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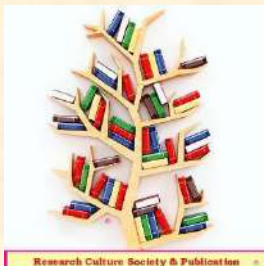
## **International Conference on Global Trends in English Language, Literature and Linguistics**

**Date: 8 - 9 October, 2022**

**Conference Special Issue - 26**

**October - 2022**

**Organized by :  
Scientific Research Association  
Department of English, Mila University Center, Algeria  
&  
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ON  
GLOBAL TRENDS IN  
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LITERATURE AND  
LINGUISTICS

*(ICGTELLL – 2022)*

8 - 9 October, 2022

*Conference Special Issue - 26*

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**Department of English, Mila University Center, Algeria**

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( Conference Proceedings – Special Issue )

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**The department of English** is one the twelve departments at Mila University Centre. It was founded in 2012 and There are about 60 teachers in total divided in between 30 part-time and full time teachers. There are about 800 students in the department of English who study in both bachelor and master levels. The department has two main buildings one is considered as the administration, and the other contains 20 classes, 5 amphitheatres, and 3 fully-equipped language labs.

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## Objectives of the International Conference :

Identifying the trends of literature, linguistics and Teaching languages. Identifying various knowledge forms of literature and linguistics. Analyzing the trends of literature, linguistics and Teaching languages

## About the Conference:

English Language Literature and Linguistics Conference aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of English Language, Literature and Linguistics Conference. It also provides a premier interdisciplinary platform for researchers, practitioners, and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of English Literature and Linguistics Conference.

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## The God of Small Things: A Feminist Study

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**Abstract:** *The present paper, however, aims at looking at the novel from a feminist perspective. A feminist novel in the pity and terror that it evokes for the condition of women in particular cultural milieu, a political novel in its criticism of the hypocrisy of the communist party, an autobiographical novel in the way the facts of the author's life have been distilled into a verbal artefact and so on. In fact, the novel is eminently amenable to multiple approaches and interpretations. The novel is a sad tale of a helpless woman seen through the eyes of her daughter. As Luce Irigaray, an eminent exponent of French feminism, remarks ...relationship of women to their others and to other women—thus toward themselves—are subject to total narcissistic black out, these relationships are completely devalued. Indeed, I have never come across a woman who does not suffer from the problem of not being able to resolve in harmony, in the present system, her relationship with her mother and with other women. Psychoanalysis has totally mythologized and 'censored' the positive value of these relationships. The feminine quality of the novel is also evident in some of the small, but authentically feminine, actions of some of the characters. When Estha and Rahel are born within eighteen minutes of each other, Ammu checks them for deformities before she closes her eyes and sleeps. Rahel hides behind doors and collides with her seniors to find out whether the breasts hurt when in love with Velutha, Ammu tries to assure herself that her youth and physical charms are not yet completely lost. She puts a toothbrush under her breasts to see if it stays, and when it does not, she feels assured that her breasts have not yet sagged. She touches herself and feels happy to see that her flesh was still 'taut and smooth'.*

**Key Words:** feminism, hypocrisy, autobiographical, artefact, Psychoanalysis evident, physical charm

### INTRODUCTION:

In *The God of Small Things* Ammu, the mother of Rahel, and Mammachi, the, mother of Ammu, have been portrayed very distinctly. Ammu became a victim of male-dominated patriarchal society first when she was not allowed to pursue her studies. She finished her school education the year her father retired from his job at Delhi and settled at Ayemenem. Ammu's father called Pappachi in the novel, considered the education of women an 'unnecessary expense'. Ammu had no choice but to come with her father to Ayemenem and wait for marriage. When no suitable marriage proposal came in a reasonable time Ammu began to grow desperate. At Ayemenem she felt like a captive lady, fettered to household chores and a dull, mechanical routine. Her frustration originated chiefly from a sudden disruption of education, uncongenial atmosphere at home and lack of a viable alternative through. All the day she dreamed of escaping from Ayemenem and the clutches of her ill-tempered father and bitter long-suffering mother. She hatched several wretched little plans. Eventually one worked. Pappachi agreed to let her spend the summer with a distant aunt who lived in Calcutta. In Calcutta, she met a man and married him in hurry not because she had really fallen in love with him but simply because 'she thought that anything, anyone at all, would be better than returning to Ayemenem. But she soon realized that she had actually fallen from the frying pan to fire. Her husband was suspended from job for alcoholism, and his boss, Mr. Hollick, the English manager of the tea estate, suggested that he go on leave and 'Ammu be sent to his bungalow to be 'locked after'. Ammu's refusal only aggravated her physical and mental torture. Her husband 'grew uncomfortable and then infuriated by her silence. Suddenly he lunged at her, grabbed her hair and then passed out from that effort. When his bouts of



violence began to include children, she had no alternative but to break off and come back with her twins, Estha and Rahel, to the very place from where she tried to run away.

Ammu left her husband and returned, unwelcomed, to her parents in Ayemenem. To everything that she had fled from only a few years ago. Except that she had two young children. And no more dreams. Now she was burdened with the liability of the two children who were not really loved by anybody, and all her dreams had shattered. Although she loved them, and it was as much for them as her sense of self-respect that she deserted her husband, they were nevertheless like millstones round her neck. Furthermore, at the familial level she did not receive any sympathy at all. Her father would not believe that an Englishman, any Englishman, would covet another man's wife'. To her mother, children were a nuisance, who thought that what her grandchildren suffered from was far worse than Inbreeding. She meant having parents who had divorced. And so far as the society is concerned her situation was a juicy topic. The relatives—near and distant—came to see her and actually chuckled at her discomfiture while they religiously expressed their sympathy, and Ammu quickly learned to recognize and despise the ugly face of sympathy. At the age of twenty-four, her life came to standstill, nothing to hope for, nothing to happen, only to spend the long uneventful days languidly one after another, and her rebellious spirit only made her more and more miserable as the days went by. At this stage she knew that she was already damned and an unmixable mix combining the infinite tenderness of motherhood and the reckless rage of a suicide bomber. She realized that though she lived in her parental house with mother and brother, she had no 'Locusts Stand I' thanks to the ways of the male chauvinistic society. Ammu often painfully realized that 'Life had been lived', for she had spoilt her only one chance by making the irrevocable mistake of choosing the wrong man. The mood of the patriarchal society is reflected in the views of Baby Kochamma who subscribed wholeheartedly to the commonly held view that a married daughter had no position in her parents' home. As for divorced daughter—according to Baby Kochamma, she had no position at all. And as for a divorced daughter from a love marriage, well, words could not describe Baby Kochamma's outrage. As for a divorced daughter from an inter-community love marriage—Baby Kochamma chose to remain quaveringly silent or the subject.

Baby Kochamma resented Ammu because she saw her quarrelling with a fate that she herself had graciously accepted. The fate of the wretched Man-less woman. What is interesting from the feminist point of view is that although Baby Kochamma is a woman, she is not in sympathy with another woman—her own kin—when she is in real distress. It was at this time that Velutha, son of Vellya Paapen, returned to Ayemenem after his years away from home. Ammu knew him since her childhood when Velutha used to come with his father to the back entrance of their house to deliver the coconuts that they had plucked from the trees in the compound. There was a time when Paravans were expected to crawl backwards with a broom, sweeping away their footprints so that Brahmins or Syrian Christin's would not defile themselves by accidentally stepping into a Paravan's footprint... They had to put their hands over their mouths when they spoke, to divert the polluted breath away from those whom they addressed. The novel presents different generations of women—Baby Kochamma. Mammachi, Ammu and Rahel, all of them unhappy in their own ways. As the opening sentence of Anna Karenina reminds us, 'All happy families Are alike, but an unhappy family is unhappy after its own fashion'. Baby Kochamma 'lived her life backwards. As a young woman she had renounced the material world, and now, as an old one, she seemed to embrace it'. In her youth, she had fallen in love with a handsome young Irish monk, Father Mulligan, and tried hard to seduce the Father by public exhibitions of her charity. Every Thursday morning before the arrival of Father Mulligan she forcibly bathed a poor child just to impress the Father. She also became a Roman Catholic against the wishes of her father so that she could be near Father Mulligan. But as her family came to see through her plans they withdrew her and all her plans came to nothing. His father decided that since she couldn't have a husband she could be given education. So she was sent to a university in America to do a course and after two years she came back with a diploma in Ornamental Gardening. But her love for Mulligan did not die. Two things stand out. First, the decision of her father makes clear the society's priorities. A girl can be given education only if she cannot be given in marriage. Marriage, in the eye of the society, is the summum bonum of a woman's life. Secondly, the fact that her physical separation from Father Mulligan due to her growing narcissism and eventual sadism. In other words, it is her frustration in love and the unspent force of repressed desire that makes her instrumental in making life of Ammu miserable. She is also responsible to a large extent for the children's unending suffering. She never liked the children and

evesdropped relentlessly on the twin's conversations and whenever she caught them speaking in Malayalam she levied a small fine which was deducted at source. From their pocket money. A narcissist in complete disregard of the sad occasion, she wears an 'expensive sari' at the funeral of Sophie Mol. The God of Small Things is preeminently a novel by a woman about women seen through the eyes of a woman. Not only the texture of the novel is suffused with feminine sensibility but the structure of the novel is also, by and large, feminine in the sense in which Luce Irigaray uses it. Irigaray tries to link feminine discourse with the structure of the female genitals and treats morphological differences between sexual organs as the source of masculine and feminine characteristics of discourse, the preoccupation with correct meanings and a unified subject or the struggle for unity is a male characteristic while the feminine approaches are marked by plurality and diversity. She argues that all Western discourse presents a certain isomorphism with masculine sex, and therefore an alternative discourse in which the women have sominant voive must emanate from the vulva rather than the penis. The women writers down the ages have been constrained to imitate, against their nature, the structure of the male discourse. According to Caroline Burke also, women's narrative or an ideal feminine narrative should be plural, autoerotic, diffuse, and indefinable within the familiar rules of (masculine) logic. The narrative The God of Small Things keeps on drifting, not in the sense in which a stream-of-consciousness narrative drifts in terms of chronotopes. It corresponds to the manifestations of the unconscious in women, which is so different from that of men. Gynocritics like Marguerite Duras hold that the writing of women is really translated from the unknown'. Helene Cixous also subscribes to the view that writing is of the body and that a woman does not write like a man, because she speaks with the body'.

Virginia Woolf long ago conceded that women's writing is 'often chattering and garrulous—mere talk split over paper and left to dry in pools and blots'. In the context of the present feminist or postfeminist position we may say that Woolf was wiser than she knew. She had hit upon truth but failed to recognize it. Similarly, Bennett's remarks about George Eliot's style as characterized by its lack of restraint, its worldness, and utter absence of feeling for form' come very close to an understanding of the nature of female discourse. Viewed from the angles of gynocritics, the narrative structure of The God of Small Things is authentically feminine. The hnguistic feature of the novel in regard to the phonological, morphological, syntactic structures and the liberty with spelling reinforce the feminist quality of the novel. It illustrates what Lakoff in his essay 'Language and Women's Place', identifies as the critical features of the Woman's Language, phonologically, grammatically and semantically. Just to give one example, the word 'locus standi', which to my mind is the most important word in the novel, has been systematically spelt as 'Locusts Stand I'. And the word 'divorced' is spelt, as it is pronounced, as 'Die-vorced', 'as though it were a form of death'. In fact, in feminine sensibility as reflected in the reactions of Baby Kochamma, Mammachi or the female visitors who came to see Ammu after she had returned to Ayemenem as divorcee, divorce is, at least metaphorically, a form of death. Pillai's reaction in the immediate context only mirrors the mind of Rahel.

## CONCLUSION:

The God of Small Things is a memorial reconstruction of the past through feminine sensibility. It makes the point, and quite convincingly, that 'a few dozen hours can affect the outcome of whole lifetime. And that when they do, those few dozen thours like the salvaged remains of a burned house—a charred clock, the singed photograph, the scorched furniture—must be resurrected from the ruins and examined. Preserved. Accounted for'. What emerges is certainly 'the bleached bone of a story'—the sad story of a woman who became a decentred subject in a world still clinging to a single, unified, unrelenting patriarchal authority. Ammu is a woman who loves 'not wisely but too well' and was ruthlessly crushed down by the patriarchal love laws that lay down 'who should be loved. And how. And how much'.

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## A Study of Linguistic Complexity in Nautical Historical Fiction with Reference to Patrick O'Brian's Master and Commander

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**Abstract:** *It is the reading of the Nautical Historical Fiction inevitably raises the question in front of reader that "How much vocabulary do I need to know?" and it recurs again and again. It is because O'Brian's Master and Commander provides a deep presentation of nautical and naval terms, medical and scientific terms, people, place and political groups, historical events, weapons, armaments, and the military words, flora, fauna and nautical history, food and drink and customs and culture. The reality is that we are completely unaware of the historical and nautical background. The novel weaves around the language of sea and science into the narrative and stopping to consult a reference book the intimacy between reader and tale and between reader and author disturbs. Thus every follower of Jack Aubrey and Stephen Maturin the central characters of the novel, has discovered finding of one's way through the complex vocabulary of novel, which can be as challenging as navigating, uncharted waters. The novel enlightens readers on sociolinguistic perspectives through nautical terms, medical and scientific terms, weapons, people, places and political groups, flora fauna and nautical history and medical and scientific terms.*

**Key Words:** *Nautical Historical Fiction, nautical and naval terms, sociolinguistic, linguistic*

### INTRODUCTION:

No man can easily surpass me in ignorance of naval terms," claims Stephen Maturin (Patrick 31)

Early in *Master and Commander*, the first novel of Patrick O'Brian in which Maturin's continuing ignorance of the ways of the sea and nautical terminology is one of the chiefs of humor in the Aubrey Maturin series. Therefore, ignorance of 18th-century naval can't, to associate ourselves with the novels, is the paragon of intelligence. So that is a mainstay,' said Stephen, looking at it vaguely. 'I have often heard them mentioned. A stout looking rope, indeed, likewise confronted, we can imagine ourselves uttering these lines with Maturin's boggled look and feigned disinterest. Dean King has rightly spoken on the language of naval world conversed by O'Brian's men:

Your mariner is an honest fellow, none better, but he is sadly given to jargon. (King 1)

When reading the novels the question is always in front that "How much vocabulary do I need to know?" inevitably arises, and it recurs again and again. Dr. Pawar has rightly mentioned in his doctoral thesis:

O'Brian's prose provides a deep presentation of nautical and naval terms, medical and scientific terms, people, place and political groups, historical events, weapons, armaments, and the military words, flora, fauna and nautical history, food and drink and customs and culture. (Pawar)

The reality is that we are completely unaware of the historical and nautical background. The fact and beauty of these novels are that these tales spark a thirst for knowledge; suddenly an era seemed to be remote- that of the French revolutionary and Napoleonic wars. It founds itself that we wanted to know more. So we needed maps, nautical manuals, instructive illustrations, and historical essays. The novels are weaves around the language of sea and science into the narrative. Stopping to consult a reference book the intimacy between reader and tale and between reader and author disturbs.

For the naval man, there is a direct analogy between climbing the mast to extend the horizon at sea and climbing up the hierarchy of command to view the wider operation of the navy. The top of the Royal Navy hierarchy was not in a ship at sea, but ashore, in London. It was only there that one's vision was global, encompassing from grand strategy to pay from ship construction to uniforms, from navigation charts to food allowances. Officers of the crown, including naval officers of the Crown, including naval officers like Jack Aubrey, were ultimately governed by the Parliament, the king's cabinet, and King himself. Then the power of the Lords Commissioners of the Admiralty comes. The principal officers and Commissioners of the Navy formed the navy board for material conditions, naval expenditure and health and substances of a seaman. Ordnance board an independent board at the Ordnance was responsible for supplying both the army and the navy with the guns. It worked closely with Admiralty, its principal channel of communication on sea affairs, in determining with the navy board and its subsidiaries. The Navy of the period is made up of a wide variety of ships with various specific roles to play. Some were designed for combat, others for support activities. The most important combat vessels were designed to fight an organized enemy fleet in a line of battle; they were called the line of the battleship of the line. Battle tactics involved sailing ships in a line, bow to stern as the most efficient way of concentrating their gunfire, at the same time protecting the ship's weakest point. The most battle took place at relatively close range. They didn't begin until the ships were as close as 1000 yards.

Broadly, speaking the ships on line they were also rated ships, falling into five or six classes. All were commanded by a sea officer trained in navigation, seamanship, and gunnery and holding official rank and title of Post Captain. There were gradations of seniority among these men, depending on their length of service. The biggest ships in the Navy, the first-rate ships of the line, were all armed with 100 or more heavy canons on either two or three decks and a total complement of about 837 naval officers and men plus 170 Royal Marines. The next class of ships of the line, the second rates carried 90 to 98 guns usually on three decks and total complement is 738 naval officers. Thus according to the rate, there are the decks, guns and naval officers are in number. In the same way, different types of small ships are designed according to their purposes. Frigates are the most glamorous ships. They were the fleet's fast fighters, involved in all sorts of duties and high drama. These convoyed merchantmen with valuable cargoes, raided rich enemy fleets, served as the eyes of the battle fleet and carried earth-shattering news from all quarters of the globe. Unrated ships and vessels consist of a wide variety of other warships principal ones being sloops, bomb vessels, fire ships, brigs, cutters, and gunboats. Sea officers came from every class of society. All sea officers held written documents that gave them their rank and authority. Admirals also known as flag officers because they flew a colored flag denoting their rank were the highest rank officer. Commodores are a lower-level officer. This rank was neither permanent nor necessary. The senior captain has been appointed as commodore. Just as in *Mauritius Command* Jack Aubrey is appointed as Commodore. Sea officer with rank is known as Captain. He is also known as Post Captain. Commanders, Lieutenant, Midshipmen, Cadets, Masters, Surgeons, Pursers, Chaplains, Boatswain, Gunners, Carpenters, cook, etc. are the personal works on the ship. The daily routine of the sea was monotonous. The day officially began at noon, when the date and day of the week were changed on the log board. Just before noon on a clear day, the Master, Master's mate, Midshipmen measured with their quadrants the angle of the sun as it reached its highest point of the horizon, thus determining latitude and correcting the time kept by any chronometers on board. Noon was reported to the Captain, and eight strokes were struck on the ship's bell followed by the Boatswain Pipe to dinner, executed on his high-pitched silver whistle. Itself is divided into watches of four hours apiece, measured by sandglasses and marked by a ringing of the bell. Sailors stood their duty hours in watches of four hours off, throughout the day and night. Furthermore, in the comprehension of the novel, the overview of the war during the time of the plot also plays an important role. The War of Second Coalition, Peace of Amiens, War of Third Coalition, The Naval War of Trafalgar, Peninsular War and War of 1812 are the significant historical events in the novel. These events are the cues for the interpretation of the work of art and help to understand the context and background. The medical and scientific terms bring linguistic complexities in the plot. Although the sailors were predominantly healthy young men, they were still susceptible to the most acute contagious disease. Besides, chronic illness contributed to the loss of considerable manpower at sea. As on Aubrey's ship, the most frequent diagnoses on St. Medrad's cruise were catarrhs, influenza, consumption, and pneumonia. These



respiratory ailments accounted for nearly 50 percent of all diagnoses made in the British or American Navies. Other leading diagnoses included malaria, diarrhea, dysentery and bilious fever. Syphilis and gonorrhea, predictable risks of shore leave almost everywhere, completed the list of the most common illness, although rheumatism and related debilitating conditions such as lumbago and sciatica could remove significant numbers from a ship's workforce for weeks on end. As Jack Aubrey was well aware, the most frightening illnesses were exotic tropical infections, especially malaria, yellow fever, cholera, and perhaps, plague. Most Commanders and their surgeons considered some of these to be hazards of specific stations visited by the Royal Navy. Medicine chest for Navy ships contained up to one hundred of the more than two hundred remedies prescribed by doctors on land and, sea the specific contents of each ship's chest differed somewhat, according to sea preferences. The most frequently prescribed drugs were cathartics, which were assumed to flush out unbalanced humor with the faces and to relax the abnormal tension that had existed. Opium and opium preparation such as laudanum were correctly regarded as sedative, anti-diarrheal and analgesic. Maturin used laudanum frequently as an escape from his worries appears to have been addicted, and it is unclear how he managed to wean himself from it. The drastic treatment doctors favored was bleeding, on humoral grounds that chemically it removed or otherwise unbalanced blood-producing symptoms. Thus, the occurrence of catharsis, vomiting, sweating, or blisters after the administration of drugs simply confirmed that the remedy had indeed altered the humor and tone. Trauma and surgery during naval warfare is the part of sailors' life. Ironically more battle wounds occurred when the ships fought at the distance than in close engagement. Maturin a trained as a Physician, not a surgeon, he had at least read the most influential works on naval surgery that had been published by the time met Aubrey. Among the common occupational risks of a life at sea that might require manipulative surgical treatment were burns, inguinal hernias, falls from aloft, limbs crushed under falling barrels, ropes or not only in the battle, ropes, or chains and injuries incurred during fights. Thus the Maturin's medical practice has brought medical terminology that has made novels linguistically complex. The illustration related masts, sails and rigging is fetched reader the new jargon and add the new terminology in his knowledge. The expression of word such as lower mast, topmast, topgallant, cap, the hull, the maintop, topgallant masthead, the truck, the main wale, the gun ports, the main channel, pendant, clew lines, reef points, leech lines, fore staysail sheets, halyards, downhaul, mizzen staysail, driven, spanker, poop deck, quarterdeck, waist, forecandle, upper deck, gun deck, or lop, etc makes reader to know the new words belongs to the jargon of sea world. Thus every follower of Jack Aubrey and Stephen Maturin has discovered finding one's way through the complex vocabulary of novels, which can be as challenging as navigating, uncharted waters. The novels enlighten readers on nautical terms, medical and scientific terms, weapons, people, places and political groups, flora fauna and nautical history and medical and scientific terms. It guides us on the structure and workings of the Royal Navy during the period, the political situations of the time and the state of medical science. Maps, diagrams and ship illustrations enrich us to understand the naval society. Thus the reader needs to take and handy reference while they have to read.

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## Global Trends in Teaching English Pronunciation to Foreign Language Learners

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**Abstract:** *What is agreed upon by all applied linguists is that teaching is an arduous and a demanding profession. This is due to the fact that teachers deal with a variety of mentalities, intelligences and learning styles from various backgrounds. In order to approach all these, teachers have to possess both ample flexibility and patience, for successful teachers are those who strive to satisfy learners' needs and address their skills. Arousing from this, classroom experiences and talks are meant for learners of all types: kinaesthetic, visual, auditory and tactile. The fact is that we are now on a threshold of a new age where technology has become our inevitable tool not only for communication but also for teaching and learning. In addition, the time of pandemic has led to a steep learning curve, so it is on teachers, in the first place, to face all these obstacles. The current article delves into how teachers can take advantage of the revolution of technology and innovate teaching and learning methods or techniques to elevate learners' pronunciation of English and create a near native tongue. Moreover, it unravels the role of digital technologies in education along with the urgent need to cultivate technology-illiterate teachers through constant training.*

**Key Words:** *teaching pronunciation, revolution of technology, speaking, learning.*

### INTRODUCTION:

It goes without saying that the time of pandemic has led to a steep learning curve, so it is on teachers to overcome all these obstacles. In other words, COVID-19 has left its imprints on all life domains. Consequently, the pandemic has revealed the creativity of machines and that once teachers' soft skills are honed, learning can still take place even if schools and universities have shut their doors. The truth is that technology has invaded all spheres of life including education. Further, it has become an inevitable tool not only for communication but also for teaching and learning. As a result, teachers have to face these changes by implementing technology in language teaching and digitalising the teaching process, especially pronunciation teaching and assessment. Learning a language has never been restricted to mastering the sentence structure and grammar rules nor is it meant for memorising words and their translation, as the Grammar Translation Method implies. Rather, while the grammar rules are necessary, fluid pronunciation is also valid towards maximum communication and mutual recognition among interlocutors. Even memorising words is pointless when their pronunciation is messy. Therefore, pronunciation plays a role in intelligibility. Its impact is undeniable, for it boosts learners' efficiency, as Brown (1991) puts it. In other words, good pronunciation is a sign of professional language reservoir, and that fluent speakers possess command over spoken language and pronunciation. In oral interaction, pronunciation is the first aspect to be noticed. Moreover, it is the steering wheel that maintains or disrupts communication. Consequently, it has always been a constant source of difficulty to English language learners of all levels. This is mainly because of the arbitrary relationship between the written and spoken form of the English words. This is hard to adapt to on the part of learners due the minimised oral practice assigned in the classroom in foreign language contexts.

Parallel to face-to-face classes, online teaching necessitates creativity and innovation. In virtual classes, learners are merely receivers, and it would be tough or impractical to assign to them tasks

similar to those of the total physical response. Stemming from this, a revolution in teaching has become a must to cope up with the new teaching demands.

### **LITERATURE REVIEW:**

The previous literature illustrates a wave of global trends in pronunciation teaching. Afshari & Ketabi (2017) point out that in today's teaching world, inventive language teachers, specialised in pronunciation teaching, are more shifting toward self-directed pronunciation instruction. For instance, once learners are instructed in phonetic symbols and how these are combined together to transcribe words and sentences, learners then will serve from these discrete elements to read the transcription they look up in the dictionary. For Wallace & Lima (2018), when implemented in language teaching and learning, technology may improve teachers' lessons and aid students in making understandable pronunciation. In this sense, technology might prove advantageous for both teachers and students. In other words, teachers may resort to implementing technology while teaching pronunciation to create native-like exposure, immerse the students and provide anxiety-free atmosphere for maximum input and qualitative output. This is capable of building an exciting learning environment wherein acquisition is more likely to happen as learners acquire the language with less effort.

It is because teachers are not always available for guidance and correction that learners are prone to autonomy in learning, pronunciation in particular. This autonomy triggers learners to search for techniques and tools to promote pronunciation learning. Television and radio broadcasting, for instance, are fruitful sources for autonomous language learners, and both teachers and learners can reap the benefit of these sources. While teachers can implement the previous sources to grab learners' attention, learners can also make use of the same to expose themselves to the native accent, the case of foreign language learners who have rare chances to listen to the language outside the classroom.

For language teachers to implement television series in pronunciation teaching, Admin (2016, October 10) explains that they may combine a collection of various scenarios from various series and utilise them to clarify or reinforce certain phonetic rules, such as the distinction between [ɑ:] and [ʌ] or [ʊ] and [əʊ], as segmental features. Likewise, teaching and learning English connected speech can become easier by watching television series and listening to radio broadcasting whose variety is fairly casual and words are connected. In this, teachers gather vocabulary-rich materials with specific sounding words. Due to the fact that finding the right sources might take time, not all teachers are ready to do this. Nevertheless, it can be a highly engaging lesson for the language learners. Moreover, they provide contextualised input which is highly recommended by language teaching researchers. Above all, they are helpful for both visual and auditory learners as more than one sense is triggered to enhance language absorption and memorisation.

Beside television and radio broadcasting, social media sources are also fruitful for language instruction and evaluation in addition to social communication. Aside from the epidemic that forced technological inclusion, these social media platforms may be employed by teachers to develop language skills and sub-skills, audio and video discussions and other activities. Therefore, discussions that include audio or video interactions are beneficial for fostering fluency, pronunciation, and speaking as a whole. They also provide a relaxed, non-threatening environment for language learning, which can expose students to qualitative and quantitative information outside of the confines of conventional classroom curriculum. Assignments can be delivered through voice notes rather than in written formats as voice notes will trigger learners to practise the language orally.

Similarly, learning can be at its peak if learners if the material is provided in an entertaining way. For instance, using online learning materials in place of lectures helps learners to absorb more practical information, which boosts their performance, as StudyCorgi (2021) puts it. When it comes to teaching pronunciation, digitalised materials, depending on listening, repetition and drills, are helpful in training learners' tongues.

However, incorporating technology should not be a random task. According to Dixon (2018), many people concur that good pedagogical preparation is essential to use technology. To add, English language instructors will probably need to have more insights into voice recognition software programmes and how technology might help students' pronunciation in the classroom as a result of such planning.

## CONCLUSION:

The article summarises global trends in teaching pronunciation to foreign language learners. It is known that technology has permeated every aspect of life, including education. Additionally, it has evolved into a necessary instrument for teaching and learning as well as communication. As a result, instructors must adapt to these developments by incorporating technology into language instruction and the learning process. Part of this adaptation is implementing television series, radio broadcasting, social media sources and online learning materials in foreign language teaching. These sources benefit both visual and auditory learners since they stimulate several senses, which improves language absorption and memorisation. Likewise, joining training programmes, instructors may develop their technological literacy and engage in creative and innovative online teaching practices. It is true that teaching innovation is never technology-centred because new learners require new teaching styles. Therefore, equipping virtual classes with audio-visual materials and incorporating in-class and after-class interactive games, especially for kids, may enhance learning, taking into account that social media sources are useful as handy tools for teaching and learning. What is more, innovative teachers are versatile and keep up with the trends.

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## Women's Participation in Resisting Patriarchy in Anita Desai's *Clear Light of Day*

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**Abstract:** Indian society is largely patriarchal, as women are made to feel inferior from the moment they are born. The men are portrayed as active, intellectual, and heroic, and the women as introverted, timid, and sensitive. Women are enslaved in a number of ways, not only in their homes but in the crucial structures of society also. Rather than rejecting conservative values, even educated women are seen openly supporting them. Actually, their grooming and norms encouraged them to adapt to all the norms and conventions defined by patriarchal society. This silently leads to gender oppression, especially when the women themselves are not able to speak for themselves. So many things are responsible for their pitiable predicament, but one of the main primary causes, which insisted to write this paper, is women themselves, who are involved in resisting patriarchy by being the sternest perpetrators of patriarchal values. Indian writing in English plays an important role in the light of patriarchy. This paper focuses on the involvement of female characters in preserving patriarchal power, with a special reference to Tara in Anita Desai's novel *Clear Light of Day*. She can be called the agent of patriarchy as she appears to be promoting Hindu patriarchal ideology. She feels happy to be dominated by her husband. In many ways, the novel reflects a vivid picture of Indian women, who are molded to behave as the patriarchal society expects from them. The study also investigates the role of women in the characters of Tara, Mrs. Das, the Misra sisters, and Mrs. Biswas in the preservation of patriarchal values. It will also throw light on the means to overcome this malicious circle of existence.

**Key Words:** Indian Writing in English, Patriarchy, Anita Desai, *Clear Light of Day*, Tara

### INTRODUCTION:

In Indian circumstances, patriarchal oppression does not always result from men oppressing women; rather, it is often women who impose and enforce gender-based restrictions upon themselves and other women within the family (Jackson 121). Religious teachings also played a significant role in accepting their subordinate position in the husband's family without resistance. Their minds are set on accepting their husbands as lords. They enjoy emotional fulfillment in playing the roles of ideal wives and daughters-in-law in the family. So, women are partly to blame for their pitiable predicament because they are the most strict about upholding patriarchal values.

**PATRIARCHAL CONCEPTS:** can be found not only in the social, legal, political, and economic organization of all nations but also in literary works. Patriarchy is a system of society where men are the head of the household, carry the most power, and possess the family lineage. The concept of patriarchy is defined by different thinkers in different ways. Mitchell, a feminist psychologist, uses the word patriarchy "to refer to kinship systems in which men exchange women" (Mitchell 24).

**REVIEW OF LITERATURE:** In the face of patriarchy, Indian writing in English plays an important role. Mulk Raj Anand, R. K. Narayan, **Anita Desai**, Toru Dutt, Salman Rushdie, Vikram Seth, Amitav Ghosh, Arundhati Roy, Kiran Desai, and many others are among the Indian authors who have written in English. Anita Desai enjoys a distinctive literary position in the panorama of Indian English fiction. She is a comparatively old writer, whose works have been commented on by a number of critics like Jasbir Jain, Usha Bande, Meena Belliappa, Madhusudan Prasad, and many others. The large body of critical evaluations of Anita Desai's writings concentrates on varied aspects like her biography, major influences, thematic aspects, psychological elements, male-female relations, the labyrinth of feminine sensibility, etc. But the sad fact that motivates me to conduct this study is, women themselves are involved in maintaining patriarchal power.

**Anita Mazumdar Desai** was born on 24th June 1937, 1937. Her transcultural background has allowed her to see India both as an Indian and as a non-Indian. The theme of her novels is human relationships, miscommunication, lack of understanding in marital life, alienation, loneliness, East and West encounter, violence, and death. As a woman writer, she is capable of understanding women's psyche better than male writers. Anita Desai started her career as a novelist with her first novel, *Cry, the Peacock* (1963), and her other novels are *Voices in the City* (1965), *Bye, Bye, Blackbird* (1971), *Where shall we go this summer?* (1975), *Fire on the Mountain* (1977), *Clear Light of Day* (1980), *In Custody* (1984), *Baumgartner's Bombay* (1988), *Journey to Ithaca* (1995), *Fasting and Feasting* (1999), *The Zigzag Way* (2004).

Desai's novel *Clear Light of Day* (1980), portrays Indian women and shows the involvement of women in resisting patriarchy in the character of Tara, Mrs. Das, the Misra sisters, and Mrs. Biswas, whom all are molded to behave as the patriarchal society expects from them. As Ramesh Kumar Gupta has remarked:

*Clear Light of Day* is chosen to define and examine the wide space that divides the two types of women hailing from the same family - the women who do not act but surrender and so keep the tradition alive and next, the women who choose not to surrender and be meek but break the convention to face their situation and take up a new road where no one can dictate to them. (153)

#### **Tara as a wife:**

As a competent and gracious diplomat's wife: Tara is the symbol of a typical Indian wife, who is totally dependent on her husband and lacks vigor and resolution. Tara marries Bakul merely as a means of escape from her house and family. "Tara was always expecting to find treasure, to make her fortune, discover herself a princess" (CLD 157). Tara surrenders herself totally to her husband and continuously feels the need to prove herself to him.

As an agent of Patriarchy: Tara can also be called the agent of patriarchy as she was happy to be dominated by her husband. She appears to be promoting Hindu patriarchal ideology. After marriage, she follows all the rules of fashion that her husband chooses for her. She not only adores Bakul but she also willingly endures his neurotic torment.

Dependency: Tara's complete dependency on her husband, Bakul is revealed in these lines: 'Of course now I do see,' Tara went on at last, 'that I must have used him as an instrument of escape. The completest escape I could have made right out of the country' (CLD 239).

Meek, weak-willed, a conventional woman: Tara is often represented as a repressed creature who could not elevate herself above other things that could satisfy a woman outside of marriage, children, and so on. She lacks the qualities like resolution and firmness.

Submissiveness: Tara used to be molded by her husband's will and keeps the tradition alive. She not only accepts all the decisions made by her husband. Not only this, but she also shares his sense of nationalism.



Escapist tendency: Tara can be visualized as an escapist to save herself from the brutality of the patriarchal world:

She wanted only to hide under Aunt Mira's quilt or behind the shrubs in the garden and never be asked to come out and do anything, prove herself to be anything. When challenged to name her particular heroine, she looked vague and tried to shift away, saying she would think about it. (CLD 194)

**Mrs. Das as a mother:** Tara's mother has also been represented as her husband's shadow, which shows a great influence on Tara's personality since she was a toddler. Mrs. Das is considered domineering, arrogant, and impatient towards her daughters, and is concerned with her looks.

What does make a wife? Why, they felt, a wife is someone like their mother who raised her eyes when the father rose from the table and dropped them when he sat down; who spent long hours at a dressing table before a mirror, amongst jars and bottles that smelt sweet and into which she dipped questing fingers and drew out the ingredients of a wife. (CLD 170). Later, Bim eventually realized what was causing their home's uncomfortable atmosphere: "The secret, hopeless suffering of their mother was somehow at the root of this subdued greyness, this silent desperation that pervaded the house" (CLD 199).

**Misra sisters as the typical Indian women:**

The Das family's neighbors, Jaya and Sarla, had no ambitions in their lives except for the urge for marriage. They, like Tara, did not finish high school. They are typical Indian women, who stay at home and have all the feminine qualities: they represent traditional values in their acceptance of women's inferior status.

**Mrs. Biswas as a mother of a son:**

Mrs. Biswas exploits herself for the sake of her son, Dr. Biswas.

'Eat a little, Shona', She coaxed in a discontented mutter like pigeons. He did not and she took the plate away from him with a sigh and limped to the table to put it down. Earlier she had not limped: it was his not eating that brought on her limp. (CLD 138).

She used to listen more and more to her arguing son, Dr. Biswas. Not only this, she had determined to sacrifice herself for his sake.

Mrs. Biswas had spent all morning cooking, but how was Bim to know that?- she listened to mother and son arguing more and more heatedly, the old lady on the brink of tears, determined to sacrifice herself for his sake, he somewhat maliciously as if to punish her for this embarrassing scene. (CLD 139-40)

From the above description, it seems that Mrs. Biswas is a conventional type of woman who seems to support patriarchy.

**Aunt Mira as an extension of men's oppression-**

Aunt Mira falls easily into the role of nurturer without any protest because, as a child widow in a patriarchal society, she had learned to subdue her desires. Not only this, she dismisses Tara's education by saying, 'You're only a day girl, Tara, you haven't been sent to boarding school, after all (CLD 194).

**CONCLUSION:**

Women like Tara, Mrs. Das, the Misra sisters, and Mrs. Biswas are dominated by the patriarchy as well as by society. They accept all decisions made for them by men without question. Through her novels, Desai highlights women's collusion in the patriarchal oppression of other women and tries to explain that-



- Women themselves are involved in resisting patriarchy by passing down the rules set by males for females.
- They are formed to meet the needs of others, in particular, the needs of men.
- They lived not only to keep the pride of their husband but to sacrifice themselves for others.
- They hold the traditional Hindu view that happiness and fulfillment lie in social duty rather than in individual freedom.
- The image of pativrata gives women sanctions for their enslavement.
- They do the social practice of preparing their daughters for nothing but marriage.
- By passing down the skills to their daughters, they contribute to maintaining sex-role differentiation. Thus, their acts also strengthen women's secondary status.

Thus, women sometimes actively participate in the reproduction of their subordination, even though the disadvantages of patriarchy may far outweigh any actual economic or emotional security (Kandiyoti 282).

Desai emphasizes women's role in maintaining patriarchy, supporting her view that 'women are as responsible as men are for all those orthodoxies and traditions having been kept alive through the generations' (Jussawalla and Dasenbrook interview 165). Gender inequality is not only a biological difference but also a social construct. Although the novel also suggests how these women attempt to combat oppression. For the upliftment of any nation, gender equality is important because every individual has a unique quality and no work is particularly associated with males and females. The knowledge gained from such research can be used to assist oppressed women, who may be going through a similar experience. It may serve as an inspiration for many researchers to conduct related studies and spread the message that will help to improve women's conditions. The roots of this research can be found not only in scholarly areas, but also in social, legal, political, and economic areas.

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## Societal Politics and Paradigms of Class, Race and Gender and the Re-defining Ruptured Sensibilities

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O water, voice of my heart, crying in the sand,  
All night long crying with a mournful cry.  
As I lie and listen, and cannot understand  
The voice of my heart in my side of the voice of sea  
O water, crying for rest, is it I, is it I?  
All night long the water is crying to me.

- Arthur Symons

**Abstract:** In the 1950s and 1960s, British and American psychiatry and medical specialists- for the first time- differentiated 'gender' as in biological factor and gender as its socio-cultural construct. Since then, feminist scholars have been raising their voice against gender-based discrimination. They are of the opinion that biology does not determine fate, that is, being a woman or a man is not the only fact that determines the fate line. Women can also perform all the social roles that men perform. Therefore, discrimination on the basis of gender is a sign of injustice, oppression and exploitation done towards women. Feminist scholars oppose this exploitation and consider gender-based roles and any discrimination on the basis of gender as unfair due to patriarchy. Centuries of dominance have rendered women a slave of their own psychological fears. Phyllis Chester rightly suggests in this regard that women automatically and unnecessarily confine themselves to a very limited and suffocating social stereotype and rigid behavioral pattern. Women also indulged in perpetrating injustice against their likes. Some women are hand-in glove with the men sometimes overtly and at times covertly, in abetting crime against women. But an even more fearful enemy lurks in the form of the mind-set of the womenfolk themselves which has to be tackled. This task of emancipation of woman from their own mental chains is a more tedious task for the activists of the women's liberation movement. The woman's quest for freedom is turned inward and aimed at the goal of self-discovery. Men matter no more to the women in this phase as they used to earlier. This weapon of discrimination becomes more lethal when it is used against women by their colonial masters in their respective colonial set-up. It assumes a new dimension in such a context or even when the natives are carried as slaves to foreign lands to serve their masters. Ironically, in the world of man's sensory concerns, there is no place for women even today, just as there is no value for the life, comfort and respect of non-human beings in agrarian culture. Animals are important to the farmers because they are useful. Utility makes them tolerable in the eyes of the masters, but with the help of their natural sense, they become helpless silent beings to know that in that tolerance there is also the intolerant violence of being reproached and replaced at the slightest mistake. Since the history of the development of human civilization rests on the feet of violence and oppression.

"After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world, --a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's

self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity." (Bois, P.3)

The golden era of human rights has witnessed all the ideologies and organizational activism reaching their respective milestones to bridge the gap between the marginalized and the mainstream; We have seen marginalized identities like animals pulsating from their minimum human existence and maximum civil liability. That's why I want to move beyond my apprehensions to see the object-truth of a woman's absence in the world of man as an ironic situation rather than as an inevitable tragedy. Irony is not a cruel judgmental position left helpless to suffer the consequences shaped by one's own inherent weaknesses, like tragedy. It is a dialectical state woven with a sunshade of despondency and anticipation, which can decompose into the passivity and inertia of tragedy as soon as it leaves the shed of thought, then, having made thought a logical process of contemplation, is not alarmed by the present deplorable state of the situation, its conscious. Taking cognizance, it also gathers effective options for solutions from within and outside the system. In the inner layers of irony lie the developing possibilities of rethinking and sophistication. So, in spite of the fact that the face of democracy in most parts of the globe, not just the country, is getting scarred by the violent ravages of radical nationalism, this paper tries to speculate over the question why men, beyond home and bed, is not able to accept with ease the presence of an autonomous, intellectual, conscious human-female (a woman illumined by the aura of being a man above gender discrimination from the ideological-mental point of view) in the world of thought and dialogue? The paper tries to introspect the infringement of racism and patriarchal dominance over the multi-layered labyrinth of socio-economic set up. Feminism is a revision of patriarchy in opposition to the cultural structure of gender inequality. In the eyes of the woman, it is a legitimate and rational ideological fight to get her human rights, while in the eyes of the man (power) this whole event is a waste of creating a ruckus. Even more dangerous than the mindset of taking possession is the anxiety of giving up. Behind the long history of hatred and oppression against women lies the self-acceptance of their own fears and weaknesses of the patriarchy, wrapped in infinite layers of deep silence that the woman has understood. But during the last century, when he descended into the darkness of his conscience, he saw the squirrels of dreams scurrying among the gray discoloration of taboos, frustrations, glands and sediments; And when I brought down the sheet of my existence woven with sunshade color on the paper, I found that the sobbing women in solitary confinement have become a chorus. Now they are not just organizing a wave tied in the chest of the sea so that they do not get the opportunity to escape from captivity; Tied in its own speed and direction, there are ripples like the torrent of the river, which is accelerating with its own inner energy. 'Invented' by the woman, this boisterous vitality and the ability to spread its existence by growing anywhere like a peepal tree amidst adversity increases the fear of man; and fear blind vengeance to retaliation. In the field of literature, this violence is reflected in the crookedness of disregarding feminist writing and proving it as secondary and minor like a woman.

