

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: A Unit: I Lesson: 1

INTRODUCTION TO WRITING

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LESSON STRUCTURE:

In this lesson we shall discuss about the various introductory aspects of writing. First, we shall focus on the origin of writing. Next we shall discuss about types of writing. We shall also briefly discuss the scope of writing. The lesson structure shall be as follows:

- 1.0 *Objectives*
- 1.1 *Introduction*
- 1.2 *Presentation of Content*
 - 1.2.1 *Origin of Writing*
 - 1.2.2 *Types of Writing*
 - 1.2.3 *Scope of Writing*
- 1.3 *Summary*
- 1.4 *Key Words*
- 1.5 *Self-Assessment Questions (SAQs)*
- 1.6 *References/Suggested Reading*

1.0 OBJECTIVES:

The objectives of this lesson are:

- *To Know About the Origin of Writing*
- *To Understand the Types of Writing*
- *To Know About the Scope of Writing*

1.1 INTRODUCTION:

T. S Eliot once said, “*Write because you feel the need to free yourself of something*”. This means that writing is a psychological compulsion. It is also an aesthetic compulsion. Writing becomes a social need or compulsion when we write about and for other persons, as in a novel or a short story, so as to be able to establish a bond with them.

Writing is an art, and creative writing is most definitely an art. Creative writing is an expression of one’s creative urge. Man is a social animal. Once his primary needs such as food, shelter and clothing are met; it becomes necessary for him to communicate. In fact, on most occasions we need to communicate to be able to fulfill our basic needs.

The need for communication is considered by many to be a social need. But communication has always been a basic urge for human beings. We communicate with fellow human beings to seek and impart information. We also communicate to share our experiences, our joys, and our sorrows.

The communication we make through *speech, action, or artistic creation* has one common purpose; that is to be understood by others. Early man expressed himself through gestures. In the early days, man mostly used his hands and face. This was the first mode of communication available to him. Man could also produce unconnected grunts and groans to express his basic emotions like anger and satisfaction. This was another mode of communication for him. With the passage of time, with increasing intelligence,

human beings began to connect one sound with another and turn the grunts and groans into sound patterns.

These sound patterns, with specific meanings attached to each and understood by all in the group, became *speech*. However, both gestures and speech had severe limitations. These could be useful only when members of the group were in close proximity. This is how communication began. This was followed by the development of writing.

In this lesson, we shall discuss about the origin of writing, types of writing, and scope of writing.

1.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Origin of Writing*
- *Types of Writing*
- *Scope of Writing*

1.2.1 ORIGIN OF WRITING:

A long time ago, when man was entering civilization, he wanted to imitate nature. Human beings lived in caves. The inside walls of the caves provided them with a big canvas. Man collected natural dyes from the jungle. He drew and painted the cave-walls. The early drawings of man included things that he saw or did. These included scenes of hunting, scenes of merry making and mostly scenes of daily chores. From these early cave drawings originated the *ideograph*. These were naturalistic representations of various things. When these were found inadequate, alphabets, which could reproduce human speech phonetically, were gradually devised.

The earliest efforts at writing, about six thousand years ago, were made in *Egypt* and *Mesopotamia*. These were etchings or carvings on clay

tablets called '*cuneiforms*'. Starting with these cuneiform writing, man continued to improve his methods of writing. He devised several other writing materials like parchment, birch-bark and finally paper was developed from *papyrus*.

If the entire span of time, from the birth of the first well-defined *Neanderthal man* 300,000 years ago to the present time, is reduced to a time scale of 50 years, writing has been in vogue only in the last one year or less. Yet, the strides which human civilization has made in this one year of the time-scale have been greater than anywhere in history. If it is so, the credit for it must go to one single factor, that is, writing. This is because writing means communication and communication means progress. In the whole of human history, there has been nothing more glorious and far-reaching than the development of writing. For most of us writing is a means to *explore* oneself, and to *express* oneself.

If writing had not been invented, we would not have known anything of the past, anything of other places or other people. We would have continued to live in utter ignorance in our isolated places.

But, why does one write? There could be some easy inadequate answers to this question, such as money, vanity, or fame. All these might be true to some extent. But, more importantly, writing is the result of the urge of the writer to communicate. We write to communicate our thoughts, our ideas, and our feeling. Writing allows us to express ourselves.

1.2.2 TYPES OF WRITING:

All writing can be broadly classified into two categories.

- *Creative Writing*
- *Expository Writing*

CREATIVE WRITING:

Creative writing is almost a spiritual activity. Its purpose is not to inform, but to reveal. A creative writer concentrates on either concrete things of the world, or on abstract thoughts like love or divinity, and pours out his feelings in his writing. Some times, bringing his unique imagination into play, a creative writer may interact with life around and write about situations and events. Creative writing enlightens us and lifts us to higher planes. It transports us to different worlds as seen or imagined by the writers. Every creative writer leaves his individual vision in his writings.

Creativity is the primary impulse of all artistic fields. Defining creativity would be as subjective as defining love or hate. Here is one definition of creativity:

Creativity is an abstraction conceived by the imaginative instincts of an artist's mind and influenced by his related environment, past and present.

However, according to many dictionaries:

Creativity is the ability to create, or to bring into existence or give rise to something that is original in nature.

In order to be effective, a piece of creative writing must:

- *Stop the target audience.*
- *Hold the target audience.*
- *Send an absolutely clear message.*

EXPOSITORY WRITING:

This type of writing describes things. Expository writing explains things. This type of writing elucidates things. Such writing clarifies things. The most common example of expository writing is essays. Other examples include *articles, reports, etc.*

Expository writing deals with information and ideas. The primary purpose of expository writing is to inform. Such writing adds to our information and widens our knowledge. Books on history, religion and science, etc, belong to this category: To achieve excellence in expository writing, the writer will have to be analytical in his approach, and present his arguments methodically and lucidly so that his writing is easy to comprehend.

PURPOSE OF EXPOSITORY WRITING:

You must know what you want to accomplish through expository writing. Be clear and be interesting. Plan specifically whether you want to inform your reader or you want to entertain him or you want to open his eyes to a problem and stimulate him to do some thinking about it, or you want to make him share some feelings or adopt some opinion of your own or you intend to make him act in some defined way. Very often, two or more of these purposes get combined.

Mastery in communication skills aims at enabling us to sharpen our intellectual, social, moral, aesthetic and even spiritual faculties. It also enables us to learn to clarify our thoughts and express one's self efficiently and effectively. Once you have learnt them, you can convey as well as comprehend easily and correctly, what others want to tell, because the purpose of writings is:

To Inform:

- To inform your audience about some thing.
- To get your audience to understand clearly about some thing, idea or event.
- To make your audience understand how certain things are done.
- To let your audience learn about some thing.

To Entertain:

- To entertain your audience.
- To get your audience to pay attention to some thing or issue.
- To arouse the interest of your audience in some thing or issue.

To Simulate:

- To reinforce your audience's belief in some thing or issue.
- To inspire your audience's with ideas, etc.
- To revitalize your audience's attitudes about some things or issues or events.
- To strengthen your audience's appreciation of some things or issues.

To Convince:

- To make your audience believe in some thing or issue.
- To make your audience stop believing in some thing or issue.
- To change the attitude of audience towards some things or issues.
- To persuade your audience to vote for a candidate or party; sign for a campaign; favour or follow certain ideologies; etc.

To be a successful writer you must have a clear purpose. Once it is clear, choose the appropriate vocabulary; use the proper syntax, take care of the grammar and the message is conveyed.

The purpose, whatsoever it is, is not said but is conveyed and accordingly a response is aroused. That is what we call speech effectiveness. Here the desired response and the actual response always correspond. To achieve this you must have a clear purpose of writing in mind- whether you are to inform, to entertain, to stimulate or to convince.

Your genius lies, not in your ability to use long words or unusual words but in your ability to put simple words together in meaning - packed combinations. Lincoln said "You can fool all the people some of the time, and

some of the people all the time but you can't fool all the people all of the time.”

Take another example of *Winston Churchill*. He said,

“I have nothing to offer but blood, toil, tears and sweat.”

See the simplicity of the language of *Franklin Roosevelt*.

The only thing we have to fear is fear itself.

And at another time he said,

More than an end to war, we want an end to the beginnings of all wars.

So here are a few tricks for you all:

- *Use precise and brief expressions.*
- *Enrich your working vocabulary.*
- *Study your dictionary and the thesaurus.*
- *Try to communicate correctly and with confidence.*

1.2.3 SCOPE OF CREATIVE WRITING:

In the centuries of creative writing in all parts of the world, almost all experiences possible to man have been written about. Although formal writing, until about five hundred years ago, was mostly about larger- than- life men and women, gods and goddesses, alongside there was also creative writing dealing with the ordinary and the lowly.

As a matter of fact, though the main characters of the epics and classics of ancient times were gifted or specially blessed heroes and heroines, all the works have accounts of ordinary men and women almost like any of us today.

The 20th century is considered to be an age of science and technol-

ogy. It has made the earth a global village through its advancement in the means of communication. The inventions of radio, television, cables, wireless system, printing press etc, are the results of advanced information technology. In short, the term information technology is used to refer to a wide range of technologies, which restructure and recognize the spheres of production distribution and circulation.

Breakthrough in the computing and telecommunication technologies is transforming a whole series of products, processes and our society as a whole.

In these days of media explosion, having good writing skills is a must for the new generation. In recent times, writing has found many scopes.

1.3 SUMMARY:

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- The communication we make through *speech, action, or artistic creation* has one common purpose that is to be understood by others. Early man expressed himself through gestures. In the early days, man mostly used his hands and face. This was the first mode of communication available to him. Man could also produce unconnected grunts and groans to express his basic emotions like anger and satisfaction. This was another mode of communication for him. With the passage of time, with increasing intelligence, human beings began to connect one sound with another and turn the grunts and groans into sound patterns.

- Man's early attempts at communicating started with cave painting. From cave paintings *ideographs* were developed. These were naturalistic representations of various things. When these were found inadequate, alphabets, which could reproduce human speech phonetically, were gradually devised.
- The earliest efforts at writing, about six thousand years ago, were made in *Egypt* and *Mesopotamia*. These were etchings or carvings on clay tablets called '*cuneiforms*'. Starting with these cuneiform writing, man continued to improve his methods of writing. He devised several other writing materials like parchment, birch-bark and finally paper was developed from *papyrus*.
- Creativity is an abstraction conceived by the imaginative instincts of an artist's mind and influenced by his related environment, past and present.
- Creativity is the ability to create mean to bring into existence or give rise to something that is original in nature.
- The purpose of creative writing is not to inform, but to reveal. A creative writer may interact with life around and write about situations and events by bringing his unique imagination into play.
- Creative writing enlightens us and lifts us to higher planes. It transports us to different worlds as seen or imagined by the writers. Every creative writer leaves his individual vision in his writings.
- Creative writing: *stops the target audience, hold the target audience, and sends an absolutely clear message.*
- Expository writing describes things. It explains things. This type of writing elucidates things. Such writing clarifies things. The most common example of expository writing is essays. Other examples include *articles, reports*, etc. Expository writing deals with information

and ideas.

- The primary purpose of expository writing is to inform. Such writing adds to our information and widens our knowledge. To achieve excellence in expository writing, the writer will have to be analytical in his approach, and present his arguments methodically and lucidly so that his writing is easy to comprehend.
- In these days of media explosion, having good writing skills is a must for the new generation. In recent times, writing has found many scopes.
- Few things that budding writers should concentrate on include: *using precise and brief expressions, enriching or improving vocabulary, studying dictionaries and thesaurus, and trying to communicate correctly and with confidence.*
- Writing tries to inform the audience about some thing; to get the audience to understand clearly about some thing, idea or event; to make the audience understand how certain things are done; and to let the audience learn about some thing.
- Writing tries to entertain the audience; to get the audience to pay attention to some thing or issue; and to arouse the interest of the audience in some thing or issue.
- Writing tries to simulate; to reinforce the audience's belief in some thing or issue; to inspire the audience's with ideas, etc.
- Writing tries to revitalize the audience's attitudes about some things or issues or events; and to strengthen the audience's appreciation of some things or issues.
- Writing tries to Convince; to make the audience believe in some thing or issue; to make the audience stop believing in some thing or issue; to change the attitude of audience towards some things or issues; and to

persuade the audience to vote for a candidate or party; sign for a campaign; favour or follow certain ideologies; etc.

1.4 KEY WORDS:

Need for Communication: Communication is a basic need for human beings. We communicate with fellow human beings to seek and impart information. We also communicate to share our experiences, our joys, and our sorrows.

Cave Painting: Man's early attempts at communicating started with cave painting. From cave paintings *ideographs* were developed. These were naturalistic representations of various things. When these were found inadequate, alphabets, which could reproduce human speech phonetically, were gradually devised.

Early Attempts at Writing: The earliest efforts at writing, about six thousand years ago, were made in *Egypt* and *Mesopotamia*. These were etchings or carvings on clay tablets called '*cuneiforms*'. Starting with these cuneiform writing, man continued to improve his methods of writing. He devised several other writing materials like parchment, birch-bark and finally paper was developed from *papyrus*.

Creative Writing: Creative writing is an art. Its purpose is not to inform, but to reveal. A creative writer pours out his feelings in his writing. Some times, bringing his unique imagination into play, a creative writer may interact with life around and write about situations and events. Creative writing enlightens us and lifts us to higher planes. It transports us to different worlds as seen or imagined by the writers. Every creative writer leaves his individual vision in his writings.

Expository Writing: This type of writing describes things. Expository writing explains things. This type of writing elucidates things. Such writing clarifies

things. The most common example of expository writing is essays. Other examples include *articles*, *reports*, etc. Expository writing deals with information and ideas. The primary purpose of expository writing is to inform. Such writing adds to our information and widens our knowledge.

Tips for Budding Writers: Few things that budding writers should concentrate on include: *using precise and brief expressions, enriching or improving vocabulary, studying dictionaries and thesaurus, and trying to communicate correctly and with confidence.*

1.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. What is creative writing? Discuss in detail.
2. Discuss expository writing in detail.
3. Discuss how writing has developed since the early days.
4. Distinguish and differentiate creative writing and expository writing citing suitable examples.

1.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikas Publishing House, New Delhi.
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan, New Delhi.
- *Professional Journalism*, M. V. Kamath, Vikas Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.
- *Active Reporter*, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: A Unit: I Lesson: 1

INTRODUCTION TO WRITING

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1.0 OBJECTIVES:

The objectives of this lesson are:

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1.1 INTRODUCTION:

T. S Eliot once said, “*Write because you feel the need to free yourself of something*”. This means that writing is a psychological compulsion. It is also an aesthetic compulsion. Writing becomes a social need or compulsion when we write about and for other persons, as in a novel or a short story, so as to be able to establish a bond with them.

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human beings began to connect one sound with another and turn the grunts and groans into sound patterns.

These sound patterns, with specific meanings attached to each and understood by all in the group, became *speech*. However, both gestures and speech had severe limitations. These could be useful only when members of the group were in close proximity. This is how communication began. This was followed by the development of writing.

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1.2.2 TYPES OF WRITING:

All writing can be broadly classified into two categories.

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- *Expository Writing*

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To Convince:

- To make your audience believe in some thing or issue.
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In these days of media explosion, having good writing skills is a must for the new generation. In recent times, writing has found many scopes.

1.3 SUMMARY:

- The need for communication is considered by many to be a social need. But communication has always been a basic urge for human beings. We communicate with fellow human beings to seek and impart information. We also communicate to share our experiences, our joys, and our sorrows.
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- Writing tries to entertain the audience; to get the audience to pay attention to some thing or issue; and to arouse the interest of the audience in some thing or issue.
- Writing tries to simulate; to reinforce the audience's belief in some thing or issue; to inspire the audience's with ideas, etc.
- Writing tries to revitalize the audience's attitudes about some things or issues or events; and to strengthen the audience's appreciation of some things or issues.
- Writing tries to Convince; to make the audience believe in some thing or issue; to make the audience stop believing in some thing or issue; to change the attitude of audience towards some things or issues; and to

persuade the audience to vote for a candidate or party; sign for a campaign; favour or follow certain ideologies; etc.

1.4 KEY WORDS:

Need for Communication: Communication is a basic need for human beings. We communicate with fellow human beings to seek and impart information. We also communicate to share our experiences, our joys, and our sorrows.

Cave Painting: Man's early attempts at communicating started with cave painting. From cave paintings *ideographs* were developed. These were naturalistic representations of various things. When these were found inadequate, alphabets, which could reproduce human speech phonetically, were gradually devised.

Early Attempts at Writing: The earliest efforts at writing, about six thousand years ago, were made in *Egypt* and *Mesopotamia*. These were etchings or carvings on clay tablets called '*cuneiforms*'. Starting with these cuneiform writing, man continued to improve his methods of writing. He devised several other writing materials like parchment, birch-bark and finally paper was developed from *papyrus*.

Creative Writing: Creative writing is an art. Its purpose is not to inform, but to reveal. A creative writer pours out his feelings in his writing. Some times, bringing his unique imagination into play, a creative writer may interact with life around and write about situations and events. Creative writing enlightens us and lifts us to higher planes. It transports us to different worlds as seen or imagined by the writers. Every creative writer leaves his individual vision in his writings.

Expository Writing: This type of writing describes things. Expository writing explains things. This type of writing elucidates things. Such writing clarifies

things. The most common example of expository writing is essays. Other examples include *articles*, *reports*, etc. Expository writing deals with information and ideas. The primary purpose of expository writing is to inform. Such writing adds to our information and widens our knowledge.

Tips for Budding Writers: Few things that budding writers should concentrate on include: *using precise and brief expressions, enriching or improving vocabulary, studying dictionaries and thesaurus, and trying to communicate correctly and with confidence.*

1.5 SELF-ASSESSMENT QUESTIONS (SAQs):

5. What is creative writing? Discuss in detail.
6. Discuss expository writing in detail.
7. Discuss the how writing has developed since the early days.
8. Distinguish and differentiate creative writing and expository writing citing suitable examples.

