PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA
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DEPARTMENT OF ENGLISH



ENGLISH BRIDGE -III
GLOBAL FUTURE

SEMESTER III
DEGREE HONOURS
(B.A., B.COM., B.sc.& B.B.A)

ENGLISH STUDY MATERIAL
2026-27 A.Y

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
GENERAL ENGLISH FOR B.A., B. Com.,B.Sc & B.B.A : 2026-2027
SEMESTER –III SYLLABUS
ENGLISH BRIDGE III : GLOBAL FUTURE

Unit – I :

a. Poem : "Where I Live ? -Arundhati Subramaniam
b. Barriers to Listening & Strategies for effective listening
c. E-mail writing

Unit – II :

a. Short Story : The First Day -Edward P.Jones
b. Greetings and Introduction
c. Resume and Cover Letter

Unit – III :

a. Prose : The Best Investment I Ever Made -A.J.Cronin
b. Asking and Giving Information
c. Interview Skills (Types of Interviews,do's and do not's of interviews and stages of interviews)

Unit – IV :

a. Prose : Principles of Good Writing -L.A.Hills
b. Paragraph writing (Guided Writing)
c. Principles of Translation (Translation from English to Telugu 150 words)

Unit – V :

a.Time Management
b.Attitude
c.Social Consciousness
d.Emotional Intelligence

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Department of English

General English for B.A., B.Com and B.Sc, &B.B.A

SEMESTER : III

ENGLISH BRIDGE III : GLOBAL FUTURE

MODEL QUESTION PAPER

Time : 2 Hours Max.Marks : 50 M

SECTION - I

Answer any THREE of the following questions. Student must attempt at least one question from each part.

Each Question carries 10 Marks. 3 X10 =30 M

Part – A

1. **Explain** the central idea of the poem "**Where I Live.**" **By Arundhati Subramaniam**

2. **Analyze** the different types of barriers to listening and their impact on communication.

3. **Analyze** how Edward P. Jones presents the importance of a first school experience in "**The First Day.**"

Part - B

4. **Justify** why the narrator considers his action as the best investment in "**The Best Investment I Ever Made" by A. J. Cronin.**

5. **Evaluate** the significance of good writing principles presented in "**Principles of Good Writing" by L. A. Hill.**

6. **Describe** the significance of "**Time Management**" in achieving personal and professional goals.

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Explain the do's and don'ts of effective email writing.

8. Fill in the blanks with suitable words related to greetings and introductions using the clues given in brackets.

Context: A participant attends a professional meeting and interacts with new members.

Participant: _____, everyone. I am happy to join this meeting. *(Hello / Goodbye)*

Chairperson: Please _____ yourself to the members. *(introduce / remove)*

Participant: I am Kiran, and I work as a _____. *(teacher / farewell)*

Member: It is a pleasure to _____ you. *(meet / avoid)*

Participant: I look forward to _____ with the team. *(working / leaving)*

9. You are a fresh graduate applying for the position of **Marketing Executive** in a company. Prepare your Resume with relevant details to present your qualifications and skills.

10. Explain the important do's and don'ts to be followed during an interview.

11. Translate the following Paragraph into Telugu

Education plays an important role in the development of an individual and society. It provides knowledge, improves skills, and helps people make better decisions in life. A good education system encourages creativity, critical thinking, and confidence among students. Teachers guide students and help them discover their talents and abilities. Education also promotes values such as honesty, discipline, and responsibility. In the modern world, education is essential for achieving personal and professional success. Every person should have access to quality education to build a better future. Therefore, education is considered one of the most powerful tools for social and economic progress. It helps individuals contribute positively to their communities and creates opportunities for growth and development.

12. Discuss the importance of developing a positive **attitude.**

13. Evaluate the impact of **Emotional Intelligence** on interpersonal relationships.

UNIT -1

Poem: Where I Live?

Arundhathi Subramaniam

Where I Live
I live on a wedge of land
reclaimed from a tired ocean
somewhere at the edge of the universe.

Greetings from this city
of L'Oreal sunsets
and diesel afternoons,
deciduous with concrete,
botoxed with vanity.

City of septic magenta hair-clips,
of garrulous sewers and tight-lipped taps,
of '80s film tunes buzzing near the left temple,
of ranting TV soaps and monsoon melodramas.

City wracked by hope and bulimia.
City uncontained
by movie screen and epigram.
City condemned to unspool
in an eternal hysteria
of lurid nylon dream.

City where you can drop off
a swollen local
and never be noticed.
City where you're a part
of every imli-soaked bhelpuri.

City of the Mahalaxmi beggar
peering up through
a gorse-bush of splayed limbs.

City of dark alleys,
city of mistrust,
city of forsaken tube-lit rooms.

City that coats the lungs
stiffens the spine
chills the gut
with memory

City suspended between
flesh and mortar
and foam leather
and delirium

where it is perfectly historical
to be looking out
on a sooty handkerchief of ocean,
searching for God.

Poem: *Where I Live* – Arundhathi Subramaniam

Where I Live is a contemporary poem in which Arundhathi Subramaniam presents a vivid and complex picture of **Mumbai**. The poet describes the city as a place of contrasts—beautiful yet polluted, glamorous yet poor, crowded yet lonely, and full of dreams as well as difficulties. She uses striking images of sunsets, concrete buildings, traffic, television, local trains, street food, beggars, dark alleys and neglected spaces to portray everyday urban life.

The poem does not merely describe a physical city; it explores the **emotional and psychological experience of living in a metropolis**. Mumbai becomes a place that affects the body and memory of its inhabitants. Despite its chaos, mistrust and suffering, the city also contains hope, human connection and a possibility of spiritual searching. The poem finally moves from the physical city towards a deeper question of existence, as the speaker looks towards the sea while searching for God.

OR

Arundhathi Subramaniam's "Where I Live?" is a thoughtful poem about the meaning of home and human identity. The poet does not treat home simply as a physical building or geographical location. Instead, she presents home as an emotional and psychological space.

The question in the title, "Where I Live?", immediately makes the reader think about the meaning of belonging. A person may live in a particular town or city, but physical residence does not always determine where the person feels truly at home. Memories, relationships, experiences and emotions contribute greatly to a person's sense of belonging.

The poem also deals with identity. Human identity is not fixed to one place. People change their surroundings, meet different people and experience

different situations. Yet they carry their memories and inner experiences wherever they go.

The poem therefore invites the reader to look inward. Home can be understood as a state of mind or a place of emotional security. In this sense, the poem becomes a meditation on modern human existence.

