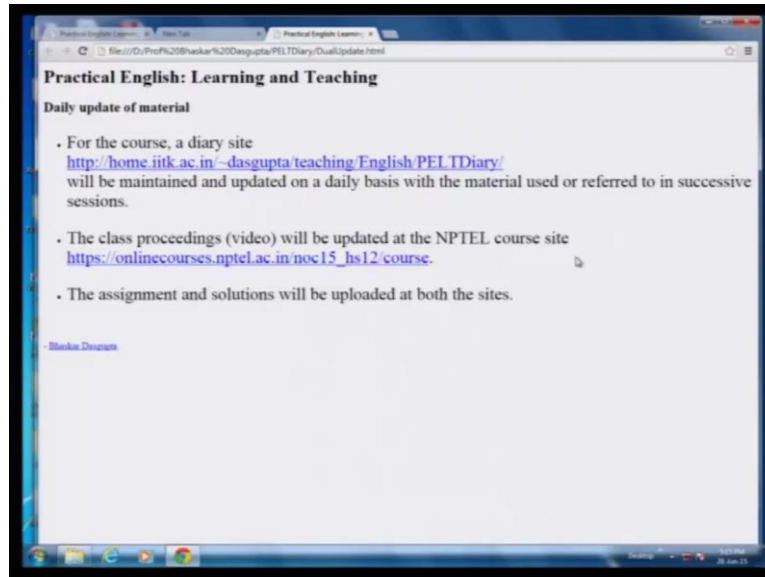


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 40**

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Good morning, so today we are at the concluding session of the course. So, rather than covering new material we will try to conclude.

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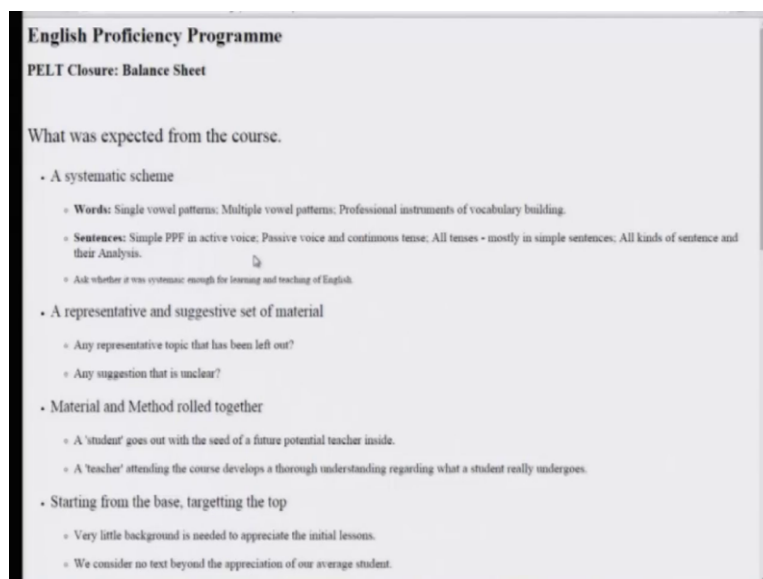
| Topic                                                                                                  | Discussion | Practice                                                                                                                           | Notes                                                                             |
|--------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 33 Analyze word lists<br>Careful about terms that are misleading                                       | Discussion | Find out terms of etymologically connected words to <a href="#">the given words</a> and provide illustrations from parts of speech | Practice on Parsing: Classification<br>Practice on etymologically connected words |
| 34 Parsing of Simple Sentences<br>Term-based parsing                                                   | Discussion | Parse (Analyze) 10 simple sentences from your collection.                                                                          | Games: A great contributor to learning!<br>Rules of a game of 5-letter words.     |
| 35 Live sessions for double resolution.                                                                | Discussion | Identify words of multiple parts of speech from word families, and check phrases and clauses in a given passage.                   | Discussions on learning, teaching and examination-related issues.                 |
| 36 Words in multiple roles<br>Parsing of Compound Sentences<br>Clauses and Phrases: Interchangeability | Discussion | Parse (Analyze) 10 compound sentences from your collection.                                                                        | Exercise on Parsing.                                                              |
| 37 Suffixes and Prefixes<br>Parsing of Complex Sentences                                               | Discussion | Parse (Analyze) 10 complex sentences from your collection.                                                                         | Test of English as a Fractional Language.                                         |
| 38 Phrasal Verbs<br>Parsing of Mixed Sentences                                                         | Discussion | Parse (Analyze) 10 mixed sentences from your collection.                                                                           | A discussion on Mobile Zoo.                                                       |
| 39 Design and Rhetoric of sentences.<br>Direct and Indirect Narration.                                 | Discussion | Change the given excerpt from a play to indirect narration, as in its title being inserted.                                        | Games on learning<br>A small grammar game that involves system test!              |
| 40 What was achieved?                                                                                  | Discussion | Read the given passage and answer the following questions                                                                          | 'What was?'                                                                       |

Good bye. See you again.

