए ध्यान से खुश था लेकिन वह अजनबी एक अघेड़ उम्र की महिला निकली जिसे अपनी इच्छाएं दूसरों पर थोपने की आदत थी। उसव द्वारा बनाई गई यह गलत छवि उसे महिला को पेरिस के एक बहुत ही महंगे और शानदार रेस्तरां में ले जाने के लिए राजी करती है जो कि उसकी क्षमता से बाहर था।

महिला अपनी इच्छाएं थोपती है और मेन्यू पर से एक के बाद एक सबसे महंगे व्यंजन मंगवाती है और लेखक उसके विनय पर आश्चर्य करता है। वह कई बार दोहराती है कि वह लंच में केवल एक ही चीज खाती है लेकिन बहुत से पकवान मंगवाती है। उसकी अतिव्ययता लेखक की जेब खाली कर देती है जो कि अपने आपको ठगा सा महसूस करता है। यह केन्द्रीय विचार है और विडंबना यह है कि लेखक अपनी लाचारी को व्यक्त करने में असमर्थ था।

Q.5 At the end of the story 'Luncheon' how does the author feel?

कहानी 'Luncheon' के अंत में लेखक कैसा महसूस करता है
[R.T.U. 2015]

Ans. At the end of the story Luncheon, the author has a feeling of complacency. When the author first met the lady, twenty years ago at a restaurant in Paris, he was young, poor and gullible. The anxiety of meeting an unknown lady, who he thought would be attractive made him say yes to her. The lady turned out to be middle aged and an imposing one, rather than attractive.

II. LONG ANSWER TYPE QUESTIONS

Q.1 Write the summary of the story "How Much Land Does a Man Need?" by Leo Tolstoy. [R.T.U. 2018]
Leo Tolstoy द्वारा रचित कहानी "How Much Land Does a Man Need?" का सारांश लिखिए।

OR

How does greed depict one's life and how can we relate this story to the present times?

लालच किस तरह एक मनुष्य के जीवन को चित्रित करता है एवं हम वर्तमान समय में इस कहानी से कैसे सम्बन्ध स्थापित कर सकते हैं ?

[R.T.U. Jan. 2016]

OR

What is the aim or objective of the short story "How much Land Does a Man Need?" by Leo Tolstoy?

[R.T.U. 2017]

Ans. The story describes how a peasant under greed destroyed his life. The main protagonist of the story Pahom was never satisfied with the amount of land he had and constantly wanted more. In present scenario, one can easily relate to this story. People today are busy earning money and rarely have time to enjoy their lives. There is a great deal of difference between 'want' and 'need', but many people lack the wisdom to differentiate between them. Tolstoy paints a clear picture which shows materialism does not lead to happiness but only causes greed and suffering. Most people are not satisfied with what they have and constantly crave for more money, more comfort, more gold etc. They work hard to buy these comforts but end up losing their health and happiness. Like Pahom, people today end up wasting their youth in chasing all materialistic comforts and seldom enjoy their achievements. They may be able to create great empires or wealth but this greed kills them in the end. When they are dead, despite all their wealth, they just need six feet of land.

यह कहानी दर्शाती है कि किस प्रकार एक किसान लालच के कारण अपना जीवन नष्ट करता है। इस कहानी का मुख्य पात्र, पाहोम अपनी जमीन से हमेशा असंतुष्ट रहता था एवं आशा करता था कि किसी भी तरह से और जमीन खरीद सके। वर्तमान समय में कोई भी व्यक्ति इस कहानी से खुद को सम्बन्धित कर सकता है।

आजकल व्यक्ति अपनी आजीविका अर्जित करने में इतना व्यस्त है की वह अपने जीवन का आनंद नहीं ले पाता है। चाहत और जरूरत में अंतर होता है परंतु अधिकांश व्यक्ति इसको पृथक नहीं कर पाते। टॉलस्टॉय ने बहुत सहजता से बताया है कि भौतिकवाद से खुशी नहीं मिलती अपितु वह लालच और कष्ट का जन्मदाता है। अधिकांश व्यक्ति अपनी धन, संपत्ति से असंतुष्ट रहते हैं एवं हमेशा अधिक धन, अधिक आराम, अधिक सोने इत्यादि के लिए लालायित रहते हैं। वह अपने सामान्य जीवन एवं स्वास्थ्य के साथ समझौता कर के अपने लिए खुशियों अर्जित करना चाहते हैं। पाहोम की तरह आजकल मनुष्य अपना युवाकाल भौतिकवाद के पीछे नष्ट कर देता है एवं अपनी ही उपलब्धियों का आनंद नहीं उठा पाता। यह संभव है कि वह अपने लिए राज्य भी बना ले पर उसकी लालसा ही उसकी मृत्यु का कारण बन जाती है। मृत्यु के बाद इतनी धन दौलत होने के बाद भी सिर्फ थोड़ी जमीन ही है जो साथ में रहती है अर्थात् सब कुछ छोड़कर मनुष्य एक दिन मिट्टी में मिल जाता है।