1.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikas Publishing House, New Delhi.
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan, New Delhi.
- *Professional Journalism*, M. V. Kamath, Vikas Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.
- *Active Reporter*, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: A Unit: II Lesson: 2

BASIC ELEMENTS OF WRITING

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LESSON STRUCTURE:

In this lesson we shall discuss about some basic elements of writing. We shall also discuss the techniques of good writing as well as qualities of good writers. The lesson structure shall be as follows:

- 2.0 *Objectives*
- 2.1 *Introduction*
- 2.2 *Presentation of Content*
 - 2.2.1 *Elements of Writing*
 - 2.2.2 *Techniques of Good Writing*
 - 2.2.3 *Qualities of a Good Writer*
- 2.3 *Summary*
- 2.4 *Key Words*
- 2.5 *Self-Assessment Questions (SAQs)*
- 2.6 *References/Suggested Reading*

2.0 OBJECTIVES:

The objectives of this lesson are:

- *To Understand the Various Elements of Good Writing*
- *To Know About the Techniques of Good Writing*
- *To Know About the Qualities of a Good Writer*

2.1 INTRODUCTION:

“A good write-up is a study in effortlessness. It must flow freely. It must be knowledgeable without being pretentious, entertaining without being vulgar and informative without being newsy”. So said noted journalist and academician *M. V. Kamath* while describing the various aspects of writing.

“One of the most distinguished privileges which providence has conferred upon mankind is the power of communicating their thoughts to one another”. Thus opined famous writer *Hugh Blair* about the importance of writing.

“True ease in writing comes from art, not chance, as those move easiest who have learned to dance”. Alexander Pope here is talking about the importance of practice in writing.

Writing is an art in itself. There are people who are born writers, gifted with a golden nib, but there are others who acquire it with constant practice. They work hard, cherish the means of knowledge and dare to read, think and write. With persistent efforts they become good writers. And it's good to be an effective writer because in this age of communication, writing plays a very serious and significant role.

Educational progress, success at work, social satisfaction, and a whole lot of other things depend to a large extent on the power to communicate

effectively. *Writing accurately, clearly and impressively is a mark of success.*

The ability to write well is a must if you want to be a journalist or a media person, and take to writing as a profession. Your writings convey not only your ideas but also reflect your faculties, capabilities and also the whole personality.

Writing requires you to look inside yourself, to concentrate and to make a commitment of what you think and feel. That is why many of us find excuses for not writing. We feel baffled, frustrated and distressed. It is a state of *blank paper anxiety*. There is anxiety and the time is wasted in thinking nervously. Then there is reluctance or self-delusion. But all this can easily be overcome and you can easily be a successful writer if you learn the essentials of good writing.

Good writing implies much more than correct spelling and proper choice of subject, purpose, material, organization, expression, mechanics and critical appraisal.

2.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Various Elements of Writing*
- *Techniques of Good Writing*
- *Qualities of a Good Writer*

2.2.1 ELEMENTS OF GOOD WRITING:

Different writers and experts have given different opinions about the elements of writing. Here we shall discuss the following elements of writing.

- *Plot or Structure*
- *Atmosphere*
- *Characters*

PLOT OR STRUCTURE:

It is a true that '*all art is an order*'. The creative artist seeks to capture the world in a certain form, so that it could make some sense. Thus there has to be a formal structure to the writing subject. You will wish to write an arrangement of characters interacting with incidents/ situations for greater effectiveness. However, your skill lies in making it appear that it is no conscious arrangement, no plan, and no 'plot'. You need to have a well thought-out design or scheme, so that the story is neither dull, nor meaningless. Whatever the story, theme, or purpose may be, creative writers try to infuse meaning into the story. Creative writers always try to make their stories interesting and try to make it lively.

ATMOSPHERE:

It is the *context* in which write-ups are written. Atmosphere is also referred to as *settings*. Writers use atmosphere or settings to attract and engage readers in their stories or write-ups. Most writers try to create a world or realm in which the readers can loose them selves. This setting could be realistic of imaginary. Many writers, particularly in short stories or novels, try to mix reality and imaginary. This mix of facts and fantasies makes write ups more credible and reading more believable.

Atmosphere is an important element of writing. It creates moods. It creates physical as well as psychological settings. It helps in creating the texture of the settings in which the writer sets the characters, locale, etc.

CHARACTERS:

Characters are another important element of writing. Most writing involves people. And people form the characters in stories and write-ups. Also most writing is about human conditions. Human characters in various settings form

the backbone of most writing. Also readers mostly identify and like to read about fellow human beings.

Also incase one is writing about things, places, or even animals; these also form characters. In the classic book *Animal Farm* each and every animal was a full-fledged character. In cartoon serials, the cartoons form main characters. In fact, in many Hollywood films, cartons have played major characters with human stars playing secondary roles.

2.2.2 TECHNIQUES OF GOOD WRITING:

Good writing, particularly writing for mass media, is *clear, concise, and to-the-point*. Good writing conveys information, ideas, and feelings to the readers clearly. There is no ambiguity or overstatement in good writing.

Most good writing is precise. Good writers use words for their exact meanings. Good writing is modest. It does not attract attention to itself. Good writers do not try to show off their intelligence to the readers. Neither do they impose their knowledge of craft on the readers. Good writers allow the content to speak for itself.

Writing is a process. Often people brand writing as an art. But more importantly, writing is first a craft. The most important fact to be understood by beginners is that '**writing as a craft is the combination of a few skills**'. And all the skills required to become a writer can be learnt. From improving vocabulary, to composition of sentences and paragraphs, from grammar and usage to styles and structures of writing; every thing can be learnt.

Here are a few techniques or guidelines for budding writers:

- *Using Simple Language*
- *Using Simple Words*
- *Using Simple Sentences*
- *Economizing on Words*

- *Avoiding Jargons*
- *Economizing on Adjectives*
- *Introducing Continuity or Flow*
- *Being Specific*
- *Avoiding Repetitions and Redundancies*

USING SIMPLE LANGUAGE: Simplicity, it is said, is the hardest thing to achieve in writing. Most good writers have this art. But this is more of a craft or skill. Practice helps us achieve simplicity. And simplicity is the best way to achieve clarity, coherency, and comprehension.

USING SIMPLE WORDS:

Some people use complex, high-sounding, and bombastic words in their writing. This is usually done to impress the readers. In reality such complex words have the opposite effect. For example, the word *bombastic* can be replaced with any of the following words: *pompous, pretentious, verbose, long-winded, overbearing, or grandiloquent*. But these are difficult and complex words. Use of such words can rarely impress readers.

USING SIMPLE SENTENCES:

It is easier to write many simple sentences than one complex or compound sentence. So why not write simple sentences? Long winding sentences only distract the reader.

ECONOMIZING ON WORDS:

Most writers use too many words in their drafts. A careful editor deletes these at the time of editing. (This sentence itself can be written in simpler way - A careful editor edits this out). There is no substitute for simple, straightforward

prose. You should not try to use one word more than is necessary.

Be on the look out for phrases, words and sentences that do not add substantially to the content of what you are writing. You should also guard against those fancy phrases, which draw attention to the writing and the writer - and take away the content. Do not boast while writing.

AVOIDING JARGONS:

Each profession has a technical language of its own. This is called jargon. You may be using certain abbreviations or names in your schools, sports field or in an office. Scientists do so in their labs. These are jargons. Only the select group understands them. As a writer, you should not use them. You should rather explain the jargon if you have to use it. Your aim should be to make your message clear to the people who have no direct relationship to such groups. Your writings should not cut people off from receiving your ideas by a language that they cannot understand.

Also avoid using overused words or phrases. These are called clichés. A write-up containing clichés is not considered good writing. Clichés are so overused that they become trite, tiresome and bereft of any meaning. Some columnists have a tendency to use such clichés and that is why you find their writing boring.

AVOIDING ADJECTIVES:

Adjectives and adverbs are often superfluous. You should build up your sentences around nouns and verbs. Usage of adjectives often weakens your message. We would suggest that you write two simple sentences than use an adjective, which more often is unnecessary if your descriptions are clear and vivid. You should select good active verbs to enliven your copy. A good verb denotes actions and a better verb denotes actions as well as descriptions. So

chose your verb carefully. It will reverberate and rejuvenate your copy. Remember, adverbs and adjectives modify and verbs expand your thoughts and thus the writing.

INTRODUCING CONTINUITY OF FLOW:

Quite often you might have heard that writing must be well knit. Please do not wonder how to achieve this. You knit not the words alone but the thoughts as well. Readers should be able to read through a piece of writing without stops and surprises. While introducing a new idea or piece of information, do not do so without tying it to other parts of a story, springing up with sudden thoughts jolts a reader and like a sudden jerk on a smooth road, he is thrown off balance. Connect any new information in a story to information already introduced. You have to develop a mental discipline and read your copy with discerning eyes. Expect' your reader to condemn you for any folly you make in the copy. For a reader, your name is immaterial. For him, you are either a good or bad writer.

BEING SPECIFIC:

Brevity is the soul of wit. Just as you try to avoid someone who talks too much, so do readers about writing, which have too many superfluous or high-sounding words or pilings of phrases or long- winding, and sentences that have run out of thoughts. Eliminate all that which you have said once. Have to have accuracy and clarity. But never try to sacrifice these for the sake of brevity. As mentioned earlier, if some facts need explanation, do not economize on sentences. Instead of one long sentence, it is better to explain it in five sentences. To be specific, get to the point, sometimes, it is certainly a difficult task. Decide on the theme of the write- up and weave your story around it. Once you have done it, both writing and editing would be easier.

AVOIDING REPETITIONS AND REDUNDANCIES:

Both these traits show lack of discipline on the part of the writer. Sometimes facts need to be repeated but that is not the case very often. Cut out unnecessary words: Avoid adjectives and adverbs. As you write, such words often creep in. Be alert to weed these words out.

Quite often you write really, actually, very, in fact and similar others. These words do not tell much to readers. Rather they tell nothing. So cut these out. This will also help you in keeping your story trim and fit into the limited space of a magazine or newspaper.

2.2.3 QUALITIES OF A GOOD WRITER:

A good write-up flows freely. It informs without showing off. It is entertaining without being high sounding or bombastic. This sums up what a good write-up is, be it an article, essay. News report or whatever form of writing it may be.

Remember, to be a good writer, you must be a good reader as well. 'What to read?' is often an important question. The suggestion given to a novice is, start reading and you will know what to read. Interests of each individual vary. There is hardly a person who does not read; perhaps you are not even aware that you are a regular reader.

Do you not read the newspaper every morning? Do you not flip through the pages of some magazines that you may be subscribing to or seeing on the table of some friends you are visiting? So you know what willy nilly you are a reader. What you need to do is to channelise this habit of yours into a more constructive path.

Visit any library. Go to the shelves at the first instance then gradually to the catalogues to select the books you want to read. Initially you can begin with some classics. Why not Shakespeare, if you want to settle down as a writer in English? Shakespeare still is fresh and robust. His style remains

inimitable. You must be wondering what you should read in him. Just read him and at the end you will find that there has been a sea change in your approach and imagination.

If you do not want to read Shakespeare, start with any book of any writer. When you begin, the book may not be worth reading, but once you start and get into the habit, you would know gradually what more to read. Never be fobbed by the high sounding names of writers that some of your friends may be reading. Do not get into the inferiority complex syndrome. Just knowing the names of big writers alone, does not take you where you want to reach.

Your aim should be learning and for that you can start virtually anywhere. It can be a nice fairy tale like the *Aesop's Fables* or the abridged version of Jonathan Swift's *Gulliver's Travels* or simply whatever you can lay your hands on. A writer, howsoever bad, has certainly gone through the ordeals which you are yet to set sail on. If you are a discerning reader, in fact, you will learn the crux of what bad writing is. Once you know the bottom line, you will learn automatically.

This is true not only for English, but also if you want to take up writing as a profession in any other language. Remember, the basics remain the same. The language may differ but the basic concepts never change. A good book or write-up remains so whatever language it may be written in. Else, why should people look for translations of *Omar Khayyam* or the *Odyssey* or the *Mahabharata*? As you read any of these classics, you are struck with the simple and attractive style.

2.3 SUMMARY:

- The major elements of writing are: plot or structure, using simple sentences, economizing on words, avoiding jargons, avoiding

adjectives, introducing continuity or flow, being specific, and avoiding repetitions and redundancies'

- Writers try to capture their subjects in a certain form, so that it could make some sense. Thus there has to be a formal structure to the writing subject. A writer's skill lies in making it appear that it is no conscious arrangement, no plan, no 'plot'. You need to have a well thought-out design or scheme for that one too.
- Long winding sentences only distract the reader. Also it is easier to write many simple sentences than one complex or compound sentence.
- There is no substitute for simple, straightforward prose. One should not try to use one word more than is necessary. Good writers are always on the look out for phrases, words and sentences that do not add substantially to the content of what they are writing. They also guard against those fancy phrases, which draw attention to the writing and the writer - and take away the content.
- Each profession has a technical language of its own. These are jargons. Only the select group understands them. As a writer, one should explain the jargons. The aim should be to make the message clear to the readers.
- Adjectives and adverbs are often superfluous. Usage of adjectives often weakens the message. One should select good active verbs to enliven the copy. A good verb denotes actions and a better verb denotes actions as well as descriptions.
- Few people like reading write ups that have too many superfluous or high-sounding words or pilings of phrases or long- winding. Accuracy and clarity are important to any writing.

2.4 KEY WORDS:

Elements of Writing: The elements of writing include: *Plot or Structure, Using Simple Sentences, Economizing on Words, Avoiding Jargons, Avoiding Adjectives, Introducing Continuity or Flow, Being Specific, and Avoiding Repetitions & Redundancies.*

Plot or Structure: It is a true that '*all art is an order*', a statement made famous in our times by the noted art-critic, *Herbert Read*. The creative artist seeks to capture the world in a certain form, so that it could make some sense. Thus there has to be a formal structure to the writing subject. You will wish to write an arrangement of characters interacting with incidents/situations for greater effectiveness. However, your skill lies in making it appear that it is no conscious arrangement, no plan, no 'plot'. You need to have a well thought-out design or scheme for that one too.

Using Simple Sentences: It is easier to write many simple sentences than one complex or compound sentence. Long winding sentences only distract the reader.

Economizing on Words: Most writers use too many words. But there is no substitute for simple, straightforward prose. One should not try to use one word more than is necessary.

Avoiding Jargons: Each profession has a technical language of its own. This is called jargon. One should explain the jargon. The aim should be to make the message clear. Also good writers avoid using overused words or phrases. These are called clichés. A write-up containing clichés is not considered good writing.

Avoiding Adjectives: Adjectives and adverbs are superfluous. Usage of adjectives often weakens the message. A good verb denotes actions and a better verb de-notes actions as well as descriptions.

Being Specific: Brevity is the soul of wit. Instead of one long sentence, it is

better to explain it in five sentences. To be specific, writers straight away get to the point.

Avoiding Repetitions and Redundancies: Good writers cut out unnecessary words. They avoid adjectives and adverbs. This is because these words do not tell much to readers. Rather they tell nothing.

2.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Write a detailed note on the various elements of writing.
2. Discuss the various techniques of good writing in detail.
3. What are the qualities of a good writer? Discuss.

2.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikash Publishing House,
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan India Ltd.
- *Professional Journalism*, M. V. Kamath, Vikash Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.
- *Active Reporter*, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: B Unit: I Lesson: 3

SENTENCE CONSTRUCTION, PARAGRAPHS, AND GRAMMAR

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LESSON STRUCTURE:

In this lesson we shall discuss about the role and importance of sentences and paragraphs. Specifically, we shall focus on sentence construction. Next we shall discuss about paragraphs. We shall also briefly discuss the scope of grammar in writing. The lesson structure shall be as follows:

3.0 *Objectives*

3.1 *Introduction*

3.2 *Presentation of Content*

3.2.1 *Sentence Construction*

3.2.2 *Paragraphs*

3.2.3 *Grammar*

3.3 *Summary*

3.4 *Key Words*

3.5 *Self-Assessment Questions (SAQs)*

3.6 *References/Suggested Reading*

3.0 OBJECTIVES:

The objectives of this lesson are:

- *To Know About Sentence Construction*
- *To Know About Paragraphs*
- *To Understand the Role of Grammar of Writing*

3.1 INTRODUCTION:

Words are the most basic building blocks of writing. Sometimes individual words can express a lot. But words alone cannot express all kinds of information, ideas or feelings. Words need to be combined together in the form of sentences to get a sense of completeness and concreteness. Again sentences combine together to form paragraphs to provide more completeness and concreteness. Finally, paragraphs together make a complete write up- whether a news story, article, feature, essay, short story or novel, etc. And grammar plays an important role in sentence construction.

So words, sentences and paragraphs form the basic building blocks of writing. In this lesson, we shall discuss about sentence construction, paragraphs and grammar.

3.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Sentence Construction*
- *Paragraphs*
- *Grammar*

3.2.1 SENTENCE CONSTRUCTION:

A sentence is a group of words that makes complete sense. Sentences should never be too lengthy. Nor should they be so brief that the meaning

remains unclear. An important component of writing good, intelligible sentences is to avoid unnecessary words, idioms and usages. New writers tend to rely heavily on adjectives and adverbs. This is done to lend strength and vividness to writing.

In writing, sentences must be varied in length and structure. Beginning each sentence with the subject makes for monotonous reading.

TYPE OF SENTENCES:

A sentence has so many words. These are called *parts of speech*, and perform different functions. The following are the major *parts of speech*. These are: *Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, and Interjection*.

And there are four kinds sentences. These are:

- *Assertive sentence*
- *Interrogative sentence*
- *Imperative sentence*
- *Exclamatory sentence*

Assertive Sentence:

A sentence can make a statement. This type of sentence is called as ASSERTIVE or DECLARATIVE sentence.

The boy stood on the burning deck.

You do not listen to me.

Interrogative Sentence:

A sentence can ask a question. A sentence that asks a question is called an INTERROGATIVE sentence.

Did you pay a visit to Delhi?

What have you to say to all this?

Imperative Sentence:

A sentence can express some command, advice, request or entreaty. These are called imperative sentences. In an imperative sentence, the subject 'you' is generally understood.

Leave the classroom at once. (COMMAND)

Take exercise in the morning. (ADVICE)

Lend me your book, please. (REQUEST)

Exclamatory Sentence:

A sentence can express some strong or sudden feeling or wish. A sentence that expresses some strong or sudden feeling or wish is called an exclamatory sentence.

