APPENDIX 1
CHECKLIST FOR CLASSROOM OBSERVATION

Section 1: Points Observed in the Lecturer

(1) Presentation and structure of the lecture
   (a) Introduction
      i) Opening by recapitulation, assignment, checking etc.
      ii) Ways and means used.
   (b) Presentation of the content
      i) Lecturing
      ii) Reading
      iii) Using dialogues
   (c) Sequencing or organization of the materials
   (d) Review of points or ideas
   (e) Conclusion
      i) Summarizing the points
      ii) Expressing opinions
      iii) Reinforcement
      iv) Assignments (guidance for learning)
   (f) A particular approach or technique used for the lecture

(2) (a) Style of presentation and fluency in language
      i) Repetitive
      ii) Redundancy
      iii) Personality factors
      iv) Accuracy
   (b) Speed of delivery and control of vocabulary
   (c) Clarity of expression and preciseness.
(3) Preparation of lecture in terms of content, organization and purpose.

(4) Teachers' use of the board, maps, charts and other aids in the classroom.

(5) Guidance offered in listening comprehension and note-taking in relation to
   (a) content
   (b) organization
   (c) language

(6) Teachers' emphasis on important points in the lecture which are necessary for comprehension.

(7) The kind of practice given to the students to be done in class or at home.

(8) Evaluation of students' work in class in relation to the nature, accuracy, level, scope, amount and relevance of the topic.

(9) Classroom management.

(10) Initiation of student participation and discussion.

**Section 2: Points to be Observed in the Students**

(1) Attentiveness or alertness in class
(2) Note-taking activity.
(3) Participation time.
(4) Interest in the lecture.
(5) Student behaviour.

**Section 3: Points to be Observed in the topic or subject matter**

(1) Nature of the topic.
(2) Interesting or not.
(3) Relevancy in terms of educational goals, examination.
(4) Difficulty level.
Section 4: Time allotted for major activities in the classroom

(1) Whole lecture

(2) Interaction and time for student activities.

(3) Assignments and tests.

...
APPENDIX 2A

QUESTIONNAIRE FOR THE STUDENT

Section I: Background Information

Please follow the instructions carefully. You will have to fill in the blanks or tick the suitable items from the given answers. You can have more than one answer in each question.

1. Name: __________________________

2. Age: __________

Subjects you are studying now:
(i) __________ (ii) __________
(iii) __________ (iv) __________

3. In which class did you first study English as a subject? __________

4. What is the appropriate percentage of marks you obtained in General English in the following examinations?

S.S.C. _______ Intermediate: _______
I B.A. _______ II B.A.: _______

5. How regular are you in attending lectures? Put a tick against one of the ranges to show the level of attendance you maintain.

above 80% ( ) 61%-80% ( )
41%-60% ( ) below 40% ( )

Key for questions 6-8

very frequently = 3
frequently = 2
occasionally = 1
never = 0
6. How frequently do you speak English in the following situations? Follow the key and put a number in each box.

At home [ ] with friends [ ] at college [ ]

7. How often do you read books in English other than your course books? Put a number 0-3, in the box.

8. What opportunities of listening to English do you get as part of your extra curricular activities in college and at home? Follow the key and put a number in each box.

(a) Listening to seminar papers and plays [ ]
(b) Discussions and debates [ ]
(c) Radio & T.V. broadcasts [ ]
(d) Taped materials [ ]
(e) Seeing English movies [ ]

Key to Question 9
A lot = 3
A little = 2
Not at all = 1

9. How much do you enjoy listening to the following? Follow the key and put a number in each box.

(a) Live lectures or talks [ ]
(b) Taped materials [ ]
(c) Radio broadcasts [ ]
Section II: Factors Related to Classroom Activities

Here are a few statements about classroom lectures in general and certain activities in relation to lectures. Please answer the following by saying 'Yes' or 'No' for each of the items in the blanks provided.

A. (1) I listen to lectures for lack of proper materials in textbooks.

(2) I listen to lectures to avoid reading the textbooks.

(3) I listen to them because they help me understand the subject matter better than when reading the texts.

(4) I believe that I will get better marks in the examinations if I listen to lectures.

(5) Normally I'm not attentive in class as the lectures don't serve any purpose.

(6) I attend lectures because I'm forced to, in order to maintain the minimum percentage of attendance.

(7) I don't understand lectures because of the difficult topics.

(8) I find them boring as the topics are not interesting.

(9) I find difficulties in understanding lectures for the way they are presented.

(10) I find them difficult for their lack of clarity in expression and speed.

(11) I do not pay any attention as our understanding of lectures is not tested.

(12) I take notes for lack of materials in textbooks.

(13) I take notes in order to avoid reading the text.
(14) I take notes to improve my note-taking abilities.

(15) I take notes to have review materials for the examinations.

(16) I find that I get better marks in the examinations if I take notes.

(17) If I were provided with a good set of notes prior to the examinations I would not take notes in class.

(18) I take notes for future reference.

(19) I find notes useful for organizing presented material.

(20) I take notes because it makes me attentive in class.

(21) I take notes because lecturers expect us to take notes.

(22) Normally I don't take notes as they don't serve any purpose.

(23) I sometimes find that my note-taking interferes with my immediate understanding of the lecture.

(24) I find it useful to use other's notes.

(25) I don't take notes as they are dictated to us.

(26) I take notes as they help me understand the subject matter better.

B. Tick the appropriate answers from the given alternatives and give your own reasons below them as numbered. Tick 'Yes' or 'No' accordingly wherever necessary. You can have more than one answer in each item.

(1) How does understanding lectures help you in your examinations?
   (a) It helps in getting an overall idea of the topic.
   (b) .................................................................
   (c) .................................................................
(2) How much of classroom-lectures do you understand? Put a tick against one of the ranges to show your approximate percentage.

(a) above 80%  
(b) 61%-80%  
(c) 41%-60%  
(d) below 40%

(3) Which of the following normally helps you understand lectures better?

(a) Take notes while listening.  
(b) Be attentive in class.  
(c) Follow the text.  
(d) Prepare for the lesson as part of homework.

(4) How does taking notes while listening help you understand them better?

(a) By noting down important points without forgetting them.  
(b) By noting down the outline of the lecture.  
(c)  
(d)  
(e)  
(f)  

(5) Do you take notes while listening to lectures? Tick either Yes or No.

Yes/No

If 'Yes', what types of notes do you take?

(a) Detailed notes.  
(b) Main points.  
(c) Follow a given framework.  
(d)  
(e)  
(f)  

Section III: Factors Related to Classroom Lectures

Tick the appropriate answers from the given ones. Besides these, give your own reasons below.

(1) Are there any types of lectures which you listen to more attentively and understand better than others? Tick your answers and rank order them according to your preferences by numbering them 1, 2, 3, 4 against the items.

(a) Lecture -- (talking done only by the teacher)
(b) Lecture + questions or discussions
(c) Lecture + blackboard work and questions
(d) Lecture + blackboard and other teaching materials
(e) Explaining or paraphrasing
(f) Lecture + assignments or tests
(g) Lecture + exercises done in class.

(2) With reference to the above lecture types, how does your understanding of lectures change with different lectures?

(a) greater understanding of the whole lecture.
(b) understanding part of the lecture.
(c) ..............................................
(d) ..............................................

Why does it change with different lectures?

(a) Interest in the subject.
(b) Presentation of the lecture.
(c) ..............................................
(d) ..............................................
(3) Why do you have difficulties in understanding subject lectures?
   (a) Difficult subject matter.
   (b) Unsystematic way of presentation.
   (c) Lack of clarity in expression.
   (d) ........................................
   (e) ........................................

(4) Are there any types of lectures in which you take more systematic notes than others?
   Yes/No
   If 'Yes', when?
   (a) When there is complete lecturing (talking done only by the teacher)
   (b) Lecture + questioning.
   (c) ........................................
   (d) ........................................

(5) Why do your notes change with different lectures?
   (a) Because of the nature of the subject.
   (b) Because some topics are more interesting.
   (c) ........................................
   (d) ........................................
   How do they change with reference to the lecture types?
   (a) Taking more notes.
   (b) Taking very few points.
   (c) Taking systematic notes.
   (d) ........................................
   (e) ........................................
(6) Why do you have difficulties in taking notes in your subject lectures?

(a) Because of unsystematic presentation
(b) Because of the nature of the topic.
(c) ........................................
(d) ........................................

(7) In which of the following subject lectures do you take good notes and tend to understand better?

(a) English Literature  (b) History
(c) Economics  (d) Political Science

Put a tick against the reasons given under each subject. Besides the reasons given, add your own answers if any, against (c) and (d).

<table>
<thead>
<tr>
<th>English Literature</th>
<th>History</th>
<th>Economics</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

a) Nature of the topic
b) Way it is structured
c) ..........................................................
d) ..........................................................

(8) How do you think practice in understanding lectures and taking down notes would help you acquire subject information better? All the alternatives have been given here. Tick the suitable ones from them.

(a) Help in getting familiar with the continuous spoken English in different subjects.
(b) Help in grasping the main and sub-points easily.
(c) Help in preparing for the examinations.
Section IV: Factors related to the Understanding of Lectures

Tick the suitable answers from the given items and put down your answers in the blanks provided below:

(1) Where do you think you have difficulties while listening to lectures and taking notes from them?

<table>
<thead>
<tr>
<th>Listening</th>
<th>Note-taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) In the topic or subject matter.</td>
<td>In the topic.</td>
</tr>
<tr>
<td>(b) In the lecturer.</td>
<td>In the lecturer.</td>
</tr>
<tr>
<td>(c) Presentation of the lecture.</td>
<td>Presentation.</td>
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<tr>
<td>(d)</td>
<td>. . . . . . . .</td>
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<tr>
<td>(e)</td>
<td>. . . . . . . .</td>
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</tbody>
</table>

(2) What are some of the reasons you find in a lecturer's presentation which cause difficulties in understanding and taking notes in class?

<table>
<thead>
<tr>
<th>Reason</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Speed of presentation.</td>
<td></td>
</tr>
<tr>
<td>(b) Lecturer's use of language and expression.</td>
<td></td>
</tr>
<tr>
<td>(c) . . . . . . . . . . . . . . . . . . . . . . .</td>
<td></td>
</tr>
<tr>
<td>(d) . . . . . . . . . . . . . . . . . . . . . . .</td>
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</tbody>
</table>

(3) Why do you like a particular lecture?

<table>
<thead>
<tr>
<th>Reason</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>(a) Systematic planning of the lesson.</td>
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<tr>
<td>(b) Interesting topic.</td>
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<tr>
<td>(c) Personal attention.</td>
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<td>(d) Management of the class.</td>
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<tr>
<td>(e) . . . . . . . . . . . . . . . . . . . . . . .</td>
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</table>

(4) Does your teacher encourage or give you instructions in taking down notes?

Yes/No
If 'Yes', what are the types of notes you are asked to take?

(a) Detailed notes
(b) Main points
(c) According to a framework
(d) Dictated notes
(e) ................

(5) What is the kind of help that you need in order to take down better notes from lectures?

(a) Getting outline notes of lectures as examples.
(b) Getting useful and common abbreviations.
(c) Help in recognizing the general structure of a lecture.
(d) Help in identifying the main and the sub-points.
(e) ................

(6) Would you like to know as to how well you have understood and taken down notes at the end of a lecture?

Yes/No

If 'Yes', how?

(a) By being able to answer questions in class.
(b) By being able to answer test questions.
(c) By being able to take part in discussions.
(d) By being able to write out a summary from the notes.
(e) By being able to use the notes for later reference.
(f) ................

(7) Can you put down three special features which struck you as interesting in any one of the 3 subject lectures, in one of your recent classes?

<table>
<thead>
<tr>
<th>Subject matter</th>
<th>Literature</th>
<th>History</th>
<th>Economics</th>
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<tbody>
<tr>
<td>(2) 3 features</td>
<td>(1) .........</td>
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## APPENDIX 2B

### STUDENTS' RESPONSE TO THE QUESTIONNAIRE

#### Section II-A

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</table>

**LITERATURE** *(36 SS)*

|   | 17 | 19 | 2  | 34 | 34 | 34 | 6  | 30 | 4  | 32 | 5  | 31 | 10 | 26 | 8  | 28 | 6  | 30 | 4  | 32 | 20 | 16 | 2  | 34 |

**ECONOMICS** *(36 SS)*

|   | 26 | 10 | 9  | 27 | 36 |  - | 31 | 5  | 6  | 30 | 2  | 34 | 4  | 22 | 28 | 9  | 12 | 24 | 19 | 16 | 9  | 27 | 29 | 7  | 8  | 28 |

**HISTORY** *(24 SS)*

<p>|   | 16 | 8  | 8  | 16 | 24 |  - | 22 | 2  | 6  | 18 | 4  | 20 | 13 | 11 | 10 | 14 | 13 | 11 | 18 | 6  | 10 | 14 | 20 | 4  | 5  | 19 |</p>
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## SECTION-II B

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<td>a b d</td>
<td>a b c d COM NR</td>
<td>a b COM OR NR</td>
<td>a b c COM OR NR</td>
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<td>a b d</td>
<td>a b c d COM NR</td>
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<td>a b d</td>
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<td>12</td>
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</tbody>
</table>

**KEY:** SS - Students; Y - Yes; N - No; OR - Other Response; NR - No Response; COM - Combination.
APPENDIX 3

QUESTIONS FOR THE TEACHER—SKILLS RELATED

1. What is your attitude towards the development of learning strategies in students, especially the strategy of note-taking when listening to lectures?

2. How proficient do you think your students are in comprehending lectures and taking down notes in class?

3. What kinds of problems do you envisage your students to have in understanding lecture information?

4. How interested do you think your students are in subject lectures?

5. What according to you are some of the study habits of the students and strategies used by them?

QUESTIONS FOR THE TEACHER—SUBJECT RELATED

1. What kind of an attitude do you find in your students towards their specialized subjects? How do they perceive their relationship to their respective subjects?

2. What are the objectives of the course pertaining to the disciplines, as laid down in the curriculum?

3. How far are you successful in trying to achieve the objectives in your classes?
4. What do you think about the present syllabus at the final year level in relation to -
   (a) the topics included in the subject,
   (b) the coverage of the topics.
Would you suggest some changes?

5. What are the subject specific skills you think would help your students acquire their subjects better?

6. Initially, how salient and relevant are the topics to the students?

7. Do the examination questions correspond to the abilities or skills required of the students, as stated in the syllabus?

8. Do you think teaching of subject specific concepts, principles and generalizations important for the students in understanding subject information better? What do you think should be the primary goal of the subject at the final year level? Do you think understanding the nature of a subject would facilitate the attainment of these goals?

9. How is your special subject similar or different from other Arts subjects? What implications would your response have for the teaching and learning of your subject at the undergraduate level?

...
I have divided this into four or five sections.

One, first section - introduction - introducing employment. Approach of Government of India to employment policy is the second approach, third a need for, a need for employment oriented or we have already given, yesterday you have taken productive-employment, productive-employment policy. Need for employment oriented, a productive employment policy of our Government of India, especially a developing country like India. This is the most important aspect of that. Sometimes you know you can first assess the need and then also say approach, doesn't matter how you change. Put forth the need first, need for employment oriented or productive employment policy planning of Government of India and the approach to that. Now, what do you understand by the concept employment? It is something that is productive, effective and gainful. Any work, mental or physical which results in goals and services is called employment.

And next and most important aspect meantime taken by Government of India during the plan period, plan period, in the previous lesson I have already given you, introduced that since inception of 1948, i.e., soon after Independence Government policies, particularly industrial policy,
indicates that Government realized their importance of providing employment to the working force, that I have already given to you. And in 1956 also I said though stress was on heavy industrialization or capital intensive technology, I've given that also, still Government of India did not neglect employment creation. I told you through its emphasis on small scale cottage industries labour intensive technology, yesterday you had noted down, at least on paper, in theory that they tried to balance the heavy industrialization along with demechanised labour intensive technology. That I have given and next (in their approach, in their approach to employment policy, Government of India realized that capital intensity is essential. I have given to you the model. I think Mahalanotis, have I not? Mahalanohi's model which believes that capital intensive technology enables us to provide more and more employment. You can call the Russian strategy. But we need not say Russian strategy because India is India and it's not an imitation of any country. And therefore, you need just keep in mind that capital intensity is a Russian model. J. Nehru was impressed by that and automatically Prof, Mahalanobis was also influenced by that, therefore capital intensity but expectation of capital intensive technique is that it will enable us to provide more and more employment opportunities in rural areas. That's why I said modernization is taken to, modernization or industrialization was resorted to by the Government with a view to provide more employment
opportunities to the people. For example you can just say we wanted to modernize, we are modernizing agriculture especially with Green Revolution in North and that idea behind modernization in provision of more and more employment opportunities through rural employment scheme and so on, so on and so forth. So that more people do not depend upon agriculture alone but they have other subsidiary jobs. Did you understand? Therefore modernization of agriculture aims at provision of more and more employment opportunities, therefore, Mahalanobis stressed on capital intensity. But you just say unfortunately as expected that strategy did not provide or could not provide more employment opportunities. That you first note down. That strategy could not result in the provision of more and more employment opportunities. Yesterday I think I have given to you another economist name Chakravarty, he has also some observations on employment oriented plan. He also, put forth, and Indian Economist Chakravarty, put forth some of the employment oriented appliances, some of the aspects for him, please note down, this is a very important one, you note down. According to him, labour in India is plenty. We know India is the most populated country and in that later I'll give you statistics that between 1980-85, 80-85 there is 75% increase in the labour force, working force a labour force, say generally in the working force we include peoples age, between 15-59, those in the group of 15 and 59 are included under the working force or the labour force, and we observed that between 80 and 83, 75% increase in the working
force is seen. That shows that we are facing the employment problem. According to Chakravarty, he says that labour is a potential saving, human resource. It is a saving and he says that if you use this saving without affecting your consumption you can have more interest, is it not? Generally theory says that if you want more investment and more saving, then have less of consumption. That is one, C+I you call it, C+S, if you want more saving you should have less consumption. If you want more investment, lessen consumption but Chakravarty brings out the point that if labour is treated as a potential saving and if it is invested through various employment programmes, a nation or economy can have more investment, can have more investment without affecting or declining consumption. Is it not without sacrificing consumption we can have more investment if labour is treated as potential saving or potential investment resource. That means he says that use more and more labour intensive technique, labour intensive programmes so that the country will be richer by more investment and without less consumption, without less consumption. That is how he put forth and Government's approach now is based on these two economists' observation.