The pain or injury caused in situation like these is more grievous. The victims, the native women (as also the men folk), when carried off to distant lands find themselves in precarious predicament. They are geographically dislocated, historically and culturally cut-off from their indigenous tradition and culture. Economically decapitated and emotionally shorn-off. This results in a fractured psyche for the captives, both male and female. But history bears testimony to the fact that womenfolk have suffered more. They are 'otherized' triple-fold because of gender, race and class. Such has been the condition of the womenfolk of Africa who were carried off, far away from their domestic shores to the distant shores to the distant shores with a different clime and new vegetation. They were to serve as slaves to the white master in the new domain. Black women were brought to America as slaves to fulfill specifically female roles as also to provide working hands in the fields. One comes across examples of such working women in the much-acclaimed novel *Gone with the Wind* in the memorable characters of Prissy, Dilcey and of course Mammy. The presence of these women was considered pivotal in the continuation of the slave system which was ultimately linked to the American economy. Hélène Cixous notes that women and women's bodies are consistently expressed as sites ripe for oppression. So, this lot of humanity suffered for silence and subordination became for them, often a seemingly inescapable state.

But change is the law of nature. Times are changing now and so is she (the Black women in America). The genesis of Afro-American literature lies in protest against slavery. The black American

Literature has grown and developed passing through the hurdles of slavery and struggle. Initially the literature served as a potent tool against the oppressive state of their existence. Gradually the blacks in America managed to achieve some social status and even political recognition to some extent. But the condition of black women, triply 'otherized', did not change in the same proportion. She had not only shared the toils and tears with the black men in serving their white masters but had to her household too. That is, she shared the fate of the womankind of the world in general and also served and suffered as a slave. In such circumstances in which she existed; the question of her identity did not arise. She was a housewife, a mother along with her dual charge of an efficient 'mammy' and a thing of pleasure for her white master. Serving thus, in various capacities, her identity was lost. But then the role and position of women in this male dominated society has always been taken for granted at large, Black Women were no exception. They seemed to live for others, the general predicament of women since aeon. These women served both black men and white, children or parents. She seemed bereft always of an autonomous self. Their cause was taken up by some white liberals and also by their own brethren. But the black women writers have very ardently and poignantly pleaded for their cause. Appreciable efforts have been made by them. They have managed to cross the hurdles of race and sex and portrayed through their writings the difficult circumstances of their lot. "Black women remained in outsider-within locations, individuals whose marginality provided a distinctive angle of vision on these intellectual and political entities. Alice Walker's work exemplifies these fundamental influences within Black women's intellectual traditions. Walker describes how her outsider-within location influenced her thinking: "I believe . . . that it was from this period—from my solitary, lonely position, the position of an outcast—that I began really to see people and things, really to notice relationships" (Collins, P.12)

The literature and feminist literary critical theories and practices of African-American woman writers like Toni Morrison, Alice Walker and Bell Hook have provided a stimulus and a framework in relation to which many emergent black women writers have developed their writing practices. Through semi-fictionalized autobiographical forms these novelists write against such colonization and silencing. In their novels they recreate versions of their past lives and testify to a history of suffering and silencing, forming versions of a lived, shared history that can be communicated to others. Recalling one such experience Maya Angelou writes in her autobiographical novel '*I know Why the Caged Bird Sings*' "The black female is assaulted in her tender years by all those common forces of nature at the same time, that she is caught in the tripartite crossfire of masculine prejudice, white illogical hate and black lack of power. "(Angelou, P 231) So, the black woman writers developed her own personal vision and they present the world through the spectacle of their experience. Consequently, such complexity of pressures adds to the psychic burden of the black women and make them 'conscious of their marginality to the center. When they choose to shape versions of their own life and experience, they represent it through female characters. The heroine, in their works, is generally taken from the black community living in America. As stated earlier, the black woman differs from their male counterparts too. One point in this respect is that she has to move within a narrow boundary. Her world is limited for she cannot take long journeys in quest for herself discovery like Cross Damon in Richard Wright's '*The Outsider*', Toni Morrison's '*Sula*' and Alice Walker's '*Meridian*' are in similar vein. The recurrent theme of quest is found in the novels of black women writers. They have studied the structure of oppression within a specific social, cultural and psychological milieu. Within this theme of quest, the novelists have presented the characters as trying firstly to define a meaningful individual identity, without the influence of conventional expectations and prejudices (which tend to distort the identity), secondly to sustain one's dignity in a world of growing alienation and moral decay and thirdly to nurture individual self-esteem in a hostile social climate. The *raison d'être* for these novelists is to give a meaning to their 'self' and to protest against social and gender discrimination. Toni Cade Bambara, the author of *The Self Eaters* says:

"First and foremost, I write for myself: writing has been for a long time my major tool for self-instruction and self-development. "(Claudia, Ted. ed. P 60)

In fact, Toni Morrison, the author of *Sula*, *The Bluest eye* etc. acknowledges that she wrote these books because "these were books I had wanted to read." (Ted. P 60), in a similar vein Chinua Achebe has acknowledged that he began his first novel for he was not satisfied by the depiction of Africa and the black men in *Minister Johnson* by John Cary. It was after all a white man's view of Africa. So, her purpose for picking up the pen was to instill in her people a love for their lost culture



and a pride in their existence as black. Similar urges induced the black American women novelists to pick up their pens.

'Beloved', 'Jazz' and 'Paradise' are Toni Morrison's Dantesque trilogy. In the first episode of the novel trilogy, *Beloved*, Toni Morrison shows in detail that slavery destroys the tender feelings of woman. Takes away from a woman her natural right to become a mother. The feeling of motherhood towards a child born out of rape is not the same as that of a child born out of love. In tyranny-slavery, the feeling of a woman towards her child is mixed. To the seafarers, overseers, masters, slave women are child-bearing machines, not human beings. They were simply called 'breeders'. The more children born to a slave woman, means more slaves, that is, more people working, more hands to work. 'Beloved' is a complex novel. This is not a novel of mystery-adventure, it is a novel of the culmination of acceptance and tolerance. This novel asks how much a man should tolerate, how much should be taken, where is the limit. A background is needed to understand this novel. Some knowledge of American-African history is necessary. For this it is necessary to get acquainted with the cruel tale of slavery. In their effort to delineate an honest picture of the position of black women, these women novelists have tried to portray the characters as lonely, isolated figures. In *The Street* by Anne Petry, the heroine Lutie Johnson moves in a world of dirt, filth and darkness. A world where poverty and racial injustice rule the roost. The struggle starts when she makes an attempt to fight back relentlessly. But her bold are thwarted by the economic and racist forces. Her aspirations to establish social status and economic stability for herself is nipped in the bud. Lutie realized that her talent is not enough and that she, as a commodity, is what people are after. Her refusal to compromise, results in her killing of Boots, her employer when he tries to rape her. In this heinous crime, all her pent-up frustration is released.

"A life- time of pent-up resentment went into the blows. Even after he lay motionless, she kept striking him, not thinking about him, not even seeing him... Finally, and the blows were heavier, faster, new. She was striking at the white world which thrust black people into a waled enclosure form which there was no escape..." (Petry, p.308)

Through this tragic failure of Luite, Anne Petry presents the failure of all such women, undergoing similar experiences. Her view of life has made her aware of the grim reality that their condition is no different from the plantation period, except the many of the slaves do not understand that they are slaves. In the Nobel prize-winning novel, *The Bluest Eye* by Toni Morrison, Pecola, the young heroin, suffers from the complex of being black, ugly and therefore unloved. *The Bluest Eye* is the story of a small black community. All the characters in it are black. This is the truth behind this painful story of how blacks weigh themselves on white values, how they consider them better than themselves. In this novel, Pecola Breedlove is impressed by the blue eyes of actress Shirley Temple, who herself prays every night to get the same eyes. As a child she wants to be loved. She thinks that white children are loved due to their white skin and blue eyes.

So "each night, without fail, she prayed for blue eyes." (Morrison P. 28)

She believed that if she got blue eyes then all the problems of her and her family like daily quarrels between parents, brother's frequent running away from home, father's drinking would all improve, she would become beautiful. No one has paid attention to her in eleven years, she wants people to pay attention to her, everyone starts looking at her. Narrator McTeer Pecola witnesses the process of the heroine's destruction as she tries to understand the process. Then undergoing the worst torture ever for any woman, Pecola becomes a victim of her father's lust. Her world, which had cracks, is completely shattered now. She realizes that there is no one to love her. Already unloved by the whites, now, she is scorned at, by the blacks too. She takes refuge in isolation which ultimately results in her madness. Toni Morrison tries to portray through Pecola's life the condition of black women whose capacity to suffer seems infinite, victims as they are of ineluctable fate. Such candid presentations make us aware of the name of civilization, culture and development when we fail to acknowledge an individual as a living being. Alice Walker too shows a black woman's determination to survive the crudities of life in *The Color Purple*. For her presentation, the author has hit upon the happy idea of the epistolary mode. The heroine, Celie, finds herself closest to God and it is to Him that she writes letters every day. As she undergoes oppression through her own family, she records every detail of her agonizing experience in her letters addressed to God. *The Color Purple* is one of the most defining novels in African American fiction. The story follows the life of Celie, an African American woman living in the South during the Jim Crow era. She writes in a series of letters to God, maintaining her voice of sincerity and faith in a

higher power, despite the adversities she faces every day and her own inner doubts about herself – especially from the hands of the men around him. He falls in love with a woman, a controversial topic to this day, and through Shug Avery, she realizes her self-worth and identity; In the end, she also finds that her beloved sister Nettie is still alive, and addresses her letters to Nettie. Alice Walker presents her heroine undertaking a bold step in leaving her husband and the oppressive atmosphere at home, thereby asserting her identity by becoming independent. Such changes are hopeful pointers to a better tomorrow for these agonized souls. But it is not always that these black heroines are shown as being successful in their endeavors (that is, if they have the strength to make one). Being a woman and also black is like facing a double-edged sword. The black women novelists present these heroines whose experiences symbolize those human aspirations which revolve round the need for freedom and self-fulfillment.

When *Beloved* was published it was the latter half of the nineteenth century. In 1808, there was talk of legislation to stop the slavery trade. By the Fifteenth Amendment in 1870, the US Constitution granted American citizenship to blacks. But apartheid and racism persisted. It is not easy to stop social evils by making laws. The main thing is to change the attitude of the people. Most of the American people, especially the white people of the American South, had the same attitude towards blacks. If we look at American history, we find that during this period about 1,000 slaves were migrating from South America to North America every year with the help of 'The Underground Railroad'. Many of these would have been captured again, many perished along the way by hunger, cold, disease, some would have reached the north to taste a few independent lives. Opponents of slavery were divided over the freedom of the slaves. Some people wanted peaceful movement; others were in favor of armed movement. Harriet Beecher Stowe had published her famous work 'Uncle Tom's Cabin' showing the condition of slaves. Despite being white, he made a poignant depiction of the life of black slaves. With Abraham Lincoln winning the presidential election in 1860 and an armed rebellion, the white slave owners of the South learned that they and their slave system were no longer as safe as they were before. Lincoln's Emancipation Declaration of January 1st, 1863, made about three million people free. Millions of slaves from the South were freed from slavery by enlisting in the US Army. Yet in the south the work of stripping the slaves was going on unabated. Sethe's story is based on Margaret Garner, a real woman who escaped from slavery, who was again captured by her master under the Black Act, the 'Fugitive Slave Act', enacted in 1850.

Compounding this particularly painful dilemma is the case of the mulattoes. Their presence on the American social scene was a consequential outcome of the intermingling of the blacks and the whites. The rise of a black middle-class, headed by the mulattoes is envisaged by Francis Harper in *Lola Le Roy*, represented by the heroine Lola. Lola, a mulatto, is presented as the race and as such becomes a cultural missionary. With her fair complexion she can easily pass as a white woman. In fact, till she grew up, she did not know that she belonged to the black race. Once she becomes aware of the fact, she refuses to marry a white doctor and 'pass into the white race' which is the dream of many black women. Instead, she settles down with a mulatto doctor as she has realized her identity as a black woman. Nella Larsen also structures the plot of her novel *Quicksand* around the theme of her heroine Helga's quest to discover and determine her relation to the whites, the black middle class and the black poor. The dilemma dupes her. The duality of the problem --- to search her identity as a woman and as a black human being adds to the psychic burden of these women and makes them conscious of their marginality.

Zola Neale Hurston's heroine of *Their Eyes were watching God* is also a mulatto. Jaine Stark to established her own identity despite opposition from every corner. She is advised to seek protection in marriage by her grandmother. Jane has no faith in it as she wants to be independent. She wants to fulfill her dream of "what a woman ought to be or to do" (Hurston. p 31) seeking a life of freedom, at the end, she is able to expound what her grandmother had said,

"You know honey, us coloured flock is branches without roots and that makes things come round in queer way". (Hurston. P.31)

So, this awareness of 'branches without roots' is of profound agony. It is a consciousness of the fact that they are all immigrants to this place, even if we (they) were born here." (Atwood, p31)

These semi-fictionalized autobiographies are in fact important social documents. These black women novelists retain a historical consciousness that derives from collective memory as well as from personal experience. In relating the story of their heroine's suffering, struggle, injustice, neglect and



exploitation both by their own families and communities and by the white race, they are exorcizing the ghost of such fitful memories which lie entrenched in their psyche. The atrocities which they have undergone have been expressed by Maya Angelou.

“This girl Beloved, homeless and without people, beat all, though he couldn’t say exactly why, considering the coloured people he had run into during the last twenty years. During, before and after the War he had seen Negroes so stunned, or hungry, or tired or bereft it was a wonder they recalled or said anything” (Morrison.P.67)

But this pain of being stigmatized, the agony of facelessness, of not ‘being’ the loss of identity do not consume themselves. They flicker sparks of further movement as embodied in these stories of black American woman. It has echoed a clarion call for the emancipation of the black women and giving them status equal to that of any man irrespective of colour. The Nairobi World’s conference or the 1995. Beijing Woman’s World Conference perhaps echoed the painful awareness and protest found in this character. The black heroines of such novels not only carry the double burden of racism and sexism but also stand boldly to fight against the oppression of women by men. Her aspiration is survival with dignity. The black American Women novelists have tried to demonstrate their own existence, their right to exist by a truthful adherence to their own experiences and also tried to reflect their efforts to cross the boundaries of race and sex. The scenario has changed to a considerable extent. These Black American women writers represent an African version of the legendary Sisyphus who is forever carrying the burden of history with the pain and suffering which that role entails. They have managed to draw the attention of the world to the fact that they cannot be neglected. They have justified their existence, emerging boldly in various walks of life. They have managed to get their fair share in this hitherto hostile world. The black woman has begun moving from the margins. We often encounter a Black woman walking the ramp with their white competitors as models, sharing the dais with the top think-tanks, entering the political arena, emerging as celebrities in Hollywood with a big fan-following (Whoopi Goldberg, Halle Berry), organizing chat-shows on television channels (Oprah Winfrey) and keeping the viewers hooked all over the globe, acting as a judge at film festivals (Toni Morrison at the prestigious Cannes Film Festival) or even winning women’s liberation uphold the view – God at first made Man, then he had a better idea.

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## Challenges of Students in Comprehending Business English Idioms from Teachers' Perspective

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**Abstract:** This paper investigates the challenges that students face when exposed to the business idioms. As a teacher at the Faculty of Languages, University of Aden, it has been noticed that the fourth level students encounter hurdles in comprehending this type of expression. Therefore, this study aims to examine these challenges in order to figure out the rational solutions. The participants of the study were the teachers lecturing in the Business English Department (BED) at the faculty. The instrument used in this study is qualitative questionnaire. The data collected were analyzed qualitatively. The findings revealed that the students face challenges in comprehending Business English Idioms BEI which represent mainly in the following: 1- Lack of business vocabularies 2- Lack of linguistic competence 3- Lack of reading comprehension strategies 4- Lack of cultural background and 5- Lack of the availability of the BEI in the syllabus taught. The study also revealed that there is scarcity of the counterparts of the BEI in Arabic and there was lack of exposure to such linguistic expressions. Further there was absence of practice in and out of the classroom to these important expressions.

**Key Words:** business English idioms, business vocabularies, linguistic competence.

### INTRODUCTION:

In a globally contacted world, Business English has become important as more and more firms want their staff to be multilingual. It is the English that is required business and aims to teaching English to those who are working or preparing to work in a business environment. Obviously, there are many who are non-native speakers are studying the subject in order to do business with English-speaking countries, or with companies located outside the English-speaking world but which nonetheless use English as a shared language or lingua franca. According to (Donna, 2010, p.2) Business English contains the teaching of English to adults working in business of one kind or to those who are planning to work in the sphere of business.

Business English is a widely growing domain in the area of English for specific purposes ESP. Clearly; it has become the major branch of this area. For (Ellis & Johnson, 1994) "Business English must be seen in the overall context, of English for specific purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and material selection and development which are common to all fields works in (ESP)". Nevertheless, they consider Business English as different from other branches of ESP.

As Business English is growing rapidly, this study concerns with the difficulty that students majoring in the Business English at the Faculty of Languages, University of Aden face in comprehending Business English idioms.

### Statement of the Problem:

There is a consensus among the linguists that the idiomatic expressions are the difficult type of the language. The difficulty of such types emerge due to the meaning of these expressions which is not easy to comprehend since the individual meaning of the words cannot achieve the intended meaning. Therefore, it has been noticed that the students in the Business English Department at the Faculty of

languages, University of Aden encounter challenges in comprehending Business English idioms, thus this study investigates such challenges in order to propose effective solutions to these hurdles.

### **OBJECTIVES OF THE STUDY:**

This study is conducted to achieve the following objectives:

- To investigate the challenges from teachers' perspective that Business English students encounter in understanding Business English idioms.
- To find out the effective solutions that may help students to pass these hurdles.

**RESEARCH QUESTIONS:** This study tries to answer about the following research questions:

Q1- What are the challenges that Business English students encounter in understanding Business English idioms?

Q2- What are the effective solutions proposed by teachers that may help in overcoming the hurdles that face students when exposed to the Business English idioms?

### **LITERATURE REVIEW:**

#### **Overview of Idioms in General:**

The word 'idiom' dates back to a Greek term that means 'own or peculiar'. Being an inseparable component of language, idioms have a special position within it. There are different definitions in various ways by linguists, grammarians, lexicographers and pedagogues. Therefore, this section attempts to go through the definitions in detail and will highlight the features of the idioms and the classifications of them by different linguists, then it will shed light on the business English idioms in detail that undoubtedly not go far from the general idioms in terms of their definitions and classifications.

#### **Definition of Idiom:**

As mentioned above, there are many definitions to the idiom. Baker (2011) has defined idioms as "frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components". (p.63)

In the same regard, Sinclair (1991, p. 172) has defined idioms as "a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing".

According to Carter (1987) idioms are "special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which make them up". (p.65).

#### **Business English Idioms:**

Business Idioms are the expressions that are widely used in the field of business such as marketing, economy, accounting, administration, customs, business correspondence, banking and finance and trade sectors in general. They are available in every language and governed by rules that are suited to those languages. (Alabbasi, 2015). Business idioms do not differ in the classification of general English idioms but there are differences in the meaning of words. Therefore, words have meaning in general English but the same words convey another meaning when they come in business context. In other words, there is a difference in the meaning of the general English vocabulary and business English vocabulary. Thus, it is worth shedding light on the business English vocabulary and comparing the meaning with general English. So as this study concerns with BEI, grasping their meaning demands a good knowledge of business vocabulary. Effective communication will not be achieved unless there is an enough business background in business vocabulary as well as grammar because vocabulary and grammar remain complementary. In this regard Wilkins (1972) has pointed out that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed". Thus students majoring in a specific sphere are required to have specialized vocabulary to communicate effectively to their professional area.

### **RESEARCH METHODOLOGY:**

The qualitative method analysis of data has been adopted. The sample of teachers was purposive sample selected from teachers working in the Business English Department (BED) at Faculty of Languages, University of Aden. The total number of the sample of the teachers' selection stands at 12 (Responses 10, No responses 1, and 1 Not valid). The valid sample of this study is 10 responses.

## INSTRUMENT AND METHOD:

The instrument used to collect data was the qualitative questionnaire. Qualitative questionnaire attempts to elicit in-depth responses and are usually designed to find out what has changed as a result of the program, <https://www.hr.unsw.edu.au>. Two open ended questions were asked in order to collect the data. Open-ended questions offer the respondent the ability to elaborate on their thoughts, <https://www.questionpro.com>.

## RESULTS AND DISCUSSION:

**The First Question of the Questionnaire:** The table below will illustrate the responses of teachers to the first question. The first question is: **What are the difficulties of students while teaching business English idioms in the college?**

**Table No. (1) Shows the Response of the Teachers to the Questionnaire Related to the Difficulties of Students in Comprehending BEI from Teachers' Perspective.**

Instructors No.	Responses
T1	1-Lack of having sufficient vocabularies 2-The meaning of idioms is not literal 3- The nature of idioms. 4-The semantic meaning
T2	1-Nonliteral meaning 2-Insufficient knowledge in context
T3	1-Lack of vocabulary 3-Awareness of literal meaning. 3-Scarcity of counterparts of BEI in Arabic 4- Lack of exposure to BEI
T4	1-Lack of vocabularies 2-The structure of idioms
T5	1-Lack of linguistic knowledge 2-The meaning of BEI is not literal. 3-Lack of practice of BEI
T6	1-Lack of cultural background. 2-The meaning of BEI is not literal but almost figurative.
T7	1-Lack of vocabulary knowledge. 2- The lack of reading strategies for comprehension
T8	1-Lack of business vocabularies 2-Dealing with BI as an ordinary separate words(literal meaning) 3-Lack of strategies provided in the pedagogy of the business
T9	1-Lack of vocabulary knowledge. 2- The lack of reading strategies for comprehension
T10	1-Lack of business vocabularies 2-lack of knowledge of business idioms 3-Lack of practice outside the classroom.

**Table (2) Shows the summary of the difficulties and their frequencies and percentages.**

No.	Difficulty	Frequency	Percentage
1	Lack of business vocabularies	7	70%
2	The meaning of idioms are not literal	5	50%
3	The nature of idioms	4	40%
4	Scarcity of counterparts of BEI in Arabic	3	30%
5	Lack of exposure to BEI	3	30%

6	The structure of idioms	1	10%
7	Lack of linguistic knowledge	1	10%
8	Lack of cultural background	1	10%
9	Lack of reading strategies	1	10%
10	Lack of practice outside classroom	2	20%

### The analysis of the First Open Ended Question:

As can be seen from the table above, teachers reported some difficulties they have observed when teaching BEI to the forth level students majored Business English Department (BED) in the college. Consequently, the first difficulty as the table displays is *the lack of business vocabularies*, so seven teachers (T1, T3, T4, T7, T8, T9 and T10) (70%) have indicated to this difficulty and it has scored the highest percentage. It can be argued that the difficulty of vocabulary is a major concern in reading for comprehension. With respect to the teachers' responses, it appears that the main reason behind encountering difficulties in comprehending BEI is due to the insufficient business vocabularies. Accordingly, the second difficulty provided by the first teacher (T1) is "*there is no literal meaning to the idioms but they almost have a figurative meaning*". He has stated that "... since most idioms are not understood literary". Teachers (T1, T2, T5, T6, and T8) have reported the same difficulty and they agreed with the first one. It is widely known that the most idioms are carrying a figurative meaning and the literal meaning of their constituents do not convey the suitable meaning. But in some cases, the literal meaning of their constituents helps in figuring out the figurative meaning.

Likewise, the third difficulty has also reported by the first teacher: the nature of idioms. According to him "other problem understands the usage of the idioms properly due to the nature of idioms structure". Idioms have fixed expressions and multiword phrasal expressions which behave quite differently from single words. What sets them a bit apart from other fixed expressions is their non-logical nature, that is, the absence of the distinguishable relation between their linguistic meanings and their idiomatic meaning.

Referring to the fourth difficulty, it has reported by T3 and he has stated that "there are no equivalents of the English idioms in their mother tongue (Arabic)". Thus the difficulty is: *scarcity of counterparts of BEI in Arabic*. Therefore, it has scored only 10% because no one of the ninth teachers agreed with him in identifying this difficulty.

For the fifth difficulty, it has also been reported only by T3 and gained 10%. He has pointed that "there is less exposure of them while they are taught in various institutes". The difficulty is *Lack of exposure to BEI*. Students of business in the college suffer from the lack of exposure to BEI since exposure plays a crucial role in idioms comprehension and having more experience with BEI make them more familiar and salient (Norbury, 2004). The sixth difficulty has been highlighted by T4. He has pointed that "More over the structure of the idiom can confuse the students in some cases". Obviously the difficulty is *the structure of the idiom*. No one of the instructors indicated to this difficulty except T4 who noticed such difficulty and as a result it scored 10%. Thus, from the perspective of T4, students encounter difficulties in comprehending BEI due to the structure of idioms which are varied. Sometimes the idioms come as a phrasal verb like *get away with*, *pass away*, *write off*, etc. , as nominal: *cold feet*, *rat race*, *change of heart* etc. as adjectival: *pepper and salt*, *alive and kicking*, *spick and span*, etc. , and as adverbial: *like blazes* etc. Furthermore, there are some idioms that do not related with a certain grammatical part of speech: e.g. *kick the bucket*; *be up in the cheek* etc. Certainly, such difficulty provided by one instructor; i.e. T4 in the department as the table above showed, is one of the hurdles that makes students unable to understand BEI. According to the seventh difficulty, it has been provided by only T5 and no one of the respondents has denoted to it. This difficulty has obtained 10% because it has been mentioned only by one teacher. The difficulty is *the lack of linguistic difficulties*. So an inadequate linguistic knowledge causes difficulties and such difficulties represent mainly in lexical, syntactic, and semantic factors.

Syntactic issue is another one that students suffer from. It can therefore be assumed that having a strong background in grammar would help in understanding BEI.

In the same respect, semantic is largely correlated to lexical aspect, its function is searching for the meaning of the linguistic expressions and if students find difficulty in figuring out the meaning of words in isolation, they will not be able to recognize the linguistic expression as a whole. Therefore,



the lack of vocabularies is the main reason of emerging the semantic issue that students suffer from as well. To recapitulate, idioms are specific linguistic expressions that show a high semantic density and an abstractive meaning and usually has nothing to do with the meanings of the separate words of which the idioms are composed. Ultimately, linguistic difficulties obscure students from comprehending BEI and teachers lecturing in this department (BED) have to pay more attention to this point when illustrating business English idioms in the class. Students need deep elaboration and explanation of BEI in order to train them how to infer the meaning of such idioms.

Regarding to the eighth difficulty, it is concerning on *the lack of cultural background*. As shown in the table above, T6 is the only one who paid attention to this issue. He has reported that "general idioms as well as business idioms are difficult to understand because of the lack of cultural background behind the idioms". Definitely, cultural background plays a pivotal role in comprehending idioms in general and business English idioms in particular. English and Arabic are language and culture specific and they have specific meaning which are due to the linguistic and cultural background. For Aldahesh (2013), the intended meaning of idioms cannot be apprehended without having knowledge in social, political or historical narrative behind it and the moral that might be imparted. Thus, the researcher ensures that the right way of comprehending BEI is the one should be bilingual and bicultural.

With respect to the ninth difficulty, *the lack of reading strategies for comprehension*, it has been reported by T7. He has pointed out that "There are many difficulties that face students when come to the business English idioms and these difficulties represent in the following: 1- Lack of vocabulary knowledge...2- The lack of reading strategies for comprehension".

Referring to the final difficulty that is *the lack of practice outside classroom*, it has been emphasized by T9 and T10 respectively. The findings have revealed that two respondents (20%) have noticed this difficulty and drew attention to it from among the whole respondents. It has been observed that there is no practice of using BEI inside and outside the classroom. Therefore, students need more practice of these idioms such as bring some passages involve BI, making conversation with using them in their speech, using audio visuals that include business speech.

### ***The Second Question:***

The table below will illustrate the responses of teachers to the second question. The question is: **As a business English teacher, what are your propositions the Business English program who are committed to put the syllabus of the business English courses at the Faculty of languages, University of Aden, in concerning business English idioms?**

**Table No. (3) Shows the Propositions of the Teachers to the Designers of Business English Syllabi.**

Teachers' No.	Responses
T1	1-Can modestly propose adopting the most modern ways of teaching the business idioms. 2- Can modestly propose making training courses for teachers who are teaching business idioms. 3- Can modestly propose to select the most motivational and contextual business idioms course books.
T2	As a business English teacher, I do emphasize the importance of including common business idioms to the courses minutes and provide them as a common part of daily speech.
T3	There is a need to decide effective business English books that involve much of business English idioms in order to teach students sufficiently. Moreover, methods of teaching are in need to be updated.
T4	The business English syllabi should include a specific book for teaching BEI and this book should be added to the courses taught in the college.



<b>T5</b>	With the over use of business English idioms in the business communication, the experts should add separate book specialized in business English idioms and this book should taught as a separate subject beside other subjects.
<b>T6</b>	They should devote more attention to teaching idioms in the business context by putting some strategies explaining how to teach idiom, providing a glossary to explain the idioms in the textbook.
<b>T7</b>	Keep up with the flow, be up-to-date for English is a changing language and its business might ultimately change in a matter of few hours, have the capacity of flexibility. be open to changes, you need to edit the whole curriculum and insert business English idioms in all the subjects taught in the college if there is possibility to be more modernized.
<b>T8</b>	I recommend them to put specific units in the syllabi concerning to the business English idioms and provide the effective reading strategies within the course that may help the teacher to teach this kind of expressions appropriately and help the students to overcome a lot of problems.
<b>T9</b>	As a lecturer in the business department I recommend the experts who decide the syllabi in the faculty to pay their attention to this important part of business domain which are business idioms.
<b>10</b>	Experts in the college have to focus on the books of business that are rich of business English idioms because these idioms become important in business communication

### The analysis of the Second Open Ended Question

As the table above shown, teacher one (T1) proposed some ideas to Business English program principle who are responsible for deciding the syllabi. She provided three recommendations that may help improving the syllabi in terms BEI. She pointed that "I. can modestly propose adopting the most modern ways of teaching the business idioms. 2. can modestly propose making training courses for teachers who are teaching business idioms. 3- can modestly propose selecting the most motivational and contextual business idioms course books". For teachers (T2, T3, T7, T8, T9 and T10), they approximately provided the similar ideas and all of them urged to insert much of BEI in the different subjects taught in the department and identify specific units concerned with BEI and such unit should be taught separately. Consequently, T2 emphasized the importance of BEI and he prompted the necessity to include BEI in the courses. He also argued that such involvement of them in the business courses will help students to communicate naturally and assist of acquiring such type of expressions. Regarding to T8, he shared the same ideas of the teachers above ((T2, T3, T7, T9 and T10), but he added that "...and provide the effective reading strategies within the course that may help the teacher to teach this kind of expressions appropriately and help the students to overcome a lot of problems". According to teachers (T4 and T5), they delivered the same ideas and advised to determine as separate book of BEI and this book should be added to the syllabi. For T4 "The business English syllabi should include a specific book for teaching BEI and this book should be added to the courses taught in the college". Concerning to T5, he indicated to the same idea but he shed light on the context and he has pointed out. With regard to T6, he indicated to the reading strategies and experts should pay their attention to the specific strategies that are effective in teaching BEI. He recommended that such strategies should be provided within the syllabi on how teachers teach this kind of expressions.

### FINDINGS AND CONCLUSION:

The study investigated the challenges that business English students at the faculty of languages, University of Aden face in understanding BEI. The findings of the study revealed that the majority of the students face a number of difficulties when learning BEI. Thus, teachers should adopt multiple methods and techniques in their idiom classes in order to enhance their students' comprehension of BI. Additionally, students need to improve their communication skills through idiom-based learning. The

findings showed that the linguistic competence has important role in comprehending BEI. However, there are some factors that caused reading become difficult for students; syntactic, semantic, vocabulary knowledge, finding main ideas, making references, memorizing new words, difficulties in tenses, getting information, answering questions, lexical problem, etc. The business English students have difficulties in reading comprehension because their linguistic competence is still poor. It can be said the differences of linguistics elements between their first language and the foreign language causes the EFL be confused and get difficulties in reading English and comprehending BEI. The study can also have implications for students in that instead of the traditional method learning of idioms, they can try a mixture of different techniques in their own learning experiences. Further, business English students in the fourth level in the college encounter different difficulties because of the lack of cultural background. The findings affirmed the importance of teaching the cultural context of the language. Hence, students should learn not only popular business idiomatic expressions and L2 expressions with analogues; they should also learn L2 idioms whose conceptual metaphors do not have analogues in their mother tongue.

### **CONCLUSION:**

Based on the outcomes of this study, it is highly recommended that business idiomatic expressions awareness should be given importance in syllabus design. More advanced techniques should be engaged in teaching BEI and the use of study data in business vocabulary teaching is highly recommended.

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## WIDE TRENDS IN CONTEMPORARY LITERATURE

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**Abstract:** Literature is a productive skill of art which reflects the real state of society, culture, values and beliefs. It is a means of communication which communicates throughout the world through characters, stories, essays, poetry, fiction, diaries, informative journals, documentation and records. Simultaneously, literature can inspire the society to glorify with some new ideas. It gives us information about other parts of the world which we may never be able to visit. It embodies a manifestation of amazing ideologies and facts that can inspire current and future generations. The aim of this study is to throw light on the current wide trends of literature and how its approaches have given a new shape to English literature. At present, current trends in literature are widespread through accessing internet which has become the most magical platform to connect the literature globally. People still read literature but, not as they used to do by means of traditional methods like books, journals or newspapers. Earlier people used to go to library and spend hours in searching and reading. Now, however in the age of cybernetics, people are able to know any information of the entire universe at the click of a mouse. In this fast-paced world, many individuals particularly the younger generation opt for internet connected devices like smart phones, tablets or laptops to read the literature. Some other new trends like e-books, e-library, audio books, mobile apps, social media, blogging, twittering, micro blogging, 6-word novels, and hypertext are being appreciated as the new earth for literature. This paper will focus on the global connection of literature through digital platforms.

**Key Words:** Literature, Platform, Cybernetics, Hypertext, Social media.

### INTRODUCTION:

Literature is a productive skill of art which reflects the real state of society, culture, values and beliefs. Literature has been developing, educating and tempting its readers through fascinating their minds. Simultaneously, literature can inspire the society to glorify with some new ideas. It gives us information about other parts of the world which we may never be able to visit. It embodies a manifestation of amazing ideologies and facts that can inspire current and future generations. It is a means of communication which communicates throughout the world through characters, stories, essays, poetry, fiction, diaries, informative journals, documentation and records. Literature is also a beautiful art for communication. It has different and very spontaneous forms and styles. It gives us much pleasure of knowledge and quenches our curiosity. It teaches us to look at life from a different perspective, gives us a reason to think in very different manner. Literature gives birth many ideas to change the world with some new vibrations. A literary text can be interpreted in many ways. According to the World Literacy Foundation, reading is one of the finest methods to cultivate a vigorous imagination. Every aspect of life requires good communication, from career to personal relationships. For good communication skill, literature helps us to enhance this skill. It is an excellent way for students to learn how to think critically. It also gives us a feeling to understand the philosophical taste of life. People always interpret and understand the literature through their own experiences and perspectives. Roland Barthes's famous essay "The Death of the Author" (1967) is a meditation on the rules of author and reader in the formation of meaning as mediated by the text. Roland Barthes's essential argument is that the author has no sovereignty over his own words (or images, sounds, etc.). The finale meaning of any written text belongs to the reader who interprets it. When we encounter a literary text, says Barthes, we need not ask ourselves what the author intended in his words but what the words themselves actually

say. Text employ symbols which are deciphered by readers, and since function of the text is to be read, the author and process of writing is irrelevant.

Sometimes, we find an ambiguity within the literature that can be intentional or unintentional, but this allows readers to draw their own perceptions. This can be compared to how artists illustrate their messages through their artwork and how it is perceived by the reader. Similarly, the language used by the writer within literature, is generally intentional, however, it is up to the reader to understand it creatively and critically. The English language has become the local language most important in specialized areas including education and technology (Blanco, Marchiori, & Fernandez-Manjon, 2011). Therefore, it is not surprising that English literature is a very popular method of communicating throughout the world. However, it is important to understand how literature is written and conveyed with different variations and literary styles. Passing through all the ages, it has flourished richly. At present, current trends in literature are widespread through accessing internet which has become the most magical platform to connect the literature globally. People still read literature but, not as they used to do by means of traditional methods like books, journals or newspapers. Earlier people used to go to library and spend hours in searching and reading. Currently we opt for technical platform to read literature over traditional methods. Now, however in the age of cybernetics, people are able to know any information of the entire universe at the click of a mouse. In this fast-paced world, many individuals particularly the younger generation opt for internet connected devices like smart phones, tablets or laptops to read the literature. Some other new trends like e-books, e-library, audio books, mobile apps, social media, blogging, twittering, micro blogging, 6 word novels, and hypertext are being appreciated as the new earth for literature.

#### **OBJECTIVE:**

The aim of this study is to explore the wide trends in contemporary literature and how its approaches have given a new shape to English literature.

#### **METHOD:**

This study is conducted by means of a systematic literature review. Digital platforms (Google, Wikipedia, Google Scholar, e-books) journals and articles are searched to identify current trends in literature. Relevant publications and grey literature sources were identified through a well-planned literature search.

#### **RESULTS:**

In ancient times, literature was the medium to exchange the information through beautiful paintings and writings which explained the issues of common life. For example, many historic Hindu temples like Konark, Puri, Lingaraj in Odisha and many more have some stories carved into the temple walls, reflecting the humbleness and devotion of human beings to be connected with God. Whereas, other artworks which explained the ancient way of living life. This was prior to the invention of literature in the form of written words and languages. Literature enables the learners to get familiar with universal issues and motivates to deal with it. It opens up to a wider range of emotions. We learn to shift our perspective by putting ourselves in the shoes of others. Literature is so powerful technology that unites us across space and time. In the past, we were reading long literary works which have been replaced in the modern day by flash and microfiction literature. Earlier people used to go to library and spend hours in searching and reading. Literature has always been a productive art of writing; conventional or motivational writing contained its own spontaneity of originality and detail that applied to readers of the time. Literature always illustrates the ethos of culture, social facts, the struggles of the classes and cultural ideals, philosophy, emotional outburst etc. Upon reading literature, one may identify multiple themes that contain morals and ethics.

Literature is not just a form of escapism from the realities of life; it allows their readers to confront the complexities of human life and residing within this world. It allows individuals to understand themselves and others through protagonists or historical figures and those that surround them within literature. It ignites the imagination to poets that relate back to the themes of their poems exploring human emotions of love, anger, fear etc., however all with very different perspectives. Literature has always been an interactive, engaging process, allowing our minds to absorb and attach

onto concepts within other dimensions attaching strongly to our intellect and emotions. The reader of literature recreates the creation of the writer and both cannot work without each other, allowing intimate communication between the reader and the writer or author. The writer can communicate their experiences and visions, through which readers can conclude through their own perspectives. The readers always engross deeply within the experience, by allowing their thoughts to focus in a single frame. Sometime readers face distraction which is inevitable within the world that we live in. Although many concepts are covered within writing from the main concepts to engaging side thoughts to inject emotion, authors try not to deviate away from the relevant points they are aiming to deliver. It is the intention of every writer to engage their readers aiming for an enjoyment within their literature. However, educational systems within the modern world have utilized literature as a method of educating students. They have created quizzes and assessed essay writing associated with exam pressure, as a result becoming tedious for many. Students then associate reading literature which should be a joy to the exam pressure. It can be compared to inspiration through artwork, where an individual must inhibit the urge for creativity in the journey of literature.

Modern day is very different in its outlook on literature; there are many distractions that deviate away from the love of literature. Modern people are spending their time with the television or internet-based programs like 'Netflix', 'Amazon Prime', 'YouTube' or even virtual video games which are in high demand. Therefore, with so many distractions enticing the modern younger generation, it is not surprising that many find reading literature tedious and hard work. But, with the rise in digital technology living within a cybernetics era, many traditional literatures have already been converted onto digital databases which are easily accessible. The current technological transformation includes the use of accessible smart phones, tablets, internet connectable devices, on demand television, artificial intelligence and many more novel inventions. As a result, there is a sudden transformation in literature trends and global outlook approaches.

#### **WIDE LITERATURE TRENDS:**

With the advancement of time, in every new age literature styles change, giving rise to a new trend. Many traditional literatures are now accessible through online platforms having an easy access. New trends are replacing the linear, solitary and closed reading with the internet, causing a transformation in the way literature is written, perceived and read. Some other new trends like e-books, e-library, audio books, mobile apps, social media, blogging, twittering, micro blogging, 6-word novels, and hypertext are being appreciated as the new earth for literature. Globalization and technological development have brought a drastic change in the methods conveying literature. In modern days literature can be perceived through digital platforms which can be accessed anywhere from a digital device. It is quick, convenient, inexpensive and easily accessible method which is widely accepted. In the fast-paced world new trends in literature have been formed enabling writers to explore their creative potentialities. One such type is the '6-word novel' that is now on used on websites within blogs, for example Six-Word Flash Fiction (Earnest Hemingway: For Sale: Baby Socks, Never Worn). This is an example of 'cybernetic reading' as the younger generation do not prefer to be engaged in long sentences, detailed descriptions and paragraphs. This is a new literary trend that has been unfolded and used on social media platforms to engage the juveniles in literature. 'Twitter fiction' is another literary trend that is work published on the social media platform 'Twitter' detailing original works on a multitude of genres and has revolutionized literature through its own way. Digi-fiction (Triple Media Literature) is also another platform to explore the literature in a new medium.

However, despite innovative trends in modern day literature, there are variations in grammar and the use of slang words, illustrating literature superficialities. Modern writers prefer free writing breaking the norms of old forms and techniques. Some other new trends like Hypertext, Mobile Textula (Poems on mobile phones) are also an innovative trend that is being used within literature to compare different literature and graphics that are associated with the text. They can do this on their smart phones or tablets by enlarging the screen to their desire. This has resulted in debates amongst researchers implying that the varieties of English standards are affected through the development of internet based English learning (Kern, 2006). However, it can also be argued that English online is a linguistic revolution, and has given rise to a new form of literature and internet linguistics (Crystal, 2011).