Q.2 Critically analyze Leo Tolstoy's story, "How Much Land Does a Man Need?" [R.T.U. Dec. 2016]

लियो टॉलस्टॉय की कहानी "How Much Land Does a Man Need?" का विवेचनात्मक विश्लेषण कीजिए।

OR

How does Tolstoy portray the element of greed and ambition in man in the story 'How Much Land Does a Man Need?'

'How much land does a man need?' कहानी में टॉलस्टॉय ने मनुष्य के लालच एवं महत्वाकांक्षा को, किस प्रकार चित्रित किया है?

[R.T.U. 2013]

Ans. This excellent short story is actually a record of the long and slow descent of Pahom into absolute greed and selfishness as his insatiable thirst for ever-greater quantities of land indicates. Perhaps the first place where these "bad qualities" are clearly shown is when Pahom has his first patch of land but quickly turns out to treat the peasants who don't have any land in precisely the same way that he himself was treated by landowners when he trespassed in the land of landowners.

Pahom very quickly then turns into the kind of character that he himself deplored as he begins to persecute the peasants and fine them. At each stage, Pahom gains more land, only to find that after a while this amount of land will never be enough for him and he dreams of acquiring more, until finally, at the end of the story, it is

लेखक ने निश्चय किया कि एक दिन वह अपनी यात्रा को देवली पर विराम देगा, एक दिन कस्बे में व्यतीत करेगा, पूछताछ करेगा तथा उस लड़की को ढूँढेगा जिसके कारण वह इतना बेचैन है।

Q.13 Why couldn't narrator bring himself to break journey at Deoli?

लेखक अपनी यात्रा को देवली पर स्थगित क्यों नहीं कर सका?

Ans. The narrator couldn't bring himself to break journey at Deoli and spend a day there because he was afraid to do so. He was afraid of discovering what really happened to the girl. And that would spoil his game. He preferred hoping, dreaming and wasting for her rather than making a move to find the truth.

लेखक भय के कारण अपनी यात्रा को देवली पर स्थगित करके वहाँ एक दिन नहीं बिता पाया। वह इस बात से डरा हुआ था कि वास्तव में उस लड़की का क्या हुआ। उसने आगे बढ़कर सच का पता लगाने के बजाय उम्मीद रखने तथा उसकी प्रतीक्षा करने को प्राथमिकता दी।

II. LONG ANSWER TYPE QUESTIONS

Q.1 Give brief description of the station and the girl selling baskets at the Deoli station in the story 'The Night Train at Deoli Station'. [R.T.U. 2018]

'The Night Train at Deoli Station' कहानी में आये देवली स्टेशन तथा टोकरी बेचती हुई लड़की का संक्षेप में विवरण दीजिए।

Ans. No one ever got down or got into the train from there. It was a place that nobody wanted to visit and author pitied it for its insignificance.

The young girl author met was selling cane baskets at Deoli station. She was certainly not clothed ornately but possessed a graceful gait and a dignified look that captivated the author's attention. She had a pale skin, shiny black hair and dark and expressive eyes.

The narrator met the girl at station where she was selling baskets. Her appearance and troubled eyes attracted the author, he also purchased a basket from her when insisted upon. Both of them looked at each other for quite some time so as to strike a chord of mutual affection.

