

B.A. & B.Com.(Hons.), Part - II

English (50) Marks

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The God of Small Things

Lesson Structure

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- 1.7 Summary
- 1.8 Important Questions
- 1.9 Suggested Reading.

The God of Small Things has been written by Arundhati Roy. The book received the prestigious Booker Prize in 1997. Roy is also a well-known activist for social and economic justice. After the publication of *The God of Small Things*, Roy has devoted herself mainly to nonfiction and politics. She is the author of three screenplays, eight works of non-fiction and a dozen essays and articles. Arundhati Roy was raised in Ayemenem in the predominantly Christian, Marxist dominated state of Kerala in Southern India. The novel *The God of Small Things* is set in this locale and its main character, Rahel, shares similarities in background to the author.

1.1 Objective

- To enable the students to understand the themes of the novel.
- To Promote understanding of the novel as an Indian English novel
- To help understand the structure and the narrative technique of the novel
- To promote understanding of the characters of the novel.

1.2 *The God of Small Things* as an Indian English Novel

The God of Small Things is a novel written in English by an Indian writer. It is Indian in content and style. It is set in independent India and deals with issues pertaining to Indian society— its polity, economic, religion and culture.

The novel is a strong indictment against untouchability and caste prejudice. It also exposes the patriarchal bias of the Syrian Christian community which despite education and affluence remained bound by conservative tradition and orthodoxy. The novel shows the inner rumblings of rebellion against the rigid laws of this conservative society.

Moreover, the novel presents the picture of a changing village, concrete houses mushroomed in Ayemenem and its population swelled to the size of a little town. The fact that these houses nestled under trees, and the narrow paths that branched off the main road and led to them were not motorable, gave Ayemenem the semblance of rural quietness. In Ayemenem, where once the loudest sound had been a musical bus horn, now, wars, famines, massacres and Bill Clinton could be summoned up like servants with satellite television.

The novel is a landmark in the use of English. According to Binoo K. John *The God of Small Things* is remarkable for “its linguistic inventiveness and the sheer audacity of the way it handled language.” Arundhati Roy has used a highly idiosyncratic language. Apart from the innovations made we find many broken sentences, words, improper capitalization and punctuation marks in the novel.

1.3 Plot

The God of Small Things is set in Kerala. The story is about the tragic disintegration of an Indian family. A brilliantly constructed novel, it unravels sexual and caste conflict in a conservative society. The major characters are Estha and Rahel, the fraternal twins, son and daughter of Ammu, a divorced daughter of a wealthy family of Kerala. The family's prosperity is derived from a pickle factory and rubber estate, and their prideful Anglophilia.

The story centres on events surrounding the visit, drowning and death of the twins' half-English cousin, a nine year old girl named Sophie Mol. The visit overlaps with a love affair between Ammu and the family's carpenter, Velutha, a member of the Untouchable caste— “The God of Loss/ The God of Small Things.” The plot unfolds with an ominous premonition and certainty. Yet nothing prepares us for what lies at the heart of it until Sophie Mol and her mother Margaret Kochamma arrive on a Christmas visit. The tragedy begins with the drowning and death of their white cousin. The twins learn that “Things can change in a day”.

Told from the children's perspective, the novel moves backward from present-day India to the fateful drowning that took place twenty-three years earlier, in 1969. The

consequences of these intertwined events— the drowning and the forbidden love affair—are terrible. Estha at some point thereafter stops speaking; Ammu is banished from her home, dying miserably and alone at age 31; Rahel is expelled from school, drifts, marries an American, whom she later leaves. The narrative begins and ends as Rahel returns to her family home in India and to Estha, where there is some hope that their love for each other and memories recollected from a distance will heal their deep wounds.

The plot of novel focuses on the struggle against the conservative, patriarchal control in a society that pays only lip service to radical change, a society that remains at its core stubbornly traditional in its values. Ammu's love for Velutha forms the core of the novel and makes the novelist's preference clear. The traditional society was not only conservative but authoritarian for it laid down the rule who should love whom.

1.4 Characters

1.4.1 Ammu :

Ammu is an important character of the novel. She is the mother of the twins from whose perspective the novel is presented. Ammu has been exposed to the horrors of the male-centric society from her childhood. Later developments in her life make her bitter and helpless. She is nevertheless bold and daring unlike her mother Mammachi.

Ammu is an archetypal image of a daughter who is discriminated against by the family. As she finished her schooling her father retired from his job in Delhi and the family moved to Ayemenem. Her father, Pappachi insisted that a college education was an unnecessary expense for a girl, so Ammu had no choice but to leave Delhi.

There was very little for a young girl to do in Ayemenem other than to wait for marriage proposals while she helped her mother with the housework. Since her father did not have enough money to raise a suitable dowry, no proposals came Ammu's way. After her eighteenth birthday Ammu grew desperate. All day she dreamed of escaping from Ayemenem and the clutches of her ill-tempered father and bitter, long-suffering mother. She hatched several plans, of which once worked. Pappachi agreed to let her spend the summer with a distant aunt who lived in Calcutta. There she met a man whom she decided to marry. He was on vacation from his job in Assam where he worked as an assistant manager of a tea estate. But her husband turned out to be a heavy drinker. Drunken violence followed by post-drunken badgering became the routine for him. He even wanted to send her beautiful wife to the bungalow of his white master Mr. Hollick to be 'looked after' in order to secure his position. When Ammu did not agree to it he brutally assaulted her. Ammu, unlike Mammachi retaliated and hit him back. When his bouts of violence began to include the children. Ammu left her husband and returned to Ayemenem, to everything that she had fled from only a few years ago. The only difference was that now she had two young children and no more dreams.

She knew that for her there was only Ayemenem now with the local disapproval in the background. While Chacko was the legal owner of the factory, Ammu had no locus standi. Chacko, a Rhodes Scholar at Oxford was permitted excesses and eccentricities nobody else was. "Thanks to our wonderful male chauvinist society," Ammu said. But by this time she had learnt to assert herself, and also to pay back in the same coin. She expressed her feminist stance by getting her wedding ring melted down and made into a bangle for Rahel. When she looked at herself in her wedding photographs, Ammu felt the woman that looked back at her was someone else. "A foolish jeweled bride." Ammu knew that weddings were not something that could be avoided altogether. But for the rest of her life she advocated "*small* weddings in *ordinary* clothes." It made them less ghoulish, she thought. Ammu's children had no surname because Ammu was considering reverting to her maiden name, though she said that choosing between her husband's name and her father's name didn't give a woman much of a choice.