And we conduct one third round of stock taking regarding what was achieved in the

course and we will not do it alone, we invite you to do this along with us

(Refer Slide Time: 00:41)



Here, I am quoting from my opening lecture of session 1, in which we said that these will be the aspects or highlights of the course and one by one, let us examine to what extent we have achieved them and if some of them we have not achieved well, then let us ask why and on our side, we ask why and on your side independently you ask the same question. First, we promised a systematic scheme to teach English.

In that, so for us words are concerned we first developed single vowel pattern of words; that is word families having single vowel pattern that was in quarter 1 and then, we covered multiple vowel patterns in quarters 2 and 3 and the purpose of all these was to basically give the participants or students a large stock of words along with it is typical spelling patterns and pronunciation patterns. And in the last quarter of the course, we covered quite a few professional instruments of vocabulary building.

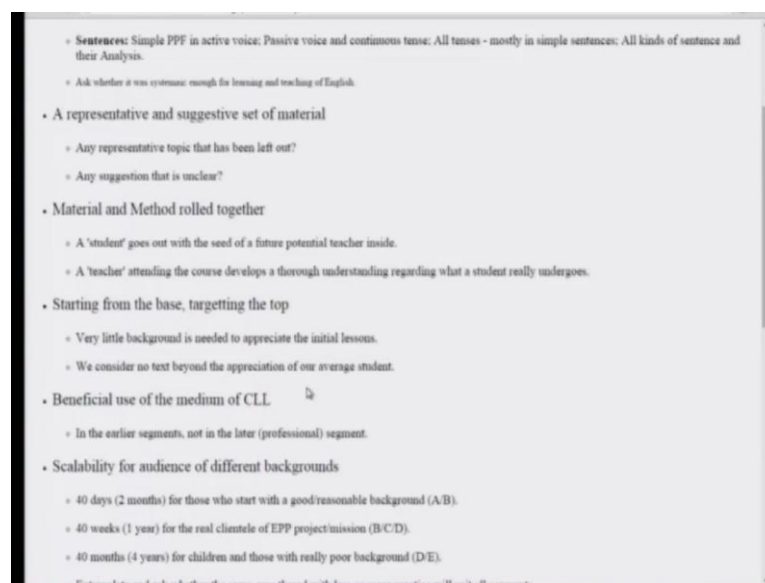
In the segment of sentences, in quarter 1 we covered a simple past, present, future in active voice and we stayed limited to that. In quarter 2 we extended the study to passive voice and continuous tense. In quarter 3, we completed all tenses, but stayed mostly in simple sentence with just a little foray in two compound sentences and in the last quarter, we covered all kinds of sentences and conducted their analyzes in a formal manner, which is complete at the professional level.

Now, we should ask whether this pattern of teaching was systematic enough for learning and teaching of English. Second is that we promised a representative and suggestive set

of material. So, now, the entire material of the course is in front of you, so you think whether any representative topic you can think of, which has been left out. If so, then when you redesign your course program based on this, then you will do that and if you want to do as a favor, let us know. So, we will also include the same in our program.

Next, suggestive set of material, the question is any suggestion in the entire material which has been left unclear, which I been suggested, but the meaning of the suggestion is not clear. So, we should know that, so that we take enough measure in the next round to make those suggestions clear.

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Another aspect of personality of EPP course is that, in this the material and method is hold together. So, the idea is that somebody who joins the course as a student goes out with the seed of a future potential teacher inside. So, those of you who are teachers in some of the other in your professional carrier, my testify to this experience of mind that, when you sat through courses of your favorite teachers or your favorite subjects, then a few aspects of the delivery, a few aspects of the subject matter, a few aspect of the style of presentation you found powerful and useful.

And then, later when you came to a teaching position you build up on that, this is a typical experience of most us, who have been a teacher. So, a student who sets through the course with the prime intention of learning or improving English, if he does a good job through the course, then by the end of the course he goes out of the course with the seed of a potential teacher inside. On the other side, a teacher attending the course,

develops a thorough understanding regarding what is student really undergo.

So, in EPP we typically do not promote the idea of tongue project executions by teachers, that will not required teachers saying that you come here and you teach this topic and the teacher does not know anything else of the course and goes and delivers the topic, we never believe in that kind of operational modality. So, somebody who is a teacher even for a segment of the course should know, what is going to take place in the rest of a course.