The poem is significant because it connects an ordinary question about residence with a deeper philosophical question about identity and belonging. Thus, “Where I Live?” suggests that our true home may be found not only in a physical place but also within our memories, relationships and inner selves.

2. Types of Listening and Barriers to Listening

Meaning of Listening

Listening is the active process of receiving, understanding, interpreting and responding to spoken communication.

Listening is different from hearing. **Hearing is simply receiving sounds**, whereas listening requires attention and understanding.

BARRIERS TO LISTENING AND STRATEGIES FOR EFFECTIVE LISTENING

Barriers to Listening

1. Physical Barriers - Noise, poor seating arrangements, distance from the speaker and uncomfortable surroundings can affect listening.

2. Psychological Barriers - Stress, anxiety, anger, fear and emotional disturbance can prevent effective listening.

3. Lack of Attention - A listener may be physically present but mentally distracted.

4. Language Barriers - Difficult vocabulary, unfamiliar accents or lack of knowledge of the language can create problems.

5. Prejudice and Bias - A listener may judge the speaker based on appearance, status, age or personal opinions.

6. Distractions- Mobile phones, conversations, traffic and other activities may reduce concentration.

7. Information Overload- Too much information at one time can make it difficult to understand and remember important points.

Strategies for Effective Listening

* Maintain eye contact.

* Concentrate on the speaker.

* Avoid unnecessary interruptions.

* Keep an open mind.

* Identify the main ideas.

* Take brief notes.

* Ask relevant questions.

* Avoid premature judgement.

* Observe the speaker's tone and body language.

* Summarize what you have understood.

OR

Barriers to Listening

1. **Noise** – External sounds disturb concentration.
2. **Lack of concentration** – The listener may not pay attention.
3. **Prejudice** – Personal opinions may affect understanding.
4. **Language problems** – Difficult vocabulary or unfamiliar accents can create problems.
5. **Emotional barriers** – Anger, fear or anxiety can affect listening.
6. **Distractions** – Mobile phones and other activities reduce attention.
7. **Lack of interest** – A listener may ignore information that seems boring.
8. **Physical problems** – Tiredness, illness or hearing difficulties may affect listening.
9. **Information overload** – Too much information can confuse the listener.
10. **Premature judgement** – Judging the speaker before hearing the complete message creates misunderstanding.

How to Improve Listening

- Maintain eye contact.
- Concentrate on the speaker.
- Avoid unnecessary distractions.
- Take notes when required.
- Ask questions.
- Do not interrupt unnecessarily.
- Keep an open mind.
- Try to understand the speaker's feelings.

3. E-mail Writing

Meaning

An **e-mail** is an electronic message sent through the internet. It is one of the fastest and most convenient forms of communication.

Parts of an E-mail

1. **To** – Receiver's e-mail address.
2. **Cc** – Carbon copy to other recipients.
3. **Subject** – Briefly states the purpose.
4. **Salutation** – Greeting.
5. **Body** – Main message.
6. **Closing** – Words such as “Regards” or “Yours sincerely”.
7. **Sender's name** – Name of the writer.

Format

To: receiver@example.com

Subject: Request for Permission

Dear Sir/Madam,

I am writing this e-mail to request permission to participate in the programme organised by our college. I kindly request you to grant me permission.

Thank you for your consideration.

Yours sincerely,
Name

Tips

- Write a clear subject.
- Use polite and simple language.
- Keep the message brief.
- Avoid spelling and grammatical mistakes.
- Use proper paragraphs.
- Check the receiver's address before sending.

Q. Explain the format and essential features of an effective e-mail.

Answer: An e-mail is a fast and convenient form of electronic communication. It is commonly used in educational institutions, offices, businesses and personal communication.

A formal e-mail generally begins with the recipient's address and a clear subject line. The subject should briefly indicate the purpose of the message. The message begins with an appropriate salutation such as "Dear Sir/Madam" or "Dear Professor."

The body of the e-mail should clearly state the purpose of writing. Important information should be presented in a logical order. The language should be polite, precise and formal. Unnecessary details should be avoided.

The e-mail ends with an appropriate closing such as "Yours sincerely" or "Regards," followed by the sender's name.

A good e-mail should be concise, accurate and easy to understand. Proper grammar, punctuation and spelling are also important.

UNIT – II

The First Day by Edward P. Jones

In an otherwise unremarkable September morning, long before I learned to be ashamed of my mother, she takes my hand and we set off down New Jersey Avenue to begin my very first day of school. I am wearing a checkered like blueand-green cotton dress, and scattered about these colors are bits of yellow and white and brown. My mother has uncharacteristically spent nearly an hour on my hair that morning, plaiting and replaiting so that now my scalp tingles. Whenever I turn my head quickly, my nose fills with the faint smell of Dixie Peach hair grease. The smell is somehow a soothing one now and I will reach for it time- and time again before the morning ends. All the

plaits, each with a blue barrette near the tip and each twisted into an uncommon sturdiness, will last until I go to bed that night, something that has never happened before. My stomach is full of milk and oatmeal sweetened with brown sugar.

Like everything else I have on, my pale green slip and underwear are new, the underwear having come three to a plastic package with a little girl on the front who appears to be dancing. Behind my ears, my mother, to stop my whining, has dabbed the stingiest bit of her gardenia perfume, the last present my father gave her before he disappeared into memory.

Because I cannot smell it, I have only her word that the perfume is there. I am also wearing yellow socks trimmed with thin lines of black and white around the tops.

My shoes are my greatest joy, black patent-leather miracles, and when one is nicked at the toe later that morning in class, my heart will break. I am carrying a pencil, a pencil sharpener, and a small ten-cent tablet with a black-and-white speckled cover.

My mother does not believe that a girl in kindergarten needs such things, so I am taking them only because of my insistent whining and because they are presents from our neighbors, Mary Keith and Blondelle Harris. Miss Mary and Miss Blondelle are watching my two younger sisters until my mother returns. The women are as precious to me as my mother and sisters.

Out playing one day, I have overheard an older child, speaking to another child, call Miss Mary and Miss Blondelle a word that is brand new to me. This is my mother: When I say the word in fun to one of my sisters, my mother slaps me across the mouth and the word is lost for years and years. All the way down New Jersey Avenue, the sidewalks are teeming with children.

In my neighborhood, I have many friends, but I see none of them as my mother and I walk. We cross New York Avenue, we cross Pierce Street, and we cross L and K, and still I see no one who knows my name.

At I Street, between New Jersey Avenue and Third Street, we enter Seaton Elementary School, a timeworn, sadfaced building across the street from my mother's church, Mt. Carmel Baptist Just inside the front door, women out of the advertisements in Ebony are greeting other parents and children.