At times, she even set aside the morality of motherhood and divorcee-hood. She wore flowers in her hair and carried magic secrets in her eyes. She spent hours on the riverbank with her little plastic transistor. She smoked cigarettes and had midnight swims. A woman who was already damned and had little left to lose, could therefore be dangerous. So on the days that the radio played Ammu's songs, people avoided her and let her be herself. "It was what she had battling inside her. An unmixable mix. The infinite tenderness of motherhood and the reckless rage of a suicide bomber." It led her to love her childhood acquaintance Velutha, the untouchable. She used the boat at night that her children used during the day to go to him.

As this relationship was discovered there was outrage against her. Ammu was locked in her room. She was prevented from going to the police to save Velutha. But she was bold enough to go to the police station to put on record the fact that Velutha had been falsely implicated in the molestation case. But she felt helpless when she found the police inspector too biased against her and Velutha to even record her statement. After this incident Ammu was broken and demoralised as she found all social and administrative forces gathered against her. Moreover, her love for her children became a stumbling block in her way of taking her fight against the hegemonic social set up to a conclusive end : "You're the millstones round my neck !"

To sum up, Ammu is a victim of the patriarchal society who turns into a rebel but could not withstand the collective opposition and ostracism by the dominant social forces.

1.4.2 Velutha :

Velutha is one of the protagonists of the novel. He was called Velutha which means White in Malayalam— because he was black. His father, Vellya Paapen, was a toddy tapper. As a young boy, Velutha would come with father to the back entrance of

the Ayemenem House to deliver the coconuts they had plucked from the trees in the compounds. Pappachi would not allow Paravans into the house.

He is extremely gifted. He is an expert carpenter and technician. He was like a little magician. He could make intricate toys—tiny windmills, rattles, minute jewel boxes out of dried palm reads; he could carve perfect boats out of tapioca stems and figurines on cashew nuts. He would bring them for Ammu, holding them out on his palm (as he had been taught) so she wouldn't have to touch him to take them. Apart from his carpentry skills, Velutha had a way with machines. Mammachi (with impenetrable Touchable logic) often said that if only he hadn't been a Paravan, he might have become an engineer. He mended radios, clocks, water-pumps. He looked after the plumbing and all the electrical gadgets in the house.

But he gets a meagre amount as wages because he is an untouchable, hence fit only for filthy work. The touchable workers object to his employment in the factory. Velutha wasn't supposed to be a carpenter. Since she knew that nobody else would hire him as a carpenter, Mammachi paid Velutha less than she would a Touchable carpenter but more than she would a Paravan. Mammachi didn't encourage him to enter the house (except when she needed something mended or installed). She thought tht he ought to be grateful that he was allowed on the factory premises at all, and allowed to touch things that Touchables touched. She said that it was a big step for a Paravan.

"Vellya Pappen feared for his younger son. He couldn't say what it was that frightened him. It was nothing that he had said. Or done. It was not *what* he said, but the *way* he said it. Not what he did, but the *way* he did it.

Perhaps it was just a lack of hesitation. An unwarranted assurance. In the way he walked. The way he held his head. The quiet way he offered suggestions without being asked. Or the quiet way in which he disregarded suggestions without appearing to rebel.

While these were qualities that were perfectly acceptable, perhaps even desirable in Touchables, Vellya Paapen thought that in a Paraven they could (and would, and indeed, should) be construed as insolence.

Velutha's ancestor's conversion to Chistianity does not help him and his family to secure a social position at par with the touchables. They remained untouchables within the fold of Christianity. The untouchable converts were given separate churches, had separate services and even a separate Bishop. He even joins the Communist party in his bid to attain equality. But his life does not change despite the consolidation of Communism in Kerala. In fact, he is betrayed by the local Communist leader and is cruelly killed by the police under the Communist regime. He is brutally tortured to death after his relationship with Ammu, a high caste Syrian Christian woman is falsely reported as a case of molestation. Velutha is a victim of caste prejudice and untouchability. Neither Christianity nor Communism, which are committed to egalitarianism and classlessness, could provide him a life with dignity.

1.4.3 Rahel :

In this novel, the narrative voice is grounded in the memories of Rahel and Estha, the zygotic or 'two-egg' twins. Rahel revolted against the social norms openly. She exhibited her independence of thought and action even when she was in school. Though the society tried to make her follow the age-old norms of girl like behaviour and conduct, she continued to follow her own fancies. Consequently, Rahel was first blacklisted in Nazareth Convent at the age of eleven. Even her expulsion from school and the social boycott by her classmates in college could not make her a conformist. She married an American and after some time divorced, without bothering about the traditional norms concerning them. Similarly, Rahel's incest with Estha can be interpreted as the defiance of a social code that has traumatized her and deprived her of her childhood.

1.5 Themes

1.5.1 Caste :

The God of Small Things depicts the plight of the *Paravans* or untouchables in the Malabar region during the various periods of the 20th century in a very forceful manner. At one place in the novel, Mammachi tells Estha and Rahel that in her girlhood, "Paravans were expected to crawl backwards with a broom, sweeping away their footprints so that Brahmins or Syrian Christian would not defile themselves by accidentally stepping in a Paravan's footprint."

The lot of these untouchables did not improve till late 1950's. Paravans, like other Untouchables, were not allowed to walk of public wads, not allowed to cover their upper bodies, not allowed to carry umbrellas. They had to put their hands over their mouths when they spoke, to divert their polluted breath away from those whom they addressed."

However, the novel also records the fact that the winds of change had started blowing by that time. The wards of some of the Paravans had started going to school. Thus, in this novel, Mamachi, impressed by Velutha's extraordinary skill in making toys, persuaded Vellya Paapen to send his son to the Untouchable's School.