## **DIGITAL PLATFORMS:**

The rise of electronic books (E-books) have been proven to encourage reading literature and improve reading and writing skills despite location (Schiff, 2003). This is because they can be assessed from any digital device including smartphones and tablets. It allows readers to analyze historic literature on one device, in comparison to collecting numerous physical books to read. The contemporary lifestyle and habitat are vastly different to the past hence, causing literature to transform to a vastly different social and technological world. It has been proven that the influence of social media is a contributing factor towards this change in writing styles within literature, some authors believing it has a positive impact (Lamy & Zourou, 2013). However, results have also shown that social media is replacing traditional reading cultures with new literature, that is inhibiting art and culture development (Morris & Philippa, 2015). Many social media platforms allow literature in the form of stories, Hyper poetry Text-talk novels (blog, E-mail) etc. that can be read by numerous people in an easier way. The twenty first century literature can collectively be classified under three types of literary writings, namely, informative literature, environmental literature and digital literature. The latest trend of the twenty first century is the study of literature through the digital platform, introduced during the postmodern era. This literature is created to promote the exchange of ideas and to increase easy access of literary works through e-books, blogs, webpages, including audio and graphics. The benefits of digital literature are easy accessibility and the digital contents are engaging and inspiring because of their interactivity. Moreover, online text and webpages are never out of stock.

The modern trends have paved platform for all the writers to exhibit their literary skills in an easier way. It has been observed that many writers are influenced by social media trends and are adapting to social transitions. There has been a stronger connected feeling between the writer and readers, which enables the writer to understand the type of literature their readers want. Many living writers who are on social media can be easily contacted through their personal accounts or blogs. Through this they can share their source of inspiration, including historical writers which can cultivate interest amongst readers, engaging in traditional English literature like Jane Austen, Charles Dickens or Shakespeare to name a few. There have been mobile apps introduced to help students and professionals like SwipeSpeare, Quizlet, English poems which are widely used. With so many new trends in modern day literature, the modern-day writer needs to be mindful and should take care of the readers demands ensuring that they are not only expansive in their approach, but they think outside the box in a critical manner. Online platforms have created adequate opportunities, for writers and authors of modern-day literature to create genuine experiments to explore their literature. Through this they are assured that their audiences will be captivated and interested in the literature that will be written. It is a platform for recommendations, and discussions around themes on topics being discussed. However, together with positive results, the E- literature also gives rise to negative impacts upon individuals. Some individuals may strongly disagree with the writer's perspective. Despite the pros and cons, it is difficult to set aside, that the internet is breaking boundaries with regards to literature. There are multiple ways of sharing literary works including book blogs, e-books, E-library, Audio books, Micro blogging, Book Twitter and Booktube, with further engaging conversations on social media platforms like Facebook, Twitter, Instagram, E-mails, Viber and WhatsApp. Video conferencing software is also widely used to engage in conversation like 'Zoom', 'Microsoft team', 'Google Meet' etc. Allowing lovers of literature to engage in deep and meaningful conversations allowing a two-way conversation in comparison to a one-way monologue like within the past.

## **CONCLUSION:**

This study has concluded that literature has advanced using digital platforms. This has increased, due to the covid-19 pandemic as social distancing measures have forced a transition of more literature available through technological platforms. Global pandemic situation has given a new form to literature. The way that we study literature has been transformed. Transformation of literature from books to digi books to catch the maximum readers. The current trends in literature are stemming from the technological platforms, including social media, blogging, videos, mobile apps and e-books influencing modern day literature. There is still inconclusive evidence to suggest the full impact on literature as a result of social media trends, although positive and negative effects have been discussed. It enables to understand different perspectives and outlook approaches, through which literature is

published. It allows readers to connect through generations, time and place subjecting a multitude of perspectives and angles to encapsulate a greater meaning of life through literature. With the changing interest in culture values, literature overshadowed the depletion of the print culture with the rise of digital culture. We can genuinely experience that digital platforms are being appreciated as the new earth for literature.

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## Chains of Repression and Violence in A Thousand Splendid Suns by Khaled Hosseini using Subaltern Study

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**Abstract:** *The goal of this research is to examine the oppressed and underprivileged Afghan women who appear to be culturally and psychologically marginalized. It also highlights how repressed bodies may be used to resist attack and develop a vision of sexual empowerment. Females are seen as 2nd residents and sexist victims in Afghanistan. Orientalism considers women to be eastern. As a result, they may be colonised and subjugated effectively (the subaltern). The goal of this study was to figure out how the protagonists in the novel depicted the subaltern voice. This study is based on library research. The data was examined using postcolonial theory, particularly Gayatri Spivak's. Both characters, Mariam and Laila, are depicted as subalterns who build a voice to resist injustice, according to the finale. Only Laila, the modernized woman's sign, can gain independence between Mariam, the traditional woman's symbol, and Mariam. Without Mariam's bravery and sacrifice, however, it is impossible to achieve.*

**Key Words:** *A Thousand Splendid Suns, Subaltern, Oppression, Postcolonial, Violence.*

### INTRODUCTION:

The community system puts women and men's interactions on show in a variety of ways, demonstrating respect for both genders in all roles. While some people believe that men and women have equal rights, the majority of people believe that men have a greater status than women. This is illustrated by the social-economic reality in many places where patriarchy reigns supreme. This philosophical theory, according to Hearty, From a patriarchal viewpoint, males are naturally superior, and they govern and define the hierarchical order, economics, culture, and politics. Women's domestic output is a form of constraint, restriction, and eradication for them. To put it another way, men have an inherently greater standing than women. Males have the authority to govern women in different ways, including pregnancy, sexuality, the partition of the labor system, and so on, because of their high position. In societies that still cling to the conventional mindset, women are at a disadvantage. They are perpetually tolerant to discrimination and oppression. Women are denied their rights in society and in the home. Males, on the other hand, have earned the opposite. In other words, many ethnic groups see women as inferior. Only men may be dictators, or only males can have advanced knowledge. The interpreter's will plays a big role in interpretation. If, on the other hand, the perception considers women to be inferior, the debate could be used as a basis for oppressing women. Women are often positioned as representatives of oppressed peoples in such situations, and thus do not have the freedom to talk effectively. Religious ceremonial speech is also generated through the form of interpretation by a dominant group in a culture dominated by religion. It occurs in countries where tough Islam is practiced, such as Afghanistan. In such circumstances, religious speech is construed arbitrarily, limiting women's choices and positions. Women are often viewed as inferior, according to Spivak, and this is based on religious behavior, particularly in nations with strong religious ideologies. Religion has a strong desire and empathy for gender equity, based on an impartial and contextual assessment of what is included in its principles. Ideals and Beliefs are the subjective construct that transforms into a type of principle in actual life. In actuality, ideology produces an individuality within a social circle on a qualitative level.

It is the reasoning of thoughts that implies that they form a people who believe in the views and analyze the surrounding in a consistent way. In other words, because ideology influences one's or a group's ability to build their reality, ideology becomes a kind of a necessary factor for living a life consistent with the concept. This link leads to oppression and control. As a result, it paints a negative picture of the oppressed. It's known as the "east" or "other" in postcolonial thought. The oppressed are referred to as "subalterns," which means "one without a voice". Subalterns are considered second-class citizens (oppressed) (oppressed). Weak, illiterate, barbarian, uncivilized, strange, odd, unusual, and irrational are all terms used to describe this group. Power and slavery are interconnections inside a country or race as well as between states or nationalities. In postcolonial literature that lays a heavy focus on culture, the concept of women as carriers of crucial responsibilities to sustain holiness and reproduction. Furthermore, because they are repressed by authoritarian authorities and subjected by males, women bear a double burden. Khaled Hosseini, a doctor born in Afghanistan before being a US citizen, has this photograph in his book. The scene takes place in Afghanistan, a third-world country where Islam extremists advocate patriarchal values. For 30 years, Afghanistan was administered by many imperial powers. Beginning with the invasion of Europe and continuing with the civil conflict among ethnic groups, the United States' final supremacy is the pursuit of Osama bin Laden. Women in Afghanistan were hurt, either overtly or implicitly, in the same way as they are in a colonial nation.

### ***A Thousand Splendid Suns:***

From the 1960s through the mid-2000s, *A Thousand Splendid Suns* was situated in Afghanistan. Mariam is a girl whose sentiments for her family are tumultuous. She is an illegitimate child of Nana. Mariam detests her little role in Jalil's existence and wants to stay in Afghan town Herat with her father. For her sixteenth birthday, she expresses her hopes by requesting Jalil to accompany her to see Pinocchio. Jalil hesitantly accepts, but then fails to show up for the movie. Mariam travels to the city's center and discovers Jalil's residence; however, she is unable to enter the residence. She stayed on the street, and when she returned home the next morning, Mariam's mother committed suicide.

Jalil's wives rejected the Little child when she moved to her dad's house. Mariam is compelled to meet Rasheed, a widowed cobbler. Rasheed successfully treated Mariam with respect, but after successfully Mariam with respect, after she had a series of miscarriages, he attacked and assaulted her emotionally and physically. Rasheed appears to be primarily interested in Mariam because she has the ability to replace the child he lost long ago. The battle reached Kabul a few years ago, and bombs were raining on the city on a regular basis. Tariq and Laila are already teenagers who are in love. Laila's family intends to leave Afghanistan in a few weeks, but their home is hit by a missile, killing Laila's parents and injuring her. She accepts to marry Rasheed, despite the fact that she is pregnant with Tariq's kid. Laila's presence initially makes Mariam feel intimidated and she refuses to interact with Laila initially. When she delivers Aziza, the ladies begin to perceive themselves as comrades in the face of Rasheed's harsh and manipulative behavior. Laila gives birth to a son, Zalmai, a few years later and one day she found Tariq. When Rasheed realizes Tariq has come home, he violently strikes Laila. Mariam stabs Rasheed to death. She relinquished the Taliban and made an effort to allow Laila to join Tariq in Pakistan. They began a new life together in Kabul, where Laila works as a teacher in the orphanage, where Aziza formerly resided. If she has a daughter, plans to name her child Mariam when she becomes pregnant. This narrative of Afghan women fighting for their rights is published by a guy whose ancestors are also Afghani and who has lived in the country. As a result, it's a fascinating story of subjugated women from the patriarchal perspective. The paper provides a structure for detecting the voice of subaltern, which may be used in any postcolonial research study. As a result, the reflection of the diasporic voices is the focus of the study and the main character in Khaled Hosseini's novel "*A Thousand Splendid Suns*".

### **REVIEW OF LITERATURE:**

The researcher uses *A Thousand Splendid Suns* by Khaled Hosseini as the primary source, and the entire work is evaluated from the standpoint of postcolonial theory and subaltern study.

The article "Endurance of the Subaltern: A Study of *A Thousand Splendid Suns* by Khaled Hosseini" by Ghulam Yasin dealt with the downtrodden and disenfranchised women who are physically and spiritually pushed to margins. Despite progress in women's rights, the feminine gender continues

to be oppressed. It also indicates the prevalence of gender inequality, substandard and sexual identity educational institutions, the legal system, and forced or child marriages. Shalini Sharma's article "Women in Prism: A Psychoanalysis of Khaled Hosseini's *A Thousand Splendid Suns* (2021)" examines and investigates women's representations in Afghan society, which are multidimensional, diverse, and divided. Mariam and Laila display the effect of selfless bond, adversarial connection transforms into a motherly bond by further pushing her to engage above social standards. Gayatri Spivak is a well-known figure in subaltern studies and postcolonial theory. The concepts and ideas of postcolonialism and psychoanalysis are discussed in this work. Scholars of postcolonial feminism have made a compelling argument for why the core problem of race attitudes has sunken the capitalist double colonialism of women.

## METHODOLOGY:

This research uses cultural analysis to do a content analysis of *A Thousand Splendid Suns*. The novel *A Thousand Splendid Suns* is used as a primary source, and secondary materials include a few texts on postcolonial studies and analysis. This study discusses the postcolonial and subaltern reading of this novel in general.

This research probes into the following questions

- Does this work fit for postcolonial feminist reading?
- Can the voice of Subaltern be addressed in the works of feminist text ?
- Does the protagonist finds their identity and free themselves from suppression?

## The Concept of Subalternism:

The Latin phrase "Subaltern" where, "sub" stands for "below or even beneath," and "alter" means "separateness". It's also used to describe those who are "inferior, lower, or substandard." The term was employed by vassals and commoners in the Medieval Era. There will always be a delicate interaction between power and subordination in the concept of the "underclass." This subordination neither fully recognizes power's legitimacy nor recognizes the dominant points of view as expressive of its own self. The paper is focused on the idea of subaltern where Spivak questions "Can the Subaltern Speak?" according to the theory. Spivak is a key figure in the field of postcolonialism in South Asia. Her multibillion-dollar statement, "Can the Subaltern Speak?" have catapulted the subordinate and repressed people. It's because "the subaltern no longer stays a subaltern when he talks." The 'others' refers to the subaltern race or gender. Subalterns, according to Gramsci, are those groups that are not allowed to participate in the formation of the authority that governs them; instead, they are subordinated. Furthermore, the "totally dominant class" continues to depend on the "subordinates." They do not have the right to speak or to raise their own beliefs for personal gain.

Mariam, patriarchal culture survivor from Afghanistan. Because her dad seems unable to engage her maid mother, she is a testimony to a child born outside of marriage. However, in this scenario, her dad refuses to help her since Nana is the one who teases him. Men have greater options when it comes to choosing their spouses, however, women are still unable to claim their rights. Mariam just wants to spend time with Jalil's parents as a child, but Jalil refuses out of fear. It draws her awareness towards her mother, such as try to be sure, my child: a man's pointer finger is continuously extended to attack women, like a compass pointing north. A man's heart is quite diverse from a woman's womb, Mariam. Mariam is saddened by her life as a lonely old woman in her life following the loss of her mother. To avoid being a nuisance to her father, she is forced to marry Rasheed as a kid. Mariam considers herself to be a shame to her father. As a wife, she is reduced to becoming a homemaker and a sex symbol for her husband's wish to produce a kid. The Subaltern, who is unable to voice for a long period of time, eventually takes a radical stand that ends oppression and assures eternal freedom for herself and her family. After the assassination, Mariam organizes for Laila's family to leave Afghanistan. Mariam is highly admired by other people in the prison since she is the only one sentenced for the murder of her husband. Other criminals include women who have abandoned their spouses or dads. This demonstrates how Afghan women are considered as 2nd citizens with no authority because they are restricted and unable to express their aspirations. Mariam has no qualms since she recognizes that she was not happy to be born into her oppressive circumstances, but she is grateful that she lived



to be the one who is loved by many. After she passes away, she will be recognized as a companion, a sibling, a protector, and a parent.

Mariam is a calm and independent woman who can handle everything that comes her way. When she gets an expression of devotion, she even tries to do something unconventional. She's always desired to be cherished and a member of a family. Despite the fact that the oppressed are a marginalized minority, love gives them the strength to eventually stand up. Laila is a female character with a current education background, as her father is a retired teacher and she is from the opposite era as Mariam. Laila is a beautiful and clever lady. Laila uses it to express her feelings to her father and Tariq. He has been killed, and she is carrying Tariq's kid. As a result, Laila is hesitant to accept Rasheed's wedding proposal. Laila, in fact, has asked for their wedding to take place as soon as possible. Despite the fact that Laila realizes that doing so would be hurtful to Mariam, she does it in order to trick Rasheed into thinking Laila is already conceived before they married. Laila is diasporic who now has the courage to speak publicly. Rasheed is always frustrated with Laila's resistance. Rasheed's thunderous growl was heard by Mariam. Her tone is aggressive and demanding as if she does not want to be exceeded. Laila realizes that they are both enslaved by the same man, Rasheed. For Mariam, Laila holds back herself and begins to turn into a wordless subjugate group. Laila opposes violence as she has never encountered it. She can't just simply go like that. Laila collects money from Rasheed each day, slowly but surely, to finance her refuge. Due to Afghanistan's tradition and government rule, this tactic fails. Women in Afghanistan are not allowed to leave home absent their husbands, and they must also wear burkas. Rasheed later refuses to join Laila to meet her daughter, who has been located in an orphanage. Rasheed does this on purpose in order for Laila to be apprehended and punished by the Taliban for leaving the house without her spouse. Despite being persecuted, Laila loves her children unconditionally.

Laila's problem is when she discovers she is carrying Rasheed's Kid, a child of the guy who tormented her life, is made worse. Laila had considered having an abortion in the past. Her maternal instincts and horror of violence, on the other hand, discourage her. The blade spokes of a bicycle are clutched in Laila's hands, which she cut with pliers from a scrap tire... Laila had been sleeping on the floor for a long time, her legs apart. It's a really awful thing, Laila thought, now that a mother is afraid of not being able to love her own children. It's peculiar... Laila wonders whether she could love Rasheed's child as much as she loves Tariq's child. Finally, Laila was unable to complete the task... Laila became disappointed because she did not embrace the Mujahideen's viewpoint that it is sometimes acceptable to kill innocent people in times of conflict. Laila was in a battle with Rasheed. In the womb, babies are completely innocent... Laila had seen enough innocent people slain in crossfire. Despite her oppression and growing loathing for Rasheed, she would not have the heart to murder Rasheed's kid. Hatred and violence are less significant than a mother's love. The situation does not improve with the birth of Zalmai, Rasheed's son. Rasheed lavishes his attention on the youngster. It aggravates their financial position. Furthermore, Rasheed's wrath is directed at the ladies in the house due to the economic situation. Rasheed not only sells the house's wealth, but also Mariam and Laila's. Laila and Mariam are subjected to two types of tyranny: direct abuse from their husbands, Rasheed, and indirect oppression from the war's economic hardships.

The persecution comes to a close when Tariq appears for Laila. Mariam murdered Rasheed to protect Laila and her kin from his abusive behaviour. Laila and her family then accompany Tariq to Pakistan, where they exist peacefully until the conflict ends. Happiness, on the other hand, does not come without effort or difficulty. Since they are unable to bear the savagery that constantly tries to kill them, Laila and Mariam demonstrate love and sacrifice. Laila and Aziza have frequent dreams about Afghanistan and revisit early childhood experiences in Pakistan. Laila is a restless person. Laila often thinks back to the time when she and Mariam were still around each other, as well as her father's declarations that Afghanistan was her motherland, no matter how bad it was. You may be anyone you want to be, Laila. Once the war is gone, Afghanistan would need you. However, Laila and Tariq's fond memories of Afghanistan and love for their homeland motivate them to move to Afghanistan with her family and start an integrated curriculum.

## CONCLUSION:

The following are the findings that may be derived from this ground breaking research: stereotypes of women as feeble, ignorant, and irrational. Men and society have reduced them to second-

class subjects, and their views have been silenced. There are no issue stances that allow women to express themselves freely, and also no men who will pay heed to them. If an equivalent dose arises inside them, they can communicate and even murder the oppressor. Second, the storyline of the work asserts that modernity is impossible without losing traditional family values. Traditional women's ideas are represented by Mariam, whereas modern women's beliefs are represented by Laila. Mariam makes the supreme sacrifice for Laila's liberation. Third, If man's lust had dominated them, they would have been dominated by women. Men are not controlled by women's power; rather, men's desire imprisons their intellect, allowing them to be ignorant of their deceit. Fourth, women should work to improve their own circumstances, which have been dominated by male dominance and dictators. Indigenous women, irrespective of who the rulers are, as well as others who endure colonization's 2 impacts, namely, men and monarchs, who are granted powerful rights by women. The mistreatment of women under dictatorships or restricted communities is considered a horrible crime. Fifth, the novel's protagonists are classified as people who are seeking liberty and love. Mariam develops courage after encountering Laila, who has suffered from solitude, loneliness, and anxiety for a long time. Mariam develops strength as she earns Laila's loyalty and treats her as if she were her own child. This research may merely identify a male author's portrayal of women as second-class inhabitants in fiction. Further examination of other works by the same writer might provide a more complete picture of a guy impersonating a woman's subaltern voice.

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## A POST-MODERN STUDY OF KHALED HOSSEINI'S *THE KITE RUNNER*

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**Abstract:** *The present paper is an attempt to analyse the guilt for betrayal and quest for redemption of Amir, the protagonist of the novel The Kite Runner. As a writer of the Postmodern age, the author depicts the lives of Afghan and American people through the character Amir. His way of expressing himself brings out the clear meaning of post-modern life in the contemporary world. This paper examines the post-modern study and examines Khaled Hosseini's work, The Kite Runner, in context with the theme of friendship, loyalty, humanity, guilt, free will, determinism, and the quest for redemption. Through this paper, we will study how various elements of postmodernism such as fragmentation, paradox, contradiction, discontinuity, social class and cultural conflict are skilfully portrayed through the characters. Moreover, he also illustrates how absurdity and meaninglessness in life affect people.*

**Key Words:** *Betrayal, Redemption, Post-modernism, Guilt, friendship*

### INTRODUCTION:

*The Routledge Dictionary of Literary Terms* defines, "Post-modernism is a philosophical response to the fragmentation of Modernism in the post-1945 period, postmodernism influence on intellectual debates about production, valorisation and interpretation of cultural production." According to Linda Hutcheon "Post-modernism is a contradictory phenomenon, one that uses and abuses, installs and subverts, the very concept it challenges be it in architecture, literature, painting, sculpture, film, video, dance, music, philosophy etc. Postmodernism is largely a reaction to the assumed certainty of scientific or objective efforts to explain reality. In essence, it is based on the concept that reality is not simply reflected in how humans perceive it but are instead created as the mind tries to comprehend its own unique and personal reality. Khaled Hosseini has occupied a place in post-modern writers because he writes about modern subjects which are present in the day-to-day life of a people. And the novel Kite Runner is something autobiographical too. So, he writes what he observes. In the post-modern understanding, interpretation is everything, reality only comes into being through our interpretations of what the world means to us individually. As we know that Post-modernism is an outgrowth of modernism, it maintains many of the features of its predecessors but also aims to play with these features: the fragmented and fractured narrative is used to create meaning from the juxtaposition of individual sections of text and contrasts between them. This is evident in The Kite Runner when Amir is under stress such as during the attack in the alley.

### **Objectives of the study:**

The prime objective of this paper is to bring to the fore some moments of Amir's life when he was on the way to doing the things which give him worldly pleasure and doesn't think that his acts will destroy someone's life and his inner pleasure too. It further analyses the guilt of betrayal and the quest for redemption of Amir. Next, it aims to study the lives of Afghan and American people through the

character Amir. In addition, it explores the theme of humanity, friendship, guilt, free will, determinism, and the quest for redemption.

### METHODOLOGY:

In the present study, we use the qualitative method to approach the post-modern aspects. The data was collected from both primary and secondary sources. Firstly, a detailed analysis of the novel was done and then more information about the post-modern studies of Khaled Hosseini's *The Kite Runner* was collected from different writings on Khaled Hosseini.

### DISCUSSION:

In the novel, *The Kite Runner*, Amir is the protagonist. The story unfolds in a flashback when Amir remembers the phone call by Rahim Khan, who suggests to him that he may have the opportunity "to be good again." This brings the pivotal events of Amir's childhood vividly to his mind, and he takes the call as a sign that his past is catching up with him. Amir then starts to tell the story of his childhood which gives us clues about the relationships of his life with other characters like Hassan, who is the servant and his childhood companion too. Baba is his father whereas Ali is Hassan's father. Rahim Khan is Baba's best friend and Shorab is Hassan's son. Amir spends a good deal of time on his own or with Hassan. The guilt for whatever he has done with his father and his best friend Hassan continues and then he tries to redeem himself for these things, even at the cost of suffering.

#### *Amir's guilt about his father:*

First of all, he thinks that his father neglected him because he feels responsible for the death of his mother who died in childbirth. He believes that his father never forgives him for this, as gets reflected in the following quotation:

...Because the truth of it was, I always felt like Baba hated me a little. And why not? After all, I had killed his beloved wife, his beautiful princess, hadn't I? (Hosseini, 2011: 18)

Baba loses his loving wife. Amir thinks it has led to Baba's hatred for him. To redeem himself, Amir constantly tries to please Baba by becoming a better son. Amir wants to be a child who can boast in any way, such as winning a big kite-fighting tournament.

...When he lit a match and said, casually "I think maybe you'll win the tournament this year. What do you think? Baba smoked his pipe and talked. I pretended to listen. But I couldn't listen, not really, because Baba's casual little comment had planted a seed in my head: the resolution that I would win that winter's tournament. I was going to win. There is no other viable option. I was going to win, and I was going to run that last kite. Then I'd bring it home and show it to Baba. Show him once and for all that his son was worthy. (Hosseini, 2011: 52) The quotation above illustrates that there is only a single way Amir can make Baba proud of him by improving upon himself and redeeming of guilt for "killing" his mother.

#### *Amir's guilt about his friend Hassan:*

One of the first times Amir tells us about his guilt is when he describes how he tricked his friend Hassan. Hassan is illiterate because most of the ethnic groups were used as servants. Sometimes Amir reads for Hassan and most of the time he chooses tough stories which Hassan cannot understand easily. One day, when Amir is reading, he stopped him and asked him what 'imbecile' means. Instead of telling him the correct meaning, Amir tells him it means smart and intelligent. Hassan starts believing that this means smart and probably feels proud of the compliment when Amir used him. He further writes,

"I would always feel guilty about it later. So, I'd try to make up for it by giving him one of my old shirts or a broken toys. I would tell myself that was amended enough for a harmless prank." (Hosseini, 2011: 27)

The most detrimental guilt that Amir felt was he didn't do anything to stop Hassan from being Raped by Assef.

"I watched Hassan get raped," I said to no one...A part of me was hoping someone would wake up and hear, so I wouldn't live with this lie anymore. But no one woke up and in the silence that followed. I understood the nature of my new curse: I was going to get away with it. (Hosseini, 2011: 80)

From the above quotation, he feels himself like a coward and made a realisation of his guilt. Although Hassan was kind-hearted and loyal, Amir wants to please Baba instead to protect Hassan. As is evident from the following lines:

...Even from where I was standing, I could see the fear creeping into Hassan's eyes, but he shook his head. "Amir agha won the tournament and I ran this kite for him. I ran it fairly. This is his kite" (Hosseini, 2011: 68)

From this quotation, it can be seen that Hassan still defends Amir even though he feels frightened and retains the kite for his sake. Instead, Amir sacrifices Hassan for the blue kite, a trophy for the winner. Amir realizes that all his dreams and aspirations exist on the blue kite. It is the key to Baba's heart.

...I had one last chance to make a decision. One final opportunity to decide who I was going to be. I could step into that alley, stand up for Hassan-the way he'd stood up for me all those times in the past and accept whatever would happen to me. Or I could run. In the end, I run." (Hosseini, 2011: 72)

When Amir realises that he has betrayed his friend, he decides to ignore Hassan. On the occasion of his birthday, he has done one more bad thing to Hassan. He lies about Hassan, that he has stolen some money and gifts then he said:

Then I took a couple of the envelopes of cash from the pile of gifts and my watch and tiptoed out. I paused before Baba's study and listened in. He'd been in the all morning, making phone calls. He was talking to someone now, about a shipment of rugs due to arrive next week. I went downstairs, crossed the yard, and entered Ali and Hassan's living quarters by the loquat tree. I lifted Hassan's mattress and planted my new watch and a handful of Afghani bills under it. (Hosseini, 2011: 97)

He thinks that this lie can get Hassan out of his sight. Ali and Hassan were gone. Amir feels sorry but he doesn't confess. His guilt was overwhelming him and Hassan become always fresh in his mind.

Then he went to America with his father in the 1980s, to escape from his problematic life and find a way for peace of mind. While living in America he met a girl named Soroya Taheri who confesses all about his life before the marriage then he thinks that she is a better person than him at least she has confessed. He tells:

"How could I, of all people, chastise someone for their past?. I envied her. Her secret was out. Spoken. Dealt with. I opened my mouth and almost told her how I betrayed Hassan...But I didn't." (Hosseini, 2011:152)

### ***The way Amir cope-with his guilt:***

At the end of the novel, Amir was aware of what he has done in his old days. One day, he received a phone call from Rahim Khan, who said to him, "There is a way to be good again." He came and saved the life of Shorab, at first he refused, but when he told him that Hassan was his half-brother, he also says that feeling guilt has a good side because where there is guilt-conscience, there is the possibility of positive action. Bad deeds cannot be undone, but new, good, or better deeds can take their place. The fact that his father acknowledged that's why he built an orphanage so Hassan's type child could have cared. You need to do the same. He was shocked after knowing the truth and decided to come back to Kabul and save the life of Hassan's son, Shorab. There were lots of obstacles that came his way, but he saved the life of Shorab. He takes him to America and always tries to entertain Sohrab by playing the kite together to eliminate his trauma from his past. It gets demonstrated in the quotation below:

...I hadn't flown a kite in a quarter of a century, but suddenly I was twelve again and all the instincts came rushing back I felt a pre-sense next to me and looked down. It was Sohrab, Hands dug deep in the pocket of his raincoat. He had followed me.

"Do you want to try?" I asked. He said nothing. But when I held the string out from him, his hand lifted from his pocket. Hesitated. Took string. My heart quickened as I spun the spool to gather the loose string. We stood quietly side by side. Necks bent up. (Hosseini, 2011:338)



## CONCLUSION:

It has been identified that the novel *The Kite Runner* is a post-modern novel for several reasons. The narrative style is simple. It reflects the absurdity of Amir's life. When he reached his homeland he was barely welcomed in his own country. This story is all about the story of an ordinary man about his homeland and western living. This novel focuses on Amir's journey of self-redemption, instead of, perpetual self-justification he draws away the veil of his soul. Further, we have also witnessed various elements of post-modernism, such as various elements of postmodernism such as contradiction, fragmentation, and cultural conflict are creatively portrayed through the characters. Moreover, he also illustrates how absurdity and meaninglessness in life affect people.

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## The Poetry of T. Vasudeva Reddy in Global Context

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**Abstract-** Literature always guides, soothes and shows light in the midst of frustration and darkness. As we know, the global wave of globalization touched us almost five decades ago. It has various aspects, such as; advanced technology, advent of multinational companies, lower tariffs, improved transport system, labor mobility, capital mobility etc. No area of human lives is untouched by it, whether it is economics, politics, culture or education and so on. Literature is also not an exception. Whatever influences society and human lives finds its reflection in the literature of the age and so is the impact of globalization. It broke the boundaries between countries, mitigates geographical restrictions and converted the world into a single global village, yet made us far more ambitious and at the same time frustrated, isolated and far from our own ideologies. In this way despite giving an easy life it has made our soul dead. We deviated from real meaning and charm of life. In this paper we explore some of Mr. Reddy's poetry that has its importance in global context in this era of rush. Some such by T Vasudeva Reddy are; *Phone Call*, *Beauty Parlour*, *The Restless Race*, *The Selfish World*

**Key Words:** Globalization, Literature in global context, restless race, Phone call, Beauty parlour, Selfish world.

### INTRODUCTION to T. Vasudeva Reddy:

T Vasudeva Reddy was born in December 1943 at a village named Chandragiri, near Tirupati in Andhra Pradesh, where he did his schooling too. He did his M.A in English in 1966 and got his Ph.D. for his thesis on the novels of Jane Austen. He Served as a Lecturer, Reader, UGC national fellow, Visiting Professor and Principal of various Government Degree colleges and finally retired in 2001. He is a renowned poet, critic and novelist. He has to his credit twelve collection of poetry, two novels and three critical books. He has got multiple awards including International Eminent Poet Award in 1987, Hon. D. Litt. from WAAC San Francisco in 1988, Best Teacher Award from the Government of Andhra Pradesh in 1990, Best Poetry Award in 1994, UGC award of National fellowship in 1998, and the International Award of Excellence in world Poetry in 2009. He was holding dignitary Position of the President of 'Guild of Indian English writers Editors And Critics He took his last breath on 26<sup>th</sup> August 2020 in the mid of corona pandemic.

### Poetry of T. Vasudeva Reddy:

Dr Krishna Srinivas has rightly said that, "Dr. T Vasudev is a morning star in the firmament of Indo-Anglia Poetry. He is a poet par excellence, who has profound Message to convey". The poetry discussed here to discover those profound thoughts are: *The Restless Race*, *Peace and world*, *Selfish World*, *Beauty Parlour*, *A Phone Call*. The three poem namely: *This Restless Race*, *Peace and Love* and *Selfish World* are taken from the collection of poetry tittle, **Gliding Ripples** published in 2008 and another two, namely: *Beauty parlour* and *A phone Call* are taken from the collection of poetry tittle, **Echoes** published in 2012

**Globalization and degeneration of Humanity:** Globalization touched us almost five decades ago. It has various aspects, such as; advanced technology, Advent of multinational companies, lower tariffs,

Improved transport system, labor mobility, capital Mobility etc. It broke the boundaries between countries, mitigates geographical restrictions and converted the world into the a single global village, yet made us far more ambitious and at the same time frustrated, isolated and far from our own ideologies. In this way despite giving an easy life it has made our soul dead. We have thrown out of the real charm of life. The poems of T. V Reddy are complete portrayal of of life of modern age. Every feeling of modern age man has found its place very beautifully and truly here in his poem.

***This Restless Race:*** Literature always guides, soothes and shows light in the midst of frustration and darkness to whole humanity. Reddy shows the restlessness of man and writes, “*why all this mad restless rattling race, mindless gasping and wild pursuit, no calm or joy in the livelong Days, our basic spirit this greed does not suit; He surely knows limited are his days.* In the very next line he makes man aware of the ultimate truth and says, *When this breath ceases, depart we must, to embrace eternal rest in the earthly dust*”.

***Peace and Love:*** In this modern era the man is blind after shining, wrapped products that came to him after breaking the boundaries. Man is searching his love and peace in these products of global market. Reddy in the Poetry make fun of it and writes, “*Latest product in The global market- ‘peace and love: Two in one’: a Craze to stop wars...*

The last line of the poetry is really eye opening, when poet turn our attention towards the eternal bliss of peace that exists in love or love that exists in peace instead of searching ‘peace’ and’ love in pieces in the products of market, the poet writes,  
“*peace in love or love in peace in eternal bliss  
or peace and love in pieces in Metro Malls*”

#### ***Beauty parlour:***

In this world of Pomp and shows, we have lost somewhere our real beauty and innocence . We are running behind the outer beauty that is going to vanish soon. However we have no time to think over it. We are blindly running after it. Poet, very beautiful tried to turn us towards this truth and writes, “*though uncertain, after a certain stage in this inexplicable quixotic stage men and women with excess money do try to buy or borrow fairer looks “beauty is as thin as skin, well we know Still we run after the vanishing glow”*

***Selfish World:*** In the poem the poet discusses the world where money is everything. Where there is not any relationship matters. All the love ceases if you don’t have money. The modern man is dead from inside where there is nothing left only selfishness is there and this is the result of searching happiness in the global market. Here love and heart is also sold and purchased.

The poet writes,

“Who is to whom in this world ... all thy kith and kin wisely forget  
When shining coins you fail to beget”

***A Phone Call:*** The poet is full of positive note when he sings about a cell phone. The cell phone has really changed our life. The whole world is in our palm now. At a point he feels that it is a hell as it kills our time and peace but despite its demerits it has its various merits and poet is really fond of it. He sings,

“*Again a phone call  
It brings new things and binds many strings;  
It connects places and persons  
Countries and continents...  
A cell makes us bold and calm  
With the globe in our palm*”

#### **CONCLUSION:**

Poetry of Mr. Reddy has universal message and his poetry are written in the context of today’s world. As truly written “Literature adds to reality, it does not simply describe it. It enriches the necessary

Competencies that daily life requires and provides; And in this respect, it irrigates the deserts that our Lives have already become,” (Homer Paul, 28). Reddy’s poetry really does it. He sings the frustration, isolation, selfishness, narrowness of modern man in present global context however, at the same time as a preacher, he preaches the true and right path to the whole humanity of the world and fulfills the duty of a true writer and a poet. He discusses the truth of life. At one place he praises the importance of cell phone that is the product of today’s invention and market at another place he asks to find eternal bliss of peace in love and love in peace instead of searching it in Metro Malls.

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# Virtual Teaching and Learning Perspectives in Engineering Education: A Study

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**Abstract:** Teaching and learning through virtual method in engineering education is not a new concept after the post COVID 19 situation. Many virtual teaching and learning methods are implemented in engineering education. In this regard, this paper subjects how perspectives of virtual teaching and learning are enhancing the engineering education. The traditional pedagogical approaches are abruptly closed during and after pandemic situations. The virtual teaching and learning perspectives (VT&LP) break the barriers among teacher and student in acquisition of knowledge in engineering. The face to face teaching methods are needed to enrich to reach the global educational methods. This paper also explores the virtual teaching and learning perspectives in engineering education.

**Key Words:** virtual engineering education, perspectives, teaching and learning.

## 1. INTRODUCTION:

The virtual education is not new concept in this technical world, however, duration and after Covid -19 pandemic situation the complete world shifted from traditional face-to-face instruction to virtual teaching and learning in engineering educational institutions. Crawford et al. (2020) conducted a study to evaluate the virtual education in higher educational institutions, he research explores that, the majority of the higher educational institutions are fascinated towards virtual education and enhance virtual teaching and learning abilities. During the pandemic and after pandemic situations in India, the AICTE, UGC, academicians and researchers are recommending virtual education. In this scenario, most of the Indian engineering institutions are training their faculty and designing the curriculum to support the teacher and students to adopt virtual education. The curriculum designers are developing the curriculum based on virtual perspectives to deal laboratories such as, machines, industrial plants, electrical & electronic labs, computer labs and basic sciences labs, and classrooms. The virtual perspectives strategies can help the teachers and student's to fulfill the gaps of virtual education and break the frontiers of formal education. The engineering education is not only focusing on virtual teaching but it is also concentrating the teacher and students not face virtual anxieties in future. The research studies suggesting that, virtual education considers the teaching and learning obstacles and make an attempt to resolve it. However, in the virtual teaching and learning process teacher's struggles continuously to prepare virtual teaching materials such as PPTs, videos, MP3, pdf and word documents. It is difficult to manage virtual teaching to a teacher who have year of experience in traditional teaching. In making the digital class effective teachers are also feel huge mental stress in making the virtual class success. Continuously working with digital screen can also affect the eyesight of teachers and students. The timeless additional workloads make the teachers and students emotion. The engineering branch students from ECE, CSE, Civil, ME, IT and EEE have regular access with virtual education. The goal of the paper is to identify how the virtual teaching and learning perspective can help the teachers and students in engineering.

## LITERATURE REVIEW:

Numerous studies have been conducted on virtual teaching and learning perspective, however still the research is required. Duncan, et al. (2012) discussed that, the virtual worlds can have improve teaching



and learning, provide access for laboratory and collaborative work, socialization, entertainment and professionalism. However, they highlighted that the use of virtual world for education should not disadvantage particular social, minority or disabled groups. Gilbert (2004) defined that, the students who belong to science and engineering usually need to find complete subject matter, and depth of the subject with virtual education. Virtual technologies can help the students to address the problem and resolve with attending the class. Alho Barata et al. (2015) advanced software for virtual reality where students interact with it by envisioning a transformer installed in a substation and performing operation and maintenance procedures in a virtual environment. Incorporating the virtual perspectives in engineering education students can enhance their virtual skills to match the global setups. Horton, W. defined that, e-learning means using information and computer technologies and systems in order to build and design learning experiences.

Elmarie Engelbrecht, (2005), discussed that the virtual learning concept that uses the electronic gadgets such as internet, CD-s, mobile phones, laptops or computer for a better performance. Nycz, M. and Cohen, E.B (2007), explored the differences between traditional and online learning. They explored the terms of principal sources of information, assessment, or quality of education. The literary review of the this concept focused on compared with traditional and virtual teaching and learning and, showed that a high percentage of the students who completed that they have assimilated more material in face-to-face classes than virtual, however the virtual learning positively perceived their overall virtual experience, even though they have encountered difficulties while using E-learning platforms.

However, most of studies have forwarded the positive statements towards virtual teaching and learning. Similarly few research studies delivered the studies reported the barriers of virtual teaching and learning concept.

#### **Perspectives of Virtual Teaching and Learning:**

The following perspectives are important for teacher and students to attend virtual classes. The qualitative and quantitative reports are suggesting that the below mentioned methods are more preferable to conduct the virtual classes.

- Simple and Effective
- Accessible Method
- Compelling Curriculum
- Social friendly
- Real classroom virtual reality

#### **Simple and Effective:**

Several research studies have been conducted about the effectiveness of online learning, and the challenges and restrictions that it can cause to students have been considered. Among these are studies conducted by Hazwani et al. (2017) and Wildana et al. (2020), contend that online learning is ineffective and is conducted inappropriately. The virtual teaching and learning perspectives break the barriers among teacher and student in acquisition of knowledge in engineering. Comparing to conventional pedagogy there is not much variation and deviation regarding reaching to students in the process of teaching and learning. Moreover, the new virtual teaching and learning (VTL), is being produced more effective and reaching to all in simple manner. Here as a researchers we can provide few reasons how the virtual pedagogy helpful and reachable to more in an effective and beneficial manner. To teach through online there is no much physical teaching aids like chalk and board, flash cards, text book, handouts, and any supportive material to teach in maximum beneficial to learner. But as time changed in all aspects of human life table turned to all aspects especially in teaching learning process of engineering curricula.

Furthermore, Wildana et al. (2020) consider online learning to be effective as it facilitates the use of various applications such as 'Whatsapp', 'Zoom' and 'Google Classroom'. Through the above mentioned social media platforms engineering students able to connect his/her teachers and peer group to discuss and to enhance knowledge in this technical environment.

### **Accessible Method:**

Virtual teaching and learning for engineering learners quite accessible because as entire the world well advanced in using of technical gadgets. Coming to engineering curricula without mobile and other technical gadgets no one can fulfill his/ her learning with optimum level. So the accessible technical and online infrastructure is dire need in engineering pedagogy. Majority of research works demonstrate this with reference to several factors, such as unsuitable internet facilities, teachers' inability to implement online learning, and the lack of cooperation given by parents. Contrastingly, Awal et al. (2020) found that online learning is effective but inefficient.

When there is no proper infrastructure the accessibility of engineering pedagogy through online may not be produce better outcomes. In connection to the above accessible method and approaches are very need in engineering scenario. A study by Muhammad and Kainat (2020) found that internet access problems, a lack of interaction between teachers and students and a lack of technological facilities challenge the efficacy of online learning. According to a study conducted by Hazwani et al. (2017), an institution's infrastructure plays a significant role in ensuring that online learning operates successfully. Poor infrastructure will limit students' ability to access the internet.

### **Compelling Curriculum:**

Based the requirement the syllabi and syllabi related teaching methods and methodologies' to reach maximum outcomes right and approachable teaching strategies are very important in engineering curricula for fruitful results. As experiences of Covid-19 in each and every institutes and stakeholder have taken prerequisites of online classes to be held in their campuses at least 25% to 30 % syllabus should be completed in on-line mode. So the curricula have to design to be flexible in both off-line and on-line to teach and completed syllabi with in stipulated time. Compelling engineering curricula with the help of e-resources. E-learning is the use of electronic devices and Internet technologies to deliver a variety of solutions to enable learning and improve performance. Prior to compel the online pedagogical content one should follow the standard guidelines. The guidelines provide needful suggestive instructions like designing and developing e-learning-based solutions for trainers and instructional designers who are new to e-learning design. It also provides basic concepts and information on the processes and resources involved in e-learning development.