What a nice thing it is!

How cold it is!

May we all live in peace!

Note:

Every sentence begins with a capital letter.

A full stop (.) is placed at the end of every Assertive (Declarative) or Imperative sentence.

A question mark is placed at the end of every Interrogative sentence.

An exclamation mark is placed at the end of every Exclamatory sentence.

SENTENCES ACCORDING TO STRUCTURE:

According to structure, sentences may be classified as,

- *Simple Sentence*
- *Compound Sentence*
- *Complex Sentence*
- *Compound-Complex Sentence*

Simple Sentences:

A simple sentence has one subject and one predicate, and, therefore, only one finite verb; as in: 'I read.' 'They write.' 'You sing.' Sometimes the predicate consists of a verb only, as 'Ashok smiled'. 'Snow fell'. In each sentence the verb is intransitive. But if the verb is transitive, then the verb and its object together make up the predicate, as: 'We take tea.'

In this sentence, subject is 'we' finite verb is 'take' and object is 'tea.' There are three kinds of words on which the structure of a simple sentence (if the finite verb is transitive) depends;

- The subject (or its equivalent)
- The finite verb
- The object of the verb

These are called:

- Enlargement of the subject
- Extension of the predicate
- Enlargement of the object

Compound Sentences:

A compound sentence is made up of two or more co-ordinate clauses. Read the following sentences:

I read your letter and enjoyed it.

The girl threw a ball but it missed the window.

Each of the above two sentences is really made up of two simple sentences, joined together by a coordinating conjunction. Such a sentence is called a compound sentence.

- *Man has his will, but a woman has her way. (Two coordinate clauses)*
- *She got the book from the library and read it and enjoyed it. (Three coordinate clauses).*

In compound sentences, the term Double Sentence is used for a sentence

which contains two coordinate clauses, and the term Multiple Sentence for a sentence which consists of more than two coordinate clauses as:

- *He loved her, but she hates him. (Double sentence)*
- *He was a mere boy, but he offered to fight the dragon and slew him. (Multiple sentence)*
- *I shouted and cried, but no one came to my help. (Multiple sentence).*

The relation between two coordinate clauses of compound sentences may be expressed in one of the following four ways.

- Cumulative
- Adversative
- Alternative
- Illative

Complex Sentences:

A complex sentence contains one main clause and one or more subordinate (dependent) clauses; as:

- *A glutton lives that he may eat. (One subordinate clause).*
- *He replied that he worked whenever he liked. (Two subordinate clauses).*
- *"When Alexander, the Great died, he bade that his two hands might be laid uncovered outside the bier for men who had seen him in his Majesty to see that he had gone the common way of all. (Four subordinate clauses).*

Compound-Complex Sentences:

A compound-complex sentences contains two or more main clauses and one or more subordinate clauses; as:

- *'However great may be the love that unites them, a man and a women are always strangers in mind and intellect; they remain combatants who belong to different races.'*

Note: No matter how it is constructed (simple, compound or complex), a sentence may be used to make a declarative (Assertive), an Interrogative, an Imperative or an Exclamatory statement.

TRANSFORMATION OF SENTENCES:

Transformation is the conversion of a sentence from one grammatical form to another, without altering its sense. Transformation is a very useful exercise, as it enables us to express ourselves in a variety of ways. Transformation also refers to the method of changing the form of a sentence without changing its meaning. The following are the different methods of transformation.

The substitution of one part of speech for another:

By Changing a Word into a Noun.

- It is a virtuous act. (Adj.)
- It is an act of virtue. (Noun)
- We did our work carefully. (Adv.)
- We did our work with care. (Noun)
- I like this book. (Verb)
- I have a liking for this book. (Noun)

By Changing a Word into a Verb.

- He sent an invitation to me for dinner. (Noun)
- He invited me to dinner. (Verb)
- They ate successful in their business. (Adj.)
- They are succeeding in their business. (Verb)
- He is apparently a strong boy. (Adv.)
- He appears to be a strong boy. (Verb.)

By Changing a Word into an Adjective:

- This is an act of nobility. (Noun)

- This is a noble act. (Adj.)
- He passed an hour anxiously. (Adv.)
- He passed an anxious hour. (Adj.)
- He appears to be a virtuous man. (Verb.)
- It is apparent that he is a virtuous man. (Adj.)

By changing a word into an Adverb:

- He did it with neatness. (Noun)
- He did it neatly. (Adj.)
- Your success is certain. (Adv.)
- You will certainly succeed. (Adv.)
- We forced our way through the crowd. (Verb)
- We forcibly made our way through the crowd. (Adv.)

3.2.2 PARAGRAPHS:

A paragraph is a combination of sentences dealing with one idea. The first sentence of a paragraph generally indicates the main idea running through it. The sentences that follow *expand, illustrate or substantiate* that idea. But all sentences must run in regular order so as to form a connected whole. As we have discussed earlier, completeness and concreteness are important aspects of sentences.

ESSENTIALS OF A PARAGRAPH:

The essential features of a good paragraph are

- UNITY
- ORDER
- VARIETY

UNITY: The paragraph that has unity develops around a single topic or theme or single idea. All its sentences have a direct bearing on the topic and each thought is connected with the other as a link in a chain.

ORDER: The details in a paragraph should be arranged in a logical order, each growing out of the preceding one.

VARIETY: A good paragraph should consist of sentences of varying length—some long; some short.

HOW TO WRITE PARAGRAPHS:

Some tips for writing a good paragraph are given below:

- There should be one main idea running through the paragraph. All other points must illustrate or deal with the main idea.
- Think out the points upon which you wish to write. To get such points, frame questions about the topic and think out answers for them. These answers will give you the required relevant points.
- Put these points in a regular order. The central idea or ideas should be mentioned first and other points afterwards.
- Make the first sentence of your paragraph brief and interesting to arrest attention.
- The last sentence should also be quite attractive and should satisfy the interest aroused in the opening sentence.
- Sentences should preferably be short and varied in length. Every sentence should be clear and complete.
- Revise what you have written, and correct all mistakes in spelling, grammar, punctuation and idiom.

3.2.3 GRAMMAR:

Grammar is the soul of any language. English usage depends upon the rules

of English grammar. Writers using any language for expression, must be fully acquainted with the grammatical rules.

GRAMMATICAL TERMS:

These are some of the important grammatical terms in English language:

Adjective:

An adjective is a word with a noun to describe, or point out the person, animal, place or thing which the noun names, or to tell its number or quantity. In other words, an adjective is a word used with a noun to add something to its meaning. For example:

- *Hari is a **brave** man.*
- *She is a **hard working** girl.*

Adverb:

An adverb is a word that modifies the meaning of a verb, an adjective, or another adverb. Adverbs are divided into various categories according to their meaning. In the following sentences, adverbs have been used to modify phrases.

- *She was walking **beside** him.*
- *She was dressed **all in black**.*
- *Have they read **all through** this novel?*

Adverbs standing at the beginning of sentences sometimes modify the whole sentence, rather than any particular word. For example:

- ***Probably** she is mistaken.*
- ***Possibly** it is as they say.*
- ***Unfortunately** no one was available.*

Article:

There are two articles '**a**' or '**an**' and '**the**'. They are really demonstrative adjectives. '**A**' or '**an**' are called indefinite article because it leaves indefinite the person or thing spoken of as: *A doctor; that is, any doctor.*

'**The**' is called the definite article, because it points out some particular person or thing as: *He saw the doctor; meaning some particular doctor.*

Auxiliary Verb:

An auxiliary verb is helping verb. It is used with a main verb to form a finite verb phrase. For example: *is coming, have decided, will sing, may have built* etc.

Clause:

Clauses are built around finite verbs. If a sentence has one finite verb, then it has one clause, which is the main clause. For example: *The black cow came running.* If a sentence has more than one finite verb, then it has more than one clause.

Complement:

A complement normally follows the verb, and tells us something about the subject or object. Complements usually follow the verb '**be**', and adverbs like **seem, become**, etc. For example:

- *Reeta is very silent.*
- *They seem disturbed.*

Conjunction:

A conjunction is a part of speech, which joins together sentences or words. A conjunction is a joining word. We have coordinating conjunctions and

subordinating conjunctions. **And, or, but** are coordinating conjunctions which join two main clauses together. **If, while, because** are subordinating conjunctions linking a subordinate clause to a main clause. For example: *Red and black.*

Direct Speech:

Using the actual words spoken by someone, marked in writing by inverted commas or quotation marks. For example: *"That's a fine calf," she said.*

Finite Verb:

Finite verbs are in the present tense or the past tense. (Future time is shown by modals in the present tense.) No sentence is complete without a finite verb. For example: *He sang a song.*

Imperatives:

Imperatives are used for giving orders or commands, making suggestions or invitations etc. For example:

- *Stand up.*
- *Post this letter.*
- *Enjoy yourself.*
- *Go and see a movie.*
- *Come back home for lunch.*

Modals:

The most important modals (or, modal auxiliaries) are: **can, could, may, might, shall, should, will, would, must, ought to** and **used to**. Modals always take the first position in a verb phrase. Modals do not have an infinitive form or a participle form like other auxiliary verbs or main verbs.

For example: *Must have won, can be singing.*

3.3 SUMMARY:

- Words need to be combined together in the form of sentences to get a sense of completeness and concreteness. Again sentences combine together to form paragraphs to provide more completeness and concreteness. Finally, paragraphs together make a complete write up-whether a news story, article, feature, essay, short story or novel, etc.
- A sentence is a group of words that makes complete sense. Sentences should never be too lengthy. Nor should they be so brief that the meaning remains unclear. An important component of writing good, intelligible sentences is to avoid unnecessary words, idioms and usages.
- Parts of speech are parts of sentences and perform different functions. There are eight *parts of speech*. These are: *Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, and Interjection*.
- There are four kinds sentences. These are: Assertive sentence, Interrogative sentence, Imperative sentence, and Exclamatory sentence.
- A simple sentence has one subject and one predicate, and, therefore, only one finite verb; as in: 'I read.' 'They write.' 'You sing.' Sometimes the predicate consists of a verb only, as 'Ashok smiled'. 'Snow fell'. In each sentence the verb is intransitive.
- A compound sentence is made up of two or more co-ordinate clauses.
- A complex sentence contains one main clause and one or more subordinate (dependent) clauses.
- A compound-complex sentence contains two or more main clauses and one or more subordinate clauses.

- A paragraph is a combination of sentences dealing with one idea. The first sentence of a paragraph generally indicates the main idea running through it. The sentences that follow expand, illustrate or modify that idea. But all sentences must run in regular order so as to form a connected whole.
- The most important modals (or, modal auxiliaries) are: **can, could, may, might, shall, should, will, would, must, ought to** and **used to**. Modals always take the first position in a verb phrase.

3.4 KEY WORDS:

Sentence: A sentence is a group of words that makes complete sense. Sentences should never be too lengthy. Nor should they be so brief that the meaning remains unclear. An important component of writing good, intelligible sentences is to avoid unnecessary words, idioms and usages.

Types of Sentences: There are four kinds sentences. These are: Assertive sentence, Interrogative sentence, Imperative sentence, and Exclamatory sentence.

Assertive Sentence: A sentence can make a statement. This type of sentence is called as ASSERTIVE or DECLARATIVE sentence.

Interrogative Sentence: A sentence can ask a question. A sentence that asks a question is called an INTERROGATIVE sentence.

Imperative Sentence: A sentence can express some command, advice, request or entreaty. These are called imperative sentences. In an imperative sentence, the subject 'you' is generally understood.

Exclamatory Sentence: A sentence can express some strong or sudden feeling or wish. A sentence that expresses some strong or sudden feeling or wish is called an exclamatory sentence.

Paragraph: A paragraph is a combination of sentences dealing with one idea.

The first sentence of a paragraph generally indicates the main idea running through it. The sentences that follow expand, illustrate or modify that idea. But all sentences must run in regular order so as to form a connected whole.

Direct Speech: Using the actual words spoken by someone, marked in writing by inverted commas or quotation marks.

Finite Verb: Finite verbs are in the present tense or the past tense. (Future time is shown by modals in the present tense.) No sentence is complete without a finite verb.

3.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Write a detailed note on sentence construction.
2. What are the different types of sentences? Discuss in detail with examples.
3. Write a detailed note on the importance of paragraphs.
4. Write a detailed note on the role and importance of grammar in English.

3.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikash Publishing House,
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan India Ltd.
- *Professional Journalism*, M. V. Kamath, Vikash Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: B Unit: II

Lesson: 4

CONTENT, STRUCTURE & STYLE IN WRITING

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LESSON STRUCTURE:

In this lesson we shall discuss about content, structure, and style writing. First, we shall focus on content in writing. Next, we shall discuss about structure in writing. We shall also briefly discuss style in writing. The lesson structure shall be as follows:

- 4.0 *Objectives*
- 4.1 *Introduction*
- 4.2 *Presentation of Content*
 - 4.2.1 *Content in Writing*
 - 4.2.2 *Structure in Writing*
 - 4.2.3 *Style in Writing*
- 4.3 *Summary*
- 4.4 *Key Words*
- 4.5 *Self-Assessment Questions (SAQs)*
- 4.6 *References/Suggested Reading*

4.0 OBJECTIVES:

The objectives of this lesson are:

- *To Know About Content in Writing*
- *To Understand Structure in Writing*
- *To Know About Style in Writing*

4.1 INTRODUCTION:

Good writing enlightens us and lifts us to higher planes. It transports us to different worlds as seen or imagined by the writers. Every writer tries to leave his or her individual mark in his or her writings.

Good writing tries to stop the readers or the target audience. The style and structure of the write up come to play here. Good writing tries to hold the target audience. Here again the style and structure of the write up come to play. Good writing tries to send an absolutely clear message. Here again the style and structure of the write up are at play. And the complete package of words, sentences, and paragraphs along with the structure and style form the content.

In this lesson, we shall discuss in brief the content, structure, and style in writing.

4.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Content in Writing*
- *Structure in Writing*
- *Style in Writing*

4.2.1 CONTENT:

The essence of content is experience. Experience is what one acquires from

the life of around one's senses, by observing things that happen. No writer can possibly write in a vacuum. He sees life around him in its various situations- happy and sad, harsh and poignant. And then he makes mental notes of everything.

Then when it suddenly occurs to him to write a story with a certain event as its central focus, with a particular set of characters and, the right elements. Elements which he had once accumulated in his mind and which have in the meanwhile undergone strange transformations within him will begin tumbling out on their own accord and take a new life on paper.

Even when one invents a story, its elements would somewhere resemble the real world. Otherwise, the writing will lack credibility and authenticity. A well-written work should always give the reader the feeling that it is real, it should never make him say, 'oh, how could this ever happen'?

Hence, it is necessary for a writer to keep his eyes and ears open and closely observe the life around so as to able to stock those images for use in future.

4.2.2 STRUCTURE:

As for its structural sense, the guiding principle should be easy communication for easy comprehension. In order to achieve a good structure, the writer should first put all his material in a particular order, that is, decide.

- How much of what should be used, and
- In what order.

Logic, commonsense and experience, drawn from one's wide reading, will help here. Just as a 1000-page story cannot be managed with only two characters, an eight- page story cannot have a few dozen characters, unless the writer is a genius. One cannot go on describing the location of the story for seven pages, reserving all the action and its denouement to the last page.

As for the order, the Aristotelian structure, '**beginning- middle- end**' is a time-tested sequence. But a gifted writer can always make variations.

Literary tradition has provided us with several acceptable models; but if the writer is innovative he can create newer models. It is important to bear in mind, however, that ultimately structure is only a means to an end, and one should choose only that structure in which the content comes through best.

In its totality, a piece of writing is like a work of architecture, where every stone is well cut and well laid, and fits into the other as if the two are one piece. Nothing in it should stick out.

The total structure should make an aesthetically satisfying whole. The example about architecture above applies to every single element of writing—first the word, then the sentence, the paragraph, the chapter and finally the entire written work.

Each word in a sentence should work like the right musical note, and each sentence like a musical bar and the book as a whole like a symphony, harmonious in its total orchestration.

4.2.3 STYLE:

Now comes style. It is possible that two works written on the same subject, or with the same theme, may both be structurally similar, yet stylistically different.

Style is a manner of expressing one's thoughts and feelings in words. It is the result of long-cultivated awareness of words and sentences, of the way a writer connects one sentences with another.

For one writer, 'succor' may be acceptable, while 'assistance' or 'help' may be more appropriate. For many, more than two adjectives at a time may be bad writing, but for a poet like Walt Whitman, a chain of them was normal. Style is a very personal thing; it identifies the writer.

4.3 SUMMARY:

- Good writing tries to stop the readers or the target audience. The style and structure of the write up come to play here. Good writing tries to hold the target audience. Here again the style and structure of the write up come to play. Good writing tries to send an absolutely clear message. Here again the style and structure of the write up are at play. And the complete package of words, sentences, and paragraphs along with the structure and style form the content.
- Content is all about experience. Experience is what one acquires from the life of around one's senses, by observing things that happen. No writer can possibly write in a vacuum. He sees life around him in its various situations- happy and sad, harsh and poignant. And then he makes mental notes of everything. Then when it suddenly occurs to him to write a story, the elements within him will begin tumbling out on their own accord and take a new life on paper.
- It is necessary for a writer to keep his eyes and ears open and closely observe the life around so as to able to stock those images for use in future.
- Structure is the blueprint or the guiding principle behind all write-ups. Structure helps in easy comprehension. In order to achieve a good structure, the writer should first collect all possible, relevant, and available material; and decide: how much of what should be used, and in what order. '**Beginning-middle-end**' is a time-tested sequence.
- Style is a manner of expressing one's thoughts and feelings in words. It is the result of long-cultivated awareness of words and sentences, of the way a writer connects one sentences with another.

4.4 KEY WORDS:

Content: Exposure and experience form the basis of content of any writing. Experience is what one acquires from the life of around one's senses, by observing things that happen. No writer can possibly write in a vacuum. He sees life around him in its various situations and makes mental notes of everything. Then when it suddenly occurs to him to write a story, the elements within him will begin tumbling out on their own accord and take a new life on paper.