Arundhati Roy gives an ironic portrayal of the fact that the evils of the caste system persist even after the conversion of the victim as well victimizer to a religion that does not recognize any caste barriers among its followers : "When the British came to Malabar, a number of Paravans, Pelayas and Pulayas (among them Velutha's grandfather, Kelan) converted to Christianity and joined the Anglican Church to escape the scourge of Untouchability..... It didn't take them long to realize that they had jumped from the frying pan into the fire. They were made to have separate churches, with separate services, and separate priests. As a special favour they were even given their own separate Pariah Bishop." The irony of the situation also lies in the fact that the conversion aggravated, rather than alleviating, the sufferings of the untouchables. After

Independence they found they were not entitled to any Government benefits like job reservations or bank loans at low interest rates, because officially, on paper, they were Christians, and therefore casteless.

Paravans of the post-independence generation are not treated as callously as their forefathers. But the events in the novel show that the level of contempt of the high caste people for them has not gone down even by a jot. Velutha and his elder brother, Kuttappen, represent the untouchables of post-independence era. As a young boy, Velutha could not have access to any point beyond the back entrance of the Ayemenem House as pappachi, like other Caste Hindus and Caste Christians, would not allow any of the untouchables touch anything the Touchables' touched. At a later stage, Velutha, aged eleven was allowed to bring the intricate toys made by him and give them to Ammu. But he had to offer these toys to her "by holding them out on his palm (as he had been taught) so [that] she wouldn't have to touch him to take them."

The untouchables of the post-independence era too are discriminated against the exploited by the people of upper castes. Velutha's aptitude and three-year training had made him a highly proficient Missionary Society at Kottayam) had made him a highly proficient carpenter. Besides his carpentry skills, he also had a knack for repairing all types of machines. But even his extraordinary talent and skills failed to fetch him any worthwhile recognition in the society simply because he belonged to an untouchable caste. "Mammachi (with impenetrable Touchable Logic) often said that if only he hadn't been a Paravan, he might have become an engineer." Velutha's appointment as a carpenter for the general maintenance of Mammachi's factory was resented by the workers of the upper castes as, according to them, Paravans were not meant to be carpenters. Mammachi paid Velutha much less salary than she had to pay a 'touchable' carpenter as she knew that nobody else would hire him as a carpenter. This act of discrimination also reduced the resentment of the upper caste workers to some extent.

The insults and atrocities to which Velutha was subjected to by Mammachi and the Kottayam police poignantly bring out the harsh reality that the low caste people had to pay a very high price if they dared to establish any type of intimate relationship with the high caste people. When Baby Kochamma went to the Police Station to lodge a false report against Velutha of trying to molest Ammu, the Inspector reprimands her for treating the untouchables kindly : "You people, Inspector Thomas Mathew said, 'first you spoil these people, carry them about on your head like trophies, then when they misbehave you come running to us for help.'" The policemen commit unspeakable atrocities against Velutha not because they had any personal scores to settle with him or because they wish to uphold the honour of Ayemenem House, but because they wish to set an example for other untouchables.

Arundhati Roy also castigates the role of the politicians in exploiting the untouchable castes for achieving their narrow ends. Thus, while Velutha was a card-

holding member of the Marxist Party, Comrade Pillai kept on intriguing against him incessantly and at all fronts lest he should become his rival in the party politics. He objected to Chacko's decision to employ Velutha as a carpenter in his factory on the ground that other workers complained to him against this job being offered to an untouchable. He also did not support Velutha when the latter visited his house to inform about Mammachi's most degrading behaviour towards him. He even lied to the Police Inspector that Velutha had no connection with his party. But after Velutha was brutally murdered by the policemen, he started posing as a saviour of the untouchables. He propagated the fact that an untouchable party worker had been murdered because he had been fighting for the cause of the welfare of the workers of the pickle factory. He settled his score with Chacko for his attempts to dislodge him from his secure position as the party leader of the area. For this, he instigated the party workers to seize Chacko's pickle factory in the name of avenging the death of a dedicated party worker. Ironically, during this siege, Comrade Pillai delivered "fervent, high-pitched speeches about Right of Untouchables ('Caste is Class, comrades')."

1.5.2 Gender :

The novel presents the story of a highly educated Syrian Christian family of Ayemenem, in the highly literate district of Kottayam in Kerala. The female characters belonging to three successive generations in the novel, Mammachi, Ammu and Rahel represent the gender bias and its implications.

The first generation is represented by Shoshamma Ipe called Mammachni in the novel. Mammachi is severely beaten and abused by her 'gentleman' husband Pappachi, but she never protested against her husband's atrocities. He was a jealous man, who had discontinued mammachi's lessons on the violin as he came to know about her exceptional talent. Coping with his retirement, he resented the attention his wife was suddenly getting after she started the pickle and jam business in Ayemenem. The makel chauvinism of Pappachi is also evident from the fact that he considered it below his dignity to help Mammachi in pickle-making.

Mammachi's daughter, Ammu experienced violence at a very tender age when her father often turned Mammachi and Ammu out of the house on chilly winter nights in Delhi. They had to hide behind the hedge to escape the wrath of her father. While her brother was sent to Oxford, her father did not allow her higher education which was for him an unnecessary expense for a girl. Thus, after completing her school education, her only objective in life is to find a husband to depend upon him for the rest of her life. But Ammu's husband turned out to be worse than her father. He was an alcoholic. He wanted her to please his white boss in order to secure his job. Violence became a matter of routine, but when it started affecting the children. Ammu left her husband and returned to her parents.

Her brother, Chacko, a Rhodes Scholar became the master of the house after

Pappachi's death. Though Ammu did as much work in the factory as Chacko, it was his factory. As a daughter, she had no claim to the property. Chacko ruled both home and business. The disaffected and lonely Ammu decides to be intimate with her untouchable childhood acquaintance and her children's best friend, Velutha. When the affair is discovered, Ammu is locked in her room. She felt helpless when she found the Police Inspector too biased against her and Velutha to even record her statement. Ammu was not able to make any bold move after this incident as she found all social and administrative forces collectively ranged against her.

The novelist has also subjected the double standards used by the Indian society in judging the behaviours of males and females in the matter of love and marriage to a scathing attack. Thus, Chacko's marriage with an English waitress is accepted, but not Ammu's to a Bengali high caste Hindu. Similarly, while Mammachi welcomed Chacko when he returned to Ayemenem after getting divorced from his British wife, Ammu was treated with utter contempt when she came back to her parents' house after divorcing her Bengali husband. "Her tolerance of 'men's needs' as far as her son was concerned, became the fuel for the unmanageable fury at her daughter. She had defiled generations of breeding (The little Blessed One. Blessed personally by the Patriarch of Antioch, an Imperial Entomologist, a Rhodes Scholar from Oxford) and brought the family to its knees."