### **Social friendly:**

As many of us know that sociable comes from the Latin *sociabilis* its mean close, intimate. When someone is sociable with others, they invite each other's to get close being friendly and pleasant. It is suitable in teaching and learning process because one of the features of education is known to unknown in this process both teacher and learner have to be a healthy intimacy to get clarity on ambiguities of learning to get maxima learning performance. Engagement or being present is crucial to student learning and satisfaction in online courses. The definition of engagement has been extensively explored in distance and online learning literature for decades.

By following the given tips one should connect to others in on-line classes. Those are listed as:

- Have a pleasant greetings of the day to your online students
- Introduce yourself to your students. ...
- Create a "commons area" for off-topic discussions. ...
- Use synchronous tools for office hours. ...
- Don't be the center of every discussion. Like these few steps and tips may help to online engineering pedagogy to fetch good results in completion of syllabus with the help of social friendly connections and conversations.

Student engagement is defined as "the student's psychological investment in an effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote" (Newmann, Wehlage, & Lamborn, 1992) Student engagement in online learning is very important because online learners seem to have fewer opportunities to be engaged with the institution.

### **Real classroom Virtual Reality:**

The technological upraises the new approaches in the teaching and learning process. One of the conductive technologies to the building of innovative tools for the education is the Virtual reality, which offers tridimensional computer environments with advanced forms of interaction that can provide more motivation to the learning process (Barilli.et al, 2012). Practical in science and engineering areas require high tech, high cost machines; and with the advancement in virtual reality, it is possible to have virtual labs in remote areas accessed sitting in the cozy office or home of the learner. The virtual reality teaching environment and realistic environment more realistic, which is more easier to arouse students' eyes, mouth, heart, hands and other organs. In the three-dimensional, full range of teaching environment, students have more profound perception of knowledge, and put more senses into learning, which improves the comprehensive ability of learning.

Uses of Virtual Reality:

- Appropriately used linear, cyclical, and systems content
- Simulation genres, including branching stories, virtual products/ virtual labs, interactive spreadsheets,
- flight simulator; and 3D maps, as well as new genres to be introduced
- The appropriate use of genre elements, including modeling, AI, graphics, and interface
- Creating an atmosphere similar to the atmosphere in which the content will be used
- Presenting behavior to be modeled or recognized
- Feedback from a decision (or series of decisions) that shows the natural consequences of the behavior

### **CONCLUSION:**

Virtual perspectives of teaching and learning helps both teachers and students to overcome difficulties during the virtual sessions. One important concept that can be drawn from this study is that keeping the students and teacher need to motivate and accept the presented perspective during virtual learning is key to a successful learning experience. Virtual Teaching and learning perspectives changed the educational teaching and learning styles during and after pandemic situation and provided numerous sources for students and teachers such as, feedback and facilitating facilities for both to reach a understandable platform in virtual era. However, traditional face-to-face education system is also a required in all possible conditions. The virtual education system can create technical classroom culture which may provide relaxed learning opportunities for students. However, students need to face anxieties and pressure at same time.

Whatever it may be, students finally have the possibility of creating and sharing knowledge by creating and sharing virtual classes.

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## Literature: mirroring epitome of society

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**Abstract:** Literature has been supported and discriminated from ancient time period, like we have Plato who was against poetry and Aristotle who claims poetry enhances humans through purgation and catharsis. This paper deals with how literature has been acting as messiah in delivering the social conditions of the real world. Authors like the Bronte's, Dickens represent the true face of the community after the change in pyramid position of social power, and Mrinal Pandey, Mulk Raj Anand projects India after the colonization. Both group of writers explore the stereotypical evils existing from pre-historic to contemporary time.

**Key Words:** Patriarchy, Society, Class, Bias, Revolution, Education.

### INTRODUCTION:

This entire paper discusses about how literature has been portraying the social evils using authors and different genres as medium. The great Greek scholar Plato wanted to banish the poets from the dream utopian society as he interpreted that the writings can manipulate the common layman. The ancient scholar was particularly against the concept of tragedy and comedy, Plato claims in his magnum opus that these tragedy will divert man and the concept of comedy is considered immoral. The realms of literature is filled with binary opposition, Aristotle the former pupil of Plato and tutor of Alexander was against the views of Plato. The former supported the concept of tragedy and claims that these art will not divert men and are not immoral, the supporting element which Aristotle uses the concept of purgation caused by catharsis. The contrast whether literature is a good or bad domain has been prevailing from time period where English language has not been introduced. Poetry was the only genre known to the predecessors, through that they conveyed the moral values, for example the famous Theban trilogy which conveys the theme one can be wise but he/she cannot defeat the concept of destiny/fate. In epic poems like Beowulf the representation of an ideal hero belonging to a certain community is seen and whatever great warrior he may be he should obey the crown. Indian epics like The Ramayana and The Mahabharata represent themes of blood relation and one should not wish for things that does not belong to him, as Plato feared these works do not manipulate the common readers to do negative, instead an example is set for instance the character Ram is considered an epitome of moral, ideal man.

Literature Review:

“Identity and Independence in Jane Eyre : An overview and guidelines”

“Reflection of feminism in Jane Eyre : A Literature Review”

“Presentation of conflict in Hardtimes : An overview of commodification”

“Feminism in Indian English literature: An critical overview”

Throughout literature the prime idea of women getting suppressed in other words providing men extra spot light is seen. Patriarchy a term which got popularized during the second wave of feminism, it means the dominance, privilege are primarily held by men and historically it is used to refer the autocratic rule. Due to the dominance of patriarchy the result is oppression of women and it begins from family. Indian short story writer Mrinal Pandey describes the mentality of elder generation towards a girl child and a boy in the short story *Girls*. The setting of the story proves hypocritical nature of the sapiens which is set in navaratri a nine day festival for women but even at this time the concentration is given to narrator's cousin he has the liberty to sit in grandmother's lap while the



protagonist a six year old girl is not allowed. The protagonist's mother is pregnant again all the family members expect a male heir since previous pregnancies were disappointment. Mahesh Dattani the epitome of Indian drama in his work *Tara* he represents the darker side of Indian parenting especially when it has conjoint twins, the mother and the grandfather wants the boy to have leg and not Tara and even when the leg is fixed to the boy it disintegrates. The financial freedom is provided to the boy and not to Tara the discrimination for everything is showcased by the Sahitya akademi winner. He also provides additional information in the play that in particular parts of Gujarat when the parents decide they don't want the girl child the mother kills the toddler by giving excess milk, the concept of female infanticides still prevails. In the power pyramid structure of society and family women is always neglected and oppressed. When a native of a country is colonized we can claim it as colonization, but when the same family member's starts to treat their own women as kind of subaltern these led to rise of feminism. Though feminism has been evolving from first wave to third wave, the concept of oppression has also been evolving. The comparative reference is the colonized countries where given freedom but still they're colonized indirectly through thought, language and alteration of culture. Similarly women might have got equal rights still ideological oppression prevails, when the first wave feminism was at its peak still women were not allowed to write the Victorian classic writer Mary Ann Evans adopted a male pen name George Eliot to expand her career as writer.

Commodification is a Marxist term used to denote a product's sales value in market. Similarly women have been commoditized in every means. Dickens's novel *Hard Times* explores how Mr. Grandgrind forces her daughter to marry Mr. Bounderby who is fourteen years older than her for his political expansion. Dickens works majorly portrays the trauma undergone by women like in *Dombey and Sons*, *Nicholas Nickolby* and in *Old Curiosity Shop* the character Nell is branded as the auction prize by the evil dwarf Quilp. In works of Hardy the subjugation is portrayed and in one of his magnum opus *Tess of the d'Urbervilles* the reader witness how a father to acquire his family name sends his daughter as a maid and is least worried when she is raped by the son of aristocrat. The novel moves in the way that Tess's father sends her to the d'Urberville's so that at the right time he can claim the ancestral name, here Tess is commoditized as an element to acquire something. The concept of commodification is not only portrayed by the native speakers but also by the colonized countries, Indian feminist author and Sahitya akademi award winner Shashi Deshpande in her award winning work *That long silence* depicts how a woman is undergoing trauma in silence and how she has been commodified by her husband comparing with other woman. The Canadian author Margaret Atwood in her debut novel *Edible women* employs the concept of cannibalism not in literal sense but in psychological. When the lover starts to dominate the protagonist she feels like she's suffocating and due to the trauma she even loses weight, gets distracted.

## CONCLUSION:

One advantage of literature portraying social evils is some pieces deliver the solution and some do not. That long silence by Shashi Deshpande depicts the rise of Jaya the protagonist who breaks her silence and starts her career being dependent, concept of feminism in India was not so popular during these times when the novel was published this novel acted as prototype. Atwood's *Edible women* has the scene where the protagonist presents a female shaped pink cake to her boyfriend breaking the psychological cannibalism.

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## LANGUAGE AS POWER

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**Abstract:** *Language is a means for communication among human beings and language acts as a tool to maintain a social relationship. Language also provides an individual identity to each person. In many contexts, language is associated with power structure. Metaphorically language consists of dominion. In a conversation between father and son in the short story A Meeting in the Dark by African writer ngugi wa thiong'o -*

Sit down. Where are you going?

'For a walk, Father,' he answered evasively.

'To the village?'

'Well-yes-no. I mean, nowhere in particular.

*So, here the father is holding the authority by his use of language which is a kind of showing his power to his son. Fowler (1985) and Kramarae, Schultz and O'Barr, have supported the view that power is developed and maintained via interaction (the social practice of language). These scholars argue that language or discourse serve to construct and manipulate concepts of power in society. Derrida says that language is like a weapon. Foucault uses the term 'power/knowledge' to signify that power is constituted through accepted forms of knowledge, scientific understanding and 'truth'. Within a text or writing, there is always a point of view of author or writer. Reader or audience don't have any rights to eliminate the writer's ideas (Before Roland Barthes came). Here Writers are presenting their power over the readers. In Society, we can see the power are constituted by the people who is having knowledge, scientific truth and have acquired language. In such way, in in institution, the teachers show their powers as they have more ideas than students within themselves. Anyone who teaches a child is holding his/her power upon the child because having knowledge is a kind of reflection of power structure in society. Thus, language is deeply connected with Power Structure.*

**Key Words-** Power, Language, Hierarchy, System, Dominate.

### INTRODUCTION:

Language is the words, their pronunciation, and the methods of combining them used and understood by a community. Language is a formal system of signs and symbols including rules for the formation and transformation of admissible expressions. Language is not just about words, we communicate through words, may be written, spoken or signed, but most communication comprises facial expressions, physical cues and 'speaking' with our eyes, body language etc. language serves the social practice of understanding one another, which, as a species, is important to human beings. According to Oxford English dictionary, the definition of language is - the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. The study of the relationship between "language, power" and social relations has clearly shifted from proving the existence of this relationship, to probing and understanding its underpinnings and implications. Most linguists now agree that the relationship between "language and power" is a mutual relationship. Language thus becomes necessary for the maintenance of power, and the power and effect of language in turn rely on the power of individuals and institutions themselves. The Poet, Kamala Das, has said of her acquired language, "It is as human as I am human". This is where lies the power of language. It has the power to express the gamut of human thought and emotion. Its system of options is powerful enough to accommodate to the almost unlimited and unpredictable demands which any of its users can make of it. Language makes finite for us the immeasurable domains of the self, others, and the environment, so that we may have some control over them. The power of language is seen, in the

widest sense, in the communicative competence with which it endows each one of us, and by which it unites us with every other human being. It is the task of the linguist to try to understand this astonishing resource.

English is the language of power. Outside of English-speaking countries, the victims of the system do not speak English, or at least they do not master it at a level which would put them on an equal footing with native speakers. Those who have a real mastery of English belong to the ruling classes, to business, to academe, to the comprador class and, in a number of countries, to the media. A typical example is India, where English is officially the inter-ethnic language, but where it is spoken only by 3%/1% of the population. As in many other fields, the powerful have succeeded in conditioning people into believing that this is normal, that it is fair and that there is no alternative. English as a global language is taken for granted by practically everybody, including the victims. A very strange blindness occults its disadvantages, as compared with other solutions. Its main drawback is that it is so difficult for most inhabitants of our planet - but with various degrees of difficulty - that it creates a hierarchy. Among the peoples: English speaking nations, then people with a Germanic language, then people with a Romance language, followed successively by people with a Slavic language, and people with non-Indo-European languages. Within a given people: practically only persons wealthy enough to be able to afford several years of study in an English-speaking country can be articulate in it. It may be that even in an English-speaking country like the US, African-Americans and Spanish speaking people (as well as people of Korean, Ethiopian and other non-European heritages) are also victims of this discriminatory hierarchy. In no sport would it be accepted that the competing teams might be submitted to unequal conditions, but nobody seems to realize that a negotiation in which one of the partners is obliged to use a foreign language is like a ping-pong match in which one of the players, although right-handed, is forced to use his left hand. Another perverse effect of English as a global language is that practically all through the world the information is biased according to the viewpoints of English-speaking societies, since most of it comes through United Press International, Associated Press and Reuters.

“I” is a super-charged word. When you say, “I am,” the words that follow speak volumes – to yourself and others – about how you define yourself. “I have, I choose, I love, I enjoy, I can, I will” are also words of strong intent. When we feel powerful, we naturally employ these kinds of “I” statements. ‘No’ is a powerful word because it stops people and their assumptions and expectations in their tracks. A firm ‘no’ from an adult to a child can prompt obedience, but this effect is as much about the meaning of the word as it is about solidifying one’s authority in a power dynamic that places the older and bigger person in charge and the younger and smaller one in compliance. But ‘no’ works both ways, and while such an exclamation can be obeyed, it can also be challenged, as ‘no, you can’t’ leads to ‘no, I can’. Institutions and individuals use language both to build their power and to maintain it. In human trafficking, victims are often groomed not through physical submission, but through language that disempowers, dehumanises, degrades, isolates and shames them into compliance. Meanwhile in the case of politics we have demagogic rhetoric, whereby the objective of a simple sentence (and the idea it carries) is nothing more than to convince voters by stirring their fears and desires. In a conversation between father and son in the short story *A Meeting in the Dark* by African writer ngugi wa thiong'o - Sit down. Where are you going?

‘For a walk, Father,’ he answered evasively.

‘To the village?’

‘Well-yes-no. I mean, nowhere in particular.

So, here the father is holding the authority by his use of language which is a kind of showing his power to his son. That actions speak louder than words are difficult to refute. When Rosa Parks refused to stand up, that action spoke to many people without a single word. After the Tank Man stood in front of a convoy in Tiananmen Square, it eventually became one of the most iconic symbols of protest. And such actions are sometimes captured on camera, reminding us, too, that ‘a picture is worth a thousand words. Asserting power and dominance requires obedience from others, but obedience isn’t just achieved through coercive means such as force and violence; the mere threat of these is enough to induce it, and this is done indirectly through language. When something is ‘banned’ and ‘will not be tolerated’ is sometimes enough. A clenched fist or a stern look can also suffice. Language, however we express it, can be loaded with assumptions of power and authority which, whether real or perceived,

makes us react and act a certain way. Identities are always re/created in specific contexts. They are ‘co-constructed’ in interactive relationships. They are usually fragmented, dynamic and changeable – everyone has multiple identities. Commanding a language and being understood forges a powerful feeling of belonging to a family, a community, a culture or a country. This is especially true when discussing national identity, but not all citizens can talk of having a national language. Outside of Europe, for instance, Dutch, English, French, Portuguese and Spanish are inescapably the languages of the colonisers, as language is never ahistorical or apolitical, especially when you know one stripped you of your own. Identities that are individual and collective, National and transnational are also re/produced and manifested symbolically. Language is a feasible option in the identity reconstruction process. Language has its own dimension in that we can symbolize in a coded way all the other concepts which we use to define ourselves and our society, Language offers a very overt symbolization of us and of our universe, not only in the various grammars, lexicons, and prosodies we can create for various domains of that universe, but also through the social marking which each occasion of use carries. It is the individual who is most concerned with identity: the individual is directly affected by socio-cultural conditions – all of those listed above and more – and who feels an immediate connection with them, indeed, who either ‘identifies’ with them or not. And, of course, it is individuals who collectively make up a community, and who are therefore primary; there is no community without the individual.

*In classroom the language of power is, yes, language. It is academic language, the bricks and mortar of English for those who don't speak it in our standardized form. But it is beyond the spoken word as well. The language of power is skilful communication, both verbal and nonverbal. It involves understanding reputable sources and how to present information in a convincing, convicting, and context-appropriate fashion. Crucial within own subject, it is understanding that debate exists, that uncertainty exists, that uncharted territory exists. It is important to recognize and understand the power dynamics that go on in an education system. The teacher seems to be the authority figure in the classroom, the one who says what is "right" and what is "wrong." Social reproductive theory posits that those that do make those choices are typically members of the dominant classes (white and middle- or upper-class people). While one aim of public schooling may be to reduce inequality through education, there are arguments that that schools are mechanisms for perpetuating social inequity through economic, cultural, or linguistic means. To take a further look at how linguistic discrimination affects schooling at the student level, we can turn to "The Silenced Dialogue," a 1988 essay by Lisa Delpit that can be found in her book *Other People's Children*. In this text, Delpit focuses on how a "culture of power" has come to exist in the classroom. Delpit describes the eternal frustrations the Black and Native Alaskan educational communities face when they try to have conversations with White educational experts about how to effectively manage the educational needs of children of colour. In particular, Delpit writes about non-standard varieties of English, such as that in Alaska spoken by the natives which they called "Village English" or "Heritage English." Both Village English and Formal (Standard) English are taught in their schools. Delpit writes about one teacher who announces to her classroom. We listen to the way people talk, not to judge them, but to tell what part of the river they come from. These other people are not like that. They think everybody needs to talk like them. Unlike us, they have a hard time hearing what people say if they don't talk exactly like them. Their way of talking and writing is called "Formal English." We have to feel a little sorry for them because they have only one way to talk. We're going to learn two ways to say things. Isn't that better? One way will be our Heritage way. The other will be Formal English. Then, when we go to get jobs, we'll be able to talk like those people who only know and can only really listen to one way. Maybe after we get the jobs, we can help them to learn how it feels to have another language, like ours, that feels so good. We'll talk like them when we have to, but we'll always know our way is best.*

*Delpit gives us a conversation between a Black teacher and her Black high school student on a book written in AAE:*

Teacher: What do you think about that book?

Joey: I think it's nice.

Teacher: Why?

Joey: I don't know. It just told about a Black family, that's all.



- Teacher: Was it difficult to read?
- Joey: No.
- Teacher: Was the text different from what you have seen in other books?
- Joey: Yeah. The writing was.
- Teacher: How?
- Joey: It use more of a southern-like accent in this book.
- Teacher: Uhm-hmm. Do you think that's good or bad?
- Joey: Well, uh, I don't think it's good for people down this a way, cause that's the way they grow up talking anyway. They ought to get the right way to talk.
- Teacher: Oh. So you think it's wrong to talk like that?
- Joey: Well... *[Laughs]*
- Teacher: Hard question, huh?
- Joey: Uhm-hmm, that's a hard question. But I think they shouldn't make books like that.
- Teacher: Why?
- Joey: Because they not using the right way to talk and in school they take off for that and li'l chirren grow up talking like that and reading like that so they might think that's right and all the time they getting bad grades in school, talking like that and writing like that.
- Teacher: Do you think they should be getting bad grades for talking like that?
- Joey: *[Pauses, answers very slowly]* No... No.
- Teacher: So you don't think that it matters whether you talk one way or another?
- Joey: No, not long as you understood.
- Teacher: Uhm-hmm. Well, that's a hard question for me to answer, too. It's, ah, that's a question that's come up in a lot of schools now as to whether they should correct children who speak the way we speak all the time. Cause when we're talking to each other we talk like that even though we might not talk like that when we get into other situations, and who's to say whether it's—
- Joey: *[Interrupting]* Right or wrong.
- Teacher: Yeah.
- Joey: Maybe they ought to come up with another kind of... maybe Black English or something. A course in Black English. Maybe Black folks would be good in that cause people talk, I mean Black people talk like that, so . . . but I guess there's a right way and wrong way to talk, you know, not regarding what race. I don't know.
- Teacher: But who decided what's right or wrong?
- Joey: Well that's true . . . I guess White people did.  
*[Laughter. End of tape.]*

At last, Delpit concludes: Children have the right to their own language, their own culture. We must fight cultural hegemony and fight the system by insisting that children be allowed to express themselves in their own language style. It is not they, the children, who must change, but the schools. To push children to do anything else is repressive and reactionary. One of Delpit's principles of the culture of power is the idea that those in power in a classroom are less aware (or willing to acknowledge) the existence of such a culture, while those with less power are more likely to notice. Recognize when your classroom policies and practices may be affecting one linguistic minority and if you may inadvertently be working as part of a social reproductive cycle. Validate your students' home languages in the classroom by allowing them to use it, and perhaps work with parents to decide when it's best for a student to be using Standard English or their home language. Deconstruction by its very nature defies institutionalization in an authoritative definition. The concept was first outlined by Derrida in *Of Grammatology* where he explored the interplay between language and the construction of



meaning. Three key features emerge from Derrida's work as making deconstruction possible. These are, first, the inherent desire to have a centre, or focal point, to structure understanding (logocentrism); second, the reduction of meaning to set definitions that are committed to writing (nothing beyond the text); and, finally, how the reduction of meaning to writing captures opposition within that concept itself (*différance*). These three features found the possibility of deconstruction as an on-going process of questioning the accepted basis of meaning. Derrida highlights how logocentrism assumes the existence of set and stable meanings that exist to be discovered. The way in which this term the logos is made known is language, the translation into words of a concept or a way of thinking. This is described as the 'metaphysics of presence'—the way in which we make present the objects of our thought. The logos represents nature, which is something different from the instituted form embodied in language or in text. Crucial therefore is the idea of a rigid separation of the origin of meaning (the abstract idea of justice, for example) and the institutionalization of that meaning in 'writing' (or law). In Positions Derrida explains how the first task of deconstruction is to overturn the hierarchy. This is necessary to highlight the 'conflictual and subordinating structure of opposition'. It emphasizes the dominance of one particular way of thinking over others, and belies the idea of fixed meaning, overturning, and therefore exposing, the existence of the binary and destabilizing previously fixed categories of understanding. However, this is only the first stage. Derrida emphasizes how to remain in this phase is to remain within the oppositional structure, allowing the hierarchy to re-establish itself. If deconstruction is limited to the simple inversion of binaries, then inquiry remains trapped 'within the closed field of these oppositions'. What this means is that instead of making any real change to structural conditions, what is happening is simply swapping the positions of dominant and subordinate, allowing the same conditions to persist. In order to move beyond this dynamic, and to break open the structure itself, a second stage is necessary. This second stage is where the indeterminate element of deconstruction becomes visible. Rather than resting with the inversion of the binaries, and by extension accepting a different manifestation of fixed meaning, the second phase requires us to step outside the oppositions, to remain in search of new meanings, not by repeating ideas but by analysing how ideas are framed, how arguments are made. Speaking at the Villanova Roundtable, Derrida described this as searching for the 'tensions, the contradictions, the heterogeneity within [the] corpus'. It is only through this element of endless analysis, criticism and deconstruction that we can prevent existing structures of dominance from reasserting themselves.

## CONCLUSION:

At the micro level, the power behind language is a speaker's possession of a weapon, money, high social status, or other attractive personal qualities—by revealing them in convincing language, the speaker influences the hearer. At the macro level, the power behind language is the collective power (ethnolinguistic vitality) of the communities that speak the language. The dominance of English as a global language and international lingua franca, for example, has less to do with its linguistic quality and more to do with the ethnolinguistic vitality of English-speakers worldwide that it reflects. The other three language–power relationships refer to the powers of language that are based on a language's communicative versatility and its broad range of cognitive, communicative, social, and identity functions in meaning-making, social interaction, and language policies. Such language powers include, first, the power of language to maintain existing dominance in legal, sexist, racist, and ageist discourses that favour particular groups of language users over others. Another language power is its immense impact on national unity and discord. The third language power is its ability to create influence through single words (e.g., metaphors), oratories, conversations and narratives in political campaigns, emergence of leaders, terrorist narratives, and so forth.

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## Mother tongue and its influence on English Language

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**Abstract: Language and its importance:** Language is an intangible concept. It is composed of various dialects. Due to the large number of dialects within a single language, standard form is hardly ever used by speakers. For instance, despite Hindi being our mother tongue, we hardly use it. Every time, converse in various tongues For some students, learning English as a foreign language (EFL) can be quite difficult. Understanding the language they learn can sometimes be difficult for them because of their mother tongue. More or less intrusion from their mother tongue influences the language learning of EFL learners. The objectives of this study are to determine

a) The different level of MTI (mother tongue influence) and its varied impact on speaking (English).  
b) The impact of the learner's mother tongue on their ability to learn English; and b) the english learners has difficulties learning English as a foreign language.

Tariq Rahman has very beautifully supported this view in the following lines: According to modern linguistic view, the standard variety of a language is also a dialect...As you will observe, dialects are real in the sense that people actually speak them. The language is an abstraction because nobody speaks it. Everybody speaks a dialect. If someone speaks what we call the 'standard language', even that is a dialect of the abstract entity called the 'language'. (Rahman, 2010:144)

**Key Words:** Dialects, Langauge, Mother tounge.

### INTRODUCTION:

#### What is Mother Tongue Influence?

Our mother tongue is the tongue we spoke growing up. Literally, it refers to the language our mother taught us, the one we have used since we were young. According to a proverb, language shifts every ten miles in India. As a result, it is challenging for us to speak with a standard accent because we all speak English differently. Some examples are: 'iskool', 'istudent', 'plezar', 'requesht' and other such words. In fact, I got the idea to write on this topic only after a student told us that he wanted to speak 'bhery phluent Englis'.

*How does it develop?*

This issue is brought on by the large number of vernacular-medium schools in India. As a result, the majority of Indians have MTI. Another factor might be the later introduction of English to young children. According to studies, kids who start learning a second language while they're young progress more quickly. When a child learns something later in life, it becomes more challenging because by that time, the child has already internalised the sounds of his or her native tongue and applies those sounds to English. This is where the difficulty begins. Finally, a lack of exposure to English may also be the cause.

#### Mother Tongue Influence's Effects:

People enjoy making fun of folks who have a loud MTI while they speak. People who speak English with MTI are aware that they speak incorrectly, hence doing so is wrong. They avoid speaking any English since they are aware that it will make people laugh at them.

***Additional MTI effects include:***

- Having trouble speaking English with confidence
- Being embarrassed when speaking in front of others
- inability to effectively speak English owing to internalisation of mother tongue sounds
- slow progress in the workplace and in the classroom.

***Place of English in present world:***

English has now permeated every industry, including banking, education, social, and personal. There is a fast expanding desire among Indian students to learn how to speak English fluently, as seen by the rapid rise of English-medium schools that have spread over the whole nation. To put it another way, people are working hard to learn this second language. Additionally, given the most recent developments in the IT, call centre, and hospitality industries, it is clear that these industries are concerned about and eager to enhance spoken English. People are now more fussy about their pronunciation, giving spoken English greater attention. It is accepted as the official language of India, the Indian press, and the elite class. The most crucial connecting language is thought to be English. There are numerous Hindi dialects, all of which have a significant impact on spoken English. Despite the existence of so many distinct regional languages, numerous variations of English have emerged, each impacted by the mother tongues of speakers of various languages. Due to the influence of mother tongue, this is one of the key reasons why people struggle to learn the English language. At various levels, spoken English is challenging for Indian speakers. His main area of difficulty is using speech sounds in connected discourse. He has trouble picking up on the acoustic characteristics of spoken sounds. Additionally, he has trouble understanding sound characteristics like pitch length and stress. Given the complex grammar of the English language, some Indian speakers find it difficult to speak the language.

**CONDITIONS UNDER WHICH ENGLISH LANGUAGE IS TAUGHT:**

Because of the way English is taught and learned in our foundational levels, it is in a dreadful position as a medium of written and spoken language. Taking the top and high-profile public schools out of the picture and taking into account the government institutions that are affordable to the poor and lower middle classes, the English language instruction in our Today's schools are in a chaotic situation. It is expected that students in classes VI through XII receive English instruction for around six sessions per week. barely possess 150 words when they enrol in college. This indicates that they have had little success learning English. one word per period for the words.

**Some of the shortcomings in specific to our English language Learning programs system can be considered as follow:**

- Absence of a definite policy
- There is no established goal for teaching English.
- lack of qualified educators
- Insufficient provision of audio-visual aids.

**MOTHER TONGUE INFLUENCE IN LANGUAGE LEARNING AND PRONUNCIATION:**

Language acquisition is an art, not a science. The foundation of science is "knowledge," but the foundation of art is "practise."

Language proficiency is different from language knowledge. The acquisition of a language requires regular practise, much like learning to dance or paint. According to Harold E. Palmer, "language learning is primarily a habit-forming process," just as a toddler learns his mother tongue by receipt and practise, a second or foreign language must be learned in the same way. In many aspects, studying one's mother tongue (L1) varies from learning a foreign language (L2), such as the fact that learning one's mother tongue comes naturally. The student is most driven to master it because he wants to communicate his needs and desires. The learner cannot acclimatise to society if he does not learn the mother tongue.

Learning a foreign language, on the other hand, is a manufactured process. Most of the time, when learning begins as a child; the student lacks the desire to study a foreign language. The youngster is

surrounded by a variety of teachers, including his parents, relatives, and teachers, to encourage him as he learns the mother tongue in a natural way. He spends the majority of his waking hours listening to his mother tongue to acquire the language, but more frequently the foreign language is taught in an artificial setting. Mother tongue can impede foreign language acquisition in a variety of ways.

### **Review of international research on the concepts of mother tongue, second language acquisition, and language transfer:**

According to Berthold, grammatical interference is when the second language adopts the first language's word structure, pronoun usage, article usage, etc. The grammatical structure of mother tongues tends to be transferred to the English language, according to Labo, who is referenced in Ellis (1999), and this is the main challenge in learning English. Language transfer is influenced by three interrelated factors:

- A learner's psych typology, or how they organise their native language,
- Their perception of the distance between their native language and the transfer language
- Their actual understanding of the transfer language

Developing Communication Skills of EFL Teacher Trainees, Kadriye Dilek Akpinar, 2009. Language and Linguistic Studies Journal, Volume 5, Number 1. Higher

Due to the critical significance of communication in today's world, the Education Council of Turkey has created a one-term course titled "Effective Communication Department. "the age of information. A study was conducted to gauge the usefulness of this training.

After examining the pre and post course interviews that were conducted, the project was created. Regarding communication abilities with first-year teaching candidates in comparison to the fourth suggestions of previous year students who skipped the course. This essay outlines both the importance of excellent communication techniques and advantages of the course strengthening the communication abilities of teacher candidates. The actions taken and additionally, recommendations for teacher education have been presented. According to a study conducted on immigrant textile workers in Chicago, computer training serves as an incentive for language learning (Belcher, 2006). Similar to how technology contributes to the improved use of the English language, aids pupils' development of their English language skills.

**Stanford University, Elsa S. PhD, 2004.** Investigated: An examination of teachers' online interactions as they get ready to teach English language learners. Her goals were to investigate the efficacy of an online course developed by 44 educators and researchers at Stanford University. The course was one in a series of online classes about successful methods for instructing English language learners that prepared students for the California certification in cross-cultural, linguistic, and academic development. The results showed instances of new information and conceptual understanding improvements, as well as deficiencies and reliance on preconceived notions primarily based on personal experiences.

### **CONCLUSION:**

The perception of students regarding influence of mother tongue on performance of English is equally important as that held by teachers. The general conclusion drawn from both the English teachers and students was that use of mother tongues has a negative impact on English performance. There are many difficulties brought on by using one's mother tongue. The use of one's native tongue makes it difficult to pronounce words and write in English. Due to the use of their mother tongues, students also struggle with a lack of confidence and poor communication skills. By giving students a supportive atmosphere in which to use English, the potential problems can be minimised. Thus, it was concluded that using one's mother tongue affects one's ability to write, pronounce, and perform in English. The value of employing tactics to enhance English performance cannot be overstated. Therefore, the general finding was that teachers must give students an Atmosphere to develop their spoken English and reading capabilities Furthermore, it was concluded that by It was crucial that students interacted in English throughout class discussions and debates.

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## Beyond Verbal and Visual Metaphors in Advertising Language

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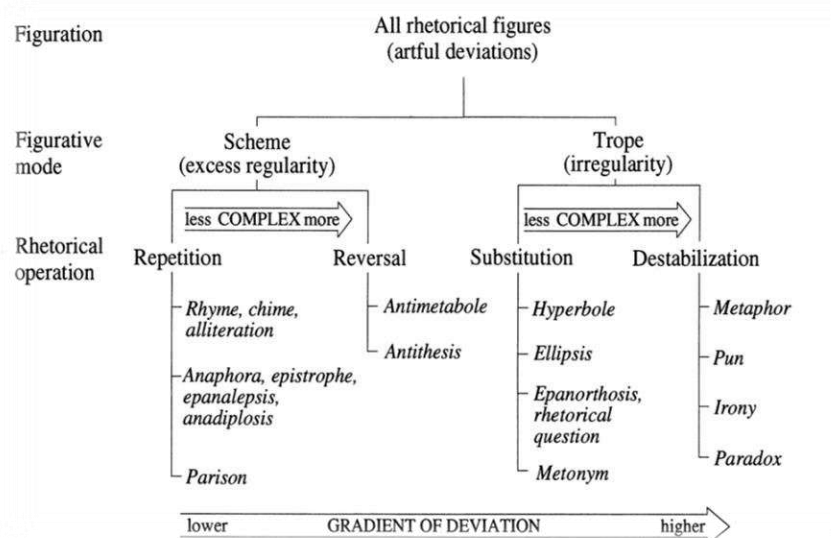
**Abstract:** Copywriters use different techniques and different appeals to create advertisements. They use stylistic devices to create artful deviations. They tend to use the figures of rhetoric to create this deviation. The detailing of these deviations is termed as schemes and tropes in McQuarrie & Mick's Taxonomy of rhetorical figures (Mc Quarrie & Mick, 1999) used in advertising. This taxonomy model represented nineteen Figures of Speech. However, this model did not cover many of the rhetorical figures. Further research on advertising rhetoric, indicated that there McQuarrie & Mick's Taxonomy of rhetorical figures model needed to include more figures of rhetoric .(Huhmann et al., n.d.). This established that there are gaps in the inferences provided by Mc Quarrie & Mick and subsequent research in these areas. Another domain where we come across the use of verbal rhetoric is branding and marketing communication. In this scenario mention about Aaker's brand identity (1996) is extremely important and should not be overlooked. Relating the rhetorical usage to the brands. When a company uses symbols, logos, names, or phrases to distinguish its products from others, this is identified as branding. A brand's visible elements such as logos, slogans, colors, and symbols help brands create their identity. This is illustrated in Aaker's Brand Identity Model (1996). In this model brand as a symbol included only visual imagery and metaphors and the rest of the rhetorical figures were not mentioned. Besides visual imagery and metaphors, other figures of speech are to be considered for brand identity. So, the extended model proposed in this research works on the concept of inclusion of n Schemes & Tropes apart from the 'Visual Imagery and Metaphors' proposed in Aaker's Brand Identity Model (1996) to be included while viewing Brand as a symbol. An enhanced framework including Figures of speech in Aaker's Brand Identity Model (1996) was created and discussed in this research.

**Key Words:** Visual Imagery, Metaphors, Aaker's Brand Identity Model, Advertising language.

### INTRODUCTION:

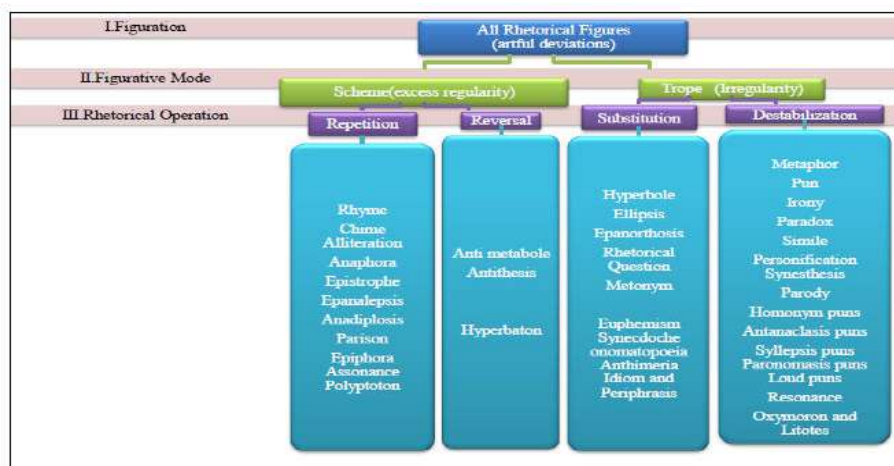
Universality of figures of rhetoric can never be outdated or out of vogue as its trace is still the essence of every literary work be it Shakespeare or today's contemporary work. For example, author Salman Rushdie's short story, *Good Advice is rarer than rubies*, is an interplay of the same and can be experienced in the words of the protagonist, Ms. Rehana, whose words "*I am a poor potato*" depicts her poor state of living by way of metaphorical comparison. The range of rhetoric is not limited to literary conventions. These deviations are prevalent even today in the advertising language. To capture the attention of the readers, the advertisers, fill the advertisements with rhetorical devices. When deviations in the language happen, the readers examine for a context that makes the deviation intelligible. When the search gives positive results, consumers accept the deviation. Looking at the creative side of the impact created by the figures of speech used, the copywriters have relied on its resourcefulness, which is pertinent in every art piece of advertisement. The copywriters have played around with the emphatic quality of language displayed via the rhetoric be it in the west or the east and Indian advertisement is no exception. It even proved its space in the advertising industry also. The research emphasizes that making advertising style apparent means recognizing and differentiating the distinct stylistic options and all the engagement of the rhetoricians in this activity. From time

immemorial, rhetoricians were habituated to compiling lists of figures of speech. These compiled lists framed catalogues with examples for each entry. Here contribution by Mc Quarrie and Mick (1996) who developed a consolidative structure that went beyond a simple list, is commendable. They provided an underlying conceptual network. It linked some elements of the list together and at the same time distinguished them from other elements. Mc Quarrie's taxonomy of rhetorical figures in advertising is based on the gradient of deviation. The **first level** mentions all rhetorical figures as artful deviations. The **second level** mentions schemes and tropes. The **third level** of the rhetorical taxonomy under the heading of Schemes, the taxonomy distinguishes between Schemes Repetition and Schemes Reversal. Under the heading of Tropes, the taxonomy distinguishes between Tropes Substitution and Tropes Destabilization.



**Figure 1:** Mc.Quarrie's Taxonomy of Rhetorical figures in Advertising (Source Mc. Quarrie & Mick, 1996)

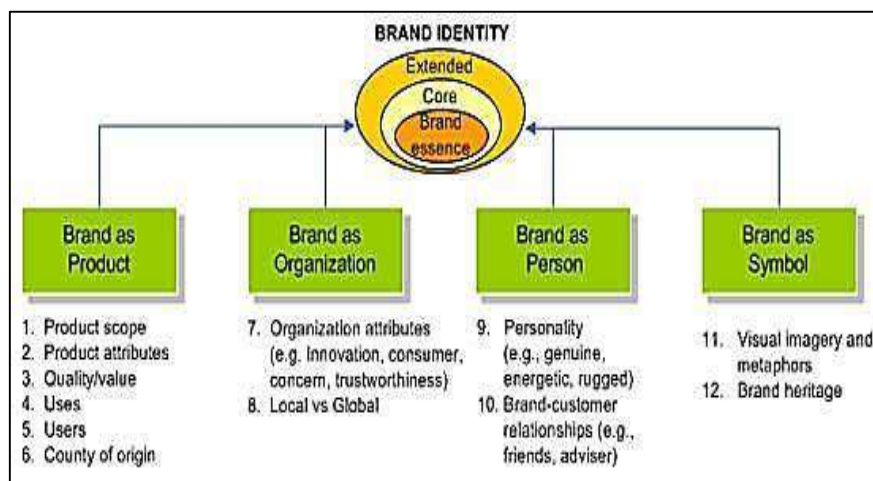
It is owing to the efforts of Mc Quarrie and David Glen Mick (1996) that the literary figures of rhetoric, today, have become the depth of advertising. Here it is to be noted that the Taxonomy of rhetorical figures of artful deviation in advertisements mentioned in Figure 1, suggested by McQuarrie did not cover many of the rhetorical figures. The list was further upgraded and presented in a more exhaustive form. This was carried forward after consulting and synthesizing additional sources of advertising rhetoric. These sources were contributed by Huhmann et al., 1999, 2002; Nelson and Hitchon, 1999; Franke (1999,2002) etc. The expanded taxonomy is as below in Figure 2.



**Figure 2-** Expanded Taxonomy Model (Source Huhmann. 2008)

### Branding and the role of language:

Relating the rhetorical usage to the brands and advertisements, when companies use a symbol, logo, name, or a sentence to distinguish their product from others it is stated as creating a brand. The visible items of a brand like its logo, tagline, color, and symbols help the brand in creating its identity. This is explained in Aaker's Brand identity model (1996). This model has four elements namely Brand as a product, as an organization, as a person, and Brand as a symbol. Aaker (1996) a marketing professor at the University of California, in his popular book *Building Strong Brands* proposed a comprehensive brand identity planning model. Developing a brand identity is developing a unique set of brand associations implying a promise to customers. It also involves knowing what the brand stands for and expressing that identity effectively. To be more effective, a brand identity needs to resonate with customers, distinguish the brand from its challengers, and exemplify what the organization can and will do over a period. This model recommends that while building the brand identity, a four-fold perspective will help. With the help of this model, he suggested that companies should bear in mind the four distinct aspects of a brand as a product, as an organization, as a person, and as a symbol.



**Figure 3: Brand Identity Model (Aaker, 1996)**

Before briefing visual metaphor, it will be helpful to define “metaphor.” According to Berger (2012), the metaphor is a form of analogy, or “A mode of communication in which meaning is generated by making comparisons” (Berger 2012, p. 241). A metaphor is a strong comparison that proposes equivalence between the two objects/things being compared (Berger, 2012). The author further mentions that if you say that your love is a rose, then you are using a metaphor. Signifying such uniformity will make the receiver to compare and give the qualities of the rose to your love. Such metaphors when portrayed using visuals rather than words are termed as metaphorical visual imagery. Pieters & Wedel (2004) points out that in capturing attention, the visuals play a significant role.