Structure: Structure is the blueprint or the guiding principle behind all write-ups. Structure helps in easy comprehension. In order to achieve a good structure, the writer should first collect all possible, relevant, and available material; and decide: how much of what should be used, and in what order.

Style: Style is a manner of expressing one's thoughts and feelings in words. It is the result of long-cultivated awareness of words and sentences, of the way a writer connects one sentences with another. Style is a very personal thing; it identifies the writer.

4.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Write a brief note on content in writing.
2. Discuss in brief the importance of structure in writing.
3. Write a brief note on style in writing.

4.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikash Publishing House,
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan India Ltd.
- *Professional Journalism*, M. V. Kamath, Vikash Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.
- *Active Reporter*, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: C Unit: I Lesson: 5

**BASIC PRINCIPLES OF WRITING
(CANNONS OF GOOD WRITING)**

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LESSON STRUCTURE:

In this lesson, we shall discuss about the basic principles or the cannons of good writing. Specifically, we shall focus on the 7 C's of writing. We shall discuss about the role of clarity, conciseness, continuity, correctness, commonness, credibility, and completeness in writing. The lesson structure shall be as follows:

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Presentation of Content
 - 5.2.1 Clarity
 - 5.2.2 Conciseness
 - 5.2.3 Continuity
 - 5.2.4 Correctness
 - 5.2.5 Commonness

- 5.2.6 Credibility
- 5.2.7 Completeness
- 5.3 Summary
- 5.4 Key Words
- 5.5 Self-Assessment Questions (SAQs)
- 5.6 References/Suggested Reading

5.0 OBJECTIVES:

The objectives of this lesson are:

- *To Know About Clarity*
- *To Understand Conciseness*
- *To Know Continuity*
- *To Understand Correctness*
- *To Know Commonness*
- *To Understand Credibility*
- *To Know About Completeness*

5.1 INTRODUCTION:

Writing is often called an art. But actually, it is a craft. Writing is the result of some skills. Many people think that writers are born. But most people acquire writing skills with constant practice. With persistent efforts they become good writers.

Writing is a vital mode of expression. Writings convey not only one's ideas but also reflect the writer's faculties, capabilities and also his or her whole personality.

Like most other fields, in the field of writing also there are many basic principles. These are: clarity, conciseness, continuity, correctness, commonness, credibility, and completeness. In this lesson we shall discuss about these basic principles or cannons of good writing.

5.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Clarity*
- *Conciseness*
- *Continuity*
- *Correctness*
- *Commonness*
- *Credibility*
- *Completeness*

5.2.1 CLARITY:

Clarity is the first basic principles of writing. Without clarity, writing has no value. So every good writer tries to bring clarity in to writing. All type of writing is aimed at a reader who must understand what is being written. Otherwise communication, which is the purpose of all writing, will not be possible.

Clarity depends upon an adequate, competent and relevant presentation. This includes mastery or competency of the subject, proper composition, and effective structure and style.

If you have not mastered your subject, you can only commit mistakes; and in trying to achieve clarity, you may make it all the more confusing. Do not try explaining anything if you do not know. Go back to the subject itself, take an all-round view of it, and you will find the things falling into a design. Clarity demands wide acquaintance with the subject.

We seem to be very little concerned about clarity when we express ourselves. We seem to think that it is the importance of the subject matter that will automatically achieve clarity. We also think that it is the duty of the reader to extract clarity out of whatever we choose to say, in whichever manner we say it. In fact, it is one of *the advantages of writing, as different from speech,*

that questions are not asked of you right there.

But never imagine for a moment that because you are writing, questions can't be raised. This kind of feeling or assumption is the enemy of clarity. Some of the best writers are involved with themselves. In such cases, there is no clarity, but only rhetoric, which is a confining of expression. Complete self-involvement is not a condition in which you can attain clarity within yourself about what you are saying.

Clarity is a result, an effect, not a quality as such. So clarity depends upon our knowing clearly who our readers are. The readers decide our choice of language. Every writer has his preferences, and this may, of course, make him choose his readers.

Shakespeare knew the love of language his audience had, and gave his readers what they wanted and the way they wanted.

Clarity doesn't mean putting everything at superficially comprehensible levels. A great deal can be said very clearly by omitting its essential complications.

5.2.2 CONCISENESS:

Conciseness is the second basic principle of good writing. Before writing, the writer should keep in mind that verbosity - using more words than necessary - is not the basis of good writing. Every writer should use short words, short sentences, and short paragraphs.

Very long write-ups and lengthy stories; features, letters, essays, articles and dramas are not considered to be readable or communicable. This is against professional desirability today. We also say conciseness is the golden rule of writing. So it is better to use short and simple words rather than long and complex words.

Examples:

BMC-104

<i>Explain:</i>	<i>Elucidate</i>
<i>Excellent:</i>	<i>Meritorious</i>
<i>Good:</i>	<i>Noble or praiseworthy</i>
<i>Died:</i>	<i>Went to his heavenly abode, or Passed away</i>
<i>Clothes:</i>	<i>Costume</i>

5.2.3 CONTINUITY:

Continuity is the third basic principle of good writings. Continuity means flow of thoughts or ideas, etc in a write up. It indicates maintaining a link between adjoining or adjacent sentences and also between adjoining paragraphs.

Without continuity the direction of writing changes. So the entire write up should be properly interwoven. The ideas should not appear to be scattered or fractured or divided.

5.2.4 CORRECTNESS:

Correctness is the fourth basic principle of writing. Without correctness readers may refuse your write up. Credibility of write-ups depends on its correctness. If there is some wrong information in your write up, then your labour will be lost.

Factuality is an elementary aspect of journalism; despite to the fact it often emerges as the biggest casualty today.

5.2.5 COMMONNESS:

Commonness is the core of writing. A write-up will be successful only when the **frame of reference** of both the source and the receivers is common. So every good writer must try to read the pulse of the readers.

Also writers try to know the psychographics of the readers. Before writing, writers must ask a few questions;

- *For whom am I writing?*
- *Who are my target readers?*
- *What are the interests, inclinations, attitudes, aptitudes, mind-set and mentality of my readers?*

In fact, some times knowledge about the readers is more important than the knowledge about the subject.

5.2.6 CREDIBILITY:

Credibility is important in write-ups. A good writer can't think for good, believable and effective piece of write-up without credibility. Credibility emerges from *authenticity*. Credibility relates to the degree of authenticity that the writer has been able to achieve. Credibility makes write-ups *realistic*. Credibility makes write-ups *plausible*. Credibility makes write-ups *convincing*. Write-ups with credibility are *reasonable*. Write-ups with credibility are *true-to-life*. Credibility makes write-ups *compelling*. Credibility makes write-ups *forceful*. Credibility makes write-ups *influential*.

Credibility comes from information and data collected from reliable sources and research based data. It also comes from history books and related material. Credibility can also be achieved through good writing skills.

In addition to reliable information and data, pictures and relevant illustrations also add to the credibility of write-ups. Relevant pictures increase the credibility level. Statistical data presented in tabular form, diagrams, visual illustrations, and charts also add to the credibility of write-ups. Quotations and references raise the credibility of write-ups. Credibility also depends on clarity, conciseness, continuity, correctness, etc.

5.2.7 COMPLETENESS:

Completeness is the last and seventh basic principle of writing. Completeness

means covering almost all the probable aspects of the subject covered. It means covering almost all probable aspects of the theme, idea, concept, event or issue.

A complete message appeals to the mind.

5.3 SUMMARY:

- Without clarity, writing has no value. So every good writer tries to bring clarity in to writing. All type of writing is aimed at a reader who must understand what is being written.
- The basic principles of writing are: clarity, conciseness, continuity, correctness, commonness, credibility, and completeness. These basic principles are also called the canons of good writing.
- Clarity depends upon an adequate, competent and relevant presentation. This includes mastery or competency of the subject, proper composition, and effective structure and style.
- Very long write-ups and lengthy stories; features, letters, essays, articles and dramas are not considered to be readable or communicable. This is against professional desirability today. We also say conciseness is the golden rule of writing. So it is better to use short and simple words rather than long and complex words.
- Commonness is the core of writing. A write-up will be successful only when the frame of reference of both the source and the receiver is common. So every good writer must try to read the pulse of the readers.
- Credibility makes write-ups *realistic*. Credibility makes write-ups *plausible*. Credibility makes write-ups *convincing*. Write-ups with credibility are *reasonable*. Write-ups with credibility are *true to life*. Credibility makes write-ups *compelling*. Credibility makes write-ups

forceful. Credibility makes write-ups influential.

5.4 KEY WORDS:

Basic Principles of Writing: The basic principles of writing are *clarity, conciseness, continuity, correctness, commonness, credibility, and completeness*. These basic principles are also called the canons of good writing.

Clarity: It depends upon an adequate, competent and relevant presentation. This includes mastery or competency of the subject, proper composition, and effective structure and style.

Conciseness: Writers should keep in mind that verbosity - using more words than necessary - is not the basis of good writing. Every writer should use short words, short sentences, and short paragraphs.

Continuity: Continuity means flow of thoughts or ideas, etc in a write up. It indicates maintaining a link between adjoining or adjacent sentences and also between adjoining paragraphs. Without continuity the direction of writing changes. So the entire write up should be properly interwoven. The ideas should not appear to be scattered or fractured or divided.

Commonness: Commonness is the core of writing. A write-up will be successful only when the frame of reference of both the source and the receiver is common. So every good writer must try to read the pulse of the readers.

Credibility: Credibility is important in write-ups. A good writer can't think for good, believable and effective piece of write-up without credibility. Credibility emerges from *authenticity*. Credibility relates to the degree of authenticity that the writer has been able to achieve.

Completeness: Completeness means covering almost all the probable aspects of the subject covered. It means covering almost all probable aspects of the theme, idea, concept, event or issue.

5.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Discuss the canons of good writing.
2. Throw some light on clarity, conciseness, and continuity.
3. Throw some light on completeness, and credibility.
4. Write a brief note on clarity in writing.
5. Write a brief note on conciseness in writing.
6. Write a brief note on continuity in writing.
7. Write a brief note on completeness in writing.
8. Write a brief note on credibility in writing.

5.6 REFERENCES / SUGGESTED READING:

4. ***Features with Flair***, Brian Nicholls, Vikash Publishing House,
5. ***Basic Journalism***, Rangaswami Parthsarathy, Macmillan India Ltd.
6. ***Professional Journalism***, M. V. Kamath, Vikash Publishing, New Delhi.
7. ***The Professional Journalist***, John Hohenberg, Oxford and IBH, New Delhi.
8. ***Active Reporter***, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: C Unit: II Lesson: 6

VARIOUS FORMS OF WRITING

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LESSON STRUCTURE:

In this lesson we shall discuss about the various forms of writing. Specifically, we shall focus on poetry, letters, essays, articles, features, and news writing. Next we shall discuss about story writing. The lesson structure shall be as follows:

- 6.0 *Objectives*
- 6.1 *Introduction*
- 6.2 *Presentation of Content*
 - 6.2.1 *Poetry Writing*
 - 6.2.2 *Letter Writing*
 - 6.2.3 *Essay Writing*
 - 6.2.4 *Article and Feature Writing*
 - 6.2.5 *News Writing*
 - 6.2.6 *Story Writing*
- 6.3 *Summary*

6.4 *Key Words*

6.5 *Self-Assessment Questions (SAQs)*

6.6 *References/Suggested Reading*

6.0 OBJECTIVES:

Writing is an art. But more importantly, writing is a skill and can be learned with practice. Three major qualities required to succeed in the field of writing are: sincerity, technique, and perseverance. Sincerity and perseverance are important for all kinds of writing and all writers. It is only technique that is different for different types of writing. In this lesson, we shall cover different forms of writing including poetry, letters, essays, articles, features, and story writing.

The objectives of this lesson are:

- *To Understand Poetry Writing*
- *To Know About Letter Writing*
- *To Know About Essay Writing*
- *To Understand Article and Feature Writing*
- *To Know About News Writing*
- *To Understand Story Writing*

6.1 INTRODUCTION:

Many people write for pleasure. Most often we freely express ourselves and get delighted with the result. But without proper technique, most write-ups do not come up to the required standards. The first thing one needs to know is that there are many types or different forms of writing. Each of these writing forms differ in terms of approaches adopted, the structure and the style.

Poetry is emotional in nature and there are different structures and styles used for writing poetry. Letters, on the other hand, are written using

specific structures and styles. Essays are basically analytical or interpretative in nature. There are certain similarities in terms of the approaches, structures, and styles used for writing essays and articles.

In this lesson, we shall discuss about the poetry, letters, essays, articles, features, and story writing.

6.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Poetry Writing*
- *Letter Writing*
- *Essay Writing*
- *Article and Feature Writing*
- *News Writing*
- *Story Writing*

6.2.1 POETRY WRITING:

“Emotion recollected in tranquility is poetry.” So said eminent poet *William Wordsworth*.

Many people say that, *“Poetry is beautiful expression of poet’s feelings, fantasies and imagination.”*

Finding perfect definitions for poetry is difficult. But poetry is considered *a fine art of expressing one's feelings and thoughts in a well-crafted manner in rhythmic syllables.*

A poem has to touch and grip the reader's imagination. It is very important that before writing poetry, a well-chosen theme should be identified. The poet should be committed totally, right at the beginning, to what he or she is going to say and how. That is, the poet should be clear about the basic thought or theme. Also he or she should be clear about the tone of the poem

(fearful, angry, excited, reflective or whatever) that he or she wishes to adopt. The words will come later. One may have to rewrite the poem many a times. But one must be pretty clear at the outset, on what one wants to write about and how one wants to write it. This would determine the overall impact one wishes to create in the mind of the reader.

Let us take for example the theme of being lost in the woods on an evening when the darkness is setting in. This is a traditional yet fascinating theme, which has a fable-like charm about it. Such themes have enticed poets through the ages, from the immortal *Dante* in his the *Divine Comedy* to modern poets of today. Poets have always been anxious to seize upon an image, which would be rich in possibilities in terms of the various kinds of moods that it tends to create.

There is a fatal charm about such themes, and they can tie you up in knots, if you are not careful enough to start with. In poetry the thought-content and the tone often tend to combine. The verbal content, seeking to express a thought, would merge into the non-verbal, i.e., the pervasive mystical experience of the poem, which can only be expressed symbolically.

In its totality it may be, as most modern poems are, a complex phenomenon. Even so, it is necessary for your poetic craft that you should commit yourself to be essence of your content in the form of an overall emotion, before you begin. Losing yourself in the woods while the daylight is fading, slowly but inevitably, would give rise to a variety of emotions, depending on your mood, exposure, worldview, etc.

Poetry can be written in the verse form (rhyme, free verse, blank verse, etc.). But every verse is not poetry. Verse is a form of poetry. Rhyming is another characteristic of poetry. Rhyming makes poetry more musical and is one reason why rhyme is used so much in poetry. When words have same verbal sound and end with the same consonant sound, they are called rhyme.

For ex. Hill, still, fill and thrill.

Stanzas are parts of poems (like paragraphs in prose). Stanzas divide poems in units and usually all units (stanzas) are exactly similar in form.

Poetry becomes more soothing to ears if written in a musical manner.

6.2.2 LETTER WRITING:

Letters are written for various purposes and in various ways. But of whatever kind the letter may be, there are certain conventions or practices that are observed. Here are a few basic points about letters:

PARTS OF LETTERS:

Every letter consists of six parts. These are:

- *The Writer's address and the date*
- *The salutation or Greeting*
- *The body of the letter*
- *The subscription at the ending.*
- *The writer's name, signature or identification*
- *The superscription, or address on the envelope*

TYPE OF LETTERS:

There are ordinarily four kinds of letters.

- *General letters*
- *Social letters*
- *Business letters*
- *Official letters*

Examples of general letters:

- *Letter to editor (about some problems, etc.)*

- *Letter to friend (about one's future plans)*

Examples of social letters:

- *Letter to a friend on his birthday*
- *Letter to your friend congratulating him on winning a scholarship*
- *Letter to your friend, congratulating him on his recovery from a serious illness*

LETTER TO YOUR FRIEND CONGRATULATING HIM ON WINNING A SCHOLARSHIP:

11 Aug 2005

Dear Rakesh,

I have just heard about your great success in the MBA examination. Please accept my heartiest congratulations. It is indeed a rare destination that you have achieved. You have secured first position and have won the merit scholarship. Your achievements are splendid. And both you and your parents should be proud for this achievement.

My father also sends his congratulations and he wishes you even brighter success in the future. You have really brought great honour to your family and deserve congratulations of all of us. Your success has given me inspiration to increase my efforts and labours so that I also might get through and come with flying colours.

Yours sincerely

Anubhav

LETTER TO ONE'S FATHER, TELLING HIM ABOUT PREPARATIONS:

HISAR

7 OCT, 2005

My dear father,

Thank you for your kind letter, which came to me yesterday. I am glad to hear that the harvests are so good. I can't forget the words of cheers you wrote in the letter wishing me success in the examination. The examination is drawing near and I feel a bit nervous. A week more and I shall be seating in the examination.

To tell you the truth, I have done my best to prepare my subjects as thoroughly as possible. But Science is a big worry. It frightens me like anything. But, I have prepared for Science the most.

With love and best wishes

Your loving son Kumar

6.2.3 ESSAY WRITING:

An essay is a regular and connected piece of writing on any subject. It may be a narration of some events, some substance, some creature, building, etc. Essays can be written on topics of abstract nature such as youth, friendship, truth, etc.

An essay is an attempt at giving expression to one's thoughts about a given subject. Two things are absolutely essential in an essay: the *subject matter* and *expression*. Most beginners think that expression is more important than the subject matter. Actually, both these elements are equally important.

PART OF ESSAY:

An essay generally divided in to three parts:

- *Introduction*
- *Body*
- *Conclusion*

Introduction:

It should be brief, interesting and should strike the significance of the subject. The first sentence should indicate- what is to follow. It should, in fact, express clearly what the essential theme of the subject is.

The Body of an Essay:

This is the main part of the essay. It should contain the necessary information, facts, ideas, illustrations and reflections of the writer on the given subject. Here you should adhere closely to your outline. The paragraphs should be well constructed and placed in a proper sequence. Don't jump from point to point without showing the connection of the one with the other.

