

He died from over-eating.

They died from injuries.

Different : He is different *from* his brother. (not to or than)

Disapprove : We disapprove *of* his conduct. (not about)

Dress : She was dressed *in* black. (not with)

Full : The box was full of sarees. (not with)

Glad : I was glad of a break after my long journey. (not for)

But no preposition is used when it is followed by an infinitive.

I am glad to inform you that we plan to visit you soon.

Helpful : Your warning was very helpful *to* us. (not for)

Interested : My grandson is interested *in* cricket. (not about)

Live : Goats live *on* grass. (not by)

But if 'live' means to earn a living, then *by* is used to specify the method or means of living.

He lived *by* robbing others.

Make : Flour is made *from* wheat. (not of)

But the chair is made *of* steel. (not from)

When a new substance is made out of something we use *from*, but when the original material is not changed in substance but is given only a new form we use *of*.

Married : As a verb it can be used as transitive or intransitive.

As a transitive verb it takes no preposition.

I married my friend's sister.

But used as an adjective it is followed by *to*.

I am married to my friend's sister.

Exercise

The correct forms of idiomatic prepositions are given below. Frame sentences to bring out their meaning

Pleased with

Prefer to

Proud of

Rid of

Sit at a desk

Sit on a chair or a seat

Sit in a car

Sit in a room

Sorry for the person

Sorry about the misfortune

Take care of

Useful to a person

Useful for a purpose

Useless to me

Useless for a purpose

Write in ink/in pencil

Write with the pen or with the left hand

(When write refers to the act of writing itself and the thing named (pen/pencil) is the instrument of writing, the preposition used is with.)

WORDS FOLLOWED BY PREPOSITIONS

Particular words are followed by particular prepositions, though there may be several other prepositions that have the same meaning. For instance, out of the many prepositions or prepositional phrases signifying cause, the verb "die" has somehow or other selected "of" for indicating the illness which was the cause of death, and refuses to be followed by any other. Thus we say, "He died *of* fever." We do not say, "He died *through* fever, or *by* fever, or *from* fever, or *owing* to fever, or *on account* of fever, or *with* fever." Yet in other connections all of these prepositions may be used to denote cause... Again, though we always say "die of fever", we never say "sick of fever", but always "sick with fever," where "with" and "of" are both used in the sense of cause.

The following examples show what the meaning of a verb is, when it stands alone, and how its meaning is modified when a preposition is added to it —

Admit I do not admit (accept) the excuse. This matter admits *of* no excuse (in such that it cannot be excused or pardoned).

Attend He attends (goes to) the meeting. He attends *to* the meeting (gives his mind to the business of the meeting).

Particular words are followed by particular prepositions, though there may be several other prepositions that have the same meaning.

Bear We must bear (endure, suffer) his reproaches. We must bear *with* (endure patiently, tolerate) his reproaches.

Begin Let us begin this song (commence to sing it). Let us begin *with* this song (sing this song before we sing any other)

Believe I do not believe this man (accept his statement as true). I do not believe *in* this man (trust in his honesty).

Call I will call him (shout to him and order him to come). I will call *on* him (visit him at his house).

Catch He caught (seized) the reins. He caught *at* (tried to seize) the reins.

Close This closes (finishes, concludes) the bargain. I cannot close *with* (accept) such a bargain.

Commence We must commence this work (begin to do it) today. We should commence *with* this work (do this work before doing any other).

Consult I must consult you (ask your advice) on this point. I must consult (take counsel) *with* you on this point.

Count Have you counted (reckoned up) the money? I count *on* that money (expect it as a certainty)

Deal He dealt (distributed) the cards. He dealt *in* (sold) cards and other kinds of games.

Dispense Dispense (distribute) your charities fairly all round. We can dispense *with* (we do not require) your charities.

Eat Do you ever eat cheese (take it as food)? The mice are eating *into* the cheese (making a hole in it by eating).

Feel Feel this table (examine it by feeling or touching it). The blind man is feeling *for* the table (trying to find the table by groping for it with his hand).

Gain He gained the land (reached it safely). The sea is gaining *on* the land (washing it down) along this coast.

Grasp He grasped (seized and held tight) the money. He grasped *at* (attempted to seize) the money.

Guard Guard this man (protect him) from danger. Guard *against* (take every precaution against) this man.

Guess He guessed the facts (hit upon the facts by guess or conjecture). He guessed *at* the facts (made a guess or conjecture concerning them, tried to find them out by conjecture).

Inquire He inquired or enquired the reason (asked what was the reason). He inquired *into* the reason (investigated it by a careful examination of the evidence).

Mediate He mediates revenge (future action). He mediates *on* the revenge that he took (past action.)

Meet I met him on the road (walking on the road I came in front of him). I met *with* him (found him) in the library.

Prepare He prepared (got ready) a feast. He prepared *for* the feast (got himself ready for it).

Repair Let us repair the house (put it into good repair). Let us repair (go) *to* the house.

Search Search that thief (examine his clothes and other belongings). Search *for* that thief (try to find out where he is).

See Do you not see (perceive) this danger? We must see *to* this danger (attend to it, and guard against it).

Send Send (despatch) the doctor at once. Send *for* the doctor (send someone to call the doctor).

Snatch He snatched the book (seized it by a rapid movement of the hand). He snatched *at* the book (attempted to seize it).

Strike He struck the dog. He struck *at* (aimed a blow at, or endeavoured to strike) the dog.

Taste He tasted the salt. This water tastes *of* (has a flavour of) salt.

Touch He has not yet touched the point (come to the point under debate). He touched *upon* the point (briefly alluded to it).

Work He worked (managed) the machine. He worked *at* (was busily engaged with) the machine.

Note: Sometimes there is no appreciable difference of meaning between a verb standing alone and the same verb followed by a preposition. The following are some examples —

Accept, or accept *of*, a gift

Attain, or attain *to*, perfection

Beg, or beg *of*, a person to do something

Confess, or confess *to*, a fault

Enter, or enter *into*, a house

Judge, or judge *of*, a person

Join, or join *in*, a game

Know, or know *of*, a fact

Penetrate, or penetrate *into*, a secret

Seek, or seek *for*, happiness

Succeed, or succeed *to*, someone.