But in Mc. Quarrie and Mick's words the Figure of speech *Metaphor meant substitution based on underlying resemblance* and even in the expanded Taxonomy model of **Huhmann, 2008**. Thus, the mention about metaphors in Aaker's Brand Identity Model (1996) focuses only on the visual imagery expressed metaphorically. On the other hand, in Mc.Quarrie's Taxonomy Model (1996) and in the Expanded Taxonomy Model (1996), Metaphor which means *substitution based on underlying resemblance* is part of other figures of speech mentioned and is just a variable mentioned. This situation arises the question that why in Aaker's Brand Identity Model (1996) there is mention only about Visual Imagery and Metaphors for establishing brand identity and why not the rest of the forty figures of speech as mentioned in the Expanded Taxonomy Model as proposed by Huhmann (2008). *While considering brand as a symbol, Aaker's (1996) model mentions visual imagery and metaphors only. Thus, GAP gets established that besides metaphor, other Figures of speech are to be considered for brand identity.*

## CONCLUSION:

To bridge this gap, an extended model is proposed on the concept of inclusion of Schemes & Tropes apart from the 'Visual Imagery and Metaphors' in Aaker's Brand Identity Model (1996). This gets included while viewing the Brand as a symbol. This stands as a contribution to the literature. Visual Imagery and Metaphors to include other Figures of Speech. Hence Expanded Model comprises forty Figures of Speech that includes Metaphor. This may be linked to Visual Imagery there by becoming Visual Imagery & Figures of Speech. Henceforth the outcome of this research will be the Framework of Figures of Speech' in Brand as Symbol along with Visual Imagery and Brand Heritage.

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## A PANORAMIC VIEW ON INDIAN CHILDREN'S LITERATURE

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**Abstract:** Indian Children's literature, as a separate genre, has become recent phenomenon in the global scenario, despite the fact that, it is the strapping root for the development of stories in the Western world with its rich oral tradition. To retrieve the glorious past of Indian stories, many literary figures such as Ruskin Bond, Sudha Murty, Roopa Pai with other budding writers, strive hard to bring Indian Children's literary spectrum to the universal acclaim. Thus the present paper aims to evaluate the position of Indian Children's literature in the worldwide, by tracking its literary lineage through the lens of various social, political and historical factors in its ancient, modern and contemporary field.

### INTRODUCTION:

The escalation of Children's literature in India can be classified into three different phases as: the stories from oral and traditional literature in the ancient period, the translations and abridged versions for young minds in the medieval era and the original, creative literature for children in the modern, post-independence India. As it is apparent, the earliest epoch was prevailed by oral tradition. Mapping out the development of Children's literature seems to be equivalent to trace the genesis of literature in India, since in the primordial times, literature is meant for both the adults and young people. Accordingly, the art and literature have been developed for the enjoyment of the entire family.

### ANCIENT EPOCH:

Children's literature in India, as a separate genus, is a fairly recent phenomenon. That does not mean, this type of literature was non-existent in the earlier days. In ancient India, children have been the integral part of the family - the nub of community life. Accordingly, in the olden years, the classics and Indian lore which provided reading material to adults were equally shared by children in the family. As a result, literature for children existed along with the mainstream of literature in the form of oral stories from the great grand ambassadors of epics and Puranas during the seminal years of Indian literature. In tandem with this aspect, Meena Khorana rightly affirms the status of this genre in ancient India, in her *The Indian subcontinent in Literature for Children and Young adults*:

Although Children's Literature as a genre is relatively new in the Indian subcontinent, the concept of entertaining and instructing children through literature, both oral and written, is ancient. The subcontinent is rich in traditions and folklore, and collections of stories united around a central frame, such as the *Panchatantra*, *Hitopadhesa*, *Jataka Tales* and *Kathasaritsagar*, were popular throughout the subcontinent. (xi)

The ancient epoch of Indian literature marks from the beginning era to the latest of eleventh century. This period has epitomized the legacy of Indian literary traditions, where stories are thrived and plunged into every stream of literature; thereby ascertain the pivotal origin of Children's classics. The most primitive works were chiefly dominated by Sanskrit language. Hence the earliest literature begins with the *Rig Veda* - a collection of sacred hymns dating back to the period of 1500 - 1200 BCE, which was considered to be the cardinal sacred form of gaining knowledge, followed by two literary master pieces of Indian mythical heritage *Ramayana* and *Mahabharata*, which were appeared towards the end of the first millennium BCE. These two epics are the repositories of the ethnic memory of the



Indian people. Reflecting the ethos of the nation, these two magnum opuses have a universal human context, by preaching the core values of human life through its myriad characters and stories within stories. The underlying theme - 'virtue triumphs vice', which reigns supremely in these epics still echoes in every piece of literary work directed towards the young minds.

Accordingly, in the augmentation of Children's literature, stories from these treasure houses find a strong basis for the upbringing of this genre in ancient India. However, the striking attribute of these collections of narratives are typically oral in the prehistoric eon. The ancient cult of India alleged and eloquently stressed the need for oral instruction rather than the written form. Sayana records in the introduction to his *Rigveda* that, "... the text of the *Veda* is to be learned by the method of learning it from the lips of the teacher and not from a manuscript." (6). In addition, Kumarila rightly confirms in his *Oral Tradition in India*: "... knowledge of truth is worthless which has been acquired from the *Veda*, if the *Veda* has not been rightly comprehended or if it has been learnt from writing." (8). Furthermore, Hartmurt explicates in *Handbook of Oriental Studies* that, "the Vedic texts make no reference to writing and there is no reliable indication that writing was known in India except perhaps in the north-western provinces when these were under Archaemenid rule." (10). Thus, these observations strongly underlined the reason for oral forms in ancient Indian literature. A close examination of the oral tradition indicates that India is a rich storehouse of verbally transmitted stories; thereby it has flourished with the abundance of stories from *Puranas* and *Epics*. The ancestors of India came to recognise story as an ideal tool to impart knowledge and wisdom and to contour the idyllic attitude in accordance with the social values. It actually prepares a moral code for children that guide their interpersonal relationship and capabilities to deal with reality. And thereby grew a rich tradition of story telling in the form of folk tales, myths and legends to reflect morals and wisdom of India.

#### MEDIEVAL ERA:

It is quite noticeable that while ancient era of this genus flourished in the form of oral stories in India, however, in the medieval time, the literature for children has sturdily embarked on to prosper in India. It begins to claim its status amid the multi-lingual phenomenon. Ayyappa Paniker in his *Medieval Indian Literature* firmly describes: "A period of about 700 years between 1100 and 1800... not only bridge the gap between the ancient and the modern, but trace step by step the evolution of literature in 21 modern Indian languages before the arrival and establishment of the British." (xxii). In this period, a large number of books were translated from one regional language to the other, in which this genus had instigated to prosper across the country. Pertaining to this promotion of this field, Varsha Das pertinently views in *Cross-Culturalism in Indian Literature for Children*:

While rendering children's literature from one Indian language to the other comes across two different exercises. One is a translation and the other is adaptation. While translating, one introduces the culture of the original work to the children of the other language region, but while adapting one tries to assimilate and make the alien one's own. (47) Many notable works of high literary merit and of great aesthetic value had been kindled and activated for the reading young minds. For instance, in Bengali, Upendra Kishore Raychoudhuri's *Chotoder Ramayan* and *Chotoder Mahabharat* stand out as children's classics. With this initiation, a vast number of literatures for children begun to climb which includes Sukumar Roy's *Nonsensical Verses*, folktales of Dakshina Ranjan Majumdar and Abanindranath Tagore's *Khiner Putul*. Besides, several educationists like Gijubhai Badheka in Gujarat, Ishwarchandra Vidyasagar and Upendra kishore Raychowdhury in Bengal have endeavoured to the further upbringing of this field by their incredible renderings in the retold versions. Remarkable masterpieces of Rabindranath Tagore, Sarat Chandra and Subramani Bharathi find inevitable place in many Indian languages. In these retellings and adaptations, the rich metaphor and imagery, the original approach and sophisticated structure of the oral and written traditions of stories have verily reflected in a refined manner. Moreover, Urdu stalwarts like Amir Khusrow and Mirza Ghalib have pioneered this field with their notable illustrations in verse. Thus, it can also be claimed as an age of transformation or metamorphosis in the domain of pictorial literature for children in India. Along with these evolutions, the most powerful trend of medieval Indian literature between 1000 and 1800 A.D. is devotional (bhakti) poetry which dominates almost all the major languages of the country. India's middle ages brought about a very rich tradition of devotional literature of remarkable merit which dispels the superstitious assumption of a dark period of India's history. Though this stream is not primarily

focussed on young minds, many classics of the regional Bhakti literature clearly proffer an account of children and childhood in the Indian literary tradition. Sudhir Kakar rightly highlights in his *The Inner World*:

... especially at the poems and songs of Surdas and Tulidas... children and childhood – Krishna's childhood in Surdas and Rama's childhood in Tulidas – are placed close to the centre of poetic consciousness and creativity, rather than at its periphery. Surdas, in fact, composed five hundred verses on Krishna's childhood alone. Apart from their religious significance, these verses are a rich source for Hindu ideals of childhood and for delineating the topography of a culturally approved Utopia of childhood. (235)

While, Indian literature was firmly hold by the theological facets up to the period of seventeenth century, it was also under the colonial rule. Instead of rejoicing, the Indian writers kindled the patriotic attitude through the writings for children in the nineteenth and early twentieth century. It is well known that India has essentially served as a country which has remained a forever witness to umpteen incursions, encroachments and unlawful invasions and capturing. The cultural synthesis and exchange of ideas was perhaps only possible with India, by remaining as a common ground to various dynasties ruling for significant period of time. However, the Islamic rule was perhaps the most influential factor which had made its enduring impact upon Indian literature and which was carried forth to the colonial rule with English, entering into the Indian scenario in a quite all-encompassing manner. And it was precisely during the advent of British Empire to India that Indians had begun to revolt against many literary issues, thus paving way for the emergence of many Indian literary movements. By exploring the connection between colonial Indian history and Children's literature in colonial India will explicate how the writers in this era seek to empower children (both real and fictional) by celebrating them as colonial and anti-colonial agents. In their writings, children are shown to exhibit tremendous agency and transformative power over the politically volatile environment of colonial India.

### MODERN PERIOD:

Accordingly, it is comprehensible that the twentieth century Children's literature in England has the element of fantasy as the focal point of this enchanting genus, while in India a wide gamut of various genres has emerged. This is mainly due to the reason of the invasion of the British Empire on the Indian soil which endorses this genre to gain currency transversely. After the influx of English language, literature never did remain the same, in the modern India. Several translations have opened up a new path to the progression of this genus. This epoch has also witnessed the flourishing of regional Children's Literature in all Indian languages as well as in English language with full vigour and mass acceptance. The master pieces of the promising writers such as Sukumar Ray, Sathyajit Ray, Rabindranath Tagore, R. K. Narayan, Ashokamitran, Basheer, Salman Rushdie, Vikram Seth and Ruskin Bond have engulfed the attention of the young and the old at different levels, in divergent voices.

While these writers embrace a vast variety of themes in their fictions and short stories, some other writers have penned down their talent in other genres such as poetry, drama, non-fiction and travelogues. For instance, *Bilathi Visesham* by K.P. Kesava Menon is a travelogue for children; in Bengali *Aabol taabol* – a 'nonsense verse' is recognised and acknowledged by the children and the plays by Vijay Tendulkar grabbed the attention in Marathi. The list is fairly overwhelming with the gifted illustrators such as Mickey Patel, Pulak Biswas and Badri Narayan. In the post-independence eon, this juvenile literature has perceived a steep escalation and expansion across the continent with the surfacing of many publishing houses. The political awakening was followed by a cultural renaissance. The Indian identity gained prominence and the sense of Indianness acquired a new magnitude and significance to this genre. Consequently, Indian writers for the young minds strived hard to stamp their individuality, along with the emerging publishers. In this occasion, Children's Literature has broadened its horizons by the crucial roles played by the publishers. Among the revolutionary efforts of the publishing houses, Children's Book Trust (CBT), founded by the renowned cartoonist K. Shankar Pillai in 1957 and the Government owned National Book Trust (NBT) have clung to a leading place in the publishing zone, which has produced the first truly 'indigenous picture books'.

Other organisations such as Thomson Press, Nehru Pustakalaya, the Publications Division of the Indian Government, Hemkunt Press, National Council for Educational Training and Research (NCERT), Vikas Publishing House, India Book House (IBH), Penguin India and Rupa and Co have

figured in the publication of children's books. Their attempts have been sporadic and varied. Steadily, apart from bringing out quality picture books like *Amar Chitra Katha* series, they have widened the assortment of books by embarking on subjects that caters to the need of science, technology, ecology, information and Indian Heritage. Besides the concern for education and moral development for children, these publishers endeavoured to make reading as an enjoyable, entertaining and satisfying experience. Incorporating myriads of themes in its variety of sub-genres, Children's Literature in India has really reached its pinnacle in the post liberalised era. India has transformed through a series of adaptations in outlook, accomplishment and ideals, which have been echoed in this literature. Books for children have changed from simple stories that are rich in morals and traditions to those that reflect the new shifting society with scientific treasure of knowledge. Apart from the renowned figures like Ruskin Bond and Salman Rushdie, a fresh wave of writers and publishers has begun to hit the young minds and has won many international acclaims. New publishing houses have sprouted and blossomed, and spread its fragrance across the country like Tara and Tulika. Some of them have revamped their approach to expand the range. For instance, *Chandamama* underwent a content overhaul by the inclusion of contemporary writings in 2008. And in the same year, *Amar Chitra Katha* has acquired a major stake in *Karadi Tales* – a publishing house that brings out audio picture books, which is an innovative measure to spellbind the visually challenged children. From the old staple of retold folktales and myths, several genres have brought to limelight with new shimmers. Realistic fiction - deals with existing issues, problems and dilemmas of children - has garnered serious attention. Notable works like Sigrun Srivastav's *the Ghost Rider of Darbhanga* (1989), *A Moment of Truth* (1991) and *Grin and Bear it Abhy* (1994) have a strong insight into the concerns of childhood days. And Devika Rangachari's *Growing Up* (2002) is yet another authentic depiction of contemporary middle class survival, which has been nominated in the International Board on Books for Young People in Switzerland. Science fiction – seizing the attention of all minds – is robustly imprinted its mark by the ingenious ventures of writers such as Dilip Salvi's *the Story of Zero* (1988), *The Robots are Coming* (1989) and *Fire on the Moon* (1994). Payal Dhar's fascinating *A Shadow in Eternity* (2005) and drives this genre towards further immaculate directions.

## CONCLUSION:

In India, new millennium hails proliferation in all domains of fiction in English to cater to the modern sensibilities of the present era. And in the territory of Indian Fantasy Fiction, it is heartening to note that it has developed its own uniqueness, which promotes national pride and culture of the nation. Very firmly, fantasy holds a prime place among the myriad themes of fiction. A fresh young generation of writing talents has emerged to ensure that the tide of imagination has been applauded around the world such as Manjula Padmanabhan's *Mouse Attack* and *Mouse Invaders*, Monideep Sahu's *The Riddle of the Seventh Stone* and Sree Kumar Varma's *The Magic Store of Nu-Cham-Vu*. These writers certainly make it worth by taking the readers to the alluring fantasy lane for an encounter with the wild and magical. Furthermore, books for children have undergone a sea-change from the earlier simple stories promoting traditional values and principles to the newfangled stories which mirrors the emergent society and the quandaries of children in everyday life.

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## English Language and its Problems and Challenges faced by the Bengali Medium Minority Students of Murshidabad District, West Bengal.

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**Abstract:** English language has become one of the most effective global medium of communication in the present era. English, which descended from Indo-European and Germanic languages, is presently the second most widely used native tongue. It is the official language in India and the fourth-largest English-using nation. The teaching and learning of English is a required language alongside a child's native tongue. It holds a significant position in India's educational system. In Bengal, the government decided to start teaching English in either class V or VI in 1980. However, the government later has restored English at the primary level in response to the expanding requirements of the populace. On the other side it has been noted that there are several issues with the way English is taught in the Bengali Medium schools. Especially Bengali Medium Minority students of Murshidabad District of West Bengal are thus facing numerous problems and challenges in learning English language in Bengali medium schools. So, inability and fear to learn English language causes dropouts and that the educational system is out dated. Therefore, the researcher chooses to conduct a brief study about the problems and challenges faced by the Bengali Medium Minority Students about the English language in the schools. Thus, by bringing Bengali Medium Minority Students into the frontline, the study aims at identifying the difficulties faced by the Bengali Medium Minority Students in learning English as a foreign language and also exhibits the general strategy that may benefit the learners to grab the essence of English as a second Language.

**Key Words:** Bengali Medium students, Minority students, English Language and English as a foreign language.

### INTRODUCTION:

In the modern period, English has emerged as one of the most useful languages for international communication. Being the language of textbooks and the medium of teaching at various educational levels, as well as in international commercial and technology-based enterprises, it plays a crucial role. Keeping the value of English language, India has adopted a number of educational measures to raise the bar for its citizens' English language proficiency. There is no denying that learning English can help students become more academically successful and communicate more effectively. Students with poor English language capacity struggle in many ways, hindering both their academic performance and communication. Mastery in English has a big impact on students' achievement. English language proficiency may boost students' overall performance. With regard to history and culture, Murshidabad is one of West Bengal's most significant districts. According to the census 2011 and population data from 2022, Muslims make up the majority of the minority community in Murshidabad district. According to the 2011 census, the Murshidabad district has a total population of 71 lakh people and 66.27% of whom are Muslims. Muslim populations are seen as being backward and lagging behind not only the majority Hindu population but also other religious groups in every socio-educational area of life. Government schools and madrasas in the Murshidabad district are primarily in Bengali Medium. Muslims are financially weak so the parents of the Muslim students can't afford private English medium



schools for their children. So their children have been sent to the government Bengali medium school for the educational purpose. English is mostly taught and learned in the classroom in West Bengal and the Murshidabad area. Therefore, the majority of students' only option for learning English is in a classroom. It is the place where students must be present to get academic instructions, including showing and having teachers examine their homework. The investigator found that most of the Bengali-speaking students struggle with English because they are unable to follow and comprehend the language in the context of education. Muslim job opportunities are harmed by poor English proficiency, which further alienates the Muslim community from other communities. Due to their fear of the English language, Muslims perform the worst out of all the religious minorities and other reserved communities in India in terms of various competitive exams at the national and state level. Their development is directly dependent on quality of education.

#### REVIEW OF RELATED LITERATURE:

**Kabir. U.M (2014)** conducted a study on Challenges of Speaking English in Bangladeshi Classrooms. The sample of the study consists of 60 students and 3 teachers form Bengali Medium school in Bangladesh. The study revealed that Students feels difficulty in speaking and learning English in the classroom because of their shyness, lack of vocabulary, lack of motivation from the institute and the teachers.

**Haque. Z (2016)** made an attempt to study on Muslim Education in Murshidabad District of West Bengal: Problems and Challenges. The study shows the reason behind poor education for Muslim community was poverty, negative attitude towards girls education, lack of awareness among guardians, child marriage etc.

**Salma, U. and Nehal, R. (2017)** conducted a study on Analyzing the Status of English Language Teaching in Madrasas for Local and Global Employment: Some Evidences from Murshidabad District of West Bengal. The result shows that the method of instruction was not appropriate. Students rely on the rote memorization of the various rules and strategies of grammar and writings. Grammar translation method is used.

**Bhowmik. A.K (2019)** conducted a study on The Teaching of English As a Subject in Bengali Medium Schools of West Bengal- A Deep Rooted Dilemma For The Students And The Teachers. The major findings of the study were the majority of the students have difficulty in reading English with proper pronunciation. Students also find it difficult to read English with correct spelling. Students also found very low confidence and do not get proper environment. After thorough study of some of the literature review it has been found that no study has focused on the Secondary students from the Minority community studying in Bengali medium school of Murshidabad district of West Bbengal. So this study needs to be done.

#### RESEARCH QUESTIONS:

My study will try to find out the answers of the following primary questions:

1. What challenges do the Bengali Medium students form the Minority community face in learning English?
2. What are the contributing elements to Bengali Medium pupils from the minority community's poor English communication?
3. How can teachers encourage their pupils to learn and use English?
4. What steps should be implemented to encourage Bengali-medium pupils from the minority community's teaching and learning of English?

#### OBJECTIVES:

- To identify the obstacles that prevents students from studying and using English in their classes.
- To evaluate the class X English textbook and curriculum in a chosen Bengali-medium government school in the Murshidabad district to determine the needs of the students.
- To find out various teaching-learning methods used by the English teachers in the classroom and highlight various issues related to the teaching and learning English.
- To offer suggestions for enhancing English instruction and learning for both teachers and students.



**RESEARCH METHODOLOGY:** This study focused on Descriptive survey method and the qualitative approach.

**Sample and sampling technique:** 50 students and 4 English teachers of Bengali Medium High School located at Murshidabad district of West Bengal consisted as a sample. My targeted population was Secondary Students from Minority community studying in Bengali medium Government high schools. Random sampling technique was used for the collection of the data.

**Tools:** The purpose of the study was to identify the classroom-related issues that contributed to students' poor performance in speaking and learning English in the classroom. Important tools used in this study include: (1) Text book evaluation, (2) Focus Group Discussion, (3) Teachers' interview and (4) Classroom observation.

- **Textbook Evaluation:** Textbook Evaluation helps to identify which English language concepts have been taught to students and whether the textbook satisfies the four fundamental English language skills or not. The textbook for class tenth contains eight lessons, each of which consists of four prose (Father's Help, The Passing Away of Bapu, Our Runaway Kite, The Cat) and four poems (Fable, My Own True Family, Sea Fever, The Snail). These lessons are designed to help students improve their language skills. There are comprehension questions for all of the prose and poetry. In addition to comprehension activities, a textbook includes various language abilities and functions. All the prose and poems aim to strengthen the ability to use various types of grammar and different kind of writing skills.
- **Classroom Observation:** The investigator observed total 4 classes in 2 schools. For that she prepared a classroom observation roaster where she gathered all the necessary information from the classroom. At the time of observation, the investigator tried to note down the following points- teaching-learning method, learning style, basic language abilities, tactics to learning grammar, methods and strategies of writing skill etc.
- **Focus Group Discussion:** The researcher conducted a focus group discussion with the Bengali Medium Secondary students from the minority community. There were 20 students who actively participated in the discussion. With six preselected questions the researcher conducted the whole FGD with the students.
- **Teachers' Interview:** Total four English teachers from two schools took part in the interview session. The duration of the interviews was about 30 minutes per Teacher. There were 8 preselected questions prepared for the teachers' interview.

## RESULTS OF THE TEXTBOOK ANALYSES:

It has been noted that the textbook Bliss includes comprehension exercises with certain questions based on each lesson's content. It also included writing and grammatical activities at the end of each lesson. Thus, the textbook primarily emphasises the two fundamental abilities of reading and writing. It also emphasises on grammar. However, it doesn't address speaking and listening abilities. Although it is stated clearly in the textbook's instructions that the four English language abilities and anticipated competences are reflected in the curriculum, the substance of the textbook actually only concentrates on reading, writing, and grammar.

**Reading skill:** Students are expected to study the assigned lesson, understand it, and respond to a few simple questions. They are able to improve their reading abilities because the questions use both skimming and scanning as reading strategies.

**Writing skill:** Every lesson's writing assignment includes writing a newspaper article, a notice, a biography, a tale, a paragraph, a dialogue, and a letter (formal and informal). There are many things to practise in order to improve writing skills, but they have been taught in the wrong ways.

**Grammar:** Any language's structure is its grammar. This textbook includes a variety of grammar concepts, such as the article, preposition, tense, phrasal verb, joining and split phrases, voice and narrative shift, sentence transformation, etc. They have access to the fundamentals of grammar, which they can use to advance their understanding, but what they learn and the methods teachers use to teach it are addressed below in the context of classroom observations.

## RESULTS OF THE CLASSROOM OBSERVATION:

Bliss, an English Textbook for class tenth, prescribed by the Expert Committee for secondary education of West Bengal, aims to expose learners' thoughts. At the conclusion of each lesson, sufficient exercises are provided to gauge and reinforce language skills, and practise tests are created to encourage students' participation. Only the teacher is the centre of the learning process rather than the student. Their method of writing skill development is ineffective. The students make an effort to memorise all that is taught to them in class and in their textbooks. They don't practise speaking skills in class. There is no activity related to it in the textbook also. It is also noticeable in every class that the Grammar Translation Method is used to teach English lesson and medium of instruction used is Bengali. The English teachers use this technique to transfer the textbook material into their native tongue. There is no single activity in the textbook that focuses on listening and speaking abilities; only reading and writing skills are addressed. Students merely seem to be listeners in class, despite it being primarily teacher-focused.

Additionally, every lesson includes a thorough discussion of English grammar, but the students study grammar using a deductive technique rather than an inductive one. Using deductive technique, they attempt to first learn the grammar rules before applying them. They memorise all the writing exercises and writing patterns in addition to the grammar rules and sentence structures.

## RESULTS OF THE STUDENTS' FOCUS GROUP DISCUSSIONS:

***The use of English by students:*** Almost all of the minority community members who participated in the focus group discussion said that they did not speak English both inside and outside of their classroom. Three students claimed they made an effort to communicate in English with their English teacher exclusively during English class. 17 pupils admitted that they had never made an effort to communicate in English.

***The willingness of the students to participate:*** Five students who participated in the discussion said that they were interested in taking part since their English teachers never conducted class discussions. 15 students expressed a strong desire to engage in the English class discussion. However, they typically can't due to their timidity, limited vocabulary, and fear of being harassed.

***Students' reluctance to use English:*** Nearly all of the participants admitted that speaking in English made them feel extremely anxious. Additionally, participants have mentioned how their weak command of English causes them to make mistakes. The reasons for the English errors were shyness, a lack of vocabulary, less exposure to real life, and less access to English practise.

***Encouragement to use English:*** The participants stated that while they were interested, neither the school nor the teachers had inspired them to talk in English. When asked whether they had access to amenities like a language lab or English competitions, pupils responded that their school did not provide any of such things.

## FINDINGS OF TEACHERS' INTERVIEW:

***Common issues with learning and speaking English among students:*** They had claimed that some of the issues their students frequently encountered when learning and speaking English in the classroom included shyness, a lack of words or vocabulary, a lack of grammatical knowledge, poor pronunciation, a lack of confidence, a lack of appropriate materials, and a lack of inspiration.

***The requirement to study English:*** The three educators were adamant that minority pupils who spoke Bengali as a second language should be literate in English. They claimed that learning English might improve pupils' understanding of the English language, including pronunciation, spelling, grammar, and other aspects. Additionally, they said that mastering spoken English is considerably more than just learning how to speak; it's also about understanding how to utilise the language.

***English language instruction and learning systems:*** Participants complained that West Bengal's education system is careless about ensuring that English is taught and learned in the classroom. Inconsistencies in the educational system were discovered. They said that the spoken competence was not emphasised in testing and evaluation by the educational system. Both teachers and students showed little interest in practising due to the carelessness in evaluating.

**Teachers' perceptions on the student population:** The participating teachers claimed that having so many kids in their class made it difficult for them to properly teach English. They further stated that the class time was insufficient for speaking English in class.

**Institutional assistance and educational tools:** The participating teachers said that they lacked the necessary teaching resources, such as a computer, projector, language lab, or other cutting-edge amenities, to teach spoken English.

### RECOMMENDATIONS:

This section of the study will throw light on some valuable suggestions that can offer an effective strategy to think and overcome the difficulties faced by Bengali Medium Minority students in learning and speaking English.

- The English instruction programme of Bengali medium high school has to be revised. The expert group should take action to rebuild the textbook with more knowledgeable, practical, and high-quality lessons that would cover all language skills.
- The committee should also conduct training sessions on effective teaching techniques, which teachers can use in the classroom to engage students in interesting activities, motivate them to learn, make the classroom environment learner-centred, assist students in developing their skills, achieve the goals of learning English, and prepare them for employment both locally and internationally.
- Enough materials must be available to help and train English instructors in the classroom.
- The government should make a sound decision to create and put into effect appropriate policies that take into account the needs of minority pupils. so that English learners are inspired to study English the language.
- The majority of students only get instruction in their mother tongue. They do not have adequate opportunities to speak or learn English. Therefore, the teacher and the institution should give them the chance for exposure.
- Since there is no immediate demand for English, students' curiosity is naturally lacking. Similar to this, there isn't an immediate motivator for their success or an immediate reward for it. Therefore, the teacher should inspire students to learn English both inside and outside of the classroom.
- The approach taken to teaching English in schools is ineffective. The use of the English language is not exposed to students. Rules are used to teach language, and memorization is used to acquire it. Therefore, when teaching English, the teacher should employ the direct technique rather than the grammar translation method.
- With huge number of students it is not possible to pay equal attention to every individual child. This undoubtedly, hampers the academic growth of the students. So class size should be reduced.

### CONCLUSION:

Learning English in a classroom can be a useful way to improve speaking and listening abilities. Regular speaking exercises in the classroom can boost pupils' self-esteem and help them overcome obstacles. Our pupils won't be as terrified of spoken English if it can be set. They won't think of it as "speaking and learning English is like seeing a ghost in the dark" anymore. And after removing this fictitious curtain, students will start looking into the essence of English language. It's crucial to stress that English is a "language" and not just a "topic" that needs to be memorised and passed. And in light of that, our educational system as a whole needs to be aware of it and, if necessary, reform and rethink its policies. Together, our educators and teachers should create a conducive environment for learning. The kids must also make an effort to overcome the obstacles. Otherwise, whatever is written in books and on paper to create successful English learners will no longer be accomplished.

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## The effect of Chaitanya Philosophy of Hare Krishna Bhakti Movement in Inculcating Moral Values and Self-Discipline among children: A Study

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**Abstract :** *The current generation is seen to be getting more intolerant, aggressive, hyper-active, possessive, losing temperament and self-control. The modern Indian Education is creating techno savvy generation, a generation of ambitious and career-oriented people. A major brain-drain and group of people willing to settle in abroad in search of happiness and good life. Though this seed of thought was sown down in budding heart of growing children then, which has taken this form. Today's children are tomorrow's future. It is most imperative to sow a seed of values and self-regulation among these children. Consequently, to which we will be able to see much tolerant, calm, poised and self-control generation that can further guide better to the coming future. This research paper is a pilot study to see the effect of imbibing simple Vaishnav principles prescribed by Chaitanya Mahaprabhu to his disciples, which is now carried further under branch of bhakti yoga by Hare Krishna Bhakti Movement among children. A child, coming in contact of these principles, reading Shrimad Bhagavatam tales and the one who are not at all engaged in any such activities, how they are reacting to the same situations when put down into. The influence of spirituality, over mind and health of the children. Henceforth, this research paper currently focuses upon the teachings by Chaitanya Mahaprabhu and its effect over the children.*

**Index Terms :** *Chaitanya Philosophy, Hare Krishna Bhakti Movement, Vaishnavism, Shrimad Bhagavatam, Bhagavat Geeta, Indian Literature, Folk Literature.*

### INTRODUCTION:

This research paper is a pilot study to see the effect of imbibing simple Vaishnav principles prescribed by Chaitanya Mahaprabhu to his disciples, which is now carried further under branch of bhakti yoga by Hare Krishna Bhakti Movement among children. A child, coming in contact of these principles, reading Shrimad Bhagavatam folktales, their behavioral study and engagement within in form of self-discipline. This research is based on Vaishnav Principles guided under Chaitanya Mahaprabhu's instruction to his disciples Still practiced in India and Various part of the World as a Hari Bhakti Movement led by International Society for Krishna Consciousness (ISKCON). Its mission and vision are to impart Harinam and Krishna Consciousness throughout the World. For this, the guided instructions are taken from Shrimad Bhagavatam, Shrimad Bhagvad Geeta, Nectar of Devotion, Nectar of Instructions etc. Which he used to perform at folk theatres in name of Jatra. Within these folk theatres Jatra, Chaitanya Mahaprabhu and his male disciples used to perform drama on Krishna Katha and Leela. Rukmini Haran Theatre was most popular Jatra, where Chaitanya Mahaprabhu himself used to be the princess Rukmini, and used to recite the letter that was written by her to Krishna. Further these Jatra, has taken the massive form of Hare Krishna Bhakti Movement led by Shrila Prabhupad Ji Maharaj throughout the Worldwide founded under International Society for Krishna Consciousness (ISKCON). The stepping guided principals are satvika thoughts, satvika food, Servitorship (seva), following four regulative principles, reading spiritual Krishna books, Chanting Hare Krishna Mahamantra minimum of sixteen times and devotees association for performing Harinam. These principles help individual to become self-discipline, inculcate moral values of tolerance, compassion, resilience towards pessimism. Further,



these Chaitanya Philosophy induces detachment towards materialism. It is also helping the individual to overcome depressions and suicidal tendencies.

### An Introduction to the Pilot Study

This research study was carried on group 200 children initially to practice daily devotional tasks for 60 days. The age of Children participated were in range of three to fifteen years. Auspicious Hindi months Kartika & Margashirsha were specifically selected for this study. Online mode of study was adopted over Zoom platform with dedicated meeting ID and password. Every Saturday there used to be two hour teaching and learning session. Every Sundays the participants were given virtual darshans of holy places like Braj and Giriraj ji. The participants were belonging to countries like India, Australia, USA, UAE, and Saudi Arabia. Within India, the participating cities were Ahmedabad, Ajmer, Bangalore, Chennai, Damoh, Gokak, Gurgaon, Hyderabad, Karwar, Miraj, Mumbai, Muzaffarpur, Nagpur, and Pune. These students have filled Google Form of participation and based on mobile numbers provided a WhatsApp group in name of 'Damodar Mercy Bank' was created. This was the most active group with detailed information of tasks and points obtained by the participants.

### METHODOLOGY

Experimental based learning method adopted to carry out this pilot research. As per described Chaitanya's Philosophy being followed in ISKCON, we have created activities to inculcate self-discipline, spirituality, and learning. These activities were to be analyzed on basis of some points. The points were calculated every week and top performers were to be selected out of participating children. For this daily tasks, educational tasks were assigned 10 marks each. Self-Discipline tasks that included chanting practices and other had different slot of points maximum 30 to minimum 0. Whereas Bonus tasks has no boundaries of timeline. These tasks can be performed any time, any place with any number of people once, twice, or daily. The points of per bonus task was 50. Activity areas are shown in fig. 1:

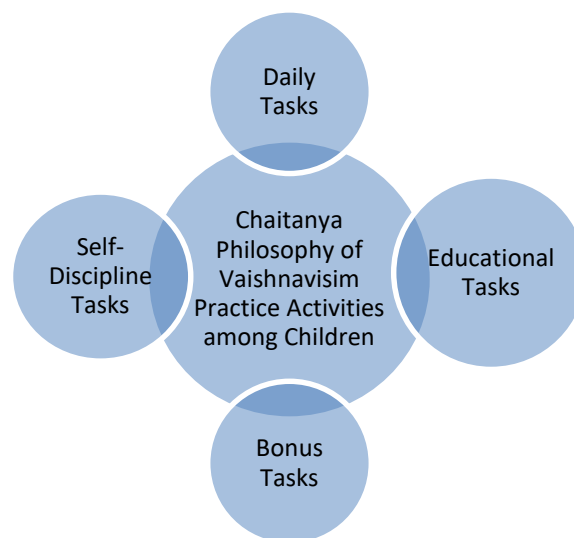


Figure 1: Activity Areas

Table 1: Activities and Points allotted

Point Wise Activities Analysis	
Daily Activities	10 per activity
Educational Activities	10 per activity
Self-Discipline Activities	0 to 30 per activity
Bonus Activities	50 per activity

*Daily Tasks:* The set of these tasks were to be performed by participating children on day-to-day basis. These were simple tasks that to be performed by the participant themselves under the supervision or help from parents. The tasks were divided as fireless cooking, offering to deity, taking, and giving *prasadam* to others, taking virtual darshans of Giriraj parikrama, reading folktales from *Ramayana*,

*Mahabharata, Bhagavatam*, offering lamps, praising minimum of any five people, and feeding minimum one cow.

**Educational Tasks:** The participants were also supposed to perform some educational based activities to enhance learning. These included crafting activities like making lion, peacock, Jagannath, Tulsi plant or Gopis using various geometrical shapes and craft papers. Others included solving crosswords, memorizing short poems and shlokas. Joining dots and colour. Singing bhajan or any classical form of dance glorifying Krishna. Preparing flower bouquets or garland. To write, draw, narrate any pastime of Krishna. Reading five shlokas from *Bhagavat Geeta*, narrate any pastime from *Ramayana* or *Bhagavatam*, and to draw Krishna, cows, or lotus feet of *Srimati Radharani* and *Sri Krishna* with nineteen symbols.

**Self-Discipline Tasks:** To inculcate moral values and self-discipline, it is important to teach some practices of self-control, relinquishing senses favorites. For this, simpler forgo objects were introduced for children. The activities were no rice eating on Ekadashi. Chanting one round of Hare Krishna Mahamantra before 8 a.m. gives 30 points, till 12 noon gives 20 points, till 4 p.m. gives 10 points and after 4 p.m. gives 5 points. And at last, to perform any charity and upload respective picture over WhatsApp group.

**Bonus Tasks:** Participants were given bonus tasks as additional optional tasks. This can be done as many times the participant want to perform them. Here it was ensured that participants will be receiving points 50 per day activity, and extra 100 points were had to be given for performing bonus tasks. These have included Donating Tulsi plants, and Inviting friends to perform hare Krishna chanting.

### Learning Outcomes

Every two-hour long teaching and learning students have helped participants to come up with variegated ideas. The sessions used to teach one sample lesson and participants were allotted marks on basis of assigned homework based on tutorial conducted. Fig. 2 shows different pictures of children imagination. Somewhere, these activities have helped nourishing the logical and analytical reasoning skill among children. It was also found that these children were capable of overcoming stage fear. As one hour were specially given to participants to narrate shlokas, stories, or poems. After every speaking session, points were allotted, feedback provided and top ten narrators were chosen. Participants were allowed to speak up either in language Hindi or English. This has helped children tremendously in overcoming stage fear. This not only has boosted up public speaking skills, rather it helped them in getting perfect with impromptu narrations. Children of age 12 and above also used to perform story narrations with wonderful PowerPoint presentations, enhancing their technical skills.



Figure 2: Children using reasoning and analytical skills

### DATA ANALYSIS

The collected points over scoresheet were then analyzed based on weekly performances and cumulative performances. Which have then helped us to further draw out our findings and conclusions.

#### A. Performance Analysis

In this approach we performed geographical area wise and weekly points performance analysis. It was also required to keep the children motivated who were involved. Henceforth, weekly performance analysis report was given to the respective parents. Highest number of participants were from India and Australia as shown in Fig. 3.

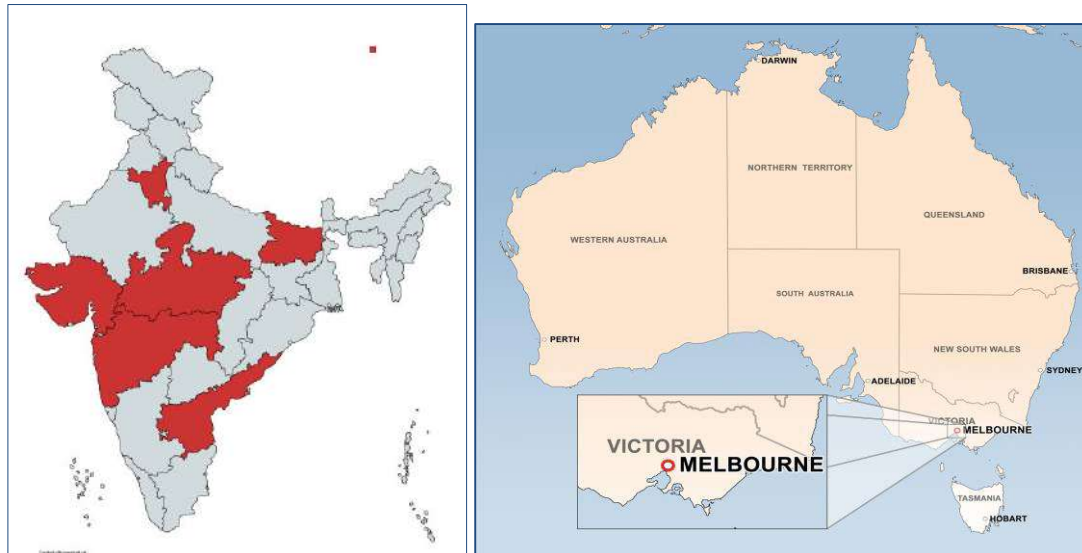


Figure 3 : Major Participants from India and Australia

Figure 4 displays the City Wise Performance Graph

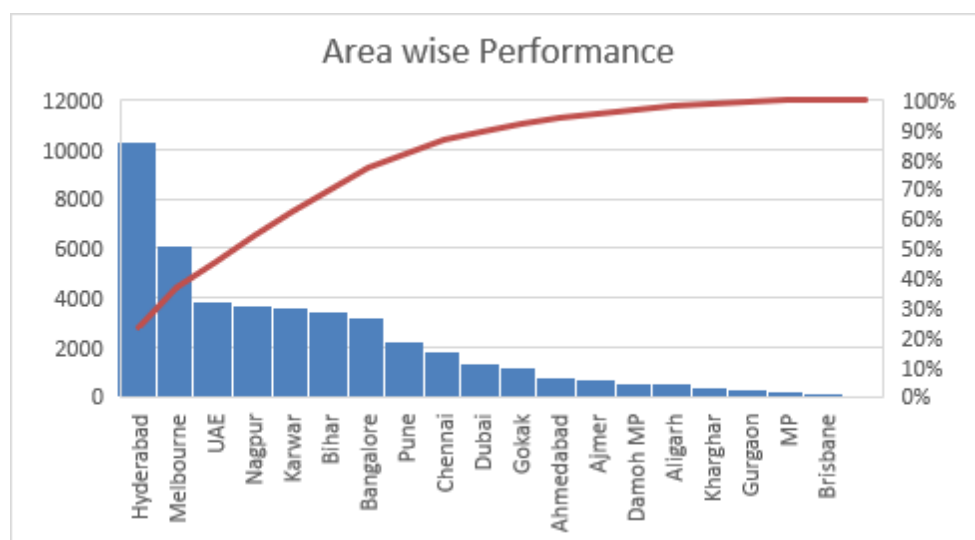


Figure 4: City wise performance chart of participants

The Figure 4 depicts that top performances were obtained from city Hyderabad which is south India. The second performer of activities were majorly coming from Melbourne, a city of Australia. Also, least number of participations and performances were coming from city Brisbane, Australia. After analyzing this, it came to our knowledge that their family were interested to adopt devotee philosophy, however due to inappropriate time management and lack of motivation the performance dropped down drastically.

Fig. 5 displays the weekly Points Analysis of participants from 'Damodar Mercy Bank' WhatsApp group.