Conclusion:

The ending, like the beginning, should be brief and striking. It should be natural and not abrupt. If that is impossible, summarizing the main points should complete the essay. The last paragraph, above all, should be not only striking but also be pleasing.

TYPES OF ESSAYS:

Essays can be of different types. According to the approach and style used, there are the following types of essays:

- *Descriptive*
- *Narrative*
- *Reflective*
- *Imaginative*

GENERAL TIPS OF ESSAY:

The dominant considerations, which should be kept in mind while writing an essay are the following:

- *Theme or Concept*
- *Contents*
- *Structure*

Other points that should be kept in mind while writing an essay are the following:

- *Spontaneity*
- *Originality*
- *Personal touch*

Good essay writers always suggest to newcomers:

- *To Explore*
- *Be Free*

Both in terms of the content and the language used, essay writers need to practice the following:

- *Simplicity*
- *Consistency*

GUIDELINES FOR ESSAY WRITERS:

The following points should be carefully kept in mind while writing essays:

- Choose the subject carefully.
- Write to the point.
- Be clear.
- Don't use big words.
- Proceed in a direct and straightforward manner.
- Write grammatically correct sentences.
- Be brief. Say what you want to say as briefly as you can.

- Be natural. Write your own ideas and thoughts in your own way.

6.2.4 ARTICLE AND FEATURE WRITING:

Newspapers contain wide variety of write-ups. First there are news stories. These form the staple of newspapers. Then there are articles and features. News stories provide information only. But articles are more analytical and interpretative. Features are more entertaining. Here we shall cover articles and features in detail.

ARTICLES:

An article is like an essay. Essays are more personal and have wide scope in terms of subject or topics, approaches and treatment, etc. But unlike essays, articles are less personal and less limited in scope.

An article is a written composition of variable length, intended to convey ideas and facts for the purpose of informing, educating, enlightening, convincing, instructing or entertaining.

There is no exact set of rules about writing articles. The only thing generally followed by most is the structure of *introduction, body, and conclusion*. Like in most kinds of write-ups, the beginning paragraph or the introduction of articles is very important. Generally one tries to begin with a *catchy introduction*. This is done to *attract the attention of the reader*. Only after getting the attention, the idea and facts may be interestingly presented.

Articles can be written on almost every subject. The subject may be unknown, known or little known. Subject or topics for articles could be taken from fields like economy, science and technology, fashion designing, etc.

FEATURES:

Features often linked to emotions and entertainment. Features provide information in an entertaining manner. Features are extremely readable.

These are low on analytical or intellectual content. Features are written on a wide variety of topics- ranging from people, places, things, and even current events.

Feature writers captivate readers with their graceful and highly readable writing. Often feature writers let their skill over shadow the information content. This is because features appeal more to the emotions than to the intellect.

Good feature stories are always great demand. Unusual hobbies like having a lion as a pet are success stories.

Differences between Article and Feature:

An article comes from the mind whereas a feature is the product of the heart. So, an article appeals to the mind whereas a feature appeals to a reader's heart. A feature may be written by a layperson, but subject experts write articles. Feature is mostly published in weekend magazines or special pages of newspapers, but an article is generally published on the editorial page or the op-ed page of newspapers.

GUIDELINES FOR WRITING ARTICLES AND FEATURES:

The beginners often get puzzled as how to write articles or features. Some of the guidelines given here will be help the writer. This will make writer writing clear and readable.

Story Structure: The introduction or the lead (Intro, in journalistic parlance) must catch and hold the interest of the readers. If possible, the intro should be starting with a witty or a pithy statement. Don't try to sum up a story, much as a straight news story often does.

Sentence Structure: Beginners generally use more of complex and compound sentences. One should do this really, for specific situations and to create specific effects. The normal rule is that nearly all sentences should be as simple and direct as possible.

Sentence Length: As a rule, you must keep your sentences short. Generally, the shorter the sentence, the more readable it will be. Mahatma Gandhi has used very simple and effective the sentences in *My Experiment With Truth*.

Concreteness: As far as possible, you should use concrete words instead of abstract ones. Abstract words confuse readers.

Verb: Making the verb do the work of an adjective is preferable. Verbs express action. If it is carefully chosen, verbs can describe personality and can create required moods. Use of verbs not only economizes on words, but also makes the expression accurate.

Transitions: Learning to link paragraphs in a way that keep the reader interested is a skill that distinguishes the professional from the amateur.

TYPES OF ARTICLES:

Articles are classified into three types: general articles, special articles and research articles.

General Articles: A general article is usually published on either Sunday magazine or editorial page. It is written on current topic of the general interest. Experts write such articles on a wide variety of topics. General articles may be

different kinds like informative, educative, analytical and satirical, etc.

Special Articles: Special writers write special articles on special topics. These are written on specific topics of national and international importance. Broadly speaking the special may be educative or analytical.

Research-based Articles: As far as research article is concerned, it is written after prolonged research, either by an individual or by a team. Research articles could be analytical, inferential, or both.

FEATURES:

There is hardly a subject on which a feature can't be written. An old lady trying to cross a busy street, a cat trying to catch an elusive rat, a nurse at work in a hospital, a vegetable vendor in your street, men and women practicing unusual professions, personal accounts of travel, memories of the past; features can be written on all these topics. In fact, it is said that any subject can be turned into a feature. A feature has no specific length. The human touch is perhaps the most vital quality in the feature.

Personal narrative features make interesting reading. Features that carry stories of eminent men and women are worth telling. Human interest in them continues for a long time. Features can be written on lives and their achievement and their unique contribution to the nation.

Technique of Feature Writing: There are no rigid or inflexible rules about feature writing except that feature writer must know how to collect the necessary information and present it in an attractive and readable manner. Feature writers need to be more reflective. The feature writer may take recourse to humour where necessary but in doing he must not cross the boundary of good taste and decency. Indeed taste is the operative word when it comes to

writing meant for light reading.

6.2.5 NEWS WRITING:

News is, original, distinctive, dramatic, romantic, thrilling, unique, curious, quaint, humorous, odd, and apt-to-be-talked-about.

(Joseph Pulitzer, the publisher of the New York World)

News, in its broadest sense, is that which is of interest to the readers- the public. (Walter William, the founder of the first School of Journalism)

From the above descriptions, it is not easy to understand the concept of news.

There are many definitions of news also. Here is one definitions of new.

News may be defined, as anything timely that interests a large number of persons, and the best news is that which has the greatest interest for the greatest number.

In other words, the news is the timely report of events that includes relevant information, facts and opinions. Also news interests a significant number of people. News is a new piece of information about a significant and recent event that affects the audience and is of interest to them.

QUALITIES OF NEWS:

Qualities of news are *accuracy, balance, objectivity, and clarity.*

Accuracy: Accuracy is basic to any news item. When you fail in accuracy, you lose credibility. So reporters check and crosscheck the facts and information. One should check figures, names and facts. One should check how names are spelled. If you are paraphrasing a speech from a text given to you, make sure you don't change the meaning or quoted statement out of context. Exclude rumour or gossips from your news story.

Balance: Balance in reporting is as important as accuracy. If you are writing about a controversy, give both sides of the story. When reporting a strike, for instance, give the claim of the authorities and also of the workers' version.

Objectivity: you should not mix your opinion in the story. Report only facts and others people's opinions. You should be a disinterested observer, reporting events without taking sides.

NEWS VALUES:

A Guide to Advanced Techniques in Journalism prepared by the *Editorial Study Center of the Thomson Foundation* lists the factors that make news or *news values*. These are:

- Novelty
- Personal Impact
- Proximity (Local News)
- Money
- Crime
- Sex
- Conflict
- Religion
- Disaster and Tragedy
- Humour
- Human Interest
- The Underdog
- Mystery
- Health
- Science

- Entertainment
- Famous People
- Weather
- Food
- Minorities

6.2.6 STORY WRITING:

A story is a delightful form of composition. A story is a wonderful mode of expression. Stories illustrate or amplify given idea, events, issues, or incidents.

It is not possible to devise a plot, which would interest everybody. There are some readers who hate to think. Then there are others who want their stories to be no more than escape sessions, in between the serious business of their daily life. This implies all you can do is to try to make your stories acquire the status of serious literature and yet hope that they will sell.

Discussed below are some factors that give form to your story and make it interesting, plausible and meaningful.

Need for Structure: Every story must have a beginning and an end. In other words, every story should preferably have a promising beginning and a satisfying conclusion. The body or the middle should elaborate or amplify; that is it should provide the relevant details. There should be smooth transitions or flow from one part to another with out any complications.

Manner of Telling: Stories should be written like grandmothers tell stories to kids. You should know the direction in which your plot will proceed, and you should have a fairly good idea of the possible climax. You should also know how you would fill the middle. Now you may go ahead with the telling of the

story.

But how are you going to ensure that the reader also goes along with you and does not give up in the middle? Here the manner of telling or the style is of utmost importance. It involves certain considerations related to *pace, tone and colour*. These considerations are:

- *Make sure that there is a constant sense of movement in the plot.*
- *Involve the reader to make it appear that you are talking to and at him. In talking to somebody you invite and not demand his attention.*
- *Adopt a direct and conversational tone.*
- *Avoid verbosity; try to charm the reader with an elegant turn of phrase rather than an impressive parade of words.*
- *Try to use simple narrative styles. Difficult to understand narrative may not be liked by the readers.*
- *Introduce flashes of humour in to the story. Share relevant jokes with the reader even at the expense of the characters.*
- *Try to build up certain suspense in the mind of the reader. We are not talking here only of mysteries and thrillers. But of modern stories in general, including stories of literary merit, attempt to reveal the truth slowly.*

6.3 SUMMARY:

- Writing is a skill and can be learned with practice. Three major qualities required to succeed in the field of writing are: sincerity, technique, and perseverance. Sincerity and perseverance are important for all kinds of writing and all writers. It is only technique that is different for different types of writing.
- Poetry is emotional in nature and there are different structures and styles used for writing poetry. Letters, on the other hand, are written

using specific structures and styles. Essays are basically analytical or interpretative in nature. There are certain similarities in terms of the approaches, structures, and styles used for writing essays and articles.

- Emotion recollected in tranquility is poetry.
- Poetry is beautiful expression of poet's feelings, fantasies and imagination.
- Poetry can be written in the verse form (rhyme, free blank verse, etc.). But every verse is not poetry. Verse is a form of poetry. Rhyming is another characteristic of poetry. Rhyming makes poetry more musical and is one reason why rhyme is used so much in poetry. When words have same verbal sound and end with the same consonant sound, they are called rhyme. For ex. Hill, still, fill and thrill.
- Letters consists of six parts. These are: the Writer's address and the date; the salutation or greeting; the body of the letter; the subscription at the ending; the writer's name, signature of identification; and the superscription, or address on the envelope.
- An essay is a regular and connected piece of writing on any subject. It may be a narration of some events, some substance, some creature, building, etc. Essays can be written on topics of abstract nature such as youth, friendship, truth, etc.
- An article is like an essay. Essays are more personal and have wide scope in terms of subject or topics, approaches and treatment, etc. But unlike essays, articles are less personal and less limited in scope.
- Feature writers captivate readers with their graceful and highly readable writing. Often feature writers let their skill over shadow the information content. This is because features appeal more to the emotions than to the intellect.

6.4 KEY WORDS:

Poetry: Poetry is a fine art of expressing one's feelings and thoughts in a well-crafted manner in rhythmic syllables. A poem has to touch and grip the reader's imagination.

Type of Letters: There are ordinarily four kinds of letters. These are: general letters, social letters, business letters, and official letters.

Essay: An essay is an attempt at giving expression to one's thoughts about a given subject. Two things are absolutely essential in an essay: the *subject matter* and *expression*. Most beginners think that expression is more important than the subject matter. Actually, both these elements are equally important.

Types of Essays: Essays can be of different types. According to the approach and style used, there are the following types of essays: descriptive essays, narrative essays, reflective essays, expository essays, and imaginative essays.

Article: An article is a written composition of variable length, intended to convey ideas and facts for the purpose of informing, educating, enlightening, convincing, instructing or entertaining.

Poetry: Features often linked to emotions and entertainment. Features provide information in an entertaining manner. Features are extremely readable. These are low on analytical or intellectual content. Features are written on a wide variety of topics- ranging from people, places, things, and even current events.

6.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Write a detailed note on poetry writing.
2. Write a detailed note on essay writing.

3. Write a detailed note on writing news.
4. Write a detailed note on article writing.
5. Write a detailed note on feature writing.
6. Differentiate and distinguish between articles and features.
7. Write a detailed note on story writing.

6.6 REFERENCES / SUGGESTED READING:

- ***Features with Flair***, Brian Nicholls, Vikash Publishing House,
- ***Basic Journalism***, Rangaswami Parthsarathy, Macmillan India Ltd.
- ***Professional Journalism***, M.V. Kamath, Vikash Publishing, New Delhi.
- ***The Professional Journalist***, John Hohenberg, Oxford and IBH, New Delhi.
- ***Active Reporter***, James Lewis, Vikas Publishing House, New Delhi.
- ***News Writing***, by George Hough

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: D Unit: I Lesson: 7

**WRITING FOR RADIO
(THE AUDIO LANGUAGE)**

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LESSON STRUCTURE:

In this lesson we shall discuss about the various aspects of writing for radio. Specifically, we shall focus on the characteristics of radio and the types of radio programmes. Next we shall discuss about the basics of writing for radio programmes. We shall also briefly discuss some guidelines for radio programmes. The lesson structure shall be as follows:

- 7.0 *Objectives*
- 7.1 *Introduction*
- 7.2 *Presentation of Content*
 - 7.2.1 *Characteristics of Radio*
 - 7.2.2 *Types of Radio Programmes*
 - 7.2.3 *Writing for Radio Programmes*
 - 7.2.4 *Guidelines for Radio Programmes*
- 7.3 *Summary*

7.4 *Key Words*

7.5 *Self-Assessment Questions (SAQs)*

7.6 *References/Suggested Reading*

7.0 OBJECTIVES:

The objectives of this lesson are:

- *To Know About Characteristics of Radio*
- *To Know About the Types of Radio Programmes*
- *To Understand Writing for Radio Programmes*
- *To Know About Guidelines for Radio Programmes*

7.1 INTRODUCTION:

“A radio programme should have elements of intellectual curiosity and imaginative ability.” So said, *Lionel Fielden*, the first Controller of *All India Radio*.

“The service of radio must not be used for entertainment purposes alone. Broadcasting has a responsibility to bring into the greatest possible number of homes in the fullest degree all that is best in every department of human knowledge, endeavor and achievement. The preservation of a high moral tone - and avoidance of the vulgar and the hurtful - is of paramount importance. Broadcasting should give a lead to public taste.” This was the opinion of Sir John Reith, the first Director General of BBC.

It is a small medium. It is a portable medium. It has no glamour. And until very recently, many people said that it was dead and buried. But now it is very much alive and kicking. Yes, we are talking about radio.

In this lesson, we shall discuss about the various aspects of writing for radio.

7.2 PRESENTATION OF CONTENT:

In this lesson, the content shall be presented as follows:

- *Characteristics of Radio*
- *Types of Radio Programmes*
- *Writing for Radio Programmes*
- *Guidelines for Radio Programmes*

7.2.1 CHARACTERISTICS OF RADIO:

Radio is entirely dependent on sound only. It is a shared medium. There are no visual elements in radio. However, enriching the programmes with a wide variety of sounds and music can solve the limitation of radio being 'sound only'.

Radio programmes are usually '*intrusive*' to solve the problem of being a shared medium. Variations of voice like modulations in tone, pitch, and volume make listening to radio a rich and fulfilling experience.

Radio listening is often described as 'theatre of mind'. And effective and attractive programmes can be made using rich imagination. Good radio programmes almost always are 'simple' and follow the seven C's of communication- *clarity, conciseness, continuity, correctness, credibility, commonness, and completeness*. These principles also hold true for television programmes.

7.2.2 TYPES OF RADIO PROGRAMMES:

There are many types of Radio Programmes. These include:

- *News, views, reviews,*
- *Interviews, short talks, plays and skits,*
- *Musical programmes,*
- *Announcements*

In Spoken-word programmes, the emphasis is on using simple language, but simple language does not mean a language devoid of embellishment, ornamentations or an extension of meaning. In a discussion it is better to leave the conclusion open. The limit of the media can only alert (but not alter).

Interviews can be of many types. They can be arranged to bring out facts on a major event (situational), present a personality profile, and can also be achievement oriented. It can be just a technique of assessing public opinion on a limited subject.

Feature is the most sophisticated and modern art of a very ancient form of story telling. It should have the unity of purpose and should not be diffused and rambling. Feature is a programme on a single theme or a subject composed and presented in a dramatic manner. How to give concrete shape to a feature? The best way is to prepare a run down script consisting of a statement, an analysis and resolution with necessary music and sound effects.

The three tools of any dramatic presentation at any time, which take forward a programme, are *speech*, *sound effects* and *music*.

Each tool has a purpose, personality and meaning of its own. Use the right tool in the right place for the right duration. Use specific effects to depict different actions, to establish locale or scene or an atmosphere or a background to heighten and accentuate a mood.

Radio Documentary is a *factual authoritative presentation* of an event, idea, a development, problem or issue in an artistic form with more than one speaker. It relies strictly on 'contribution from the horses mouth, i.e., from primary sources. Most socioeconomic problems lend themselves to documentary treatment.

Popular science programmes should not be equated with hard-core science. These programmes are aimed at the common listener. Thus they should be imaginatively presented to sustain the interest. These programmes should not attempt to give too many facts, nor give the facts without putting them into a meaningful perspective.

In planning popular science programmes, efforts must be made to project relevant aspects with which a large number of people are concerned. In programmes directed to youth and women listeners, emphasis should be on eradicating outdated customs, rituals and superstitions.

The programmes of rural listeners should be functionally relevant. The hardcore information has to be presented in simple and interesting ways so that it reaches home effectively. A quiz is a question-answer programme, which can have various formats. It should basically aim at satisfying the desire for information by involvement of our listeners.

