Class 9 English Kaveri – Chapter 7

Carrier of Words & Words

DETAILED NOTES • CBSE 2026–27

Based directly on the uploaded Kaveri Chapter 7 textbook.

1. Chapter Overview

Prose: Carrier of Words
Poem: Words by Charles Swain

The chapter explores how words, letters and postal workers connect people across distance. The prose focuses on Khetaram, a Gramin Dak Sewak (GDS) who delivers mail in the harsh desert region of Rajasthan. The poem “Words” reflects on the limitations of empty or excessive words and the greater value of a few sincere words.

2. Carrier of Words – Main Idea

The prose presents Khetaram as a trusted link between remote communities and their faraway families. Although modern communication is often only a click away, the chapter shows that postal workers continue to serve people in difficult and inaccessible areas.

3. Khetaram – Who Is He?

• Name: Khetaram

• Position: Gramin Dak Sewak (GDS); he is the sole postman of Somarad Branch Post Office.

• Work: He delivers mail to far-flung hamlets/dhaanis in the Thar desert region.

• Experience: He has served as a trusted link between the village post office and families for many years.

• Mode of transport: Much of his route is covered on foot because the remote terrain is inaccessible by other means.

• Responsibilities: Delivering letters and other dak, reading letters for villagers, drafting replies, and serving as a link between people and their families.

4. The Difficult Conditions

• Khetaram works in the Thar desert, where roads can crumble into soft sand and bicycles cannot always move.

• He walks long distances; the text states that a single delivery can require him to cover 20 km.

• His mail load cannot exceed 28 kg according to the regulations described in the chapter.

• Extreme summer heat makes deliveries tiring, and sometimes severe heat forces him to postpone them until after sundown.

• His khaki turban and uniform protect him from scorching winds and swirling sandstorms.

• Water is precious, so he says he can only wipe his body after work.

5. Khetaram as a ‘Carrier of Words’

Khetaram does more than physically carry letters. He carries news, emotions, family connections and money-related communication between people separated by distance. He reads letters aloud, writes replies for villagers and delivers messages of both happiness and grief.

6. India Post and the Role of GDS

The chapter contrasts the earlier British postal purpose with the post-independence mandate of India Post. After independence, India Post aimed to bring the entire population within the mailing ambit. Through GDS workers, the postal system also reaches rural depositors and supports postal savings and operational accounts.

The Postmaster-General of Rajasthan Western Region describes the role of GDS as ‘invaluable’ because they deliver in interior areas that are often inaccessible except on foot.

7. Why Khetaram Took Up the Job

Khetaram explains that famine is a recurring part of life in his area. In a good year he gets only one crop of bajra, which cannot feed his family of five. Without his job, his family would struggle to survive. Money orders sent by relatives are also important for families living in the arid region.

His appointment gave him a ‘new lease of life’ and an assured source of income. He is therefore grateful for the opportunity to continue serving as a GDS even after the age of 60.

8. Trust and Respect for Khetaram

• Villagers feel comfortable asking Khetaram to read their letters and draft replies.

• People trust him with personal communication.

• The chapter says that such trust makes him a warmly received man.

• A proposed plan to transfer GDS work to patwaris was rejected because villagers believed the work could not be done in the same way.

• He is offered small gestures of hospitality, such as tea from the BSF camp and jaggery when he brings news of births or weddings.

9. Delivery of Good and Bad News

Khetaram enjoys carrying news of births and weddings, but he dreads letters that announce a death. The chapter explains that a torn upper-right corner of an envelope signifies that the letter contains news of death. Khetaram stands outside the house, reads such a letter twice and then tears it to pieces because he believes that bad news should not be carried into the house.

10. Khetaram’s Future

Phone lines are coming closer to his area. Khetaram hopes that this may allow him to become a Gramin Sanchar Sewak, carrying a mobile phone as well as post from home to home. His response, ‘Main tayyar hoon’ (‘I’m ready’), reflects his willingness to continue serving.

11. Key Themes of Carrier of Words

• Communication: Letters connect people separated by distance.

• Service: Khetaram continues his work despite difficult conditions.

• Trust: Villagers rely on him for reading, writing and delivering messages.

• Rural life: The prose highlights challenges faced by people living in remote desert regions.

• Human connection: Postal communication carries emotions, family news and financial support.

• Dignity of work: Khetaram’s work is presented as valuable to society.

12. Important Vocabulary

Word	Meaning
sole	only
hamlets	settlements
ply	move
hefted	lifted
stipulate	specify
mojri	traditional footwear of Rajasthan
operating	working
riverine	situated on a river bank
inaccessible	unreachable
ambit	range
access	opportunity
remitted	sent as gift
scrap	remove
dwell	stay on for some time
threshold	entrance to a home
dreads	fears
missive	letter
entail	involve
striding	walking with long steps

13. Vocabulary & Structures in Context

• crumble into sand: disappear into the desert.

• give a new lease of life: get a chance to continue living or begin again.

• turn into a trickle before drying out: lessen gradually and finally stop.

• bearing words across this desolate geography: carrying letters/messages through a sparsely populated region.

• Alliteration: the chapter identifies the repeated initial sounds in “khaki turban” and “scorching summer winds and swirling sandstorms.”

• Metaphor: the desert conditions are described through the image of Khetaram becoming a “walking sandman.”

14. Grammar – Present Perfect Tense

The chapter identifies the verbs in examples such as “She has found her book,” “I have just eaten a mango,” and “Have you ever seen a play before?” as present perfect tense.