The woman who greets us has pearls thick as jumbo marbles that come down almost to her navel, and she acts as if she had known me all my life, touching my shoulder, cupping her hand under my chin. She is enveloped in a perfume that I only know is not gardenia. When, in answer to her question, my mother tells her that we live at 1227 New Jersey Avenue, the woman first seems to be picturing in her head where we live. Then she shakes her head and says that we are at the wrong school, that we should be at Walker-Jones.

My mother shakes her head vigorously. ”I want her to go here,” 5 my mother says. ”If I’da wanted her someplace else, I’da took her there.” The woman continues to act as if she has known me all my life, but she tells my mother that we live beyond the area that Seaton serves.

My mother is not convinced and for several more minutes she questions the woman about why I cannot attend Seaton. For as many Sundays as I can remember, perhaps even Sundays when I was in her womb, my mother has pointed across I Street to Seaton as we come and go to Mt. Carmel. ”You gonna go there and learn about the whole world.” But one of the guardians of that place is saying no, and no again. I am learning this about my mother: The higher up on the scale of respectability a person is—and teachers are rather high up in her eyes—the less she is liable to let them push her around. But finally, I see in her eyes the closing gate, and she takes my hand and we leave the building. On the steps, she stops as people move past us on either side. ”Mama, I can’t go to school?” She says nothing at first, then takes my hand again and we are down the steps quickly and nearing New Jersey Avenue before I can blink. This is my mother: She says, ”One monkey don’t stop no show.”

Walker-Jones is a larger, newer school and I immediately like it because of that. But it is not across the street from my mother’s church, her rock, one of her connections to God, and I sense her doubts as she absently rubs her thumb over the back of her hand.

We find our way to the crowded auditorium where gray metal chairs are set up in the middle of the room. Along the wall to the left are tables and other chairs. Every chair seems occupied by a child or adult. Somewhere in the room a child is crying, a cry that rises above the buzz-talk of so many people.

Strewn about the floor are dozens and dozens of pieces of white paper, and people are walking over them without any thought of picking them up. And seeing this lack of concern, I am all of a sudden afraid. ”Is this where they register for school?” my mother asks a woman at one of the tables.

The woman looks up slowly as if she has heard this question once too often. She nods. She is tiny, almost as small as the girl standing beside her. The woman's hair is set in a mass of curlers and all of those curlers are made of paper money, here a dollar bill, there a five-dollar bill. The girl's hair is arrayed in curls, but some of them are beginning to droop and this makes me happy.

On the table beside the woman's pocketbook is a large notebook, worthy of someone in high school, and looking at me looking at the notebook, the girl places her hand possessively on it. In her other hand she holds several pencils with thick crowns of additional erasers. "These the forms you gotta use?" my mother asks the woman, picking up a few pieces of the paper from the table. "Is this what you have to fill out?"

The woman tells her yes, but that she need fill out only one. "I see," my mother says, looking about the room. Then: "Would ifou help me with this form? That is, if you don't mind." I The woman asks my mother what she means. |

"This form. Would you mind help in me fill it out?" \

The woman still seems not to understand.

i "1 can't read it. I don't know how to read or write, and I'm askin you to help me." My mother looks at me, then looks away.

I know almost all of her looks, but this one is brand new to me. "Would you help me, then?" The woman says Why sure, and suddenly she appears happier, so much more satisfied with everything.

She finishes the form for her daughter and my mother and I step aside to wait for her. We find two chairs nearby and sit. My mother is now diseased, according to the girl's eyes, and until the moment her mother takes her and the form to the front of the auditorium, the girl never stops looking at my mother.

I stare back at her. "Don't stare," my mother says to me. "You know better than that." Another woman out of the Ebony ads takes the woman's child away.

Now, the woman says upon returning, let's see what we can do for you two. My mother answers the questions the woman reads off the form. They start with my last name, and then on to the first and middle names. This is school,

1 think. This is going to school. My mother slowly enunciates each word of my name.

This is my mother: As the questions go on, she takes from her pocketbook document after document, as if they will support my right to attend school, as if she has been saving them up for just this moment. Indeed, she takes out more papers than I have ever seen her do in other places: my birth certificate, my baptismal record, a doctor's letter concerning my bout with chicken pox, rent receipts, records of immunization, a letter about our public assistance payments, even her marriage license—every single paper that has anything even remotely to do with my five-year-old life. Few of the papers are needed here, but it does not matter and my mother continues to pull out the documents with the purposefulness of a magician pulling out a long string of scarves.

She has learned that money is the beginning and end of everything in this world, and when the woman finishes, my mother offers her fifty cents, and the woman accepts it without hesitation. My mother and I are just about the last parent and child in the room.

My mother presents the form to a woman sitting in front of the stage, and the woman looks at it and writes something on a white card, which she gives to my mother. Before long, the woman who has taken the girl with the drooping curls appears from behind us, speaks to the sitting woman, and introduces herself to my mother and me. She's to be my teacher, she tells my mother. My mother stares.

We go into the hall, where my mother kneels down to me. Her lips are quivering. "I'll be back to pick you up at twelve o'clock. I don't want you to go nowhere. You just wait right here. And listen to every word she say." I touch her lips and press them together. It is an old, old game between us. She puts my hand down at my side, which is not part of the game. She stands and looks a second at the teacher, then she turns and walks away. I see where she has darned one of her socks the night before. Her shoes make loud sounds in the hall. She passes through the doors and I can still hear the loud sounds of her shoes. And even when the teacher turns me toward the classrooms and I hear what must be the singing and talking of all the children in the world, I can still hear my mother's footsteps above it all.

Topic: *The First Day* – Edward P. Jones

The First Day by **Edward P. Jones** is a touching short story narrated from the perspective of a young girl who is beginning her first day of school. Her mother carefully prepares her for this important occasion and accompanies her to school. The story initially presents the excitement and innocence associated with starting school.

The mother first takes her daughter to a school near their church, believing that it is the appropriate school for her. However, they are directed to another school because of the school-zone arrangements. At the new school, the mother faces an embarrassing situation when she has to admit that she **cannot read or write** and needs assistance in completing the required form.

Through the child's observations, the story reveals the mother's **love, sacrifice, determination and concern for her daughter's education**. At the same time, the daughter's awareness of her mother's limitations introduces feelings of embarrassment and marks an important stage in her growing understanding of the world. The story ultimately presents education as a means of opportunity and a hope for a better future.

OR

Q. Discuss the major themes of Edward P. Jones's "The First Day."

Answer: Edward P. Jones's "The First Day" is a meaningful story about education, family and social inequality. The story presents the experience of a young girl beginning her school life and shows how an apparently simple event can reveal deeper social realities.