7.2.3 WRITING FOR RADIO PROGRAMMES:

Writing for radio is a complex and a difficult process. In the field of literature there are a variety of forms, which a writer can attempt; the novel, the short story, the essay, the poem, the drama. Each one has its definite pattern. Radio writing has likewise evolved into various forms.

Talks and plays appear to be major ones, but there are scores of other types, each having a variety of brands. Talks may be of so many kinds - interviews, speeches, forum discussions, sermons, and unscripted round-table discussions.

Again the innocent appearing sermons or addresses on religious or moral subjects can, of course, be educational as well as political. Then there

are specific talks for different age groups and professional groups; for women, farmers, and industrial workers.

Likewise news could be given different formats: straight news, news analysis, commentaries, spot-renderings, flashbacks, etc.

Writing for radio must be precise and properly proportioned. It is not easy to be simple, direct and brief. One has to develop the skills of writing with brevity and to the point, and resist the temptation of writing prolonged scripts, talks, features or dramas. The time factor is all-important. It does not help if the script is long and complicated.

The proper use of words, the right mode of delivery, style is equally important. It is an art to produce rich effect by familiar words and to sustain interest. Through radio programmes we want to tell something or the other. The art of telling something, say, a story, is an old one, mastered by few. The words used must be such that they can show, point out, announce, declare, with rich effect, without visual aids. In the choice of words, one must exercise judgement and aptness. Usually the words used, should be specific and concrete.

Words are symbols, and when properly used and understood they are carriers of exact meaning. Words, when uttered, describe something with a certain amount of expression, of feeling, reflecting the personality of the talker, resulting in some effect, achieving certain ends. Since we are restricted only -to the aural sphere (listening), the familiar words have an important bearing. Pronunciation is a science and the 'right words must be uttered properly if we want to create appropriate effects.

Script writing for radio has to be in conversational style. It means writing for the ear. Newspapers obviously, are written for the eye, which essentially means that if readers do not understand something they can return the paragraph or sentence and read it again.

In broadcast news, on the contrary, people hear the words just once. So, broadcast copy must be written clearly. Thoughts must be expressed quickly with brief, crisp sentences. Broadcast writers must write the way most people speak. Short words are often easier to understand than long ones and, crucially for broadcast news where time is precious they take less time to deliver.

Long sentences should be avoided while writing script for radio news. The sentences as well as paragraphs should be short. Sentences that produce information overload should be avoided. The sentences should be broken into parts for, easier understanding. Also attempts should be made to reduce the number of details in one sentence. Avoid sentences that are longer than 16-18 words. Long sentences should be split into shorter ones.

Apart from giving scripted stories, an important part of a radio reporters' job is to give voice-dispatches, which have become an essential part of radio bulletins. Broadcast news must present a sense of immediacy.

Use present tense verbs, particularly present progressive verbs; which suggests on-going action adds to the immediacy. Such instances which are quite common on TV these days are called "breaking news". This essentially means news is being reported at the time it is developing. Such news items are quite common during election result broadcasts or important happenings.

Apart-from news script writing much would also depend on how the newsreaders present the news bulletin. Eminent newsreader and radio broadcaster Melville de Mello had raised news reading to a level of professional competence, which remains unmatched so far. Such newsreaders can be an asset to any broadcast organization.

7.2.4 GUIDELINES FOR RADIO PROGRAMMES :

Here are some guidelines for writing radio programmes :

- A radio programme must be written in the everyday colloquial language. If it is not, it tends to sound -Heavy. Write as you speak using the conversational format.
- Avoid difficult constructions, complex sentences and the passive voice.
- Try to be personal. Frequent use of 'I' and 'You' in a radio script always helps in building identification and rapport helps.
- Avoid loading the script with too much information. Considering that the listener can neither see you nor turn back to what you have already said, he will enjoy listening to you only if it is simple and easy to understand.
- Don't clutter up your talk with figures. If figures are necessary, they should be rounded off. Figures by themselves mean very little. Comparative figures, or figures which are translated into an image are more effective.
- There is no harm in repeating. Ideas register better on the radio when they are conveyed in more ways than one.
- On an average, a talker can comfortably deliver between 100 -and 120 words in a minute. Regulate the length of your script accordingly.
- For perfect delivery, mark pauses and -stresses in your script.

7.3 SUMMARY:

- *The various radio programmes are: News, views, reviews, interviews, short talks, plays and skits, musical programmes, and announcements.*
- The tools of dramatic presentation on radio are *speech, sound effects and music*. Each tool has a purpose, personality and meaning of its own. Use the right tool in the right place for the right duration. Use specific effects to depict different actions, to establish locale or scene or an atmosphere or a background to heighten and accentuate a mood.

- *Radio is an audio medium. But enriching the programmes with a wide variety of sounds and music can solve the limitation of radio being 'sound only'. Radio programmes need to be 'intrusive' to solve the problem of it being a shared medium. Variations of voice in terms of modulations in tone, pitch, and volume can make listening to radio a rich and fulfilling experience.*
- Radio and television are two major components of electronic media. Both these media have become so pervasive that they directly touch our lives and provide us with information, entertainment and education.
- Radio symbolizes the majesty of the spoken word.
- The language used for radio programme should be simple and direct; difficult words and long sentences must be avoided.

7.4 KEY WORDS:

Aspects of Radio: Radio listening is often described as 'theatre of mind'. And effective and attractive programmes can be made using rich imagination. Good radio programmes almost always are 'simple' and follow the seven C's of communication- *clarity, conciseness, continuity, correctness, credibility, commonness, and completeness.*

Radio Interviews: Radio interviews try to bring out facts on a major event (situational), present a personality profile, and can also be achievement oriented. Radio interview can be just a technique of assessing public opinion on a limited subject.

Radio Features: Radio feature is a sophisticated of story telling on radio. A feature is a programme on a single theme or a subject and is presented in a dramatic manner.

Radio Documentary: Radio Documentary is a factual authoritative presentation of an event, idea, a development, problem or issue in an artistic

form with more than one speaker. It relies strictly on 'contribution from the horses mouth, i.e., from primary sources. Most socioeconomic problems lend themselves to documentary treatment.

Writing for Radio: Writing for radio must be precise, simple, direct and brief. One has to develop the skills of writing with brevity and to the point, and resist the temptation of writing prolonged scripts, talks, features or dramas. The proper use of words, the right mode of delivery, style is equally important. It is an art to produce rich effect by familiar words and to sustain interest.

7.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. What are the different types of radio Programmes? Discuss.
2. Explain the essentials of a radio talk.
3. Write a short note on the type of language used in radio programmes.
4. What are the essential elements of a radio script? Discuss.

7.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikash Publishing House,
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan India Ltd.
- *Professional Journalism*, M.V. Kamath, Vikash Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.
- *Active Reporter*, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: D Unit: II Lesson: 8

WRITING FOR TELEVISION

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LESSON STRUCTURE:

In this lesson we shall discuss about the various aspects of writing for television. First, we shall try to get an introduction to television. Next we shall discuss about types of television programmes. We shall finally discuss about writing for television programmes. The lesson structure shall be as follows:

8.0 *Objectives*

8.1 *Introduction*

8.2 *Presentation of Content*

8.2.1 *Types of Television Programmes*

8.2.2 *Basic Aspects of Television Writing*

8.2.3 *Writing for Television Programmes*

8.3 *Summary*

8.4 *Key Words*

8.5 *Self-Assessment Questions (SAQs)*

8.6 *References/Suggested Reading*

8.0 OBJECTIVES:

The objectives of this lesson are:

- *To Understand the Types of Television Programmes*
- *To Learn About the Basic Aspects of Television Writing*
- *To Learn about Writing for Television Programmes*

8.1 INTRODUCTION:

At whatever level we might consider - information, education, entertainment, and cultural impacts- television has become central to the contemporary society. With the exponential expansion in the number of TV sets, channels and broadcasting infrastructure; television is no longer confined to urban areas. Its rapid proliferation in most of the rural areas makes it almost a ubiquitous mass medium of communication.

Television started as a public service broadcasting system. The objectives of television were to inform, educate, and bring about positive changes. In fact, according to the Ministry of Information and Broadcasting the following are the objectives of public television in India:

- To act as a catalyst for social change,
- To promote national integration,
- To stimulate a scientific temper among the people,
- To disseminate the message of family planning as a means of population control and family welfare,
- To stimulate greater agricultural production by providing essential information and knowledge,
- To promote and help preservation of environmental and ecological balance,
- To highlight the need for social welfare measures including welfare of women, children and less privileged,

- To promote interest in games and sports.
- To stimulate appreciation of our artistic and cultural heritage.

However, today television has become more of an entertaining medium. In this lesson we shall discuss about the various aspects of television, television programmes, and writing for television.

8.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Types of Television Programmes*
- *Basic Aspects of Television Writing*
- *Writing for Television Programmes*

8.2.1 TYPES OF TELEVISION PROGRAMMES:

Television has grown manifold in the last two odd decades. The numbers of TV channels, the types of TV channels, and the types of TV programmes have multiplied in the last few years. So it is essential to develop an understanding of TV programmes and the way these are produced. The major types of TV programmes are:

INFORMATIVE PROGRAMMES:

- **News and Current Affairs Programmes:** These include News bulletins, direct coverage of proceedings of important events, news magazines, interviews, panel discussions, news features and news magazine programmes. An excellent example of news magazine is the one-hour Sunday News Programme on Star Plus channel which includes important

events of the week, in-depth analysis and interviews with the personalities involved in making of the news events.

- **Sports Programmes**
- **General Information Programmes:** Environment issues, Human-interest stories and consumer affairs, women's representation and protection of their rights, science and technology, economic policy etc.

ENTERTAINMENT PROGRAMMES:

Being primarily devoted to entertainment, television uses a lot of *film-based programmes* in addition to **serials, soaps, dramas, comedies, plays, light music, popular music, game shows, talk shows**, etc.

EDUCATIONAL PROGRAMMES:

- **Educational Programmes:** *These include Open University and distance learning programmes (UGC and IGNOU programmes on Doordarshan),*
- **Social & Development Programmes:** Health, Fitness and hygiene, agriculture and rural development, public service messages.
- **Cultural Programmes:** Programmes related to language, literature, art, theatre, cultural heritage are included in this category.

DOCUMENTARIES AND FEATURES:

Television documentaries, like cinema documentaries can feature any subject of interest, such as the state of pollution, poverty, famine, the cultural scene, or the plight of construction workers. The aims of the documentaries are to enlighten, arouse, and motivate viewers to action. Some times the aims of the documentaries are to inform, to educate or simply to entertain.

In a documentary, it's the story that dictates film technique. In

documentaries, film technique is exploited as a tool to document reality. The format of a documentary takes the form of a 'direct presentation' of the subject: a problem or an experience or a situation.

8.2.2 BASIC ASPECTS OF TELEVISION WRITING:

Newspapers are meant for the eyes. Radio programmes are meant to appeal to the ear. Television programmes are presented for both eye and ear. The basic rule for writing TV is you *write like you talk*. To communicate information it must be spoken in simple language that most viewers would understand. The following rules must be remembered in writing the news for television.

CLARITY:

The first rule of TV writing is that the story must be clear at once. Unlike the reader, the viewer has no second chance to go over the material. A viewer left wondering about the meaning of what has been said in the beginning of a sentence will probably be too distracted to understand what is being said at the end of it. The writer of TV programmes must be able to *make complicated stories simple*.

BREVITY:

Clarity comes not only from writing simple sentences but also from writing short sentences also. Long sentences are not easy to understand on TV. Television enjoys the added facility of moving visuals. So television writers try to use less number of words in addition to simpler words.

CONVERSATIONAL STYLE:

TV writers use everyday words, the language of conversation. TV journalists use a vocabulary that corresponds to one used in daily conversation. Take

this story written for a newspaper:

The vice-president of the New York branch of the Red Cross stated in a press conference today that many Christmas toys could inflict injury upon unsuspecting youngsters.

That is not exactly conversational. So, a TV journalist would write:

A Red Cross official warns that many Christmas toys can be dangerous for kids.

8.2.3 WRITING FOR TELEVISION PROGRAMMES:

The essential difference between a radio script and a TV script is that the visual component is very important in the TV script. Equally essential is the careful blending of both the audio and video components - so as to leave a harmonious impact on the viewers. Script for TV contains the entire details of the programme, including the characters, the dialogues with the specific voice modulations, tone and style. Scripts also include details of situation, scene, shot divisions, location or studio details, the basic actions, the- music, songs, etc.

When a script is prepared in the visual form, is called "story board". Before scripting for TV programmes, it is essential to research the subject, visit various locations and sites and have a feel of the general environment and atmosphere. This exploration of all aspects including requirement of the crew and duration of their stay, logistics, costs etc. need to be adequately undertaken. This exercise is called *recce*.

The primary objectives of *recee* are to enable the writer, to develop the outline properly and also as to have a proper idea of the phases of programme production.

CHARACTERISTICS OF A GOOD SCRIPT:

- *Should be simple and clear,*
- *Should be developed logically,*
- *Should maintain the overall purpose of the programme,*
- *Should be able to create and sustain the viewer's interest.*
- *Should not be too long and too heavily loaded with content,*
- *Should be based on proper and authentic research inputs.*
- *Should have appropriate pace and rhythm and give occasional respite during the programme,*
- *The script should allow the visuals to 'breathe' and 'speak for themselves'*
- *Narration and other -oral contents should not overshadow the visuals.*

PLANNING FOR SCRIPT WRITING:

Planning for TV scripts involves two stages. These are setting objectives and preparing a basic framework. Now let us discuss these in detail.

Setting Objectives:

- Determining target audience with specific respect to "Need Assessment" (or any other research),
- Meeting director, producer, clients, subject experts and discussing overall content.
- Doing library/academic research to find more about the subject or topic.
- Finalizing the content
- Deciding the visualization- kind of treatment in accordance to tone, format, length, load and budget.
- Actual script writing

Framework for a Brief:

- Deciding an appropriate subject
- Deciding a specific topic
- Determining the target audience- primary, secondary and tertiary.
- Setting the objective- whether the programme is to inform, educate, entertain, or persuade, or any combination of the above.
- Deciding the content- what, how much, in what way.
- Finding out the level of knowledge of target audience.
- Determining the format and style (docu-drama, drama, documentary, animation, etc.)
- Deciding duration or length

STEPS INVOLVED IN SCRIPT WRITING:

The scriptwriter plays a key role in TV programme production. He transforms the ideas into content and presents it in the language of TV, i.e. the language of pictures, words, sounds, and electronic effects.

- Analysis of content and specification of themes and sub themes.
- The content is arranged in a sequential manner.
- Selection of the most suitable format for presentation.
- Preparation of the storyboards / camera script shot division.
- Specification of programme length.
- Preparation of the content draft.
- Pre-testing and modifying the draft.
- Finalizing the script.

8.3 SUMMARY:

- *The various TV programmes are: News, views, reviews, interviews, discussions, serials, and musical programmes, etc.*

- The news and current affairs programmes on TV include News bulletins, direct coverage of proceedings of important events, news magazines, interviews, panel discussions, news features and news magazine programmes.
- Being primarily devoted to entertainment, television uses a lot of *film-based programmes* in addition to *serials, soaps, dramas, comedies, plays, light and popular music, game shows, talk shows, etc.*
- Television documentaries, like cinema documentaries can feature any subject of interest, such as the state of pollution, poverty, famine, the cultural scene, or the plight of construction workers. The aims of the documentaries are to enlighten, arouse, and motivate viewers to action. Some times the aims of the documentaries are to inform, to educate or simply to entertain.
- In a documentary, it's the story that dictates film technique. In documentaries, film technique is exploited as a tool to document reality. The format of a documentary takes the form of a 'direct presentation' of the subject: a problem or an experience or a situation.
- The tools of dramatic presentation on TV are *speech, sound effects, music, and visuals*. Each tool has a purpose, personality and meaning of its own. One should use the right tool in the right place for the right duration. Use specific effects to depict different actions, to establish locale or scene or an atmosphere or a background to heighten and accentuate a mood.
- Television is a major electronic medium. It has become so pervasive that it directly touches our lives and provides us with information, entertainment and education.
- In television programming both video and audio are equally important.
- The language used for TV programme should be simple and direct; difficult

words and long sentences must be avoided.

- In television programmes script should allow the- visuals to 'breathe' and 'speak' for themselves. Narration should not smother or overshadow the visuals.
- Newspapers are meant for the eyes. Radio programmes are meant to appeal to the ear. Television programmes are presented for both eye and ear. The basic rule for writing TV is you *write like you talk*. To communicate information it must be spoken in simple language that most viewers would understand.
- The first rule of TV writing is that the story must be clear at once. Unlike the reader, the viewer has no second chance to go over the material. A viewer left wondering about the meaning of what has been said in the beginning of a sentence will probably be too distracted to understand what is being said at the end of it. The writer of TV programmes must be able to *make complicated stories simple*.
- Clarity comes not only from writing simple sentences but also from writing short sentences also. Long sentences are not easy to understand on TV. Television enjoys the added facility of moving visuals. So television writers try to use less number of words in addition to simpler words.
- TV writers use everyday words, the language of conversation. TV journalists use a vocabulary that corresponds to one used in daily conversation.
- *In a TV script is that the visual component is very important in the TV script. Equally essential is the careful blending of both the audio and video components - so as to leave a harmonious impact on the viewers. Script for TV contains the entire details of the programme, including the characters, the dialogues with the specific voice modulations, tone and style.*

- *TV scripts also include details of situation, scene, shot divisions, location or studio details, the basic actions, the- music, songs, etc.*
- When a script is prepared in the visual form, is called “story board”. Before scripting for TV programmes, it is essential to research the subject, visit various locations and sites and have a feel of the general environment and atmosphere. This exploration of all aspects including requirement of the crew and duration of their stay, logistics, costs etc. need to be adequately undertaken. This exercise is called *recce*.

8.4 KEY WORDS:

News and Current Affairs: These include News bulletins, direct coverage of proceedings of important events, news magazines, interviews, panel discussions, news features and news magazine programmes.

Entertainment Programmes: Being primarily devoted to entertainment, television uses a lot of *film-based programmes* in addition to *serials, soaps, dramas, comedies, plays, light and popular music, game shows, talk shows,* etc.

