

LESSON NO: 01. EDUCATION

Allan David Bloom (September 14, 1930 – October 7, 1992) was an American philosopher, classicist, and academician. He subsequently taught at Cornell University, the University of Toronto, Yale University, École Normale Supérieure of Paris, and the University of Chicago. Bloom championed the idea of Great Books education and became famous for his criticism of contemporary American higher education, with his views being expressed in his bestselling 1987 book, *The Closing of the American Mind*. Characterized as a conservative in the popular media, Bloom denied that he was a conservative, and asserted that what he sought to defend was the 'theoretical life'. *The Closing of the American Mind* is a 1987 book by the philosopher Allan Bloom, in which the author argued that "higher education has failed democracy and impoverished the souls of today's students." He focused especially upon the "openness" of relativism as leading paradoxically to the great "closing" referenced in the book's title. In Bloom's view, "openness" and absolute understanding undermine critical thinking and eliminate the "point of view" that defines cultures. Bloom's book became an unexpected best seller, eventually selling close to half a million copies in hardback, but drew divided reactions from reviewers.

Bloom critiques the contemporary American university and how he sees it as failing its students, criticizing modern movements in philosophy and the humanities. Philosophy professors involved in ordinary language analysis or logical positivism disregard important "humanizing" ethical and political issues and fail to pique the interest of students. Literature professors involved in deconstructionism promote irrationalism and skepticism of standards of truth and thereby dissolve the moral imperatives which are communicated through genuine philosophy and which elevate and broaden the intellects of those who engage with these imperatives. To a great extent, Bloom's criticism revolves around his belief that the "great books" of Western thought have been devalued as a source of wisdom. Bloom's critique extends beyond the university to speak to the general crisis in American society. He draws analogies between the United States and the Weimar Republic. The modern liberal philosophy, he says, enshrined in the Enlightenment thought of John Locke—that a just society could be based upon self-interest alone, coupled by the emergence of relativism in American thought—had led to this crisis.

Bloom's critique of contemporary social movements at play in universities or society at large is derived from his classical and philosophical orientation. For Bloom, the failure of contemporary liberal education leads to the sterile social and sexual habits of modern students, and to their inability to fashion a life for themselves beyond the mundane offerings touted as success. Bloom argues that commercial pursuits had become more highly valued than love, the philosophic quest for truth, or the civilized pursuits of honor and glory.

Analysis

What does Allan Bloom mean when he says that the American mind is closing? His point is that, in the late twentieth century, students have difficulty grappling with complex ideas. Students are not being taught to ask hard questions about the concepts their culture cherishes and inculcates. The notion of equality, for example, has become, in Bloom's view, virtually meaningless. Who would now dare oppose the principle of equality? Yet the easy acceptance of the term has resulted in an unwillingness to examine differences. Why is it, for example, that in Bloom's experience white students quickly acknowledge the rights of black students and yet there is very little contact or understanding between the races? Why do blacks tend to associate only with one another? Why, Bloom asks, is there so little real integration on American campuses at the very time the idea of integration has triumphed? The answer, he argues, is that universities have fudged a whole range of issues involving equality. In order to promote "equal opportunity,"

universities have rationalized different admissions standards for whites and blacks. The irony, as Bloom sees it, is that there can be no equality so long as black and white students are not admitted under the same rules. Preferential treatment, in other words, gives the lie to the very concept of equality that institutions of higher education profess to uphold.

Bloom believes that what is true for the concept of equality is also true for every other major value of the culture. America negates the worth of ideas by simplifying them. Ultimately, this reductive use of ideas destroys the ability to think. In the United States, it is enough to think like others, to feel comfortable with ideas so long as others share them. When Americans disagree, they take a relativistic viewpoint: People are allowed to have their own opinions, and one opinion is as good as another. Bloom bases his observations on his experience in the classroom and on the college campus. Very rarely does he see people stand up for the truth of their ideas, a truth that holds irrespective of their race, class, or cultural values.

Bloom asks: How is it that complex ideas have so little clout in American culture? Why is it that so few professors and students can argue with any sophistication about their ideas? Bloom's reply is that Americans do not take ideas seriously as ideas. If he frequently turns to Plato for support, it is because Bloom sees in this philosopher an absolute devotion to the discovery of true ideas, ideas that will last for all time, ideas that have a sanction superseding any particular culture to which they might be applied.

1. What is meant by 'Clean Slates'? Do you think you are one?

Europeans grew up learning about culture and tradition. Bloom states that they came to a university not to become immersed in world culture of traditions, but rather "to specialize." Americans, in contrast, brought almost nothing to the university. They did not spend their primary education immersing oneself in classical literature, culture, or tradition. They arrived at a university as blank slates or clean slates eager to learn about the world.

(Personal response) I don't think that I am a clean slate as school education has prepared me to receive higher education at University level. It has given ability to understand and questioning. School education has prepared me to work on bigger problems. It might not have prepared me in communication skills but I am capable to understand new concepts.

2. Are you like European students or American students in the 1950's?

I am like European students in the 1950's.

3. What are the books that have influenced your thinking and outlook?

Name at least three or four important ones.

There are various books which have influenced my thinking and outlook. The books have taught me how to behave with others. The books inspired me to take difficult tasks and succeed in them. The books taught me to do time management. The books have given me a way of life.

Books- You Can Win by Shiv khera, King Lear by Shakespeare, Eat That From by Brian Tracy, Wings of Fire by Dr. APJ Kalam, The Secret of Leadership by Prakash Iyer

4. You are going to be left alone on an island on which there are no people. You are allowed to take three things with you. What are the three things you would like to take?

I would make a mental note of important things for survival-and-recreation, like places where I could find some fruits, vegetables, or other sources of vegetation suitable for eating; sources of fresh water, dry woods for fire, etc.

I would finalize 3 things. They are:

1. A book of Agriculture practices
2. seeds
3. An axe

5. What is mean by ‘natural savages’?

Natural savages means describing an animal as savage that it is true to its wild, ferocious nature, but if you describe a person or the actions of a person as savage, it means "cruel" or "brutal."

6. What is better to come to the University with a lens through which you can see everything, or to come as a natural savage? Give reasons for your answer.

It is better to come to the university with a lens through which I can see everything because it will prepare me to understand and respond. It will prepare me to ask appropriate questions. It will prepare me for the market. At the University, teaching and learning will be different. Hence, a lens would be a gateway for new things.

7. In the context of education in India, do you think school education has fully prepared you to receive university education? In what specific ways has it helped you? In what areas has it failed you?

In the context of education in India, I don't think that school education has fully prepared me to receive university education. In terms of percentage around 70% school education has prepared me. The basics of most of the subjects were cleared at school level hence it helped to understand relatively bigger concepts at university level. I got inclination towards science projects during school. It helped me to participate in similar kind of activities at university level. I participated in elocution competition during school. It helped me to become a group leader. School education has failed in developing reasoning skills and questioning skills in me.