So, a teacher attending the course develops a thorough understanding of the entire background that a student goes thorough during the course and the role of a student and a teacher here is actually not very clearly defined. In our understanding, a student for this course is that person, who primarily sets to the course with an intention to improve his English and teaching as a primary activity is not in his focus at least not now.

On the other hand a teacher is one, who is confident of his or her English rightly or wrongly, but sits through it particularly in order to figure out how to teach her class. So, even if her English is not really good, then through the course we expect that a lot of ((Refer Time: 07:42)) will be remain it. We promised that we will start from the base and will target the top and you appreciate that a very little background is needed to appreciate the initial lessons of the course, this is at one extreme.

(Refer Slide Time: 07:55)

• A 'student' goes out with the seed of a future potential teacher inside.

• A 'teacher' attending the course develops a thorough understanding regarding what a student really undergoes.

• Starting from the base, targeting the top

- Very little background is needed to appreciate the initial lessons.
- We consider no text beyond the appreciation of our average student.

• Beneficial use of the medium of CLL

- In the earlier segments, not in the later (professional) segment.

• Scalability for audience of different backgrounds

- 40 days (2 months) for those who start with a good/reasonable background (A/B).
- 40 weeks (1 year) for the rest clientele of EPP project/mission (B/C/D).
- 40 months (4 years) for children and those with really poor background (D/E).
- Extrapolate and ask whether the same core thread with less or more practice will suit all segments.

The promise of significant improvement starting from any level.

- Ask yourself if you have gained significantly over last two months in your command over English or in your thought regarding how English can be taught systematically.
- If not, then it is important to figure out why.

At the other extreme, we consider no text beyond the appreciation of our average student. In the beginning, in session 1 I pointed out that it would be a wrong position to

take that these authors, these works, these texts they are too high, they are too complicated, they are not for us. This attitude we throw out shunt, this attitude we never supported and therefore, in our usual practice materials whenever thought that two difficult things we should not put. Any text that exists should be within the reach of the our students.

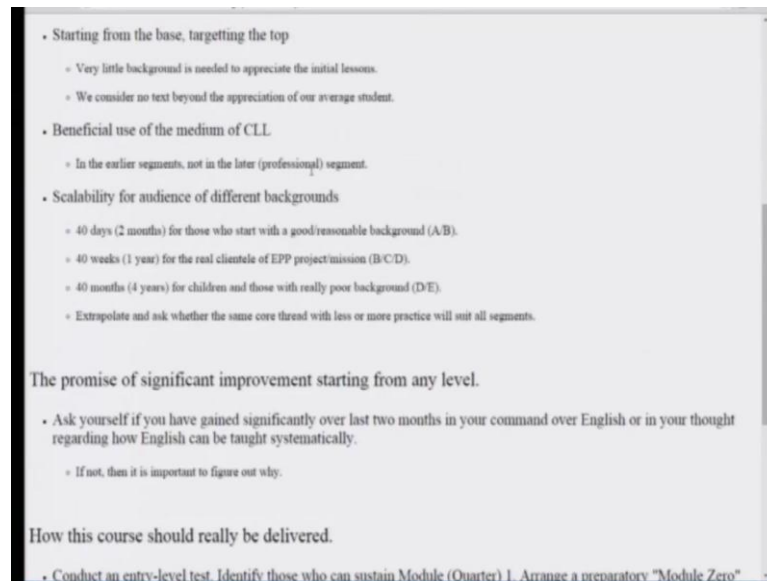
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| English Proficiency Programme               |                             |                                                                           |                                                                                                    |
|---------------------------------------------|-----------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Sources of passages used in the PELT course |                             |                                                                           |                                                                                                    |
| Session                                     | Item                        | Title                                                                     | Author                                                                                             |
| 2-3                                         | Illustration                | Nagarjuni (Bangla)                                                        | R. Tagore                                                                                          |
| 2                                           | Assignment                  | from "Rajurshi" (Bangla)                                                  | R. Tagore                                                                                          |
| 3                                           | Assignment                  | from "Rashmi Rathi" (Hindi)                                               | Ramdhari Singh 'Dinkar'                                                                            |
| 11                                          | Illustration                | Preface to "Kaaghar kee Nao" (Hindi)                                      | Krishan Chander                                                                                    |
| 20                                          | Illustration                | Frankenstein's Monster                                                    | Mary Shelley                                                                                       |
| 21                                          | Assignment                  | from "The Speckled Band"<br>Pana Rakha (Bangla)                           | Sir Arthur Conan Doyle<br>R. Tagore                                                                |
| 26                                          | Assignment                  | from "The Hitchhiker's Guide to the Galaxy"                               | Douglas Adams                                                                                      |
| 28                                          | Assignment                  | from "Paradiso" (Italian)<br>from Preface to "Shekhar: Ek Jeevan" (Hindi) | Dante Alighieri<br>(Translated by Allen Mandelbaum)<br>Sachchidanand Heeramandl Vatsyayan 'Agyeya' |
| 32-38                                       | Illustrations               | from "The Resident Patient" and "A Study in Scarlet"                      | Sir Arthur Conan Doyle                                                                             |
| 39                                          | Illustration and Assignment | from "Antigone" (Greek)                                                   | Sophocles (Oxford Translation)                                                                     |
| 40                                          | Assignment                  | from "Jane Eyre"                                                          | Charlotte Bronte                                                                                   |