1.5.3. Marxism :

Marxism became the most popular political ideology in the Christian dominated Kerala since long. Arundhati Roy in *The God of Small Things* says that Marxism was a simple substitute for Christianity. "Replace God with Marx, Satan with the bourgeoisie, Heaven with a classless society, the Church with the Party, and the form and purpose of the journey remained similar."

The real secret was that communism crept into Kerala insidiously. As a reformist movement it never overtly questioned the traditional values of a caste-ridden, extremely traditional community. The Marxists worked from within the communal divides and never challenged them explicitly. They offered a cocktail revolution. A mix of Eastern Marxism and orthodox Hinduism, spiked with a shot of democracy.

Comrade Pillai justifies the resentment of the workers of the pickle's factory against Veluth's elevation to the position of a carpenter cum electrician. "They see it as a partiality, after all, whatever job he does, carpenter or electrician or whatever it is, for them he is just a paravan. It is a conditioning they have from birth. This I myself have told them is wrong. But frankly speaking comrade, change is one thing acceptance is another."

Thus, the local Marxist leader Comrade Pillai defines the caste practices : "You see, comrade, from local standpoint, these caste-issues are very deep—rooted,—see her, from example : Mistress of this house. Even she will never allow paravans and all

that into her house. Never. Even I cannot persuade her. My own wife.”

Arundhati Roy's clear distaste for Marxists of Kerala is apparent in the novel.

1.6 Structure

We find disruption at the level of structure and narrative voice in Roy's *The God of Small Things*. The story jumps through time—forward and backward finding its way through Rahel's memories of her childhood with Estha, in Ayemenem in Kerala. The narration captures the world-view of children so minutely that it conjures up a world of fun, curiosity and wonder. It gives the twins' perspective on the family trauma.

Roy's training as an architect and her experience in writing screenplays gives her writing an architectonic and cinematic structure. The sudden time shifts, alternating fast forwards and flashbacks in *The God of Small Things* are considered to be cinematic techniques.

Roy also makes bold linguistic experiments. The novel is the written version of a close-up and cinematic slow motion. Sentences and paragraphs are slowed down by their fragmentation. The breaking up of text into fragments or incomplete sentences also has the effect of slowing the reader down, forcing him or her to pay attention to language use, and to think about the ways in which the normal English language is 'made strange' or defamiliarized.

1.7 Summary

The God of Small Things is a critique of the Indian caste system and of patriarchal values in the Indian society. Similarly, traditional, conventional social and sexual restraints, social awareness, racial and caste superiority and gender superiority by which man and woman are treated with different standards are other considerations of the book. The novel sympathizes with the transgressors of the conservative codes of society, in its depiction of intimate human relationships. These individuals are discriminated against, marginalized, subordinated, and oppressed because of their supposedly inferior class, caste, gender, and culture.

The liberation from old bondage and tradition needs not only courage but a new language. Hence, the novel creates a new poetic prose that deconstructs the dominance of English grammar.

1.8 Important Questions

A. Short Answer Questions

1. Where is the novel *The God of Small Things* set?
2. Who narrates the story?
3. Which political party did Velutha belong to?
4. Who killed Velutha?

5. What does Pappachi's moth refer to in the novel?
6. What was Ammu's age at her death?
7. Where did Chacko go for his higher studies?
8. Who started the pickle's factory?
9. Who was Margaret Kochamma?
10. Where did Sophie Mol die?

B. Long Answer Questions

1. Trace the plot of the novel *The God of Small Things*.
2. Discuss the themes of the novel.
3. Attempt the character sketch of Velutha.
4. Is Ammu a victim of the patriarchal society? Justify.
5. Discuss the structure and narrative technique of the novel.
6. How is *The God of Small Things* a landmark Indian English novel? Discuss.

1.9 Suggested Reading

1. Roy, Arundhati. *The God of Small Things*. New Delhi : Indiaink, 1997
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Business Communication : Report Writing

Lesson Structure

- 2a.0 Objectives
- 2a.1 Introduction
- 2a.2 The steps you need to follow while writing a report
- 2a.3 Kind of Report
 - 2a.3.1 News Paper Report
 - 2a.3.2 Report on Events of Functions
 - 2a.3.3 Science Experiment or Laboratory Procedure
 - 2a.3.4 Business Report
- 2a.4 Summary of the Lesson
- 2a.5 Key words
- 2a.6 Important Questions
- 2a.7 Suggested Reading.

2a.0 Objective

Steps in writing a report types of report.

2a.1 Introduction

Report are widely used as a means of recording and presenting the results of some work, for example, a proposal, or an account of events. Reports also give information to provide a basis for decision-making and action.

2a.2 The steps you need to follow while writing a report are

1. Collect the material
2. plan the report
3. Arrange the material in order
4. Draft the report
5. Edit it
6. make a final copy.

2.2.1 Reports should preferably be written in the third person. It would be good to use the passive form of the verb where the process being described is more important than the persons carrying it out.

2a.3 There are four main Kinds of reports you might

1. a newspaper report.
2. a report on an event or function
3. a report on a science experiment or lab procedure
4. a business report

2a.3.1 News Paper Report :

A newspaper report should contains the five W's and one H.

1. What happened.
2. Where it happened.
3. Why did it happen.
4. When did it happen.
5. Who were the people involved in the event.
6. How did it happen.

2a.3.2 Report on Events or Functions :

1. The nature of the event
2. The occasion.
3. The date/ the time/ the place
4. The chief guest
5. The programme description
6. The comment on the programme
7. The conclusion.

2a.3.3 Science Experiment or Laboratory Procedure :

1. What the procedure or experiment is/ When & where is it being carried out.
2. Purpose on aim of the experiment.
3. The equipment as ingredients.
4. The steps of the experiment/process.
5. The observations on result/ outcome.

2a.3.4 Business report :

- a. the heading/venue/date/ time.
- b. the name and the designation of the person to whom it is submitted.
- c. the name and the designation of the person submitting it.
- d. the date of submission.
- e. the terms of reference.
- f. the procedure— collection of data or research.
- g. the recommendation— cause of action.
- h. the signature and the designation of the reporting person.