Now we come to the need for employment oriented planning. In countries like India there is a dire need, there is a great need for employment oriented planning or productive employment planning, employment based planning. This is because first thing you know fully well that next to China, India is the most populated country. That's first, and second thing after
independence the population increase in the age group of 15-59 which is potential, population in this age group is fast increasing. And we all know this is youth and now a days educational opportunities are also increasing, is it not? They are thrown wide open and naturally educated unemployed youth, younger generation unemployed is on the increase. I have given to you between 80-85, 75% of working force has increased particularly this age group. And we all know we are very familiar with the saying that 'idle man's brain is a devil's workshop'. What is going on in India today is an e.g. proof positive of that. This is all if the younger generation, the educated generation, the youth are not provided with sufficient employment opportunity or sufficient work, it will turn out to be a destructive force. Please note down that, its an important point. If the youth, the younger generation especially educated, illiterate also is in one way dangerous, especially educated are not provided with adequate constructive or productive employment opportunities, they turn out to be most dangerous or the most destructive force. Not working force but destructive force. For the economy therefore all the wealth, all the capital created will be null and void if this age group and particularly yesterday I said, between 15 and 25, between 15 and 25 are not provided with employment and naturally a country like India, a developing country like
India needs employment planning. And the mistake we have committed till now is that theoretically we have provided but practically we have not provided measures. Therefore now you just say Government of India realized, realized it, I won't call it a mistake, its limitations, constraints, constrains from 1970 onwards i.e., from the 5th plan onwards Government of India realized, 1970 onwards and began to provide various measures please, and last time I have given to you say when you think of a problem, what are the things that you should take under consideration, now you just tell me, three aspects, most important aspects when you want to provide employment. Which are the things you should take care of, three

First covers age, yes then qualifications or just most important in India employment potential depends on a level of education. More important than these two, rural or urban, please very very important. We have already said that the greatest blunder India has committed is that, not knowing that we are dividing India into 2 segments rural and urban India. Rural India is dissected from urban India and what all facilities are given, what all are being enjoyed, it is only the urban India that is enjoying at the expense of 80% of the rural India. Therefore most important measure in the employment creation is the rural employment opportunities. Please note down, rural employment opportunity. Rural employment opportunities, please note
down, ever since 1970's Governments employment policy is
directed mainly towards rural employment programmes. First
rural employment programmes, let me mention a few of the
measures the Government of India sponsored. Say you know
already well in rural areas small farmers are in large
numbers therefore Small Farmers Development Agencies are
started functioning and through small farmers Government of
India is providing. And again next to small farmers we
also know that marginal farmers are there. Small farmers,
next to small farmers marginal farmers, Marginal Farmers
Development Association, department agencies Government
of India has started and then not only that, you know
fully well agricultural labourers, i.e., land less
labourers are making in rural areas. Therefore some of
the employment programmes Government of India started for
providing employment and here all these, they call it as
actually rural employment programmes. All these together
they put as rural employment programmes. There is also
the Integrated Rural Employment Programme. Government of
India has started at the national level known as NREP,
though it could not be very successful. National Rural
Employment Programmes. The very fact it is at the regional
level indicates that the Government of India realized the
need for rural employment provision in that under this
scheme, only Government of India at one time started, I mean
food for work, food for work. That also they have taken and another thing now recently Government of India started is Employment Guarantee Schemes, employment guarantees schemes, Government of India guarantees the employment, guarantee schemes or in Maharashtra, they call it as Guaranteed Employment Schemes or programme, Guaranteed Employment Programme, and now you listen to this slogan just as in at one time you listened to the slogan 'each one to each one' and in the same parallel line we said it is 'one person to be employed in each family household' especially in rural areas. They said agricultural households should have at least one person should have guaranteed employment. At least one person, one member in a family even though we are not very successful in achieving that, Government of India has concentrated on that aspect of it. Therefore, but one thing you please note down under the guaranteed employment scheme, it was very successful. Maharashtrian Government is very successful in providing that therefore that scheme became very successful and next most important scheme Government has taken is during its planning period, Government provided general employment, general employment measures, general employment measures were provided and next they have also provided specific (please note down that), specific employment programmes or special employment programmes directed towards,
giving jobs to skilled person. Skilled persons please note down, skilled persons, skilled employment and especially, that this under specific programmes small industries, small industry and cottage industry sectors were given special attention. Cottage industries and small industries sector got special attention, please note down that, under that you also note, we have already noted under scale industries, that Government of India is providing training facilities. First, see under that special provisions, specific programme Government of India has institutions, has set up institutions to give training for the entrepreneurs to show financial, to advise them on financial problems. Anybody coming forward to set up a small industry or a cottage industry, Government of India through various institutions provided first of all the trained, is it not?

It also shows financial reviews that means people used to keep the health service securing finance. Not only finance but also raw materials, and not only the raw materials but after the product is complete, it even shows marketing facilities, please note down that. That's why in small scale industries and cottage industries or you can note down as agro based industries. Agro based industries Government of India started helping the entrepreneurs, businessmen, new fresh business men or fresh managerial personnel in encouraging them, I'm repeating again, in encouraging them
to set up either small industries or cottage industries by providing them first of all training and second, provision of finance and raw material and provision of marketing given. That shows how Government of India is very much concerned in encouraging industries especially agro based industries in rural small areas, that's all. And next you please note down where Government of India wants to concentrate is that it has special programmes for educated employed who are so called your return service. The word educated employed or unemployed you can call provision for employment to educated people. And, next and most important is self-employment, self-employment and today you can note down that Government is ready to come forward to anybody and this self employment mainly is first, among the rural agricultural landless labourers and second these among backward classes, backward classes, as you have financed corporation, background classes department corporating finance corporation and especially for woman please note down, that for woman also self employment schemes are mainly, are attended for backward class people, rural agricultural labourers and also particularly woman, woman's development finance corporation, there are plenty of opportunities only thing is we should come forward, is the necessity and sometimes you know, I forgot to tell you that Government of India helps to nominate state Governments. Also Government helps in the preparation of project, also they
will help you how to select a scheme and industries to start, where to start how to start everything, only thing you just say like the present teacher and taught relatively that you should come forward with a will of your own. That of course nobody can do because we can take the camel to the water but one can't make it drink, therefore Government of India is ready. I've given you a number of instances in small scale industries SSISI, Small Scale Industrial Servicing Industries, CIT, Extension Training Centres. Government of India is giving many facilities but we are not able to make the best because people are not, that's why. And next why all these years we have failed in creating necessary employment. One thing please note down, till now this has not been realized, the importance of this has not been realized by a majority of us, even the planners. Say, what is known as there is one wage income, wage income and there is another known as non-wage income. Non-wage income, see, when you say wage we connect it with physical labour with physical labour, labour force is it not? The income desired through physical labour earning that is known as wage income. And second also wage income generally is expected to be utilized on purchase of your wage goods. Did you understand? Wage goods means must, essential consumer goods. Wage goods, wage income is generally supposed to be spent on wage goods. Wage goods means goods which the labourers through their wages are being
Coarse rice, say just shall we call it small house and then coarse cloth and that is all, minimum mass essential consumer goods. And if more and more wage income is there naturally that will be spent on the purchase of wage goods, demanding wage goods first of all, and second thing also and please remember that wage income, through wage income the labourers not only get income but also produce goods and services. What is the difference between agricultural labourer and salaried people like us, is it not? Salaried people like us, we also produce but we produce services, that's all. We don't produce physical goods and services whereas agricultural labourers whatever he does in the agricultural fields he produces goods and services. Likewise you call the industrial labour also as wage income earner. Please remember that, industrial workers also a wage income earner because who is a wage income earner? Anybody who produces goods not only services, goods, physical goods and help thereby increase in the production of wealth, production of wealth, that is called wage income but non-wage income is obtained through profits, through your mean shares, your debentures, through your investments other than wage, you'll get salaries. For e.g. all established sectors like teachers, lawyers, doctors and businessmen, these are all, they come under salaried people or non-wage income group especially establishments. Recently you've seen, Government of India
I'm telling you whenever election campaign is coming, Government declares and I think you might have seen in teachers also that want to join protest day. Why? They say that the Government of India has included under DA and provision for all increments for sections, that is all Central Government employees, that is non-wage earners, non-wage income earners, and it has neglected teachers. But all these non-wage earners please note down that, they do not directly create, they do not directly create physical goods and services. They do not create. Say a Central Government employee in AG's office gets more income what will he do? His spends either on consumption, women, wine. Nowadays you know fully well how destructively they spend. No doubt you may tell me, Madam is it not going to push up the demand for wine? But a country like India, that's what I'm saying, a country like India does not require those items. These are inessential goods in relative to essential goods. Therefore here one suggestion given is that the more and more non-wage income, non-wage income must be directed, must be directed from, from the private sector to Government through its fiscal i.e., taxation policy. Through its fiscal or taxation policy. Therefore these non-wage income earners should be induced, should be induced, non-wage income earners should be induced to invest more and more in banks so that the nation may use that much, otherwise what will happen? It will result in consumption, luxury
goods consumption, inessential goods consumption. And its considerable use of Government not only this one but you just say the employment creation.

Some of the other reasons for the failure in creating necessary employment are poor designing of the programmes, wrong selection of activities and evolution of uniform policy. There is also the other reason, and that is having employment programmes which are unrelated to infrastructural level of the region. Next point you just say, Government of India is making efforts, Government of India must create more and more employment in such a way, in such a way as to increase the proportion of and as to increase the proportion of wage income to non-wage income. That's all. In other words, in simple words, just conclusion you can say, conclusion you can say that the Government of India should concentrate on, on non-wage employment, self-employment and also employment in consumer goods based, please note down that, consumer goods based sector, with, labour, with labour intensive technology, with labour intensive technology.

In 1983-84 fiscal year, 84 fiscal year, Government of India, through NREP, wanted to create 300 million man based employment and for this, for this, for 83-84 starting from June 83 to 84 they are going to create around 100 crores, 100 crores, Government of India is going to spend 100 crores for creation
of additional employment. And next you just say for 84-85 i.e., end, i.e., last final year of the 6th plan, say for 83-84 Government of India for this year proposes to spend 100 crores through NREP, National Rural Employment Programme, rural Employment programmes all those and this is the 4th year of your 6th plan. In the final year of the 6th plan you can easily note down, it's outlay is going to be 500 crores fine figures. Generally shows that in the final year it will be in a hurry to spend all the money that is allocated. 500 crores for 84-85 towards creation of additional rural employment programmes. And another suggestion Government has given that banks should help banks especially rural banks should help, should help in the creation of self-employment and suggest very important suggestion. Its a good suggestion. Also suggested that two persons, per month banks should show self-employment help, in creation of self-employment for 2 persons per month. Please underline that 2 persons per month. I told you already each one to each one like, each branch of the bank shows employment at least for 2 persons per month. Thus per month to some extent rural employment can be tackled. And this another thing also has been suggested is that its 50,000 branches, banks have 50,000 branches can absorb several persons. Banks have a potential role to play. And next a very good suggestion, they said should
tackle self-employment programme. They said vocationalization, vocationalization should be insisted. Instead of more general degree, instead of more general degree vocationalization, professionalization, not even profession, vocationalization -- to be emphasized. Some of the other suggestions are -- self presentation and self-renewability of the programme, i.e., there being continuity in employment, and also having provision for infrastructure facilities. There is next the suggestion of encouraging local resource based and need based activities and finally there is the need to be efficient in organisation planning.
The main sections of the lecture:

1. Introducing employment, concept of employment.
3. A need for an employment oriented or productive-employment policy.

Important aspects -- especially in a developing country like India

The order can change.

Need can come before the approach.

4. Need for employment oriented programmes of Government of India and the approach to that, since 5th plan.
5. Failures in employment programmes.

Concept of employment productive/effective/gainful. Any work mental or physical which results in productive activity (goods or services).

Approach of Government of India

1. Next important aspect -- taken by Government of India during her plan period.
Since 1948 Government policies, particularly industrial policy indicates the importance of providing employment to the working class.

- 1956, though emphasis was on heavy industrialization or capital intensive technology, the Government did not neglect employment creation through its emphasis on small scale cottage industries, labour intensive technology. In theory, the Government tried to balance the heavy industrialization along with demechanised labour intensive technology.

2. Government of India also realized the importance of Capital Intensity. It was essential.

Mahalanobis's model -- believes that capital intensive technology enables one (government) to provide more and more employment. This can be called the Russian Strategy, Capital Intensity -- A Russian model, both Nehru and Mahalanobis were influenced by the strategy.

Expectation of capital intensity -- enable to provide more employment opportunities in rural areas.

Government of India therefore resorted to modernization or industrialization -- mainly to provide employment opportunities.

e.g. -- The Green Revolution in the north. This would provide other subsidiary jobs besides agriculture.
But the strategy did not create more employment opportunities.

3. Economist -- Chakravarthy -- also suggested some employment oriented appliances. According to Chakravarthy -- labour in India is plenty. Between 1980-85, 75% increase in the labour force. Especially government group.

Working class aged between 15-59. This shows -- there is the employment problem. Labour is a potential saving human resource, through various Government resources. If this saving can be used without affecting the consumption, there would be more investment. According to the theory -- more investment and more saving -- less consumption, without reducing consumption, there could be more investment if labour is treated as potential saving or investment resource. Emphasis -- more on labour intensive technology. Government approach -- based on the observations of Mahalanobis and Chakravarthy.

Classification of Employment

1. Organized and non-organized sector.
2. Urban/rural
3. Educated employment
4. Self-employment (non-wage employment)
5. Wage and non-wage employment.
Need for employment oriented planning
(Employment based planning)

This is because (1) Heavily populated, (2) Increase in the population in the age group of younger generation. With more educational opportunities, there is an increase in educated employment. This would lead to anti-social activities and increase the destructive nature in them. This is a disadvantage.

If this younger group, between 15-25, are not provided with employment then that would influence the economy of the country, especially a developing country like India. Mistake made - provided measures theoretically but not practically. Government of India - since 1970 realized its limitations of not providing employment opportunities to these young educated unemployed.

Three important aspects when talking about providing employment -

1. age
2. level of education
3. rural or urban

Greatest blunder created by India - dividing into two segments - rural and urban.

Urban India - enjoying all the facilities at the expense of rural India (80%).
Therefore most important measure in the creation of employment is the rural employment opportunities.

Since 1970 - Government's employment policy diverted mainly towards rural employment programmes.

1. **Rural Employment Programmes**

1. Functioning of Small Farmers Development Agencies.
2. Marginal Farmers Development Agencies -- were started by the Government of India.
3. Agricultural Labourers Development Agencies (landless labourers) Government of India started providing employment to agricultural planned programmes i.e., helping the agricultural labourers.
4. Integrated Rural Employment Programme (IRDP) TRYSEM -- a part of it.

These are together called Rural Employment Programme. At the national level - it is called NREP (National Rural Employment Programme), not very successful but Government of India started it. Rural employment programmes -- are at the regional level. This indicates the realization of the Government of India for rural employment provision.

a) Under this scheme Government of India started at one point, advocating -- food for work.

b) Government has undertaken -- Employment Guaranteed Schemes (Government of India guarantees the employment). In Maharashtra -- it is called -- Guaranteed Employment
Programme - very successful. Under this scheme - one person to be employed in one family especially in rural areas. One person in a family should have a guaranteed, secured job. Not very successful - but Government has concentrated on that.

2. Specific Employment Programmes

a) This is directed towards providing jobs to skilled persons.

b) Special attention given to small - industrial sections and cottage industries.

c) Provide training facilities for the entrepreneurs showing financial reviews, to advise them of financial matters.

d) Government of India helped those who came forward to set up a small industry or a cottage industry through various institutions. Training is provided.

e) Provide raw materials.

After the completion of the product, the Government showed marketing facilities. In small scale industries, which are agro based industries, Government of India started helping the businessmen, fresh managerial personnel to set up either small industries or cottage industries by providing the above mentioned facilities.
- Government of India's concentration on special programmes for educated employed e.g. Swamin Service.

- Self-employment policy - Government of India's help. This is mainly among the rural agricultural landless labourers and backward classes.

These are - Finance Corporation
- Backward Class Development Corporations
- Backward Class Development Corporations for Women
- Women's Development Finance Corporation

Government of India would help to nominate State Governments. Help in the preparation of projects -- help in selecting a scheme, what industry to start, how to start.