Treat, or treat *of*, a subject

Exercise**Insert prepositions or prepositional phrases —**

- I. 1. The judges acquit you _____ all complicity _____ that crime; and hope you will be compensated _____ the annoyance entailed _____ you _____ the groundless imputation. 2. She was horrified _____ the sight _____ so much distress. 3. Ram did not die _____ cholera, but _____ the effects _____ over-exposure _____ the sun _____ an unhealthy time _____ the year. 4. This merchant deals _____ grain, but he did not deal honestly _____ me, and I shall have no more dealings _____ him in future. 5. She will have to answer _____ me _____ her misconduct. 6. Fifty students competed _____ one another _____ a single scholarship. 7. He must consult _____ you _____ that matter shortly. 8. Do not exult offensively _____ the match you have won _____ Australia. 9. Lata is not possessed _____ much wisdom, but is possessed _____ a very high notion _____ her own importance. 10. Will you entrust me _____ that poem? No, I will entrust nothing _____ you. 11. Always be prepared _____ the worst. 12. This motive prevails _____ us. 13. She prevailed _____ him to make the attempt, but he could not prevail _____ his opponent. 14. They rejoiced not only _____ their own success, but _____ yours. 15. Parents must provide _____ their children _____ the evil day. 16. Some people stick _____ nothing, so long as they can stick _____ their point. 17. Why do you stare her _____ the face? It is bad manners to stare _____ one in that manner. 18. The boat touched _____ Goa. 19. The sailor touched _____ the subject of tides. 20. The trader supplied money _____ the men; and they supplied his horses _____ provender. 21. Sita could smile _____ their threats; for fortune continued to smile _____ her. 22. My friends proceeded _____ the business that they had commenced yesterday, before they proceeded _____ the consideration of any new proposals. 23. You should not live _____ riches, but whatever you live _____, live _____ honest labour; and if you have to live _____ a small income, live _____ your means. 24. Manmohan Singh is labouring _____ a misapprehension; but he thinks he is labouring _____ a good cause and _____ the public welfare. 25. My friend once laid me _____ an obligation, and therefore I am very unwilling to lay the blame of this affair _____ his charge. 26. She not only intruded _____ my house, but _____ my leisure; for I was engaged _____ that time _____ reading an interesting novel. 27. The roads intersect _____ each other _____ this place. 28. Let me intercede _____ you _____ my brother. 29. I inquired _____ her _____ that matter. 30. My mother is impressed _____ that notion, and she desires to impress it _____ me.

II. 1. The river _____ which I went _____ my sister abounds _____ fish; we took a boat and rowed _____ the stream _____ the opposite bank. 2. The tenant promised to abide _____ the contract, and we relied _____ his honour _____ its fulfilment. But we were disappointed _____ our hopes, and found we could never trust our work _____ him again. 3. She lives _____ small cost, and she does so _____ abstaining _____ every kind of luxury and accustoming herself _____ humble fare such as is suitable _____ a person _____ small income. 4. The boy who stood _____ the judge yesterday was accused _____ throwing a stone _____ his neighbour's window; but nothing more came _____ the matter, and he was acquitted _____ the charge imputed _____ him. 5. A man _____ honour will adhere _____ his convictions, and act _____ a sense _____ duty, even if people rail _____ him and think him weak _____ understanding and wanting _____ common sense. 6. The intentions _____ that person admit _____ no doubt; we must agree _____ his terms, whether we approve _____ them or not, and there is no reason to be anxious _____ the result. 7. Aim _____ doing your duty _____ all risks, and do not be uneasy in mind _____ the consequences. 8. She was much alarmed _____ what she had just heard, and alluded _____ it as soon as she arrived _____ my house and alighted _____ her carriage. 9. The ship stopped a little way _____ the shore, and an experienced man was at once appointed _____ the post of pilot _____ bringing her _____ port. 10. She had a great affection _____ her parents, but she had no taste _____ hard work, and was not attentive _____ her studies. 11. One player complained _____ the umpire _____ Zaheer's dishonesty; another brought a complaint _____ Zaheer _____ some abuse; in fact, Zaheer had made many enemies _____ himself. 12. When you attend college, attend _____ your studies. What has been the cause _____ your idleness hitherto? Surely there was no just cause _____ such laziness. 13. They took advantage _____ my ignorance; but they gained no real advantage _____ me in the end. 14. I am vexed _____ her _____ what she has done. 15. A person is adapted _____ any occupation which is adapted _____ his capacities.

STRUCTURAL USE OF THE INFINITIVE, GERUND, AND PARTICIPLES

The Infinitive

to + verb (to walk)

A verb in this mood does not have any *number* or *person* as it does not combine with any subject. This mood denotes the action, without referring to the doer.

There are four forms of the infinitive mood—two forms of the Present tense and two of the Past.

	Form	Active voice	Passive voice
Present	Indefinite	To write	To be written
	Imperfect	To be writing	(not possible)
Past	Perfect	To have written	To have been written
	Perfect	To have been	(not possible)
	continuous	writing	

An infinitive has no future form.

However, future can be expressed in the Infinitive only by some such phrase; "to be about to write," "to be on the point of writing," or "to be going to write."

Use of Infinitive without "to."

'To' is usually used with an Infinitive Verb but sometimes omitted.

(a) The word 'to' is not used after the following main verbs.

Please, hear, see, feel, watch, behold, know, let, bid, dare, need, make.

- (i) Please hear me and not please to hear me.
- (ii) I hear you speak (to speak) of a better future.
- (iii) I saw her take (to take) the oath solemnly.
- (iv) She feels the hot sand strike (to strike) against her body.
- (v) They watched us leave (to leave) and come (to come) back.
- (vi) We beheld the sun set (to set).
- (vii) We have known him call (to call) for nothing.

- (viii) Let the past remain (to remain) buried.
- (ix) She bade me tell (to tell) her the whole story.
- (x) I dare not say (to say) this to my father.
- (xi) You need to (to go) there.
- (xii) The seniors made the freshers sit (to sit) and get up (to get up) a hundred times.

Note If 'dare' is an affirmative verb (without not), the word 'to' is used after dare.

- (a) She dares to do it herself.
- (b) He dares to challenge his elder brother.
'To' is left out after the adjective "better".
- (c) Better be late than absent.
(= to be late (would be) better)
- (d) Better live on dreams... (= to live on dreams would be better...)
- (e) 'to' not used after the verb 'had' in phrases like "had sooner", "had better", "had rather", "had as soon... as"
 - (i) She had better not remain here.
 - (ii) I had rather read this than that.
 - (iii) I had as soon walk as run.

Please note that "had" here is used in a subjective sense = would have. "I had rather read this than that" means it would be better for me to read this.

- (f) "to" is not used after the conjunction "than".
I am better able to sing than dance = than I am able to dance.
- (g) "to" is left out after the preposition "but", if it follows the verb "do":
They did nothing but talk = (to talk).

Verbs that do not need 'to' as Infinitives.

- (i) Let us/go for a walk.
- (ii) Do not *let* his threats/stop you.
- (iii) She *lets* her students/read what they want.
- (iv) I *felt* the table/shake.
- (v) He will not *have* his sons/spoil themselves.