2a.4 Summary of the Lesson

Reports can be of many types. It could be a newspaper report, a report on events, a report on science experiment. or a business report.

2a.5 Key words

Newspaper report, report on events, science experiment report, Business report.

2a.6 Important Questions

1. Write a report on the 'Annual reports Day' held in your college.
2. Report on the frequent traffic jams in your city.

2a.7 Suggested Reading

1. Effective Business Communication by Asha Maul.

Published by Prentice Hall of India.



Proposal

Lesson Structure

- 2b.0 Introduction
- 2b.1 Definition
- 2b.2 Content
- 2b.3 Format
- 2b.4 Summary of the Lesson
- 2b.5 Key words
- 2b.6 Important Questions
- 2b.7 Suggested Reading.

2b.0 Introduction

In this highly competitive world, there is a constant need to review and improve the existing products and service to meet the ever increasing requirements of modern society. Every enterprising organisation has therefore a special group of people engaged in what is called research and development activities. The main task of this group is to suggest new designs of products which are more economical, technically more sound and more efficient in performance.

2b.1 Definition

A proposal may be defined as a written offer to solve a technical problem or to undertake a project of a practical or theoretical nature. Every proposal, whatever be its purpose, suggests a particular way of doing a thing, specifies a plan of action and contains an estimated cost of execution. The key to the success of a proposal is whether it is able to persuade the customer and gain his acceptance.

2b.2 Content

Very often the contents of a proposal are determined by the request for a proposal. Certain elements are found in every proposal. These are : statement of the problem, immediate background to the problem, benefits to be derived from the solution offered, and feasibility of the solution. A proposal also describes the methods to be used, the

facilities available, the schedule for the tasks to be done, and the competence of persons or organisations offering it. These elements are grouped in certain sections like.

- I SUMMARY
- II TECHNICAL SECTION
- III MANAGEMENT SECTION
- IV COST ESTIMATE.

Because of the diversity in the nature of a proposal, no firm guidelines regarding its format or style can be given, we are giving here a general format for a proposal which can be used with minor modification for various types of proposals.

2b.3 Format

<p><u>TITLE OF THE PROJECT</u></p> <p style="text-align: center;">By</p> <p style="text-align: center;">(NAME OF THE PROPOSER)</p> <p style="text-align: center;">DESIGNATION</p> <p style="text-align: center;">(NAME OF THE ORGANIZATION)</p> <p style="text-align: center;">MONTH AND YEAR OF SUBMISSION</p>
--

I. SUMMARY

1. Project Title
2. Name and Designation of
the proposals :
3. Postal address of
the proposer(s) :

4. Name of the Institution/
Organisation in which
the Project will be
carried out :
5. Duration of the
Project :
6. Amount of money required
7. Proposal Summary :
(Containing technical details in about 200 words)

II. TECHNICAL SECTION

- 2.1. Introduction
- 2.2. Definition of the problem
- 2.3. Objectives
- 2.4. Technical description
- 2.5. Methodology
- 2.6. Plan of action
- 2.7. Scope and limitations

III. MANAGEMENT SECTION

- 3.1. Schedule of work.
- 3.2. Existing facilities
- 3.3. Additional facilities required

IV. COST ESTIMATE

- 4.1. Equipment
- 4.2. Materials
- 4.3. Salaries and wages
- 4.4. Travel
- 4.5. Other Costs.

2b.3 Summary of the Lesson

A proposal is defined as a written offer to solve a technical problem or to undertake a project of a practical or theoretical nature. The content of the proposal is determined by the request for proposal.

2b.4 Key words

PROPOSAL, CONTENT- SUMMARY, TECHNICAL SECTION
MANAGEMENT SECTION, COST ESTIMATE.

2b.5 Important Questions

1. As the president of the students there of your institution prepare a proposal for the setting up of a cultural centre of the campus.
2. As the Branch Manager of the Punjab National Bank, Gaya, You wish to expand the services and facilities an popular demand. These include provision of 50 lockers, 1 teller couter, and 1 additional office room, etc. Invent the necessary details and prepare a proposal to be sent to the Divisional Manager, Delhi.

2b.6 Suggested Reading

1. Developing Communication skills by Krishna Mohan and Meera Bannerji published by Macmillan India Ltd.



Directives

Lesson Structure

- | | |
|------|--|
| 2c.0 | Introduction |
| 2c.1 | Objective |
| 2c.2 | How to Write an Effective Directive Letter |
| 2c.3 | A directive letter can be written for to |
| 2c.4 | Specimen of a Directive Letter |
| 2c.5 | Summary |
| 2c.6 | Important Questions |
| 2c.7 | Suggested Reading. |

2c.0 Introduction

A directive is an official instruction which can be given in the form of circular and letters or memo.

2c.1 Objective

To learn to write an effective directive letter.

2c.2 How to Write an Effective Directive Letter

- ◆ Clearly state your request or indicate what needs to be done and give as much detail as necessary for the task, project, or other assignment to be done.
- ◆ If a problem needs to be resolved, clearly indicate what the problem is and, if desired, how you would like it to be solved.
- ◆ Give the deadline for which the task a project should be completed.
- ◆ Thank the reader and done by expressing your confidence that he/she can complete the task at hand.

2c.3 A directive letter can be written for to

- ◆ Announce a holiday.
- ◆ Announce an employee training session.
- ◆ delegate additional duties.
- ◆ notify employees of a new policy are change in an existing one.
- ◆ to renewal others of an important meeting or other event that was decided on several weeks in advance.

2c.4 Specimen of a Directive Letter

Write a directive letter to the H.R. Dept to recruit two computer operators for the Administrative dept.

M. Industries

N. Delhi

To Placement Officers

H.R. Department

Ref No. :-

From : Administrative Dept.

Subject : Recruitment of 2 Computer Operator for the Administrative office.

You are directed to conduct interview and short list two suitable computer operators who will be placed in the Administrative office in Delhi.

The selection procedure will be the same as followed by the company. After short listing the candidates the related files should be sent to the President in the Administrative block.

You are requested to complete the procedure within a month.

XYZ (signature)

President

2c.5 Summary

A directive is an official introduction given in the form of a letter or a circular or a means.

2c.6 Important Questions

1. Write a directive letter announcing a 10% bonus on the basic salary of all the employees of the company for the month of October.
2. Write a directive letter to the purchase department directing them to purchase 10 computers for the H.R. Dept. of the company.