8. What are you expectations when you come to the university? Can you specify at least five important ones?

University can be a big jump from high school, and for many it is an overwhelming change. The close-knit relationship students may have had with subject teachers at school; those many role models, who appeared to focus on your educational career alone, are replaced by a professors who you might see frequently in a semester unless you make the effort to seek them out yourself.

While these things are not inherently negative in nature, they can lead to students feeling isolated on campus. Lecturers and seminar leaders don't come looking for you. They are most likely to be far too busy because many lecturers engage in research alongside their teaching. They will make themselves available to you during their academic hours, but the responsibility to seek help is yours.

My expectations from the university are

1. Classrooms having limited students
2. Strong Emphasis on practical Tests
3. The Need for Critical Thinking Skills
4. Practical exposure for becoming entrepreneurs
5. Field visits/excursions
6. Live demonstrations
7. Teaching with audio/visual aids
8. Less emphasis on theory and more weightage to practicals

9. In what ways does the older generation find fault with the younger generation?

Ann Landers has said that It is not what you do for your children, but what you have taught them do for themselves, that will make them successful human beings.

The older generation always thinks that the younger generation is;

- Discontent with where they are wanting to go further, faster
- Looking for an opportunity to lead now and get experience
- Eager to change the world with new ideas and do something BIG
- Aggressive in decision making
- Addict to technology
- Not ready to listening to elders
- Do not like to play outdoor sports
- Addiction
- Depression

10. In what ways will you find fault with the older generation?

- Not ready to change with technology
- Very rigid and orthodox
- Always talk about saving money for future and don't enjoy present
- Very emotional
- Many parents will do anything to avoid having their kids experience even mild discomfort, anxiety, or disappointment — “anything less than pleasant,” as he puts it — with the result that when, as adults, they experience the normal frustrations of life, they think something must be terribly wrong.
- Older generation should think to prepare the children for the road, not the road for children.
- Older generation is child-centred.
- Living vicariously through children. Older generation take great pride in their children. When they succeed, it makes them happier than if they'd done it themselves.
- Keep on Judging with others

11. Why do you think the students in our colleges and universities are restless? Give at least five reasons

Today, with more than 170 universities and 6,000 affiliated colleges, the number of universities in India offering undergraduate and graduate degrees has grown, and continues to do so. Our students in colleges and universities have become restless because

1. There no sufficient job opportunities in the market.
2. The syllabus in colleges and universities do not meet the requirement of industry. Hence, industries think that the graduates are useless. In spite of having a degree students do not get jobs.
3. Interference of political parties in colleges and universities and funding students for elections and other issues.
4. The state and central governments do not fill in the vacant posts regularly. Hence, budding graduates do not get the opportunity.
5. Sleep disorders and academic performance. There are so many students who fail in Mathematics and Engineering Mechanics and are not able to complete their degree.

12. In what ways can a college or university help you get good job? Name at least five

1. Development of a meaningful course curriculum leading to skill based degrees

2. College placements
3. College Industrial trainings and linkages.
4. Brand development of college or university
5. A good Coaching Centres for competitive Examinations.

13. Professor Bloom says that in the field of education in America there are some vexing questions that cry out for answers. Can you identify some vexing questions in the field of education in India that cry out for answers.

Vexed - an issue that is much debated and discussed. The following vexing questions in the field of education in India cry out for answers.

1. Indian Education System and the 'Rat Race' for jobs
2. Indian Education system bereft of Critical Analysis
3. Lack of Trained and efficient Teachers
4. Irrelevance of Indian Education System to Job-Market
5. Lack of creativity and innovation in Indian Education System
6. Lack of motivation for Entrepreneurship
7. Indian Education System just promotes clerks.
8. Indian Education System is incapable of ending social disparity

14. The following thinkers and writers have been mentioned in the easy. Do you know the countries and centuries they lived in? can you name their famous works?

1. Homer

Homer is the name ascribed by the ancient Greeks to the author of the Iliad and the Odyssey, two epic poems which are the central works of ancient Greek literature. The Greek poet Homer was born sometime between the 12th and 8th centuries BC, possibly somewhere on the coast of Asia Minor. He is famous for the epic poems The Iliad and The Odyssey, which have had an enormous effect on Western culture, but very little is known about their alleged author. Homer is a mystery. The Greek epic poet credited with the enduring epic tales of The Iliad and The Odyssey is an enigma insofar as actual facts of his life go. Some scholars believe him to be one man; others think these iconic stories were created by a group. A variation on the group idea stems from the fact that storytelling was an oral tradition and Homer compiled the stories, then recited them to memory. Homer's style, whoever he was, falls more in the category of minstrel poet or balladeer, as opposed to a cultivated poet who is the product of a fervent literary moment, such as a Virgil or a Shakespeare. The stories have repetitive elements, almost like a chorus or refrain, which suggests a musical element. However, Homer's works are designated as epic rather than lyric poetry, which was originally recited with lyre in hand, much in the same vein as spoken-word performances.

2. Virgil

Publius Vergilius Maro (traditional dates October 15, 70 BC - September 21, 19 BC), usually called Virgil or Vergil in English, was an ancient Roman poet of the Augustan period. He wrote three of the most famous poems in Latin literature, the Eclogues (or Bucolics), the Georgics, and the epic Aeneid. A number of minor poems, collected in the Appendix Vergiliana, are sometimes attributed to him

Virgil is traditionally ranked as one of Rome's greatest poets. His Aeneid has been considered the national epic of ancient Rome since the time of its composition. Virgil's work has had wide and deep influence on Western literature, most notably Dante's Divine Comedy, in which Virgil appears as Dante's guide through Hell and Purgatory.

3. Dante

Durante degli Alighieri called Dante (Italian: 1265 – 1321), was a major Italian poet of the Late Middle Ages. His *Divine Comedy*, originally called *Comedia* (modern Italian: *Commedia*) and later christened *Divina* by Boccaccio, is widely considered the greatest literary work composed in the Italian language and a masterpiece of world literature. It has been referred to as the greatest poem of the Middle Ages. In the late Middle Ages, the overwhelming majority of poetry was written in Latin, and therefore accessible only to affluent and educated audiences. As a result, Dante played an instrumental role in establishing the national language of Italy. Dante's significance also extends past his home country; his depictions of Hell, Purgatory, and Heaven have provided inspiration for a large body of Western art, and are cited as an influence on the works of John Milton, Geoffrey Chaucer and Alfred Tennyson, among many others. Dante has been called "the Father of the Italian language" and one of the greatest poets of world literature.