For example, see the sources of passages. They are from very good well known authors Tagore, Dinkar, Krishan Chander, Mary Shelley, Sir Arthur Conan, Douglas Adams, Dante, Sophocles and Charlotte Bronte. So, these are all world known authors and in a continuation of our discussion, so we say that any text that exists should be within the reach of our students. It is a different matter that some student have to spend more time on it, some students will need a little more hand holding.

But, certainly he can appreciate certainly he can cover it with enough time and enough effort; nothing should be unreachable, so that is our conviction and we want to infect you with that conviction. And of course, we started with the beneficial use of the medium of CLL in the earlier segments and in the last quarter, which we call as the professional segment of VPP course. We completely left the use of CLL, because our claim is that by the time somebody complete 3 quarters of the course he should not need the medium of CLL. Another important issue was the scalability of audience of different backgrounds.

(Refer Slide Time: 10:34)



- Starting from the base, targeting the top
  - Very little background is needed to appreciate the initial lessons.
  - We consider no text beyond the appreciation of our average student.
- Beneficial use of the medium of CLL
  - In the earlier segments, not in the later (professional) segment.
- Scalability for audience of different backgrounds
  - 40 days (2 months) for those who start with a good/reasonable background (A/B).
  - 40 weeks (1 year) for the real clientele of EPP project/mission (B/C/D).
  - 40 months (4 years) for children and those with really poor background (D/E).
  - Extrapolate and ask whether the same core thread with less or more practice will suit all segments.

The promise of significant improvement starting from any level.

- Ask yourself if you have gained significantly over last two months in your command over English or in your thought regarding how English can be taught systematically.
  - If not, then it is important to figure out why.

How this course should really be delivered.

- Conduct an entry-level test. Identify those who can sustain Module (Quarter) I. Arrange a preparatory "Module Zero"

So, 40 days or 2 months, the way this course has been delivered in the present execution is perhaps alright for those, who start with a good or a reasonable background in English. In our scale A or B, which means primary those would do not need this course for their own improvement. So, for us the teaching skill is concerned, yes they needed, but so for us their own improvement is concerned, these segments do not need this course.

This same material with enough practice in between should be alright for a 40 weeks course or say 1 year course, for those people who are the real clientele of EPP. They in our scale fall in the category of B, C and D. So, if they go through the standard test of English as a functional language conducted by us, then those who fall in this category are the people for whom this course is important. Going for that 40 months with more in the practice, unrelenting practice unless the students develop the background; that means, 4 years for children and those with really poor background that is D and E.

And when I say 4 years, do not get shocked. Through 10 years you are supposed to learn that English. So, now, whatever we have covered in the 40 sessions of the course, now extrapolate with this scale and ask, whether the same core thread of material with less or more practice will suite all segments. So, this is a question, which each of you and each of us should ask ourselves and figure out our own answers for that and all answers will not match most probably, they will vary over a spectrum.

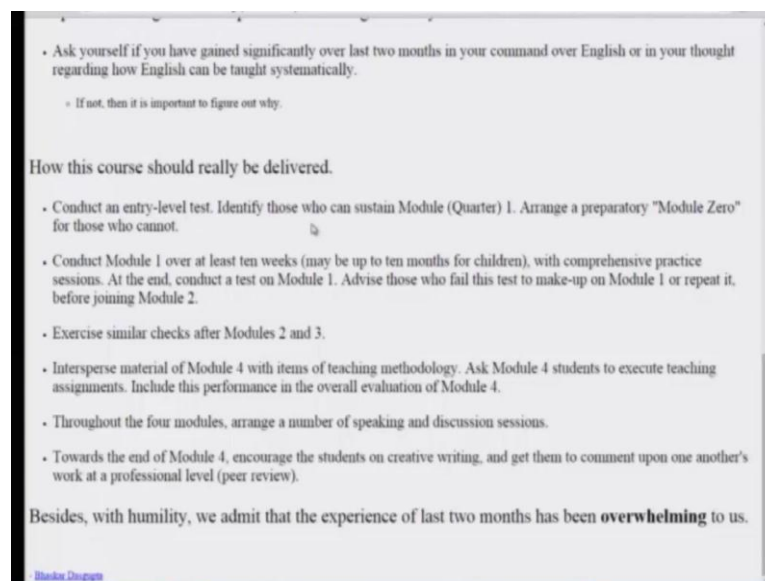
And we made a promise, we say that we do not promise that within 40 sessions within 24 hours we will make it any sense out of anybody, but we did promise that starting from

any level there will be significant improvement. Ask yourself, if you have gained significantly over last two months in your command over English that is the difference between June 2015 and September 2015. So, ask yourself whether you have gained significantly in your commendable English or in your thought regarding, how English can be taught systematically.