Individuals willingness is of course required. The Government otherwise is willing to help. Facilities provided by the Government of India - through small scale industries - SSISI (Small Scale Industries Servicing Institutes). But lack of enthusiasm from people.

Reasons for the failure in creating necessary employment

1) Importance of creating necessary employment not realized by the planners.

   (a) Wage income - connected with physical labour.

   (b) Non-wage income.
Wage Income - (1) Physical labour

(2) Expected to be utilized on purchase of wage goods - most essential consumer goods (food, shelter, clothing)

With more wage income there will be more purchase of wage goods.

2) Through wage income, labourers produce physical goods and services.

The difference between wage earners and salary earners are -- that salary earners produce services and not goods. Industrial workers are also called wage income earners. A wage income earner is a person who produces goods and helps in the production of wealth.

Non-wage income is obtained through profits, through shares through investments, other than wage e.g., teachers, lawyers, doctors. They are non-wage earners. They do not spend the earning constructively. Therefore one suggestion given is that - the more there is of non-wage income -- it must be diverted from the private sector to Government through its fiscal or taxation policy. Therefore these non-wage income earners should be induced to invest more in banks so that the nation could utilize that. If this is not done - there would be consumption of luxury goods.

1) The Government - should emphasize or increase the proportion of wage income to non-wage income.
2) Poor designing of the programmes.
3) Wrong selection of activities.
4) Evolution of uniform policy.
5) Programmes unrelated to infrastructural level of the region.

Conclusion and Suggestions

1) Government of India should concentrate on wage employment, self-employment and also employment in consumer goods based sector with labour intensive technology. In 1983-84 fiscal year, Government of India through NREP wanted to create 300 million man based employment. Starting from June 83 Government of India is going to spend Rs.100 crores for creation of additional employment. During 84-85 (last year of the 8th plan) its outlay is going to be 500 crores five times. This will be towards the creation of additional rural employment programmes.

2) Another suggestion given by the Government - that banks (Government specified rural banks) should help in the creation of self-employment and make suggestions. This could be done by the banks -- by showing self-employment help to two persons per month. Each bank - helps two persons per month. This could help the rural employment scheme to some extent. 50,000 bank branches could absorb 12 lakhs in its employment scheme. Here banks have a potential role to play.
3) Suggestion of tackling self-employment programme is to reduce educated unemployment. Suggested that vocationalization be insisted instead of encouraging students to have general degrees.

4) Educated people - to be taught dignity of labour.
5) Modernization of agriculture - to be encouraged.
6) Skill should be improved.
7) Strikes and lockouts - to be discouraged.
8) Self-presentation of the programme, i.e., there should be continuity in employment.
9) There should be provision for infrastructural facilities.
10) Local resource based and need based activities - to be encouraged.
11) Organisational planning -- to be efficient.

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STUDENTS' NOTES

EMPLOYMENT POLICY OF G.O.I

N. SANDHYA
NO: 23-77

Outline

1. Concept of Employment Policy
2. Need for an Employment Policy
3. Approaches to N generation
5. Failures in our Employment Generation Programme

Suggestions:
- Productive or gainful effective N
- Any work except work of the hand or head is Physical or manual work or intellectual work. Which results in productive activity of goods or services which return something in kind or cash is called productive N

Classification of Employment:
1. Employment in organised society or formal society
2. Non-organised centre (private centre)
3. Urban and rural N
4. Educated youth employment for skilled people
5. Self-employment or non-wage employment
6. Need for employment policy

1. Employment of labour or working force. This force consists of people in age 15-59.
2. Labour is a productive resource. Labour is a potential resource which is active and instant. Labour is a potential saving and investment. Therefore labour should be used as an instrument for the development of the country.
3) If not properly administered, it will turn into a destructive force on society.

6) Non-employment is persistent for diseases and poverty. Proper employment policy is the only remedy for alleviating poverty.

**Approaches**

1) 1956-79: In the five-year-plan, emphasis was given to heavy industries. In this strategy, capital was used less and less of manual work was involved in U.S.S.R. This approach was supported by N. Khrushchev for rapid development.

2) De-mechanisation agricultural sector which will provide wage goods and employment. For the first time, employment generated was not directly approached.

3) Growth automatically gives rise to employment. In 1971- and 1981 census fabrication, growth or development alone does not generate employment and removes poverty.
From 1979 direct approach was followed. Seed and livestock programmes; any person who worked in a farm was given credits in the form of food, seeds, etc.

NREP: National Rural Employment Programmes was started at National level.

IARP: Integrated rural development programme.

Tatha Kanya: Rural youth self-employment is a part of IARP.

SFD: SFD: Small farmers development agency.

MEF: Marginal farmers, ADOA: Agriculture development area.

KLEAS: KLEAS: Rural landless unemployment Categorised Employment Scheme.

EWS: Economically weak section; one employed person per family.

All these programmes did have sufficient impact on economy. Some of the failures:

1. Poor design of the Programme.
2. Wrong identification of beneficiaries ranged between 20% to 50%.
3. Wrong selection of activities.
4. Uniform policy was evolved for all the projects.
5. Programmes were unrelated to infrastructural.
level of the region. Basic facilities were not available in water transport. Loans
6. Negligence of go back and forward injuries
Suggestion
(1) Proper designing is needed to improve
the employment and
(2) Training of refugees
(3) Variability of Variability, which should be examined
(4) Variability in employment
(5) Proper identification of the beneficiary
(4) Provision of infrastructural facilities, local
resource based should be selected
(5) Organizational and administrative functioning
should be efficient
APPENDIX 4-D

Economics: Immediate Test Questions (Maximum Score = 34)

1. What is meant by employment?

2. What are the types of employment that the Government of India can create?

3. Mention the two approaches of the Government of India for generating productive employment.

4. Why does India need an effective employment policy?

5. Mention some of the employment generating programmes initiated by the government in the 5th and 6th plans.

6. What are the causes for the failure in generating gainful employment?

7. What are the suggestions given by the programme evaluation studies?

Economics: Delayed Test Questions (Maximum Score = 30)

I(a) 1. Define employment
2. NREP
3. RLLEGs
4. Infrastructural Facilities.

(b) Give **four valid reasons** for evolving an effective employment planning in India.

(c) Why were Government of India's employment oriented programmes not very successful as expected?
II. Right or Wrong

(a) Mahalanobis model is based on 'heavy strategy'

(b) Employment in organized sector is very high relative to that in non-organized sector.

(c) Self-employment is non-wage employment.

(d) Labour is a Potential Investment.

III. Multiple Choice

(a) Non-employment refers to

1) that section of the working force who are waiting to enter into the employment market.

2) that section who lose employment and wait to enter into the employment market.

3) that section of the working force who are not fully employed.

(b) Labour intensive strategy is one

1) Where labour is used in a very limited way.

2) Where labour is not used at all.

3) Where labour is used in large proportion relative to capital.

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DELADELAND IMMEDIATE TEST ANSWERS.

1. Right answer:
   a) Mahalanobis Model is based on mixed strategy.
   b) Employment is organized labor in form of large scale.
   c) Self-employment is non-wage employment.
   d) Labour is a potential resource.

II. Multiple choice
   i) c
   ii) c

III. Define
   i) Employment: Any work with hand on with head, physical or mental work which results in production activity.
   ii) Goods services and which receive something in kind or cash is called production.
   iii) NREP: National Rural Employment Programme
   iv) RLEGS: Rural Landless Employment Guarantee Scheme.

IV. Infrastructure: means basic facilities which are not available at certain places eg. water, transport, school.

V. 4 reasons for effective employment:
   i) Proper designing and thorough planning about variety and then should be continually.
   ii) Organizational and administrative functions should be effective.
   iii) Proper relief measures.
6) The plan was unsuccessful because
   a) Wrong identification of the beneficiaries, ranging between
      10% and 50%.
   b) Poor designing of the programme.
   c) Wrong selection of activities.
1. What is meant by employment? 
2. How many types of employment generation possible are there? 
3. Mention the approaches of generally productive employment. 
4. Why does India need an effective employment policy? 
5. Mention some of the employment generation programmes initiated by the government in the 5th and 6th plan. 
6. What are the causes for our failure in generally gainful employment? 
7. What suggestions are given by programme evaluation studies? 

1. Employment is any work which is either manual or intellectual work which results in producing goods and services which in return receive some thing in kind or cash. 
2. The 2007 types of employment generation possibilities are the employment labour force which consists of people in age 15-54. Labour is a potential saving and investment for the development of the country. 
3. This force is not properly used.
6. If technology is not effectively utilized it will turn into a destructive force.

3. New employment opportunities to be set up will expand proper employment 方面 in the only realistic remedy for drastically lowering unemployment.

5. The two approaches for generating employment in the mechanized industrial sector, which provides wage goods, and employment generation. Only growth automatically gives rise to employment (1).

5. In the 5th and 6th plan some employment generating programs were initiated.

- Food for work programme: Any person who works in a farm was given wages in the form of food grain.
- National rural employment Programme was started at the National level.
- Integrated rural development programme.
- Training rural youth in self employment. This is a part of I R D P.
- Small farmers, developing agency.
- M F - Marginal farmer.
The reasons for the failure of the programme are:

1. Poor planning of the programme
2. Wrong identification of the beneficiaries
3. Wrong selection of activities
4. Uniform policy was evolved for all the programmes
5. Programmes were unrelated to infrastructural level of the region. Basic facilities were not available or were transported elsewhere

It is suggested that proper studies in proper designs is needed to improve employment and through planning above variability. There should be continuity in employment. Proper identification of the beneficiaries. Provision of infrastructural facilities should be improved. Local persons should be selected. Organisational and administrative functionality should be effective.
# Appendix 4F

**Economics**

1. **Notes: Test Scores**

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Cut-off score: 30
Range: 14
Mean: 35.2
S.D.: 4.06

2. **Economics:** Comparison of Scores between Notes Test and Comprehension Tests

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Cut-off score: 30 30 30

Range: 16 27.1 25.2

Mean: 35.2 25.6 22.3

S.D.: 4.36 7 7.5

Maximum Score = 42
### Economics: Comparison of Scores between Notes Test and Task Types

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Maximum Score = 42.
Employment Policy of Government of India

Employment: Productive / gaining effective work either with the hand or with the head i.e any physical or mental work which results in production of goods or services.

Classification of Employment:

1. Organised Sector - Public Sector
   - Organised Sector - Generally consists of Private Sector
     Urban and Rural employment
     - Employment for Educated youth or Skilled people
     - Employment in Non-wage employment

2. Unemployment
   - Unemployment of Labour or working force - 15 to 59 years age group
     - Labour as a productive resource, potential to active and live rescue
     - Potential Saving and can be used as Potential Investment in human Capital.

Employment policy is needed because we have to use this potential Investment for economic development in future. If not, nor harnessed properly it will lead to destructive force.

Unemployment or Non-employment. In India there is more non-employment than unemployment.

It is responsible for Socio-economic ill, namely poverty or deprivation. Therefore proper 'N' policy is the only remedy to alleviating or eradicating poverty.
Approaches:

There are two approaches.

1978 - 1979: 1st and 2nd Plan

In the 2nd plan we wanted to have heavy capital strategy. By this approach we towards heavy capital strategy first speedily industrialization. Nehru and Chandra Bose were against this approach.

The main stream of economic activity will create some employment.

First approach: Demachinised agricultural or non-industrial sector will generate employment. Employment was not the targeted approach till 4th plan.

Growth: Growth automatically creates employment.

Falsification: Growth of development alone does not result in an increase of employment or it does not eradicate N problem.

1979: Direct approach.

We want to create employment directly, we do not depend on growth.

Food for working:

NREP: National Rural N Programmes

At all India level, they started NREP.

TREP: Integrated Rural Development Programmes

TRYSEN: Training Rural Youth in Self-Employment. It was part of TREP.

SFDA: Small Farmers Development Agency

TFDA: Marginal N " N "

AKDA: Agricultural Labour N " N "

WEAS: Rural Landless Employment Guaranteed Scheme Labour

G.S: Employment Guarantee Scheme - implemented in Maharashtra.

All these programmes could not have sufficient impact on the economy.

Reasons for Failure:

Poor designing of the programmes - more political than economic

Wrong identification of the beneficiaries

Wrong selection of activities

Uniform policy was evolved.
Infrastructural means basic facility available in the region, backward and forward linkages.

Suggestions:

Proper designing and through planning about the viability of the programme. Viability depends on self-preservation of the programme. There should be continuity in the employment.

Proper identification of the beneficiaries and provision of infrastructural facilities. First, their local resource base and need based activities should be selected.

Organisational and administrative function should be efficient.
many types of N' Generation possibilities are there.

The 2 approaches of Govt. of India for generating productive employment:

1) Dow India need an effective N' policy

1) Some of the 'N' generating programmes initiated by the 5th and 7th Plans.

Our suggestions are given by programme evaluation studies.

My work either with the hand or with the head i.e. any physical manual work, or mental work which results in production Goods and Services or 'N'

Productive, gainful and effective work is termed 'N'.

There are four types of employment generation possibilities:

1) Employment in organized sectors - Gen. Public Sectors

2) Employment in non-Private " " Urban and Rural employment

3) Employment for educated youth or skilled people

Self-Employment or Non-wage employment

The First approach - 1956-79 i.e. 5th to 6th plan

In this period we wanted to have a Heavy capital strategy. In this plan approach was towards Heavy capital strategy for speedy Industrialisation.

The first approach demechanised agricultural or non-Initial sector to generate employment. Employment was not direct approach till the 4th plan i.e. till the end of first approach.

It was believed that Growth automatically creates employment which was not true because Growth or development alone cannot eradicate 'N' problems.

The Second approach was the direct approach. From 1979 onwards, we wanted to create employment directly without depending on growth.
India needs an effective 'N' policy - 'N' of the working force or labour which includes human beings between the 15 to 59 year age group.

Labour is a productive, potential, active and live resource.
It is potential saving and can be used as potential investment.
It is human capital.

'N' policy is needed because we have to use this potential investment i.e. the labour which is potential saving for future economic development.

'S' policy is needed because if the potential investment is not harnessed properly it will lead to destructive force.

In India there is more non-employment than unemployment.

It is responsible for socio-economic ills namely poverty or deprivation. Therefore proper 'N' policy is the only remedy for alleviating or eradicating poverty.

The following are some of the 'N' generating programmes initiated by the Government of India:

NREP = National Rural 'N' Programme which was started at all India level.

IRDP = Integrated Rural Development Programme

SFDA = Small Farmers Development Agency

NFDA = Marginal

ALOA = Agricultural Labour

RLEG S = Rural Landless Employment Guarantee Scheme

G.A.S = Employment Guarantee Scheme - Implemented in

Maharashtra

TRYSEN = Training Rural Youth in Self-employment. It is a part of IRDP.

The causes for the failure in generating gainful or productive employment are the following:

1) Poor designing of the programmes;
2) Wrong identification of the beneficiaries;
3) Wrong selection of activities.
5) Programmes unrelated to infrastructural level of the region or place. Infrastructure means basic facilities available in the region.
6) Backward and forward linkages.

The suggestions given by programme evaluation studies are as follows:

1) Proper designing and through planning about the viability of the programme. Viability depends on self preservation or self-reliability of the programme. There should be continuity in the 'N'.

2) Proper identification of the beneficiaries.

3) Provision of infrastructural facilities first.

4) Secondly selection of local resource base and need base activities

5) Efficiency of organisational and administrative functions.
Name: K N Hari
Roll No: 27
Subject: Economics
Date: 10-9-87
Class: BA Final Year 87-88.

Right or Wrong:
(a) Right ✓
(b) Right ✗
(c) Right ✓
(d) Right ✓

Multiple Choice:
1. 'c' ✓
2. 'c' ✓

Definitions:
(a) Employment: It is productive, gaining and effective.
   Any physical work or manual work, which results in the production of goods or services.
   Any work which receives something in return either in cash or kind called productive employment.
(b) NRCP: NRCP stands for National Rural Employment Programme. It is a programme which was introduced in the year 1991.
   This programme was started at the All India level. It was started with the idea of providing employment to the
   rural youth on the national wide scale.
(c) RLAAS: RLAAS stands for Rural Landless Agricultural Scheme. This was also introduced in the year 1991. This programme was
   introduced with the idea of giving or ensuring of guaranteed employment to the rural landless labour.
(d) Infrastructure: Infrastructure means basic facilities available in the region.

The four reasons for evolving an effective employment plan in India are as follows:
1) For the employment of labour or working force which is a productive of potential live resource (by utilising human capital).
2) For using this potential investment in labour for economic development in future.
3) For solving the problem of unemployment and non-employment.

4) For alleviating or eradicating poverty created by the unemployment and non-employment.

2) It was expected that the employment-oriented programmes would not be very successful which were introduced by the Government of India. The reasons are as follows-

1) Poor designing of the programmes: The programmes designed were more political than economic.

2) Wrong identification of beneficiaries.

3) Wrong selection of activities.

4) Existence of uniform policies.

5) The programmes which were designed were averse to the infrastructural level of the region or place.

6) Backward and forward linkages.
need for an employment policy. The approach to employment generation by the employment generating programs should include
silvers in our employment generating programs. A suggestion for future actions is
written in hand physical or with hand physics which results from production activity of product
and goods or services which remain something in kind or productive cash is known
as productive employment.