4. Shakespeare-

William Shakespeare (26 April 1564 (baptised) – 23 April 1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet, and the "Bard of Avon". His extant works, including collaborations, consist of approximately 38 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwright. Shakespeare was born and brought up in Stratford-upon-Avon, Warwickshire. At the age of 18, he married Anne Hathaway. Shakespeare produced most of his known work between 1589 and 1613. His early plays were primarily comedies and histories, which are regarded as some of the best work ever produced in these genres. He then wrote mainly tragedies until about 1608, including *Hamlet*, *Othello*, *King Lear*, and *Macbeth*, considered some of the finest works in the English language. In his last phase, he wrote tragicomedies, also known as romances, and collaborated with other playwrights.

5. Descartes

René Descartes (Latinized: *Renatus Cartesius*; adjectival form: "Cartesian" 31 March 1596 – 11 February 1650) was a French philosopher, mathematician, and scientist. Dubbed the father of modern western philosophy, much of subsequent Western philosophy is a response to his writings, which are studied closely to this day. A native of the Kingdom of France, he spent about 20 years (1629–49) of his life in the Dutch Republic after serving for a while in the Dutch States Army of Maurice of Nassau, Prince of Orange and the Stadtholder of the United Provinces. He is generally considered one of the most notable intellectual representatives of the Dutch Golden Age. Descartes's *Meditations on First Philosophy* continues to be a standard text at most university philosophy departments. Descartes's influence in mathematics is equally apparent; the Cartesian coordinate system (see below) was named after him. He is credited as the father of analytical geometry, the bridge between algebra and geometry, used in the discovery of infinitesimal calculus and analysis. Descartes was also one of the key figures in the scientific revolution. Descartes refused to accept the authority of previous philosophers. He frequently set his views apart from those of his predecessors. Many elements of his philosophy have precedents in late Aristotelianism, the revived Stoicism of the 16th century, or in earlier philosophers like Augustine. In his natural philosophy, he differed from the schools on two major points: first, he rejected the splitting of corporeal substance into matter and form; second, he rejected any appeal to final ends, divine or natural, in explaining natural phenomena. In his theology, he insists on the absolute freedom of God's act of creation. Descartes laid the foundation for 17th-century continental rationalism, later advocated by Baruch Spinoza and Gottfried Leibniz, and opposed by the empiricist school of thought consisting of Hobbes, Locke, Berkeley, and Hume. Leibniz,

Spinoza and Descartes were all well-versed in mathematics as well as philosophy, and Descartes and Leibniz contributed greatly to science as well.

6. Goethe

Johann Wolfgang von Goethe (28 August 1749 – 22 March 1832) was a German writer and statesman. His works include epic and lyric poetry; prose and verse dramas; memoirs; an autobiography; literary and aesthetic criticism; treatises on botany, anatomy, and colour; and four novels. In addition, numerous literary and scientific fragments, more than 10,000 letters, and nearly 3,000 drawings by him exist. A literary celebrity by the age of 25, Goethe in November 1775 following the success of his first novel, *The Sorrows of Young Werther*. He was an early participant in the Sturm und Drang literary movement. During his first ten years in Weimar, Goethe was a member of the Duke's privy council, sat on the war and highway commissions, oversaw the reopening of silver mines in nearby Ilmenau, and implemented a series of administrative reforms at the University of Jena. He also contributed to the planning of Weimar's botanical park and the rebuilding of its Ducal Palace, which in 1998 were together designated a UNESCO World Heritage Site. His first major scientific work, the *Metamorphosis of Plants*, was published after he returned from a 1788 tour of Italy. In 1791, he was made managing director of the theatre at Weimar, and in 1794 he began a friendship with the dramatist, historian, and philosopher Friedrich Schiller, whose plays he premiered until Schiller's death in 1805.

7. Rousseau

Jean-Jacques Rousseau; 28 June 1712 – 2 July 1778) was a Francophone Genevan philosopher, writer, and composer of the 18th century. His political philosophy influenced the Enlightenment in France and across Europe, as well as aspects of the French Revolution and the overall development of modern political and educational thought. Rousseau's novel *Emile, or On Education* is a treatise on the education of the whole person for citizenship. His sentimental novel *Julie, or the New Heloise* was of importance to the development of pre-romanticism and romanticism in fiction.[3] Rousseau's autobiographical writings—his *Confessions*, which initiated the modern autobiography, and his *Reveries of a Solitary Walker*—exemplified the late 18th-century movement known as the Age of Sensibility, and featured an increased focus on subjectivity and introspection that later characterized modern writing. His *Discourse on Inequality* and *The Social Contract* are cornerstones in modern political and social thought. During the period of the French Revolution, Rousseau was the most popular of the philosophes among members of the Jacobin Club. He was interred as a national hero in the Panthéon in Paris, in 1794, 16 years after his death.

8. Kant

Immanuel Kant (German: 22 April 1724 – 12 February 1804) was a German philosopher who is a central figure in modern philosophy.[7] Kant argued that the human mind creates the structure of human experience, that reason is the source of morality, that aesthetics arises from a faculty of disinterested judgment, that space and time are forms of our sensibility, and that the world as it is "in-itself" is independent of our concepts of it. Kant took himself to have effected a "Copernican revolution" in philosophy, akin to Copernicus' reversal of the age-old belief that the sun revolved around the earth. His beliefs continue to have a major influence on contemporary philosophy, especially the fields of metaphysics, epistemology, ethics, political theory, and aesthetics. Politically, Kant was one of the earliest exponents of the idea that perpetual peace could be secured through universal democracy and international cooperation. He believed that this will be the eventual outcome of universal history, although it is not rationally planned. The exact nature of Kant's religious ideas continues to be the subject of especially heated philosophical dispute, with viewpoints ranging from the idea that Kant was an early and radical

exponent of atheism who finally exploded the ontological argument for God's existence, to more critical treatments epitomized by Nietzsche who claimed that Kant had "theologian blood and that Kant was merely a sophisticated apologist for traditional Christian religious belief, writing that "Kant wanted to prove, in a way that would dumbfound the common man, that the common man was right: that was the secret joke of this soul." Kant argued that our experiences are structured by necessary features of our minds. In his view, the mind shapes and structures experience so that, on an abstract level, all human experience shares certain essential structural features. Among other things, Kant believed that the concepts of space and time are integral to all human experience, as are our concepts of cause and effect.

15. Who wrote the following books?

1. David Copperfield- Charles Dickens
2. Arthashastra- Kautilya, Vishnugupta, Chanakya
3. Paradise Lost- John Milton
4. The Guide- R. K. Narayan
5. Godan- Premchand
6. Hamlet- William Shakespeare
7. Pygmalion- George Bernard Shaw
8. Gitanjali- Rabindranath Tagore
9. War and Peace- Leo Tolstoy
10. Shakuntalam- Kavi Kalidas

1. David Copperfield- David Copperfield is the eighth novel by Charles Dickens. The novel's full title is *The Personal History, Adventures, Experience and Observation of David Copperfield the Younger of Blunderstone Rookery (Which He Never Meant to Publish on Any Account)*. It was first published as a serial in 1849–50, and as a book in 1850. Many elements of the novel follow events in Dickens's own life, and it is often considered as his veiled autobiography. It was Dickens' favourite among his own novels. In the preface to the 1867 edition, Dickens wrote, "like many fond parents, I have in my heart of hearts a favourite child. And his name is David Copperfield."