2c.7 Suggested Reading

1. Effective Business Communication by Asha Kaul
Published by Prentice-Hall of India.

□□□

Memos

Lesson Structure

- 2d.0 Introduction
- 2d.1 Objective
- 2d.2 Parts of memo
- 2d.3 White writing a memo,
- 2d.4 Format of a memo
- 2d.5 Example worked out for you
- 2d.6 Important Questions
- 2d.7 Key words
- 2d.8 Suggested Reading.

2d.0 Introduction

Memo, which is a short form of memorandum, is a short in house communication used by business organization. It is a brief official note circulated to one or more than one person, depending on the nature of the information to be circulated. The basic purpose of a memo is to inform, make requests, to put on record, to report and invite suggestion. It is different from a letter. A letter is non formal in nature but a memo easures that the tone is more conversational opening and close of memo also different from a letter. It does not have a salutation or a complementary close as is present in a letter. However, the objective is clear and, if need be, is also underlined so that it is highlighted.

2d.1 Objective

To learn how to write a memo.

2d.2 Parts of a memo

- ◆ Standard memos are divided into segments to organize the information and to help achieve the writer's purpose.
- ◆ The heading follows this general format.
- ◆ To (reader's names job tills)
- ◆ From (Your name and job title)

- ◆ Date (Complete and current date)
- ◆ Subject (What the memo is about, highlighted in some way.)

2d.3 While writing a memo

- ◆ be specific
- ◆ include only as much information as is needed by the decision-makers in the context.
- ◆ be convincing while explaining the problem
- ◆ do not add unimportant details.

2d.4 Format of a memo

NAME OF THE COMPANY <u>Inter Office memorandum</u>	
To :	Ref :
From : (Designation)	Date :
Subject :	
CC.	Name Signature

2d.5 Example worked out for you

2d.6 Important Questions

B. Sharma, President, Computer Techniques Incorporated, wants to inform all employees about extending a holiday bonus to them, equalling ten percent of their monthly salary. Convey this information through a memorandum.

Computer Techniques Incorporated

Inter Office memorandum

To : All Employees

Ref : 200/12

From : B. Sharma, President

Date : 20 October 2009

Subject : Holiday Bonus

I am pleased to communicate to you that your hard work has been appreciated. The company has decided to extend a bonus to all employees equalling 10% of your regular monthly salary.

Thank you for all your hard work and faithful efforts.

Name

CC. The the accounts department

B. Sharma

Signature

2d.7 Key words

Memo, inter office memo.

2c.8 Suggested Reading

1. Effective Business Communication by Asha Kaul
Published by Prentice-Hall of India.



Abastract

Lesson Structure

- 2e.0 Introduction
- 2e.1 Objective
- 2e.2 What are the functions of an abstract ?
- 2e.3 Characteristics of a good abstract
 - 2e.3.1 Accurate
 - 2e.3.2 Self Contained
 - 2e.3.3 Concise and Specific
 - 2e.3.4 Coherent and Readable
- 2e.4 Summary
- 2e.5 Important Questions
- 2e.6 Suggested Reading.

2e.0 Introduction

What is an Abstract ?

An abstract is a brief, accurate and comprehensive summary of the contents of the article without added interpretation or criticism.

2e.1 Objectives

To know about the functions of an abstract and how to write it.

2e.2 What are the functions of an abstract ?

2e.2.1 Placed at the beginning of the article, it helps readers to know the brief content of the article, thus saving them time to read through the whole paper. Thus, an abstract must be informative and readable; it should be well organized, concise and self contained.

2e.2.2 Abstract journals can directly publish an abstract as it is, thus facilitating the publication of the article which has been published in the primary publication in Abstract journal faster and more accurately.

2e.3 Characteristics of a good abstract

A good abstract should be :

2e.3.1 Accurate :

An abstract should reflect correctly the objectives & contents of the article. Do not include information that does not appear in the body of the article.

2e.3.2 Self Contained :

Define all unique terms, abbreviations and acronyms in the abstract. Include names of the author (initials and family name) and dates of publication and citations of other publications.

2e.3.3 Concise and Specific :

Each sentence should be as informative as possible, especially the lead sentence. make it brief. The total length of the abstract should not exceed 120 words, in one paragraph, if possible. Begin the abstract with the most important information.

2e.3.4 Coherent and Readable :

Write clearly. Here are some suggestions.

- ◆ Use verbs rather than noun equivalents
- ◆ Use the active rather than the passive voice, but without personal pronouns (I or We)
- ◆ Use the present tense to describe results without containing applicability or conclusions drawn.
- ◆ Use the third rather than the first person.

One can write an abstract of a report, a book, a research paper. The objectives and methods, or the nature of the study should be briefly presented in it.

2e.4 Summary

An abstract helps the readers to know the brief content of the article. It gives the summary of the contents of the article without any added interpretation or criticism. A good abstract should be accurate, self-contained, coherent and readable.

2e.5 Important Questions

- (a) What is an abstract.
- (b) What are the features of a good abstract ?
- (c) What is the purpose of writing an abstract ?

2e.6 Suggested Readings

'Communication Skills-- A Practical Approach
edt by shaikh Moula.
Frank Bros & co. Publication

Note-Making

Lesson Structure

- 2f.0 Introduction
- 2f.1 Objective
- 2f.2 What is Note-Making
- 2f.3 Procedure
- 2f.4 Do's and Don't of Note-Making
- 2f.5 Methods of Note Making
 - 2f.5.1 First method
 - 2f.5.2 Second method of note making
- 2f.6 Some of the common abbreviation used are
- 2f.7 Summary
- 2f.8 Key words
- 2f.9 Important Questions
- 2f.10 Suggested Reading.

2f.0 Introduction

The explosion of knowledge in the present world has, aided by advanced printing technology, produced a large number of books and other reading materials. The student has to study a large number of books and take down notes. One needs to condense the reading material in a brief note form which is meaningful, yet concise, facilitating recall.

2f.1 Objectives

To become aware of the procedure of note making.

2f.2 What is Note-Making

The exercise that helps a student organize the reading material he has gone through into brief notes is called note making. A note making exercise thus serves a practical purpose : it enables the student to reduce an essay of great proportion into an ordered grouping. The order determines the relative importance of each idea.