Classification of employment:
1. Organised sector and non-organised sector
2. Urban employment and rural employment
3. Educated employment for education
4. Self employment (non-wage employment)
5. Wage employment and non-wage employment

Need for employment policy.

Employment for labour or workforce

Working consist of group 15-59

Productive resource and living resources

Labour is potential saving and investment for economic development.
Employment is a reserve for socio-economic poverty.

Economic employment policy is only reduced in alleviating poverty approaches 1956-79: Heavy capital strategy it is adopted by u.s.s.r. for modernisation and rapid industrialisation.

Mechanised, agricultural sector will produce employment wage goods and over employment less mechanisation: employment was not directly achieved, till fourteenth plan growth of less mechanisation and growth employment automatically creates employment growth or development are not eradicated our poverty.

Focus on rural labour employment guarantee scheme.

Focus on employment guarantee scheme. This scheme is in Maharashtra. All these programs could not have sufficient impact.

Poor design of the program. Beneficiaries were not identified. Wrong selection of activities. Uniform policy was evolved. Programs were unrelated to infrastructure level.

Basic facilities available in the region. Neglect of backward and forward linkages. Proper designing is needed.

Proper planning about the viability of the program. Its viability depends on self-preservation. Self-renewability of the program. Continuity of the employment program. Proper identification and provision for infrastructural facilities.

Local resource base. Local need base. Activities should be selected.
M. Padmaja
India is employed in many sectors. Generation possibilities were mentioned two approaches: (1) public sector for generating productive employment. Is India really need an effective employment policy? 

It is the employment generation programs initiated by the government. What are the causes for our failure in generating gainful employment? What suggestions given by programs evaluation studies? 

Any work either with hand or with head. Physical work results production activity of production goods and service, which retain some thing in mind or cash is known as productive employment. 

Employment is classified in to two sectors, organised sector and non-organised sector. Urban employment and rural employment. Unemployment for educated self-employment (non-wage employment) wage employment and non-wage employment.
It is adopted by U.S.S.R for modernisation and rapid industrialisation. Main stream economic activity will gradually move employment. Unmecanised agricultural sector will produce and provide goods and services, employment. This mechanisation employment was not directly approached till 1942. Plan less mechanisation and growth automatically create employment. During 1971-1981 census these things are failure. Growth and development are not eradicated our poverty. Direct approach in 1979.

- **N.R.E.P.** National rural employment program
- **I.R.D.P.** Intensified rural development program
- **T.R.Y.S.E.M.** Training rural youth in self-employment
- **S.F.D.A.** Small farmers development agency
- **M.F.A.L.D.A.** Marginal farmers agriculture development agency
As some I.T. employ ment generating programs are implemented by the government in the I and II plan, food for grown, P.R.E.P, T.R.Y.S. E. M, S.F. D.A., M.E. A. D.A. R.L.E.S y. E. S. X.

5. Any poor design of the program
21 wrong identification of the beneficiaries
3. wrong selection of activities
4. uniform policy was evolved
5. program was unreliable
6. pre infra-structural level
7. neglect of backward and forward region

6. Suggestions: - Proper planning about the viability of the program. Viability depends on self-preservation and remuneration. Proper identification of beneficiaries. Provision for infra-structural facilities. Local resource base and local need. Best activity should be selected. Organizational and administrative function should be efficient.
I. Right or wrong
a) (right)
b) (right)
c) (right)
d) (right)

II. Multiple choice.
1. Non-employment refers to
   (c)

2. Labour intensive strategy is one
   (c) v (2)

a) Employment either with hand or with heavy physical
   work (result of production activity of production goods and
   services in which certain standard or kind of capacity
   is known as employment)

b) M.E.P. means food for work Programme National

III. Basic provisions - this is also valid for rural provision
   (a) Human resources, physical resources, infrastructure
   (b) Structural facilities - production area
   (c) Balanced to infrastructural base
   (d) Basic facilities available in the region, neglected
   (e) Human capital must be used properly
   (f) Non-employment is responsible for socio-economic
       development and poverty
   (g) Proper employment policy is only suitable
       for eliminating poverty
   (h) If not properly maintained it will lead to
       variation
their employment: anywhere with hand or with head work, manual or mental, would result in the choice of (a) goods or services (b) would review.


2: We used efficiently for whole economy itself. (a) It is properly that we must. It would from destructive force. (b) Non-employment is responsible for economic poverty or depression. Proper employment is the only remedy for abolutely eradication.
1976-79, a heavy industrial strategy. The main strategy was capital-using strategy and labour.

High stream activity activity will automatically generate new industry or heavy employment opportunity in the economy.

Some devised agricultural sector or non-industrial will generate exployment will provide wages good another assumption. Development approach was not generated till 1/2 plan.

Laws revealed no certain things.

Growth by development does not mean.

Approach from 1974: Our approach is direct approach is program type. Look in food or inert problem which is where every worker. Agriculture is required and usage. NREP got mixed with the programme.

IRDP - Mean for Inadequate rural programme. This programme is known as PRISON for small farm. 3. Ministry of Marginal farmers (M.M. A.L.C.) is revealed in Maharashtra. In order to generate employment for all this programme. We could not have sufficient power. Reason - poor design of the programme. Poor identification of the beneficiaries in some. Prog. in 20%. In other cases 50% or 70%.

Wrong selection of activities uniform policy.
Neglect of basic word k for ward link. 80

Well proper designing through planning ahead viability of the programme. Ability depends on self preservation or self-renewability in man to some extent. There should be continuous employment for proper identification of beneficiary. Vision of infrastructure facility first should be available. How local need should be within reach of administration. Should be efficient.
What is meant by employment (Anwar Sayeeda)

How many types of employment can be generated

Hence, the two approaches. 1. gout of India for

什么原因 need an efficient employment policy

Hence some of the employment generation program

initiated by gout in the 5th to 8th 5 year plan

what are cause for the failure in generation gain

in employment

what Suggestion are given by programme evalation

Studies.

Employment is something when man should get

job and live to help his family and full fill

impressed.

There are 5 types of employment:

- Employment in organized sector
- Employment in non-organized sector
- Private sector
- Self Employment
- Employment in private

These are the types of employment man can generate.

1956-79: heavy industrial in capital strategy

Hence, have been with automatically generation

of employment in the economy of Indian lesson

generated employment. Agriculture sector or non-organized

will generate employment which provides ways, good

though, employment approaches near was carried that. 5th plan
1. Right or Wrong?
   (a) Right
   (b) Wrong
   (c) Right
   (d) Right or Wrong

2. Multiple Choice:
   a. Least of the working force who are working legally into the employment market.
   b. Labour where labour is used in large

3. Define:
   Employment: Employment are of two types: organized and non-organized. Organized Sector are the sector run by the government; while non-organized Sector are run by the private sector. In employment, they are divided into different sectors like:
   a. Educational employment, etc.
   b. Rural v. Urban employment
   c. Industrial employment, etc.
   d. Agricultural employment

Without employment, they cannot do any progress in the country. At least, people should do self-employment for their living.

NREP: National Rural Employment Programme is planned Economy where food and the Planned for the Rural development. It approach an indirect Credit progr. Agricultural feed & work & it get mixed with the program.
Give your观点...

For effective employment planning in India, four important reasons for:

a) people should be educated.
b) population should be controlled.
c) public & private must joined hand to remove poverty.
d) corruption must be stop.

This are the four reasons for the employment in India.

G.O.I. = Govt of India

G.O.I. could not successfully implement this programme because of lack of fund and people were not interested of mostly in urban areas. Village's District because of this progarm was not successful.
Now today's topic is the birth of the Indian National Congress. Now there are many views regarding the birth or the origin of the Indian National Congress — that this organisation which is associated with the freedom movement in India. But regarding the origin there is a lot of controversy or arguments. I am not going into the details of those controversies, for your purposes, which is sufficient to say that many give the credit, for the creation of the Congress to (an English) a retired English Civil Servant.

Alan Octavius Hume. He is called A.O. Hume. I think all of you have heard of Hume, and the Viceroy Lord Duffrin, see everybody does not accept but most students do accept the fact that these two are primarily responsible for the creation of the Indian National Congress. Now Hume's career is a very interesting one. He was a civil servant. He came to India in 1849, and he is considered or was considered a man of very liberal views. We are told that he had great sympathy for the aspirations of the educated Indians and he felt that the educated Indians are, more useful to country than the upper class as like the Zamindars, you know, big
land owners, or producers and we are also told that he was interested in social and educational reforms, but his liberal views were not appreciated by many of his officials. He was not popular with the officials i.e., members of the IC and ICS. Later on he too was sympathetic towards Indians. Anyway he, I mean these problems it seems, there was friction between him and his officials, and finally in 1882 Hume resigned. It seems, that some of his views were not appreciated by the officials. So in 1882 Hume resigned, and instead of going back to England he retired, you see, to Simla and then we are told that he met the then Governor Lord Rippon. You know, that Lord Rippon was very popular with the Indian people. I think you know that already. He was a very popular viceroy, and it seems he had much in common with Rippon. You know, Rippon had liberal ideas and Rippon was planning, you see certain reforms. Anyway one thing agitated Hume's mind. See, he had very close contact with the Indian affairs. He borne one big fear. He felt from reading certain reports that there was danger of unrest in the country. There might be, you see, a violent outbreak in the country, if the desire of the Indian people for constitutional reform is not, you see, satisfied. Here some historians say that they were a bit sceptical regarding Hume's, I mean, Hume said that "I have read certain reports, from these reports I am feeling
that there is going to be a violent outbreak in the country, and we better do something to prevent the outbreak, that is constitutional reforms should be granted to the people."

But historians speak that there were no such reports, they did not exist i.e., anyway Hume had this fear and he, what he called it, spoke to Rippon about it. Then after Lord Rippon left, there was another viceroy Lord Duffrin. Lord Duffrin, now we are told that Duffrin's relations with Hume were very cordial and Hume suggested Duffrin that to enable the British to know public opinion, what the educated people think of the administration, it was better to create or form a Political association. First Duffrin was supposed to have remarked that he does not know what the public think of British rule. What the public think of administration (rep). Since Rippon also had the same problem, Duffrin supposed, expressed this difficulty and Hume suggested "See why not create - political association" -- that is one version you see. Another version - is Duffrin and Hume did not get along. He thought Hume is an alarmist. Hume said that there is danger of an outbreak - he regarded Hume as an alarmist, but we are not very sure about Duffrin's opinion about Hume.

But one thing, you see Duffrin did not like educated Indians and his reporters have said that he found Bengali Babus i.e., what Duffrin called educated Bengali Babus. He found Bengali Babus very irritable i.e., he expressed to
Hume - a remark that he found Bengali Babus very irritable. He did not like them at all.

Anyway, this is what we are told that Hume decided to establish or create, you see, the political association and another reason given why Hume wanted to establish political association of an all Indian type was he was afraid of Russian invasion. He felt because many educated Indians were dissatisfied with the British rule, the Russians might try to invade India thinking they would get the help of the educated Indian class, who were dissatisfied with the British rule because the British have not regarded you see, self-government, they delayed in granting constitutional reforms, he was afraid of Russian invasion i.e., one point. That gives another reason for establishing the Indian National Congress. It is also called Russophobia i.e., fear of Russian invasion in India. It seems he felt that, it seems that if the Russians invaded India, many Indians would join the Russians, so they were dissatisfied with the British rule. So the Russians must not think they have a chance that (rep) then would be successful in invading India, then they would be joined (rep) by Indians. I mean educated Indians. So if the constitutional reforms are granted and if the Indians expressed their opinions through a political organisation and then this will be like, you see a safety
valve for the Indian team, if a political association would act as a safety valve for the Indian team, and there will be less danger of what is called you see, outbreak in the country. That is another reason for the establishment of the Indian National Congress and another reason why Hume was anxious to establish, you see a political association. I don't know how many of you have heard about this famous Indian political leader Surendranath Bannerjee. Now Surendranath Bannerjee had been a member of the ICS, he is one of the few Indians who has been appointed to the ICS. So he was a Bengali, a member of the ICS. But he was accused of falsehood and dismissed from the ICS. The official reason given for his dismissal from ICS was that he was guilty of falsehood.

S. Bannerjee, see what do you call it, and he founded the India association, it is a political association, and finally he, what do you call it, found another association under the auspices of Indian Association and this association is called the Indian National Conference. The first meeting of the Indian National Conference was held in 1883. Now there were, as you know, other political associations in the country, we had the Bombay Association, the Madras Native Association, then a famous association in Madras, another one called the Mahajana Sabha, and then founded another famous association in 1870 at Poona. The Sarvajanaka Sabha, Sarvajanak Sabha founded at Poona in 1870. So there are a number of political
associations before the establishment of the Indian National Conference by S. Bannerjee. But these previous, these other political associations were, you see, provisional in character. There you see, they only represent a particular province. No, they were not, what do you call it, of all Indian character. They were not all India political associations. The Madras Mahajana Sabha, that you see was purely, I mean belonged to Madras. It is in certain interests of the people in Madras, one at Poona would be confined to you see, Poona and even to Bombay. So these associations are not of all Indian character. Now S. Bannerjee founded Indian association of an all India character. The association must invite delegates from all over the country, you see, to meet, so we established in 1883 the Indian National Conference, and delegates were to come from different provinces of India. Delegates from different political association and from different provinces were invited to a meeting of the Indian National Conference. It was to be see, a political association of all India character, not representing a particular province, but of all India. That was the aim of S. Bannerjee, in the Indian National Conference in 1883. The Indian National Conference was met which was also under the auspices of Indian Association which was also founded by S. Bannerjee. He wanted to establish a political association of all India character and delegates from different provinces and from different political associations were invited to attend
the meeting of the Indian National Conference at Calcutta. This you see worried Hume. This is in 1883. Hume, I've already told you Hume is supposed to have established the Indian National Conference. I am giving you another reason why Hume was supposed to be considered responsible in establishing the Indian National Conference. This is considered a very important reason. Hume is responsible in establishing the Indian National Congress. Why did Hume worry? Because Hume along with other officials felt that S. Bannerjee was an extremist, a revolutionary because S. Bannerjee was supposed to be a great admirer of the Italian liberal Maxini. I have told you about Maxini when I taught the Italian Unification, you remember last year! Mentioned famous Italian liberal revolutionaries, one was Maxini, S.N. Bannerjee was considered to be a great admirer of Maxini, he was considered a revolutionary and an extremist. Today we have heard of the extremists. You see, in the paper, see newspaper extremists fought in Punjab, what do you call it, the districts of Andhra, that's what he was considered. What Hume felt along with other officials what do you call it, all India Conference becomes permanent (rep) political association, see - it will be very harmful to the interests of the British in India. British rule in India, see will be in danger. If such an association started by S. Bannerjee becomes a permanent political association, because it will be revolutionary in
character. That is what Hume along with other officials felt. That if he doesn't do something quickly, and afraid of other political association of All India character this association founded by S. Bannerjee will become a permanent political association and it will be revolutionary in character and it will be very bad for British rule in India. It was Hume who has been called the father of the Indian National Congress. Hume felt that British rule was good for India. That's why he was afraid of the Indian National Conference. He wanted to form another association, and attract you see, Indian political leaders away from S. Bannerjee's association and he felt that if the moderates among the political leaders joined another association -- this will serve to combat the influence of S. Bannerjee's Indian National Conference. He felt that he can bring the moderates to his side, if he forms a new, another political association, for the fear of the National Conference becoming a permanent body, was considered another reason why Hume was anxious to establish/form a new political association. Among the other Indian leaders what we called moderates, quite a number of moderates like W.C. Banerjee -- Banerjee a famous moderate leader. Then Ferozsha Mehta is another moderate leader. So if these moderates are asked to form a political association, it will very much reduce the influence of S. Banerjee. This is considered very important, why Hume wanted to start another political association. Then there is a reason why many, what do you call it, why Indians anxious to form an all India
political association? Why? S. Bannerjee was successful in you see, establishing all India political association, i.e., all India National Conference. The reason given is the controversy and agitation over Ilbert Bill. Ilbert Bill is connected with Lord Rippon, I don't know how many of you remember your History at the inter level. You know, Lord Rippon was considered to be very liberal in his outlook and he did not like the discrimination against Indians in the administration under rule and at that time the rule was that an Indian magistrate cannot try an European offender. But how many Indians had been appointed to the ICS and of the ICP rank and they became magistrates, and Rippon felt that this is very bad that an Indian magistrate of ICS standard level cannot try European offender in a criminal case. He wanted to remove this discrimination and therefore Ilbert, C.P. Ilbert, law member of the viceroy's council, Ilbert, to remove this discrimination. According to the Bill, Indian magistrates of ICS level can try an European offender. But this resulted in a big outcry among the European community in India. They felt insulted that an Indian magistrate should be able to try an European offender. By now you see the Europeans in India had notions of racial superiority. They have already begun to dispise Indians. They look down on Indian and they felt how dare an Indian try to be an European. When it should, they have the power to try and sentence a European. So big agitation started among the European community in India and even boycotted the Viceroy's garden party. They carried the
agitation and these Europeans in India established an European Defence Association. They started an European Defence Association to carry on their agitation against Ilbert Bill.

Take the Sikhs in Punjab, so extremists robbing bank, breaking into jewellery stores. For anything you require what do you call it, a finance. So they formed an Association and then started collecting funds and you see, they are able to put pressure on the Viceroy to modify the Bill and the Viceroy may introduce a clause in the Bill and according to the clause, the Indian magistrate can try an European offender, but the European offender must be tried by a jury half of whom are Europeans i.e., European offender jury must be half, must be composed of half Europeans.