2. Arthashastra- The Arthashastra is an ancient Indian treatise on statecraft, economic policy and military strategy, written in Sanskrit. Likely to be the work of several authors over centuries, Kautilya, also identified as Vishnugupta and Chanakya, is traditionally credited as the author of the text. The latter was a scholar at Takshashila, the teacher and guardian of Emperor Chandragupta Maurya. However, scholars have questioned this identification. The title "Arthashastra" is often translated to "the science of politics" but the book Arthashastra has a broader scope. It includes books on the nature of government, law, civil and criminal court systems, ethics, economics, markets and trade, the methods for screening ministers, diplomacy, theories on war, nature of peace, and the duties and obligations of a king. The text incorporates Hindu philosophy, includes ancient economic and cultural details on agriculture, mineralogy, mining and metals, animal husbandry, medicine, forests and wildlife. The Arthashastra explores issues of social welfare, the collective ethics that hold a society together, advising the king that in times and in areas devastated by famine, epidemic and such acts of nature, or by war, he should initiate public projects such as creating irrigation waterways and building forts around major strategic holdings and towns and exempt taxes on those affected.[20] The text was influential on other Hindu texts that followed, such as the sections on king, governance and legal procedures included in Manusmriti.

3.Paradise Lost- Paradise Lost is an epic poem in blank verse by the 17th-century English poet John Milton (1608–1674). The first version, published in 1667, consisted of ten books with over ten thousand lines of verse. A second edition followed in 1674, arranged into twelve books (in the manner of Virgil's Aeneid) with minor revisions throughout and a note on the versification. It is considered by critics to be Milton's major work, and it helped solidify his reputation as one of the greatest English poets of his time. The poem concerns the biblical story of the Fall of Man: the temptation of Adam and Eve by the fallen angel Satan and their expulsion from the Garden of Eden. Milton's purpose, stated in Book I, is to "justify the ways of God to men"

4. The Guide- The Guide is a 1958 novel written in English by the Indian author R. K. Narayan. Like most of his works the novel is based on Malgudi, the fictional town in South India. The novel describes the transformation of the protagonist, Raju, from a tour guide to a spiritual guide and then one of the greatest holy men of India. The novel brought its author the 1960 Sahitya Akademi Award for English, by the Sahitya Akademi, India's National Academy of Letters.

5.Hamlet -The Tragedy of Hamlet, Prince of Denmark, often shortened to is a tragedy written by William Shakespeare at an uncertain date between 1599 and 1602. Set in Denmark, the play dramatises the revenge Prince Hamlet is called to wreak upon his uncle, Claudius, by the ghost of Hamlet's father, King Hamlet. Claudius had murdered his own brother and seized the throne, also marrying his deceased brother's widow. Hamlet is Shakespeare's longest play, and is considered among the most powerful and influential works of world literature, with a story capable of "seemingly endless retelling and adaptation by others". The play likely was one of Shakespeare's most popular works during his lifetime, and still ranks among his most performed, topping the performance list of the Royal Shakespeare Company and its predecessors in Stratford-upon-Avon since 1879. It has inspired many other writers—from Johann Wolfgang von Goethe and Charles Dickens to James Joyce and Iris Murdoch—and has been described as "the world's most filmed story after Cinderella". The story of Shakespeare's Hamlet was derived from the legend of Amleth, preserved by 13th-century chronicler Saxo Grammaticus in his *Gesta Danorum*, as subsequently retold by 16th-century scholar François de Belleforest. Shakespeare may also have drawn on an earlier (hypothetical) Elizabethan play known today as the *Ur-Hamlet*, though some scholars believe he himself wrote the *Ur-Hamlet*, later revising it to create the version of Hamlet we now have. He almost certainly wrote his version of the title role for his fellow actor, Richard Burbage, the leading tragedian of Shakespeare's time. In the 400 years since its inception, the role has been performed by numerous highly acclaimed actors in each successive century.

6. Pygmalion- Pygmalion is a play by George Bernard Shaw, named after a Greek mythological figure. It was first presented on stage to the public in 1913. Professor of phonetics Henry Higgins makes a bet that he can train a bedraggled Cockney flower girl, Eliza Doolittle, to pass for a duchess at an ambassador's garden party by teaching her to assume a veneer of gentility, the most important element of which, he believes, is impeccable speech. The play is a sharp lampoon of the rigid British class system of the day and a commentary on women's independence. In ancient Greek mythology, Pygmalion fell in love with one of his sculptures, which then came to life. The general idea of that myth was a popular subject for Victorian era English playwrights, including one of Shaw's influences, W. S. Gilbert, who wrote a successful play based on the story called *Pygmalion and Galatea* that was first presented in 1871. Shaw would also have been familiar with the burlesque version, *Galatea, or Pygmalion Reversed*. Shaw's play has been adapted numerous times, most notably as the musical *My Fair Lady* and its film version. Shaw mentioned that the character of Professor Henry Higgins was inspired by several British professors of phonetics: Alexander Melville Bell, Alexander J. Ellis, Tito Pagliardini, but above all, the cantankerous Henry Sweet.

7. Gitanjali- Gitanjali is a collection of poems by the Bengali poet Rabindranath Tagore. Tagore received the Nobel Prize for Literature, largely for the book. And is part of the Collection from the UNESCO of Representative Works. The original Bengali collection of 157 poems was published on August 14, 1910. The English Gitanjali or Song Offerings is a collection of 103 English poems of Tagore's own English translations of his Bengali poems first published in November 1912 by the India Society of London. It contained translations of 53 poems from the original Bengali Gitanjali, as well as 50 other poems which were from his drama Achalayatan and eight other books of poetry – mainly Gitimalya (17 poems), Naivedya (15 poems) and Kheya (11 poems). The translations were often radical, leaving out or altering large chunks of the poem and in one instance fusing two separate poems (song 95, which unifies songs 89,90 of Naivedya). The translations were undertaken prior to a visit to England in 1912, where the poems were extremely well received. In 1913, Tagore became the first non-European to win the Nobel Prize for Literature, largely for the English Gitanjali. The English Gitanjali became popular in the West, and was widely translated. The word gitanjali is composed from "geet", song, and "anjali", offering, and thus means – "An offering of songs"; but the word for offering, anjali, has a strong devotional connotation, so the title may also be interpreted as "prayer offering of song".