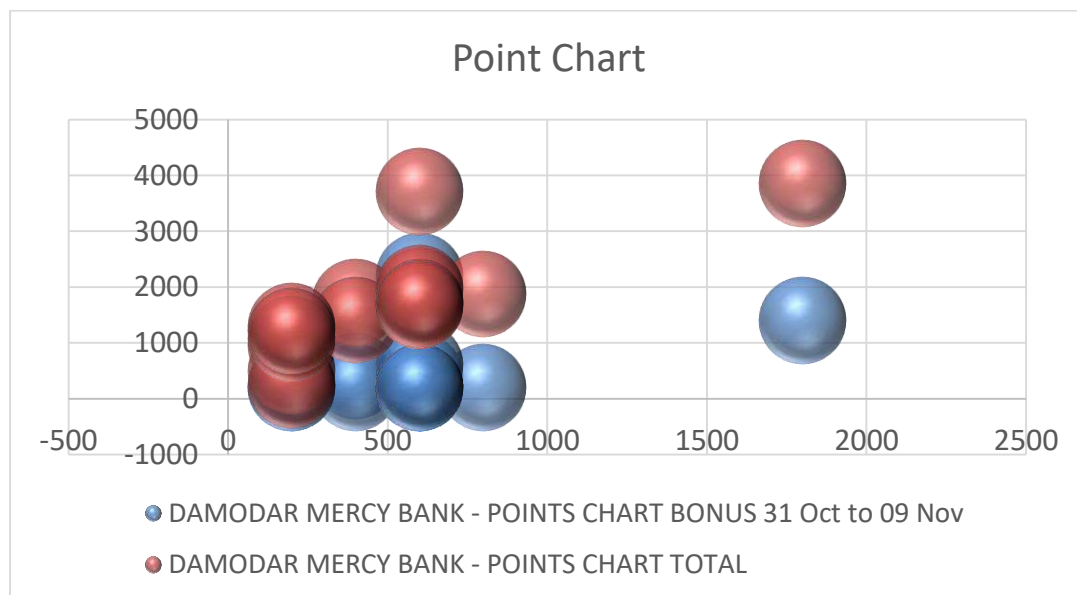


Figure 5: Weekly point wise and Cumulative point wise analysis

Analyzing the point chart, it was estimated that very few constant performers with doers of bonus activities were able to reach to the highest points.

## FINDINGS

Initially the activities began with two hundred participants which reduced to count of 124 by end of the activity. This was around 32% drop in the participations towards practice of Vaishnavism. Around fifty participant children were highly motivated and performing the tasks daily. Questionnaires were filled by parents and children of these students that concluded that major role play and enthusiasm obtained in these activities were due to social collaborations and inputs given by other parents. Children have started to read scripture texts. It was started only with 10% of readers which turned out to be 65% readers at the end of our study.

## RESULTS

- Top performers belonged to South India, and their family were already practicing devotion.
- Second and third highest performers belonged to Australia and UAE respectively
- UAE top performer belonged to non-devotional family.
- After the activities these children have demanded more of activities to perform.
- Parents confirmed changes in children behavior, moral values, and self-discipline habits.

## CONCLUSION

The inculcation of Chaitanya Philosophy as followed by Hare Krishna Bhakti Moment has tremendously Helped children to gain control over their senses. They have developed compassion towards helping others by performing charities and donations. They have developed soft corner towards welfare and care of animals. Children were benefitted to remember things for longer time achieved through continuous chanting and meditations. Self-Disciplines were introduced as students were getting up early in morning, early to bed. Reading habits were inculcated majorly in children. However, it is also noted that some forms of devotional associations were required in this continuously to stay motivated. The study found that Parents played very important role in enhancing spiritual quotient of the children. Time management was major conflict in attaining goal. Most importantly Students without association have lost interest after a while. These activities have helped to develop sub-conscious levels of right and wrong attitude majorly in children.



APPENDIX

Worksheets

<b>Activity: Join the dots and colour them</b> (Age: 4-7 yrs.)	<b>Activity 2: Colour the picture</b> (Age: 8-15 yrs.)
	

Crossword (Age: 5-8 yrs.)

FIND THE 12 NAMES OF SRIMATI RADHARANI

**Names of Srimati Radharani**

A	K	I	V	R	A	H	D	N	A	G	V	H	Y
A	R	H	A	I	G	N	A	R	U	A	G	I	I
S	R	I	M	A	T	I	G	S	A	M	A	H	D
I	I	I	M	A	D	H	A	V	I	V	A	A	A
V	V	I	E	R	Y	P	A	I	K	V	I	R	A
U	S	A	A	I	K	I	S	H	O	R	I	I	D
A	N	A	A	H	N	D	U	A	S	M	R	P	R
D	V	A	G	I	I	G	N	A	M	E	H	R	A
N	M	S	V	H	A	A	D	R	K	V	V	I	D
G	O	P	I	K	A	M	A	P	N	I	A	Y	H
Y	S	R	A	H	G	H	R	H	A	I	I	A	A
M	R	T	I	I	I	G	I	D	A	R	R	R	I
S	S	I	R	A	S	E	S	V	A	R	I	V	R
A	A	H	I	N	A	V	A	D	N	I	R	V	A

SUNDARI	GOPIKA
MADHAVI	RASESVARI
HEMANGI	GANDHARVIKA
HARIPRIYA	VRINDAVANI
KISHORI	SRIMATI
GAURANGI	RADHA

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## Using Blended Learning as One of the Pragmatic Approaches to English Teaching and Learning: A Case Study of Postgraduate Students at Aligarh Muslim University in India

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**Abstract:** *Blended Learning is currently emerging as a prominent educational trend. Blended learning research is still in its infancy, but it can be linked to various academic subjects such as educational technology, English teaching methods, computer-assisted language learning (CALL), and so on. Blended Learning is a combination of multiple methodologies and features that are used to help learners achieve their instructional purposes and goals more effectively than in traditional learning environments. It incorporates the most significant elements of online and instructor-led Learning and is available in one-on-one or small-group settings. Blended learning advocates that, given the current state of education, modern traditional education methodologies may be optimally combined with the benefits of remote technologies. The current study intends to investigate how blended Learning might be used effectively through a pragmatic approach to strengthening the language abilities of postgraduate students at Aligarh Muslim University in India. Following that, the above-mentioned learning method may enhance the English learning environment, increasing students' motivation to study the language.*

**Key Words:** *Computer Assisted Learning, Online Learning, ICT Supported Teaching-Learning Process, Traditional Teaching-Learning Process, Blended Learning.*

### INTRODUCTION:

The rapid advancement of technology and network systems in society has resulted in the development of novel instructional delivery methods. These strategies have refocused the way academic instructors teach, and students learn. Blended education is one of the areas where the use of technology has had a good impact. Based on the literature, blended teaching provides instructors with a tool to prepare 21st Century learners for today's chosen profession. Blended education entails combining various training methodologies and technology as needed for instruction (Ganzel, 2001). A blended instructional paradigm enables instructors to teach by integrating several means of delivery, teaching, and learning styles. The most frequent strategy for blended education is to incorporate face-to-face training with web-based techniques and academic resources. Face-to-face education is supplemented by segments of self-paced web-based lessons (Rowe, 2000). A blended instruction model is outlined by Bonk, Olson, Wisner, and Orvis (2002), in which educators integrate web-based and synchronous instructional support with face-to-face teaching methods. When properly implemented, blended instruction allows for transparent interaction between instructors and students enrolled in the course of study (Draffan & Rainger, 2006). Blended education, also known as hybrid instruction, has numerous meanings because it is implemented in various ways utilizing a wide range of models. The common consensus is that blended education is an amorphous phrase that is difficult to define (Tucker, 2012). The effectiveness of blended Learning is partly based on the fact that learners can devote greater attention to content, such as new concepts or challenging terminology, and do it at their own pace. During face-to-face sessions, the teacher can clarify learners' doubts in order to assist their aims. Augmentation of Learning occurs when additional effective and authentic learning time is supplied to

pupils in each context. Because learners can watch their progress and receive immediate feedback, they are more driven to achieve their intended objectives and aspirations. Blended Learning employs methodologies based on courses, such as online learning strategies and practical offline methods that emphasize group activities among students. There are substantial benefits of using blended Learning for English language learning and practice-based education, which enhances the efficiency and skills of postgraduate students at Aligarh Muslim University in India. The educational system is currently going through a transformation. To meet the challenges of advancement and to meet the needs of individuals, it is attempting to adopt new technologies and explore new paths to achieve the goal of quality education and employment opportunities for all. However, due to various factors such as the pandemic, insufficient budgets, insufficient facilities, and the benefits of face-to-face interaction, it is not entirely prepared to give up traditional knowledge transfer modes. Even the students have a two-dimensional mentality. When a group of postgraduate students at Aligarh Muslim University was asked which style of instruction they preferred, they were nearly evenly divided between traditional classroom instruction and ICT-supported instruction.

An ICT-supported teaching-learning process is a viable choice to align their knowledge with current technological advancements and globalization, reduce teaching errors, improve quality, and broaden students' exposure. ICT-assisted instruction adds a new dimension to the teaching-learning process, introduces students to a vast reservoir of knowledge, and offers endless opportunities to learn, unlearn, and relearn. This form of teaching can help many types of learners, including undergraduate, postgraduate, and even in-service and physically challenged students. It aids in reaching each and every learner. In the words of Swami Vivekanand, "if people can't get to school, schools should get to them," and ICT-enabled learning does precisely that.

#### **RESEARCH QUESTIONS:**

1. How does the blended learning method compare to the traditional learning approach at Aligarh Muslim University regarding Postgraduate students' knowledge, talents, and proficiency in English learning?
2. What are students' opinion on blended Learning versus traditional education?
3. How do students view blended Learning in comparison to traditional education?

#### **OBJECTIVES:**

1. To assess and compare the effectiveness of blended Learning on knowledge, skills, and competencies in English learning among postgraduate students at Aligarh Muslim University in the blended Learning and conventional learning groups.
2. Examine and contrast students' stances regarding blended Learning in the blended and traditional learning categories.
3. Establish a correlation between postgraduate students' knowledge, expertise, confidence, and attitude in blended and traditional learning settings.

#### **REVIEW OF RELATED LITERATURE:**

In order to grasp the basic and fundamental knowledge on the topic, the researcher reviewed several previous works relevant to this study. Furthermore, a few research articles that were deemed to be quite relevant to this present study are listed below; According to Whittaker, "the concept blended learning first originated in the business world in relation to corporate training (Sharma and Barrett, 2007), then in higher education (MacDonald, 2006), and ultimately in language teaching and learning" (2013).

According to Hockly (2018), blended Learning in the ELT setting should involve "more than just a shared understanding of the word," as it is used in corporate and general educational contexts. More crucially, "understanding why we would want to provide blended learning opportunities to language learners," as well as "how blended learning might best complement and improve learning outcomes." In the context of this study, blended Learning is defined as "anytime teachers combine different media (e.g., print, audio, and video) with classroom interaction, maximizing authentic input to increase learners' output and skill development" (King, 2016).

Behjat et al. (2012) studied the influence of Moodle-enhanced Education on the reading comprehension and grammatical competence of students learning English as a foreign language at Jordan University of Science and Technology. Moodle was used in conjunction with a quasi-experimental and pre-post-test technique to improve in-class teaching. Skimming, scanning, expanding one's vocabulary, and looking for specific information were all focused reading comprehension skills. The results revealed changes in the post-test adjusted mean scores of the experimental and control groups, indicating that the experimental group improved in specific reading abilities as well as general reading comprehension ability.

Ghazizadeh and Fatemipour (2017) aimed to investigate how blended Learning affects the reading skills of EFL learners. Sixty intermediate-level Iranian EFL students were randomly assigned to one of two groups: control or experimental. The study used a quasi-experimental design, with the control group receiving traditional classroom instruction and the experimental group getting a combination of traditional classroom instruction and blended Learning. The experimental group that received conventional classroom instruction and blended Learning enhanced their reading skills. Learners' expectations related to the incorporation of technology into their language courses. Technology's versatility allows learners to balance their hectic schedules—government policies or directives that use technology to enhance teaching and Learning.

As per an investigation on blended Learning, the right combination can guarantee that "teachers can provide a far richer, supportive learning environment, learning possibilities grow, learning becomes more effective, and the learning process becomes more fun" (King, 2016). A better perspective and understanding of online and face-to-face Learning should satisfy the requirements of the student and boost the efficiency of the teaching and learning process. Blended Learning presently encompasses a wide range of concepts and definitions, a few of which Whittaker strengthens by citing Smith and Kurthen (2007) and Gruba and Hinkelman (2012).

## **METHODOLOGY:**

The methods and procedures used to conduct research are the foundation of research methodology. The methods employed in this research were discussed in this study. According to Mukul and Deepa (2011), research methodology encompasses all methods and techniques used in conducting research.

### ***Participants and the study design:***

A cross-sectional questionnaire-based Case study (quantitative and observational) was conducted at the Department of English, Faculty of Arts, Aligarh Muslim University. Data was gathered using a self-administered web-based (Google form) questionnaire. Primarily postgraduate students from the aforementioned University made up the study's participants. Students at the University have been enrolled for more than a year and come from various social, academic, economic, and geographic backgrounds.

### ***Tools for Data collections:***

A self-administered questionnaire with a maximum of ten questions was generated. The study was shared with more than 100 people and thereafter revised to suit the needs of the participants better. The case study was divided into two parts, the first of which included inquiries about the participants' demographic characteristics. The second part of the survey asked questions about the diverse qualities of conventional and online learning and teaching methods and their effects. The goals of the study were carefully considered when developing the research questionnaire.

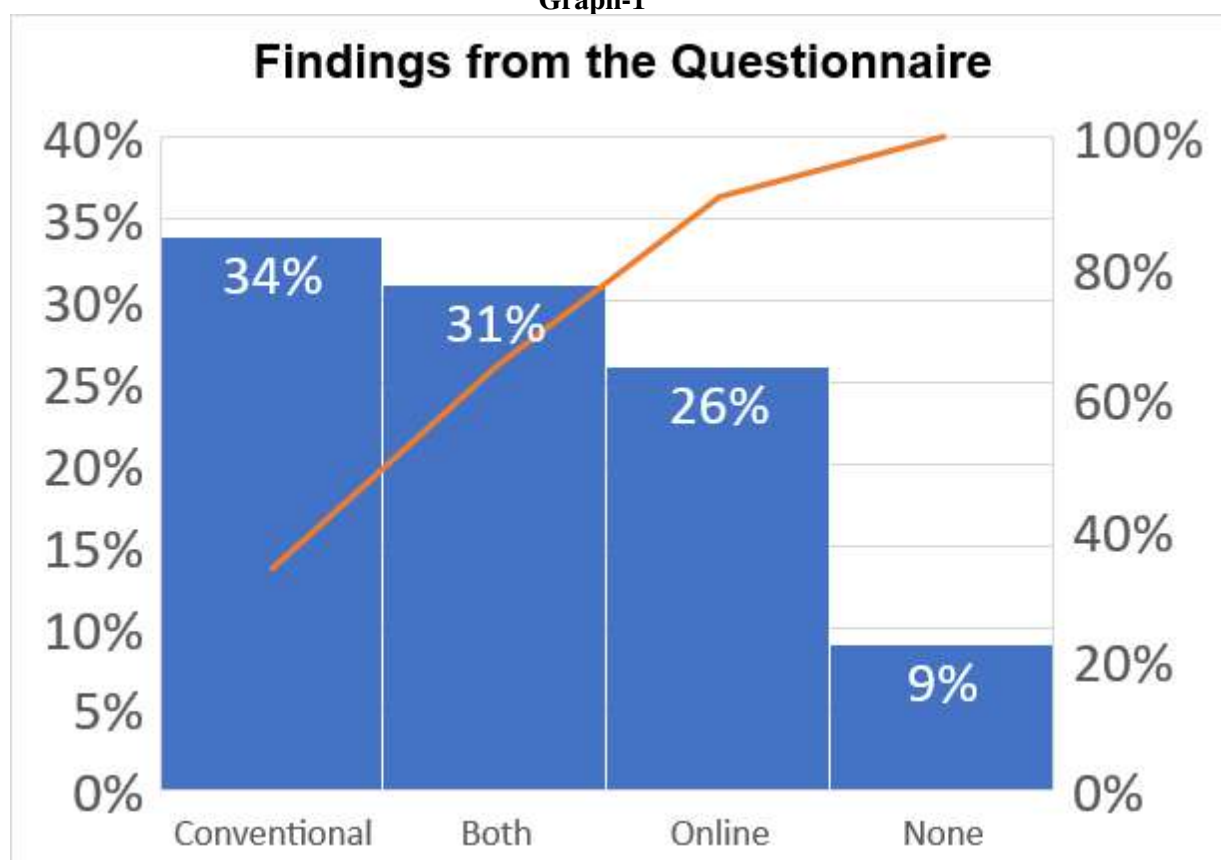
### ***Statistical analysis:***

The information obtained from the case study was processed and displayed in the Micro-Soft office as requisite. The data has also been presented through charts and graphs for accuracy and a better sense of understanding.

## RESULTS OF THE DATA AND OBSERVATION:

The data for this current study has been collected from 100 respondents who have participated voluntarily and given their respective viewpoints on a well-structured questionnaire. Based on the analysis of the demographic profile of the respondents, it was clear that a total of 100 participants completed the questionnaire; of the 76 (76%) were males and 24 (24%) were females; therefore, most of the male students participated in this study. The result shows that most postgraduate students opined that the traditional learning mode is still much better and can have better conceptual clarity and understanding. Albeit, it is time-consuming and has some additional costs attached to it. On the other hand, the data reflect that postgraduates are less interested in online Learning than conventional ones. The postgraduates find online Learning flexible and save money, time, and energy, but the actual growth is hardly sufficiently visible. The postgraduate students believe that both conventional and online may be choosable as they can avail themselves of the advantages from either of the sides. More importantly, they cannot take any risk in uncertain calamities like pandemics, and as such a situation, their study can continue without many hampers or unwanted interruptions.

Graph-1



**Graph 1:** portrays students' exceptional views on their learning styles as they responded to the questionnaire. As per their responses, 34% of students believe that Conventional (face-to-face) Learning is much better than the online mode of education. In comparison, only 26% of the postgraduate students opined that online Learning is good for them. At the same time, 31% of postgraduates responded in favour of both online and traditional Learning. The remaining 9% of the students gave unfavourable views pertaining to any of the moods of Learning.

## CONCLUSION:

The present study revealed that the student's interest, perception, and attitude toward Blended Learning are immense, particularly for the English language skills of Aligarh Muslim University postgraduate students. The results of this study illustrate the students' satisfaction with Blended Learning, as it enhances their English language skills and helps them to make English Learning collaborative, interactive, and enjoyable. Thereafter, it has been indicated that blended Learning would



be a more significant growth than being barely restricted to Online Learning. Besides, there are a few drawbacks to this learning method, including slow internet connectivity creating many problems for students; even some students consider it frustrating and socially isolated to use Blended Learning compared to face-to-face interaction.

Furthermore, students' views indicate that blended Learning is helping them to understand their subject material in English courses through watching online videos from native speakers and using personal devices such as (cell phones, mp3, PDAs) and social networks (Twitter, Facebook, others). The students' opinions also negated that they may use different computer programs, which are pretty attractive that can let them avail Blended Learning comprehensively. The respondents believe that Blended Learning is more convenient than face-to-face Learning, and motivating enables students to succeed. Blended Learning allows shy students to participate and share their opinions with their classmates and facilitators on a forum or in other ways.

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## Rediscovering Kalimpong Through Kiran Desai's *The Inheritance of Loss* and Chuden Kabimo's *Song of the Soil*

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**Abstract:** Kiran Desai's *The Inheritance of Loss* (2006) is as conventionally an accurate a description of the hill town as one can find in contemporary literature. Desai's Kalimpong is a bubble, ever fluid, expanding-contracting, a space that constantly adjusts and readjusts itself to accommodate the young protagonist's journey. It is a traditional exploration of a place like in any other work of fiction. Nevertheless, Franco Moretti's proclamation of geography not being an inert container but an active influencer transforms Desai's town from merely site to story. This movement reflects the spatial shift in contemporary criticism involving geocritical influences. This enables the reader to examine Kalimpong not just as a site of narratives but as a narrative in itself. Underscoring spatiality- a socially produced space. Chuden Kabimo's *Faatsung* (2019) that is translated into English from Nepali by Ajit Baral and titled as *Song of the Soil*, on the other hand executes the literary rejection of the Kantian division between space and society transforming space from mere geography into a vitally constitutive element of society and politics. His exploration of places long obscured in shadows, of the dozens of 'kalimpongs' in Kalimpong shifts the focus from *Faatsung* being simply an ego-centric story to one involved in telling the tale of the land itself. The novel along with the other selected works strive to do for the town of Kalimpong what Homer's *The Odyssey* (1488) does for the Greek identity. Just as the epic serves to unify and stabilize the scattered misrepresentations of the Hellenic into the single Greek by weaving together a network of geographic reference to places, these novels seek to bring together the fragmented Kalimpongs scattered across social, political, historical and cultural divides to answer the question of "what is Kalimpong?" or at least come as close to an approximation of an answer as ever is possible. The reply to this question of the identity is given fruition only when Kalimpong forms not only the site but also the nexus and source of this identity. In *The Inheritance of Loss* Kalimpong is depicted as an ever expanding space that adjusts and readjusts itself to accommodate everyone that makes it their place of habitation.

**Key Words:** Space, Kalimpong, Geocriticism, Geocritical, Place.

### INTRODUCTION:

"A place is only a place because of the ways in which we, individually and collectively, organize space in such a way as to mark the topos as special, to set it apart from the spaces surrounding it"(09). - Robert T. Tally Jr

In effect, space emerges as a place only when the accumulation of our lived experiences are infused in its understanding. It is important to understand spatiality and space in order to grasp the meaning of place. Spatiality denotes that space is an essential element to social life rather than just being a background, whereas a place is not a passive site of narrative but rather a force that actively influences and shapes literary narratives. In this paper, Kalimpong is explored from a Geocritical perspective. The

place is perceived through Kiran Desai's. The Inheritance of Loss and Chuden Kabimo's Song of the Soil. Geocriticism is a method of literary analysis and theory that incorporates the study of geographical space, that not only focuses on temporal data as relations between the life and time of the author, the history of the text, or the story but also spatial data. It is based on three concepts- Spatiotemporality, Transgressivity and Referentiality. A Geocritical approach to literature acknowledges that representations of space are often transgressive, crossing the boundaries of norms while also reestablishing new relations among people, places and things. Geocriticism frequently involves the study of places described in literature. Nonetheless, it can also study the effects of literary presentations of a given space. It seeks to explore spaces of literature in multiple senses.

Michel Foucault's "space" underscores the writer's claim of a heterogeneous Kalimpong. His essay *Of Other Spaces* (1984) argues for the erosion of homogeneous space. Speaking for all of post-Modernist experience, Foucault maintains that contemporary life is no longer bound by a linearity of progression but rather it is an abstract space. Building upon this admittedly wide argument it is possible to unshackle the subject of this study, in essence, the town Kalimpong from the bindings of linearity. The consequence of such an action is the creation of a new space - Kalimpong of the past, the present and the future fused in this metaphysical space. Narratives shifting from these spaces of binary opposition transforming the town into a place of juxtaposition and simultaneity. Foucault uses the term "heteropia" to describe these places of simultaneity. Heteropias are capable of juxtaposing one real place with several different spaces that are in themselves incompatible. Exploring Kalimpong through these literary representations of the place transforms into a peculiarly intriguing effort at capturing the elusive spirit of the place.

Discovering Kalimpong in geographic and cartographic terms is easy enough. It is at an approximate distance of 162 kms south east of Mt. Everest. It is approximately 67 kms from Siliguri town and is located off the national highway 31-A. It is situated at an altitude of approximate 1247 metres, on the west of Bhutan, east of Nepal, north of Bangladesh and south of Tibet in the state of west Bengal. The latitude of Kalimpong is 27.066668 and the longitude is 88.4667. However, geocriticism involves the "filling in of the heterogeneous contours of space between these facts with polysensorial, multifocal and stratigraphic perspectives.

Kalimpong is thus revealed to be a place of the utmost textual tension. The movement from site to subject is an uneven one, especially so for a place as historically, politically and culturally significant as Kalimpong. It is a place that is organized in such a way that it can be set apart from the places surrounding and infusing it. Kalimpong used to be a province that had a ruler of its own until the Bhutanese invasion in 1706. Later, the province was absorbed in to West Bengal, India by the British after the Anglo-Bhutanese war in 1865. Kalimpong was sparsely populated when the British annexed it. Along with the people from the Lepcha community, known to be the aboriginals of the place, the Tibetans inhabited Kalimpong, then. Later these communities joined by people of different ethnicities, and Kalimpong is now a multi-cultural space. Looking at its rich tapestry it is unsurprising to find Kalimpong as a subject to various authors, a point of reference, a place attached to or relative to. Nevertheless, the place is unique and idiosyncratic, a fact that is more often overplayed than underplayed in colloquial literature.

Kiran Desai's *The Inheritance of Loss* (2006) is as conventionally an accurate a description of the hill-town as one can find in contemporary literature. Desai's Kalimpong is a bubble, ever fluid, expanding-contracting, a space that constantly adjusts and readjusts itself to accommodate the young protagonist Sai's journey. It is a traditional exploration of a place like in any other work of fiction. Nevertheless, Franco Moretti's proclamation of geography not being an inert container but an active influencer transforms Desai's town from merely site to story. This movement reflects the spatial shift in contemporary criticism involving geocritical influences. This enables the readers to examine Kalimpong not just as a site of narratives but as a narrative in itself. Underscoring spatiality- a socially produced space.

Chuden Kabimo's *Faatsung* (2019) that has been translated into English from Nepali by Ajit Baral and titled *Song of the Soil* on the other hand executes literary rejection of the Kantian division between space and society transforming space from mere geography into a vitally constitutive element of society and politics. His exploration of places long obscured in shadows, of the dozens of "Kalimpongs" in Kalimpong shifts the focus from *Faatsung* being an ego-centric story to one involved

in telling the tale of the land itself. “Faatsung” in “Rong Aring” or the Lepcha language means the story or song of the soil. The story is told through flashbacks and the narrator takes the readers on a journey to remote places in Kalimpong, while telling the story of friendship and betrayal. The novel focuses on the year 1986 and the Gorkhaland movement that overwhelmed the hilly regions of West Bengal. How Kalimpong, a peaceful place became a breeding ground for revolutionaries. The text reveals how people like Norden, Nasim, Ripandi and others become the victims of the chaotic movement and lost everything. Song of the Soil also touches on the aboriginals of the place, how a peace and nature loving people have been marginalized and discriminated. The Lepcha people represented by Ripden, who is lost in the landslide and his father Norden and family are the part and parcel of the land, Kalimpong, indicating how the sons of the soil are unacknowledged or reduced to insignificance.

Both the novels strive to do for the town of Kalimpong what Homer’s *The Odyssey* does for the Greek identity. Just as the epic serves to unify and stabilize the scattered misrepresentations of the Hellenic into the single Greek by weaving together a network of geographic reference to places, this novel seek to bring together the fragmented Kalimpongs scattered across social, political, historical and cultural divides to answer the question of “what is Kalimpong?” or at least come as close to an approximation of an answer as ever is possible. The reply to this question of the identity is given fruition only when Kalimpong forms not only the site but also the nexus and source of this identity. In these novels, Kalimpong is depicted as an ever expanding space that adjusts and readjusts itself to accommodate everyone that makes it their place of habitation.

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## Survival to the Fittest

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**Abstract:** Suzanne Collins an American writer and Author. *The Underland Chronicles* and *The Hunger Games* are the best series. She got many awards like A Book List Editor's Choice in 2008, CYBIL Award for her Fantasy and Science Fiction in 2008 and California Young Reader Medal in 2011. The first work in a trilogy by Collins, *The Hunger Games*, were released by Scholastic Press in September 2008. The Greek myth of Theseus and the Minotaur provided as a portion of the material for *The Hunger Games*. Another source of motivation for her was the Air Force career of her father, which exposed her to the effects of war, starvation, and poverty. The trilogy's latest book, *Mockingjay*, was issued on August 24, 2010, and its second book, *Catching Fire*, was released in September 2009. The Capitol of Panem takes control of its 12 districts by forcing each district choose one boy and a girl, identified as Tributes, to engage in a nationally televised set up as *The Hunger Games*. Every inhabitant is obligated to watch as the youths participate in death matches until only one is left. In a circumstance where she must choose between survival and love, Katniss Everdeen has little to rely on but her hunting skill and keen instincts. Introduction deals about Collins career and her awards. Theme deals with concept of surviving and facing the battle of Games in Panem. Conclusion gives with the confidence to overcome all the struggle difficulties face in the Games.

**Key Words:** Survival and Sacrifice, California Young Reader Medal,

### INTRODUCTION:

*The Hunger Games* is a young adult dystopian work written by Suzanne Collins an American writer and Author. *The Underland Chronicles* and *The Hunger Games* are the best series. Collins graduated from Alabama School in Birmingham in 1980 and completed her B.A., in Indiana University at 1985. She began her career in the year 1991 in children's television shows and later she works in various shows like Nick, Shelb Woo and especially in Clarissa. She got many awards like A Book List Editor's Choice in 2008, CYBIL Award for her Fantasy and Science Fiction in 2008 and California Young Reader Medal in 2011. *The Hunger Games* Trilogy was one of the best International seller. Ever since publication in September 2008, *The Hunger Games* has spent and over six years just on Bestseller Lists. It has additionally to seen in bestseller lists from USA Today and Publishers Weekly. It has sold around 52 languages and 54 regions have been purchased. In 2010, Suzanne has been included both for the Entertainment Weekly Entertainers of the Year list as well as the TIME 100 list. *The Hunger Games* was the First trilogy written by Suzanne and it was released by Scholastic Press in September 2008. It was partly inspired by the myth of Theseus and the Minotaur. The Capitol demands entertainment, and the districts have to be educated of the Capitol's dominance and its lack of contrition or forgiveness. This novel showcases main themes like friendship, family, freedom and oppression and power of survival. The poster for all this theme is Katniss Everdeen, whom fortunate all necessary qualifications to persevere.

This novel gives life lesson that We never know what'll happen next in life because it is so uncertain. Don't become too accustomed to anything; always be open to changes. When you feel complacent, you are reiterating what you currently know and are not gaining any knowledge. Never get comfortable when you're young, it's critical that you remember it. The series was started by 16 years old sister Katniss Everdeen, who volunteers for the 74<sup>th</sup> *Hunger Games* from District 12 in the place of her 12year old sister. The Games began, when carnage as people fight for food and weapons throughout the arena, kill nearly half of something like the tributes. Whenever the wilderness is addressed in Suzanne Collins *The Hunger Games*, the portrays that it has shown Katniss's as survival tool for battling hunger in District 12 and surviving the Games in Panem. After her father has passed away, Katniss has indeed been able to supply her family well enough thanks to the forests around her house. Due to a lack of tessera, Katniss is able to prevent hunger in herself, her mother, and her sister. In doing



so, Katniss acquires a measure of wilderness literacy through her spending time in the woods that helps in her survival on the battleground of the Games.

Katniss nearly drops dead as she rejects Haymitch's earlier suggestion to escape straight away, but she uses her well honed hunting and surviving skills to hide in the woods. Wealth is largely concentrated amongst some of the affluent in Panem, specifically between those staying in the Capital and several of the districts, and as result, there is a drastic difference between their lifestyle and those of the disadvantaged. Food becomes a major way that this discrepancy presents itself throughout the book. Many inhabitants of the impoverished areas do not even have enough to eat. As per Katniss, hunger is a frequent phenomenon in District 12 and she must hunt clandestinely in areas outside the district's boundaries in order to feed her family.

Even with the limited means Katniss's family has, they still possess more than many of the other families in her district because the novel implies that the majority of the individuals in the district are unable to hunt or don't know how. Apart from the most important meals, everything else is luxury. Later, Katniss realizes that Peeta's family, one of the richer families in the district because they manage a bakery, is mostly dependant on stale leftover that no one buys. In contrast, Katniss is astonished by the sumptuous feasts and meticulously ready meals when she arrives in the Capitol. For the first time, Katniss discovers a rich and bountiful variety of food.

In reality though tributes are significantly more likely to be paid to the desperately poor than to the advantaged. Children who seem to be eligible for *The Hunger Games* can register their names into the reaping multiple times in exchange for extra tesserae, or rations of food and oil. Because the percentage of poor children should take tesserae to survive, individuals have more entries in the reaping than children from wealthier households, who do not required tesserae. Contrasting to the poor tributes selected by accident, these trained dedications to by Katniss as Career Tributes are typically bigger, stronger, and much more prepared for the rigors of *The Hunger Games*. The viewers wish to see the tributes fighting and not dying too quickly, which is a recurring theme as Katniss examines prior Matches and what made them successful or unsuccessful because then the entertainment is over. Cato's die slowly and series moves towards climax serves as the finest representation of the notion. After Cato is beaten by the group of heterogeneous, they don't immediately kill him, and Katniss realises that the Game makers want Cato to live because it provides for just an extremely gruesome spectacle. They intend to inflict prolonged suffering that home viewers won't be able to escape from since it is the Games finale. However, the suffering may not just be physical. It may also be psychological. The Games are similar to a professional athletic event that has been seen on television. When recalling past years Games, Katniss frequently even identifies to the tributes as players.

## CONCLUSION:

However, the majority of the players are unwilling, and their only method of winning is to outlast the other tributes, typically by engaging in combat and killing them. The Gladiatorial Games of Ancient Rome, which showcased armed finalists battling it out in some cases voluntarily and in others not, is what *The Hunger Games* most depict in both of these ways and it ought to be acknowledged that the Gladiatorial Games were one of the most well-liked forms of entertainment at the time. The main appeal of the Games is its voyeurism, in this case witnessing the tributes, who are clearly kids, battle and die. On Katniss end, this romance is really not fully genuine. She develops a romantic interest in Peeta and cares about him, but her feelings towards him are still not as strong as his and she continually has mixed feelings about him. However, when that comes to the cameras, Katniss plays up her feelings for Peeta and attempts to convince the general population the Capitol that she is passionately in love with him. While participating in the Games it is a honour for these rich tributes, it is effectively a death sentence for the other tributes. It should be more to suffer, ideally in battle with one another, the more entertaining the Games are in *Hunger Games*, that portray the suffering of a tributes as mass entertainment.

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## Projection of Surrealism as a Usually Unusual Portrayal of Events with Reference to Mike Russell's *Nothing is Strange*

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**Abstract:** This paper is an attempt to present surrealism as an unrealistic expression of human minds through the 20 amazing short stories collection *Nothing is Strange* written by Mike Russell. The characters, the settings and the things that appears in all these stories are highly unrealistic but brings out the worldly emotions. The dream-like sequences in these stories even induces a sense of Freudian inclination in readers minds. The symbolic representations like Earth inside human mouth, disappearing words from diaries and some fascinating hypnagogic sequences pictured by Mike Russell made his short stories a reservoir of Surrealism. Surrealism is a modern artistic movement emerged from Dadaism which is filled with freakish effects in art and usually displays unusual, unexpected, symbolic illogical juxtapositions. The images presented by Mike Russell are highly imaginative and self-induced hallucinations or illustrations which expresses his subconscious mental stage. The illustrations that could be displayed only through art and paintings are expressed through words by fascinating writers like him. Thus, this paper through some of his stories like *Cream Tea*, *The Diaries of Sun City*, *Dunce*, *The Miracle* and *The Shining Flower* proves Surrealism as an unusual illustration of thoughts.

**Key Words:** surrealism, irrationality, symbolism, hallucinations, illogical juxtapositions.

### INTRODUCTION:

Literature is the most fascinating field which could make the readers and writers addicted to it. This is the magic created by any other thing in the world. The elements such as emotions, feelings, love, anger, happiness and sadness all the part of human life and all of these are exactly brought out in a work of art. The way in which the writers convey their thoughts and the perspective in which the readers take it is the only way to determine the success of a text. The researchers often define literature as the 'mirror of life' as it reflects the human life but sometimes literature could predict human life. Not all the stories that happen in the literary world are true and not all the characters created by literary writers are real but it makes the readers to delve into an imaginary world where the unseen characters and unexperienced instances are shown. That gives the readers a sense of relaxation and encouragement when the real life hit them harder. The sensual relief and the imaginary inspiration provide the readers a sense of strength which could not be provided by any worldly advices. Literature, just like the real life, contains good and evil at equal proportions, anyhow at the end majority of writers let the good win but, in some cases, the evil haunts the good. This is to make the readers realize the positive and negative sides of human life. World has witnessed many changes after every drastic thing happens. The effect of world wars and pandemics have created a great psychological change in human minds. Starting from humanitarian theory, many theories in literature that speaks out the human mind. Liberal humanism questioned all other theories made so far before it and placed human at the centre. There are numerous theories that emerged after it but some theories are beyond human imagination. One such theory is 'surrealism'. Surrealism is defined by Oxford Dictionary thus,

“a 20<sup>th</sup> century style and movement in art and literature in which images and events that are not connected are put together in a strange or impossible way, like a dream, to try to express what is happening deep in the mind” (pp. 1559)

Surrealism is a modern theory which was formulated from Dada movement during the First World War. The main focus of this theory was to express the mentality of humans during and after the world war. The word ‘surrealism’ was coined by Guillaume Appollinaire, a writer and art critic from France. Freud’s theories had a deep influence on surrealism movement. The dream like sequences, the unrealistic presentations, use of symbolism in a most imaginative perspective, direct presentation of the dreams and subconsciousness of human mind, bringing out exact fantasy and imaginary characters with highly unrealistic representations. Andre Breton, the father of Surrealism, in his book *Manifesto of Surrealism* says thus,

“Surrealism, such as I conceive of it, asserts our complete nonconformism clearly enough so that there can be no question of translating it, at the trial of the real world, as evidence for the defense. It could on the contrary, only serve to justify the complete state of distraction which we hope to achieve here below.” (PP: 47)

Though Surrealism originated from Dadaism, it could be considered only as a source of distraction from reality. It is an extreme contrary to the hyper-realistic portrayal of the real world through art. When the world runs with materialist’s shoes, Surrealism serves as a grassland which eventually takes people to an imaginary world that provides inner peace in readers minds. Surrealism acts as an invisible ray that guides human mind towards a serene illusion. The surrealist art insists the mere existence is not real and it resides somewhere else. There are many Surrealist writers who does this job without much efforts. The plot, setting, characterization and imagery designed by those writers provides a sense of relaxation from the reality for the readers. Some of the famous surrealists in literature are Haruki Murakami (*1Q84, After Dark, Norwegian Wood, Sputnik Sweetheart*), Franz Kafka (*The Trial, In the Penal Colony, The Metamorphosis and Other Stories*), Mikhail Bulgakov (*The Master and Margarita*), Brian O’Nolan (*The Third Policeman*) and the father of Surrealism Andre Breton (*A Manifesto to Surrealism, Mad Love*).

Mike Russell, one of the greatest surrealists in the contemporary era have written few outstanding surrealist novels including *Nothing is Strange*. Russell was born in Pulborough, a southern region of England in 1973. He was a strange kind since his childhood. He loved daydreaming and building up his own strange stories. His stories featured in several magazines and earned greater recognition among readers. His books are often mentioned as surrealism, fantasy fiction, weird fiction etc... His humorous and highly alienated fiction have proved himself as a master in presenting absurdities in paper. His *Nothing is Strange* is a collection of 20 weird short stories. The twenty short stories are *The Warehouse, The Meeting, Barry and the Triplets, Extraordinary Elsie, Mask Man, Stan and Stan, The Living Crown, Cream Tea, Lesley Visits the Barbers, The Diaries of Sun City, Duncie, The Miracle, Escape From the Butcher’s Shop, The End of the Pier, The Unnameable Made Flesh, Insensible Susan, Harry’s Quest, The End of Sex, Everything was Strange* and *The Shining Flower*.

The fascinating and mind-chilling short stories written by him gives an extremely strange experience to the readers to even imagine the sequences of stories. Even the beginning of his first short story, *Cream Tea*, he writes thus,

“Behind the Counter, a fountain of tiny, white lights erupts from a small, round hole in the top of Mr. Spencer’s head. The young woman picks up a bowl of sugar lumps and tips it into the man’s lap. The fountain of lights issuing from the hole in Mr. Spencer’s head grows a little higher.” (PP.1)

In the short story *The Diaries of Sun City*, he describes few strange incidents that takes place in the sun city. When he makes the record of events happening after Monday, he looks at the previous pages where everything he writes gets faded up. Likewise, all his short stories are filled with highly fascinating and unimaginative sequences and thus it makes his stories an usually unusual portrayal of events. Thus, all his stories serve as perfect examples of Surrealism.

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## Making choices in Survival

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*Abstract: Gary James Paulsen (May 17, 1939 – October 13, 2021) turned into an American author of kid's and younger person fiction, satisfactory regarded for coming of age testimonies approximately the wilderness. He gained the Margaret Edwards Award from the American Library Association in 1997 for his lifetime contribution in writing for teens. Paulsen wrote continually for hours and hours that's why we've a extraordinary series of his books. He wrote extra than one hundred seventy five books and additionally greater than 2 hundred articles. He believes in superb capacity of youth. Paulsen acclaimed as a author for younger grownup readers. Relying on his survival abilities and a hatchet that have become his maximum valued ownership and tool, Brian survived a fall and wintry weather absolutely on the woods. Brian unearths this adjustment reputedly impossible. In the wilderness, he overcame splendid demanding situations via way of means of depending handiest on himself. Introduction deals about Gary career and his awards. Theme deals with concept of survival, Nature, Making choices and self- discovery. Conclusion give Brian certainly wouldn't even have survived the next difficult winter on his own; he mastered wilderness survival through trial and error.*

**Key Words:** Survival, Nature & Self- discovery.

### INTRODUCTION:

Gary James Paulsen (May 17, 1939 – October 13, 2021) turned into an American author of kid's and younger person fiction, satisfactory regarded for coming of age testimonies approximately the wilderness. He changed into the writer of extra than 2 hundred books and wrote greater than two hundred articles and brief tales, and numerous plays, all broadly speaking for teenagers. He gained the Margaret Edwards Award from the American Library Association in 1997 for his lifetime contribution in writing for teens.

Gary Paulsen 74, a famous author of younger humans round the arena turned into born on 17th May 1939 in Minneapolis; Minnesota. Paulsen become a book lover from his childhood. He advanced love for studying at a younger age. When he were given the primary book issued from the library he went to the basement of his residence and examine it without a stop. He then examine numerous books with inside the basement of his residence. He commenced running as an editor proof reader in a publishing house. He started writing whilst he become operating as an editor. He then moved to Minnesota and with the aid of using the cease of the summer time season he had finished his first novel. In 1967 his first book *Some Birds Don't Fly* got here at the e- book stalls. Within Seven months he wrote and posted his second book *Mr. Tucket*. He wrote a exceptional quantity of labor on his private experiences Paulsen wrote continually for hours and hours that's why we've a extraordinary series of his books. He wrote extra than one hundred seventy five books and additionally greater than 2 hundred articles. He believes in superb capacity of youth. Paulsen acclaimed as a author for younger grownup readers.

His 3 novels *Hatchet*, *Winter Room*, and *Dogsong* are very well-known among younger era throughout the globe and additionally gained Newberry honor book medal. Gary Paulsen and his spouse Ruth Wright Paulsen stay in *New Mexico Brian's Saga*, *Mr. Tucket Saga*, *Murphy series*, *Alida's series*,



World of Adventure, *Tales to Tickle*, *The Funny bone*, and *Culpepper Adventures* are universally stated paintings of Gary Paulsen.