Half the jury must be European (rep), still discrimination is left i.e., what do you call it privilege was not given to an Indian offender. This angered many Indian political leaders. They were very annoyed with Rippon. Why did he have to see, modify the Bill? They were very angry with him, why did he have to give in to the pressure worked by the European community. And the Indian leaders wanted to protest against Rippon, but Hume in 1884 persuaded Indian leaders that Rippon was still on their side. Still, you see, great admiration for educated Indians. He was still, you see, on their side, had sympathy for the aspirations of Indians. So Hume persuaded Indian political
leaders to give up their plan to protest against Rippon. So they listened to the idea of Hume and gave up the idea of protesting. This successful agitation of the European against the Bill set many you see, Indian political leaders thinking, "We have an all India association we also can put pressure on the government," do not forget that the Europeans formed an European Defence Association. Through this association they were able to bring pressure on government to modify the Bill. So this set many people thinking that if we have all India political association we can also put pressure on the government to listen to our demands, to consider our demands. They have done (rep) and have been successful, so they put pressure on government and the government has given in. So we can do the same thing. This is why S. Bannerjee during this period started Indian National Conference in the period of Ilbert Bill -- that was why he started it, because many Indian political leaders felt that if we have political association of all India character, we will be able to put pressure on the government, so our demands will be considered, that is why it started and it was fairly successful. The delegates came to Calcutta in 1883 and S. Bannerjee planned to hold another conference, another session of Indian National Conference -- but you see this is in 1885. That is why Hume felt that he must start another association. He started another association called the Indian National Conference under the influence of Bannerjee. So it seems he met not only the Viceroy Rippon
and Dufferin, he became Viceroy in 1884, he also met many Indian political leaders and he went to Madras and met the Indian political leaders in Madras. He went even to Poona and he met Indian political leaders at Poona to get them accept the idea of establishment of all India political association, and he went to Calcutta and met another political leader, but he did not meet S. Bannerjee. So his planning, what do you call it, and after that what do you call it, he went to England. There he wanted the support of the liberals in the Parliament and at that time the Parliament in England, the party was called the Liberal Party. When I say liberals, I don't mean liberal group. That was the name of the party called Liberal Party. You already knew of the Liberal Party. He went to England to get the support of different liberal leaders for the party of the new political association. He met editors of liberal newspapers, who had liberal views. There he met Rippon and Rippon was of course the Viceroy and then he met you see, what do you call it, influential English politicians just to get the support for the new association going to start and then Hume came back to India and then the plan was to form what he called Indian National Union, i.e., what he first started. Later on it became the Congress. New political association called Indian National Union. He already met Indian leaders in India and the plan was that the political association centred in Poona, the Sarvajanak Sabha, Sarvajanak Sabha should, what do you call it, I mean
under the auspices of the Indian National Union should meet in Poona in 1885 December Session, that was what Hume planned. At the same time S. Bannerjee was, I mean, at Delhi, to hold another session of the Indian National Conference at Calcutta. Towards the end of December, while he was planning this, already Hume had planned that meeting of a few political association, the Indian National Union will be held at Poona under the auspices of the Sarvajanak Sabha. How clever Hume was, meeting all the Indian political leaders. He went to Madras and met member of the Madras Mahajana Sabha. He went to Poona, went to Calcutta, laid the foundation, but he did not inform S. Bannerjee, you know why. There is going to be the meeting of the Indian National Union at Poona, but unfortunately, what do you call it, some cholera outbroke. There was cholera outbreak in Poona (rep). Therefore they would not hold the session of the Indian National Union at Poona. Then it was decided to hold the meeting of this association at Bombay. The first session of the Indian National Congress held at Bombay. It was supposed to be held at Poona, but is was held at Bombay. Now it seems at the same time, session of the Indian National Conference was to be held at Calcutta. Now we were told according to S. Bannerjee he did not know that first session, what do you call it, the association was supposed to be held at Bombay. He did not know and he only knew when he was invited by the President of the Indian
National Conference. He said "I did not know that there was a meeting of the National Congress or Union at first Poona and then Bombay, that is when I went ahead with the Indian National Conference." But others say that he already knew that there was to be a session of the new political association, he knew but because of the friction between the Bangalee political leaders and the political leaders of other parts of India -- is the friction, that is why, you see, there was no coordination between them. S. Bannerjee already knew but he pretended not to know. Anyway, you see, the Congress the new party, I mean those who had organised looked a bit humiliated for S. Bannerjee. The Indian National Union was held later in December. It began on 20th December and not on the 25th so on the 20th December, the first session of the Indian National Union known as Indian National Congress was held at Bombay. If you can't remember the actual date don't worry. You write December 1885, the first session of the Indian National Congress was held at Bombay, and the President was S. Bannerjee. Bannerjee's name was proposed as President by Hume (rep) and by Subramania Ayyer, naturally from his name, you know he came from Madras. This Subramania Ayyar seconded but proposed by Hume, the first President of the Indian National Congress was W.C. Bannerjee. He was a Calcutta barrister or he was a barrister from Calcutta. He was among the members who attended the first session of the
Indian National Congress, numbers given were 72, some say between
72 and 100 (rep). An eye witness gives an account of this session
(rep), I thought it will be a bit interesting. It is not
necessary for your examination. It is of personal interest,
describes what do you call, Bannerjee, he wore western clothes,
he was I mean light complexioned, spoke beautiful English. Then
he describes delegates (rep) from Madras from an eye witness,
they wore white turbans and describes all the delegates in
Madras, many of whom wore their national dress, he called it the
national dress. How many of them had no headgear or no shoes or
footwear, and how many of them, what do you call it, wore very
delicate muslin, many of them wore gold earrings, don't forget
that was nearly a hundred years ago and how the delegates
from Agra, Delhi, U.P., then it was the United Province not
U.P. This is not very important. This is just of personal
interest. Many of them were what do you call, lawyers, what
do you call professionals. Many of them were lawyers and
teachers, and they described Ferozsha Mehta and others and
other famous leaders like Dadabhai Naoroji. How they wore
western clothes. Now what about Bannerjee?

Bannerjee was not anti-British. W.C. Bannerjee was very
loyal to the British. During his speech he emphasised the fact
that Indians are loyal to Britain. That there are many
advantages in British rule, who thought that the Indian
National Congress would be against British rule -- it is
established by an Englishman as a safety valve, also so that
the government would have an idea of what the people thought of the government administration. Never thought that it would become an active opponent of British rule and be responsible for freeing India from British rule, isn't it?

In the beginning you see, the Congress was in the hands of the moderates and they felt that the British rule was a great advantage to India, that Indians have benefitted greatly from the British rule and it is better to keep up the connection with the rule. So you see there was no harming in forming the INC according to Hume, and you know Hume has been called the Father of the Indian National Congress, but it should be modified. According to some historians though he may deserve the title of Father of Indian National Congress, the idea of establishing an All India Political Association did not originate with Hume. The idea of establishing an all India political association, what do you call it, rooted over as far as 1850s. Don't forget the India association of Surendranath Bannerjee. How they wanted to establish an all India association. Therefore the idea of establishing all India association did not originate with Hume. He took the idea from others.

He did it for reasons which I have already stated. Hume wanted India to be completely free. They wanted India to have freedom. He felt connection with British like moderates was good for India. It would benefit Britain, as all these political
associations would be in the hands of moderates, and not someone like S. Bannerjee whom he considered revolutionary though it is not strictly speaking correct. S. Bannerjee was not a revolutionary but Hume had this opinion of him.

Hume was not the President. He was the General Secretary, I mean of the Indian National Congress.

Now according to some historians a body of political associations like an Indian National Association could not have formed if it had been the idea of an Indian. In this connection they quote Indian leader Gokhale. Gokhale said "The Indian National Congress would not have existed if it had not been formed by an English. If an Indian had tried to form the Indian National Congress it would not have been allowed to come into existence. Only an Englishman would have founded the Indian National Congress. According to Gokhale if the Indian National Congress had been founded by an Indian it would not have come into existence from the very beginning it would have been nipped."

Ultimately S. Bannerjee gave up, you see. He was not a revolutionary. So I stop for today. Today I have discussed the establishment and birth of the Indian National Congress.

...
Several views regarding the origin of INC.

INC - associated with the freedom movement in India.

1) Many give credit to - A.O. Hume for the creation of the Congress.

2) Also Viceroy Lord Duffrin - creator of the Congress.

Hume - a civil servant (an English)
- he came to India in 1849
- a man of liberal views
- had great sympathy for the aspirations of educated Indians

Felt that educated Indians - more useful than Zamindars.
- interested in social and educational reforms
- his liberal views not appreciated by some of the officials, i.e., members of the IC, ICS.
- resigned in 1892
- returned to Simla, where he met Lord Rippon - the then Governor General.

Lord Rippon - very popular with the Indians, liberal ideas.
- Hume shared this with Rippon.

- Hume feared a violent outbreak in the country if the demands of Indians for Constitutional reforms were not met.

Some historians sceptical about Hume's views and reports.

Historians - argue that there were no such reports.
Lord Duffrin - took over after Rippon's departure.

Hume's relation with Duffrin - cordial.

Hume informed Duffrin of the reactions of Indians towards British administration. First point of view suggested that a political organisation be formed.

Duffrin expressed difficulty in understanding the opinions of the educated Indians.

Second point of view -- Duffrin and Hume did not get along well.

According to Duffrin - Hume - an alarmist.

Historians not certain about Duffrin's opinion about Hume. Duffrin did not like the educated Indians. He called them Bengali Babus and found them irritating.

Hume and Duffrin decided to establish a political association.

Causes for wanting to create a political organisation -- Indian National Congress

1) Feared a violent outbreak.
2) Hume - afraid of Russian invasion of India.

Also called Russophobia.

The Russians would then get the support from the educated Indians.

Therefore there was the need for constitutional reforms to be granted, Indians would be able to express their opinions through a political organisation - of an all India type. This would be like a safety valve for the discontentment of the educated Indians.
2) To counteract Hume, Surendranath Banerjee wanted to start an all India association.

- Political leader
- A member of the ICS
- was dismissed from the ICS
- (a) founded the Indian Association
- (b) Indian National Conference

First meeting of the IN Conference was held in 1883. Before the establishment of IN Conference there were other political associations like -

a) The Bombay Association
b) Madras Native Association
c) Mahajana Sabha in Madras
d) Sarvajanik Sabha in Pune (1870)
e) British Indian Association, Calcutta

They are all provincial in character (represent only a province). They did not have an all India character.

Surendranath's - IN Conference - an all India association which invited delegates from all over the country, and members from different political associations were expected to attend. The IN Conference was under the auspices of Indian association founded by Surendranath Banerjee.

This worried Hume -
(The fact that delegates from all associations would attend the IN Conference).
Hume's worry was that if all India Conference (IN Conference) becomes permanent - would be harmful for the British in India. Hume considered S. Bennerjee a revolutionary because he admired Maxini (Italian revolutionary).

He thought that the all India Conference would also turn into a revolutionary one.

Hume, though he founded the INC always felt that British rule was good for India.

Hume afraid of the Indian National Conference. Hume wanted to form another association with the help of the moderates which would then counteract the influence of Surendranath's IN Conference.

Another reason of Hume's wanting to establish a political association of an all India character. The Indian leaders who were moderates were -

a) W.C. Bannerjee
b) Ferosha Mehta
c) Dadabhai Naoroji
d) Anandacharyulu
e) Ranade and others

Why was Surendranath successful in establishing an all India political association?

Reason: Controversy and agitation over Ilbert Bill.

Ilbert Bill - associated with Lord Rippon

Rippon - Liberal towards Indians
- did not like discrimination against Indians in the administration under rule
- according to 1873 Civil Court procedure an Indian magistrate cannot try an European offender in criminal cases
- with the help of C. Ilbert (law member of the Viceroy's Council)

Rippon introduced the Ilbert Bill, which removed the discrimination based on race distinction.

European Community in India - this resulted in a big outcry among the European Community in India.

Felt insulted that Indian magistrate should be able to try an European offender. They had notions of racial supremacy. Europeans established an European Defence Association against the Ilbert Bill.

Through the association, they collected funds. They put pressure on the viceroy (Lord Rippon) to modify the Bill. Modification - a clause in the Bill saying that the Indian magistrate could try an European offender but the offender may be tried by a jury, of which half are Europeans. This did not apply to an Indian offender and the discrimination therefore remained. This angered many Indian leaders especially against Rippon for modifying the Bill. Hume convinced the Indian leaders about Rippon still being on their side and dissuaded them from protesting. Successful
agitation by the Europeans started Indian leaders thinking of putting pressure on the Government through an all India association. If an European could succeed by putting pressure on the Government so could the Indian leaders. This was one of the reasons for Surendranath's creation of IN Conference during the period of Ilbert Bill.

1885 - a second session of IN Conference by Surendranath. Why did Hume want to start another association? Hume - met several Indian leaders in Pune, Madras and Calcutta to get them to accept the idea of establishing an all India political association. But he did not meet Surendranath - left for England. Wanted the support of the liberals there, called the liberal party. Met editors of liberal newspapers - met Rippon there.

Hume returned to India and planned to start an association called Indian National Union i.e., what he first started later became IN Congress.

Hume planned that Indian National Union under the auspices of Sarvajanak Sabha should meet in Pune in 1885 session. When Hume went to Calcutta, Surendranath was in Delhi. Planned to have a session of Indian National Conference at Calcutta.

Meeting at Pune could not be held due to cholera outbreak. Meeting was held in Bombay.

In this session IN Union became IN Congress – December 1885. At the same time the meeting of the IN Conference was to be
meeting of the IN Conference at Bombay.

But it is said that he knew and pretended not to know because of the friction between Bengali leaders and leaders from other parts of India.

Meeting of the Congress was humiliating to Surendranath.

W.C. Bannerjee's name, first president of IN Congress, was suggested by Hume and seconded by Subramania Ayyar. He was a barrister from Calcutta.

Account of the 1st session in Congress

72 members attended. Some say between 72 and 100. Bannerjee wore western clothes, he spoke good English.

W.C. Bannerjee was very loyal to the British. During his speech emphasized that Indians were loyal to the British. No one imagined that the Congress, which was established by an English man, could be against British rule and become an active opponent of the British rule.

Congress, being in the hands of the moderates, felt that the British rule was an advantage to India. Hume was called the Father of IN Congress.

According to some historians, though Hume may be called the 'Father of INC', the idea of the establishment of an Indian association dates back as far as 1850's.
Hume established the association because he thought that connection with Britain would be good for India. Also political associations would be in the hands of the moderates and not in the hands of a revolutionary like Surendranath, which Hume believed.

According to some Indian historians, Indian National Congress would not have come into existence if founded by an Indian.

According to Gokhale - IN Congress would not be allowed to come into existence if founded by an Indian. If that happened, it would be of a very different nature.

**Reasons for IN Congress - becoming permanent**

Hume - maintained cordial relations with Rippon and Duffrin. And also had good relations with the Indians.

Indian leaders - moderates - believed in British rule to some extent.

...
The Father of M.M. IN C:
A.C.E. Hume
Lord Jefferson
A.C. Hume - He is the member of I.E. he had liberal
outlook towards Indians.
Because of his liberal outlook appointed as Governor,
Theobald. In India he came to Theosophical Society,
Hume had Sympathies to well as irritation with
Indians. He retired in 1815. Hume did
overseas Indian Problem with Rippon. Indian
Hume Concluded Indian leaders. He managed to
Protest to liberty as they wanted Constitutional
Some historians Hume feared that there would be
Rebels, Rebel in to India. Connection with
Britain, due fear of Russia, Hume thought
Russia would dominate, & Russia by Russia would
Invade India. Russia would invade Indian
Rule. His intention have argued with Rippon
and others. Some of them Jefferson was
advised by A.C. Hume to
there should be political organization
Diffusion like Hume Indian should join CICS. That should work SFT was actual divorce and Association would point out defects of Britain. Diffusion suggestion there would be body which used function to point out defects.

Diffusion & Hume did not like each other, both the Britiishers wanted political organisation in India. Many happened to be Bengali in India. Diffusion did not like Indians, India Political organ came into existence.

Causes -
Hume feared violent brilliant.

1) Much of Russian design
2) Argued to be constitutional organ

Surendra Nath Bengali - He was member of ICS. He was dismissed from service because of liberal views. He suggested for formation of All India Association. He joined Indian Association 1883. The formation Indian Asso. British they were many asso. which came into existence were confined themselves to their provinces only. They were a useful tool for difficult national problems. was all India also in these asso. delegate from
from various Professional Asso attended. Surender
nath Senarat played int follower of Mahindal 87
(Reduction)
here was the father of I.N.C. he felt that British
rules would be no.  

charitable etc they were moderate.

at that time Indian bill controversy was going on
in those days a bill was prepared by minority
Rippon wanted to abolish judicary discrimination
stated on Indian discrimination a number of Asso
came into existence they put pressure on Rippon
this European offender was consituted to be some memb-
c and of the members were European with
the modification the bill used to pass. Forms
under the auspices of Indian Asso Indian Nation
al Conference was convicned by Surender Nath
Senarat 1885. Khine wanted to start another
asso. He left England and there he met liberal
Sure Gopinath came back to India and discussed
will make Jana Sangam in Madras.