देवली से कोई भी व्यक्ति न तो ट्रेन में चढ़ता था, न ही ट्रेन उतरता था। यह एक ऐसा स्थान था जहाँ कोई भी घूमना नहीं चाहता। तथा लेखक को इसकी महत्वहीनता पर दया आ गई।

युवा लड़की जिससे लेखक मिला था, वह देवली स्टेशन पर ग से बनी टोकरियाँ बेच रही थी। उसने निश्चित रूप से बहुत अच्छे कपड़े पहने हुए थे परन्तु उसकी शिष्टतापूर्ण चाल तथा गरिमामय छवि ने लेखक का ध्यान आकर्षित किया। उसकी हल्की पीली त्वचा, चमकदार काले बाल तथा गहरी व भावबोधक आंखें थी।

लेखक लड़की से स्टेशन पर मिला जहाँ वह टोकरियाँ बेच रही थी उसकी वेशभूषा तथा परेशान आँखों ने लेखक का ध्यान आकर्षित किया उसने लड़की द्वारा जोर दिए जाने पर उससे एक टोकरी भी खरीदी। दो आपसी स्नेह के कारण कुछ समय तक एक-दूसरे को देखते रहे।

Q.2 Outline the important incidents of "The Night Train". [R.T.U. 201]

Ans. In this short story Ruskin Bond narrates his experience during one of his train journeys to Dehra as an eighteen-year-old. He tells us that he used to spend his vacation every summer in his grandmother's place in Dehra and had to pass a small lonely station, Deoli amidst the jungle on the way. The main incidents of the story are -

The author happens to see a girl selling baskets on the platform. She appeared to be poor, but her eyes attracted the author. The girl offers to sell baskets to him. He initially refuses to buy and later when she insists, happens to buy one with a little hesitation. Both of them just look at each other for quite some time, just as it strikes a chord of affection between them. The meeting helps to break the monotony of his journey and brings in a sense of attachment and responsibility towards the girl.

The second time he sees her, both of them feel pleased to see each other, a smile on their faces reinforcing it, it seems like a meeting of old friends. Silence reigns and speaks more than words. He feels like taking her with him but does not do so. He tells her that he needs to go to Delhi and she replies saying she need not go anywhere.

The next summer, soon after his college term finishes he rushes to go to Dehra, eager to meet the girl, his grandmother being an excuse. This time she is not to be seen at the Deoli station though he waits for a long time. This deeply disappoints him and a sense of foreboding overcomes him. On his way back to Delhi, he again waits anxiously to see her, but it ends in vain. On enquiry, he comes to know that the girl has stopped coming, and nobody knows about

her whereabouts. Once again, he has to run for the train and invariably leave the station. He decides that once he would break the journey there, spend a day in the town, make enquiries and find the girl who had stolen his heart.

The following year in summer, he again walks up and down the platform hoping to see the girl, but somehow, cannot bring himself to break the journey to look for her. He seems to be afraid of discovering about her, dreading about anything unfortunate that could have befallen her and wants to retain his sweet memories of her. He prefers to keep hoping and dreaming, waiting for the girl.

Q.3 The protagonist is engulfed by unreasoning fondness for the girl he met and he does not want to imperil his dreams by seeking reality. Discuss.

नायक उस लड़की के प्रति अकारण ही रुचि से भर गया जिससे वह मिला था तथा वह वास्तविकता जानकर अपने सपने को बरबाद नहीं करना चाहता था। समझाइए।

Ans. The Night Train at Deoli is a story of juvenily extravagant passion exhibiting unbridled obligation of the narrator endowed with great sensitivity and feelings.

Love is a labyrinth and deeper than oceans. Infatuation, on the other hand, lacks depth and is based on appearance and selfish desires. True love is knowing the other person's soul and is based on commitment, understanding and compassion.

In the story, the narrator recounts his teenage experience during one of his train journeys to Dehra her grandmother's place and a small lonely station, Deoli amidst the jungle on the way.

Juvenile love is based on appearance; it is easily visible when the narrator expresses his feelings for the girl at first sight. Fondness is a kind of feeling of affection or love. In the story, the narrator's fondness for the girl was unreasonable. Generally, fondness drives a man to be gradually desperate for the thing's person he is fond of. But here narrator's fondness for the girl is somewhat imaginative. The narrator is unwilling to discover what has happened to the girl. He does not want to proceed with an enquiry into the cause of absence of the girl but instead he decides against going into the village adjoining the station to know the truth. It may look like infatuation, yet the narrator's feelings come out as selfish desire as he wants to live with his imagination only. He is afraid of facing the reality.

Q.1

The poem "No Men are Foreign" is the best example of universal brotherhood. Discuss.