2f.3 Procedure

- (1) The passage chosen is read, all at one stretch to get an idea of what it is about.

Now the passage is read again, once or twice as may be seen necessary, and as one proceeds, the points, both important and relatively not so important are jotted down on paper these points tell us what the passage is about. Then we re-group them in reference as well as in order of importance. In the end we provide a suitable caption.

2f.4 Do's and Don'ts of Note-making :

- ❑ Notes should be in phrases only and never in sentences.
- ❑ The topic sentence of each paragraph is the main point and the ideas affiliated to it are the sub-points-one or more depending on the concepts in the paragraph.
- ❑ Each sub-point may or may not have supplementary ideas which become sub-sub points.
- ❑ Proper indentation is essential.
- ❑ An appropriate title has to be provided.
- ❑ A minimum of 5-8 distinctly different, internationally recognisable short forms should be used in the notes.
- ❑ Short forms should be used only for longer words. All short forms should be underlined and the key for the short forms should be given in a box at the end of the notes.
- ❑ The notes should cover all the points in the passage.

2f.5 Methods of Note-making

1.5.1. First method :

Title—

1. Main Point.

1.1. sub Point.

1.1.1 sub-sub-point,

1.1.2 sub-sub point,

1.1.3 sub-sub point.

1.2 Another sub Point.

1.2.1 sub-sub point.

2. Another main point.

1.5.2. Second method of note making :

(A) Main Point.

1. sub point.

- (a) sub-sub point
- (b) sub sub point.
- (c)
- (d)
- 2. Another sub point
 - (a) } sub-sub points.
 - (b) }

(B) Another's main Point

- 1. sub Point
 - (a) }
 - (b) } sub-sub points under B.

Another's main Point :

6. The following passages have been reduced to note form for your reference.

A Poets dream of a golden age when the world was young and men lived in innocent peace and happy plenty. Sober science tells a different tale and teaches that everywhere the earliest men were rude savages, dwelling in caves or huts, ignorant even of the use of fire and the commonest arts of life. Rudely chipped flints or other hard stones were their only tools and are their sole memorial. Later, but still very ancient, men made better stone implements, often exquisitely finished. He learned how to make pottery, at first by hand only, afterwards with the aid of the wheel. India, like other lands, yields, many relics of such early men who had not learned the use of metals and are therefore said to have lived in the Stone Age. Important discoveries of paleolithic remains have recently been made in the region of the Narmada river. At Maheshwar in Indore state, an entire city a mile long has been excavated, dating from 3000 B.C., and complete with artefacts, (implements made by man), beds and brick structures.

In Northern India one of the first metals to become known was copper. Hundreds of curious implements made of pure copper have been found in the Central Provinces, in old beds of the Ganges near Cawnpore and in other places from Eastern Bengal to Sind and the Kurram Valley. They are supposed to date from 2000 B.C., more or less. The time when iron being unknown, tempered or hardened pure copper, not bronze, was used to make tools is called the Copper Age ! it is possible that some of the Rigveda hymns may date from that age but commentators differ. In course of time the use of iron became familiar, having been introduced, perhaps, from Babylonia. Since then men have lived and still live in the Iron Age. The Atharvaveda, which, although very ancient, is later in date than the *Rigveda*, seems to recognise the use of iron, which certainly was known to the people of Northern India before 500 B.C. and probably long before that date.

MAN'S PROGRESS DOWN THE AGES

1. Golden age in the past— mere fantasy of poets .
2. Discovery of Sc— Diff. picture
3. Life of man down the ages— slow progress perceived
 - 3.1 Early stone age— characteristics
 - 3.1.1. men dwelling in huts/caves- like savages
 - 3.1.2 ignorant of use of fire.
 - 3.1.3 primitive tools-flint/hard stones
 - 3.2 later pd
 - 3.2.1 better stone implements
 - 3.2.2 learned pottery
 - 3.2.2.1 1st by hand
 - 3.2.2.2 then huse of wheel
 - 3.2.3 remains found in Marmada region
 - 3.3 Copperage
 - 3.3.1 date- 2000 B.C. approx'y
 - 3.3.1.1. Rigveda-perhaps same date
 - 3.3.2 implements of Cu. used
 - 3.3.2.1. Eg. finds near Gangetic plain
 - 3.4 Ironage
 - 3.4.1. 1st used in Babylonia
 - 3.4.2 Time around 500 B.C.
 - 3.4.2.1 Atharvaveda-mentions use of iron

B. The arts and the sciences ever since (sic) have been in competition for the most lively young brains. This competition is itself the clearest evidence that good minds can fulfil themselves as well in one as in the other, in fact, is one of the few psychological discoveries of our generation to which we can hold with a reasonable certainty, that the general configuration of intelligence factors which distinguish the bright from the dull is the same in one man as another, in the humanist as in the scientist. We are divided by schooling and experience; and we do differ, though we differ less, in our aptitudes; but below these, we share a deeper basis of common ability. This is why I write with confidence for laymen and scientists, because the reader who is interested in any activity which needs thought and judgement is almost certainly a person to whom science can be made to speak. it is not he who is deaf, but the specialists who have been dumb, the specialists in the arts as well as the sciences.

Many people persuade themselves that they cannot understand mechanical things, or that they have no head for figures. These convictions make them feel enclosed and safe, and of course save them a great deal of trouble. But the reader who has a head for anything at all is pretty sure to have a head for whatsoever he really wants to put his mind to. His interest, say in mathematics, has usually been killed by routine teaching, exactly as the literary interest of most scientists (and, for the matter, of most non-scientists) has been killed by the set text books and the Shakespeare play. Few people would argue that those whose taste for poetry has not survived the School Certificate are fundamentally insensitive to poetry. Yet they cheerfully write off the large intellectual pleasures of science as if they belonged only to minds of a special cost. Science is not a special sense. It is as wide as the literal meaning of its name : Knowledge. The notion of the specialised mind is by comparison as modern as the specialised man, "the scientist", a word which is only a hundred years old.

2f.6 Some of the common abbreviation used are :

- (i) Mathematical symbols such as (positive)— (negative), III (similar), O (circle/circular) // (parallel)
- (ii) Acronym like A.I.r., D.D. U.N.
- (iii) Shortened forms like govt., sub., exam, univ.
- (iv) Latent symbols such as eg. viz.
- (v) items like the article and the Verb to be which may be omitted in note form.