The mother considers education extremely important for her daughter. Her efforts demonstrate her concern for the child's future. The first day therefore represents hope and the possibility of a better life.

The story also highlights social and institutional barriers. The child and her mother encounter situations that reveal differences in social position and educational opportunities. These experiences make the reader aware that education is not always equally accessible or equally experienced by everyone.

The mother-daughter relationship is another important aspect of the story. The mother's actions are motivated by love, concern and a desire to secure a better future for her daughter.

The story also deals with identity and dignity. The child gradually becomes aware of the world around her and the social structures that influence people's lives.

Thus, "The First Day" is not simply about starting school. It is a story about hope, family, education, inequality and the challenges faced by people seeking opportunities for a better life.

2. Greetings and Introduction

Greetings

Greetings are expressions used when we meet or communicate with people.

Formal Greetings

- Good morning, Sir/Madam.
- Good afternoon.
- Good evening.
- How do you do?
- It is a pleasure to meet you.

Informal Greetings

- Hi!
- Hello!
- How are you?
- Nice to meet you.
- How are things?

Introducing Oneself

Example:

Good morning, everyone.

My name is _____. I am a student of _____. I am interested in reading books and learning new things. My goal is to develop my knowledge and communication skills.

Thank you for giving me this opportunity to introduce myself.

Introducing Others

Example:

Good morning, everyone.

I am pleased to introduce my friend, Ravi. He is a student of our college. He is interested in sports and reading. He is a hardworking and friendly person.

Thank you.

Q. Explain the importance of greetings and self-introduction in communication.

Answer: Greetings and introductions are important elements of effective communication. A greeting is generally the first step when two people meet. It creates a positive impression and establishes a friendly or professional atmosphere.

Greetings may be formal or informal depending on the situation. In professional situations, expressions such as “Good morning” and “It is a pleasure to meet you” are appropriate. Among friends, informal expressions such as “Hi” and “Hello” may be used.

Self-introduction is equally important. A good introduction should provide relevant information about a person in a clear and organized manner. It may include the person’s name, educational background, interests, skills and goals.Good greetings and introductions demonstrate confidence, politeness and social awareness. They help people establish relationships and communicate effectively.

3. Resume and Cover Letter

Resume

A **resume** is a brief document that presents a person's education, skills, qualifications, achievements and experience.

Main Parts of a Resume

1. Name and contact details
2. Career objective
3. Educational qualifications
4. Skills
5. Work experience

6. Achievements
7. Hobbies/interests
8. Personal details
9. Declaration

Simple Resume Format

RESUME

Name: _____
Address: _____
Phone: _____
E-mail: _____

CAREER OBJECTIVE

To obtain an opportunity where I can use my knowledge and skills and develop my professional abilities.

EDUCATIONAL QUALIFICATIONS

- _____
- _____
- _____

SKILLS

- Communication skills
- Computer skills
- Teamwork
- Time management

ACHIEVEMENTS

- _____
- _____

HOBBIES

- Reading
- Listening to music
- Sports

PERSONAL DETAILS

Date of Birth: _____
Languages Known: _____
Nationality: _____

DECLARATION

I hereby declare that the information given above is true to the best of my knowledge.

Place: _____
Date: _____
Signature

Cover Letter

A **cover letter** is a formal letter sent along with a resume while applying for a job.

Structure

1. Sender's address
2. Date
3. Receiver's designation/address
4. Subject
5. Salutation
6. Introduction
7. Qualifications and skills
8. Request for an interview
9. Closing

Important Difference

Resume: Gives details about qualifications and skills.

Cover Letter: Explains why the candidate is applying for a particular position.

UNIT – III

THE BEST INVESTMENT I EVER MADE

A. J. Cronin

On the second day out from New York, while making the round of the promenade deck, I suddenly became aware that one of the other passengers was watching me closely, following me with his gaze every time I passed, his eyes filled with a queer, almost pathetic intensity.

I have crossed the Atlantic many times. And on this occasion, tired after a prolonged piece of work, I wanted to rest, to avoid the tedium of casual and importunate shipboard contacts. I gave no sign of having noticed the man.

Yet there was nothing importunate about him. On the contrary, he seemed affected by a troubled, rather touching diffidence. He was in his early 40's, I judged - out of the comer of my eye - rather short in build, with a fair complexion, a good forehead from which his thin hair had begun to recede, and dear blue eyes. His dark suit, sober tie and rimless spectacles gave evidence of a serious and reserved disposition.

At this point the bugle sounded for dinner and I went below. On the following forenoon, I again observed my fellow voyager watching me earnestly from his deck-chair.

Now a lady was with him, obviously his wife. She was about his age, quiet and restrained, with brown eyes and slightly faded brown hair, dressed in a grey skirt and grey woollen cardigan.

The situation by this time had begun to intrigue me and from my steward I discovered that they were Mr and Mrs John S— , from a small suburb of London. Yet when another day passed without event, I began to feel certain that Mr S— would remain too shy to carry out his obvious desire to approach me. However, on our final evening at sea, Mrs S— decided the matter. With a firm pressure on his arm and a whispered word in his ear, she urged her husband towards me as I passed along the deck.

'Excuse me, Doctor. I wonder if I might introduce myself.' He spoke almost breathlessly, offering me the visiting card which he held in his hand and studying my face to see if the name meant anything to me. Then, as it plainly did not, he went on with the same awkwardness. 'If you could spare a few minutes . . . my wife and I would so like to have a word with you.'

A moment later I was occupying the vacant chair beside them. Haltingly he told me that this had been their first visit to America. It was not entirely a holiday trip. They had been making a tour of the New England states, inspecting many of the summer recreational camps provided for young people there. Afterwards, they had visited settlement houses in New York and other cities to study the methods employed in dealing with youth groups, especially backward, maladjusted and delinquent cases.

There was in his voice and manner, indeed in his whole personality, a genuine enthusiasm which was disarming. I found myself liking him instinctively. Questioning him further, I learned that he and his wife had been active for the past 15 years in the field of youth welfare. He was, by profession, a solicitor but, m addition to his practice, found time to act as director of a charitable organisation devoted to the care of boys and girls, mostly from city slums, who had fallen foul of the law.

As he spoke with real feeling, I got a vivid picture of the work which these two people were doing – how they took derelict adolescents from the juvenile courts and. placing them in a healthy environment, healed them in mmd and body, sent them back into the world, trained m a useful handicraft and fit to take their places as worthy members of the community.