8. War and Peace- War and Peace is a novel by the Russian author Leo Tolstoy, which is regarded as a central work of world literature and one of Tolstoy's finest literary achievements. The novel chronicles the history of the French invasion of Russia and the impact of the Napoleonic era on Tsarist society through the stories of five Russian aristocratic families. Portions of an earlier version, titled The Year 1805, were serialized in The Russian Messenger from 1865 to 1867. The novel was first published in its entirety in 1869. Tolstoy said War and Peace is "not a novel, even less is it a poem, and still less a historical chronicle". Large sections, especially the later chapters, are a philosophical discussion rather than narrative. Tolstoy also said that the best Russian literature does not conform to standards and hence hesitated to call War and Peace a novel. Instead, he regarded Anna Karenina as his first true novel. The Encyclopædia Britannica states: "It can be argued that no single English novel attains the universality of the Russian writer Leo Tolstoy's War and Peace".

9. Shakuntalam- Kālidāsa was a Classical Sanskrit writer, widely regarded as the greatest poet and dramatist in the Sanskrit language. His plays and poetry are primarily based on the Indian Puranas. Much about his life is unknown, only what can be inferred from his poetry and plays. His floruit cannot be dated with precision, but most likely falls within the 5th century CE. Abhijñānaśākuntalam ("Of the recollection of Shakuntala") tells the story of King Dushyanta who, while on a hunting trip, meets Shakuntalā, the adopted daughter of a sage, and marries her. A mishap befalls them when he is summoned back to court: Shakuntala, pregnant with their child, inadvertently offends a visiting sage and incurs a curse, by which Dushyanta will forget her completely until he sees the ring he has left with her. On her trip to Dushyanta's court in an advanced state of pregnancy, she loses the ring, and has to come away unrecognized. The ring is found by a fisherman who recognizes the royal seal and returns it to Dushyanta, who regains his memory of Shakuntala and sets out to find her.

16. Who are these people?

1. Bankim Chandra Chattopadhyay or Bankim Chandra Chatterjee (27 June 1838 to 8 April 1894) was a Bengali writer, poet and journalist. He was the composer of India's national song Vande Mataram, originally in Sanskrit stotra personifying India as a mother goddess and inspiring the activists during the Indian Independence Movement. Chattopadhyay wrote thirteen novels and several 'serious, serio-comic, satirical, scientific and critical treatises' in Bengali. His works

were widely translated into other regional languages of India as well as in English. Born to an orthodox Brahmin family, Chattopadhyay was educated at Hooghly Mohsin College founded by Bengali philanthropist Muhammad Mohsin and Presidency College, Calcutta. He was one of the first graduates of the University of Calcutta. From 1858, until his retirement in 1891, he served as a deputy magistrate and deputy collector in the Government of British India. Chattopadhyay is widely regarded as a key figure in literary renaissance of Bengal as well as the broader Indian subcontinent. Some of his writings, including novels, essays and commentaries, were a breakaway from traditional verse-oriented Indian writings, and provided an inspiration for authors across India.

- Durgeshnandini (March 1865) Kapalkundala (1866) Mrinalini (1869) Vishabriksha (The Poison Tree, 1873) Indira (1873, revised 1893) Jugalanguriya (1874) Radharani (1876, enlarged 1893) Chandrasekhar (1877) Anandamath (1882) Devi Chaudhurani (1884)
- Kamalakanta (1885) Sitaram (March 1887) Muchiram Gurer Jivancharita (The Life of Muchiram Gur)

Religious Commentaries

- Krishna Charitra (Life of Krishna, 1886) Dharmatattva (Principles of Religion, 1888)
- Devatattva (Principles of Divinity, Published Posthumously)
- Srimadvagavat Gita, a Commentary on the Bhagavad Gita (1902 – Published Posthumously)

2. Narsing Mehta, also known as Narsi Mehta or Narsi Bhagat (1414–1481), was a poet-saint of Gujarat, India, notable as a bhakta, an exponent of Vaishnava poetry. He is especially revered in Gujarati literature, where he is acclaimed as its *Adi Kavi* (Sanskrit for "first among poets"). His bhajan *Vaishnav Jan To is Mahatma Gandhi's* favourite and has become synonymous to him. Narsinh Mehta was born at Talaja and later moved to Junagadh (then Jirndurg) in Saurashtra, Gujarat. He lost his parents when he was 5 years old. He could not speak until the age of 8. He was raised by his grandmother Jaygauri. One day, when Narasinh Mehta had enough of these taunts and insults, he left the house and went to a nearby forest in search of some peace, where he fasted and meditated for seven days by a secluded Shiva lingam until Shiva appeared before him in person. On the poet's request, the Lord took him to Vrindavan and showed him the eternal raas leela of Krishna and the Gopis. A legend has it that the poet, transfixed by the spectacle, burnt his hand with the torch he was holding, but he was so engrossed in the ecstatic vision that he was oblivious to the pain. Mehta, as the popular account goes, at Krishna's command, decided to sing His praises and the nectarous experience of the rasa in this mortal world. He resolved to compose around 22,000 kirtans or compositions. After this divine experience, the transformed Mehta returned to his village, touched his sister-in-law's feet as reverence, and thanked her for insulting him for had she not made him upset, the above episode would not have occurred. Indeed, such is the virtue of Lord Krishna's (Supreme Personality of Godhead's) devotee! The compositions are collected under the category of shringar compositions. They are full of intense lyricism, based upon pastimes of conjugal love between the Supreme Lord and His most intimate devotees - the Gopis and are not without allegorical dimensions, far from being something of erotic filthiness of contemporary European works.

Works of Narsinh Mehta

Narsinh Mehta. Narsinh Mehtani KavyaKrutiyo (ed.). Shivrulal Jesalpura. Ahmedabad: Sahitya Sanshodhan Prakashan, 1989, Kothari, Jayant and Darshana Dholakia (ed.). Narsinh Padmala. Ahmedabad: Gurjar Granthratna Karyalaya, 1997

Rawal, Anantrai (ed.). Narsinh Mehta na Pado. Ahmedabad: Adarsh Prakashan, Critical material in English

Neelima Shukla-Bhatt (2015). Narasinha Mehta of Gujarat: A Legacy of Bhakti in Songs and Stories. Oxford University Press. Munshi, K.M. Gujarata and Its Literature: A Survey from the Earliest Times. Bombay: Longman Green and Co. Ltd. 1935

Swami Mahadevananda (trans.) Devotional Songs of Narsi Mehta. Varanasi: Motilal Banarasidas, 1985. Tripathi, Govardhanram. Poets of Gujarat and their Influence on Society and Morals. Mumbai: Forbes Gujarati Sabha, 1958.