2f.7 Summary

In short, a good note-making attempt must present all. Important information in a compact but logical manner. The three basic rules to remember are :

- (i) indentation — to identify the more or less important points and classify them accordingly.
- (ii) meaningful phrases— for the purpose of conciseness.
- (iii) Commonly understood and acknowledge abbreviation.

2f.8 Key words

Indentation : Begin (atime of writing) further from the margin than the other lines.

Caption : Title

Affiliated : related.

2f.9 Important Questions

B. The arts and the sciences ever since (sic) have been in competition for the most lively young brains. This competition is itself the clearest evidence that good minds can fulfil themselves as well in one as in the other, in fact, is one of the few psychological discoveries of our generation to which we can hold with a reasonable certainty, that the general configuration of intelligence factors which distinguish the bright from the dull is the same in one man as another, in the humanist as in the scientist. We are divided by schooling and experience; and we do differ, though we differ less, in our aptitudes; but below these, we share a deeper basis of common ability. This is why I write with confidence for laymen and scientists, because the reader who is interested in any activity which needs thought and judgement is almost certainly a person to whom science can be made to speak. It is not he who is deaf, but the specialists who have been dumb, the specialists in the arts as well as the sciences.

Many people persuade themselves that they cannot understand mechanical things, or that they have no head for figures. These convictions make them feel enclosed and safe, and of course save them a great deal of trouble. But the reader who has a head for anything at all is pretty sure to have a head for whatsoever he really wants to put his mind to. His interest, say in mathematics, has usually been killed by routine teaching, exactly as the literary interest of most scientists (and, for the matter, of most non-scientists) has been killed by the set text books and the Shakespeare play. Few people would argue that those whose taste for poetry has not survived the School Certificate are fundamentally insensitive to poetry. Yet they cheerfully write off the large intellectual pleasures of science as if they belonged only to minds of a special cost. Science is not a special sense. It is as wide as the literal meaning of its name : Knowledge. The notion of the specialised mind is by comparison as modern as the specialised man, "the scientist", a word which is only a hundred years old.

2f.10 Suggested Reading

Communication skills — A practical Approach

Edited by Shaikh Maula., Frank Bros & Co. Publication Delhi.



Writing Agenda and Minutes

Lesson Structure

- 2g.0 Introduction
- 2g.1 Objective
- 2g.2 Agenda
- 2g.3 Minutes of the Meeting
- 2g.4 Question for Exercise
- 2g.5 Suggested Reading.

2g.0 Introduction

AGENDA : Agenda is a document that outlines the contents of a forthcoming meeting. It is prepared well in advance of the meeting. **MINUTES** are official record of the proceedings of a meeting.

2g.1 Objectives

To learn how to prepare an agenda and write the minutes of the meeting.

2g.2 AGENDA

Agenda is a document that outlines the contents of a fourth coming meeting. It is usually sent along with the notice of the meeting. An agenda should contains the following components.

- (1) Name of the organisation and location.
- (2) Day, date, year, time and place of meeting to be covered
- (3) Various issues to be discussed
- (4) Signature of the concerned authority or secretary.

An example of the notice along with the agenda is given below :

PATNA UNIVERSITY

The Syndicate meeting will take place on monday 21st Nov. 2009 at 2. p.m.
in the Conference room.

AGENDA

1. Minutes of the last meeting.
2. Matters arising from the minutes
3. Reviewing the fees structure
4. Any other business
5. Date of the next meeting

ABC

Secretary

2g.3 MINUTES OF THE MEETING

Minutes are a formal recording of the proceedings of a meeting. They are written to make sure that all relevant issues being discussed are put on record and can be checked by the members of the organisation later at a later date. The minutes provide detailed record of the discussion. They are always written in reported speech form.

Basically, minutes emphasise the main points of the discussion, the conclusion arrived at, and the recommendations made. They are written by the secretary of the company or by the council a person especially designated for the task. Either the minutes are circulated before or read aloud for everyone at the time of the meeting. The Chairman signs the minutes only after everyone has approved and signed it.

The details that should be present in minutes are as follows :-

1. Name of the organisation
2. Specification of the place, date, month, year and time.
3. Name of members, listed in order of seniority. Their designations may also be specified.
4. Each item in the matter should be numbered and given a brief heading.
5. Signature of the secretary

The specimen minutes of M. Industries New Delhi. is given below.

M. Industries

N. Delhi

MINUTES

A meeting of the members of the HR Department of M. Industries, N. Delhi was held at the Zentall at 2:30 pm on 8th April 2009.

Presiding : Dr X, President

Present : Mr. K

Mr Y

Mr Z

Ms. S. Secretary

No. of minutes	Subject of the minutes	Detail of the minutes
3.01	Confirmation of the minutes of the last meeting	The minutes of the last meeting was read out by the secretary and confirmed.
3.02	Review of recruitment process	Mr. Y. suggested that the recruitment process be made more strict. Five levels of interviews were proposed by Mr. S. the proposal was recorded by Mr. K.
3.03	Finalisation of Training Calander.	The secretary reported that approximately twenty training programmes/ workshops were held during the previous year. If the number was increased by ten they would be able to cover the entire work force. All the members agreed to increasing the nuber of training programme.
3.04	Next meeting	It was decided to hold the next meeting on 20th Dec. 2009
3.05	vote of Thanks	The meeting ended with a vote of thanks to the President

Dr. X. (Signature)
President

Mr. S. (Signature)
Secretary

2g.4 Question for Exercise

- (a) Attempt a presentation of the minutes of the syndicate meeting regarding enhancement of fees in P.U.
- (b) Imagine that you were the secretary at the 10th meeting of the Executive Committee of the Rotary Club, Patna held at 6.00 on Monday, 20th Jan 2009. Write the minutes of this meeting assuming the agenda to be as follows.

- 10 : 01 : Minutes of the previous meeting.
- 10 : 02 : Chairman's report
- 10 : 03 : Purchase of furniture for the common room.
- 10 : 04 : Fixing up a completion for P.U. Students.
- 10 : 05 : Date of the next meeting.

2g.5 Suggested Reading

1. Effective Business communication by Asha Kaul.

Pub. Prentici- Hall of India.