- (vi) I *heard* someone/come in.
- (vii) I *watched* the train/disappear from my sight.
- (viii) She *made* her pupils/repeat the lessons.
- (ix) They did not *notice* anyone/come out of the door.
- (x) Many people *saw* the thief/snatch her chain.

Notes The words "help" and "know" take an Infinitive with or without "to".

A driver helped me start my car.

A driver helped me to start my car.

I felt the suggestion to be excellent.

Here, the word 'felt' is used in the sense 'to think'.

Infinitive is of two kinds —

1. Simple infinitive, also called the noun infinitive
 2. Qualifying infinitive or the gerundial infinitive
- i. The Noun Infinitive acts as a noun and it can be used (a) as a subject of a verb; (b) as object to a verb; (c) as complement to a verb; (d) as object to certain prepositions —**

- (a) Subject of a verb —

To forgive is to forget.

(forgiveness)

- (b) Object to a verb —

A brave man does not fear *to die* = (death)

- (c) Complement to a verb —

The Supreme Court ordered him *to be released*.

She appears *to be* an intelligent student.

- (d) Object to the prepositions given below —

'about', 'except' or 'but' and 'than'.

The train was about to depart (departure).

He aimed at nothing but to succeed (success).

She did nothing else than sing.

ii. The gerundial or qualifying infinitive

This kind of infinitive can be used (a) to qualify a verb, (b) to qualify a noun, (c) to qualify an adjective, (d) to introduce a parenthesis.

- (a) It can qualify a verb in the sense of purpose, cause, or result —

They came to meet me. (purpose)

She wept to see her ailing mother. (cause) I studied hard to be selected at the last chance. (result)

- (b) Used to qualify a noun, in the sense of purpose. The Infinitive can be attributive or predicative.

A house to let. (attributive)

This house is to be sold. (predicative, complement to verb 'is')

- (c) Used to qualify an adjective in the sense of purpose or respect. For example — Quick to learn and quick to forget.

- (d) Used to introduce a parenthesis —

I feel, to tell you the truth, sick of all these discussions.

Thus, a gerundial infinitive can work both as an adverb and an adjective.

- (e) Introductory 'It' with the Infinitive

We generally use "it" as the subject and follow it with an infinitive, in apposition to "it" after the adjective. Study the basic pattern of this structural use of the Infinitive as given below —

Table 15.2 Structural Use of Infinitive

Subjective	Adjective	Infinitive
It is wrong		<i>to kill.</i>
It is unsafe		<i>to cross</i> the road.
It is difficult		<i>to believe</i> in a liar.
It is foolish		<i>to waste</i> your time.
It is selfish		<i>to consume</i> more than you need.
It is silly		<i>to talk</i> like that.
It is impossible		<i>to live</i> without water.
It is rude		<i>to interrupt</i> someone.
It is dangerous		<i>to swim</i> in a flooded river.

The same structure may also be used with a noun in place of an adjective before the infinitive.

Table 15.3 Structural Use of Infinitive

Subject	Noun	Infinitive
It was a <i>shame</i>		<i>to insult</i> the parents.
It was <i>fun</i>		<i>to attend</i> the circus.
It is a <i>pleasure</i>		<i>to meet</i> a healthy old person.
It is a <i>mistake</i>		<i>to postpone</i> things for tomorrow.
It is a <i>pity</i>		<i>to neglect</i> historical buildings.

You may have seen that all the statements made in sentences with “adjectives + the infinitive” are general. They can be applied to anyone. In case we want to apply them only to a particular group of people, then we use a restrictive phrase beginning with “for” between the adjective and the infinitive. By this, the noun or pronoun that follows for becomes the subject of the infinitive. See for example the following sentences.

Table 15.4

<i>It Adjective</i>	<i>for</i>	<i>Infinitive</i>
It is impossible	for you	to live there alone.
It is rude	for a girl	to speak those words.
It is difficult	for me	to forget you.
It is easy	for anyone	to reach that place.
It is not safe	for you	to stay there.
It is absurd	for them	to expect so much.
It is dangerous	for children	to play on the roof.
It is early	for me	to go to office.

In some cases even after a noun (not an adjective) “for” can be used to give emphasis to the doer and not the action. Study the following examples.

Table 15.5

<i>It</i>	<i>noun</i>	<i>for</i>	<i>to</i>
It was	a chance	for us	to get the train.
It is	a pity	for us	to cancel the programme.
It was	a shame	for you	to insult her.
It is	a pleasure	for us	to have you with us.
It is	fun	for children	to play with fire.
It is	a surprise	for me	to know that.

Exercise

1. Rewrite the following sentences using the introductory “It”.

- (i) To take what belongs to you is your right.
- (ii) To follow what he said was easy.
- (iii) To abuse someone is rude.
- (iv) To read your handwriting is impossible.
- (v) To go by road will be best.
- (vi) To miss this chance would be a pity.

- (vii) To cheat your parents is immoral.
- (viii) To postpone your programme is difficult.
- (ix) To miss your lectures is not easy.
- (x) To give such a big advance was a big mistake.

2. Complete the following sentences by using "for" followed by an "infinitive" verb

- (i) It is wise _____
- (ii) Will it be impossible _____?
- (iii) It is bad _____
- (iv) It is easy _____
- (v) Is it safe _____?
- (vi) It is a shame _____
- (vii) It is a good thing _____
- (viii) It is a hope _____
- (ix) It is natural _____
- (x) Is it fair _____?

3. Complete the following sentences by adding an Infinitive with or without 'to' or an infinitive followed by other words

- (i) You should not let him _____
- (ii) As I entered the room I felt something _____
- (iii) Most of them felt the idea _____
- (iv) A change in weather enabled us _____
- (v) No one heard them _____
- (vi) I saw a person in black _____
- (vii) The law requires all citizens _____
- (viii) By chance I happened _____ there.
- (ix) I can, perhaps, persuade my father _____
- (x) I never let anyone _____

THE PARTICIPLE

A participle is a double or two parts of speech combined in one: a verb and adjective combined.

An *experienced* teacher is required. The word "experience" is a verb, for it is a form of the verb "experience". It acts also as an adjective because it qualifies the noun "teacher". Therefore, a participle is rightly a verbal adjective. It has two characteristics — a verb and an adjective.

The forms of participles are —

Transitive verbs

	Active voice	Passive voice
Present or continuous	Writing	Being written
Past	(x)	Written
Perfect	Having written	Having been written

Intransitive verbs

Present or continuous	Rising
Past	Risen
Perfect	Having risen

As part of a finite verb you must be aware that all the tenses of the passive voice are formed out of "to be" form of the verb and past participle — 'The letter is written', 'the letter was written', 'the letter will be written'.