It was a work of redemption which stirred the heart and I asked what had directed his life into this channel. The question had a strange effect upon him; he took a sharp breath and exclaimed:

'So, you still do not remember me'

I shook my head, to the best of my belief I had never in my life seen him before.

'I've wanted to get in touch with you for many years,' he went on, under increasing stress. 'But I was never able to bring myself to do so.' Then, bending near, he spoke a few words, tensely, in my ear. At that, slowly, the veils parted, my thoughts sped back a quarter of a century and, with a start, I remembered the sole occasion when I had seen this man before.

I was a young doctor at the time and had just set up in practice in a working-class district of London. On a foggy November night, towards one o'clock, I was awakened by a loud banging at the door. In those days of economic necessity any call, even at this unearthly hour, was a welcome one. Hurriedly, I threw on some clothes, went downstairs. It was a sergeant of police, in dripping helmet and cape, mistily outlined on the doorstep. A suicide case, he told me abruptly, in the lodgings round the comer - I had better come at once.

Outside it was raw and damp, the traffic stilled, the street deserted, quiet as the tomb. We walked the short distance in silence, even our footsteps muffled by the fog, and turned into the narrow entrance of an old building.

As we mounted the creaking staircase, my nostrils were stung by the sick-sweet odour of gas. On the upper storey the agitated landlady showed us to a bare little attic where, stretched on a narrow bed, lay the body of a young man.

Although apparently lifeless, there remained the barest chance that the youth was not quite beyond recall. With the sergeant's help, I began the work of resuscitation. For an entire hour we laboured without success A further 15 minutes and, despite our most strenuous exertions, it appeared useless. Then, as we were about to give up, completely exhausted, there broke from the patient a shallow, convulsive gasp. It was like a resurrection from the grave, a miracle, this stirring of life under our hands. Half an hour of redoubled efforts and we had the youth sitting up, gazing at us dazedly and, alas, slowly realising the horror of his situation.

He was a round-cheeked lad, with a simple, countrified air, and the story that he told us, as he slowly regained strength in the bleak morning hours, was simple, too. His parents were dead. An uncle in the provinces, anxious, no doubt, to be rid of an unwanted responsibility, had found him a position as clerk in a London solicitor's office.

He had been in the city only six months. Utterly friendless, he had fallen victim to the loose society of the streets, had made bad companions, and like a young fool, eager to taste pleasures far beyond his means, had begun to bet on horses. Soon he had lost all his small savings, had pledged his belongings, and owed the bookmaker a disastrous amount. In an effort to recoup, he had taken a sum of money from the office safe for a final gamble which, he was assured, was certain to win. But this last resort had failed. Terrified of the prosecution which must follow, sick at heart, sunk in despair, he had shut himself in his room and turned on the gas.

A long bar of silence throbbed in the little attic when he concluded this halting confession. Then, gruffly, the sergeant asked how much he had stolen. Pitifully, almost, the answer came, seven pounds ten shillings. Yes, incredible though it seemed, for this paltry sum this poor misguided lad had almost thrown away his life.

Again, there came a pause in which, plainly, the same unspoken thought was uppermost in the minds of the three of us who were the sole witnesses of this near-tragedy Almost of one accord, we voiced our desire to give the youth - whose defence-less nature rather than any vicious tendencies had brought him to this extremity - a fresh start. The sergeant, at considerable risk to his job, resolved to make no report upon the case, so that no court proceedings would result. The landlady offered a month's free board until he should get upon his feet again. While I, making perhaps the least contribution, came forward with seven pounds ten shillings for him to put back in the office safe.

The ship moved on through the still darkness of the night. There was no need of speech. With a tender gesture Mrs S— had taken her husband's hand. And as we sat in silence, hearing the sounding of the sea and the sighing of the breeze, a singular emotion overcame me I could not but reflect that, against all the bad investments I had made throughout the years – those foolish speculations for material gam, producing only anxiety, disappointment and frustration — here at last was one I need not regret, one that had paid no dividends in worldly goods, yet which might stand, nevertheless, on the profit side, in the final reckoning.

THE BEST INVESTMENT I EVER MADE" – A. J. CRONIN

Q. Why is the title "The Best Investment I Ever Made" appropriate?

Answer: A. J. Cronin was a Scottish physician and novelist. His works often combine storytelling with moral and social themes. "The Best Investment I Ever Made" is a story about kindness, transformation, gratitude and the power of helping another person.

The story shows that a small act of kindness can have a profound effect on another person's life. The investment referred to in the title is not simply a financial investment. It represents an investment in a human life.

The title "The Best Investment I Ever Made" is highly appropriate because the story demonstrates that helping a person can be more valuable than any financial investment. The central incident involves a person whose life is changed because someone shows compassion and provides timely help. What appears initially to be a small act eventually produces a lasting positive result.

The story emphasizes that human beings can change when they receive support and encouragement. Instead of judging a person by a difficult period in life, society should provide opportunities for improvement. The title therefore has both literal and symbolic significance. The investment is an investment in a human being, and the return is measured not in money but in a transformed and meaningful life.

The story teaches that compassion, kindness and faith in another person can produce extraordinary results. Thus, helping someone become a better person is perhaps one of the greatest investments a human being can make.

2. Asking and Giving Information

Asking for Information

Useful expressions:

- Could you please tell me…?
- Can you tell me…?
- Where is…?
- How can I reach…?

- What time does it start?
- Could you give me some information about...?
- Would you mind telling me...?

Giving Information

Useful expressions:

- Certainly.
- Yes, of course.
- The programme starts at 10 a.m.
- It is located near the main gate.
- You can reach it by bus.
- The office is on the first floor.

Example Dialogue

Student: Excuse me, could you tell me where the library is?

Staff: Certainly. It is on the first floor.

Student: What time does it open?

Staff: It opens at 9 a.m.

Student: Thank you.

Staff: You're welcome.

3. Interview Skills

Meaning

An **interview** is a formal conversation between an interviewer and a candidate to assess the candidate's suitability for a job, course or position.

Types of Interviews

1. Personal Interview

One interviewer interacts directly with one candidate.

2. Panel Interview

A group of interviewers interviews one candidate.

3. Telephonic Interview

The interview is conducted over the telephone.

4. Online/Video Interview

The interview is conducted through a video-conferencing platform.

5. Group Interview

Several candidates are interviewed together.

6. Technical Interview

The candidate's technical knowledge and professional skills are tested.

7. Stress Interview

The interviewer deliberately creates pressure to observe how the candidate responds.

Stages of an Interview

1. Preparation
2. Arrival
3. Introduction
4. Question and answer session
5. Candidate's questions
6. Closing
7. Follow-up

Do's of an Interview

- Dress neatly.
- Be punctual.
- Carry necessary documents.
- Maintain good posture.
- Listen carefully.