Documentaries & Features: Television documentaries, like cinema documentaries can feature any subject of interest, such as the state of pollution, poverty, famine, the cultural scene, or the plight of construction workers. The aims of the documentaries are to enlighten, arouse, and motivate viewers to action. Some times the aims of the documentaries are to inform, to educate or simply to entertain.

Writing for Television: Newspapers are meant for the eyes. Radio programmes are meant to appeal to the ear. Television programmes are presented for both eye and ear. The basic rule for writing TV is you *write like you talk*. To communicate information it must be spoken in simple language that most viewers would understand.

Clarity: The first rule of TV writing is that the story must be clear at once. Unlike the reader, the viewer has no second chance to go over the material. A viewer left wondering about the meaning of what has been said in the beginning of a sentence will probably be too distracted to understand what is being said at the end of it. The writer of TV programmes must be able to *make complicated stories simple*.

Brevity: Clarity comes not only from writing simple sentences but also from writing short sentences also. Long sentences are not easy to understand on TV. Television enjoys the added facility of moving visuals. So television writers try to use less number of words in addition to simpler words.

Conversational Style: TV writers use everyday words, the language of conversation. TV journalists use a vocabulary that corresponds to one used in daily conversation.

8.5 SELF-ASSESSMENT QUESTIONS (SAQs):

5. What are the different types of TV Programmes? Discuss.
6. Explain the essentials of television writing.
7. Write a short note on the type of language used in TV programmes.
8. *What are the essential elements of a TV script? Discuss.*

8.6 REFERENCES / SUGESTED READING:

- **Basic Course in Programming;** Staff Training Institute, AIR Programme Circular, 48 (1979).
- **Broadcasting as a Career;** Station Director, AIR, Bhopal.
- **The Presenter's Script and Programme;** DECU, ISRO, Ahemdabad.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: E Unit: I Lesson: 9

INTRODUCTION TO WORD PROCESSING

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LESSON STRUCTURE:

In this lesson we shall discuss about the various introductory aspects of word processing and its relevance in the field of writing. Specifically, we shall focus on the basic functions of word processing. We shall also briefly discuss the relevance of word processing in the field of writing. The lesson structure shall be as follows:

9.0 *Objectives*

9.1 *Introduction*

9.2 *Presentation of Content*

9.2.1 *Word Processing-An Introduction*

9.2.2 *Basic Functions of Word Processing*

9.2.3 *Relevance of Word Processing in Writing*

9.3 *Summary*

9.4 *Key Words*

9.5 *Self-Assessment Questions (SAQs)*

9.6 *References/Suggested Reading*

9.0 OBJECTIVES:

The objectives of this lesson are:

- *To get an Introduction to Word Processing*
- *To Understand the Basic Functions of Word Processing*
- *To Know About the Relevance of Word Processing in Writing*

9.1 INTRODUCTION:

For a long time, writers had to write on paper in the manual manner. Many writers still write manually. But in this era of mechanization, first there was the typewriter. It helped writers to overcome the problem of bad handwriting. This saved writers the problem of preparing fair copies of their writing. Typewriters also added considerable speed to writing, as these were much faster.

Next came electronic typewriters. These were faster, more efficient, and cleaner versions of normal typewriters.

Now writers use computers. The desktop or laptop personal computers have proved to be a big blessing for many writers. Personal computers help us type in material much faster. More importantly, these help us edit as and when we want. Computers help us in not only generating material; these also allow us to store, process, retrieve and even sent material to where ever we want through e-mail or fax. All these are word processing.

In this lesson, we shall discuss about various aspects of word processing.

9.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Word Processing-An Introduction*
- *Basic Functions of Word Processing*
- *Relevance of Word Processing in Writing*

9.2.1 WORD PROCESSING- AN INTRODUCTION:

Writing is the craft of arranging words in a way where we can convey information in the most appealing and meaningful manner. Word processing is the craft of feeding verbal material on to a computer and work on these words in a wide variety of ways. It is a skill that can be learnt easily.

Once you become proficient in word processing, you can innovatively produce articles, letters, reports, newsletters, greeting cards and other documents in ways that will attract the readers and impress them with your creativity.

Word processing software packages are widely used to create, edit and format textual documents. A word processor enables us to perform many functions. A word processor such as word MS- WORD is a computer programme that enables us to create, edit, print, and even save documents for future retrieval.

We enter the text into computer by using a keyboard. As we type words are displayed on the monitor or screen and stored temporarily in a computer memory as you are creating the document. A word processor formats a document professionally to make it look more appealing. Margins around each document can be set as desired. Paragraphs can be given separate margins with their text and heading in different fonts and sizes. Even the spellings and grammar can be checked to make the text error-free. Some word processors also allow you to incorporate graphical images in the document.

Today a number of well-known word processing software packages are available. These include MS Word, Coral WordPerfect, Word Star, AMI Project, etc. Practically all the word processors currently available in the market are windows-based, i.e., you can conveniently use them if the operating (system) of your computer is MS windows.

A word processor is an application-software with which you can create documents that are attractive and have a professional finish. Word processing software packages achieves this objective by enabling us to use our computer as a highly, sophisticated typewriter. Word processing software packages are very user-friendly.

9.2.2 BASIC FUNCTIONS OF WORD PROCESSING:

A word processor is a computer programme that enables us to create, edit, and print documents. A word processor even saves documents for future retrieval. Here is a list of the functions of word processing.

EDITING:

Any type of correction (insertions, deletions, modifications etc.) can be made easily as and when required.

PERMANENT STORAGE:

With word processor, documents can be saved permanently. The saved document can be retrieved whenever desired.

TEXT EDITING: Text editing including selecting, inserting and deleting text can be easily done with word processors.

TEXT INSERTION:

By default word remains in the insert mode. It means that one can insert text simply by placing the cursor at the place insertion point.

There are two ways of adding or inserting text. You can, for example, use the arrow keys to take the cursor to the desired point. Alternatively, you can click the mouse just before the character or the word in the document form where you want the new text to appear.

TEXT DELETION:

Word deletes a character, words or paragraph very simply with the help of the

backspace and the delete keys. The backspace key deletes one character at a time to the left of the cursor. The delete key deletes one character at a time to the right of the cursor. For deleting a larger amount of text, select the text to be deleted and press the delete (DEL) key.

TEXT SELECTION:

Text is selected in order to move, copy, delete or change its format. When text is selected, it gets highlighted, i.e., it appears as light type on a dark background (in reverse). Text selection can be done only sequentially.

For example, you select a paragraph to move from one part of the text to another. Then you rethink and select just a couple of words. Still later, you select an entire page.

9.2.3 RELEVANCE OF WORD PROCESSING IN WRITING:

Word processing helps writers in many ways. These include text material generation, editing, processing, storage, retrieval, and sending etc. Some major benefits of word processing in writing are:

FAST:

Typing text in a word processor is very fast as there is no mechanical carriage movement associated.

GRAPHICS:

Most modern word processors provide the facility of incorporating graphics in the documents, which enhances their usefulness.

SPELL CHECK:

Word processors not only are capable of checking spelling mistakes but also can suggest possible alternatives for incorrectly spelt words. Some word

processors can check for grammatical mistakes and suggest alternatives or improvements.

9.3 SUMMARY:

- Today, desktop or laptop personal computers have proved to be a big blessing for many writers. Personal computers help us type in material much faster. More importantly, these help us edit as and when we want. Computers help us in not only generating material; these also allow us to store, process, retrieve and even sent material to where ever we want through e-mail or fax. All these are word processing.
- Word processing software packages are widely used to create, edit and format textual documents. A word processor enables us to perform many functions. A word processor such as word MS- WORD is a computer programme that enables us to create, edit, print, and even save documents for future retrieval.
- A word processor formats a document professionally to make it look more appealing. Margins around each document can be set as desired. Paragraphs can be given separate margins with their text and heading in different fonts and sizes. Even the spellings and grammar can be checked to make the text error-free.
- Any type of correction (insertions, deletions, modifications etc.) can be made easily as and when required.
- Text editing including selecting, inserting and deleting text can be easily done with word processors.
- Word deletes a character, words or paragraph very simply with the help of the backspace and the delete keys. The backspace key deletes one character at a time to the left of the cursor. The delete key deletes one character at a time to the right of the cursor. For deleting a larger

amount of text, select the text to be deleted and press the delete (DEL) key.

- Word processing helps writers in many ways. These include text material generation, editing, processing, storage, retrieval, and sending etc. Some major benefits of word processing in writing are:
- Word processors not only are capable of checking spelling mistakes but also can suggest possible alternatives for incorrectly spelt words. Some word processors can check for grammatical mistakes and suggest alternatives or improvements.

9.4 KEY WORDS:

Word Processing: Personal computers help us type in material much faster. More importantly, these help us edit as and when we want. Computers help us in not only generating material; these also allow us to store, process, retrieve and even sent material to where ever we want through e-mail or fax. All these are word processing.

Word Processing Software Packages: Major word processing software packages available today are *MS Word, Coral WordPerfect, Word Star, AMI Project*, etc. Practically all the word processors currently available in the market are windows-based, i.e., you can conveniently use them if the operating (system) of your computer is MS windows.

Editing: Any type of correction (insertions, deletions, modifications etc.) can be made easily as and when required. Text editing including selecting, inserting and deleting text can be easily done with word processors.

Text Insertion: By default word remains in the insert mode. It means that one can insert text simply by placing the cursor at the place insertion point.

Text Deletion: Word deletes a character, words or paragraph very simply with the help of the backspace and the delete keys. The backspace key

deletes one character at a time to the left of the cursor. The delete key deletes one character at a time to the right of the cursor. For deleting a larger amount of text, select the text to be deleted and press the delete (DEL) key.

Text Selection: Text is selected in order to move, copy, delete or change its format. When text is selected, it gets highlighted, i.e., it appears as light type on a dark background (in reverse). Text selection can be done only sequentially.

Spell Check: Word processors not only are capable of checking spelling mistakes but also can suggest possible alternatives for incorrectly spelt words. Some word processors can check for grammatical mistakes and suggest alternatives or improvements.

9.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Write a detailed note on word processing.
2. How is word processing relevant to writing? Elaborate.
3. What are the basic functions of word processing? Discuss.

9.6 REFERENCES / SUGGESTED READING:

- *Features with Flair*, Brian Nicholls, Vikash Publishing House,
- *Basic Journalism*, Rangaswami Parthsarathy, Macmillan India Ltd.
- *Professional Journalism*, M.V. Kamath, Vikash Publishing, New Delhi.
- *The Professional Journalist*, John Hohenberg, Oxford and IBH, New Delhi.
- *Active Reporter*, James Lewis, Vikas Publishing House, New Delhi.

B. A. Mass Communication (1st year)

BASIC WRITING SKILLS (BMC-104)

Block: E Unit: II Lesson: 10

BIODATA & CURRICULLUM VITAE

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LESSON STRUCTURE:

In this lesson we shall discuss about *bio data* and *curriculum vitae*. Specifically, we shall focus on how to prepare *bio data* and *curriculum vitae*. Next we shall discuss about resumes. The lesson structure shall be as follows:

10.0 *Objectives*

10.1 *Introduction*

10.2 *Presentation of Content*

10.2.1 *Bio Data*

10.2.2 *Curriculum Vitae*

10.2.3 *Resumes*

10.3 *Summary*

10.4 *Key Words*

10.5 *Self-Assessment Questions (SAQs)*

10.6 *References/Suggested Reading*

10.0 OBJECTIVES:

The objectives of this lesson are:

- *To Know About Bio Data*
- *To Understand Curriculum Vitae*
- *To Know About Resumes*

10.1 INTRODUCTION:

Bio-data or *curriculum vitae* are personal data sheet of applicants, specifically for the purpose of selection during recruitment, etc. In this data sheet all relevant details of the applicant are included. These details include: personal details, educational qualification, professional qualification, job experience, internship/training, extra curricular activities, references etc.

In this lesson we shall discuss about bio data, curriculum vitae, and resumes.

10.2 PRESENTATION OF CONTENT:

The content of this lesson shall be presented as follows:

- *Bio Data*
- *Curriculum Vitae*
- *Resumes*

10.2.1 BIO DATA:

Bio-data is a commonly used term for *biographical data*. When we apply for any job, we provide relevant information along with the application form. This relevant information is provided in the form of curriculum vitae. But in India, we generally use the term bio-data instead of the term the curriculum vitae.

The term Bio-data generally means a predefined format used by employers or recruiters to request for relevant information about potential

employees. Bio-data formats generally contain factual kinds of questions about life and work experiences. Bio-data formats may also contain questions involving opinions, values, beliefs, and attitudes that reflect a historical perspective.

Bio-data is very useful for selecting potential employees. The basic logic here is that bio-data have predictive abilities. Here past behaviour, as reflected in the information given in the bio-data, is the best predictor of future behaviour. Biographical information is not expected to predict all future behaviours but can give an indication of probable future behaviours based on an individual's prior exposure, expertise, and experience.

Bio-data formats often resemble standard job application forms. A typical bio-data seeks to obtain more extensive and detailed information on significant achievements and accomplishments by the applicants'.

In most cases, a bio-data is essentially used to eliminate some candidates from the pool of applicants. The bio-data generally contains the same type of information as a résumé (i.e. objective, work history, salary information, educational background). In some cases, a bio-data may also include physical attributes; such as height, weight, hair/skin/eye color, and even a photo.

10.2.2 CURRICULUM VITAE:

A Curriculum Vitae (CV) usually includes a comprehensive list of professional accomplishments including employment record, academic credentials, contributions or significant achievements. In certain professions, it may even include samples of the person's work. Often, a CV may run to many pages.

In many cases, Curriculum Vitae are short (usually one or two pages), and therefore contain only experience directly relevant to a particular position.

Most CVs contain many action words.

Traditionally, Curriculum Vitae have rarely been more than two pages. Since increasing numbers of job seekers and employers are using Internet-based job search engines to find and fill employment positions, longer Curriculum Vitae are needed for applicants to differentiate and distinguish themselves.

Many professional Curriculum Vitae writers and human resources professionals believe that a Curriculum Vita should be long enough so that it provides a concise, adequate, and accurate description of an applicant's employment history and skills.

The complexity and simplicity of various Curriculum Vitae formats tends to produce results that vary from person to person, occupation, and industry.

It is important to note that Curriculum Vitae used by medical professionals, professors, artists and people in many other specialized fields, may be comparatively longer.

For example, an artist's résumé, typically excluding any non-art-related employment, may include extensive lists of solo and group exhibitions.

In the huge Indian job market, photos and good looks are strongly preferred in the service industry (hotels, aviation, etc.) and in sales, marketing, front office, and customer service jobs.

Including a photograph of the applicant is strongly discouraged in the U.S. as it would suggest that an employer would discriminate on the basis of a person's appearance- age, race, sex, attractiveness, or the like. The theatre and modeling industries are exceptions, where it is expected that résumés will include photographs.

A standard CV usually has the following points:

- Personal details at the top, such as name in bold type, address, contact numbers and, if the subject has one, an e-mail address.
- A personal profile, written in either the first or the third person, a short paragraph about the job seeker
- A list of the job seeker's key skills
- A reverse chronological list of the job seeker's work experience
- A reverse chronological list of the job seeker's education or training, including a list of his or her qualifications such as his or her academic qualifications
- Date of birth, gender, and other relevant personal information
- The job seeker's hobbies and interests (optional)

A curriculum vitae is a longer (two or more pages), more detailed synopsis of your background and skills. A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. There are different formats of CVs for different fields, and different types of positions.

A curriculum vita should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards and other information relevant to the position you are applying for. Start by making a list of all your background information, and then organize it into categories.

CURRICULUM VITAE FORMAT

Your Contact Information:

Name

Address

Telephone

Cell Phone

Email

Personal Information:

Date of Birth

Place of Birth

Citizenship

Visa Status

Gender

Optional Personal Information:

Marital Status

Spouse's Name

Children

Employment History:

List in chronological order including position details and dates

Work History

Research and Training

Education:

University

College

Post-Doctoral Training

Professional Qualifications

Certifications and Accreditations

Computer Skills:

Awards:

Publications:

Books:

Professional Memberships:

Interests:

CV FORMATS:

A CV or Curriculum Vitae is a document used to show a person's educational achievements, key skills and work experience. There are a number of standard methods of writing a CV, but basically they contain the same information, just in a different order.

There are several CV formats available. Some of the major CV formats are:

- *Chronological CV*
- *Targeted CV*
- *Functional CV*
- *Combination CV*

Chronological CV:

The chronological CV is named thus as it details your career history most commonly in reverse chronological order with the most recent employment detailed first and going backwards. A complete record of career history is detailed along with a complete education record.

Job Titles and company names are emphasized with skills, duties and achievements detailed under each job title. A chronological CV is most useful if you are staying within the same industry and wish to show career progression.

Most employers prefer the chronological CV formats, as it is easy to see who you have worked for and what you did in each particular job. If you do not have many achievements you can take the emphasis off this fact when using a Chronological CV.

Reasons why a chronological CV may not be the best format include:

- If you are changing direction and the most recent employer is not relevant to your new chosen career.
- If your career history shows gaps in your employment due to poor health, unemployment, having children etc or that you have changed jobs frequently.

Targeted CV:

This kind of CV is a way to focus your career towards a particular objective, within a specific industry or a specific company. A targeted CV is written in a way that highlights skills, qualifications and experience that match the requirements of the advertised position.

Writing a targeted CV is effective when:

- You know the requirements of a particular position
- You know which company you will be sending your CV to
- You are sending your CV in reply to a specific job advert
- You need to compose different CVs each corresponding to a different career objective

Functional CV:

The Functional CV is usually two pages in length and covers your entire career history. Unlike the most common chronological CV it focuses not on your career history but on your skills, abilities and expertise. It may not even

refer to a specific industry, as the skills as detailed are deemed transferable.

It is important that the skills you detail are relevant to the position you are applying for. It is no use highlighting your great accounts experience if the position is in sales. You should highlight your achievements in a sales environment and focus on relevant aspects of that field of work.