In union to lates on known I.N.C.
when Surender Nath came to know he did.
not try to. I.N.C. Conference was convicned by
Sunder took 8 to 9. The venue was shifted to Bombay 1865 from 28th Dec to 30th. The game was changed to Indian native Cooper. On 6th he wins Bahor. He became an active member of T.V. since 1865. In C became Perament because, An Indian will join The Ban-Afro I could be.

Indian believed A.B. The most all Indian would be a moderator. In C came into existence in 1865 Dec 24th. In Bombay, 12th.
1. Who was the founder of the Indian National Congress?
2. Why did Hume want to start another association?
3. How was the Indian National Congress different from other associations like -
   The Bombay Association,
   The Madras Native Association, and
   The Sarbajanik Sabha, Pune?
4. What was the Ilbert Bill about?
5. Who organised the Indian National Conference in 1883?

HISTORY: DELAYED TEST QUESTIONS (Maximum Score: 25)

I. Multiple Choice
Tick the most appropriate one:

1. The Indian National Conference was founded by
   (a) Dadabhai Naoroji
   (b) Surendranath Bannerjee
   (c) A.O. Hume
   (d) Ferozshah Mehta

2. The Indian National Congress was held in the year
   (a) 1850
   (b) 1883
   (c) 1885
   (d) 1870
3. The Ilbert Bill was introduced during the time of -
   (a) Lord Duffrin
   (b) Lord Lytton
   (c) Lord Curzon
   (d) Lord Rippon

4. The Ilbert Bill was introduced because the -
   (a) Government wanted to raise the position of Indian magistrates.
   (b) Government wanted to abolish judicial disqualification based on race distinction.
   (c) Government wanted to passify the moderates.

II.

1. Give four reasons for Hume's establishment of Indian National Congress.

2. How did Indian National Congress become a permanent association? Give three reasons.

3. How were the Indian leaders influenced by the Ilbert Bill agitation?

   ...
IMMEDIATE AND DELAYED TEST ANSWERS

APPENDIX 3-B

I can give four reasons for Irwin's establishment of the Indian National Congress.

II How Inc became Permanent association, give 3 reasons.

III How where the Indian leaders influenced by the Indian built agitation.

I) Irwin feared that violent Peasants Sikellian could come
II) Irwin feared much of Russian designs could come
III) Irwin argued to be Constitutional organ.

IV The Inc became a Permanent association in 1885 Dec 28th in Bombay.

V Surendar Nath Bose became a active member of Inc.

He was the Father of Inc. He felt that British rule would be ruin.

1
Foremost among them Charles etc were moderate. In fact when the Muslim bill was introduced, a bill was passed prepared by the Hindu and Rippon introduced the bill. Rippon wanted to abolish Judges discrimination that existed on Indian evidence. A number of associations came into existence. They put pressure on Rippon. Some members were European with modification the draft bill used to Part.

Formation under the auspices of Indian Association. 

Hume wanted to start another association. He left to England and there he met liberal. He there came back to to India and discussed with make Jam Sangam in madras.

Multiple Choice

Tick the most appropriate option.

1. Gouravath Beneficent Foundation
2. 1885
3. Rippon
4. They wanted to satisfy moderately
who was the Father  Indian national congress
why did n't want to start another affair
how was Indian national congress different from others association like the Bombay, etc.
some Swaraj, etc.
what in brief, about
who organized the Indian national congress

who was the Father  Indian national congress.
A.o. Hume was the Father of Inc.

Causes - Russia - Jobiz would invade Indian Rule. Need for introducing constitutional reform.

Lord Rippon introduced judiciary discrimination on the basis of race.

Surrender with St. Ind. organized Indian national conference.
1. HISTORY:  COMPARISON OF SCORES BETWEEN NOTES TEST AND COMPREHENSION TESTS

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Maximum Score: 50
The Birth of Indian National Congress

There are several views concerning the birth of Congress. One view is that A. C. Hume is the creator and another that Lord Lytton was responsible for the formation of INC.

He came to India in 1849. He had a liberal outlook towards India and his claims to be a member of the Legislative Council, but he was not appointed as a member. On account of his liberal attitude, he came into contact with the Theosophical Society and he became pro-Indian. The members of Theosophical Society had the view that Indian in 1872 he resigned and settled down in India. Similarly, the summer sessions of Viceroys. He came into contact with Lord Ripon, the then Gov. General. Hume convinced Lord Ripon had a soft corner
towards Indians & thus prevented them from opposing the introduction of the\n1813 Bill. By the people's demands were not met with by the British. Could\nnot be an outbreak, this was the view of Hume at that time. Historians are\nsceptical about Hume's notion. Hume's\n
are sceptical about Hume's notion. Hume's information from official & unofficial sources had\nan uprising would break out in the North of India by the peasants. A coup to\npeople, Russia's occupation of Afghanistan\nwould lead to the invasion of India & the English educated classes would\nplay a Russian role to British rule with their intentions he might have\nruined with Dyer's efforts for the introduction of constitutional reform. Some argue that there were\nstrained relations between Hume & Dyer in, whereas others argue that Hume informed Dyer of the\n
reactions of the Indians to the policy of the British Govt. and another view is that a political organisation had to be established. So Lytton suggested to Hume that such an organisation had to be set up with the Indian leaders to be a safety valve to the discontentment of the Indians, ventilate the defects of the Govt. and suggestions to rectify those defects. On the opinion of Lytton, Hume happened to be an adherent of... The reasons for his dislike Lytton did not like the educated Indians, most of whom were Bengalis; he used to call them "Bengali Babus", on these circumstances a PSI organisation came into existence.

Causes for the establishment of Congress

1. Russo-phobia 2. Violent Outbreak

Hume argued that there was a need for constitutional reform.
Presence, their influence on the world. It seemed that the

leaves of Amherst's, a poet's identity, were

In Acre, a Benedictine monk

option. The Benedictine

victory over the precedent

with new implications. Hence, my

thesis, the creation of

32nd century, Acre, Jerusalem, where the

incidental and in nature - ancient traditions

to think. Selection, but this new" "

extensive, extensive

which Aristotle characterized in

thesis and his associations to the

hence, the selection under the

is association to the presence of

and views. He suggested the association

were dissolved from sight. For this

led to an exhibition at the

restitution of

that
everyone to try an English menu.

China produces huge, not yet

Cult of Occidental Gewiss & Leicht

specialized your Aceto G.

established the Council. Many members

including the Bill, while some felt

(Ani's resemblance to Wrinkles - all

Prettier Bill! Sir Charles Bilbery or

Covenance into the Council, they

was successful in extinguishing the

The President with France,

Bred, Aber, etc.

possibly Chequing in

Atch - a night &c. wth the Britishers,

another figure. The Court made

for Zhulian. He wanted it formed

1NC fell that Brandy is good

body: unlike the 'Jewad the

fame would become a common
he was eligible to deter in the city.\(x^2\) of the rural areas. The reason for the introduction of this Bill was to abolish the racial discrimination. All the Europeans started moving against it. (European, British & Indian Agent.) They collected funds & presented Rippon, the bill was passed with slight changes. On trying a European criminal, he would be tried by a jury, which were Europeans. This facility was not extended to Indian offenders. Indians realized that in order to preserve the Court, it was necessary to form an Association & this led to the creation of JNC. In 1883 & 1885. Hume was forced to resign as Prime Minister in 1883 then left for England & met the number of Indian Party comrades.
newspaper had talks with D ripping Hillind to select held discussions with the members of Mahajan Sabha & formed the IN Union later on INC. When Banejee came to know about it, he did not try to counteract the creations of his party. INC was prepared by Banejee in order to facilitate members to attend INC Union to be held at Pune but due to cholera epidemic, the venue was shifted to Bombay in 1885. INC held a meeting in Bombay 28th to 30th Dec. The Union now to be known as Congress. Many leaders attended the conference. Banejee became an active supporter of INC. He was a true patriot.

Why the Congress became permanent

... the spinning cage listened if an Indian had produced an idea, it would have been banned by the East...
an Englishman who maintained its
judicial relations between Ripon & Dufferin.

General. The conference itself
is not liked by the moderates it happened
to join it. I joined the Assent of the

believed in British fair-play, I

came into existence in 1852-53

 Bombay - 12 noon to be exact.
19. Who was the father of Indian National Congress?
Ans. Allan Octavian Hume was the father of Indian National Congress.

20. Why did Hume want to start another association?
Ans. He wanted to start another association to counteract the All-India Association founded by Surendranath Bose. He thought it would come into prominence as a revolutionary body.

21. How was Indian National Congress different from other associations like the Bombay Association, Madras Native Association, Sauropurik Sabha, etc.?
Ans. Indian National Congress was different in the sense that it was not a provincial association but was started by A.O. Hume, an Englishman.
About 1

...The provisions of the 1870 Bill were that an Indian magistrate was allowed to try an Englishman in the territory. This bill was introduced to abolish racial discrimination but owing to the protests of the Europeans, the bill was amended with the modification that an Indian

5. Who organised the Indian National Conference in 1883?


magistrate was allowed to try a European. A tender supported by a majority of the members which were European.

Anita Jhul
B.A. III Yr.
Roll No. 1.
Indian History
Q1. Give four reasons for Hume's establishment of the INC.

Q2. How did INC become a permanent association? Give three reasons.

Q3. How were the Indian leaders influenced by the Ghent Bill agitation?

Ans. The very reason which prompted Hume to establish the Indian National Congress was that he feared an outcome of rebellion by the peasants in the North. Another reason was Russia's occupation of Afghanistan which would gradually lead to the invasion of India and the British army. The English educated classes were afraid that Russian rule would mean the British rule. Hence, he wanted to establish this organisation consisting of Indian leaders to prevent the capture of the Government and put forward suggestions to satisfy them. This was the time when Swamynath Sanejeev, a member of the Indian Civil Services wanted to establish an All-India association to address the grievances of the Indians. Hume was afraid that the permanence of this Association would be dangerous for the Government.
as a follower of Mazzini a revolutionary &

he dominated, in no time the conference

which (on to be early convened) would become

revolutionary body. Therefore it was will

be intention to counter react the Hill-side

association, that Hume wanted to found

the Association, the Indian National Congress.

The Indian National Congress was

started by an English man, Allen Latham

once. Some the opinion of some historians

that if an Indian would have started an

association, the Government was sure to

an it. Even leader-like Gokhale supported

this idea. Moreover Hume main reason

was the separation between head and body. He

the establishment of the Indian Congress

reference was int liked by the Indians who

would to join it and there formed the Congress

instead for they believed in British forcing.

This was the three these were, the three forces

which led to the Permanent of the Indian

The Albert Bill was introduced

during the time I heard Rippon. According

to the Civil Procedure Act of 1873 an

Indian magistrate was eligible to try an

English man in the city area and not in

the rural area. The reason for the
Introduction of this bill was to abolish the social discrimination. But the Europeans raised a hue and cry over the provisions. They collected funds & pressed Appen till the bill was passed with slight modifications. This was, that while trying a European criminal, an Indian magistrate was to be assisted by a jury half of which were Europeans. But this facility was not extended to Indian defendants. The Indians realized that in order to have their way, it was necessary to form an association. This incensed the Indian leaders at a recent judicial trial. The correct

Multiple Choice

(a) The IN Conference was convened by

Surendranath Bose

(b) The IN Congress was founded in the Year 1885

(c) The Albert Bill was introduced during the time of Lord Parnell

(d) The Albert Bill was introduced because the Govt. wanted to abolish this judicial
Anda Joshi.

\[ \frac{264}{25} \]

8 MC.

16 FR.
The birth of Indian national congress. There were several divide.

(Abbreviation: 4th G)

A true home is a member of (selected office) administration by India. His claims be one large executive member, he was not accepted by the

A true home is a large executive member. He came to contact with the British Public Society. Where he resigned and settled in England. He came into contact with the Indian administration. When really wanting one he convinced Indian leaders. He

A true home a. Some historians have. The British Public Society, where British public society will make preventive democratic participation. There will make Anvad India. Argentina, will Rachel Robin. More than hundreds, he argued Russian and because Argentina were asking for constitutional change. The decision was advised by A. O. Home.
in the presence of educated ... 136 (9)
be our alarmed ... unarmed force under the influence of those who were just small communities by nature, but who had proved that education should have no organisation, in this way one militarily, none at once.

speak with members – were bound.
was a member A.E.S. he was described for service which has been viewed wrongly as a movement in a sense, under certain circumstances, there were already some who were seeing a new direction, a new culture, and a new thinking. All this should not rest in five minutes. They were not
And thus national congress was required, which was done largely, and all national congress
The conference became a moment of unity, and he would continue the centre ... it will be one revolutionary yesterday.
that the bill would not be given another reading.

A motion was made to refer the bill to a select committee. This motion was carried.

Mr. B. said that the bill should be considered again on its merits.

Mr. H. moved that the bill be read a second time immediately.

Mr. J. seconded the motion.

The motion was carried.

On motion of Mr. H., the bill was referred to a committee of the whole House.

The bill was read a third time and passed.

It was then ordered that the bill be printed for the information of the House.

Mr. B. moved that the bill be referred to a special committee of five members to report at an early date.

Mr. H. seconded the motion.

The motion was carried.

The House adjourned until 11 o'clock for the purpose of discussing the bill.
1. A C. Hume was the father of Indian national congress.

2. A Hume wanted to start another association because one day British will contradict their king by mission introduced in British administration there were British expansion.

3. He wanted to start another association to stop the British and to avoid Russian influence. He also demanded that Russian should not be affected by Russian influence.
There is no known reason why other associations like the Monday Association shouldn't be because it was all Adria conference.

Suspend both parties to the Siwwa.

Script $\mathbb{Z} \subseteq \mathbb{Z}$.
1. Give four reasons why Hume established the Indian national congress.

2. How did Indian national congress become appeal and association give three reasons.

3. How were the Indian leaders influenced by the Indian bill agitation.

1. a. Hume believed that there will be a peasant rebellion in North India.

   b. Hume threw a personal argument in favour of India. India will prefer Pakistan.

   c. Indians were asking for constitutional reforms.

   d. There would be political organization amendment.

   e. Indian national congress will come a recommendation association because A.O. Hume who advised Indian national congress happened to be an Englishman whose views would have been an Indian. AJN congress would be ignored by British.

2. As A.O. Hume was sent to Indians, all Indians believed him.
3. Good will controversy was ongoing in the Andian leaders were influenced by the Albertine agitation because in the days the most wanted to establish medical availability based on race distinction. By the time most of the leaders were educated (many were leaders) according to procedure code Andian magistrates was not eligible to release were watching the situation and may holds pooled so glad to seen an association. Ripped wanted to abolish the medical discrimination based on recent race

**Multiple choice**

1. b, v
2. c, v
3. d, v
4. e, v

**16**

**6 MC**

10 point
The Bitter of Indian National Congress

1. There are several rules and theories...

2. "Fames." - Alliance of various political leaders.

3. He was a member of the Indian National Congress. He was a part of the executive council. In India, he came into contact with theosophical society. He had sympathy with Indians. He settled down in India. He discussed Indian problems with Lord Ripon. Some members were optical about Fames' points. There was a peasants' rebellion. He was commercially involved.

4. He wrote several letters to his children. He worked for political organisations. Fane feared an outbreak in India.

Surrendranath Banerjee & Indian National Congress:

He was a political leader. He was dismissed from service. The India National Congress was an all India association. This association was attended by all. Nazim was a revolutionary. Surrendranath was a follower of him.
I think that it is fit for India. I think that controversy was going on. This bill was taken by Lord Rippon. There was discrimination between the Lord Rippon wanted to abolish this difference. In modification, this bill was passed. In this under the auspices of Indian association Indian national conference was convened. A.O. Hume came back to India. Indian national congress in 1885. They had meeting in Bombay. Surrendranath Beverjee was a true vitriol. He was a active supporter of Indian national congress. It was convened by in Madras Madhya Bakhla. In 1885 national congress came into existence.
Q1. Who was the Father of Indian National Congress?

Q2. Why did Hume want to start another association?

Q3. How was the Indian National Congress different from other associations like Bombay Association, Madras, Carpenter Society etc.?

Q4. What was the Ilbert Bill about?

Q5. Who organised the Indian National Congress at 1882?

A. O. Hume was the Father of Indian National Congress.

Hume started another association to sympathise with the Indians and give them protection.

He had contacts with a metaphysical society. He settled down in Simla. He discussed the problems with Lord Rippon. There was a peasant's rebellion. He had relations with Russia.

The Ilbert Bill is about the differences between the two associations and was...
discussed with the Lord Rippon. Two modifications the bill was passed.

An Indian National conference was organised by SurenRamBhushan Banerjee.

Script - 3
Give four reasons for the establishment of the Indian National Congress.

How did the Indian National Congress become a permanent association? Give three reasons.

How were the Indian leaders influenced by the Albert Bill agitation?

He had great sympathy towards Indians. He was a expert councilor. He came to the contract with theosophical society. He discussed Indian problems with Lord Rippon.

Indian National Congress was an all India Association. This association was attended by all. Mazzini was a revolutionary. He was a follower of home. Albert Bill controversy was going on. This was taken over by Lord Rippon.

Lord Rippon wanted to abolish the difference. Modifications Bill was passed under the auspices of Indian association Indian National conference.
was conveyed. Bamerjee was an active supporter of Indian National Congress.

