

Reading. ~~The~~ <sup>Literary</sup> Effect of wide reading on personal growth.

16  
x  
30  
180  
30x  
380  
125-139  
18-20  
125  
25  
21  
23-24

The edible food effects our body. It is not only through the process of assimilation and digestion. In the same way, reading leaves a profound impact on body. It affects us by a conscientious examination of history of literary education. The dynamic concept about different literary perspective arises from undeveloped <sup>room</sup> personality by a poet. At one time, that we regard one poet at a time, which is replaced by further reading another poet. Progressively, we critically analyse their works by comparing and contrast. It develops critical thinking which immunes people from subjecton. Wide-reading is not only the name of accumulation of knowledge. It is the name of developing variety of opinions and maintaining balance between them.

⇒ Precise 2007

Title: Wider-Reading: role in critical analysis, thinking and personal growth

Precise:-

7  
The edible food effects our body, not only through taste and chewing it, but also through digestion and ~~met~~ assimilation.

In the same way, wide reading of books leaves a profound impact on our mind. It influences people by providing a conscientious evaluation of literary

education and evolution. In addition, it provides a dynamic concept about different literary works. It arises from the fact that people have nascent space for a poet in initial days of their reading books. They regard a poet at the helm. Subsequently, this placed is substituted by more influential views. Progressively, man begins to critically analyse different literary works. It leads to development of critical thinking. Thus, wide-reading is not the name of accumulation of knowledge. Rather, it is the name of gaining variety of opinions and maintaining a balance between them.

(1)

In this passage, writer deals with "useless" education. The reason is that education is meant to serve the interests of industrialists. In addition, people are being subjected to mechanization via education.

(2)

The writer focused on education of history, philosophy and English. Moreover, he likes an educational system based on spirituality. It is evident from his diatribe at ~~educat~~ existing education of industrialization. Moreover, it is also gleaned from the line, where he describe hate of industrialists for history, philosophy etc.

(3)

In the passage, a term "They decide the classics" has been mentioned. In this term, writer expresses that strong industrialists hate classics, and thus they are being neglected in curriculum.

(4)

In the last sentence, <sup>the</sup> writer emphasizes upon the actual aim of education. The purpose of education is to nurture the positive growth of human soul, which forms spiritual foundations of ~~educat~~ human civilization. As education is being mechanized, spiritual values of ~~educat~~ civilization are compromised.

x \_\_\_\_\_ x Translation 2021.

~~English rulers promoted the  
In the face of colonialism.~~

x \_\_\_\_\_ x

English ruler promoted the culture of flattery and obedience in their colonialist aims, which were adopted by <sup>Indians</sup> ~~contemporary~~.  
On the contrary, Sir Syed Ahmed Khan and his honourable, open-minded son Syed Mehmood tried to gain equal status to that of English. Not only Muslims but also Indians were oblivious of the Agra Court incident 1875. Sir Syed isolated himself from the English court citing the reason that Indians were conferred inferior seats to English. Sir Syed was to be awarded a medal from that court. Later, Commissioner of Meerath Salimis was given charge to award that medal to Sir Syed at Ali Garh Railway Station.