- Speak clearly.
- Be confident.
- Maintain appropriate eye contact.
- Be honest.
- Thank the interviewer.

Don'ts of an Interview

- Do not be late.
- Do not interrupt.
- Do not speak too quickly.
- Do not give false information.
- Do not use slang.
- Do not criticise previous employers or institutions.
- Do not use your mobile phone during the interview.
- Do not appear overconfident.

Q. Explain the types, stages, do's and don'ts of an interview.

Answer: An interview is an important method of evaluating a candidate's knowledge, skills, personality and suitability for a position. Good interview skills are therefore essential for academic and professional success.

There are different types of interviews. Face-to-face interviews are conducted directly between the interviewer and candidate. Telephone and online interviews are conducted through communication technology. Panel interviews involve several interviewers, while group interviews involve several candidates. Technical interviews assess subject-specific knowledge and skills.

An interview generally has several stages. The candidate prepares for the interview, arrives on time, introduces themselves, answers questions and may ask questions at the end. The interview concludes with a formal closing.

Candidates should be punctual, properly prepared and confident. They should listen carefully, maintain appropriate body language and answer honestly. At the same time, candidates should avoid being late, interrupting the interviewer, providing false information or using inappropriate language.

Thus, successful interviewing requires preparation, confidence, communication skills and professional behavior.

UNIT – IV

Principle of Good Writing by L.A.Hills

TEXT:

To write well, you have to be able to write dearly and logically , and you cannot do this unless you can think clearly and logically too if you cannot do this yet, you should train yourself to do it by taking particular problems and following them through, point by point, to a solution, without leaving anything out and without avoiding any difficulties that you meet.

For example, you may take the problem, what do mean when I say that I am a free person ?" And then try to find a solution along something like the following lines: 'An I free to do anything like: No, I am not free to fly to Mars, for example. My freedom is limited to what it possible. Am I then free to do anything that it is possible for me to do? No, I am not free to kill my neighbour for example. My freedom is limited to what is possible and legal found out, yes in fact I am. My freedom is therefore limited to what is possible and legal, unless limitations to my freedomBecause if I were free to do harm, and under these conditions, I would have less chance of freedom than if and everybody else accepted certain legal chance legal limitations on our freedom in order to protect the latter against arbitrary interference by others, etc',

At first, you may find clear, step-up-step thought very difficult. You may find that your mind containually wander. But practice will improve your ability
to think clearly and logically.

In order to increase your vocabulary and to improve your powers of expression, you should read widely and carefully, and keep a note boos in which to write down words and expressions that particular strike you/ for example, sparkle, glitter , owinkle, blame, glean, butcherblue eyes, relax into delicious indolence. Use a good dictionary to help you with the exact meaning and uses of words.

Always remember that regular and frequent practice is essential if you are to learn to write well. You learn to write by writing. It is no good waiting until you have an inspiration before you write. Even with the most famous writers, inspiration is rare. Writing is 90 percent hard work and percent inspiration to the sooner you get into the habit of disciplining yourself to write the better.

If you keep your eyes and ears Open, you will find plenty of things to write about around you. Often a little piece of conversation heard in the street can start you thinking along interesting new lines. Imagine that you are a stranger who is not familiar with the thing that you see around you, and start from there.

Read the newspapers carefully. Everyday there are example of human joy and human tragedy in it which give you ideas for articles, essays or short stories.

Keep a notebook in which to put down things that you notice or ideas that comes to you when you are out walking, when you are reading a book or magazine, or at any other time. Some people get ideas in the bath, or when they wake up during the night. Unless they write down these ideas down at Once, they often forget them.

Try to develop a warn, understanding of people, their problems, joys and their sorrows, so that you are genuinely interested in everyone you meet and where before you could perhaps see nothing of interest.

To be a successful writer, you must write interestingly; but different kinds of people have different interests, and it is most unlikely that you will be able to appeal to all of them. You therefore have to know exactly what types of reader you are writing for, and exactly what kind of thing interest such a reader. By carefully reading magazines for teenagers, magazines for well educatalted men, you can find out the thing that interest particular type ot readers .

Most people are interested in the present. Even when they read about the past or the future, it is atter'connections with, or relevance to the present that particularly interest them.You should therefore choose subjects of topical interest ~ the latest fashions in some particular field, problems which wory people are making preparations for this festivaland about summer holidays when the summer is approaching.

As much as possible, choose subjects of which you have personal experience Your will be able to write on these much more convincingly and with greater authority than on subjects about which you have only second-hand information.

Presentation is of very great importance in good writing. Your opening Paragraph should arrest the readers attention and show him what you are riting about and why. If you are going to give the reader some information tell him what subject you are going to deal with. If you are going to argue in support of a particularly point of view, say what this point of view is.There is no harm in starting the reader in this first paragraph by putting forward a new
and apparently paradoxical point of view, provided you have convincing arguments to support in it the rest of what you write.

The main body of your piece of writing should collect together and present the ideas pronted in the first paragraph or give good arguments to support the view put forward there. You should come to the point at once, say what you promised to say, avoiding irrelevant omaterial, and then finish.

Your last paragraph or sentence should bring what you have written to a neat, satisfying end, leaving the reader with a clearidea of what you have been saying.

To write interestingly, you must yourself be intensely interested in what you are writingand you must convey this feeling to eagerness to your readers, You must also believe intensely in what you are wrioing, and convince your readers of your honesty. You cannot aroused their interest and sympathy unless they feel that you are interested , and that you feel strongly about what you are saying.

Do not, however, force upon the reader those of your own private problem which few, if any other people share People are very interested in problems which they too face, or which they may easily have to face in the near future, but they do not want to read the personal complaining and protest of someone whom they consider a crank , or whom they suspect of being mentally unbalanced.

Do not strive to create impression. Forget about yourself. Think only a the reader, and write naturally avoiding self-consciousnes.If you have something interesting to write about and can express it clearly, simply and with the human touch, it is sure to appeal to some classes of readers. But if you deliberately try to copy a style which is not your ownthis will quickly become obvious to the reader, he will feel that you are not sincere, and he will not go on reading what you have written. As you read more and more works written in particular style, your own will gradually change; but this will be a natural proces, and your new style will be yours, because it comes up from your unconscious self, unlike a style which you are deliberately copying.