This second part I have added, because there are many participants in the course, whose English to begin with was absolutely fine. So, they did not have much to gain in their command of English, but then to them also I ask, to ask themselves whether they have gained enough in terms of their thought regarding, how should English be taught. If the answer to this question, either this or this is yes, then you would say that the course of mean is good.

If not, then it is important to figure out why and when we do this kind of stock taking typically, we like to do like this. Who is the culprit? We say ((Refer Time: 14:36)). So, here also we do the same thing. So, I ask you to ask yourself, whether you have put any enough effort, whether you have gone through the lectures thoroughly, whether you have done the assignments with due ((Refer Time: 14:50)) and you will suddenly ask me whether we have done a good job at the delivery and whether to begin with, this course should really be delivered in this manner and our answer to that is not really.

(Refer Slide Time: 15:13)



• Ask yourself if you have gained significantly over last two months in your command over English or in your thought regarding how English can be taught systematically.

• If not, then it is important to figure out why.

How this course should really be delivered.

- Conduct an entry-level test. Identify those who can sustain Module (Quarter) 1. Arrange a preparatory "Module Zero" for those who cannot.
- Conduct Module 1 over at least ten weeks (may be up to ten months for children), with comprehensive practice sessions. At the end, conduct a test on Module 1. Advise those who fail this test to make-up on Module 1 or repeat it, before joining Module 2.
- Exercise similar checks after Modules 2 and 3.
- Intersperse material of Module 4 with items of teaching methodology. Ask Module 4 students to execute teaching assignments. Include this performance in the overall evaluation of Module 4.
- Throughout the four modules, arrange a number of speaking and discussion sessions.
- Towards the end of Module 4, encourage the students on creative writing, and get them to comment upon one another's work at a professional level (peer review).

Besides, with humility, we admit that the experience of last two months has been **overwhelming** to us.

Bhaskar Dasgupta

How should we think this course we given? This is our favorite algorithm to deliver this course. First, conduct an entry level test, identify those who can sustain module 1. You

see model 1 is simple enough, if there are a large number of people who cannot sustain it and asking them to forcibly go through module 1 and then quickly module 2 and then quickly module 3 and then 4 that is torture. So, but in this case we did not have any way to stop that torture.

Of course, those students who felt that this is too much for them, they quickly dropped out and we are unhappy about that, but we wish that we had a way to scale it and lengthen it for different kinds of students. So, identify those who can sustain module 1 and arrange a preparatory module zero for those who cannot and after that, conduct module 1 over at least 10 weeks, not 10 days; maybe up to 10 months for children with comprehensive practice sessions.

The kind of practice sessions that we have shown here with just 5 minutes 7 minutes kind of snapshots, that kind of practice should go on for a long time. At the end, at the end of module 1 conduct a test on module 1, advice those who fail this test to makeup on module 1 or repeat it before joining module 2. For this also we had no way in the existing scheme. Exercise similar checks after modules 2 and 3 and by the time, you reach the professional part the module four, so intersperse material of module 4 with items of teaching methodology.

Ask module 4 students to execute teaching assignments. Include their performance in those teaching assignments in the overall evaluation of module 4. This is how module 4 should be really conducted and evaluated and throughout the four modules, arrange a number of speaking and discussion sessions. This was something which we simply could not do in this online course. Of course, we can go on telling you that, at every opportunity you go on speaking, but we cannot organize it.

Further towards the end of module 4, encourage the students on creative writing and get them to comment upon one another's work at a professional level, which is equivalent to peer review. I am telling you all these, because of a futuristic notion that I have. One is that, if later we get the operational attitude in hand to offer an online course with a long agenda overtime, then we would prefer to do something which is somewhat in this line and this is also a suggestion to those school teachers, those schools and those colleges, who have sent bulk students to this course, that they do not need to wait for next round of delivery of an NPTEL course for the continued improvement of their students year after year.



Based on whatever material I have already given, some teachers with the help of some of the students who are sincerely participating in the course can design their in house PELT or in house EPP course, which can go year after year for every successive batch of the college. So, if some colleges, if some schools decide to do like that then this will be my advice to them, that this is the best way to do it; best so for us I think at this point of time.