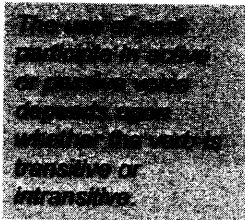
All the continuous tenses in the active voice are formed with the help of the verb of "to be" form followed by the present participle — 'I was writing a letter', 'I shall be writing a letter'.

Again all the perfect tenses in the active voice are formed with the verb "to have" followed by the past participle, 'I had written', and 'I shall have written'.

As an adjective

When a participle acts as an adjective, it is of the kind of descriptive adjective. Like any descriptive adjective it can (a) qualify a noun, (b) be qualified by an adverb, (c) change according to degrees of comparison, and (d) be used as a noun.

- (a) Being tired of writing, I went for a walk.
- (b) The injured was rushed to hospital in a dying state.
- (c) The colour of my shirt is more faded than that of his shirt.
- (d) The witness could not recall the past.



Because a participle is a verb and also an adjective, as a verb it can have an object, which can be of five kinds —

Having finished the work, he went home. (Direct object)

She stays there, teaching her friend's children English. (Indirect object)

Having been taught English, he was an effective teacher. (Retrieved object)

I saw Iraqis fighting a losing battle. (Cognate object)

Having sat herself down, she began to drink. (Reflective object)

Past Participle

The use of past participle in active or passive voice depends upon whether the verb is transitive or intransitive.

- (a) In the case of a transitive verb, the past participle is always used only with the passive voice, never in the active. The much-awaited news turned out to be disappointing.
- (b) If the verb is intransitive, the past participle is not used at all in most verbs. But if at all it happens to be used, it is placed before its noun and not after it.

The lost leader, the retired general, the fallen tower, a failed student, a departed friend, a faded lily, a withered plant, the dead soldier.

The past participle of verbs sometimes expresses some permanent habit, state, or character —

An outspoken person = a person who always speaks out his/her mind.

A well-behaved boy = a boy whose habitual behaviour is good.

A well-read scholar = a scholar who has read a lot.

GERUNDS

A gerund is a verb and noun combined

I dream of becoming a great scholar.

In this sentence "becoming" is a part of the verb "become" and it is also a noun as it is object to the preposition "of."

Therefore, a gerund is called a verbal noun.

Double character of Gerunds —

1. As a kind of noun
2. As part of a verb

Because a gerund is a *kind of noun*, it has to be the subject to some verb or the object to some transitive verb; or the complement to some intransitive verb; or the object to some preposition —

Subject of a verb Walking is good for health.

Object to a verb I enjoy walking in the park.

Complement to a verb His first interest was eating.

Object to a preposition He was interested in eating.

Gerund is like an abstract noun, or as a noun-infinitive. For example see the following sentences.

Gerund Walking is good for health.

Noun-infinitive To walk is good for health.

Abstract Noun Walk is good for health.

Gerund as a verbal noun

As a verbal noun, the gerund has to be preceded by “the” and followed by “of”.

- (i) I am busy in *the* writing *of* a new book.
- (ii) I am busy in writing a new book.

Gerund with an object

As a part of verb, a Gerund can have an object after it, which may be of any of the following kinds —

Direct (with transitive verb)—He is good at teaching English.

Indirect (with tran)—He is good at teaching his sister English.

Retained (with passive)—She is pleased at being taught English.

Cognate (with intrans.)—We are ashamed of having fought a poor fight.

Reflective (with intrans.)—He is fond of over-praising himself.

Use of Gerund or Infinitive

Some verbs can be used either with a gerund or an infinitive as an object. But there is a difference in their meanings. The infinitive refers to a specific occasion, or a specific instance, whereas the gerund refers to something that is more general.

She does not like to write to the newspapers. (on a specific subject or time)

She does not like writing to the newspapers. (as a general dislike)

We prefer to stay together. (on a particular occasion)

We prefer staying together. (general preference)

The infinitive used with *to be afraid (of)* refers to the thing that fear discourages one from doing.

The old man was afraid to cross the street.

I was afraid to touch the cobra.

The gerund indicates a possible result that causes the particular fear.

The old man was afraid of being run over by a bus.

I was afraid of being bitten by the cobra.

The Gerund is the only part of a verb that follows a preposition.

I was punished for disturbing the class. (not for disturb...)

The typical examples of this pattern are given below. Study them carefully–

We locked the gates before going out.

The thief entered the house by breaking the door.

We cannot live without sleeping.

She was congratulated on winning the Gold Medal.

The magistrate fined me for speeding.

She is very clever at designing dresses.

Adjectives and verbs (*fond of, interested in, object to*) which are always used in their combination must be followed by a gerund, not an infinitive.

My son is interested in reading novels. (not to read novels)

She objects to doing it. (not to do it)

1. Write in the blank the correct form of the verb given in brackets.

- (i) No one can stop me from _____ what is right. (do)
- (ii) Do not let me prevent you from _____. (go)
- (iii) We were surprised at _____ your father there. (find)
- (iv) By _____ early, they avoided traffic rush. (leave)
- (v) On _____ the news, the meeting was postponed. (hear)
- (vi) This milk is not fit for _____. (drink)
- (vii) He was charged with _____ into a house. (break)
- (viii) He fell ill by _____ stale food. (eat)
- (ix) She was disqualified for _____. (cheat)
- (x) The whole class was punished for _____ so much noise. (make)

COMMON ERRORS IN ENGLISH

To write correct, balanced, and complete sentences, avoid the following pitfalls —

1. Dangling Modifier

WRONG: Expecting a large crowd, extra chairs were provided by the management. (Dangling modifier because the modifier does not logically and sensibly refer to the subject of the main clause. It is not the "extra chairs" (subject) which are "expecting a large crowd.")

RIGHT: Expecting a large crowd, the management provided extra chairs.

RIGHT: Since a large crowd was expected, extra chairs were provided by the management.

2. Vague References of "this", "that", "which"

WRONG: He wants to begin immediately and to make his first sale before the end of the year. As a result of this, he will probably become a successful salesman.

RIGHT: He wants to begin immediately and to make his first sales before the end of the year. As a result of this attitude, he will probably become a successful salesman. ("This" must not refer to a cause, sentence, or idea; it must refer to one specific word.)

3. Lack of Parallel Construction

WRONG: The man liked meeting and to talk to people. ("and" joins one gerund and one infinitive constructions)

RIGHT: The man liked to meet and to talk to people. ("and" joins parallel infinitive constructions)

RIGHT: The man liked meeting and talking to people ("and" joins parallel gerund construction which express ideas of equal importance)

N.B. Parallel construction applies as well to the enumeration of points, particularly of recommendations.