कविता "No Men are Foreign" सार्वभौमिक भाईचारे का सबसे बेहतर उदाहरण है। चर्चा करें। [R.T.U. 2018]

OR

Analyze the poem "No Men Are Foreign" by James Kirkup.

जेम्स किरकप की कविता "No Men are Foreign" का विश्लेषण कीजिए। [R.T.U. Dec. 2016]

OR

Give a critical analysis of "No Men Are Foreign" by James Kirkup.

जेम्स किरकप की कविता "No Men are Foreign" का विश्लेषण कीजिए।

OR

Attempt a summary of James Kirkup's 'No Men are Foreign.'

जेम्स किरकप की कविता "No Men are Foreign" का सारांश लिखिए। [R.T.U. Jan. 2016]

Ans. The poem "No Men Are Foreign" by James Kirkup states that no man is foreign or strange and we should not regard anyone as foreign or strange. The poem revolves around the idea that all men are equal. Though they are separated by boundaries, there is no difference between men of different nations. The difference is only within a man's heart. It is a universal appeal for brotherhood. The differences among them pertain merely to colour, dress and food habits which are not of much significance. Humanity all over the world is alike. If man is destroying another nation, he is actually destroying himself and the entire humanity. The people of different countries may differ in complexion and

clothing but their mental, physical and emotional experiences are the same. The poet makes an effort to wipe away the hatred among people of the world and highlights the futility of war and weapons that only add pollution to "innocence."

जेम्स किरकप की कविता "No Men Are Foreign" कहती है कि कोई भी पुरुष विदेशी या अजनबी नहीं होता और हमें किसी को विदेशी या अजनबी नहीं मानना चाहिए। कविता इसी विचार के चारों ओर घूमती है कि सभी मनुष्य समान हैं। हालांकि वह सीमाओं द्वारा बंटे हुए हैं लेकिन विभिन्न देशों के पुरुषों के बीच कोई अंतर नहीं है। नफरत केवल मनुष्य के दिल के भीतर है। यह भाईचारे की एक सार्वभौमिक अपील है। उनके बीच के मतभेद केवल रंग, पोशाक और भोजन की आदतों का है जो ज्यादा महत्वपूर्ण नहीं है। दुनिया भर में मानवता एक जैसी ही है। यदि मनुष्य दूसरे राष्ट्र को नष्ट कर रहा है, तो वह वास्तव में खुद को और संपूर्ण मानवता को नष्ट कर रहा है। विभिन्न राष्ट्रों के लोगों के रंग और कपड़े अलग हो सकते हैं लेकिन उनके मानसिक, शारीरिक और भावनात्मक अनुभव हमारे जैसे ही हैं। कवि लोगों के दिलों से हर तरह की नफरत को मिटाने का एक प्रयास करता है और युद्ध की निरर्थकता पर जोर देता है जो केवल "मासूमियत" को प्रदूषित करती है।

Q.2 What is the central message of "No men are Foreign?"

No men are Foreign का प्रमुख संदेश क्या है?

[R.T.U. 2015]

OR

Comment on the theme of the poem 'No Men are Foreign.'

[R.T.U. 2016]

कविता 'No men are Foreign' के विषयवस्तु की विवेचना कीजिए।

OR

What message James Kirkup works to convey in his poem "No Men are Foreign"?

कविता "No Men Are Foreign" के माध्यम से क्या संदेश देना चाहते हैं?

OR

What is the central theme of the poem "No Men are Foreign" by James Kirkup.

James Kirkup की कृति "No Men are Foreign" के केंद्रीय विषय क्या है?

Ans. The central message of the poem is the sense of community and brotherhood. In wars are waged against one another, the common nature and bonds we share preclude any external identification. They all breathe, feel pain and experience the world in different ways is of critical importance. The poem seeks to broaden the emotional frames that division on grounds of nation or ideology are embraced. The central message is the transcendent ideas of understanding and unity are brought out to the reader who might think that fosters division and hatred. Kirkup's idealized vision of the global community and its aspirations.