A Functional CV format is useful if:

- You lack experience or have gaps in your work history; these can be de-emphasized in a functional CV while your skills and potential are highlighted
- You have changed jobs frequently and have had a variety of unrelated work experiences
- You want to promote skills and experience obtained through college or volunteer experience
- You are changing careers or re-entering the job market, perhaps after taking a career break to be a full time parent
- Your most recent work experience is not relevant to the job, but past experience is
- You have been working freelance or in temporary employment
- You do not want to advertise your age.

A functional CV format is less useful if:

- You have little work experience and thus not much to highlight
- You have a progressive career history, which reflects promotions, and growth and you want to emphasize that. What is the layout of a Functional CV?
- The Functional CV starts with a Profile that highlights specific skills, achievements and relevant personal qualities

- The Functional CV may conclude with a brief outline of your personal details, hobbies and interests.

Combination CV:

The combination CV format is normally used by job hunters who have a solid background associated with their career objectives. You will include sections that highlight your education and experience, followed by the job history. Use the combination CV when you have a definite career path and a targeted job area that is related to your job history and experience. List responsibilities, and or accomplishments and skills developed after each job experience or training listing. Stay focused; use less rather than more words. Begin each sentence or idea with a verb, for instance, Awarded, Assisted etc.

Advantages of the combination CV:

- Combines the best of the chronological and functional CV writing styles
- Emphasizes your achievements and strengths, as well as experience
- Starts with a profile, followed by job history, which is ideal for getting the attention of the employer
- Focuses on important skills which are supported by the job history

Don't use the combination CV when:

Your work experience is limited

You have several or unexplained employment gaps

You changed jobs frequently

10.2.3 RESUME:

A *résumé* is a document containing a summary or listing of relevant job experience and education. *Résumés* are usually presented for the purpose of

obtaining an interview when seeking employment. Often the résumé or CV is the first item that a potential employer encounters regarding the job seeker, and therefore a large amount of importance is often ascribed to it.

Traditionally, résumés have been, like careers themselves, oriented towards what a person has accomplished thus far. In most contemporary career consulting the trend is to fashion the document towards what that person can accomplish in a particular job. This is sometimes called a "targeted résumé."

In North America, the terms may be used interchangeably. However, a résumé more often has a free-form organizational style and is used for seeking employment in the private sector, whereas curriculum vitae (also called vita) usually have a more standardized look and format for the purpose of seeking positions in academic or educational institutions.

Another difference is that a résumé tends to be more descriptive and tailored for a specific purpose or target audience, whereas a curriculum vitae tends to be organized in a way that presents data about one's self in a compact fashion, with a clear chronology.

For example, a résumé may begin with a statement about a personal goal, followed by a list of most significant accomplishments or characteristics in order of significance, while a curriculum vitae often includes complete and unembellished lists of data such as educational institutions attended, degrees received, positions held, professional affiliations, publications authored, etc.

A résumé may or may not be represented by the person as a complete history of himself or herself without omission, whereas a curriculum vitae usually implies that there are no omissions, and in particular, no temporal gaps between listed items.

The Latin term curriculum vitae (plural: curricula vitae; often abbreviated CV) is used preferentially in Europe, New Zealand, French

Canada and some British Commonwealth countries, as well as in many languages other than English.

In some regions of the world (such as Australia and India) CV and *résumé* are used interchangeably.

Curriculum vitæ is Latin meaning "course of life" and *résumé* is French meaning "summary".

10.3 SUMMARY:

- *Bio-data* or *curriculum vitae* are personal data sheet of applicants, specifically for the purpose of selection during recruitment, etc.
- The term *Bio-data* generally means a predefined format used by employers or recruiters to request for relevant information about potential employees. *Bio-data* formats generally contain factual kinds of questions about life and work experiences. *Bio-data* formats may also contain questions involving opinions, values, beliefs, and attitudes that reflect a historical perspective.
- In most cases, a *bio-data* is essentially used to eliminate some candidates from the pool of applicants. The *bio-data* generally contains the same type of information as a *résumé* (i.e. objective, work history, salary information, educational background). In some cases, a *bio-data* may also include physical attributes; such has height, weight, hair/skin/eye color, and even a photo.
- A *curriculum vitae* is a longer (two or more pages), more detailed synopsis of your background and skills. A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. There are different formats of CVs for different fields, and different types of positions.

- A curriculum vita should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards and other information relevant to the position you are applying for. Start by making a list of all your background information, and then organize it into categories.
- Traditionally, résumés have been, like careers themselves, oriented towards what a person has accomplished thus far. In most contemporary career consulting the trend is to fashion the document towards what that person can accomplish in a particular job. This is sometimes called a "targeted résumé."

10.4 KEY WORDS:

Bio-data: Bio-data is a commonly used term for *biographical data*. When we apply for any job, we provide relevant information along with the application form. This relevant information is provided in the form of curriculum vitae. But in India, we generally use the term bio-data instead of the term the curriculum vitae.

Curriculum Vitae: A Curriculum Vitae (CV) usually includes a comprehensive list of professional accomplishments including employment record, academic credentials, contributions or significant achievements. In certain professions, it may even include samples of the person's work. Often, a CV may run to many pages.

Résumé: *A résumé is a document containing a summary or listing of relevant job experience and education. Résumés are usually presented for the purpose of obtaining an interview when seeking employment. Often the résumé or CV is the first item that a potential employer encounters regarding*

the job seeker, and therefore a large amount of importance is often ascribed to it.

10.5 SELF-ASSESSMENT QUESTIONS (SAQs):

- Write a detailed note on bio-data.
- Prepare a bio-date for applying for the post of sub-editor in a national daily newspaper.
- Write a detailed note on curriculum vitae.
- Write a detailed note on resumes.

10.6 REFERENCES / SUGGESTED READING:

- ***Features with Flair***, Brian Nicholls, Vikash Publishing House,
- ***Basic Journalism***, Rangaswami Parthsarathy, Macmillan India Ltd.
- ***Professional Journalism***, M.V. Kamath, Vikash Publishing, New Delhi.
- ***The Professional Journalist***, John Hohenberg, Oxford and IBH, New Delhi.
- ***Active Reporter***, James Lewis, Vikas Publishing House, New Delhi.

Sample Bio-Data Format

[This is only a format to help you prepare your Bio Data]

EDUCATION:

Secondary/ Higher Secondary/ Diplomas/ Degrees with names of Universities/Colleges & Places (City, State, and Country)
(Start with highest level)

TRAINING:

Name of Institution/Company/Firm & Location (City & Country)
(Start with highest level)

CERTIFICATIONS/MEMBERSHIPS:

Name of Association/Institute & Location (City & Country)

Work Record (Starting with the present job):

Your Position

Name & Address of the Employer

Brief employer description & your specific job description

The company is engaged in _____; and employs _____ persons.

My job involves responsibilities of _____.

(The same format as above for all previous jobs.)

LANGUAGE PROFICIENCY:

Can speak, read & write English fluently.

Can _____ (any other language)

(Please state fluently, well or with difficulty)

HEALTH:

Excellent. Willing to relocate, travel.

PERSONAL DATA:

Age: _____ Yrs. Born on _____ [dd/mm/yyyy]

Birth place:

[City & Country]

(Full name as per Passport)

(Mailing Address)

(Telephone & Confidential Fax Nos.)

(E-mail address)

EXAMPLE OF C.V.

JAVED AKHTAR

Son of well-known Urdu poet and film lyricist *Jan Nisar Akhtar* and *Safia Akhtar*, teacher and writer, *Javed Akhtar* belongs to a family lineage that can be traced back to seven generations of writers. The highly respected Urdu poet, *Majaz* was his maternal uncle and *Muzter Khairabadi* was his grandfather.

JAVED AKHTAR'S BODY OF WORK:

- *Script Writer*
- *Lyricist*
- *Poet*

Along with his ex-partner, *Salim*, he scripted super hits like, '*Zanjeer*', '*Deewar*,' *Sholay*', '*Haathi Mere Saathi*', '*Seeta Aur Geeta*', '*Don*', '*Trishul*', etc. *Salim-Javed* as a writer-duo gave to and to Indian Cinema the memorable persona of the '*Angry Young Man*'.

After the split from his partner *Salim* (in 1981), he has written a list of successful films, notable amongst them are; '*Sagar*', '*Mr. India*', '*Betaab*', '*Arjun*' and '*Lakshya*', etc.

AWARDS: FOR FILMS:

National Awards for Best Lyricist, five times.

Film Fare Award for Best Script seven times.

Film Fare Award for Best Lyricist seven times.

Screen Award for Best Lyricist four times.

Zee Award for Best Lyricist, five times.

IIFA Award for Best Lyricist three times.

Sansui Viewers Choice Award four times.

AWARDS FOR ACTIVISM:

- Padmashri in 1999 by the Government of India.
- Avadh Ratan from Government of Uttar Pradesh in 2000.
- National Integration Award from All India Anti-Terrorist Association 2001.
- National Integration Award from Mewar Foundation 2001.
- Nagrik Samman by Mayor of Bhopal 2002.

Javed Akhtar started writing Urdu poetry in 1980. His first collection of Nazms and Ghazals entitled, 'TARKASH' has had a very successful release in 1995. It is already in its ninth edition in Hindi, and fifth edition in Urdu. It has received rave reviews both as a book and as India's first audio book (available on cassettes and CD) brought out by PLUS MUSIC. The audio book has sold more than a hundred thousand copies.

Javed Akhtar has written a large number of poems against communalism, social injustice, National Integration and for Women's Rights. Ministry of Human Resource Development has declared his song, beckoning the misguided youth to come forward and build the country, the National Anthem for Youth in 1995.

On the initiative of President Abdul Kalam, Javed Akhtar has written five poems on the Indian flag. Pandit Jasraj, Pandit Shiv Kumar Sharma, Ustad Zakir Hussain, L Subramaniam and E Srinivas have interpreted these musically.

Javed Akhtar is an avid reader with a keen interest in politics. His poetry reflects both his political awareness and his literary concerns.

He is married to Shabana Azmi, India's most respected actress and social activist and Ex-Member of Parliament.

EXAMPLE OF C.V.

ILEANA

Italian by birth *Ileana* holds a Doctorate in Philosophy with a thesis on 'Psychoanalysis and eastern mythology'. She has come to Indian dance after years of experience in the traditional as well as experimental theatre in Europe.

Ileana has been living in Orissa, India, since the year 1979 in close contact with the people, their language and culture. Her mentor in the Odissi dance style is the renowned Guru, Padma Vibhushan Kelucharan Mohapatra.

She is equally at home with the different martial postures of the Chhau dance of Mayurbhanji which she has learnt under the guidance of Guru Shri Hari Nayak, obtaining the title of 'Acharya' from the Sangeet Mahavidyalya of Bhubaneswar in Orissa.

Her contributions, besides the many performances and lecture-demonstrations given in all the major centres in India, include articles on Oriya culture published in Indian and foreign magazines, research work for film-documentaries on Odissi and Chhau dances and practical dance workshops for dancers and theatre workers which she regularly conducts under invitation by different institutions in India and abroad. She has given performances in all the major dance festivals in India as well as in Italy, Argentina, Poland, France, and Germany.

Her innovative choreographies in Mayurbhanji Chhau include the Greek myth 'Echo and Narcissus', which was a revelation at the East-West Dance Encounter held in Bombay in April 1985, 'The Wreck' (December 1988), 'Icarus' (July 1991), 'Pancha Bhuta' (January 1996), 'The Journey' (September 1998), 'Images of Change' (March 2000), 'Surya devata' (December 2001), 'Jarjara' (January 2003), 'Still I rise' (February, 2005) and in Odissi style the ballet 'Maya Darpan' premiered at Nehru Center in Bombay in April 1993. 'Dasa Mahavidya' (1999), 'Ganga Yamuna' (2005), 'Exploration' and 'Tantra' (2006), 'Saraha', 'Bolero' and 'Rhythum'(2007)

January 2006, she was awarded the title of Padmashree from Government of India for her contribution to Odissi Dance.

In Bhubaneswar she is imparting training in Odissi and Chhau dances to local as well as visiting students in her own institution 'Art vision', founded by her in the year 1995.

EXAMPLE OF C.V.

Barkha Dutt

Telephone: (Mobile) 12345678

Contact by email: barkha-dutt@sample~resumes.com

Objective:

A challenging position as a Copywriter

Education:

- B. Sc. (Physics, Chemistry, Math) from Zakir Hussain College, University of Delhi, Delhi in 2000
- Post Graduate Diploma in Business Management (Marketing & Human Resource) in 2005 from Sri Sringeri Sharada Institute of Management, Vasant Vihar, Delhi from Sri Sringeri Sharada Institute of Management, Vasant Vihar, Delhi in 2005

Summary of Skills and Experience:

- Around 1.5 yrs of experience in diverse roles such as Brand Executive, Client Servicing Executive.

Work Experience:

- Mar' 2005 - Till date at Britannia Industries Limited: Worked as Brand Executive
- February- July 2004 at TVS Motor Company: Worked on the project titled How to increase Scooty sale in Delhi Region
- September-December 2002 at Martial Arts AD Agency: Worked as Client Service & Business Dev. Executive

EXAMPLE OF C.V.

DR. M. B. DASTAGIRI

- Dr. M. B. Dastagiri (PhD, IARI, 1992.) is working as Senior Scientist at NCAP, India in the theme areas of Markets and Trade and Institutional Change. Previously, Dr. M. B. Dastagiri worked as Assistant Professor (Agricultural Economics) at UAS, Dharwad. He has conducted pioneering empirical studies and has published research papers in reputed journals of India and abroad.
- Dr M. B. Dastagiri has well acquainted recent advances in agricultural science in general and agricultural economics in particular. He is original thinker and good researcher in agricultural economics. Dr. M. B. Dastagiri had been awarded ICAR junior and senior fellowships for M.Sc (Ag) and Ph.D. studies. Dr. M. B. Dastagiri has published policy paper (1),

working paper (1), and research articles (14) in the journals of international and national repute. Dr. M. B. Dastagiri's current research interests include WTO Agreements and Trade liberalization, IPRs, Global markets, Agricultural trade policies, Demand & Supply projections, and Subsidies and Investments in livestock sector.

LIST OF PUBLICATIONS:

1. Dastagiri M.B." World Food Production Research " Out Look on Agriculture, U.K, June 1998. PP. 77-80.
2. Dastagiri M.B and Linu Mathew Phillip "Rural -Urban Linkage through Farm and Non-Farm Investment in India" Afro-Asian Journal of Rural reconstruction, 33 (1), Jan-June 2000. PP 57-67.
3. Dastagiri M.B., Kantharaju M.L. and Nadagoud V.B. " G-7 Countries Natural Resources Utilization in the Global Scenario : Policies and Prospects" Indian Journal of Economics, 1997, issue3. PP. 199-214.
4. Dastagiri M.B. "Demand-Supply Projections for Livestock Products in India" NCAP Policy Paper, March 2004.
5. Dastagiri M.B. "Is India Self Sufficient in Livestock Food Products" Indian Journal of Agricultural Economics, 2003, 58 (4) 729-738.

EXAMPLE OF C.V.

H.H. SWAMI TEJOMAYANANDA
Head of Chinmaya Mission Worldwide

Swami Tejomayananda is fulfilling the vision that Pujya Gurudev, Swami Chinmayananda charted. As he puts it "I am not in Swamiji's shoes, I am at his feet." He was introduced to Vedanta early in his life. Coming under the benign influence of Pujya Gurudev, H.H.Swami Chinmayananda, he learnt, absorbed and started living the message of the scriptures that his master so vociferously advocated.

An accomplished and internationally recognised scholar, Vedantic knowledge for decades through lectures, Swami Tejomayananda has been spreading seminars and spiritual retreats. He has been the Acharya at Sandeepany Sadhanalaya in India and the USA.

Fluent in Sanskrit, Swamiji is the author of original Sanskrit compositions as well. He has written commentaries on scriptural texts, translated Swami Chinmayananda's commentaries into Hindi, and authored a number of books.

A key contribution is: Hindu Culture - An Introduction, a text acclaimed for its clear description of the basics of Hinduism and adopted as a text in

some American high schools. Swamiji's discourses on the Holy Geeta, Ramayana and Srimad Bhagavatam draw a huge crowd of devotees.

Swami Tejomayananda excels in expounding a wide spectrum of Hindu scriptures, from Ramayana to the Bhagvad Gita Srimad Bhagavatam and the Upanishads, the source book of Vedanta. He conducts Jnana yajnas - - lecture series on Vedanta. His discourses, satsang and bhajans reveal his knowledge has depth of wisdom.

As he moves around the world at a bewildering pace His easy manner and devotional rendering of Vedantic texts has drawn many newcomers into the spiritual fold. His melodious voice has devotion. Extremely humane and approachable, he has never closed the doors to anyone who has sought his or advice.

EXAMPLE OF C.V.

POOJA JOSHI

Varsha Dhara Appartments, !32, Block: C-4, CPWD, Vasant Vihar, New Delhi

Mobile: 9811717486, Email: pooja_josh@yahoo.co.in

SUMMARY OF SKILLS AND EXPERIENCE

Worked as a trainee for 1 month in the Media Planning Department of FCB ULKA, New Delhi.

ORGANISATIONAL EXPERIENCE

From: 05/June/2006 to 07/July/2006 with **FCB ULKA** as a TRAINEE.

KEY RESPONSIBILITIES

Evaluating program performance.

Making log files.

Evaluating spends.

PROJECTS UNDERTAKEN

Presentation on Rediffusion DYR in advertising.

Presentation on PR.

Presentation on Design Software.

Designed a four page newspaper layout.

PROFESSIONAL QUALIFICATION

Pursuing Masters of Journalism and Mass Communication from Amity University.

B.A from St. John's College, Bhim Rao Ambedkar University, Agra

EDUCATIONAL QUALIFICATION

Completed 12th in 2002.

Completed 10th in 2000

COMPUTER PROFICIENCY

Photoshop

PageMaker

MS PowerPoint.

OTHER ACHIEVEMENTS

Elected as the 'Head Girl' of school.

Pursued a six-month course in French

Underwent one-week training in hospitality from Frankfurt.

PERSONAL DETAILS

Date of Birth: 10.09.1984

Father's Name: Sh. Vikram Joshi

Permanent Address: 1786, West Patel Nagar, Delhi 71

LANGUAGES KNOWN: English & Hindi

Date:

Place:

(Pooja Joshi)