3. Tulsidas also known as Goswami Tulsidas 1497/1532–1623) was a realized soul and saint, poet, often called reformer and philosopher from Ramanandi Sampradaya, in the lineage of Jagadguru Ramanandacharya renowned for his devotion to the Lord Shri Rama. Tulsidas wrote several popular works in Sanskrit and Awadhi; he is best known as author of the epic Ramcharitmanas, a retelling of the Sanskrit Ramayana based on Rama's life in the vernacular Awadhi. Tulsidas was acclaimed in his lifetime to be a reincarnation of Valmiki, the composer of the original Ramayana in Sanskrit. He is also considered to be the composer of the Hanuman Chalisa, a popular devotional hymn dedicated to Hanuman, the divine devotee of Rama. Tulsidas spent most of his life in the city of Varanasi. The Tulsi Ghat on the Ganges River in Varanasi is named after him. He founded the Sankatmochan Temple dedicated to Hanuman in Varanasi, believed to stand at the place where he had the sight of Hanuman. Tulsidas started the Ramlila plays, a folk-theatre adaption of the Ramayana. He has been acclaimed as one of the greatest poets in Hindi, Indian, and world literature. The impact of Tulsidas and his works on the art, culture and society in India is widespread and is seen to date in vernacular language, Ramlila plays, Hindustani classical music, popular music, and television series

4. Amrita Pritam (31 August 1919 – 31 October 2005) was an Indian writer and poet, who wrote in Punjabi and Hindi. She is considered the first prominent woman Punjabi poet, novelist, and essayist, and the leading 20th-century poet of the Punjabi language, who is equally loved on both sides of the India-Pakistan border. With a career spanning over six decades, she produced over 100 books of poetry, fiction, biographies, essays, a collection of Punjabi folk songs and an autobiography that were translated into several Indian and foreign languages. She is most remembered for her poignant poem, Ajj aakhaan Waris Shah nu (Today I invoke Waris Shah – "Ode to Waris Shah"), an elegy to the 18th-century Punjabi poet, an expression of her anguish over massacres during the partition of India. As a novelist, her most noted work was Pinjar (The Cage) (1950), in which she created her memorable character, Puro, an epitome of violence against women, loss of humanity and ultimate surrender to existential fate; the novel was made into an award-winning film, Pinjar in 2003. Known as the most important voice for the women in Punjabi literature, in 1956, she became the first woman to win the Sahitya Akademi Award for her magnum opus, a long poem, Sunehade (Messages), later she received the Bharatiya Jnanpith, one of India's highest literary awards, in 1982 for Kagaz Te Canvas (The Paper and the Canvas). The Padma Shri came her way in 1969 and finally, Padma Vibhushan, India's second highest civilian award, in 2004, and in the same year she was honoured with India's highest literary award, given by the Sahitya Akademi (India's Academy of Letters), the Sahitya Akademi Fellowship given to the "immortals of literature" for lifetime achievement.

5. Chinnaswami Subramania Bharati (11 December 1882 – 12 September 1921) was an Indian writer, poet and journalist, and Indian independence activist and social reformer from Tamil Nadu. Popularly known as "Mahakavi Bharati", he was a pioneer of modern Tamil poetry and is considered one of the greatest Tamil literary figures of all time. His numerous works were fiery songs kindling patriotism and nationalism during the Indian Independence movement. Bharati's works were on varied themes covering religious, political and social aspects. Songs penned by Bharati are widely used in Tamil films and music concerts.

6. Charles Robert Darwin, (12 February 1809 – 19 April 1882) was an English naturalist, geologist and biologist, best known for his contributions to the science of evolution. Darwin

published his theory of evolution with compelling evidence in his 1859 book *On the Origin of Species*, overcoming scientific rejection of earlier concepts of transmutation of species. In modified form, Darwin's scientific discovery is the unifying theory of the life sciences, explaining the diversity of life. Darwin's early interest in nature led him to neglect his medical education at the University of Edinburgh; instead, he helped to investigate marine invertebrates. His five-year voyage on *HMS Beagle* established him as an eminent geologist.

7. M. Le Corbusier- Charles-Édouard Jeanneret, known as Le Corbusier (October 6, 1887 – August 27, 1965), was a Swiss-French architect, designer, painter, urban planner, writer, and one of the pioneers of what is now called modern architecture. He was born in Switzerland and became a French citizen in 1930. His career spanned five decades; he constructed buildings in Europe, Japan, India, and North and South America. Dedicated to providing better living conditions for the residents of crowded cities, Le Corbusier was influential in urban planning, and was a founding member of the *Congrès International d'Architecture Moderne (CIAM)*. Le Corbusier prepared the master plan for the city of Chandigarh in India, and contributed specific designs for several buildings there. On July 17, 2016, seventeen projects by Le Corbusier in seven countries were inscribed in the list of UNESCO World Heritage sites as "an Outstanding Contribution to the Modern Movement"

8. Sigmund Freud: Born Sigismund Schlomo Freud; 6 May 1856 – 23 September 1939) was an Austrian neurologist and the founder of psychoanalysis, a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst. Freud lived and worked in Vienna, having set up his clinical practice there in 1886. In creating psychoanalysis, Freud developed therapeutic techniques such as the use of free association and discovered transference, establishing its central role in the analytic process. Freud's redefinition of sexuality to include its infantile forms led him to formulate the Oedipus complex as the central tenet of psychoanalytical theory. Though in overall decline as a diagnostic and clinical practice, psychoanalysis remains influential within psychology, psychiatry, and psychotherapy, and across the humanities. As such, it continues to generate extensive and highly contested debate with regard to its therapeutic efficacy, its scientific status, and whether it advances or is detrimental to the feminist cause.

9. Yuri Alekseyevich Gagarin (Russian: 9 March 1934 – 27 March 1968) was a Russian Soviet pilot and cosmonaut. He was the first human to journey into outer space, when his Vostok spacecraft completed an orbit of the Earth on 12 April 1961. Gagarin became an international celebrity, and was awarded many medals and titles, including Hero of the Soviet Union, the nation's highest honour.

10. Martin Luther King Jr. (born Michael King Jr., January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the Civil Rights Movement. He is best known for his role in the advancement of civil rights using the tactics of nonviolence and civil disobedience based on his Christian beliefs and inspired by the nonviolent activism of Mahatma Gandhi. King became a civil rights activist early in his career. King also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech. On October 14, 1964, King received the Nobel Peace Prize for combating racial inequality through nonviolent resistance. King was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal. Martin Luther King Jr. Day was established as a holiday in numerous cities and states beginning in 1971, and as a U.S. federal holiday in 1986. Hundreds of streets in the U.S. have been renamed in his honor, and a county.