कविता का केंद्रीय संदेश समुदाय और भाईचारे देना है। एक ऐसी दुनिया जहां एक दूसरे के खिलाफ लड़ाई नहीं रहती है। कविता जोर देती है कि एकसमान प्रकृति सभी को आपस में बांटता है किसी भी बाहरी पहचान को। यह विचार कि हम सब सांस लेते हैं, और अलग-अलग तरीकों से समान भावनाओं का महत्वपूर्ण है। कविता भावनात्मक पहलुओं का विचार राष्ट्र या विचारधारा के आधार पर विभाजन न समझ और दया के उत्कृष्ट विचारों को पाठकों के मन में शायद घुणा और विभाजन को भावनाओं ने घर कर रखा हो। किरकप की कविता और उसकी सभी आकांक्षाओं का एक आदर्श है।

Ans. In these lines the poet Kipling affirms the importance of a strong work ethics. Time is unforgiving and is impatient and relentless. A moment spent in lethargy makes us regretful in the days to come. We should make use of every moment in our life to attain our goals. All the sixty seconds in a minute should be put to worthy use. Constant and diligent labour is the sterling virtue of a genuine man. Praise of a strong work ethic is echoed throughout the poem, as is a warning against idleness.

इन पंक्तियों में कवि किपलिंग प्रबल कार्य नीति के महत्व की पुष्टि करता है। समय किसी को नहीं बख्शता और अधीर तथा सतत है। सुस्ती में बिताया एक भी क्षण आने वाले दिनों में हमारे पछतावे का कारण बनता है। हमें हमारे जीवन में हर पल का उपयोग लक्ष्य की प्राप्ति के लिए करना चाहिए। मिनट में उपलब्ध सभी साठ सैकण्ड का उपयोग उचित कार्य करने के लिए करना चाहिए। निरंतर व मेहनती श्रम एक सच्चे व्यक्ति के वास्तविक गुण है। प्रबल कार्य नीति की प्रशंसा की गूँज पूरी कविता में है और आलस्य के खिलाफ एक चेतावनी है।

II. LONG ANSWER TYPE QUESTIONS

Q.1

What is the purpose of the poem 'IF'? What are the essentials of manhood discussed in the poem 'IF' by Kipling?

'If' कविता का क्या उद्देश्य है? किपलिंग द्वारा लिखित कविता 'If' में Manhood (मनुष्यता) की किन आवश्यकताओं की चर्चा की गई है? [R.T.U. 2018]

OR

Analyze the poem "If" as an inspirational poem.

कविता "If" की प्रेरणादायक कविता के रूप में व्याख्या कीजिए। [R.T.U. 2013]

Ans. The poem "If" written by Rudyard Kipling is one of the most knowledgeable poetry, filled with wise and clever solutions to many of life's difficulties. This poem appoints a variety of commonsensical advice that is still applicable today. In the first stanza, the reader immediately feels a sense of inspiration from the poem because it advises you to have self-respect and self-confidence in every bad situation. *If you can keep your head when all about you are losing theirs and blaming it on you;* the author enforces a positive attitude when faced with disapproval or indifference. One of the easiest and most common mistake a person

can display is blaming someone else for their own fault. Kipling is basically trying to imply that you should not blame others for your own mistakes and to take responsibility of your actions. *If you can trust yourself when all men doubt you, but make allowance for their doubting too;* in this second sentence, it resembles ones values. Everyone around has an opinion of their own but maintaining your values and beliefs is important when it comes to decision making. Lies and rumors come and go affecting everyone but keeping your head held high makes you the bigger and wiser person. *And yet don't look too good, nor talk too wise;* means that appearances does not mean everything and you should not talk too wise and pander to affection. The second stanza starts off with a talk about reality. Dreaming and fantasizing is great, however don't let dreams get out of hand and control your life. The line, *If you can meet with Triumph and Disaster and treat those two imposters just the same;* demonstrates the advantage of failure. Nothing is perfect and you're bound to make mistakes but learning from these mistakes leads to success. The fifth line of the second stanza advises the importance of honesty in life. The last two lines state if you can watch everything you've lived for disappear; you have the power to climb back up. As the poem progresses through the third stanza, it identifies the significance of one's identity. *If you can make one heap of all your winnings and risk it on one turn of pitch-and-toss, and lose, and start again at your beginnings* displays the profound dignity of defeat. As the latter stanza approaches, it was identified that this poem is between a father and a son. The content in the last stanza, it states that you should not allow success and greed overrule your life. One should never lose touch of kindness and compassionate empathy towards others. Achieving your goals in life isn't as pleasant without the support of family and friends. Kipling's final statements represent endurance, maturity and self control.