This does not mean that you should not cultivate wivid expression, if you train yourself to see and hear thing keenly responsively as an artist or a musician does, you will be able to describe them vividly yet without artificially.
It is best to write simply and in a conversational tone. Clean, plain, English is the fashion these days, and an elaborate, decorated style is quite out of date. Avoid jargon (e.g, 're your letter to hand 'meaning with reference to the letter Which I have received from you') and oficialese (eg it is a apreheneded that meaning I suppose) hackneyed expressions (e.g. Adams ale forwater" and do ones level best ' for do the best one can) rhetorically flourishes (eg . This is a subject of great importance to many people now-a-days, and therefore one which I fe I should discuss seriously and honestly' The readers know whether he thinks it important or not and he certainly does not need to be told that, if it is of great importance, it deserves to be discussed seriously and honestly) empty verbiage (e.g, fell obliged to add that, doubtless, many people appreciate that it is a the matter of greatest importance that information about possible cases about curely to children should be passed on to the appropriate authorities

immediately, in which the first 20 words are empty verbiage) and circumlocutions (e.g. I will cause investigations to be made with a view to ascertaining the information, instead of will find out).

Prefer the concrete to the abstract word whenever possible; be definite, call pade a spade, and avoid euphemisms. The latter have been called the Cult of Cosiness, which means the presence that everything is all right when it is not, In Hitlers Germany, for example the expression of special treatment .

1. Principles of Good Writing – L. A. Hills

Introduction

Good writing is clear, correct, meaningful and effective. **L. A. Hills** explains important principles that help writers communicate their ideas successfully. Good writing is not about using difficult words. It is about **expressing ideas clearly, correctly, simply and effectively**.

Principles of Good Writing

1. Clarity

Ideas should be expressed clearly and easily understood.

2. Simplicity

Use simple and familiar words whenever possible.

3. Correctness

Grammar, spelling, punctuation and sentence structure should be correct.

4. Brevity

Avoid unnecessary words and repetition.

5. Unity

All parts of a paragraph should focus on one main idea.

6. Coherence

Ideas should be logically connected.

7. Precision

Choose words that express the exact meaning.

8. Relevance

Include only information related to the topic.

9. Appropriate Vocabulary

Words should suit the subject, purpose and audience.

10. Good Organisation

Ideas should be arranged in a logical order.

Q. Explain the principles of good writing.*

Answer: Good writing is an effective means of communicating thoughts and information. According to the principles of good writing, a writer should aim to communicate ideas clearly, accurately and effectively.

Clarity is one of the most important qualities. The reader should understand the writer's meaning without difficulty. Simplicity is also important because unnecessarily complicated language can confuse readers.

Good writing should be concise. Unnecessary words, repetition and irrelevant information should be avoided. Correct grammar, spelling and punctuation are essential for accuracy.

Coherence means that ideas should be logically connected. Unity means that a paragraph should generally develop one main idea. Appropriate vocabulary should be selected according to the subject and audience.

Good organization is also necessary. A piece of writing should have a clear beginning, development and conclusion. Thus, good writing combines clarity, simplicity, correctness, conciseness, coherence, unity and logical organization.

2. Paragraph Writing – Guided Writing

Meaning

A **paragraph** is a group of related sentences dealing with one main idea.

Structure of a Paragraph

1. Topic Sentence

Introduces the main idea.

2. Supporting Sentences

Explain, develop or support the main idea.

3. Concluding Sentence

Brings the paragraph to a suitable end.

Example: Importance of Time

Time is one of the most valuable resources in our life. Once time is lost, it cannot be brought back. Proper use of time helps us complete our work successfully and achieve our goals. Students should prepare a timetable and divide their time between studies, recreation and rest. Punctuality and regularity also help us make good use of time. Therefore, everyone should learn to respect time and use it wisely.

Tips for Paragraph Writing

- Understand the given topic.
- Identify the main idea.
- Arrange ideas logically.
- Use simple sentences.
- Maintain unity and coherence.
- Avoid repetition.
- Check grammar and spelling.

Q. Explain the structure and characteristics of a good paragraph.*

Answer: A paragraph is a group of related sentences dealing with one central idea. Effective paragraph writing is important because it helps organize information clearly.

A good paragraph usually begins with a topic sentence. The topic sentence introduces the main idea. It is followed by supporting sentences that explain, illustrate or develop the central idea.

The paragraph generally ends with a concluding sentence. The conclusion may summarize the main point or provide a final observation.

A good paragraph should have unity, which means that all sentences should relate to the main idea. It should also have coherence, meaning that the sentences should be logically connected. The ideas should be sufficiently developed and expressed in clear language.

Thus, a well-written paragraph has a clear structure and presents one complete idea effectively.

3. Principles of Translation

Meaning of Translation

Translation is the process of transferring the meaning of a text from one language to another.

For example:

English → Telugu

“Education is the key to success.”

విద్య విజయానికి కీలకం.

Principles of Good Translation

1. **Accuracy** – The original meaning must be preserved.
2. **Clarity** – The translated text should be easy to understand.
3. **Naturalness** – Translation should sound natural in the target language.
4. **Faithfulness** – The translator should remain faithful to the original message.
5. **Proper Grammar** – Correct grammar should be used.
6. **Context** – Words should be translated according to their context.
7. **Cultural Sensitivity** – Cultural meanings should be considered.
8. **Appropriate Vocabulary** – Suitable words should be selected.

English to Telugu Translation – Example

English:

Education plays an important role in the development of an individual and society. It gives us knowledge, develops our skills and helps us become responsible citizens. A good education enables people to face challenges confidently. It also promotes equality, understanding and social progress. Therefore, every child should have access to quality education.

Telugu:

విద్య వ్యక్తి మరియు సమాజ అభివృద్ధిలో ముఖ్యమైన పాత్ర పోషిస్తుంది. ఇది మనకు జ్ఞానాన్ని అందించి, మన నైపుణ్యాలను అభివృద్ధి చేసి, బాధ్యతాయుతమైన పౌరులుగా ఎదగడానికి సహాయపడుతుంది. మంచి విద్య ప్రజలు సవాళ్లను ఆత్మవిశ్వాసంతో ఎదుర్కొనేలా చేస్తుంది. ఇది సమానత్వం, అవగాహన మరియు సామాజిక ప్రగతిని కూడా ప్రోత్సహిస్తుంది. అందువల్ల ప్రతి బిడ్డకు నాణ్యమైన విద్య అందుబాటులో ఉండాలి.

Q. Explain the important principles of translation.

Answer: Translation is the process of transferring the meaning of a message from one language to another. A good translation should communicate the original meaning accurately and naturally.

Accuracy is the most important principle. The translator should preserve the meaning of the original text without unnecessary additions or omissions. At the same time, literal translation should not result in unnatural language.