I. Matching Game: Match the words with their meanings

- | | |
|-----------------|---|
| 1. Snobbism | Paying too much respect to social |
| 2. Witty | Full of humour |
| 3. Thoughtful | Full of careful thinking |
| 4. Outrageous | Shocking |
| 5. Chilling | Making one feel cold |
| 6. Impoverished | Made poor |
| 7. Constraints | Checks |
| 8. Perennially | Always |
| 9. Prodigy | A person (esp. child or youth) with remarkable talents or abilities |
| 10. Counterpart | Person corresponding to another |

II. Play the -ism game

One who believes in, or practices, communism, is a communist. Name the people who believe or practice, the following:

1. Spiritualism- a system of belief or religious practice based on supposed communication with the spirits of the dead, especially through mediums. Spiritualistic / Spiritual
2. Sadism- the tendency to derive pleasure, especially sexual gratification, from inflicting pain, suffering, or humiliation on others. Sadistic
3. Snobbism- the double inclination to ape one's superiors, often through vulgar ostentation, and to be proud and insolent with one's inferiors. Also called snobbery. Snob
4. Racism- prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Racist
5. Barbarism- absence of culture and civilization. extreme cruelty or brutality.
6. Nazism - National Socialism more commonly known as Nazism is the ideology and set of practices associated with the 20th-century German Nazi Nazism held racial theories based upon the belief of the existence of an Aryan master race that was superior to all other races. Nazi
7. Communalism- usually refers to a system that integrates communal ownership and federations ... The social and legal systems of the colony were tied to their religious beliefs as well as English Common Law. The LDS church has never called this practice communism. Communist
8. Jainism- traditionally known as Jain Dharma, is an ancient Indian religion. Jainism followers are called "Jains", a word derived from the Sanskrit word jina (victor) and connoting the path of victory in crossing over life's stream of rebirths through an ethical and spiritual life. Jain
9. Vandalism is "action involving deliberate destruction of or damage to public or private property. The term includes property damage, such as graffiti and defacement directed towards any property without permission of the owner. The term finds its roots in an Enlightenment view that the Germanic Vandals were a uniquely destructive people. Vandal
10. Hooliganism- violent or rowdy behaviour by young troublemakers, typically in a gang- Hooligan

Do you know the meanings of the these -isms?

- Yes.

2. How is -ism pronounced?

3. Can you list some other words that are written with s but pronounced z ?

- Races, pauses, gloves, wives, shelves, drives, plays, boys, says, clothes

LESSON NO: 02. EMPLOYMENT

Can you answer some of the questions Robert asked?

1. How many fresh registrations were there in 1984?

In 1984, there were 2.2 million fresh registrations.

2. Can you express it in thousands?

2.2 million is 2,200,000 and pronounced like two million two hundred thousand.

3. What is meant by placement?

Placement is a pretty broad term. It is the temporary posting of someone in a work place to enable them to gain work and experience. Campus placement is the programme conducted within the educational institutes to provide jobs to students pursuing or in the stage of completing the programme.

4. How many placements were there in 1984?

In 1984, there were 1.6 lakh placements.

5. What is meant by 'decline'?

'Decline' means decrease or go down.

6. In respect of fresh placements was there an increase or decline in 1984 when compared with 1983?

There was decrease In respect of fresh placements in 1984 when compared with 1983.

7. When compared with placements what is the rate of increase in respect of fresh registrations?

The number of fresh registrations were increased at the rate of 10 times every year.

8. Can express it in terms of percentage?

There was an increase of almost 60%.

9. If the Indian economy as a whole did fairly well between 1980 and 1985, was it reflected in the levels of unemployment?

Even though Indian economy as a whole did fairly well between 1980 to 1985, it was not reflected in any decline in the levels of unemployment. In fact, the number of people registered on the live rolls of the employment exchanges shot up dramatically, from 15.3 million in 1980 to 24.2 in 1985: an increase of almost 60 percent.

10. If more and more people are unemployed, can we say that the economy as a whole has done fairly well? If so, why so? If not, why not?

No economy as whole does fairly if more and more people are unemployed because if educated youth do not get job opportunities, they cannot boost the economy. Unemployment can give birth to most of the crimes. It may create problems in social and economic life other people. If they remain unemployed then it stresses economy.

Can you clarify some of Raju's doubts?

1. Why the Employment Exchanges are called 'Exchanges'? What is exchanged in them?

Employment Exchange refers to an office of the central or state government, which collects and furnishes information on the prospective employers, available vacancies and job seekers, thereby facilitating jobseekers to find a suitable job and for industry to find the suitable manpower.\

Employment Exchange means any office or place established and maintained by the Government for the collection and furnishing of information, either by the keeping of registers or otherwise, respecting---

(i) Persons who seek to engage employees.

(ii) Persons who seek employment, and

(iii) Vacancies to which persons seeking employment, may be appointed; Job seekers register themselves with the Employment Exchanges and get notified as soon as any vacancy matches their desired profile.

The main activities of the employment exchanges are registration and placement of job seekers, and to some extent career counselling and vocational guidance particularly for the underprivileged sections of the society, and collection of employment market information. Some of the State Governments arrange disbursement of unemployment allowance to certain specific categories of job seekers out of their own resources through the employment exchanges registered with them. Employment Exchange works as facilitator between suitable candidate and industry. Information of candidates is shared to industry and candidates are given information of possible vacancies.

2. What is meant by 'Live Register' and 'Live Rolls of Employment Exchange'?

Live Register means it is register in which information of all jobseekers, Jobseekers allowance, part time workers, seasonal and casual workers is available for the year under report. The classification of male and female, handicapped persons, youth aging between 15-29, youth from minority community is available.

'Live Rolls of Employment Exchange' means it is a facility created by state or national government to register the individual name for seeking job opportunity. During a year, those people who register on the live rolls are considered for providing job opportunities.

3. What is the difference between an occupation and a profession?

Occupation is an activity undertaken by the person to earn his livelihood. It can be business, profession or employment that a person undertakes to make money. Many think that occupation and profession are synonyms, but the fact is they are different. Profession is an activity that requires specialized training, knowledge, qualification and skills. It implies membership of a professional body, and certificate of practice. The individuals who undertake a profession of rendering personalized services are called professionals, who are guided by a certain code of conduct, set up by the respective body.

The difference between occupation and profession can be stated with a simple example: Designing a building would be called a profession, whereas, constructing a building is an occupation. A profession needs extensive training and specialized knowledge.

4. What is paradox? Can you give some other examples of paradox and explain it?

A paradox is a statement that may seem absurd or contradictory but yet can be true, or at least makes sense. Paradoxes are often contrary to what is commonly believed and so play an important part in furthering our understanding in literature and everyday life, or they can simply be an entertaining brain teaser. On the one hand the number of people registered is going up steadily and on the other hand the number of vacancies cancelled is also going up is paradoxical. Take the statement "Less is more." This statement uses two opposite words that contradict one another. How can less be more? The concept behind this statement is that what is less complicated is often more appreciated.