रुडयार्ड किपलिंग द्वारा लिखित कविता "If" एक बहुत ही ज्ञानवर्धक कविता है जो कि जीवन की कठिनाइयों का सामना करने के बहुत रो चतुर व कुशल उपायों से युक्त है। यह कविता बहुत ही सरल व प्रचलित व्यावहारिक सुझावों से युक्त है जो आज भी उचित है पहले छंद में, पाठक तुरंत कविता से प्रेरणा की भावना महसूस करता है क्योंकि यह हर बुरी परिस्थिति में आत्मसम्मान और आत्मविश्वास रखने की सलाह देती है। *"If you can keep your head when all about you are losing theirs and blaming it on you"*, लेख

एक सकारात्मक रवैया रखने की सलाह देता है जब अस्वीकृति या उपेक्षा का सामना करना पड़े। सबसे आसान व आम गलती जो एक व्यक्ति कर सकता है यह है कि वह अपनी गलती के लिए दूसरों को दोषी ठहराए। किपलिंग मूल रूप से यह कहने की कोशिश कर रहा है कि अपनी गलतियों के लिए दूसरों को दोषी ना ठहराए और अपने कार्यों की जिम्मेदारी खुद लें। *"If you can trust yourself when all men doubt you, but make allowance for their doubting too"*, इस दूसरी पंक्ति में, यह लोगों के मूल्यों को दिखाता है। हर किसी की अपनी राय व सोच होती है लेकिन निर्णय लेते समय स्वयं के मूल्यों और विश्वासों को बनाए रखना जरूरी है। झूठी बातें और अफवाहें आते-जाते सबको प्रभावित करती हैं मगर इन सबको नजरअंदाज कर बढ़ते रहना ही व्यक्ति को उच्च व समझदार बनाता है। *"And yet don't look too good, nor talk too wise"*, मतलब यह है कि दिखावा ही सबकुछ नहीं है और व्यक्ति को बहुत ज्यादा बुद्धिमानी की बातों व लगाव का प्रदर्शन नहीं करना चाहिए। दूसरे छंद की शुरुआत वास्तविकता के बारे में बात से होती है। सपने देखना और कल्पनाशील होना अच्छी बात है लेकिन सपनों को अपने मन-मस्तिष्क पर हावी ना होने दें व खुद का जीवन अनियंत्रित ना करने दें। पंक्ति *"If you can meet with triumph and disaster and treat those two imposters just the same"* असफलता के लाम-दर्शाती है। कुछ भी दोष रहित नहीं है और आप से गलतियां भी होंगी लेकिन इन गलतियों से सीखने वाला ही सफलता प्राप्त करता है। दूसरे छंद की पांचवी पंक्ति जीवन में ईमानदारी के महत्व की सलाह देती है। आखिरी दो पंक्तियां बताती हैं कि अगर तुम वो सब कुछ मिटते हुए देख सकते हो जिसके लिए तुम जिये हो; तुम्हारे पास वापस ऊपर चढ़ने की ताकत है। जैसे-जैसे कविता तीसरे छंद में प्रगति करती है। वह व्यक्तित्व के महत्व को पहचानती है। *"If you can make one heap of all your winnings and risk it on one turn of pitch-and-toss, and lose, and start again at our beginnings"* हार की गरिमा को प्रदर्शित करता है। जैसे ही बाद का छंद आता है हमें पता चलता है कि कविता एक पिता और पुत्र के बीच है। अंतिम छंद में यह कहा गया है कि कभी भी सफलता और लालच आपके जीवन के शासक नहीं होने चाहिए। व्यक्ति को दूसरों के प्रति दया और सहानुभूति का स्पर्श नहीं खोना चाहिए। जीवन में लक्ष्यों को प्राप्त करना परिवार और दोस्तों के समर्थन के बिना इतना सुखद नहीं है। किपलिंग की आखिरी पंक्तियां धीरज, परिपक्वता और आत्म नियंत्रण का प्रतिनिधित्व करती हैं।

Q.2 List the qualities which according to the poet in the poem 'If' transforms a boy into a man.

उन गुणों को सूचीबद्ध करें जो कवि के अनुसार कविता 'If' में एक बालक को एक आदर्श आदमी में बदल देते हैं?

[R.T.U. Dec. 2016]

WHERE THE MIND IS WITHOUT FEAR

—by Rabindranath Tagore

3

ABOUT THE POEM

Tagore was saddened by the miserable lives of his countrymen under the British rule and the state India was in for her struggle for independence.