At sixteen years old, Brian Robeson has had an wonderful collection of studies the Canadian Northwest. Relying on his survival abilities and a hatchet that have become his maximum valued ownership and tool, Brian survived a fall and wintry weather absolutely on the woods. Now, Brian is again in civilization, dwelling together along with his divorced mother and seeking to regulate to regular youngster age lifestyles.

Brian unearths this adjustment reputedly impossible. In the wilderness, he overcame splendid demanding situations via way of means of depending handiest on himself. Now, he has to navigate relationships together along with his excessive college classmates, however he can't assist however appearance down at the matters they care approximately: video games, sports, and crushes. None of his classmates have confronted the damaging conditions that he has survived. Still, Brian makes an attempt to spend time with pals.

When he is going to a neighbourhood pizzeria with buddies Haley and Susan, they run into Carl, a jealous bully. Carl assaults Brian, however doesn't count on Brian's reaction; feeling threatened, Brian's survival instincts take over and Brian feels as though he's again at side of the woods, protecting himself towards a predatory animal. Afterward, Carl is taken to the medical institution and Brian is in hassle with the police. Understanding the extenuating circumstances, the police comply with allow Brian cross if he sees a psychologist Caleb Lancaster, an African American guy who's blind and a former police officer. Caleb is interested in Brian's story.

Able to inform that the younger guy doesn't have a mental disorder, Caleb introduces Brian to Shakespeare and warm tea. He is deeply inspired through Brian's precise and evocative descriptions of lifestyles with the wilderness. Brian and Caleb meet often, and Brian stocks greater memories of his reports in nature with Caleb, who proves to be a truly fascinated listener. Eventually, Caleb determines that Brian desires to head again to the wilderness. Brian convinces his mother to allow him go back to the woods for the summer time season regardless of her misgivings.

He prepares, packing thoughtfully, and flies to northern Canada, wherein he plans to tour with the aid of using canoe to the camp of the Small horn family, whom he met in an in advance novel. Brian's adventure starts a hundred miles far from Williams Lake in which the Small horns are staying. On his first day the canoe, a deer suddenly leaps out of the woods and onto the vessel. The canoe capsizes, and Brian is all over again reminded that dwelling the woods is unpredictable. He learns this lesson once more numerous days later while a typhoon hits the centre of the night time. Brian's tent floods; then, at the same time as he's nonetheless inside, the wind blows the tent down an embankment. As the entirety is going flying, an arrow jabs into Brian's leg and he smashes his head towards his canoe, going unconscious. After recovering, Brian enjoys numerous days of stunning herbal surroundings as he paddles thru nevertheless ponds lush with a inexperienced cover of timber overhead.

He additionally paddles onto a lake at some stage in a specifically nonetheless night time and sings with a wolf whilst marvelling on the star-stuffed sky. One day, whilst Brian ought to portage his canoe over land among our bodies of water, he sees a deer in the best role to shoot together along with his bow. Hesitating, Brian makes a decision to simplest kill what he can devour or use as opposed to wastefully killing for sport. He hunts as an alternative for grouse (a kind of bird) and takes his time as he movements thru the wooded area. When he returns to his campsite, he unearths Billy, a person who lives through himself with the wilderness.

Billy reminds Brian of himself, however older and wiser. Billy expresses his approval of Brian's desire to chorus from killing the deer. He teaches Brian approximately medicine, which he considers a religious connection to nature, in the course of their brief conversation. Just as Billy has located his medicine, Brian should comply with and appreciate his very own medicine. In a climactic scene, Brian abruptly runs right into a undergo the only animal that also makes him experience like prey instead of a predator.

## CONCLUSION:

As Brian figures out the way to protect himself, and whether or not he goes to ought to kill in an effort to survive, he attracts his bow and stares down the endure in a standoff. It works; the undergo wanders away downstream. Brian realizes that during this moment, he's at peace with the woods and

with himself. Brian comes to a decision now no longer to visit the Small horns after all as a minimum now no longer yet. Instead, he'll retain his adventure northward in order that he can spend as lots time as feasible with the wild. He desires to study the entirety there's to understand approximately the wooded area and has a life-time to spend there. In the end, Brian employs a bow and arrow the kill any animal skill he learned while his years invested traveling the countryside. Brian must rely on the data he has learned since his first foray into the wilderness throughout the whole story.

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## Teaching Literature/literature in ELT: Traditional Approaches and Methods and the Need for New Approaches Today

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**Abstract:** English Language Teaching (ELT) today demands a lot of work and professional development on the part of the teachers and professionals due to the use of contemporary technologies in Education. The emphasis in language teaching and learning has been on developing communicative competence since the development of CLT in 1970s. Language practitioners and language professionals favour the use of literature in English language classrooms as it aids students' linguistic and 'social' needs. In CLT, language goes beyond a tool for training and the focus is 'on process' rather than 'product' and the teacher 'acts as facilitator'. Krashen's acquisition-based methodology is in parallel with this aspect of the literature. While we compare traditional and modern approaches to teaching literature in ELT, some fundamental questions need to be thoroughly examined: why, where, and how literature is introduced and what approaches/ methods / techniques to be used in today's English classrooms. Also discusses the advantages of including a different forms (genres). in the language classrooms. A brief historical analysis of methods of teaching literature, and various approaches to teaching literature recently used is compared with traditional methods and also suggests the need for new emerging methods in teaching literature as well as the challenges of present teachers who are engaged with literature teaching today.

**Key Words:** Communicative Competence; Communicative Language Teaching (CLT); English Language Teaching (ELT) , English as Second/ Foreign Language (ESL/EFL), Genres of Literature: (Prose, Poetry, Story, Novel/Fiction and Drama, Listening, Speaking, Reading and Writing Skills (LSRW skills), Teaching English as Second/ Foreign Language (TESL/ TEFL), Teaching Literature.

### INTRODUCTION:

English Language Teaching (ELT) today demands a lot of work and professional development on the part of the teachers due to concerns with students' needs, interests, motivation, and the use of contemporary technologies in Education. The emphasis in language teaching and learning has been on developing communicative competence since the 1970s, according to Kaharuddin et al (2014). This is defined as the learner's capacity and ability to use their language in functional and social contexts. Whereas according to Arafah (2018), the functional uses of language is for getting directions, making requests, saying routine activities or hobbies, and discussing one's daily activities as part of the Communicative Language Teaching (CLT) method/approach in English. Language practitioners like McKay (1982) and other language professionals always favour the use of literature in classrooms, including the fact that it aids in the development of students' linguistic and social needs. Keshavarzi (2014) says, "In CLT language goes beyond being a tool for training and the focus is 'on process rather than product,'; the emphasis is on 'negotiation rather than predetermination,' and the teacher 'acts as facilitator' and 'not just instructor' as language becomes a tool in the learners' hands that they can manipulate to use their background knowledge to understand authentic texts and of literature" (554 – 557). Acquisition-based methodology, or input +1 theory by Krashen's (2005), is in line with this element of the literature. Literature aids students in developing their English reading comprehension skills and students gain proficiency in speaking and writing. While we compare traditional and modern approaches to teaching literature in ELT, some fundamental questions need to be thoroughly examined first.

## DIFFERENCES BETWEEN 'LITERATURE' AND 'LITERATURE':

English language teachers must be aware of the difference between, 'literature' and 'Literature' before teaching English. British Council in its book *Teaching English* explains various aspects of literature in teaching. Some people define literature as art; however, language experts like Eagleton (1983) define it as cultural records of a country in his book *Literary Theory: An Introduction*. There have been numerous attempts to define literature, he claims. Perhaps a completely other strategy is required in literature. The Formalists viewed literary language as a collection of deviations from the norm and a form of linguistic violence.

Today Literature is a highly regarded and instructive genre of writing. There is a slight difference between kinds of literature, starting with a small letter *l* as well as a capital letter *L*. McRae (1994) distinguishes literature with a small 'l' are popular fiction, fables and song lyrics, and other forms of popular culture. Shakespeare and Homer are examples of literature with a capital L. These days, the literature recommended for use in ELT courses is not just "Literature," but rather "literature," which includes works from various backgrounds and cultures that employ various genres of English literature. According to the British Council, "language teachers should use 'literature' (with a small l) for a novice, and intermediate learners, but should use 'Literature' (with capital L) for high intermediate, and advanced learners".

## Teaching Literature: what and why?

Teachers of English may analyse first, 'what should be taught' and 'why do we teach' literature in classrooms. Hişmanolu (2005) makes the following points on what should be covered in teaching and learning literature:

In the subject of teaching and learning foreign languages today, the use of literature as a method for teaching vocabulary, grammar, and pronunciation as well as basic language skills (reading, writing, listening, and speaking) is very common. In addition, many language instructors assign their pupils to translate literary works into their mother tongue during translation classes, including theatre, poetry, and short tales ("Teaching English through Literature").

Another important question that we have to deal with while discussing teaching literature is regarding why we include and reasons for including Literature/ literature in ELT. According to Collie and Slater (1987) who are cited by Hişmanolu (2005) in his essay underlying four causes for using Literature in ELT, i.e:

(i) *Literature as priceless original material* as we use Literature as a reliable educational resource, (ii) *Literature for Cultural Enrichment* while teaching a novel, play, or short story takes place in a fictional world, (iii) *Using literature to enrich language* to expose students to a wide range of specific lexical or syntactic elements. (iv) *Literature for Personal Engagement* as reading literature involves the reader personally; it can be helpful in the language acquisition process ("Teaching English through Literature").

At the same time, British Council in its book *Teaching English* opines another four more reasons for the use of literary materials in ELT are: "(i) Literature texts 'provide opportunities for multi-sensorial classroom experiences';(ii) it offers 'a rich source of linguistic input' and 'help learners to practice the LSRW;(iii) it can help learners to 'develop their understanding', awareness of 'difference', and 'develop tolerance' by studying the cultures of others, and (iv) it can deal with universal themes too".

## Uses Literature for Teaching English

We can find many uses of literature teaching in English classrooms. AICLL (2018) says in its first annual conference declaration, "Incorporating the Use of Literature as an Innovative Technique for Teaching English" how literature is employed in the classroom. The use of literature in ELT is suggested to follow at least three aspects of the literary work":

(i) to start, educators must be aware of the genres of literature that students are interested in studying to assist the teachers in determining the motivation, preferences, and areas of interest of the students, (ii) Secondly, teachers must evaluate the literary works' degree of difficulty in terms of their grammar, lexical content, and textual structure, and (iii) Thirdly, teachers must evaluate literary works and make sure that students are entertained and delighted by them.

### ***Objectives of Teaching Literature and Traditional Methods used:***

According to Richards (2001) the objectives of teaching literature are: “(i) to give a cause for a programme, (ii) to guide teachers and learners, and (iii) to give the learning process a focus; (iv) to identify what is significant and doable in the learning process”.

Knowing how to use literature for instruction makes it necessary to choose the approach, method, or technique language teachers’ use when teaching the chosen literature. The first thing a teacher should do when deciding to employ literature is to determine the wants of the students, according to Lazar (1993). The next step is to choose the best strategy or model and implement it in the teaching model. Lazar further lists three different methods for using literature in language instruction, including:

- (i) *Linguistic model*: where, language instructors concentrate on the linguistic elements present in a particular work of literature, e.g. the syntax, morphology, and semantics, to be taken into account, (ii) *Using literature as content*: With this, language instructors are expected to select books that are appropriate for their students' levels of language proficiency, (iii) *Literature for personal enrichment*, where language teachers might choose an activity to utilise in the classroom based on a certain literary work.

### ***Some other techniques/ methods for teaching literature:***

The teachers can begin choosing the unique technique utilized to execute the chosen literary works in ELT once the learning objectives have been established. In this sense, the term "technique" refers to the fundamental methods used in English language courses to apply literature. Arafah (2018), suggests a few practical techniques for including literature in language schools, including the following:

- i. *Analyzing Technique*: The lexical items and phrases that make up the text's linguistic expressions are the focus of the analysis. ii. *“Memorising and producing” Technique* where Students must memorise specific vocabulary words and then repeat the story ..... iii. *Completing Technique* is instructed to finish a story that has some literary elements removed. The use of this strategy is demonstrated in an exercise called "Gap Filling", iv. *Storytelling Technique* is supposed to create a narrative based on teachers' key words/ sentences. v. *Transforming Technique*, where students must change a specific literary work from its original form to another form.

### ***Advantages of Including Literary Genres in Teaching Literature:***

Now days we find textbooks consist of various genres in the same readers as there are many advantages by including it. Obediat (1997) asserts that reading literature helps students become more proficient in English in addition to growing as creative, critical, and analytical thinkers. Some factors assist English language learners in gaining a deeper understanding of both the subject matter and the English language. Here analyzing the advantages of including various literary genres in ELT.

### ***The advantages of poetry in language instruction:***

Basic linguistic skills can be taught and learned through poetry. Poetry offers a substantial learning process because the majority of it uses metaphor, whether deliberately or unconsciously, as one of its main approaches. Studying poetry has the potential to provide at least two educational advantages:

- (i) Students learn to appreciate the writer's creative process by breaking down poems into their constituent parts,
- (ii) Growing a linguistic and intellectual sensitivity that could eventually develop into a more profound interest.

Saraç (2003) adds the following explanation of poetry's educational advantages as, “it offers readers a new outlook on language use by straying from accepted usages and standards, it is so open to interpretation and exploration, stimulates unmotivated readers; evokes feelings and thoughts in the heart and mind; helps students become familiar with figures of speech that are used commonly in the language” (17–20).



### ***The advantages of using short stories in language instruction:***

The best place to observe language and life, in general, is in short stories. Characters in short fiction portray every real and symbolic act that people engage in daily. According to Maley (1989), the following educational advantages can be achieved by including short stories in ESL/EFL curricula:

- It enhances kids' reading comprehension,
- It broadens higher-level readers' perspectives on many cultures;
- It offers more innovative and challenging texts; and
- It is used as authentic content, it encourages students to read, and

### ***Benefits of Using Drama in Language Teaching:***

As Sarıçoban (2004) suggested that drama is a useful tool for language instruction when used in a classroom setting. Drama helps students learn about grammatical structures in context and how to express themselves, influence their environment, and inform others. Drama lessons help students become more aware of the target language and culture. In this situation, it becomes more crucial to use drama in foreign language instruction as a technique rather than an aim in itself (15).

According to Lenore (1993) drama has the following educational advantages:

- (i) It motivates the imagination and encourages innovative thinking;
- (ii) it fosters linguistic development and heightens effective listening skills;
- (iii) it reinforces understanding and learning retention by incorporating the senses
- (iv) it reinforces positive self-concept and fosters peer respect and group cooperation;
- (v) it reinforces empathy and awareness of others; and gives teachers a new perspective on teaching.

### ***Advantages of Novels in the Teaching of Language:***

A good method for learning the grammatical structure and practical usage of the target language is to read a novel. Typical human behaviours are frequently portrayed by characters in literature. The human condition is both depicted in and illuminated by novels. Using novels in foreign language lessons has the pedagogical advantages listed below by Hişmanoğlu (2005):

- As authentic reading material, it increases students' motivation to read;
- provides real-life or real-life-like settings;
- permits students to use their creativity;
- improves critical thinking skills;
- opens the door to teaching the target language culture; and
- makes it possible for advanced level readers to learn about various cultures and social groups (63).

## **HISTORICAL ANALYSIS OF ELT LITERATURE TEACHING:**

It is highly important to note the historical analysis of literature teaching in ELT today. Stern (1991) summarises simply how literature is taught in English classrooms. According to her, literature teaching was influenced by two English-based traditions, the British and the continental:

The British tradition emphasised the special educational value of reading, recognising, and comprehending the works of renowned British authors. Whereas, learning about other cultures or civilizations was the main objective of English literature studies in the Continental tradition.

Both traditions had strong academic and teaching stresses.

In his "Approaches to Teaching English Literary in the Language Classroom", Mosnak emphasised the value of literary teaching in assisting students in reading, identifying, and comprehending the works of well-known British authors. Reading and understanding these authors' works was a sign of literacy and the cornerstone of language education. In the Continental tradition, studying English literature had as its main goal learning about other cultures or civilizations

## **PROCESS CENTERED' TO 'PRODUCT CENTERED' TEACHING LITERATURE:**

In the 1960s, it was popular to question established teaching practices, and in ELT, the shift from product- to process-centered instruction affected how literature was taught. Process-centeredness in literature instruction is described by Maley (1989) as "the teacher leaving the pedestal or lectern and involving a classroom handling of literature which does not see literature as a sacrosanct object for

reverent product-centered study”(5). When teaching literature using a process-centered methodology, literary resources have no unique place in the classroom. The outcomes of process-centered literary training are summarised methodologically by Carter and Walker (1989) as follows:

It is possible to teach literary works utilising TEFL classroom-proven teaching techniques. It's critical to get children to respond. This recommends the application of methods including role-playing, improvisation, cloze exams, rewriting, prediction exercises, and more. The students can rearrange the text after it has already been separated. It is still possible to dramatise a text even if it is not overly dramatic.

#### REASONS TO CONTINUE CONVENTIONAL METHODS OF TEACHING LITERATURE:

Stern (1991) makes a point of highlighting the continued usage of conventional methods in literary training. Although they do not have the tools to do so, literature instructors could refine their methods. Moreover, some educators who lack the necessary background and expertise want to try teaching literature. The continued use of antiquated teaching strategies in literature classes, according to Stern, is due to a lack of interest in literary education research. However, a substantial study on the methods required for teaching literature has not yet been conducted. Three factors contribute to this lack of interest: a lack of resources, insufficient teacher preparation, and vague goals on the place of literature. According to Custodio and Sutton (1998):

Reading literature can give kids new views and the freedom to analyse, connect, ask questions, and conduct investigations. In conclusion, literature provides students with an unrivalled rich reservoir of real content in a range of registers. If students have access to this knowledge through the growth of literary competency, they can internalise the language at a high level with effectiveness (20).

#### CONCLUSION:

The use of literature by the language teacher in foreign language classes helps to create lessons that are especially highly motivating, entertaining, and energetic for students with verbal/linguistic intelligence. Literature is not only helps students improve their writing and oral language skills, but it also gives them a window into the culture of the language they are learning. Hişmanolu (2005) has opined that the practise of teaching English through literature does provide certain challenges for language teachers too:

The first is that there aren't many items that language teachers can utilise in a pedagogically sound classroom. Second, there is a dearth of remediation in the TESL/TEFL programmes' literature teaching sections. The absence of specific goals outlining the function of literature in ESL/EFL is the third issue.

Today many teachers make an effort to incorporate literature into their classes, but many lack the expertise and training. There should be a striking balance between the study of literature and the teaching of the English language. Language instructors need to be informed. The need of the hour is completing the four suggested steps: choosing requirements analysis, creating learning objectives, and selecting creative teaching methods to make English Language Teaching (ELT) more effective in the future to make citizens of tomorrow.

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## Phonemic Inventory of Tai Phake Language An Acoustic Analysis

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**Abstract:** *Tai-Phake is a critically endangered language belonging to the Sino-Tibetan language family. It is one of the five Tai varieties (Khamti, Aiton, Khamyang, and Turung are the remaining four) spoken in north-east India (mainly in Assam). The native speakers of Tai-Phake are primarily settled in the Margherita subdivision under Dibrugarh district in Assam. A considerable amount of Phake speakers are also settled in Arunachal Pradesh. In total, there are 11 Phake villages, 8 of which are in Assam. According to some estimation, there are approximately 2000 native speakers (Bradley 2007a), and the language is still being learned by children. The aim of the current study is to redefine and document its phonemic inventory with the aid of PRAAT software. Morey (2008) and Diller (1976) have described the phoneme inventory of Phake as consisting of eighteen consonants and nine vowels. No study of a living language is ever complete, and experimental work upon the tones of the Tai Kadai languages is less explored. Tai Phake is teetering on the brink of becoming a moribund. The current generation of Phake speakers are already showing signs of tonal loss in their speech, rendering a high – functional load of words redundant. It is hoped that the findings of this study will benefit both native speakers and researchers, and help decelerate the looming extinction of the language. This study makes use of acoustic description, explanations and formant values. The data has been collected from the native speakers of Phake residing in the villages of Ketetong and Dibong - Phake in Assam, India. The research outcomes are updated and acoustically redefined phonemic and tonal inventory of the Tai Phake language.*

**Key Words:** *Tai Phake, Acoustic analysis, Phonemic inventory, Consonants, Vowels.*

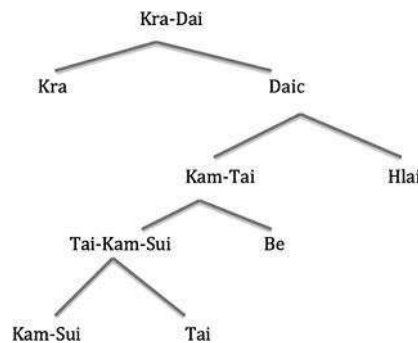
### INTRODUCTION:

Before we delve into the acoustics, we need to understand the tools and methods of analysis. Acoustic phonetics deals with the physical properties of sounds (loudness, pitch, amplitude, quality and spectrographic properties) of the sound waves during the process of speech production (Ball and Rahily, 2013). Praat is a digital software used to analyze speech signals in different tiers. It can be used to segment these speech waveforms (Johnson, 2003). The spectrogram is a graphical representation of soundwaves by explaining their component frequencies. It shows three dimensional representation, i.e., frequency axis (vertical axis), time (horizontal axis) and the energy. The acoustic energy manifests as dark bands on a spectrogram (Ball and Rahily, 2013).

### STATEMENT OF THE PROBLEM

Tai Phake being a severely endangered Kra – Dai language. Being the language of a populace residing in a lesser explored region of the Northeast it is on the brink of extinction. It has been somewhat neglected by linguists when it comes to examining its phonology in an experimental light with modern tools and running the linguistic data through trending phonology models.

Weera Ostrapit (2000) was the first to propose the term *Kra – Dai* for the family of South Asian languages of which Phake is a member. Norquest (2007), Pittayaporn (2009), Baxter & Sagart (2014) and Enfield & Comrie (2015) have since used this term while working on Southeast Asian linguistics. The term *Tai Kadai* (Paul K. Benedict, 1942) is alternatively used. However, to minimize confusion, the former reconstructed autonym is preferred.



**Figure 1:** The Kra Dai Language Factions

The phonemic inventory has been defined by Diller (1992) in *The Tai Kadai Languages* and Morey (2008) in *Tai languages of Assam* with complete fulfillment, applying modern techniques. However, no research of a living language is ever complete. The aim of this study is to reaffirm the status of the phonemes in the language, document their acoustic properties, and analyze possible discrepancies. This is to set the ground for further experimental work in the language, so that theories (previously mentioned and/or unmentioned) are run through tests in order to support or disprove them. It is essential that all the aspects of the language are preserved with modern approaches for their better script presenting.

#### **OBJECTIVES OF THE RESEARCH:**

The main objectives of the current study are-

- To acoustically check and analyze the segments which are already present in the inventory of the Phake language
- To explore the phonemic inventory of the language using modern tools and techniques.

#### **SIGNIFICANCE OF THE CURRENT STUDY:**

The current study aims to be informative for both the native speakers of Phake and linguists working on it. It particularly aims to augment the researches with a proclivity towards an avant garde approach.

Presently Tai Phake is not being taught in schools. Borphakial Gaon village elder Mr. Nimyasong Saton (M. 58) had previously taught the Tai Script to the community children free of cost. However, this practice had to be discontinued owing to lack of proper resources and infrastructure. This study will be helpful to understand and teach the phonemic segments and syllable structure of the language. Acoustic labelling of the segments will also help understand the compatibility of the phonemes with the Tai Orthography. The Tai Phake script is an abugida, a segmental writing system where consonant – vowel sequences are written as a single unit. Tai Phake makes use of a slightly different version of the Burmese/Myanmar alphabet known as *Lik Tai*. A sizeable collection of the *Jatakas*, *The Tripitakas*, and poems/stories documenting the previous of The Buddha are housed in the Buddha Bihars of the Tai Villages. While some have their own printed versions, many are painstakingly hand written by patrons and village elders alike.

#### **METHODOLOGY:**

The study employs a blend of qualitative and quantitative methods to explain and differentiate every segments' articulatory behavior, qualitative method to chart vowel formants with their frequency values. The primary data for analysis are minimal pair lists which have been derived from sentential recordings of the native speakers. Secondary data has also been analyzed to form a comparative tableau, in order to relate the data to the previously described phonemic inventory. For each consonant and vowel, recordings of the minimal pair list have been obtained. These recording have been sourced from a native Tai Phake speaker and have been analyzed in Praat (2017). At least one male and one female speaker have been recorded in order to obtain better recorded samples. The acoustic features of these



recorded segments have then been foregrounded, and their status in the present phonemic inventory been reexamined. The minimal pairs have been continually analysed determining their formant structure, and spectrograms have been taken for and every segment using Praat (2017).

### ON FORMANTS:

The study focuses on inspecting the formants of every segment as each formant corresponds to a resonance in the vocal tract, thereby making it easier to map the phonemes. Formants are frequency peaks in the spectrum which have a high degree of energy. Formants can be classified as filters. They are a concept often confused with pitch. They are ranges of frequency amplified by the shape of the vocal tract. They are responsible for vowel sounds. In theory, a speech stream may produce an infinite number of formants, but only two or three are relevant to the way we hear things. This is simply because the higher ones are out of the range of human hearing. The most important formants, when it comes to acoustics, are the first two. These two lowest formants are the ones that are responsible for vowel sounds. The formants three and up are responsible for voice quality. Any human speech sound produces overtones. Overtones are higher frequencies than a fundamental note that you might be speaking. A human voice also produces white noises, e.g. phonemes like /t/, /s/, etc. these overtones and white noises cannot be classified as sounds. Vowel sounds are produced by two frequency bands that are produced by your vocal tract. These two frequency bands would remain constant for a single vowel even though there are changes in note or there are presence of overtones. The vocal tract remains the same no matter which note is sung/spoken. An example would be the *alaapna* in Carnatic music, where the 'aaaa' is sung in varying notes. The higher formants are the reason we are able to differentiate one voice from another. One doesn't necessarily have to be singing in notes to glean a proper understanding of how formants work. For instance, formants help us distinguish whispered speech.

In Praat, every speech signal shows dark bands of energy which are formants. Formants can be either manually or digitally marked, the latter being more convenient. Nasal or lateral sounds may show up as lighter bands of energy on the spectrogram, whereas vowels showcase darker formants. An examination of the striations of the formants tell us what phoneme it is.

### CONSONANTS IN THE PHAKE LANGUAGE:

Phake has eighteen phonemes - /p/, /t/, /c/, /k/, /ʔ/, /ph/, /th/, /kh/, /m/, /n/, /ñ/, /ɲ/, /s/, /h/, /w/, /y/, /r/, /l/, Morey(2005). These consonants are listed in Morey's *Tai Languages of Assam: Grammar and Texts* and are based on those described by Banchob Bandhumedha in her *Phake-English-Thai Dictionary*. Banchob's notations have been retained in all of Morey's works, save some alterations that have been adopted for the transcription of vowels. Diller has noted that the Phake vowels are undergoing a process of diphthongisation. There are also certain changes like lenition which can be observed in some consonants. Certain very common function words with initial /k/ show lenition when they are unstressed(Morey, 2005).

The status of consonant phonemes in Tai Phake as mentioned by Bandhumedha is incontestable. However, one can note phonological changes and some instances of vowel shift. Acoustics of different vowel stops can vary distinctively in vowels, fricatives and affricates. Three main types of voicing occurs cross linguistically. They are creaky, modal and breathy voicing(Johnson, 2003). Vocal fold vibration is an immensely complex phenomenon(Bless and Abbs, 1983, Laver, 1980), etc.

Consonants								
ᳵ	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽
kaa	khaa	rigaa	chaa	saa	ᳵgyaa	taa	thaa	naa
[k]	[k <sup>h</sup> ]	[ŋ]	[tʃ]	[s]	[ɲ]	[t]	[t <sup>h</sup> ]	[n]
ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	
paa	phaa	maa	yaa	laa	waa	haa	aa	
[p]	[p <sup>h</sup> /ɸ]	[m]	[j/ɟ]	[l]	[w]	[h]	[ʔ]	
Diacritics								
ᳵ	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽
a	ā	i	ī	u	ū	e/ae	ai/āi	o/aww
[a]	[a:]	[i]	[i:]	[u]	[u:]	[e/ɛ]	[ai/a:i]	[o/ɔ:]
ᳵ	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽
m̐	um	om	eu	au	āu	aw	oi	
[am̐]	[um]	[om]	[æu]	[au]	[a:u]	[ɔ]	[oi/oʰ]	

Figure 2: Consonants and Diacritics in Lik Tai.

In modal phonation, the vocal folds are closed during the first half, an open during the second. In Creaky phonation, the vocal folds are held together loosely and air bubbles up through them. This results in a longer closed phase of the glottal period and a comparatively shorter open phase( thus a smaller open quotient). In breathy voicing the vocal folds vibrate but without much contact. Fourier's theorem tells us spectral shape changes with any change in the shape of the waveform. According to the Fourier theorem, a steady-state wave is composed of a series of sinusoidal components whose frequencies are those of the fundamental and its harmonics, each component having the proper amplitude and phase. The sequence of components that form this complex wave is called its spectrum.

**Voiceless alveolar /t/:** In the figure below, the strong energy impact is indicative of the articulatory impact post from the dental place. It has a thinner plosive line, which, again, is indicative tongue tip impact. Hence the matching acoustic patterns with the plosive segments and the absence of F in the voicing impact spot is clearly defined as voiceless alveolar /t/ in the final position of the spectrograph.

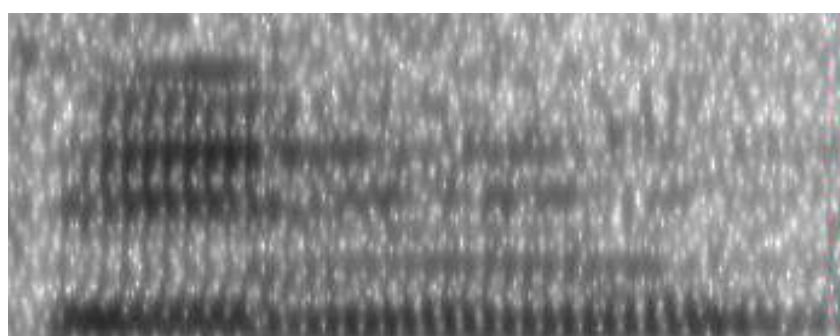


Figure 3: /t/ in the word  $t̃m̐^3$ , meaning 'shoe'

**Unvoiced Aspirated /t<sup>h</sup>/:** In the following spectrogram, the behavior of the initial consonant sound is similar to the previous image, which shows the aspiration affect. The energy impact is in the 4000Hz range preceding the vowel sound. In the light of this evidence with no F0 in the range between 200Hz it is clear that the segment in the initial position of the word  $thũ^5$  is aspirated alveolar consonant /t<sup>h</sup>/.

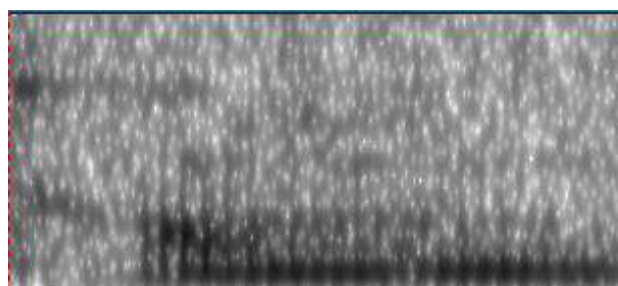


Figure 4: /tʰ/ in the word  $t^h uŋ.tĩn^3$ , for socks.

**Voiceless Plosive Stop /k/:** Two types of vocal tract filtering affect the acoustic properties of stop consonants. First, the vocal tract configuration immediately following the stop closure shapes the spectral qualities of the release burst. The burst is essentially a transient which has a flat spectrum, as can be observed in the figure below.

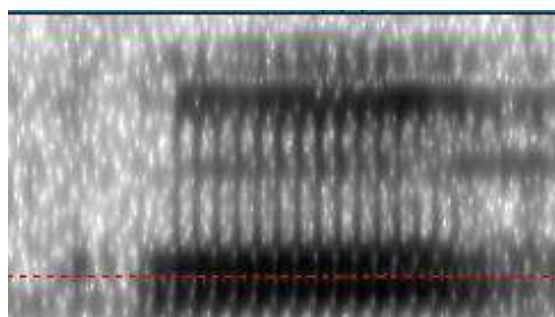


Figure 5: /k/ in  $sǎ^1.kop^4$ , for 'coat'

**Voiced Nasal Velar Plosive /ŋ/:** The F2 and F3 formants are shown to be closing in the spectrogram below. This aspect differentiates the velar nasal plosive from other nasals. The main properties of nasals are captured in this spectrogram, i.e. the low F<sup>1</sup> (sometimes called the nasal formant), close spacing between the formants, the presence of anti-formants, and the presence of anti-formants, whose frequencies are determined by the place of articulation of the stop.

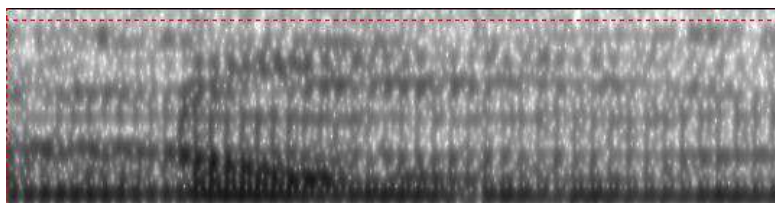


Figure 6: /ŋ/ in  $p^h a^3.niŋ^4$ , for loincloth

Acoustic analysis in the above manner thus confirms that Phake has seventeen consonants of them, five voiceless un-aspirated stops, three voiceless aspirated stops, four nasals, two voiceless fricatives, two semi vowels and one voiceless approximants.

**Vowels in Phake:** In terms of vowel quality, most of the Tai languages of Assam have a nine vowel contrast, with a tenth phoneme provided by the length contrast between /a/ and /aa/ (Morey, 2005). The table below gives the vowel phonemes in Phake. The forms in brackets show the orthography used by Banchob (1987) which is maintained here for the sake of consistency.

ī	u (ü)	u
e	y (ɔ)	o
	a, aa	ɔ

Figure 7: Nine- vowel contrast in Tai Phake

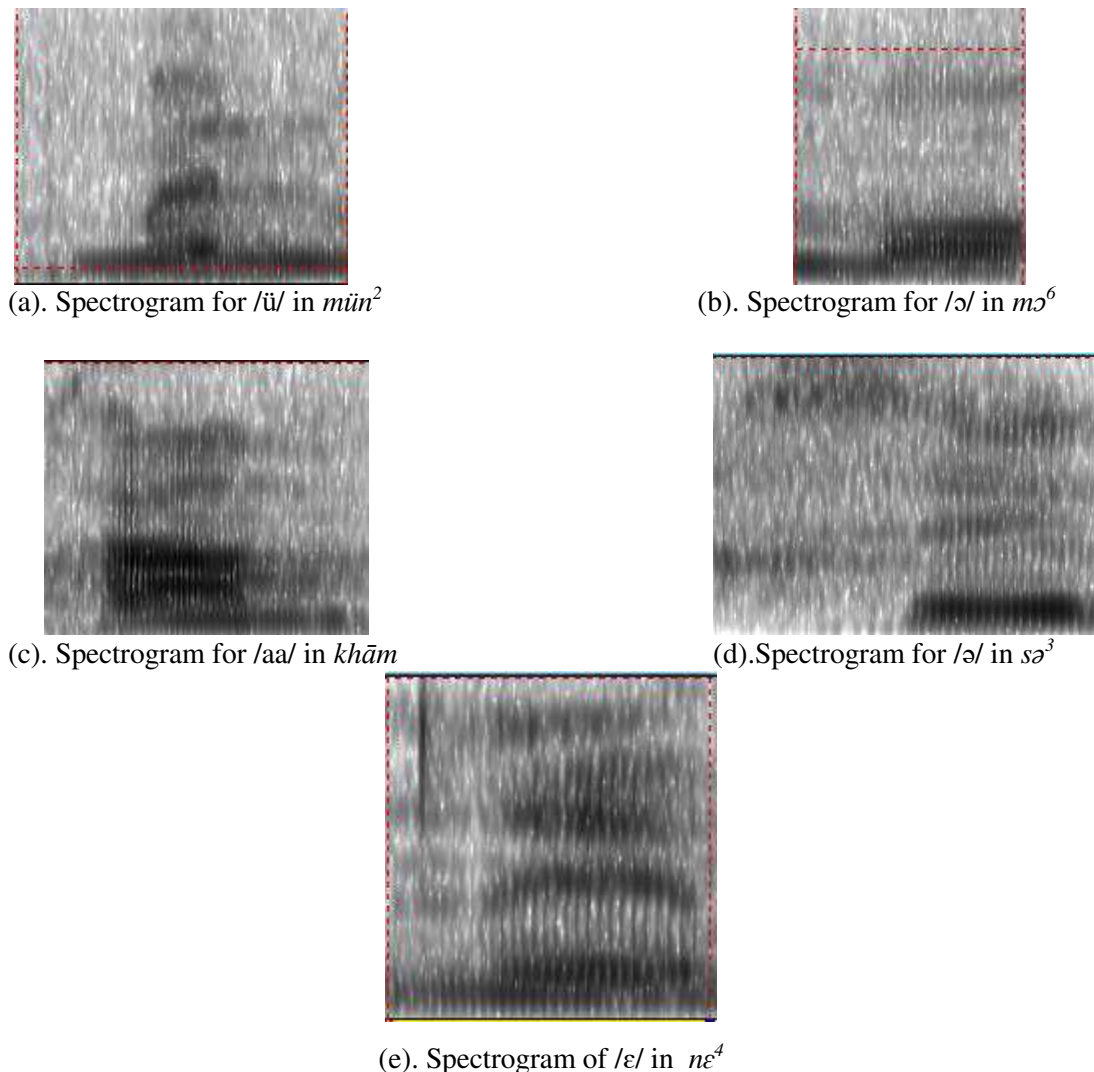


Figure 8: shows the spectrograms for the some Tai Phake vowels.

The front quality of the vowel segments here can be assessed by the gaps in the spectrograms and the lines of impact of the F1 and F2. The overall formant structure and the energy impacts on all formants indicate the spread position of the lips.

### DIPHTHONGS:

Diphthongs are combination of vowel sounds in the same syllable. Both Banchob (1987) and Diller (1992) reported a regular process of diphthongization of the mid-low vowels before velar consonants. Other diphthongization may be occurring among Phake speakers. The data for the current study shows that /aʊ/ is a possible phonemic diphthong in Phake, given the fact that they aren't used alternatively and are minimal pairs.

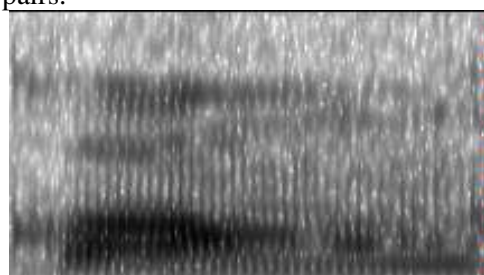


Figure 9: The diphthong /aʊ/ in  $kaʊŋ$

## CONCLUSIONS:

It has been observed and now is cleared that the Phake language has eight oral stops : /p/, /t/, /c/, /k/, /ʔ/, /ph/, /th/, /kh/, four nasal stops, one alveolar fricative, one glottal fricative and plosive each, two approximants and one alveolar trill. This research also points towards the possibility of one phonemic diphthong, /aʊ/. This diphthong often requires for the tongue to start low and front [a], and then it moves high and to the back of the mouth, and the lips get rounded. The second part of this diphthongs is but the high back rounded [ʊ]. Phake data gathered for this study confirms that /aʊ/ and /ɔ/ are not used allophonically.

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## Delineation of Ecological Destabilization in Dystopian Fiction

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**Abstract:** *The Depiction of biosphere in anti-utopian society is the current global trend in literature. This paper deals with the portrayal of Ecological crisis in the fictitious world of dystopian society. The Ecological concern is however the current Vogue of the world. This paper in-depth analyse the Eco-destructions that is been portrayed in the most iconic novels of contemporary society. Dystopian fiction usually represents the impending chaos as a consequence of contemporary spoilage of nature by Human being. The disruption of Eco system in the near future and revenge of polluted nature towards the Homosapiens is often considered the major theme of Dystopia Novels. The Portrayal of the Post apocalyptic world as a villainous figure to the inhabitants due to the harmful ecosphere as a result of Environment damages caused by Humans in the mere past. The Novels with Post-societal theme generally causes mankind combat with the fear of the approaching mayhem.*

**Key Words:** *Dystopia, havoc, Ecology, Post-apocalypse, Depiction.*

### INTRODUCTION:

This paper deals with the depiction of destabilized biosphere in anti- utopian society. The hidden ecological crisis which act as a cause of such destruction are also dealt deeply in this paper. The terrifying portrayal of ecosphere in dystopian society creates awareness about the impending dangers of current global ecological issues. The depiction of destabilized nature in dystopian fiction provides warnings through various approaches to the readers. The basic reason why such horrific depictions of nature are made is because of the fact that it provides horror atmosphere to the readers more over , insists on creating a feeling of Anagnorisis to the readers so that the readers can understand about the possible Post-societal conditions and create changes in the current world that can prevent the future chaos.

### What is Ecosystem?

The term “ecosystem” was invented by A. G. Tansley, an English botanist in the year 1935 Earlier it was referred to as “biocoenosis”. Ecosphere is a conglomeration of numerous biotic and abiotic factors, they are all interconnected with one another forming a complete ecosphere. Ecosystem is the foundation of biosphere. The word ecosystem is fundamentally divided into ‘eco’ which refers to a part of the world and ‘system’ which means a co- ordinating unit. The types of ecosystem are divergent. They are, Freshwater, marine and terrestrial ecosystem. According to a survey, In the past sixty year , sixty percent of the entire ecosystem has been degraded. “Eventually we’ll realize that if we destroy the ecosystem, we destroy ourselves”, comments Jonas Salk an American Virologist, who through his words forewarns about the gradual degradation of ecosystem by humans.

So, why is it important to study about the destabilized ecosystem in dystopian society?