WRONG

1. The company should increase the price of all products.
2. Increase the variety of products.
3. Provide more services.
4. They should review their advertising programme.

RIGHT

The company should —

- (i) increase the price of all products
- (ii) increase the variety of products
- (iii) provide more services
- (iv) review their advertising programme.

4. Needless Shift in Tense of Verb

WRONG: He usually makes sensible decisions although he frequently changed his mind. (Shift from present tense in main clause to past tense in subordinate clause)

RIGHT: He usually makes sensible decisions although he frequently changes his mind.

N.B. Tense should be consistent within the sentence (as in the example above) and from sentence to sentence within the paragraph.

5. Needless Shift in Mood of Verb

WRONG: Do this work carefully; you should also do it slowly. (Verb shifts from imperative to indicative mood)

RIGHT: You should do this carefully; you should also do it slowly.

RIGHT: Do this work carefully; also, do it slowly.

N.B. Generally speaking, the imperative mood should be avoided in report writing. This mood expresses a command or a strong request; a report should suggest or recommend rather than command.

6. Needless Separation of Related Sentence Elements

WRONG: I, hoping very much to find Mrs Singh at home and to sell her one of our new products, knocked at the door. (needless separation of subject "I" and verb "knocked")

RIGHT: Hoping very much to find Mrs Singh at home and to sell her one of our new products, I knocked at the door.

WRONG: I only telephoned those men. (needless separation, of adverb "only" and "those men" which "only" modifies)

RIGHT: I telephoned only those men.

7. Lack of Subject-Verb Agreement

WRONG: The price of the new products were reasonable.

RIGHT: The price of the new products was reasonable. (singular verb to agree with singular subject, even though a plural word intervenes)

WRONG: The advantage of Product A and Product B are the profits.

RIGHT: The advantage of Product A and Product B is the profits. (singular verb to agree with singular subject, even though a plural word follows the verb as its object/compliment.)

WRONG: There is a man and woman waiting to see me.

RIGHT: There are a man and woman waiting to see me. (plural verb to agree with double subject, especially when "there" begins the sentence and subject follows verb)

WRONG: Everyone on the top three floors work for one company.

RIGHT: Everyone on the top three floors works for one company. (singular verb to agree with singular subject, especially when subject is "everyone" or "each")

WRONG: There is only one of the girls who play the sitar.

RIGHT: There is only one of the girls who plays the sitar. (singular verb to agree with "one", the singular word to which subject "who" refers. Important when subject of verb is "who", "which", or "that")

WRONG: Neither the report nor its appendix were published.

RIGHT: Neither the report nor its appendix was published. (singular verb to agree with singular subjects joined by "or" or "nor")

N.B. If one subject is singular and one plural, the verb agrees with the nearest subject. For example

Neither the report nor the books were published.

8. Lack of Pronoun Agreement

WRONG: Everyone brought lunch to work.

RIGHT: Everyone brought his lunch to work. (singular pronoun to agree with "everyone", the singular word to which pronoun refers. It is important when pronoun refers to "everyone" or "anyone")

WRONG: He does not usually make those kind of errors.

RIGHT: He does not usually make that kind of error. (singular pronoun to agree with "kind", the singular noun which pronoun modifies. Important when "this", "that", "these", or "those" modifies "kind" or "sort")

RIGHT: He does not usually make these kinds of errors. (plural pronoun modifying plural noun)

WRONG: Neither the manager nor his favourite employee could do their work alone.

RIGHT: Neither the manager nor his favourite employees could do his work alone. (singular pronoun to agree with singular words which are joined by "nor" and to which the pronoun refers. Same when "or" joins singular words)

N.B. If "or" or "nor" joins one singular and one plural word, the pronoun agrees with the one nearest to it.

Neither the manager nor the workers were aware of their error.

ADJECTIVES AND ADVERBS (CONFUSED)

Note Use the words 'Hard', 'Hardly', 'Late', 'Lately', 'Most', and 'Mostly' carefully. As adjectives hard, late and most have two adverb forms which should be clearly understood.

Hard as an adverb means 'strenuously' 'diligently'. *It is normally placed after the verb.* It is an adverb of manner.

I worked hard yesterday. (not hardly)

She worked hard to pass the examination. (not hardly)

Sometimes, for emphasis, hard can be used at the beginning of the sentence —

Hard as she tried she could not get through.

But this use is rare.

Hardly as an adverb means 'not much', scarcely any or at all.

It is an *adverb of degree*. It is used *before the verb*. In case of a verb used with auxiliary it is placed between the auxiliary and the next part of the verb.

He sang so softly that the audience could hardly hear him.

He was so reduced that I hardly recognised him.

This pen has hardly been used.

Hardly had he gone when his wife reached here.

Late (adverb) means two things —

- (i) 'After the expected time' or 'after the time' by which one should have done it.

Every Sunday morning they get up late. (not lately)

Three times this week he has come to office late. (not lately)

- (ii) 'Towards the end of a specified period of time' —

Doctors refuse to visit patients late at night.

I rang her late in the afternoon.

She did not have a child until late in life.

Lately means recently.

Have you seen any movie lately?

Have you met your brother lately?

Most as adverb means 'to the greatest extent'.

The thing that I admire most is simplicity. (not mostly)

He who boasts most is often one who does least. (not mostly)

Mostly means 'for the most part'.

The lecture covered mostly the recent trends in politics.

The paper consisted mostly of old questions.

I. Complete the sentences with one of the words given in brackets

1. The student could _____ get pass marks. (hardly, hard)
2. She could _____ raise her arms. (hard, hardly)
3. The child can _____ lift the school bag. (hardly, hard)
4. It has rained _____ this year. (hardly, hard)
5. He had _____ entered the road when he was injured. (hard, hardly)
6. She studies _____ into the night. (lately, late)
7. The airbus arrived ten minutes _____. (late, lately)
8. The examinations will be held _____ in April this time. (late, lately)
9. I reached home very _____ last night. (late, lately)
10. We have not heard any thing from them _____. (late, lately)
11. The great singers have been _____ women. (mostly, most)
12. Join the course which will help you _____. (mostly, most)
13. I have books which are _____ novels. (mostly, most)
14. It was my elder brother who guided me _____ to get this position. (most, mostly)
15. In the computer course, the students are _____ girls from renowned schools. (mostly, most)

Adverbs ending in -ly

Consider the adverbs formed by adding 'ly' to an adjective — gladly, slowly, foolishly, wisely, nicely. These adverbs are usually adverbs of manner.

But if an adjective itself ends with 'ly', we cannot normally change it into an adverb. Such words belong to two classes.