Besides, other than saying that, this was not the best way of delivering because of the network problems and because of the boundary conditions of the course, let me with humility admit that the experience of last two months has been overwhelming to us, even to us. The reason is partly because of the fact that, by at the time of stating this course we did not have the entire material also with us. For the first part, for the first half quarters 1 and 2 we had the well tested material. For the third quarter we had the material, but it had not been delivered before and the last quarter, even the material was not there, only we had some thoughts, that what should go in module 4 or quarter 4.

So, the last quarter has been actually designed over the last two three weeks. Earlier we just had an idea of what will go inside it. Apart from that, the other reason why we have been over went is because of the tremendous response of participants. So, the conviction and sincerity displayed by a large number of participants in following through the course and discussing on the forum and submitting assignments with uncanny regularity, impressed upon us that it is a very serious matter to give this audience the best that we can and therefore, we had to really put our best effort to compile the best material and put the best course, well.

So, what was achieved? ((Refer Time: 21:50)) This was the summary of course, a lot of that is in the form of questions and the answers to these questions will really answered, what was really achieved and as the course, let me tell you what else is there in today's update. Of course, in today's assignment we have a comprehension exercise, which is something expected in the last assignment of the course. But, this comprehension passage is little different and it points to a fact and I would like to emphasis that fact.

(Refer Slide Time: 22:34)

**Assignment 40**

[A well-written passage, if well-read, conveys a lot. Apart from conveying the current intent, it tells something of the background upon which it stands and to an extent it anticipates what is to come next.]

**Read the passage below and answer the following questions.**

*He laid his hand on my head as he uttered the last words. He had spoken earnestly, mildly: his look was not, indeed, that of a lover beholding his mistress, but it was that of a pastor recalling his wandering sheep – or better, of a guardian angel watching the soul for which he is responsible. All men of talent, whether they be men of feeling or not; whether they be zealots, or aspirants, or despots – provided only they be sincere – have their sublime moments, when they subdue and rule. I felt veneration for St. John – veneration so strong that its impetus thrust me at once to the point I had so long shunned. I was tempted to cease struggling with him – to rush down the torrent of his will into the gulf of his existence, and there lose my own. I was almost as hard beset by him now as I had been once before, in a different way, by another. I was a fool both times. To have yielded then would have been an error of principle; to have yielded now would have been*

A well written passage, if well read conveys a lot. Apart from conveying the current intent, what is described in the present passage it tells something of the background upon which it stands and to an extent, it anticipates what is to come next. So, this is the source of continuity over a running text. So, as you read through this passage and try to answer the questions, you will find that one, apart from questions which are being asked on the passage as it is, there is a question which asks you something about what, when to before and another question, which asks you something which will come after in the story. And I am telling you that you have enough information in this passage itself to get the answers to those questions also. So, comprehension should be of that calibration.

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**English Proficiency Programme**

**Solution Samples of PELT Assignments**

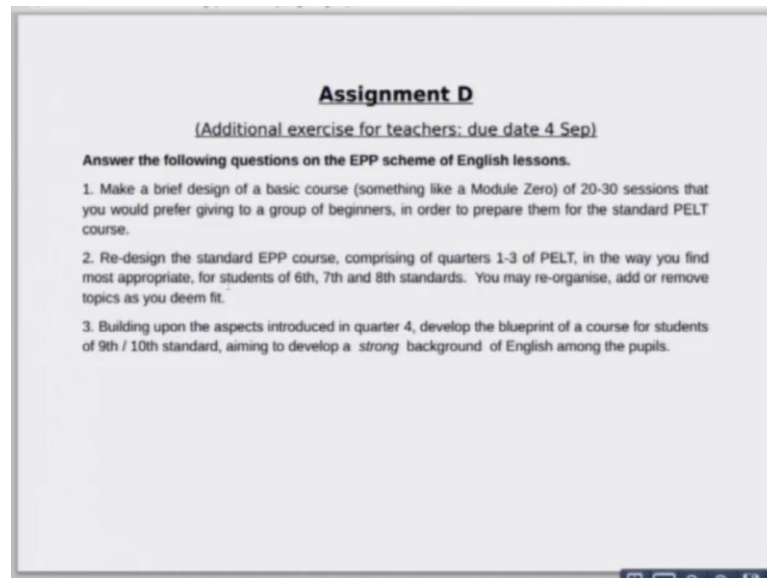
We will continue uploading at this site sample solutions (not the only or best solutions), which will show the patterns of what was expected and what is acceptable. [Many of these will be assignments submitted by some of the participants – after minor corrections and/or slight improvements. If the original authors wish, we will be happy to display their names as well.]