In order to gain a better understanding about the concept one must be clear about the idea of utopia and dystopia. Utopia is a place that has a well-balanced environment, where people live in harmony with the nature. It is a place of perfection with flawless laws, government and social

conditions. In Utopian society equality prevails among citizens and people also have freedom of thoughts. Another utopian aspect is that every citizen in utopian society gets access to education, healthcare and employment. The society is disease-free with a prosperous and well-maintained ecosystem. Where as, Dystopia is either totalitarian or post-apocalyptic. People are under the control of Technology, they lack freedom and individualism. People are subjected to constant surveillance. The society is filled with prevalent fear. The basic characteristic found in dystopian society is it's disastrous nature and sense of oppression. Natural environment is completely banished in anti-utopian society. Dystopian fiction often portrays such society as dehumanized environment. The familiar characteristics of ecosystem in dystopian fiction are; the scarce of natural resources found in the society, totally damaged agricultural system and the unpredictable climatic changes. Contaminated environment, that makes it almost impossible for the biotic creatures to survive and the completely collapsed ecosystem that is suspending the future hopelessly. The portrayal of ecosystem in dystopian fiction are mostly deployed which indicates that nature is life, if there is a damage in nature it will definitely end up in the annihilation of life. It is also common in dystopian fiction that random cataclysmic events occur in post-apocalyptic world. This is manifested in the animated film, Wall-E that was released in the year 2008, where destabilization of ecosystem occurs through excessive amount of garbage. In this film earth has been overrun with garbage, making it unsuitable for plant and animals life. The film analysed in relation with the contemporary world gives the level of possibility for such end is high. According to the recent study in solid waste management, the world generates 2.01 billion tonnes of solid waste each year and the trepidation is that the value may grow upto 3.40 million tonnes before the year 2050. This study focuses on the terrifying fact that, if proper management of waste are not make the end of the in the form of garbage have the possibility of becoming and inevitable truth. The next ironic possibility discussed in films are nuclear war. This kind of apocalypse is perceptible in animated Japanese film, "Nausicaä of the valley of the wind". It was released in the year 1984. The film is set in the far future where after an apocalyptic conflict devastated an entire ecosystem, the handful surviving humans starts living in scattered semi-hospitable environment which became a 'toxic jungle'. The result of the destabilized environment in this film is contaminated environment and mutated giant insects. "Every one of us relies on water from the wells, because mankind has polluted all the lakes and rivers "these are words uttered by the title character Nausicaä in this film . This extract reveals about the intensity of the highly contaminated environment that is witnessed in this film. Moreover, the director of the film Miyazaki tried to induce optimism in this film by making Nausicaä raise non- poisonous plants conducive to find about the rigorousness of the environment. The total number of nuclear tests conducted so far by the first world countries are around 2,056 till date. The nuclear explosion creates severe radioactive damages which might haunt the environment generations after generations.

Oryx and Crake by famous writer Margaret Atwood is a contiguous novel. It was published in the year 2003. The novel is post-apocalyptic in nature with non- linear time line. In this novel Atwood delineate about the destabilized ecosystem through artificial global plague and genetic engineering. The novel focusses on the aggressive hybrid animal as the result of genetic engineering and the struggle for survival by the human representative, Snowman. The novel when analysed in context with reality leads people to the recent innovation in genetic engineering CRISPR-cas9 ,an gene editing tool invented to cut and paste genetic material that can result in producing genetically modified organisms. However, the risk rate is based on the species selected for the process and the results are tentative. Kim Stanley Robinson 's novel "New York 2140" gives the readers a glimpse of the futuristic New York City which is half submerged due to the rising sea level as the result of global warming. However, people manages to survive in the novel. This novel was published in the year 2017. It is a post-apocalyptic climate fiction. In reality, the effects of global warming is a serious thread. According to the National Oceanic and Atmospheric Administration (NOAA), the temperature of earth have gradually been increasing by 1% since the 1960s. It is also expected by scientist that the global temperature will rise up to 1.5°Celsius by 2050. The next narrative is "Breath" written by Sarah Crossan. The novel is a post-apocalyptic young adult fiction, where due to severe deforestation humans are left to fight for the limited oxygen available and tree pods that will act as their future life support system. Deforestation in our contemporary world is a serious issue. According to latest studies on deforestation, Earth was covered with 57% of dense forest 10,000 years ago, which have been reduced to 31% in the present era. Deforestation occurs as

a result of turning forest into agricultural fields, depletion of forest in the name of wood extraction and finally the major cause called urbanisation, with such great amount of deforestation the condition seen in the fiction “Breath” has a high possibility of becoming a disastrous reality. The Short Story, “I have no mouth, and I must scream” is yet another dystopian work, that speaks about the destabilization of ecosystem as the result of Artificial intelligence (AI). It is a post-apocalyptic science fiction. In this short story the Allied Mastercomputer called AM, seeks revenge on humanity for its own tortured existence. The short story focalises on the aftermath of genocide operation conducted by AM, which results in the end of nature and the human race leaving behind five selected individuals whom AM can torture for the rest of eternity. “Once computers can effectively reprogram themselves, and successively improve themselves, leading to a so-called ‘technological singularity’ or ‘intelligence explosion,’ the risks of machines outwitting humans in battles for resources and self-preservation cannot simply be dismissed.” This statement by Gary Marcus an American scientist in the year 2013 proves that Artificial Intelligence are dangerous to rely on. The main characteristics found in dystopian fiction is the destabilized nature or ecosystem, it is used as an element by authors to create awareness about the Current trends leading to the nightmarish future. Dystopian fiction is a best approach to induce anagnorisis in readers and create awareness about nature. It focuses on the possible disasters that may occur as a result of human ignorance. As the possibility of the contemporary world becoming an utopian or dystopian society is equally prominent. Dystopian fiction with its Delineation of ecological destabilization provides caution to human race about the inevitable prospect of losing ecosystem, if the oblivious nature of human towards ecosystem persists in the future.

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## Global Glasses or Glossy Goggles?

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**Abstract:** *Although the increasing change of demographics in schools demands an education system with global competence, teacher education programs are still struggling to develop pre-service teachers' global literacy. With the current global trends, schools are continually becoming Culturally and Linguistically Diverse (CLD), but the pre-service and in-service teachers still have different opinions and perceptions about the required awareness and training to teach the students through the lenses of global literacy. To build cultural, linguistic, and social diversity in their classrooms, teachers should recognize their own beliefs, perceptions, assumptions, and experiences about teaching and learning to promote vigorous discourse through culturally responsive teaching. Through quantitative research, a CLD research-based (Guyton & Wesche, 2005) survey was designed and administered to in-service and pre-service teachers in one of the core courses of a Southeastern university in the United States. The study examined teachers' perceptions, attitudes, self-awareness, and preparation toward global competence. The research questions focused on the three domains of self-awareness, cultural awareness, and cross-cultural awareness to examine the role of course discourse and practices on teacher candidates' growth mindset. The analysis of the survey data uncovered information related to the themes of diversity, instructional awareness, self-awareness, cultural awareness, and access to linguistically and culturally responsive teaching. The findings indicated an increasing level of global competence in teachers who had been offered global content courses and practices. The study concluded by providing implications for teachers, schools, educators, and policymakers on providing an equity-based educational environment for culturally and linguistically diverse students.*

**Key Words:** *culturally and linguistically diverse, global competence, perception, professional development, teacher candidate*

### INTRODUCTION:

Global competence as discussed extensively by different scholars aimed to examine and promote global perspectives in education systems, educators, and students (Braskamp, 2008). Aware of various definitions of global competence in different fields of study, global competence in this study refers to the capacity of individuals and systems to effective interactions with people from different cultures and languages. A solid system with global competence should be able to examine intercultural and intracultural issues for global engagement with diverse bodies. Individuals with global competence can understand and appreciate diverse perspectives and react to linguistic and cultural differences with a growth mindset (Parmigiani, 2022). There had been efforts to gain this global competence thorough some study-abroad programs for students and educators (Doyle, 2009; Fine & McNamara, 2011) or attempts on developing individuals' mindsets toward globalism through some academic success courses and workshops in school and college systems (Glass & Westmont-Campbell, 2014). With all the efforts toward promoting globalism and global competence, there is still a demanding need to include more global literacy elements in educational discourse and practices.



## **THEORETICAL FRAMEWORK:**

The increasing change of demographics in schools demands an education system with global competence, in which all students with any cultural and linguistic backgrounds can feel academically safe and respected. Teachers' awareness of the diverse linguistic and cultural needs of the students never can be denied or neglected. Although schools are continually becoming culturally and linguistically diverse, the pre-service and in-service teachers still have different opinions and perceptions about the required awareness and training to teach through the lenses of global competence. To build cultural, linguistic, and social diversity in their classrooms, teachers should recognize their own beliefs, perceptions, assumptions, and experiences about teaching and learning to promote vigorous discourse and culturally responsive teaching with global competence (Cochran-Smith, 1995; Saperstein, 2020).

To increase and promote the global competence of the education system, some universities around the United States offered courses in international education and non-Western areas of study (Reimers et al., 2016). Some educational systems have added study-abroad programs, global literacy courses, and knowledge of foreign languages to their curriculum design. Increasing the global competence of the students should start with teachers' education and training for global capacity and awareness. Teachers should acknowledge the cultural and linguistic differences of the students and appreciate diversity as the first step toward global competence (Alfaro, 2008; Armstrong, 2008; Merryfield, 1997; Roberts, 2007; Saperstein, 2020). The current study aimed to evaluate the role of global competence courses in teacher education programs to revisit the global capacity of prospective teachers. Teachers' lack of awareness of the students' cultural and linguistic needs would create double identities for teachers and students rather than constructing and developing their own identities in global contexts through the lenses of diversity and inclusion (Rodgers & Scott, 2008; Olsen, 2011). Including diversity and global literacy courses in teacher education will evolve teachers' identities from being classroom teachers into global educators.

Teachers' identity formation can be examined through sociocultural and post-structural theories (Varghese et al., 2005). According to post-structuralists, educators need to develop new ways of thinking about differences and identities with a growth mindset rather than a grounded or fixed attitude (Woodward, 2015). Teachers should believe in what they teach, and they should teach what they believe. Educators would start to create double identities when their personal and professional identities are not connected, and they will not believe in what they do. Teachers as humans may find their zone of comfort being invaded by letting culturally and linguistically diverse bodies into their secure territory. In global discussions, teachers' background and prior global experiences can construct their perspectives and judgments of the world around them and can shape their future identity as an educator (Olsen, 2011).

Global competence requires individuals who are flexible, feedback-sensitive, open-minded, and motivated. As the centrality of the global society, the self must be prepared to visualize its identity for the establishment of its continuity. Teachers can promote their global competence by connecting their past experiences to future global interactions to appreciate a culturally and linguistically diverse society (Chen & Starosta, 2000).

## **METHODS**

The current study aimed to explore the role of course content for prospective teachers in teaching programs toward global competence. The methodological framework of the study was inspired by the causal-comparative research design (Gall et al., 2003) to investigate the cause-and-effect relationship in the global competence of the participants. The dependable variable was teacher candidates' global competence, and the independent variables were teacher education courses and global competence practices for teacher candidates. The study was conducted at a large Southeastern university in which more than 2,900 students attend the college of education. A survey with 35 questions with three domains of self-awareness, cultural- awareness, and cross-cultural-awareness was applied for data collection of the study (Chen, 2005). The questions under the domain of self-awareness examined candidates' knowledge and understanding of the world, what knowledge they judge to be



important, and how their knowledge is gained. The self-awareness domain questions focused on teacher candidates' personal values and self-image, the way they approach thinking and knowing, their knowledge about themselves, their identity as an individual, and their purpose as teachers.

The questions of cultural awareness examined teacher candidates' ability and comfort in relating to others, acceptance of cultural differences, and the actual knowledge they have acquired about the world through their teaching courses. The survey questions with the theme of cultural awareness aimed to evaluate the role of courses and assignments that were offered in teacher education programs toward global competence of teacher candidates. The questions could examine teacher candidates' perceptions to negotiate the multiple meanings of globalism and manage complexity and conflicts in the global context (Chen, 2005). The cross-cultural questions of the survey were designed to explore the candidates' growth mindset, resistance to change, stereotyping, chaos, the complexity of change, and empathy. The teacher candidates could revisit their mindset about cultural differences and their capacity for possible changes toward the global competence. The surveys were distributed to 200 participants through purposeful sampling (Creswell, 2013) in language and literacy courses of teacher education programs at a Southeastern University. The data were collected through an online survey delivered once at the beginning of the semester and once at the end of the same semester to evaluate the role of course syllabus, content, and assessments on the global competence of the prospective teachers. The survey was administered through the Qualtrics online survey platform to provide a convenient way for participants to complete the survey at their own time and pace. The surveys were distributed electronically after course instructors' approval in each of the target courses. The teacher candidates were asked to apply the same code or pseudonym for both surveys to measure the domains of change in each teacher candidate besides the overall evaluation. Among the 200 expected participants, only 85 surveys were complete and could be used for the study. The courses were divided into two categories of general language-literacy content and ESL-related content. The data were analyzed in SPSS (Statistical Package for the Social Sciences) software and each domain of self-awareness, cultural awareness, and cross-cultural awareness was analyzed separately.

## **FINDINGS:**

To investigate the level of global competence that the teacher candidates could gain through language and literacy and ESL-related courses, the data were collected at the beginning and end of each semester. The responses to the questions under the three domains of self-awareness, cultural awareness, and cross-cultural awareness were first categorized and then analyzed to be compared with the second phase of data collected. The findings were analyzed for each participant separately to examine any changes and in general, the role of courses and instructions received. The findings showed an increased level of global competence after lessons and assignments with global competence content. There was a significant increase in teacher candidates' self-awareness skills and awareness of their own personhood and self-identity. The answers to survey questions represented that the teacher candidates declared they could be better decision-makers, they could defend their different views from the others, they were more comfortable taking action for their principles, they learned how to explain their personal values to diverse populations and could develop a meaningful connection between their personal and professional life ( $M = 20\%$  to  $M = 35\%$ ). In other words, the teacher candidates gained better self-awareness skills through the activities and instructions offered in the target courses. There was a significant difference in the cultural awareness of the teacher candidates between the first and second surveys. There was a significant difference in teacher candidates' positive perceptions toward cultural priorities, inquiry into cultural differences, the world around them, and international relations between the first and second phases of the survey. These changes could be pertained to the global competence content and practices that were offered between the first and second phases of surveys ( $M = 26\%$  to  $M = 20\%$ ), ( $M = 45\%$  to  $M = 48\%$ ). In other words, the teacher candidates who were offered global competence content and practices were more aware of the cultural and linguistic diversity of the students than the teacher candidates without access to global competence content and practices. There was a

slight bias in teacher candidates' cross-cultural skills related to their social responsibility and social interactions toward people from their own ethnic background and cultures than the global capacity ( $M = 64\%$  to  $M = 59\%$ ). In other words, the teacher candidates expressed their interest in making friends and having social connections with people from their own ethnicity and background more than the others at international levels.

**Table 1.** Global Competence in language and literacy courses

Variable	Phase 1	Phase 2
	<i>M</i>	<i>M</i>
Self-awareness	20	35
Cultural awareness	26	20
Cross-cultural awareness	64	59

**Table 2.** Global Competence in ESL courses

Variable	Phase 1	Phase 2
	<i>M</i>	<i>M</i>
Self-awareness	30	35
Cultural awareness	45	48
Cross-cultural awareness	54	59

## CONCLUSIONS :

Teacher educators, teacher candidates, and in-service teachers must be aware of their position of power as agents of change. Teacher educators should revisit their practices for teachers' fundamental beliefs about diversity and inclusion of the students (Cooper, 2003). The current study indicates the critical need for discourse and practices toward the global competence of educators. Global competence cannot be gained only with reliance on course labels or materials, but international collaboration and diverse bodies are needed to be included in theory and practice. Building connections with diverse scholars in reciprocal modes and including global competence in course designs will lead to a globalized education system (Paine et al., 2016). To measure and promote teachers' global competence, teacher education courses and in-service professional development should be evaluated. Evaluating the level of global competence that the teachers gain during their teacher education programs will help workshop designers to design productive professional developments for the cultural and linguistic needs of diverse students. Teachers can form and reform their professional identity through courses and practices rich in global competence. Teacher candidates should be prepared to walk into classrooms where the students are not from similar ethnicity and background. They need to revisit their own biases and see justice-based education from different perspectives and within a more inclusive paradigm. The findings of the current study presented a more positive attitude in teacher candidates after offering global competence content and practices. Program evaluation and course analysis is a new gateway that can open the doors of global competence into the education system.

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## Interrogating Concepts of Equivalence and Fidelity in Translation: The Context of *Umrao Jan Ada*

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**Abstract :** *Umrao Jan Ada*, Hadi Mohammad Rusva's magnum opus unravels the 18<sup>th</sup> century Lucknowi culture that came under strict colonial crack down. It's a faithful account of the practices that withered under the gaze of the colonial dispensation. Written in chaste Urdu and explaining compelling circumstances under which Umrao found herself turning into a courtesan, the novel witnessed a much awaited English rendition by Khushwant Singh and MA Husaini. While the translation of *Umrao Jan Ada* is beyond doubt a celebratory occasion, it nonetheless, raises questions about its use of verbal equivalents in the target language besides faithfulness of the TT to the ST.

*This research paper is an attempt to critically look into the issues of 'fidelity' and 'verbal equivalence' in the process of translation and thus analyse the ways the translators negotiated these tricky issues. Retention of sizeable number of original vocabulary in the TT also raises question about the ready availability of substitute words in the TL. The paper explores the inherent concepts in translation of various equivalents and their use in the TT. Methodology employed in the paper is close textual analysis. Khushwant Singh's translation of Umrao Jan Ada is the primary text while various critical books, journals and research articles on translation and Umrao Jan Ada constitute the secondary sources for this paper.*

**Keywords:** *Equivalence, Fidelity, Translation, Loss and Gain, Sexualization of translation, Cultural turn.*

### INTRODUCTION

*Umrao Jan Ada*, one of the pioneering fictional works in Urdu literature marks the culmination of literary career of Hadi Mohammad Rusva. Translated into English by Khushwant Singh and M.A. Husaini, the novel encapsulates the vicissitudes in the life of Umrao who finds herself trapped in the 'establishment of Madame Khanum Jan' to 'trade my (Umrao's) honour for money, for this was the Chowk, the prostitute's quarter.' (2008:36) Her abduction engineered by Dilwar Khan to take revenge on her father ultimately landed her in the profession of a courtesan, although she was from a 'cultured family' with inbuilt nobility.

Khushwant Singh's translation of the novel engenders questions about how the translator negotiated with the translation of Urdu vocabulary of the Source Text (ST) in the Target Text (TT). The translator preferred to retain certain Urdu words as it is in the translated text thus giving rise to the question of availability of 'equivalence' in the Target Language (TL). Similarly, 'fidelity'/faithfulness of Khushwant Singh's Target Text (TT) to the Source Text (ST) also demands a meticulous critical examination.

This research paper thus premises on the critical re-examination of the employment of verbal equivalents in the Target Text and adherence to fidelity to the Source Text. The paper also claims that employment of vocabulary with approximate meaning causes loss of meaning of the original text thereby augmenting risks of distortion of information. The methodology adopted for this paper is comparative method hinging on theories of Henry Remak and Lawrence Venuti.



Translation Studies or Translatology as it is called today came to be recognised as a full fledged branch of study in various universities across the world under the umbrella term Comparative Literature only in the 1970s and perhaps this is the reason why Susan Basnett states,

The 1980s was a decade of consolidation for the fledgling discipline known as Translation Studies. Having emerged onto the world stage in the late 1970s, the subject began to be taken seriously, and was no longer seen as an unscientific field of enquiry of secondary importance. Throughout the 1980s interest in the theory and practice of translation grew steadily. Then, in the 1990s, Translation Studies finally came into its own, for this proved to be the decade of its global expansion. (2002: 1)

James S Holmes gave currency to the term 'Translation Studies' through his paper titled, "Name and Nature of Translation Studies". As a branch of studies requiring serious engagement, it came to receive a wider acclamation in the wake of the internet and cyber revolution in the 1990s. Various theories such as Skopos, Linguistic, Cultural and others began to develop widening the scope of research in translation. Globalization rendered translation activity a perennially significant move towards proliferation of knowledge. Explaining the reasons of translation as an artistic activity taking reshape, Basnett says:

Perhaps the most exciting new trend of all is the expansion of the discipline of Translation Studies beyond the boundaries of Europe. In Canada, India, Hong Kong, China, Africa, Brazil and Latin America, the concerns of scholars and translators have diverged significantly from those of Europeans. More emphasis has been placed on the inequality of the translation relationship, with writers such as Gayatri Chakravorty Spivak, Tejaswini Niranjana and Eric Cheyfitz arguing that translation was effectively used in the past as an instrument of colonial domination, a means of depriving the colonized peoples of a voice. For in the colonial model, one culture dominated and the others were subservient, hence translation reinforced that power hierarchy. As Anuradha Dingwaney puts it, the processes of translation involved in making another culture comprehensible entail varying degrees of violence, especially when the culture being translated is constituted as that of the "other. (2002:5)

Basnett stresses the fact that translated knowledge received an impetus to move beyond national boundaries with the advent of the cyber age as trans-border and international literary movement became possible. The 'once colonised' nations whose voices were suppressed by the colonizers, dwarfing the colonized culture and language, came to receive life and voice in translations. Translation scholars such as Spivak, Cheyfitz and Tejaswani point out that translation in the colonial period as used for reinforcing domination of the colonizers which received a fatal blow in the cyber age.

### Decoding Equivalence

Equivalence in translation generally refers to vocabulary that a translator uses in the TL to replace a vocabulary in the SL. In other words, it is a verbal equivalent whose meaning is generally supposed to be exact or at least approximate to the meaning of the ST. In his definition of translation equivalence, Popovic distinguishes four types:

- (1) *Linguistic equivalence*, where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation.
- (2) *Paradigmatic equivalence*, where there is equivalence of 'the elements of a paradigmatic expressive axis', i.e. elements of grammar, which Popovic sees as being a higher category than lexical equivalence.
- (3) *Stylistic (translational) equivalence*, where there is 'functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning'.
- (4) *Textual (syntagmatic) equivalence*, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape. (2002:33)

These various types of equivalents represent different shades of approximate vocabulary in the TL substituted for the SL. However, employment of such alternative vocabulary encounter questions pertaining to representation of 'the exactness' of the SL vocabulary. Eugene Nida distinguishes two



types of equivalents: *formal* and *dynamic*, where formal equivalence “focuses attention on the message itself, in both form and content.”(34) In such a translation one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept. Nida calls this type of translation a ‘gloss translation’, which aims to allow the reader to understand as much of the SL context as possible. *Dynamic equivalence* is based on the principle of *equivalent effect*, i.e. that the relationship between receiver and message should aim at being the same as that between the original receivers and the SL message. As an example of this type of equivalence, he quotes J.B. Phillips rendering of *Romans* 16:16, where the idea of ‘greeting with a holy kiss’ is translated as ‘give one another a hearty handshake all round’. With this example of what seems to be a piece of inadequate translation in poor taste, the weakness of Nida’s loosely defined types can clearly be seen. The principle of *equivalent effect* which has enjoyed great popularity in certain cultures at certain times, involves us in areas of speculation and at times can lead to very dubious conclusions. So E.V. Rieu’s deliberate decision to translate Homer into English prose because the significance of the epic form in Ancient Greece could be considered equivalent to the significance of prose in modern Europe, is a case of *dynamic equivalence* applied to the formal properties of a text which shows that Nida’s categories can actually be in conflict with each other. (35) Besides, Popovic and Nida, another great scholar Neubert emphasizes on translation as ‘process’ and ‘product’ whereby Neubert accentuates the elements of dynamism as well as static nature of the equivalents in translation. Popovic argues that ‘the invariant core’ of the SL vocabulary must be retained in the selection of TL vocabulary.

### Understanding Fidelity in Translation

Fidelity/ faithfulness of TT to ST is an issue of paramount importance in translation. It refers to the accuracy of meaning embedded in the ST while transferring to TT. Edward Sapir claims that ‘language is a guide to social reality’ and that human beings are at the mercy of the language that has become the medium of expression for their society. Experience, he asserts, is largely determined by the language habits of the community, and each separate structure represents a separate reality:

No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached. This points to the fact that maintaining fidelity to the ST in TT is unlikely in the translated text since the two languages involved in the transaction process are different. (2002:7)

Edward Sapir holds the view that since no two languages are similar, hence the natural conclusion is that one language cannot represent the other language adequately. Therefore, a question of loss and gain is perennial in the translation process. Lori Chamberlain adds a feminist angle to the debate of fidelity while pleading that addressing the question of fidelity of the TT to the ST makes TT subservient to the ST. When ST is accorded the status of a ‘supreme’ and TT ‘subordinate’, it brings in the idea of a wife’s faithfulness to the husband or a slave’s faithfulness to his master. In this context Lawrence Venuti in *Translator’s Invisibility* (2006) advances concepts of ‘Foreignization’ and ‘Domestication’ discussing the factors that render the TT writer invisible in the text despite the writer’s stupendous pain and labour going into the book.

### Examining ‘Equivalence and Fidelity’ in *Umrao Jan Ada*

Hadi Mohammad Rusva’s *Umrao Jan Ada* marks apposite and faithful rendition into English by Khushwant Singh and MA Husaini. While the TT of Singh captures the milieu and transfers the message of Rusva’s ST commendably, one can nevertheless observe the translator falling short of adequate verbal equivalents in the process of translation. Retention of the Urdu vocabulary in many instances in the TT points to the paucity of equivalents in the TL.

### Cultural Equivalents in *Umrao Jan Ada*

The translator himself avers, “In the novel *Umrao Jan Ada* we get a flavor of all that was Lucknow--- its language, its poetry and music and the way of life of its citizens.” (2008:15) Hence, a life like

picturization of the contemporary times of Rusva that manifests in original text of *Umrao Jan Ada* finds translated into Singh's TT.

Masterly handling of the cultural and linguistic glamour of the 19<sup>th</sup> century Lucknowi Nawab culture and affiliated protocols and practices lend uniqueness to the translation of *Umrao Jan Ada*. Khushwant Singh's translation of the text not only captures the time in which the ST was written but also enables the readers in the TT visualize its socio-cultural nuances. Singh says, "Only the Lucknowi knew how to roll the *pan* leaf properly and the gestures with which it was accepted from a lady, how it was to be chewed and how spat out in their silver spittoons." (15) The *tehzib* of the time in Lucknow comes vividly alive in *Umrao Jan Ada* and Singh brilliantly manages to reproduce the same milieu of the ST in TT. Regarding the 19<sup>th</sup> century culture of Lucknow, Singh says:

The culture of Lucknow centered around poetry and music: other arts were largely neglected. Everyone who aspired to being called cultured took on a teacher and learnt how to compose poetry. (If music did not favor him, he plagiarized rather than admit his inability to rhyme.) The most important cultural event was the *Mushaira* or poetic symposium where famous bards recited their compositions to vast audiences amid thunderous cries of '*Wah, Wah! Mokurrer Irshad!*' and so on. (2008:15)

Whenever a few friends gathered together, their parties tended to turn into small *mushairas*. *Mushairas* were common during the time of Lucknowi Nawabs as many a time they would attend such symposia in person accompanied by their loyalists. The chaste Urdu used in the *mushaira* as well as in day to day life speeches was attractive. The salutations and the mode of address differed according to the social status of the person being addressed. Thus a married woman was addressed as Begum. But courtesans were never addressed as Begum, rather they were called Jan after they were deflowered. Thus Umrao Begum would have been a respectable woman just as Umrao Jan is a courtesan.

### Verbal Equivalents in Umrao Jan Ada

The translator of *Umrao Jan Ada* prefers to retain the original vocabulary in numerous instances in the TT in order to enable the readers visualize the original milieu of the ST. Thus, referring to her father's job, Umrao says, "I don't remember what he did or what he was paid; but I do remember that people used to address him as *Jemadar*." (2008: 22) *Jemadar* is an Urdu word and employment of its equivalents in English would have deprived the TT readers of the socio-cultural image of a *Jemadar* in the Indian context. Similarly, the retention of ST vocabulary such as '*Abbu*', '*haandi*', '*nainsook*', '*dupatta*', '*dhoti*', '*Rajab*', '*Chapati*', '*hookah*' and so as it is in the TT, creates the same impression. Sapier's statement, "No two languages are same" justifies Khushwant Singh's employment of original vocabulary in certain cases in the TT. Thus Singh creates what Lawrence Venuti calls "illusion of reality" in the translated text. Loss of meaning in translation is often conceived as natural which raises the issue of fidelity in translation activity. Khushwant Singh skillfully managed the predicament of use of verbal equivalents in *Umrao Jan Ada*.

### Fidelity of Umrao Jan Ada (TT) to Rusva's ST

Fidelity refers to faithfulness. A translator is generally expected to be faithful to the ST in the transference process; else the TT ends up presenting a distorted version of the ST. In other words, accuracy of information is emphasized through the much debated concept of fidelity. Lawrence Venuti in this context becomes extremely relevant through his ideas of 'Foreignization' and 'Domestication' which alternately advocates for allowing external elements to TT for the visibility of the translator and denounces traditional surrender of the translator to the set norms of preventing everything extraneous that flows into the TT. Khushwant Singh is true to the objective of translation as a process and remains faithful to Rusva throughout. Besides the taste of the ST, Khushwant Singh retains the ST culture as well in the TT.

## CONCLUSION :

Translation, once considered ‘a subsidiary art’ is actually a difficult art that demands repeated re-readings of the text by the translator to faithfully transfer the information to TT. It no longer can be dismissed as an inferior art or as Dryden called it “someone else’s field”; it has become a serious art form today. Spivak and Basnett are strong advocates for the proliferation of knowledge through translation. With increased transnational and trans- border activities rendering the nations borderless and fillip to liberal economy, translation has found an altogether new world and scope to flourish unprecedentedly. Translation activity has allowed knowledge to travel unprecedentedly across nations. Khuswant’s Singh’s translation of *Umrao Jan Ada* is a commendable effort directed towards making the message of the original text in Urdu available to the English speaking world.

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# National Movements and Historical Incidents in the Select Novels of ChamanNahal's: The Gandhi Quartet

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**Abstract:** *The historic movements, the salt march, and the non-cooperation movement played a major role in India's struggle for independence from British rule. A protest against the exploitation, slavery, and unjust tax on salt, it was a battle for the freedom of India and was conceived and executed on the principles of Truth and Nonviolence. There is a historic context to this battle in December 1929 at its Lahore session, the All India Congress Committee declared the attainment of Purna Swaraj independence (Complete Independence ) as its immediate objective. Among other things, it made a strong appeal to devote itself to the constructive program of khadi and the removal of untouchability, and also proposed the launching of a programme of civil disobedience. Mahatma Gandhi was entrusted with the responsibility of devising and carrying out this programme.*

*It's the story of the transmutation of the ordinary onto the extraordinary by way of fusing the personal, the heroic, and the national perspectives into an organic whole.*

**Key Words:** *The Salt Act, Non-Violent Protect, Battle of Right against Might, National Slat Satyagraha, Truth and Non-Violence, National Humiliation Day.*

## INTRODUCTION:

### National Movements and Historical Incidents

The historical movements, the salt march, and the non-cooperation movement played a major role in India's struggle for independence from British rule. On 2<sup>nd</sup> March 1930, Gandhiji writes to the Viceroy, informing him of the proposed march to break the Salt Law. On 7 March, Sardar Vallabhbhai Patel is arrested at Ras village while preparing and campaigning for the March. On 12 March 1930. After early morning prayers, Kasturba applies tilak to Gandhiji as he sets out on a *Dharmayatra* –an arduous and austere journey of Satyagraha.

It was started by Mahatma Gandhi on 12<sup>th</sup> March 1930 from Ahemadabad, Gujarat to Dandi a small village in Navsari District. This movement was accrued due to the unwanted tax on salt. Gandhiji believes that salt is the main used in food and it's an unbearable and unwanted tax taken by the British government. So, he declared

With this salt, I am shaking the foundations of the British Empire. - **Mahatma Gandhi**

### The Salt Tax

Salt is required by all, regardless of class, caste, or religion, as part of an essential diet. Yet for over forty years the British government had taxed this naturally occurring substance to raise revenue and to bolster the sale of British imported salt. And for forty years nationalist leaders, including Gandhi had been protesting against the tax.

There was the logic behind the choice of salt as the focus of the campaign, but was this the stuff of which nationalist revolutions weremade? Many did not think so, wondering if Gandhi the food faddist,

who had previously sworn off the eating of salt, was on a new health experiment. They suggested mass no-revenue campaigns, mass marches to the capital or the Viceroy's residence, a boycott of law courts and foreign cloth - almost anything other than this seeming irrelevance. But Gandhi knew his people. The iniquity of the tax was visible to all as were the ways that tax could be circumvented. Everyone from the humblest peasant upwards could easily break the law by manufacturing salt, selling it, or giving it away without paying the required tax. And the government could not easily prevent the breaching of the salt law. Gandhi demanded the removal of the tax and, in 1930, launched the Civil Disobedience campaign with the march to the Dandi sea shore by his chosen followers to collect and distribute untaxed salt as the first stage in a nonviolent revolution against the British Raj. Following the Gandhi / Irwin Pact of 1931, which ended the Salt Satyagraha, villagers who lived by the sea could collect salt for personal use, but the tax was not abolished until 28 February 1947. (Salt Satyagrahis of 1930 Dandi Salt March, the salt tax narration: Prof. Thomas Weber, author of 'on the salt march')

### Why a March?

Once Gandhi had settled on salt as the focus of the forthcoming campaign the question arose as to how Gandhi would breach the salt law and get the message to the masses. Gandhi, the lover of walking, had led a mass march in South Africa seventeen years before to great political effect. This march was to cover areas where Gandhi's political base was strongest and where there was heightened political consciousness from past campaigns. It was to take over three weeks - a risky but potentially far more dramatically effective method than a short march. If the British did not arrest the marchers when they set out, and at that stage, they hoped that a campaign based around salt would fizzle out in ridicule, when would they do it? A lengthy Salt March, if it did not become the object of derision, allowed tensions to build; for the media, the general public and world opinion to be caught up in its progress.

### 241 Miles?

The distance covered by Gandhi and his marchers from the ashram at Sabarmati to the seaside at Dandi is almost always given as 241 miles. Is this correct? At the time of the march, no one was measuring the distance and the various published sources generally spoke of the march as being about 200 miles. The first major work to proclaim the distance as being exactly 241 miles was the well-known biography of Gandhi by BR Nanda published in 1958. After that, the main biographies all present 241 miles as the length of the Dandi March. Interestingly, a 1946 map of part of the Bombay Presidency drawn for the "Construction of Pakka Dandi March Rd. from Sabarmati to Dandi Beach, etc", issued under the signature of the Executive Engineer of the Ahmedabad District, appears to be the first source to put the distance at the precise figure of 241 miles. District Engineers are concerned with building roads, not historical accuracy and in reality; the map was an approximation of the route. Nevertheless, since 1958 the approximation has become fixed in the literature as being definite.

### Mahatma Gandhi – Opinion on Satyagraha

Mahatma Gandhi has given an opinion on Satyagraha:

- Satyagraha means the establishment of truth through the medium of non-violence.
  - Satyagraha means to resist the atrocities and oppressions of injustice and untruth with the power of non-violence.
  - A Satyagrahi understands the difference between sin and sinner. Thus, he resists sin, not the sinner. Just as the doctor eliminates the disease to save the patient, so the Satyagrahi also tries to save both the oppressor and the victim by eliminating the atrocities through Satyagraha.
  - There were many Historical Incidents accrue during the Gandhian time. Like...
- 
- **Satyagraha movements organized**
  - **South Africa's Satyagraha 1906 A.D.**
  - **Champaran satyagraha 1917 A.D.**
  - **Non – Cooperation Movement: 1918 A.D. to 1930 A.D.**
  - **Kheda satyagraha: 1918 A.D.**
  - **Borsad Satyagraha: 1923 A.D.**



- Bardolisatyagraha: 1928 A.D.
- Salt Satyagraha: 1930 A.D.

### **Salt Satyagraha: 1930 A.D.**

In 1929, the British government declared a tax of 2400 % on salt. With the aim of PurnaSwaraaj (Complete Self - Governance), Mahatma Gandhi and 80 Satyagrahis started the Salt March on 12th March, 1930 against this salt tax and after a journey of 390 Kms, reached Dandi on 5th April. On the morning of 6 April 1930, Mahatma Gandhi broke the Salt Law by taking a pinch of salt from the coast of Dandi village.

### **Biographical Sketch of ChamanNahal**

ChamanNahe was born in 1927 in Sialkot, a small town that is now in Pakistan. He took his pre-education in Sialkot. He qualified M.A. in English from the University of Delhi in 1948. He served as a professor of English at Delhi University in the duration of 1980 to 1992.

ChamanNahal is a renowned novelist; essayist, story writer, and versatile genius of post-modern Indian English Literature His novels are primarily concerned with political, social, and mythical issues as well as Indian culture. His novels are about politics and the freedom struggle. He has also presented the conflicts and violence between communities across India during the time of partition and its aftermath. He portrayed Gandhi and his life as lively. He is a highly appreciated story writer. His portrayal of the traumas of partition won him the Sahitya Academy Award in 1977.

### **Literary Career**

He has written novels like My True Faces (1973), Azadi (Freedom) (1975) The Crown and the Loincloth (1981) The salt of Life (1990) The Triumph of the tricolor (1993), and The Gandhi Quartet (1993)He also wrote short stories collection, memoir, and Children's novels.

As ChamanNahal's the Gandhi Quartet's second volume 'The Salt of Life' describes a tax of 24% on salt. To answer the unwanted/unwilling tax, Gandhiji aim of PurnaSwaraaj (Complete Self Governance) and he started the salt march on 12<sup>th</sup> March 1930 with 78 satyagrahy.

### **Organization and Strategy of Satyagraha**

- Various types of methods and strategies have been seen in the execution of the Satyagraha Movement, which included:
  - Rallies, processions, marches magazine publications, leaflet distribution, etc. To establish truth and justice
  - Refusal to cooperate with treacheries This included picketing, economic-political boycott, a boycott of government positions, etc
  - Civil disobedience to unjust laws. This included open breach of assembly crossing restricted barriers, etc
  - Taking direct possession Like taking possession of salt agars, running operation of a Gram Sabha, or public institutions operating at the district level

### **Quit India Movement: 1942 A.D.**

This was the last movement of the Indian freedom struggle, under the leadership of Mahatma Gandhi, to achieve Complete independence. On 8<sup>th</sup> August 1942, at the All India Congress Committee Session, Gandhi gave the call of 'do or die', 'Quit India Movement became the movement of every countryman, with Anti-British sentiments widely spread across the nation. This movement was a turning point for India's freedom struggle and played a vital role in achieving independence in 1947.

### **Historical Incidents:**

Gandhi – Irwin Pact on 5<sup>th</sup> March 1931

The unprecedented success of the second mass movement unnerves the government. It does not honor the Gandhi-Irwin Pact and begins to persecute the peasants and refuses to return the confiscated property. It says even whistling of VandeMataram is punishable.

#### The Second Round Table Conference

Gandhiji's participation in the Second Round Table Conference in London renewed the repression of the freedom fighters.

#### Historical March

Nahal employs internal monologue to describe Gandhi's historical march to Dandi. As Jeremy Hawthorn observes: "An internal monologue necessarily implies the use of language, and if an individual is 'talking to himself or herself then that, in turn, presupposes a certain amount of consciousness of what is going on in that person's mind."

Gandhiji addresses a village gathering along the way. He speaks on a range of issues, from the salt tax to spinning the charkha and wearing khadi, from picketing liquor shops to eradicating untouchability. At a village meeting, Gandhiji is deeply pained to see the segregated seating arrangements for 'untouchables'. At his behest, the marchers move and sit amongst them.

During the march Gandhi says:

I celebrate and sing of India, I sing of its winds, rivers,  
Trees, temples.... I must move on, I have to march 240  
Miles and reach Dandi, the whole world is watching me.

It reminds him of the British monopoly on the manufacture of salt in India. It is unjust on the part of the British to impose tax on salt that savours millions of poor people's half a meal a day:

Salt is another name for honour, for dignity, for patriotism,  
for valour. The British have eaten the food that is grown  
here Yet they have not quite eaten the salt of India, as  
they are scared of it. ... The British have made it difficult  
for the average Indian to eat the salt of his own land  
unless he first pays a cut or tax to these invaders.

24 days and 241 miles later, the march reaches Dandi on 5 April 1930. The marchers are welcomed at Saifee Villa by the owners. A prayer meeting is followed by a public address by Gandhiji, who describes Dandi as having been chosen by God for the non-violent Salt Satyagraha. On 6<sup>th</sup> April 1930. After a dip in the sea, Gandhiji picks up a handful of salt and breaks the salt Law; the other Marchers do the same. And so begins the Salt Satyagraha, the civil disobedience movement that soon spreads across India.

Gandhiji addresses a women's conference in Dandi on 13 April 1930. On 5 May. A British Magistrate, accompanied by a platoon of armed policemen arrives at midnight to arrest Gandhiji from his grass hut in Karadi-Matwad. He is then taken to Yerwada central jail.

The Rowlatt Bills creates the Non-cooperation movement. But it was canceled due to violence at Chauri Chaura village in Bihar, where people had burned the policemen. So, it's converted into violence and bloodshed.<sup>8</sup>

As Gandhiji and his volunteers wanted to use handspun clothes. So, they started a campaign on Charkha and learn people to stitch their clothes own self as khadi. They started more khadi Bhandar as a representation of homemade spun.

### Violence at Chauri Chaura

Gandhiji has called off the movement. It's a general roar of disappointment. At that time, Gandhiji was getting ready to offer mass satyagraha from Bardoli in Surat district, a satyagraha that he was going to lead himself. He had even shifted his headquarters from Sabarmati Ashram in Ahmedabad to Bardoli, temporarily. He had addressed a special letter to Viceroy, Lord Reading, informing him of his plans. The reason for calling off the movement:

‘A police station has been burned down by the villagers of Chauri Chaura, in which many policemen have died. Gandhiji says we are not yet ready for non-violent non-cooperation.’

### Boycotting Foreign goods

The raw material was now shipped from India to England and manufactured goods were shipped back to India. Gandhiji was Non-cooperate with the British and would teach the rest of India to do the same. He wanted to open the khadi store in the villages and people will learn, and teach the other villagers, how to spin. He made a policy to buy the thread spun by them and give this to the weavers and buy the material. He persuades the people to wear this instead of foreign mill cloth. It might start similar stores in other villages and towns.

### CONCLUSION:

The national wide Indian struggle for Independence was essentially an epic struggle, covering almost a century. The winds of change blowing steadily across the Indian subcontinent, after the ‘Sepoy’ Mutiny in 1857, had left tell-tale marks on the political and social geography of the country. Mahatma Gandhi's relentless struggle for freedom has significant milestones like the non-violent non-cooperation movement of 1920-22, the civil disobedience movement of 1930-31, and the Quit India movement of 1942. The non-violent non-cooperation movement created an unprecedented awakening, converting Indian nationalism from a “middle-class movement to a mass emotion.” Mahatma Gandhi inspired the inception of a non-violent movement against imperialism all over the world. It was under this influence, that there were successful mass movements to bring an end to apartheid in the United States of America and South Africa. Sovereign rulers and dictatorships had to renounce from countries like Poland, Romania, and East Germany.

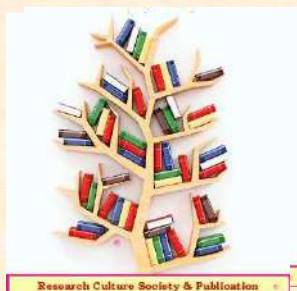
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