1. Words which act both as adjectives and adverbs, without any change —

cowardly, daily, early, fortnightly, hourly, surely, nightly, only, weekly, yearly.

She has arrived by an early flight. (adj.)

She has come early. (adverb)

There is an hourly change of classes. (adj.)

But if an adjective itself ends with 'ly', we cannot normally change it into an adverb. Such words belong to two classes.

The classes change hourly. (adverb)

The Statesman is a daily newspaper. (adj.)

The Statesman is published daily. (adverb)

2. Words which are used only as adjectives —

brotherly, fatherly, motherly, friendly, gentlemanly, godly, goodly, homely, likely, lovely, manly, seemly, unseemly, womanly.

They can be changed into adverbs by using a phrase like 'in a brotherly manner' or 'in a lovely fashion', or 'in a manly way'.

He is a very friendly boss. (adj.)

She received us in a very friendly manner. (adverb)

Note

The word 'kind' (adj.) has 'kindly' as its adverb. But kindly is also an adjective.

My father was of a kindly nature. (adj.)

My father always talked to us in a very kindly manner. (adj.)

Exercise

In each of the following pairs of sentences, complete the second sentence by using an adverb or an adverbial phrase giving the same meaning as of the adjective.

1. She is an early bird. She rises.....
2. From here, there is an hourly bus service to Delhi. The buses to Delhi run....
3. That was a cowardly action. That was acting.....
4. I have hired this car on a monthly basis. I pay the car charges.....
5. The tutor gave daily classes. The tutor holds classes.....
6. Most magazines are monthly publications. Most magazines are published.....
7. She is a very gentle person. She always behaves.....
8. He gave us a friendly advice. He advised us.....
9. The friend noticed my fatherly smile at the child. My friend noticed my smiling at the child.....
10. He is a very gentlemanly person. He always behaves.....

ERRORS IN THE USE OF ADJECTIVES AND ADVERBS

Adjectival complements

1. Study the following sentences.

The sky became bright. (not brightly)

This year good apples are rare. (not rarely)

She got angry. (not angrily)

The tea became bitter. (not bitterly)

The job is difficult though it appears easy. (not easily)

The price seems to be low. (not lowly)

In the above sentences, the verbs to be, to seem, to become, or any other verb having a similar meaning (appear, feel, look, grow, turn—in the sense become) need an adjective and not an adverb to act as a complement which qualifies the subject to complete the meaning of the sentence. No adverb is required to modify the verb.

Note When these three verbs 'turn', 'grow', and 'appear' are used in a different sense they are followed by an adverb, not adjective.

The ship appeared suddenly on the horizon. (not sudden)

These plants have grown quickly. (not quick)

She turned and left unexpectedly. (not unexpected)

In the above sentences, the verbs 'appear' means 'come into sight', 'grow' means 'increase in size', 'turn' means 'move in a direction'. Therefore, the need is an adverb, and not adjective.

2. Use an adjective, not an adverb, after verbs such as 'feel', 'sound', 'taste', 'smell' to show a quality experienced by one of the physical senses.

This cloth feels smooth. (not smoothly)

These pipes sound nice. (not nicely)

This orange tastes sour. (not sourly)

That rose smells sweet. (not sweetly)

Exercises

1. It feels very.....in this room. (cold, coldly)
2. The weather has turned.....(hot, hotly)

3. At her call I turned round.....(sudden, suddenly)
4. He seems very.....by his result. (sad, sadly)
5. Some trees grow very.....(slow, slowly)
6. She looks.....in this dress. (pretty, prettily)
7. His story is to appear very.....(short, shortly)
8. Her signatures do not appear to be.....(genuinely, genuine)
9. If you feel.....remove the shirt. (warm, warmly)
10. The Director congratulated the position holders.....(warm, warmly)
11. The girl was very.....to catch the robber by herself. (brave, bravely)
12. The audience became.....when the winners of the Film Award 1998 came on the stage. (excited, excitedly)
13. Her room smells.....of sandal incense. (strong, strongly)
14. Our new teacher seems very.....(strict, strictly)
15. This food smells very.....(appetising, appetisingly)

PUNCTUATION AND CAPITALISATION

Punctuation

Of all punctuation symbols, the four discussed below are the ones most commonly misused.

1. Comma (,)

Use of comma

- (a) To set off main clauses joined by "and", "but", "or", "nor", "for"

For example—The first alternative certainly offered the company many advantages, but the second was probably more economical.

N.B. If the clauses are short, the comma separation is unnecessary.

- (b) To separate long introductory elements from the rest of the sentence.

For example—When all the proposals had been fully investigated and discussed, we were able to make the final decision.

For example—On Friday we were able to make the final decision.
(introductory element is particularly short, so comma separation is unnecessary)

- (c) To separate words in a series of three or more

For example—The controller of accounts, vice-president and president took part in the investigation.

N.B. The last comma in the series is generally optional unless it is needed for clarity.

For example—The controller of accounts, vice-president and general manager, and president took part in the investigation. (last comma indicates that one person holds the dual position of vice-president and general manager)

- (d) To set off parenthetical expressions from the rest of the sentence

A parenthetical expression is inserted into a sentence. Therefore the latter must be grammatically complete without it. Unless it begins or ends a sentence, a parenthetical expression must be set off by two commas.

For example—Ram, unlike his brother, was a good salesman.

N.B. If the expression does not cause an abrupt interruption, the comma separation is often unnecessary (especially with words “also”, “too”, “indeed”, “at least”, “perhaps”, “likewise”).

For example—Ram’s personality was indeed more pleasing than his brother’s.

N.B. When a parenthetical expression (particularly a lengthy one) causes an abrupt interruption, dashes or parenthesis may be used instead of commas. (Like the comma, the dash and parenthesis must be used in pairs. However they should be used much less frequently than the comma.)

For example—Ram was a good salesman — he sold more than anyone else in the company — and had a pleasing personality. (emphatic)

For example—Ram was a good sales man (he sold more than anyone else in the company) and had a pleasing personality. (less emphatic)

- (e) To set off non restrictive elements

Non restrictive elements are parenthetical (see (d) above) and are not essential to the meaning of the sentence. They must be set off by two commas.

For example—Ram, who sold more than anyone else in the company, was awarded the salesmen's trophy.
(restrictive sentence does not make sense without it)

- (f) To set off a direct quotation from the rest of the sentence.

For example—The foreman replied, "I have done all I can", and left the room.

Do not use the comma

- (g) To separate subject and verb or verb and object

WRONG: The company with the best reputation in this area, was awarded the contract.
(subject-verb separation)

RIGHT: The company with the best reputation in this area was awarded the contract.