1. Assignment 1
  - + A Brief Report
  - + A Summary
  - + A Dramatic Prologue
  - + A Critique
2. Assignment 2
3. Assignment 3
- 4.

[- Blanket Diagram](#)

So, at this site we have started uploading some of the sample solutions, which we will extend with the remaining assignments also show soon and ((Refer Time: 23:52)) this have already shown you and just like at the end of every quarter, we have an additional exercise for teachers. So, this time it is very blanket questions.

(Refer Slide Time: 24:07)



**Assignment D**

(Additional exercise for teachers: due date 4 Sep)

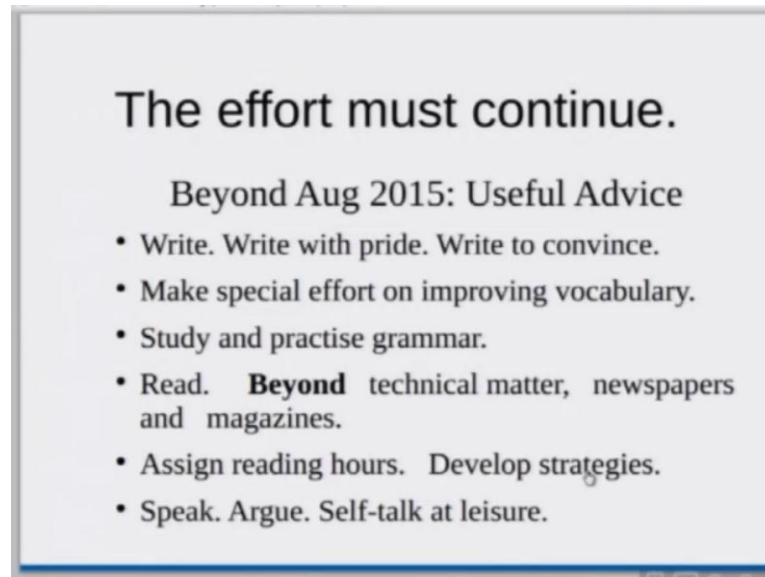
Answer the following questions on the EPP scheme of English lessons.

1. Make a brief design of a basic course (something like a Module Zero) of 20-30 sessions that you would prefer giving to a group of beginners, in order to prepare them for the standard PELT course.
2. Re-design the standard EPP course, comprising of quarters 1-3 of PELT, in the way you find most appropriate, for students of 6th, 7th and 8th standards. You may re-organise, add or remove topics as you deem fit.
3. Building upon the aspects introduced in quarter 4, develop the blueprint of a course for students of 9th / 10th standard, aiming to develop a *strong* background of English among the pupils.

So, there are three questions. Design a basic course, design this course itself and design an advanced course. So, it is like belt, pelt and felt basic English, practical English and comprehensive English. So, this is equivalent to our module zero, this is equivalent to the course that we have just concluded or modules or quarters 1, 2, 3 of that and this starts from the quarter 4 of our course and goes beyond in uncharted territories, that is the sent comprehensive English.

((Refer Time: 24:49)) So, the question is after this course, what next. Of course, we have seen that we try to achieve quite a bit of things and some of that we have achieved, some of that, perhaps we have not achieved. In any case, what should be done the next?

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The effort must continue.

Beyond Aug 2015: Useful Advice

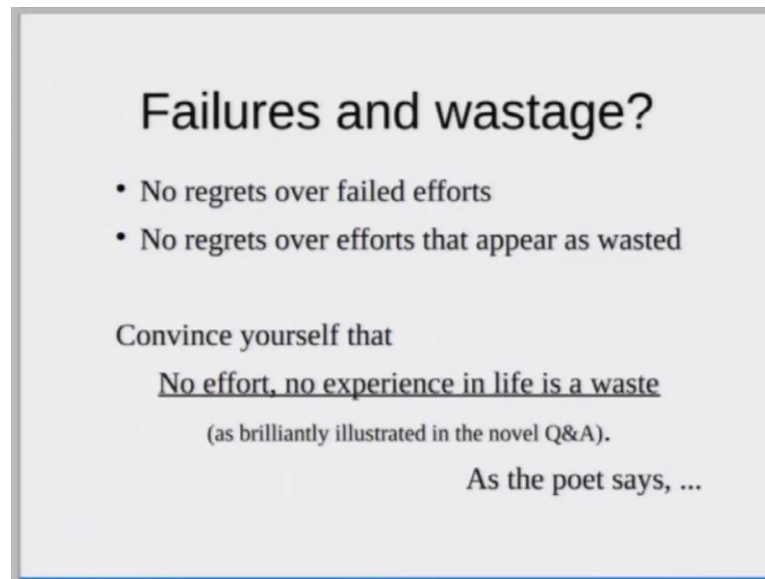
- Write. Write with pride. Write to convince.
- Make special effort on improving vocabulary.
- Study and practise grammar.
- Read. **Beyond** technical matter, newspapers and magazines.
- Assign reading hours. Develop strategies.
- Speak. Argue. Self-talk at leisure.