Multiple choice

C  ✓
D  ✓
E  ✓
F  ✓

8
What did I tell you yesterday?

I told you that till now poets had written about some particular thing, and what sort of particular thing that poets wrote about till now? The first thing they wrote about was battles, battles fought by knights. In detail they described these battles. Now the 2nd thing they wrote about was their dress, wasn't it? The dress and other accessories worn by the knights. That was the 2nd thing these poets wrote about. And the third thing was the ceremonial feast, why ceremonial? Because when dinners were given, the tasks performed by each one, the surfs, the stewarts and all were people in order, in the way they came, the way they served, they all were in minute detail. That is what these poets used to write about. So Milton does not want to write about those things, why? He is not familiar with wars. He doesn't like to write about wars, the battles and such things. So what has he decided to do? I mean you'll find here in line 40 where I stopped "Not that which (reads from the text)" those people what did they write about? They wrote about battles, about the, you know the dress and the equipment that these knights had, they wrote...
about the feast that they had and all these were topics they had related and it was this topic that was not suitable for epic poem. "But we ..." (reads from the text).

So what has Milton decided to do? He said, we, it's made for me, those people wrote about all these topics and those topics are not for me. So, it remains for me to do what? To write about this topic that I have selected. This unusual topic that I have selected. A topic which has never been selected before. It remains for me to take this topic and to write about it. "Now ..." (reads from the text). That is you know he does have the inclination, higher arguments, i.e., the greater subjects, which is required for epic you see. The higher subject that he has selected, remain for epic remains in his mind. He is not going to change because of what other poets have written. One subject that he has chosen is enough for him to bring it to that level to write an epic about. Unless he wants to write about that topic only, he doesn't want to change his mind. If he changes his mind it will be because of age. You see unless an age relates, it may be because of the wrong age, wrong time "of cold climate ..." (reads from text), may be because it is very cold he will not be able to write. I told you Milton started writing the poem when he was 50 years old. Maybe because I am so old I am not able to carry on with the topic.
that I have selected. "They may ..." (reads from text) look at the way he is describing his ambition, his love for writing about this poem. He compares his desire to a bird. A bird with a love of its wings, open out its wings and can fly into the air and then the bird will repent when it is feeling cold, or when it is very old, when it is not the right time for the bird to fly, it will fold its wings together and it will sit down gently. Milton also started off like the bird wanting to write about this great theme, of man's punishment, of man's disobedience. And what happened after that? He may be prevented because of the age, because of cold, because of all these reasons. If he is prevented what happens? "Come ..." (reads from the text) and these reasons made him feel. It is entirely left to him but it is not entirely left to him, it is left to whom? "Not ..." (reads from the text). So the credit does not go to me, the credit goes to my heavenly muse, to my celestial patron, it goes to my muse who visits me every night and who dictates to me, when I'm slumbering, the muse which comes and helps me to write this poetry. Therefore I will write this poem. Have you understood? So what Milton telling you so far? So far he's been telling you that he has first described Eden and told you what a lovely place Eden was when man lived in happiness and splendour. The angel visited man and participated in taking refreshments to man. The angels used
to have conversations with man. Then all this was suddenly stopped because of man's disobedience, man was punished. And Milton had selected this theme to write about over three Greek themes. I told you yesterday and the three Greek themes about The Iliad, The Odyssey and The Aeneid. Over these three Greek plays he has given preference to this theme only. Why? because his heavenly patron comes to him at night when he's slumbering and dictates to him. Then afterwards he tells you till now poets have been writing about themes which are connected with Knights, their battles, their dress, their feasts and such things. But Milton is not interested in all those things. He wants to write only about the theme that he has selected because he finds that, that is the very suitable one for his epic. Suppose Milton is now taken to fulfil his desire to writing an epic about the theme that he has selected, maybe age, he may be prevented because of cold, because of all those things. But you see the whole credit that would have helped him to write goes to that heavenly muse. That patron of his who advises him, who dictates to him and makes him write.

Now we come to the theme, he's starting his poem and how does he start? He tells you in the beginning. "The ..." (reads from the text). What part of the day was it? This was the evening time. The sun had gone and as soon as the sun
sank down, went down, the evening star Hesperus had come into the sky. And what is the beauty of this evening star? One beauty of this star is to bring light upon the earth. It is a sort of mediator. This evening star is supposed to be the mediator. It is the mediator between the day and night. Because in the evening when the sun sets, there is trouble, going on between night and day. Day doesn't want to leave the earth so soon. But night is coming on fast and wants to defeat the day. And while these two are having their war, the evening star is the mediator. And finally what is the decision? The night comes on. So it is the short arbiter between day and night and now from "end to end" (reads from the text). The night temperature the darkness had descended on the earth. Like a veil thrown over it had thrown its dark veil over the earth. You see in the earth you have two hemispheres. On one side you have the sun, and on the other side you have the night, darkness. So the darkness came and took possession of the hemisphere and drove away the daylight to the other part of the earth. At this time, at this part of the evening when night was slowly descending, the night was throwing its blanket over the earth, what happened? When Satan, who fled before the Gabriel's threat out of Eden, "Now..." (reads from the text). Satan returned. Satan returned to this earth. The earth which was now covered in darkness, the earth to which night
had descended, who would have mistaken that this is the same Satan who had fled to the threats of Gabriel. Now try to understand this line. Try to think of what I told you earlier, I told you in Book 4, in Book 4 what happened? Satan had come to the earth. Satan wants to make Eve tempt. So according to "Paradise Lost" Book 4, Satan came in the form of a toad, and lying beside Eve, he tried to make Eve get a dream, in which he was trying to tempt Eve. But so then what happened? I told you how Ureal the sun spirit which was in the Sun had warned the angels who were guarding the earth, and Gabriel came down and when Gabriel came down, Gabriel who has had a very severe fight with Satan, but what happened? God came in between and so (reads from the text). So this Satan who came to the earth and was driven out by Gabriel out of Eden, "Now improved" now improved means all that has given him experience, and now he is far advanced. He has been improved upon his cause, his plan for entering Eden. So now advanced he mediated (reads from the text). In what has he advanced? In what has he improved? In mediating (reads from the text). How could he? How did he see these people? He has been planning and thinking so often, now he has come to some conclusion. After all his thinking and planning he has got one definite idea (reads from the text), because in Book 1 itself, he had this idea that he would win man to his side and that made him take his revenge on God,
he was bent on man's destruction (reads from the text).
In spite of what might happen to him, in spite of the heavier punishment, what severe punishment, what terrible punishment would befall him, he wanted to destroy man. He wanted to bring about the destruction of man and therefore what did he do? He came at this time. He returned.

He was not afraid of himself. He was not afraid of anything. All that he, all that he wanted to do, the confrontation was on the destruction of man, somehow or the other, because the destruction of man means hitting out at God, taking his revenge on God and getting his own. Therefore he was bent upon his destruction of man. "By night he fled and by midnight he returned from" (reads from the text). So at night means, you know when evening was just descending he ran away, because he was seen. He came back at midnight, because it is pitch dark, he came back at midnight from "Compassing the earth". From compassing the earth means all this time he was going round and round the earth. So that at midnight he returned after going round and round the earth (reads from the text).

Now he was not on friendly terms with day. Why? I told you when I was telling you about the various books written by, I mean 'PL' and various books, I was telling you, I told you how Satan came looking like an angel from heaven and
went to Ureal the sun spirit. And asked Ureal for directions to go to the earth. Ureal gave the directions and Satan came to the earth and what did he do? He sat down and looked at the creation and when he saw it, what happened to Satan? His face cramped. Anger, jealousy was written on his face and he was feeling angry and jealous about man enjoying all these comforts and pleasures. When he was looking with that hatred towards the earth, Ureal saw him from there and only then Ureal recognised this fellow who (reads from the text), that he was not an angel from heaven and that he was Satan come down and bent on destruction. So here this is the line "he was" (reads from the text) because of sunlight and he would be affected by daytime, he did not come during the day. (Reads from the text), that is the story I told you (reads from the text), because Ureal saw Satan entering the earth and Ureal knew about his defeat, because Ureal knew that he was bent on destruction, on doing something bad, so Ureal had warned already the 'Cheruban' i.e., you know the angel. Cheruban is actually a higher rank in the angel order. So Ureal had already warned the Cheruban and all of them were alert. All of them were well prepared to drive Satan out as soon as they saw him. Why? Because they had already been warned by Ureal. So such was the case. So Satan could not enter during the day. If he wanted to come he could come only in the night, therefore what happened?
He went, he went round and round the earth and at midnight only he tried to enter the earth. And when he came what happened? The "full of anguish" (Reads from the text).

After coming to the earth he did not attempt anything during the day but for seven nights, seven nights he went round the earth. And how did he go round the earth? See when you draw, you think about the earth and things like this, you have the North Pole, and the South Pole, you have the Equator. So three times what did he do? He went along the nautical lines, he, that is three times round the Equator he went in this direction round and round like that, he went three times. Then after that 4 times he circled across the Tower of Night from pole to pole in circles 4 times crossed the Tower of Night from pole to pole. So what did he do? 4 times he went in this direction. From pole to pole, I think he went from North to South and he went like this. So he went 4 times from pole to pole. You know actually this is supposed to be, you have Equator here and suppose you draw a line from the North Pole to the South Pole, you'll find an angle of $90^\circ$ here. It cuts the Equator at the $90^\circ$ angle. So he passed this direction 4 times like this round the earth and after he had gone 4 times round the earth what did he do? And the eight times around the Equator, four times from pole to pole and this 8 times recircled the earth. On the 8th return and on the (reads from the text). On the 8th round what
happened? He was able to enter the earth. Why on the eighth and on the (reads from the text). That is, in a very cunning manner not seen by any of these Cherubans or angels or anything, he was able to enter here (reads from the text). How did this Satan manage to come into the earth? How did it manage to come into Eden? In those days (reads from the text).

Now, sometimes, places change because of time, because of time you find certain places changed. I told you about how time brings about change. Maybe in Indian history, maybe you have been told already, once upon a time there was no Himalayas. It was all a big lake like that. And then suddenly you'll find there was an earthquake or something like that and the Himalayas came into existence. You read about other things also. Once upon a time there was no lake or no river. But as time went changes came about and time brings about change in man, time brings about change in the earth also. We have got the Nagarjun Sagar, and because of that what happened? So many villages and so many places are submerged in water and today water is flowing over what was once upon a time a village.

What was once upon a time a place of historical importance and all things are preserved in museum today. But after some time, I mean now itself there is no place here, what do you find, water flowing. So time can bring about change. Here Milton is telling you change is brought about here not because
of time but because of sin and the change is in Eden. Once upon a time I believe, what was there? There was a place where Tygrus flew. You know it is supposed to be an ancient river, which flowed in Messopotamia. Once upon a time when that river Tygrus was flowing (reads from the text) that is when God first created the earth, this Tygrus used to flow what happened then? Part of that river went underground like a tunnel and "flowed" (reads from the text).

When God first created the earth, he had created it in this manner. The river Tygrus used to flow in a tunnel underground and this underground river used to flow for some distance and then once again it used to come out in the form of a fountain besides the Tree of Life.

But today there is no underground Tygrus, today there is no fountain in the garden of Eden. All these things have changed, not because of time. They have changed because of the sin of man. Man committed a sin, man disobeyed God and brought him into the earth and because he brought sin he brought destruction to the earth and because he brought destruction to the earth and one of the things of destruction is this Eden is not there, this Tree of Life is not there, and the river Tygrus is not there in that tunnel. So this river went down underground and came out as a fountain, before the Tree of Life "And in with the river sunk and with it rose Satan involved in rising." So what did Satan do?
How was he also to find himself another entrance? When this river Tygrus went underground this Satan also went underground into the tunnel, into the tunnel just to take note of the "underground into the tunnel" and he came up in the fountain. See when you look at the fountain, the water comes out in a spray, it is covered with mist. So when Satan also was thrown up in the fountain like that he came in the mist and no one able to make out. No one was able to recognise Satan. No one was able to catch Satan. He escaped the angels in that manner. So now he has interest in Eden. Now he is inside the earth safe and sound without being interfered.

Once he was inside he was looking around and wanted to find a nice place where he could hide. He wanted a place which would protect him from the eyes of Cheruban. So he kept looking for the place. And where he did he look? Now you find Milton describing how Satan looked on the whole of the world, he looked from there "quote from the book". Satan looking for a place for hiding, looking for a place in the sea, in the land.

He looked almost the whole of the world, why? Where did he go? From Eden he went to Pontus the Black Sea, he went to the Black Sea (reads from the text) and then from there he went to Manotis (Azov) up beyond the river Ob, and then from there he went downwards as far as Antarctica and
then in length he went from Orontes to the ocean Darien. See how Satan did not go round about in one direction like this or like that. What did he do? He went from here to there from there to here and then from here, like that he's covering all the territories. He is not leaving out any territory. He is covering everything because he is badly in need of a place for hiding. So he does not leave any place for hiding. He looks over land and sea, so he went to Arontes and then to the Ocean Darien. You know Darien is now known as the Panama Canal. So he went so far and there to the land where flowed the river Ganges. Imagine from that link you find that America is linked by that canal there, from there he came to India. So what did he do? He was not going in one definite direction from East to West, from West to North, from North to South, like that he was constantly going about in different directions to find a place. He came to the land of the Ganges (reads from the text). So thus Satan roamed the whole of the earth, not leaving any place untouched. He reached every bit of land and water and with careful examination, he was considering everything that he came across. He considered every creature, he took into account every animal every creature alive that existed, to see whether it would provide him the hiding place. And finally what happened? This (reads from the text) which creature will be most convenient for him to hide in? Because he is badly
in need of a place to hide. So when he's badly in need of a place to hide, he's badly in need of a creature in which he can hide. So he's looking over very carefully at all these creatures which are on the earth. And finally he decided on the serpent. Why? Because the serpent was the subtlest being of all beings, of all animals it looked to be the most cunning creature. (Reads from the text).

So even the snake was not immediately chosen. After careful consideration (reads from the text), after carefully thinking over the pros and cons and everything, he finally decided on the snake. It was the right instrument, the most fit instrument, it was the right instrument, it was the most suitable instrument (reads from the text). Here 'imp' means the evil spirit, devilish spirit (reads from the text).

Now Satan found this serpant and the serpant was the most suitable creature to hide in, so that no one could observe him. No one could see him and Satan would not be detected early through the body of the serpant. So Satan decided to hide in the body of the serpant "For" (reads from the text). Why? (reads from the text) because whatever the cunning snake did, people would not accept it as suspicious. Accepted as a very cunning animal so whatever the snake did would not look at with suspicion because he was the suitable instrument for Satan to hide in (reads from the text). Because it was well known that the snake was a cunning creature. If any other animal had behaved differently it would have aroused suspicion. But in the
snake it was already an accepted fact that the snake is a very cunning creature, any new behaviour, if it behaved in any other manner, it would not arouse suspicion because Satan decided to use the snake as the covering for hiding. So he now went and hide in the snake (reads from the text). So the decision is made. He is going to enter the snake and hide in it, because the snake is the most cunning creature on the earth. And the snake is already accepted by everyone as being a very cunning creature. So if the snake behaves in an unnatural manner no suspicions will be raised. So he's going to get into the body of the snake. But before he hides he wants to observe the world. The world which God has created for man. So he looks at this world and how does he look at the world? He looks at it with 'inward grin' (reads from the text). He looks at the earth with envy. He looks at it with greed. And then he pours out his laments, why? Satan has lost, Satan has lost this earth. God has created this for man. If Satan had not rebelled he would not have lost all these things. So he's lamenting over the loss, looking at the earth.

...
Till the time of Milton poets wrote about different topics - (a) like battles and their detailed description. (b) the dresses that knights wore. (c) Ceremonial feast (ceremonial, because they were performed in a particular way).

Milton - does not want to write about battles - as he wasn't familiar with them.

These topics were not suitable for Milton. Milton had to select his own topic which would be suitable for the epic poem. The other topics were not suitable.

The topic - unusual, never selected before.

The subject matter is in his mind and he doesn't want to change. He is determined to write about it. If he changes at all, it would be mainly because of his age, cold climate.

Milton - 50 years old when he started writing the poem. Milton compares his desire and to write the poem to a bird. Desire of the bird to fly and later realize the disadvantages of age, weather etc. Milton started off like the bird - wanting to write about the great theme - man's punishment, man's disobedience.
Milton then speculates that he may be prevented because of his age and other factors.

If Milton is able to write on his great theme the credit would go to his heavenly muse who visits him every night and dictates to him. Therefore Milton decides to write the poem.


Suddenly - all happiness came to an end in Eden due to man's disobedience. Man was then punished. Milton selected the above mentioned topic over 3 Greek themes.

(1) The Iliad
(2) The Odyssey
(3) The Aeneid

Milton - starts the poem - by describing the evening. The setting of the sun and the rise of Hesperus, the evening star. Function of Hesperus - to bring twilight upon the earth. A sort of a mediator between the day and the night, mediator in the war between the day and the night. The final decision is - that night comes on. The victory of night over day. Darkness spreads on the earth. When night was descending, Satan who fled from Eden, returned to Earth. Satan had fled to the threats of Gabriel out of Eden.
In Book 4 (Paradise Lost), Satan returned to earth to tempt Eve, in the form of a toad. He tried to tempt Eve through a dream. Unreal the sun spirit, had warned the angels on earth and Gabriel came down and drove Satan away from the earth.

This happened in Book 4.

Satan, now when re-entering the earth was more experienced. In what was he more advanced? Satan had a definite plan, an idea.

In Book 1 - he was determined to win man to his side and to take his revenge on God. He was therefore bent on man's destruction. In spite of the punishment he would have to face, he was bent on man's destruction.