Clarity is also essential. The translated text should be easily understood by readers. The translator must consider the context because a word may have different meanings in different situations.

Grammar and vocabulary should be appropriate to the target language. Cultural expressions should also be translated carefully so that their intended meaning is preserved.

In English-to-Telugu translation, the translator should understand the English passage completely before translating it. The final Telugu version should be grammatically correct and natural.

Thus, successful translation requires accuracy, clarity, faithfulness, contextual understanding and natural expression.

UNIT – V

1. Time Management

Introduction

Time management means planning and organising our time effectively to complete tasks and achieve goals. Time is limited and valuable. Proper time management helps students and professionals use their time efficiently and achieve success.

Importance of Time Management

1. Helps achieve goals.
2. Reduces stress.
3. Improves productivity.
4. Prevents delay.
5. Creates discipline.
6. Provides time for rest and recreation.
7. Improves academic performance.
8. Helps maintain a balanced life.

Techniques of Time Management

- Prepare a timetable.
- Set clear goals.
- Prioritise important tasks.
- Avoid procrastination.
- Reduce distractions.
- Divide large tasks into smaller tasks.
- Take short breaks.
- Review your progress.

Q. Explain the importance of time management and discuss effective techniques for managing time.*

Answer: Time is one of the most valuable resources in human life. Unlike money or material possessions, lost time cannot be recovered. Time management means planning and organizing available time effectively to achieve desired goals.

Effective time management helps students complete academic work on time and prepare systematically for examinations. It reduces stress and prevents last-minute pressure. It also develops discipline and responsibility.

Several techniques can improve time management. A person should set clear goals and prepare a realistic timetable. Important tasks should be given priority. Large tasks can be divided into smaller and manageable activities.

Procrastination should be avoided. Distractions such as unnecessary use of mobile phones and social media can consume valuable time. Regular short breaks can help maintain concentration.

Good time management does not mean working continuously. It means using time wisely and maintaining a healthy balance between work, study and rest.

Therefore, time management is an essential life skill that contributes to academic, professional and personal success.

2. Attitude

Meaning

Attitude is the way a person thinks, feels and responds towards people, situations and life.

Types of Attitude

Positive Attitude

A positive attitude means approaching situations with hope, confidence and willingness to learn.

Negative Attitude

A negative attitude involves pessimism, lack of confidence and unwillingness to accept change.

Importance of Positive Attitude

- Builds confidence.
- Helps solve problems.
- Improves relationships.
- Encourages learning.
- Helps overcome difficulties.

- Increases motivation.
- Promotes success.

How to Develop a Positive Attitude

1. Think positively.
2. Learn from mistakes.
3. Avoid unnecessary negativity.
4. Be grateful.
5. Accept challenges.
6. Stay with supportive people.
7. Set realistic goals.
8. Believe in continuous improvement.

A positive attitude helps us face challenges confidently and develop a successful and balanced personality.

What is attitude? Explain the importance of a positive attitude in life.

Answer: Attitude refers to a person's way of thinking, feeling and responding towards people, situations and experiences. It strongly influences behaviour and decision-making.

A positive attitude enables a person to approach difficulties with confidence and hope. It does not mean ignoring problems; rather, it means facing problems constructively and looking for possible solutions.

Positive attitude is important for students because it encourages learning and perseverance. When students face failure, a positive attitude helps them learn from their mistakes instead of giving up.

A positive attitude also improves interpersonal relationships. People who communicate respectfully and appreciate others are more likely to develop healthy relationships.

Attitude can be developed through constructive thinking, goal-setting, self-confidence and willingness to learn from mistakes. Thus, a positive attitude is an important quality for academic achievement, professional success and personal development

3. Social Consciousness

Meaning

Social consciousness means awareness of the problems, needs, rights and responsibilities of people in society.

A socially conscious person understands that individual actions can affect other people and the environment.

Importance

1. Promotes responsible citizenship.
2. Encourages equality.
3. Develops empathy.
4. Protects the environment.
5. Promotes social harmony.
6. Helps address social problems.
7. Encourages community participation.

Examples

- Keeping public places clean.
- Saving water and electricity.
- Respecting others.
- Helping people in need.
- Promoting education.
- Protecting the environment.
- Following rules and laws.
- Speaking against discrimination.

Role of Students

Students can develop social consciousness through:

- NSS and community service.
- Environmental activities.
- Awareness campaigns.
- Volunteering.
- Blood donation awareness.
- Cleanliness drives.
- Helping disadvantaged people.

Social consciousness helps create responsible individuals and a better society. Every citizen has a role in creating a peaceful, equal and sustainable society.

Q. What is social consciousness? Explain its importance in developing responsible citizens.

Answer: Social consciousness is the awareness of social issues, human rights, responsibilities and the needs of other people. It is an important quality for responsible citizenship.

A socially conscious person understands that individual actions can influence society. Such a person respects others, follows laws, protects public property and contributes to the welfare of the community.

Social consciousness is particularly important in addressing issues such as poverty, environmental degradation, discrimination, illiteracy and lack of sanitation. Awareness encourages people to participate in constructive activities and seek solutions to social problems.

Students can develop social consciousness through education, community service, environmental activities, awareness programmes and participation in social initiatives. Social consciousness also promotes values such as equality, empathy, cooperation and respect for diversity.

Therefore, social consciousness helps create responsible individuals and contributes to the development of a peaceful, equitable and sustainable society.

4. Emotional Intelligence

Meaning

Emotional Intelligence (EI) is the ability to understand and manage our own emotions and understand the emotions of others.

The concept is widely associated with psychologist **Daniel Goleman**.

Components of Emotional Intelligence

1. Self-Awareness

Understanding our own emotions, strengths and weaknesses.

2. Self-Regulation

Controlling our emotions and responding appropriately.

3. Motivation

Having the inner desire to achieve goals and overcome difficulties.

4. Empathy

Understanding and respecting the feelings of others.

5. Social Skills

Building healthy relationships and communicating effectively with others.

Importance of Emotional Intelligence

- Improves communication.
- Builds healthy relationships.
- Helps manage stress.
- Improves decision-making.
- Develops leadership qualities.
- Helps resolve conflicts.
- Increases self-confidence.
- Promotes teamwork.

How to Develop Emotional Intelligence

1. Understand your emotions.
2. Think before reacting.
3. Listen to others.
4. Practise empathy.
5. Accept constructive feedback.
6. Manage anger and frustration.
7. Communicate clearly.
8. Respect different opinions.

Emotional intelligence is an important life skill. A person with good emotional intelligence can understand emotions, manage relationships and deal with difficult situations effectively.