"This statement is false"; the statement cannot be false and true at the same time.

Some more examples of paradoxical statements are:

- You can save money by spending it.
- I know one thing; that I know nothing.
- This is the beginning of the end.
- Deep down, you're really shallow.

- I'm a compulsive liar.
- "Men work together whether they work together or apart." - Robert Frost
- "What a pity that youth must be wasted on the young." - George Bernard Shaw
- "I can resist anything but temptation." - Oscar Wilde

5. What is meant by 'jobs with adequate security'?

Job security is the probability that an individual will keep their job till his or her wish or retirement. Job Security means assurance that an employee has about the continuity of gainful employment for his or her work life till retirement. Job security also includes regular payment, increments, allowances, holidays, leaves, PF and pension.

6. Apart from lack of experience what may be the other reasons for the non-availability of suitable candidates?

The reasons for the non-availability of suitable candidates are:

Lack of proper training

High expectations of jobs with adequate security.

I. The same word may have different meanings. For example, the word "exchange" in Employment Exchange refers to an office where unemployed people may be put in touch with prospective employers.

1. Can you guess the meaning of the word exchange in the following expressions:

(a) **A telephone exchange-** A telephone exchange is a telecommunications system used in the public switched telephone network or in large enterprises. An exchange consists of electronic components and in older systems also human operators that interconnect (switch) telephone subscriber lines or virtual circuits of digital systems to establish telephone calls between subscribers.

(b) **The stock exchange-** Organized and regulated financial market where securities (bonds, notes, shares) are bought and sold at prices governed by the forces of demand and supply. Stock exchanges basically serve as (1) primary markets where corporations, governments, municipalities, and other incorporated bodies can raise capital by channeling savings of the investors into productive ventures; and (2) secondary markets where investors can sell their securities to other investors for cash, thus reducing the risk of investment and maintaining liquidity in the system. Stock exchanges impose stringent rules, listing requirements, and statutory requirements that are binding on all listed and trading parties.

(c) **Exchange Control-** a governmental restriction on the movement of currency between countries. Exchange controls are put in place by governments and central banks in order to ban or restrict the amount of foreign currency or local currency that can be traded or purchased. These controls allow countries a greater degree of economic stability by limiting the amount of exchange rate volatility due to currency inflows/outflows.

(d) **Exchange of prisoners-** A prisoner exchange or prisoner swap is a deal between opposing sides in a conflict to release prisoners: prisoners of war, spies, hostages, etc.

(e) **Exchanging greeting/glances/blow-** Something friendly or polite that you say or do when you meet or welcome someone. When two or more people exchange eye contacts or glances for saying something, agreeing or disagreeing. When two or more people fight with hands then they may exchange blows to each other.

2. One meaning of the word 'application' is 'request in writing for a job'. What are the other meanings of the word 'application'?

Noun

1. the act of putting to a special use or purpose:

the application of common sense to a problem.

2. the special use or purpose to which something is put:

a technology having numerous applications never thought of by its inventors.

3. the quality of being usable for a particular purpose or in a special way; relevance:

This has no application to the case.

4. the act of requesting.

5. a written or spoken request or appeal for employment, admission, help, funds, etc.:

to file an application for admission to a university.

6. a form to be filled out by an applicant, as for a job or a driver's license.

7. close attention; persistent effort:

Application to one's studies is necessary.

8. an act or instance of spreading on, rubbing in, or bringing into contact:

the application of a compress to a wound; a second application of varnish.

9. a salve, ointment, or the like, applied as a soothing or healing agent.

10. Computers.

a type of job or problem that lends itself to processing or solution by computer:

Inventory control is a common business application.

Also called application software, application program. a computer program used for a particular type of job or problem:

Your new computer comes preloaded with applications.

II. Word Hunt

1. If you want a job you must apply for it; you must make an application. A person who applies for a job is an applicant.
2. If a company needs three typists, but has only, then there is a vacancy; this means one post is vacant. Finding personnel for vacancies is called recruitment; one who is recruited is a recruit.
3. The employees of an organization are its personnel; they are its staff. The employers are known as the management.
4. A higher secondary certificate is an essential qualification for entering university.
5. A careful description of each necessary point is called specification; you must specify your qualifications in your application.

VII. Remaining questions are for oral practice.

LESSON NO: 03. UNEMPLOYMENT

1. Who is said to be unemployed? Several questions have been raised in the first two paragraphs. Read them again and complete the following sentence:

If a person wants to **work full time** but finds only **half time job** is he **employed** or **unemployed** or **half employed**?

If a person seeks only **part time job** is he employed?

If a person wants to **work only at higher wages** while a job is available at **lower wages**, is he unemployed?

2. Read the next four paragraphs and recall the facts quickly. Complete the statements below:

- a) Unemployment figures are arrived at using three basic concepts or 'status', namely
- (i) Usual Status Concept (ii) Weekly status concept (iii) Daily status concept
- b) Each 'Status' is determined on the basis of aor aas the limit of time for which a person was employed.

3. Say True or False

- (a) One who works for three hours will be considered for a full day's wages
- (b) A period of seven days is necessary to become eligible for the usual status concept.
- (c) You will not get any wages if you do not work for more than a week.
- (d) You are paid for each of the days you work under the daily status concept if you work for four and a half days

**4. Take a quick look at the table: "Estimated Unemployment in the March 1980"
Answer the following question.**

- (a) In which section of the population do you find a larger concept do you find them?
- (b) Who are the 'largest unemployed'? Under which concept do you find them?
- (c) Are children being employed? What evidence can you cite? Give reasons using figures.
- (d) Where is the largest percentage of unemployment in all three age groups?
- (e) Can you rewrite the table using 'Lakhs' instead of 'millions'?
- (f) What is wrong with the chart that gives the information regarding the number of unemployed persons at the end of the first, second and third plan period?

I. Word Hunt

1. Words=Words

A synonym is a word that is similar to another word to nearly the same in meaning. The first word in each list given below appears in the passage. Underline the synonym of the first word in each list.

- (a) Status = rank
- (b) Commission = Council
- (c) Compile = collect
- (d) Statistics = facts
- (e) Magnitude = enormity
- (f) Determine = decide

2. Words X Words

- (a) Precede succeed
- (b) Clear X vague
- (c) Centre X periphery
- (d) Postpone X propone
- (e) Civilian X military

II. When do we use a and an?

- 1. Person - a person
- 2. Employed person -An employed person
- 3. Youth - a youth
- 4. Unemployed youth - an unemployed youth
- 5. Half-employed youth - a half - employed youth
- 6. Honest worker- an honest worker
- 7. Yellow saree - a yellow saree

8. Hotel- a hotel
 9. European language- A European language
 10. Union of workers - A union of workers
-