Structure: has/have + past participle (third form of the verb).

• Present result of a past action: She has found her book.

• Recently completed action: I have just eaten a mango.

• Life experience: Have you ever seen a play before?

• Accomplishment: I have finished my project.

• Change over time: Ajay has become a good bowler in five years.

• Repeated actions at different times: I have seen this book in the library many times.

• Past action with present impact: I have studied in this school for six years.

15. Active and Passive Voice

Active voice: The subject performs the action. Example from the chapter: “GDS delivers the mail at the border.”

Passive voice: The subject receives the action. Example: “The mail is delivered by the GDS at the border.”

16. Speaking and Writing Skills

• Speaking: Students discuss the usefulness, cost-effectiveness, privacy, writing space and possibility of enclosures of different postal forms, using expressions such as “It seems to me that…” and “I would like to point out that…”.

• Writing: The chapter introduces the condolence message, explaining that it communicates sympathy for someone who has lost a relative or loved one.

• Condolence message: It should express sorrow, sympathy and prayers/strength for the family. The textbook provides a model message and asks students to write an imaginary message on behalf of their parents.

17. Poem – Words by Charles Swain

The poem questions the value of words when they are empty, excessive or disconnected from genuine feeling. It argues that a few sincere words can have a deeper emotional effect than many words that merely reach the head but do not touch the heart.

18. Stanza-wise Understanding

Stanzas 1–2: Words are compared with summer birds that depart and leave empty air. The heart is described as a pilgrim and words as weeds, suggesting that words can fail to satisfy emotional needs.

Stanzas 3–4: A small number of truthful words can bring deeper joy than a large number of meaningless words. A voice that comforts a lonely home may use very few words, but those words are precious.

Stanzas 5–6: The poem continues the criticism of words that fail when tested. Words may create a gaudy appearance like flowering plants, yet fail to produce anything valuable, like fruit.

19. Central Ideas of the Poem

• Meaningful words are more valuable than a large quantity of empty words.

• Words may fail to express or satisfy the deeper needs of the heart.

• Sincere communication can bring joy and comfort.

• Superficial words may look impressive but have little lasting value.

• The poem creates a contrast between quantity of words and quality of meaning.

20. Poetic Devices and Features

• Simile: “words, like summer birds” compares words to birds that depart.

• Metaphor: “the heart, a pilgrim upon earth” presents the heart as a pilgrim.

• Metaphor: words are compared with weeds and plants that cannot grow fruit.

• Hyperbole: the idea that the world might hold a feast if words could satisfy the heart exaggerates the effect for emphasis.

• Repetition: the repeated use of the word “words” reinforces the central subject of the poem.

• Rhyme and rhythm: the poem uses a regular lyrical pattern; the textbook asks students to identify rhyming sets, rhyme scheme and stressed syllables.

21. Important Poem Vocabulary & Figurative Phrases

• satisfy the heart: fulfil an emotional need.

• depart and leave but empty air: leave no meaningful result behind.

• hosts of words: many words.

• never touch the heart: fail to appeal to emotions.

• wins its sunny way: brings happiness or cheer.

• plants that cannot grow fruit: something that may appear impressive but produces no valuable result.

22. Critical Reflection – Key Points

• Heart as a pilgrim: the image suggests a heart moving through life and seeking meaningful emotional connection.

• Words as weeds: the comparison suggests that words can be of little worth when they fail to meet a genuine emotional need.

• Empty air: words that depart without creating meaningful impact are compared to empty air.

• Meaningful communication: the poem values sincerity and emotional depth over quantity.

• Loneliness: references to a lonely home and a heart seeking meaningful words support the theme.

23. Writing – Essay on a Quotation

The textbook asks students to select one quotation from the Speaking Activity and write an essay. The suggested structure is:

• Introduction: mention the quotation and speaker, why it appeals to you and the purpose of the essay.

• Body paragraphs: explain specific points related to the quotation, using examples or narratives and transition words.

• Counterargument: consider a possible criticism and explain why it may be baseless.

• Conclusion: summarise the main points and end with a lasting concluding statement.

24. Learning Beyond the Text

• Non-verbal game: students use written expressions and gestures, enact them and allow teammates to identify them.

• Body language: the activity reinforces communication without spoken words.

• Sign language: the chapter introduces Charles-Michel de l'Épée as the 'Father of Sign Language and Deaf Education'.

• Weigh Your Words: the additional poem by E. F. Hayward encourages careful speech and highlights the possible hurt caused by idle words.

25. Quick Revision – Chapter 7

Topic	Key Point
Prose	Carrier of Words
Main character	Khetaram, a Gramin Dak Sewak
Work setting	Remote/desert regions of Rajasthan
Main role	Carrying mail and connecting people
Key themes	Communication, service, trust, rural life, human connection
Grammar	Present perfect tense; active and passive voice
Writing	Condolence message; essay on a quotation
Poem	Words – Charles Swain
Poem focus	Meaningful words versus empty or excessive words
Poetic features	Simile, metaphor, hyperbole, repetition, rhyme and rhythm

Source note: These notes are based on the uploaded Kaveri Chapter 7 textbook (Unit 7), including the prose, poem, Vocabulary and Structures in Context, Critical Reflection, Speaking Activity, Writing Task and Learning Beyond the Text sections. They are condensed study notes rather

than a replacement for the textbook.