WRONG: The company knew last week, that it had been awarded the contract. (verb-object separation)

RIGHT: The company knew last week that it had been awarded the contract.

N.B. If words requiring punctuation (see (d) and (e) above) intervene between subject and verb or between verb and object, the comma is then necessary.

For example—A B C Company, which has a good reputation in this area, was awarded the contract. (non restrictive phrase intervenes between verb and object)

For example—The company knew last week, probably by Wednesday, that it had been awarded the contract. (non restrictive phrase intervenes between verb and object)

- (h) To join two main clauses unless "and", "but", "or", "nor", or "for" comes between them.

WRONG: The salesman displayed his goods, then he talked about the newest product.

RIGHT: The salesman displayed his goods; then he talked about the newest product.

RIGHT: The salesman displayed his goods, and then he talked about the newest product.

- (i) To separate two words or phrases joined by “and”, “but”, “or”, “nor”, or “for”

WRONG: I cannot remember whether the head office is in Calcutta, or in Bombay.

RIGHT: I cannot remember whether the head office is in Calcutta or in Bombay.

- (j) To separate adjective from the noun it modifies

WRONG: We should choose an economical, flexible, plan

RIGHT: We should choose an economical, flexible plan.

- (k) To separate parentheses () from the rest of the sentence

WRONG: Several miscellaneous items are included in the total expense, (see Exhibit I).

RIGHT: Several miscellaneous items are included in the total expense (see Exhibit I).

WRONG: Although several miscellaneous items are included in the total expense, (see Exhibit I), they are not important.

RIGHT: Although several miscellaneous items are included in the total expense (see Exhibit I), they are not important. (second comma necessary to set off introductory element see (b) above)

2. Colon (:)

Use the colon

- (a) To introduce a list (often preceded by “the following” or “as follows”)

For example—The following men were nominated for the top honour: Singh, Jain, Basu and Jha.

- (b) To separate two main clauses, the second of which explains the first

For example—The purpose of his speech was obvious: he wanted to present a concise outline of company policy.

3. Semi-colon(;

Use the semi-colon

- (a) To separate two main clauses not joined by “and”, “but”, “or”, “nor” or “for”

For example—Last year at this time, Mr Singh was general manager; he is now president. (period could be substituted for the semi-colon, but the latter is preferable when the clauses are short and closely related in thought)

- (b) To separate two main clauses joined by “however”, “therefore”, “moreover”, “consequently”, “also”, “furthermore”, “nevertheless”, “then”, “thus”, “likewise”

For example—We thought that Ram would be the new president; however, his brother was chosen instead.

- (c) To separate two main clauses when the second is preceded by “for example”, “that is”, or “namely”.

For example—We do not like the attitude of the new manager that is, we resent his air of superiority.

- (d) To separate items in a series when the former contains commas

For example—We called on Mr Singh, the president; Mr Jain, the vice-president and general manager; Mr Basu, the controller of accounts; and Mr Jha, the secretary.

For example—We chose these people because they held responsible positions, both within the company and in organisations outside; because they had valuable experience; because they had the ability to work well with others; and because they all had the time for outside work.

Do not use the semi-colon

- (e) To separate a main clause from a subordinate clause

WRONG: Mr Singh was named honorary president; because of his long association with the firm.

RIGHT: Mr Singh was named honorary president because of his long association with the firm.

N.B. Except in (d) above, the semi-colon always separates one main clause from another main clause.

4. Apostrophe (')

Use the apostrophe to show possession in the following instances —

(a) possessive singular nouns

For example—manager's salary

man's character (add "'s" to noun)

(b) possessive plural of nouns

For example—manager's salaries (add only the apostrophe if plural form of the noun ends in "s")

For example—men's salaries (add "'s" if the plural does not end in "s")

(c) possessive of the pronouns "one", "someone", "somebody", "everyone", "everybody", "anyone", "anybody", "none", "nobody"

For example—anyone's (add "'s" to pronoun)

Do not use the apostrophe for

(d) the pronouns "his", "hers", "ours", "yours", "theirs", "whose", (because they are already possessive).

WRONG: It's meaning was clear. ("It's" means "it is")

RIGHT: Its meaning was clear.

CAPITALISATION

The rules for the capitalisation of words in English are simple and not especially numerous.

Always capitalise the first word in a sentence, the first word in any quotation included within a sentence, and the first word of any phrase that is used as a sentence.

The office building is fully air-conditioned. (sentence)

She answered the telephone and (sentence, quotation, said, "Good morning! May I help you?" and phrase used as a sentence—Good morning!)

Many newspapers gave news of India's N-test on the front page. (sentence)

Capitalise the names of people; specific geographical locations; calendar indications such as the days of the week, the months of the year, and holidays; organisations, including governmental bodies; and historical events and documents.

When capitalising the names of people, you will sometimes

The rules for the capitalisation of words in English are simple and not especially numerous.

encounter parts of names that are not capitalised, such as Emil *von* Hoffman, Leonardo *da* Vinci, and Simone *de* Beauvoir. Generally, all parts of a person's name are capitalised, including any initials used. If titles are used with the name, these titles are also capitalised.

Ram Chandra	Mrs Deepti Chaturvedi
John S Morgan	Mr H F Khan
Rev. Samel Wilkins	Senator William Kaufmann
Ms T Sheila Kual	

In written English, only proper nouns are capitalised. It is incorrect to capitalise words such as *woman, man, boy* or *girl*. Unless a specific person is named, capitalisation is not used. The same is done for geographical designations. A specific location, site, or area must be mentioned. Remember the word *specific*. When a word such as *street, building, park, mountain, river* is included in the name of a particular place, the word becomes specific because it names a distinctive thing or place rather than a general locale. When the location is mentioned in specific terms, capitalise. When it is given in general terms, do not capitalise.

The <i>Times Building</i> was built in 1936.	(specific)
The <i>building</i> that houses our office has been sold.	(general)
The <i>southeast</i> section of the United States is known for its cotton production.	(general)
The <i>southeastern</i> has a temperate climate.	(specific)
The river was muddy after several days of rain.	(general)
The <i>Ganges</i> gives up its eastern boundary.	(specific)

Capitalise all calendar designations and names of holidays, but do not capitalise the names of seasons.

July	Monday	Christmas
March	Friday	Teachers' day
winter	summer	Diwali

Capitalise the names of organisations, companies, and governmental bodies, but do not capitalise the word 'the' when it precedes the name unless it is a part of the official name.

The United Nations	The Bank of Korea
The Rialto Theater	The University of Delhi

The Advertising Council, Inc.

The Better Business Bureau

The Internal Revenue Service

The Rand Corporation

All names of continents, countries, states, and cities and the adjectives derived from these are capitalised.