First, the effort must continue beyond August 2015 and some useful advice. One is write, write with pride; with the conviction that what you write will be read by people and those people will be benefited and write to convince. Take special care in the direction. Make special effort on improving vocabulary, study and practice grammar. So, this in the words and sentences segment and of course, read.

Read means not just your text book, not just the reports that you have to read as part of your office work, beyond technical matter newspapers and magazines, read. Lots of reading material are there and they are really beautiful, really enjoyable. And in order to ensure that you do read, assign certain reading hours during which you do not do anything. Whatever pressing the office work maybe, whatever pressing the family responsibilities maybe, that is your time your reading time you be selfish and read.

For improvement of your own mind, for your own enjoyment you deserve this, you owe it to yourself and develop strategies for ensuring to divide those reading hours. Strategies means, how to get read of the family and work pressure in order to divide that reading time. And of course, whenever opportunities arise speak, argue. Self talk at leisure, if you do not find anybody to argue against, then self talk. You tell your side of the argument and then, you tell the possible adversary side of the argument also and then, you again tell your response and his response; the way you plan just knows.

(Refer Slide Time: 27:08)



**Failures and wastage?**

- No regrets over failed efforts
- No regrets over efforts that appear as wasted

Convince yourself that

No effort, no experience in life is a waste

(as brilliantly illustrated in the novel Q&A).

As the poet says, ...

Failures and wastages, they will be there. Some effort will be in failures. For example, you take up a book and after reading through 60 pages you feel that, that is not a good book, I do not want to read that. So, it is not, you know something which you should cry over and that does not mean that the next book you do not pick up with the because of the fear, that maybe after 60 pages I will decide that this is also not a good book, so no regrets over failed efforts.

So, this course if you are started and half way through if you have feel that you could not continue it, no regrets about that also, so the material is there, you go through it later, at your leisure whenever you have time. No regrets over efforts that appear as wasted. I said appear as wasted, because no effort no experience in life is a waste. Have you read the book Q and A. Maybe you have not. The story has been made a movie that you might have seen Slumdog Millionaire.

In that, through the experience of his life he somehow knew the Protagonist, the hero somehow knew answers to many questions, which made him win the large price or as the poet says nothing goes waste nothing remains incomplete. Our incomplete efforts also not waste.

(Refer Slide Time: 28:42)

**Incomplete**

WORSHIPS the ends of which I failed to attain -  
Even those, I know, have gone not in vain.  
Buds that shed unblossomed dead,  
The stream that lost current in sandy terrain  
Even those, I know, have gone not in vain.

Songs and tunes that always did me elude,  
Even those are not lost, choked, subdued -  
Songs unsung, tunes unstrung -  
Being played in your strings, they remain!  
Even those, I know, have gone not in vain.


Worships the ends of which I failed to attain, even those I know have gone not in vain. Buds that shed unblossomed dead, the stream that lost current in sandy terrain, even those I know have gone not in vain. Songs and tunes that always did me elude, even those are not lost, choked, subdued. Songs unsung, tunes unstrung being played in your strings they remain. Even those I know have gone not in vain.

(Refer Slide Time: 29:23)

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**O-SHOMAPTO**

From  
Gitanjali  
(Rabindranath)



জীবনে যত পূজা  
হল না সারা ,  
জানি হে জানি তাও  
হয় নি হারা ।  
যে ফুল না ফুটিতে  
ঝরেছে বকশীতে ,  
যে নদী মরুপথে  
হারালাে যাবা ,  
জানি হে জানি তাও  
হয় নি হারা ।

জীবনে আজো যাহা  
রয়েছে শিখে ,  
জানি হে জানি তাও  
হয় নি মিছে ।  
আমার অনাগত  
আমার অনন্তত  
তোমার বীণা-তারে  
বাঁজিছে তারা —  
জানি হে জানি তাও  
হয় নি হারা ।

And those you can appreciate the original and with this, ((Refer Time: 29:31)) from our side to the author of Gitanjali, we close this course and somewhere else, some other time see you again.

Thank you.

(Refer Slide Time: 29:45)

## *Thanks to*

1. NPTEL staff of IITK
2. NPTEL staff of HQ
3. MHRD, Govt of India
4. The 'young' audience at our studio
5. Colleagues at EPP
6. Participants (Students) across the net

Good bye. See you again.