Satan therefore entered earth, at night when evening was descending - Satan fled but entered at midnight after going round the earth.

Satan was not on friendly terms with day.

Mentioned in one of the earlier books of "PL" - Satan disguised as an angel came to Unreal, to ask for directions to go to earth. That's how he came to earth. He looked at the creation and was filled with jealousy. He was envious that man was enjoying all the comforts of the earth. Unreal watched him from above and realized that was Satan and not an angel.
The next lines from the poem — refer to the story mentioned above, in one of the books of "PL".

Ureal had therefore warned Cheruban, the angel and others. Satan could not enter the earth during the day as all the angels were alert and guarding the earth. For seven nights Satan went round the earth before entering. How did he go around the earth?

(a) He went round the equator three times.

(b) Four times circled across the Tower of Night from pole to pole.

(c) Rotated the earth eight times.

On his 8th round, Satan could enter the earth. How did he do that? How did Satan enter the earth?

Sometimes places change because of time — e.g. Himalayas, rivers, Nagarjuna Sagar etc. Milton says — change on earth is not brought about by time but because of sin and the change is in Eden. There was once Tygrus — the river, which flowed when God created the earth. Then part of the river went underground and flowed into a tunnel, and came out in the form of a fountain, next to the Tree of Life.
Today there is no fountain in the garden of Eden. There is no river Tigrus flowing. Things have changed because of man’s sin and not because of time.

Man brought about the destruction of Eden and because there were no Tree of Life and River Tigrus. How did Satan enter? Before the destruction of Eden, Satan went into the tunnel along with Tigrus and came up in the fountain, again along with the river Tigrus. Along with the mist of the fountain - Satan came up and therefore entered earth unnoticed. Once he entered, he tried to look for a place to where he could hide.

Milton describes how Satan looked all over the world for a place to hide. Satan went from Eden to the Black Sea, went beyond the river Obe and upto Antarctica. He went to all the possible places, all over the world. Went to - Ocean Bard (Panama Canal); Went to - the land where Ganges flowed. He looked at all living animals and creatures, to find an appropriate place of hiding. He wanted to hide in one of the creatures around.

Finally Satan chose the serpent because it was the most cunning creature. Satan decided to hide in the body of the serpent. It was the most suitable instrument.
Whatever the serpent did, it would not be looked at with suspicion, therefore Satan would be safe. After deciding to hide in the snake - Satan before entering into the snake decided to have a look at the world. He looks at the earth with envy and greed. He laments — looking at the earth for not being able to enjoy the pleasures of the earth.

...
And he doesn't like to talk about work. He says that it remains for him to take the kind of penalty. If he chooses not to.

The mind will be just because of age. He says that the credit certainly belong to him but to me, I cannot make. Milton starts explaining this theme. It was evening. The sun was sunk and the evening star came. The darkness has ascended on the earth. When night was slowly descending, Satan returned to this earth. The earth which was covered with darkness. And Satan was driven out of Eden by Adam. Now in far advanced methods, he got possessed as man of destruction.

The spirit of terrible punishment that he would fear. Satan came back again at midnight. After going round and round the earth. He was cautious of day since Eve and Satan entering earth. He already learned Christine and they all were watching him. And so he came all night. After coming to see him, he did not do anything but after eight hours he went round the earth. He went 4 times pole to pole. And on the 5th return round, it was able to pole. And on the 6th, return round, he was able to pole. And on the 7th, return round, he was able to pole. And on the 8th, return round, he was able to pole. And on the 9th, return round, he was able to pole.

The earth. In a very cunning manner, not.

Can by anybody it penetrated into the earth. Milton is saying that change is brought about by him. River Tigris created by god in the center of a fountain. River Tigris came out from center of a fountain and came next to life. Satan also went underground beside the Tree of Life. Satan also went underground and escaped along with Tigris and came in another and escaped. And he wanted to destruction and thus entered Eden. As he wanted to find himself, he looked around for a place. So from Eden he went to Pontus (Black Sea) then.
Malachi (Azor) and from there he went down as far as
Antarctica. Next he went to Ethiopia and also went to
South Africa. He is going in different directions
to find a place. He searched every bit of land.
He took into account after careful consideration
what he finally decided on the snake. He felt that it
was a fit instrument of fraud. So rotten decided
was a fit instrument of fraud. As rotten decided
to hide in the body of serpent. As snake
to hide in the body of serpent. As snake
is considered as a cunning animal, and it
behave in any manner. No suspicions will arise.
But before he hides he wanted to observe
the world that God has created and look at it
with grief.

#121

22/32
LITERATURE: DELAYED TEST QUESTIONS (Maximum Score: 10)

1. In what way was Milton unlike the earlier poets?
2. Why was Milton so particular about the choice of his theme?
3. Why did he disapprove of the themes selected by the earlier poets?
4. What was the simile he used to explain his reasons for his inability to complete his chosen assignment?
5. Why was it that Satan entered the earth at night?
6. Finally what helped Satan in entering the earth?
7. What was the driving force behind Satan's entry into the earth?
8. What was the distance travelled by Satan in his search for a suitable hiding place?
9. Why was the serpent a fit vessel for the plan of destruction?
10. What was Milton's strong feeling or attitude expressed in his choice of the theme?

LITERATURE: IMMEDIATE TEST QUESTIONS (Maximum Score: 10)

1. What are the characteristics of an epic?
2. Mention a few epics.
3. In what way is "PL" different from other epics?
4. What is an 'epic simile'?
5. Give two examples of 'epic simile' in "PL". Give reasons.
IMMEDIATE AND DELAYED TEST ANSWERS.

APPENDIX E

1. Earlier poets were very much fond of imaginary tales. But Milton is not a person who is accustomed
to describe imaginary things.

2. Milton could be pretty tire wearers by his.

3. Milton was very much interested in the fall of man
so he did not like he would about the imaginary
bottles & heroic codes which were the themes of his
earlier poets.

4. Satan came back again at midnight after going
round and round the earth. He was cautious
every since he did saw Satan entering earth

5. Satan entered the earth

6. The driving force behind Satan's entry into
the earth was his revenge. He wanted to

7. The earth is his revenge. He wanted to

8. As Satan wanted to hide himself, he looked
around for a place. So from Eden he went to
the peninsula (Black sea) then to Mesopotamia and from there
he went down as far as Antatcic. Near he

9. Satan felt that the snake was the key

10. Visited to hide because he considere
d as a cunning creature. Any strange action
of this snake will not arouse any suspicion
so he decided to take the body of a snake.
10. The Psalms are in general to be read as a whole in order to understand the greatness and glory of God. Be he the reader a Christian which deals with the study of the Bible, and the making of God as.
Paradise Lost

1. What are the characteristics of an epic?
2. Notice a few epic.
3. In what way is Paradise Lost different?
4. What is an epic simile?
5. How many can be examples of epic simile in Paradise Lost and
   six reasons for them being epic similes.

A: Epic is a long narrative poem written in a heroic
   manner; it covers some geographical area. There is the
   composition which tells the theme and invocation or prayer
   to the heavenly muse. The poem starts in the middle of an
   event, the use of epic simile or domenic simile is much.
   The simile can be defined as a poem within a poem. It
   compares in an expanded manner and gives more knowledge
   of the subject matter but also not side subject matters.
   It serves as a frame.

2. Homer wrote Iliad and Odyssey in Greek.
3. Virgil wrote Aeneid in Latin.

4. In other epics like heroes were raised to the position of
   God with all his given qualities. But in Paradise Lost
   the hero is the God himself. Milton makes use of the
   blank verse in two rhyme scheme.

5. An epic simile is also called an homeric simile. In
   ordinary simile, two things are compared. In a homeric
   simile, the comparison is in an expanded form. The
   comparison becomes a poem or in other words it becomes
   a poem within a poem. It gives the knowledge of the
   things outside the things.

6. Description of Satan. Satan is more believable inshape than
   phenomena and Cadmus changed in Olympia in the God in Epheus
   on the Amaranth tree or Eptaher.

   Then the angry Satan is lead her to the tree of knowledge.
   Satan's heart brightens. Milton explains how by saying that
   the redeemed brightness of Satan is blaring like the
APPENDIX 6F

1. LITERATURE: NOTES TEST SCORES

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Cut-off score: 22.4
Range: 8
Mean: 19.55
S.D.: 2.25
## 2. LITERATURE: COMPARISON OF SCORES BETWEEN NOTES TEST AND COMPREHENSION TESTS

<table>
<thead>
<tr>
<th>Scripts</th>
<th>Notes Test</th>
<th>Immediate Test</th>
<th>Delayed Test</th>
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Cut-off scores:

- Notes Test: 22.4
- Immediate Test: 22.4
- Delayed Test: 22.4

Range:

- Notes Test: 8
- Immediate Test: 12.8
- Delayed Test: 22.4

Mean:

- Notes Test: 19.55
- Immediate Test: 27.46
- Delayed Test: 21.86

S.D.:

- Notes Test: 2.25
- Immediate Test: 3.96
- Delayed Test: 6.93

Maximum Score: 32
All the other poets wrote about everything. But no one took this topic. His last argument inside he has selected is enough for him to write an epic. If he changes his mind the cause is age. He compares his desire to a bird which flies without a meal. It is not when he is in his prime like that if he stops writing the cause is age. The credits book to the man which come in every night and dictates when he is drunken.

In time he was to come down. The seashore is between day and night. With the sun setting he comes again. His previous experience overshadows his mind in every poem. In spite of the promise his soul is not to follow him. He decided to disobey man because destruction of man is hitting at God. He ran away in the evening because he was seen.

At midnight he came after running earth many times (he did not come during day because usual the sun spirit knew it). Angels and all of them were well prepared to drive Satan out.

After coming to the earth, seven nights he went round the earth. He went round on equator three times. Four times he circled from pole to pole. On the eighth time around...
created by God and not to flow underground. It comes out like a fountain by the mist of life as a saten al went underground along with the river and came out in the mist he wanted to a place to hide from the eyes of the angels. He searched in sea and land, he covered almost the whole world.

- Cretan - Black Sea
- Aegean - Azov

West of Cretan - Cereal River

From in India, he came to India.

Thus he searched with very close search with careful examination taking it to careful examination, he found it to be a hide as serpent. After careful consideration, he found it as the fittest instrument. He used to use it in a river, in a sea, before he hides, he to observe the world. He used at the court to observe the world.
9. What are the characteristics of an Epic?
10. Mention a few Epics.
11. In what way is Paradise Lost different?
12. What is an Epic Simile?
13. From memory list examples of Epic Simile in Paradise Lost and give reasons for their being Epic Similes.

Ans. 1. There are mainly two characteristics in an Epic. The first is the narrative verse or Narrative poetry. The second is the exploits and the heroism of the hero. The third is the geographical vastness that is the area which the poet covers in his

4. The fourth is the style of the Epic, that is, the grand style or the way the poet writes his poem.

5. The few epics which are famous are:
   - Homer's Iliad, Virgil's Aeneid,
   - Valmiki's Ramayana, and Mahabharata by Vyasa.

6. Though Paradise Lost is an epic just like the others, it is different in a few ways:
   a) In all the other epics men are raised to the position of God by his deeds, but Milton deals with God himself, and God's enemy Satan and the first man and woman.
   b) In all the Epic great distances are covered. But in Paradise only men, woman, and animals move. The whole Epic takes place in Eden only.
   c) In Paradise Lost Milton covers Heaven, Hell, and the whole earth and finally to Chaos.

7. The Epic itself is very long; it has 12 books, which consists of 18,565 lines. Thus Paradise Lost is different.
4) Epic simile is also known as personification followed by many epic. In Epic simile not only compares but also goes into each thing very detailedy which makes a small poem within the Epic. This simile is mainly used to indicate a pause and increase the interest of the reader and also gives a general impression to the reader about the Epic.

5) In Paradise Lost there is incident where Milton compares Earth to Heaven and say that earth is even more beautiful than Heaven. In one example he compares Eve to all the flowers of Eden and says that she is the most beautiful flower in the garden. These are the two examples of Epic simile in Paradise Lost.

* I was taking notes during the lecture.
1. Earlier poets wrote about everything except this particular topic. No one chose her chosen topic: how God created man and how the Paradise was lost by man's sin and disobedience. Only Milton wanted to write about God. Others wrote about all worldly things.

2. Milton was no particular about the choice of his theme because he wanted to write on God. He wanted to take a higher argument which had never been taken previously by any other poet.

3. He disagreed with the themes selected by the earlier poets because he felt that these stories of Greek mythology were of no use. Man could get nothing from them. These descriptions were more a waste of time and not of any useful profit by reading them.

4. Milton felt that the higher argument about which was chosen by him was not suitable for him to write an epic. He changed his mind; it might be because of time. He changed his desire to a bird which flies happily when the weather is not at all right; it is free like that in the sky to work and write. The reason is age and ill health.

5. Satan did not come during the day because he knew about him and he warned the angels and all of them were well prepared to drive him out. So he came at the night so that he would not hide in the darkness.
Finally, after seven rounds, the earth sank.

1) Eight times, Tigris helped him to enter the earth. It was an underground river which came out at the feet of the tree of life. So Satan was able to travel through the underground river without falling into the watched eyes of the cherubim.

2) The driving force behind Satan's entry was the strong desire to take revenge on God because of the punishment given to him. With anger, he felt that it was disgraceful to give the earth which was lost by him so much power and position which was lost by him so with anger and grievance to man. He envied the...
Hilton doesn't like to write about war. Hilton says that it
remains for him to take up the happy & lofty, the higher subjects
which he has chosen remains. He must, it is just because of
his old age. The credit goes to my heavenly muse who leads
him to compose his devotional standard.

It was the evening time the sun had
sunk and the star of Heavens came up which brought the
Firelight upon the earth, which is his duty as a mediator.
The darkness has descended on earth, when night was clearly
descending Salem returned to earth which might have
sunk. And Salem was driven one of Gods by Gabriel.

Now in new advancement, methods he went on many devotion
throughout the consequence, he came back at midnight after going
round and round the earth. He was cautious of day since
night fell with envious earth. Voile already warned

Location and they not are written - so he came
at midnight. After coming to earth, he decided to something
but after 7 nights he went round the earth, the great glaciers
from pole to pole. And 3 times round the calander. On the 7th
round it was able to enter the earth. In a very cunning
manner it was able to penetrate inside earth. Other Hilton
says that change is brought about not by time but
by Sin. In those days there was a Tigres which used to
flow in a tunnel underground and came out in form
of fountain beside the Tree of Life. Salem also went
underground along with Tigres and came in a midair and
he escaped detection and entered Eden. He wanted to
hide himself and looked around. From Eden to

<--- 4 acres [300 y] and more
Thence he went to Grootes in the Ocean Barred at Darius and came to the land of Ganges Hindus. Thus he roamed leaving a place on land. He searched every bit of land and water for a place to hide. He considered every creature who may provide longer hiding and finally decided to select a serpent. He is the suitable instrument of fraud because what even cannot did arouse suspicion. But before he hides he wanted to observe the world that God had created and looks at it with grief and pours out his lament.
In what way is Paradise Lost different from an epic?

1. In what way is an epic similar?
2. From memory give two examples of epic similes in Paradise Lost and give reasons for them being epic similes.

1. An Epic is a long narrative poem, dignified and elaborate, treating its theme in grand style and heroic proportions. The poet starts with a prayer or invocation in which he asks the God or muse to help him in his great work.

2. The Homeric simile which enlarges the comparison so that it becomes a poem within a poem and gives much more about the subject and not only the theme but also about the outside subjects matter. It serves as a pause.

3. Homer wrote Iliad and Odyssey in Greek.
4. Virgil wrote Aeneid in Latin.

5. In other epics the hero is raised to the position of a god with all the good qualities but in Paradise Lost God himself is the hero.

6. An epic simile is also known as the Homeric simile. This simile enlarges the comparison so that it becomes a poem within a poem and gives much more about the theme and about the outside subjects matter. It serves as a pause.

7. Description of Satan: Satan is much more lovelier in shape.
8. St. John Hermoine and Cadmus or the God in Epidaurus.

9. Description of Eve - she was looking like a spirit.
Diana, so graceful and beautiful, but I think most beautiful when Diana: on her posture she was far excelling Dianna: she even so compared to pales, Pomona amid other. The description is more circasi than in epic.

*(Teoknote)*

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10
Milton is not a person who is accustomed to describe war which was the theme of the poet. The earlier poets used to describe about the imaginary battles and the knights.

Milton wants to justify the means of God so to select a Christian theme. He hopes that his style suits the great topic which he had decided to write.

He disapproved the themes of the earlier poets because they are peigned and unnatural.

Salān entered earth at night because he was cautious of day since until saw Salān entering earth. Perhaps already warned chambein and they all are watching him so he came at midnight.

It was with the help of Peter Tegit, Salān entered
and the earth.

(1) The driving force behind Salān entry into earth was the revenge. He wanted to take revenge on God without by defining man created by God.

(2) If Salān wanted to hide himself and he looked around for a place. So from Eden he went to pethia, then Nacoti and from there he went down as? It as statute and length he went to Chelili to it. Mean bashed at Pasen and come to the land of Ganges and Shender.

(3) Serpent was the fit vessel for the plow of destruction because it is the suitable instrument of fraud and what ever cunning this serpent did it did not arouse suspicion.

(4) As Milton wanted to justify the greatness of God and to be selective the theme that is the fall of man as