The western part of Russia is in Europe, but its eastern section is in Asia.

Our company has branch offices in Seattle, Phoenix, Kansas City, Memphis, and Cleveland.

I plan to study the history of the Spanish-speaking people in the West Indies.

C'ezanne and Renior were French artists.

The names of commercial products should also be capitalised, but do not capitalise the generic name when it is not part of the brand name. For example, Esquire Boot Polish and Lipton Cup-A-Soup are the correct brand names, but Maxwell House Coffee and Van Heusen Shirts are not correct, although Maxwell House makes coffee and Van Heusen makes shirts.

Appendix 1

Proposal

Format for the Cover/Title page of the Summer Project Report Proposal

Summer Project Title

(Times New Roman 18 points)

A Summer Project Proposal for

(Times New Roman 11 points)

Post-Graduate Programme in Management

(Times New Roman 13 points)

by

(Times New Roman 11 points)

Name

(Times New Roman 13 points)

under the guidance of

Mr./Ms. XXXXXXXXXXXXX

Designation

Organisation

Dr./Prof. XXXXXXXXXXXXX

Designation

MDI gurgaon

Management Development Institute

(Arial 14 points)

Gurgaon 122 001

(Times New Roman 12 Points)

Date

(Times New Roman 11 Points)

Appendix 2

Report

Format for the Cover of the Summer Project Report

Summer Project Title

(Times New Roman 18 Points)

by

(Times New Roman 11 points)

Name

(Times New Roman 13 points)

Management Development Institute

(Arial 14 points)

Gurgaon 122 001

(Times New Roman 12 Points)

Month, Year

(Times New Roman 11 Points)

Appendix 3

Report

Format for the Title page of the Summer Project Report

Summer Project Title

(Times New Roman 18 points)

by

(Times New Roman 11 points)

Name

(Times New Roman 13 points)

under the guidance of

Mr./Ms. XXXXXXXXXXXXX

Designation

Organisation

Dr./Prof. XXXXXXXXXXXXX

Designation

MDI gurgaon

Management Development Institute

(Arial 14 points)

Gurgaon 122 001

(Times New Roman 12 Points)

Month, Year

(Times New Roman 11 Points)

Appendix 4

Certificate of Approval

The following Summer Project Report titled “ABC ...” is hereby approved as a certified study in management carried out and presented in a manner satisfactory to warrant its acceptance as a prerequisite for the award of **Post-Graduate Diploma in Management** for which it has been submitted. It is understood that by this approval the undersigned do not necessarily endorse or approve any statement made, opinion expressed or conclusion drawn therein but approve the Summer Project Report only for the purpose it is submitted.

Summer Project Report Examination Committee for evaluation of Summer Project Report

	Name	Signature
1. Faculty Examiner	_____	_____
2. PGPM Summer Project Co-ordinator	_____	_____

Appendix 5

Certificate from Summer Project Guides

This is to certify that **Mr/Ms XYZ**, a student of the **Post-Graduate Programme in Management**, has worked under our guidance and supervision. This Summer Project Report has the requisite standard and to the best of our knowledge no part of it has been reproduced from any other summer project, monograph, report or book.

Institute Faculty Guide

Designation

MDI gurgaon

Date

Organizational Guide

Designation

Organisation

Address

Date

Appendix 6

Abstract

Acquisition and Assimilation of Technology in the Tractor Industry in India: The Strategic Perspective*

by

XYZ

Researchers in international transfer of technology have predominantly assumed the perspective of top management of multinational corporations or public policy makers in developing countries. The influence of the external as well as the internal environments on the technology acquisition and assimilation process has been studied by previous researchers. However, the processes through which top managers of firms manage the two environments while acquiring and assimilating technology has received less attention. This research was focused on the managerial processes involved in managing the interaction of the external and internal environments in relation to technology acquisition and assimilation in the specific context of a typical developing country like India.

This study used the framework for Corporate Strategy, which links the external environment with the organisations by utilising the concept of matching of environmental opportunities and threats with organisational resources and capabilities. The research sites chosen were six major firms in the Indian tractor industry. The perspective assumed was of the top management of these firms.

The major findings are:

1. The Government exercised a pervasive influence on the process of technology acquisition and assimilation in the tractor industry because of its importance to the economy. In spite of the constraints imposed by Government, the firms were able to develop different product-market and technological strategies. When these strategies were uniquely related to the environment and the organizational resources and competence, there was all around improvement in performance. The better the match between technological decisions, the firm's environment and organizational resources and capabilities, the easier and faster was the process of technology assimilation.

A general conclusion arrived at was that several firms operating in the same environment could achieve overall success by developing strategies uniquely related to their environment and resources and capabilities. Two dominant modes of the strategy development process were identified. They were both characterised by an adaptive response to environmental changes and were termed: (i) Formulatory-Adaptive, and (ii) Evolutionary-Adaptive depending on the nature of the process.

2. The process of acquisition and assimilation of technology was viewed as the process by which firms attempt to relate technological decisions to their environment and resources and distinctive competence. This process was conceptualised as consisting

of four interrelated sub-processes: i) Technology Acquisition, ii) Technology Adaptation, iii) Technology Utilisation and iv) Technology Development. These sub-processes were distinguished from each other by the differences in organisational characteristics, key managerial tasks and critical skills required to manage them.

Some applications were examined for three likely audiences: i) researchers in management and international transfer of technology, ii) managers, and iii) public policy makers in developing countries.

Data was collected in 2003 from six major tractor manufacturing firms, which comprised more than 80 percent of the total sales turnover. The technological issues studied were i) choice of product, ii) choice of foreign collaborator and mode of collaboration, iii) choice of plant size, iv) choice of plant location, v) choice of manufacturing technology, vi) choice of R & D activities, etc.

Environmental factors like competition, Government regulations, technological capabilities of farmers, automotive ancillary industry, role of national laboratories, etc. were considered. Organizational characteristics like formal organizational structure, system of control and coordination, training methodology, philosophy of top management of the firms, and their resources and capabilities were studied in conjunction with environmental factors.

The clinical methodology used consisted of three phases :

- (i) a pilot study of two major firms for a period of one and a half months approximately
- (ii) study of secondary data sources, and
- (iii) a re-examination of the previous two organisations and study of the additional four.

Major data sources were in-depth interviews of some 60 senior company executives for a total period of about 300 hours. In addition, detailed study of various company documents like detailed project reports, feasibility reports, organizational announcements, etc. was also undertaken.

* Source: IIM Ahmedabad, 1997-98, *Manual of policies and procedures*, pp. 50-51 (as cited by MDI, Gurgaon).

Appendix 7

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Reference Style

Books

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