In this poem, Tagore shows his love for his country and prays to God to help them attain freedom from all physical and mental bonds. Tagore envisions India as a country where the people live without any kind of fear or oppression and hold their head high with dignity, pride and self-reliance. He also says that knowledge should be attained without any restriction. There should

be no discrimination based on caste, creed, race or religion. India must reach towards its goal of attaining freedom and being an ideal nation. The world should not be broken into various communities but should unite as one global village. The countrymen must possess noble thoughts and do away with all the superstitious beliefs that defy logic and reason.

Tagore prays to God seeking his support and guidance for his countrymen. He asks God to awaken them into this heaven-like place of an independent nation.

VOCABULARY

Fragments	: a small part broken off or separated from something (एक छोटा टूटा हुआ या किसी से अलग हुआ भाग)	Perfection	: As good as it is possible to be (जितना मुमकिन हो उतना अच्छा होना)
Striving	: make great efforts to achieve or obtain something (किसी चीज को पाने या प्राप्त करने के लिए किए गए अत्यधिक प्रयास)	Stream	: A small, narrow river (एक छोटी, संकरी नदी)
Stretches	: extend one's body or a part of it in order to reach something (किसी के शरीर या उसके भाग को कुछ पाने के लिए फैलाना)	Dreary	: depressingly dull and bleak (निराशाजनक रूप से ढीला और बेरंग)
		Awake	: Wake from sleep (नींद से जागना)

PREVIOUS YEARS QUESTIONS

I. SHORT ANSWER TYPE QUESTIONS

Q.1 Write the central idea of the Poem 'Where the Mind is without fear' by Rabindranath Tagore.

[R.T.U. 2018]

OR

Describe the main idea of the poem "Where the Mind is without Fear"?

[R.T.U. 2017]

Ans. In this poem, Tagore shows his love for his country and prays to God to help them attain freedom from all physical

CS.106

and mental bonds. Tagore envisions India as a country where the people live without any kind of fear or oppression and hold their head high with dignity, pride and self-reliance. He also says that knowledge should be attained without any restriction. There should be no discrimination based on caste, creed, race or religion. India must reach towards its goal of attaining freedom and being an ideal nation. The world should not be broken into various communities but should unite as one global village. The countrymen must possess noble thoughts and do away with all the superstitious beliefs that defy logic and reason.

Q.2 Explain what does the poet mean by "where knowledge is free"? [R.T.U. 2017]
कवि का 'Where knowledge is free' से क्या तात्पर्य है?

Ans. The poet wants to say that, in his country everyone should have the freedom to acquire knowledge without any restriction. The restrictions imposed on the spread of knowledge include the prejudices based on wealth, caste and religion. Further, the British imposed restrictions on education. कवि कहना चाहता है कि उसके देश में हर किसी को बिना किसी रुकावट के ज्ञान प्राप्त करने की स्वतंत्रता होनी चाहिए। ज्ञान के विस्तार पर लगाए गए प्रतिबंधों में धन, जाति एवं धर्म पर आधारित पक्षपात शामिल हैं। तत्परचात् अंग्रेजी ने शिक्षा पर प्रतिबंध लगाया।

Q.3 What does the poet mean by 'the head is held high'?
कवि का 'The head is held high' से क्या तात्पर्य है?

Ans. The 'head is held high' refers to having self-respect. The head is bowed down because of exploitation and oppression of the Indian by the British. It needs to be held high with pride and dignity. 'The head is held high' का तात्पर्य आत्मसम्मान होता है। अंग्रेजी द्वारा भारतीयों पर शोषण एवं अत्याचार के कारण उनका सिर नीचे झुकवाया जाता है। यह गर्व एवं सम्मान के साथ ऊंचा होना चाहिए।

Q.4 What does the poet mean by 'mind is without fear'?
कवि का 'Mind is without fear' से क्या तात्पर्य है?

Ans. It means that one should not have any fear of oppression or compulsion. The mind should be free from fear inculcated by British rule. इसका तात्पर्य है कि किसी भी व्यक्ति को अत्याचार एवं दबाव से नहीं डरना चाहिए। अंग्रेजों के शासन में मस्तिष्क में बिठाये गए डर से मन को मुक्त रखना चाहिए।