INTERNATIONAL CONFERENCE

ON

"Unravelling the Scope of Future Research in Humanities and Social Sciences"

"ICUSFRHSS-2022"

26th & 27th August, 2022

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26th & 27th August, 2022

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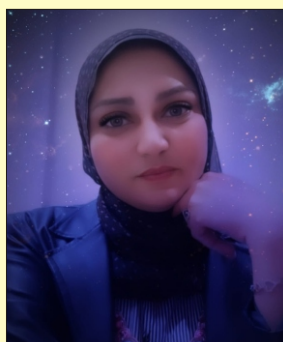
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About Sandip University, Nashik

Sandip University established with the aim of providing quality higher education, guided and governed by the policy, rules and regulations of Maharashtra state and under the regulations of the University Grants Commission. This is the first Selffinanced private university in North Maharashtra. Sandip University belongs to
Sandip Group of Institutions which owns the very well-known Sandip Foundation in Nashik. Sandip University campus has a cosmopolitan atmosphere with students from all corners of the globe. Experienced and learned teachers are strongly encouraged to nurture the students.

About SOET:

Sandip University's School of Engineering and Technology is one of the best Engineering colleges in Nashik and Sijoul. School of Engineering and Technology offers undergraduate and postgraduate courses for Engineering aspirants in fields like Electrical, Aerospace, Civil, Mechanical, Environmental Engineering, town & country planning, and many more. Sandip University aims at helping students become employable through a well-crafted curriculum. Engineering is one of the oldest professions in the world. Since the advent of time there has been a need for innovative thinkers who can provide scientific solutions for complex problems. Sandip University understands the sanctity of the Engineering profession and so has risen up the ranks to become one of the top Engineering colleges in Nashik, Maharashtra.

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- ☐ Language and pedagogies
- ☐ English Language Learning and Teaching
- ☐ Future Scope in Learning English
- ☐ and on any other theme related to the conference
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Authors should submit a paper in English, carefully checked for correct grammar and spelling, addressing one or several of the conference areas or topics. Authors are advised to follow ethical norms plagiarism and self. Plagiarism thoroughly before submitting and must make sure that their submissions do not substantially overlap work which has been published elsewhere or simultaneously submitted to a journal or another conference with proceedings. Papers that contain any form of plagiarism will be rejected without reviews. Authors can submit their work in the form of a Regular Paper, representing completed and validated research, or as a Position Paper, portraying a short report of work in progress or an arguable opinion about an issue

All papers must be submitted through the online submission platform. After the paper submission has been successfully completed, authors will receive an automatic confirmation e-mail.

Important Dates

Abstract Submission   : 22nd August, 2022
Full length Paper Submission : 25th August, 2022
Conference Date   : 26th August, 2022

Paper or Abstract Submission Format

1. Title of The Article
2. Name of The Candidate
3. Designation
4. Official Address with county
5. Contact: E-Mail and Mobile Number

Submission Guidelines

Font : Times New Roman
Font Size :12
Abstract : 150 words with 5 keywords
Full Paper : Minimum 2500 words and maximum 5000 words
Methodology :MLA Style

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Dr. Sandip Jha
Hon'ble. Chairman, Sandip University, Nashik

"I am very glad to welcome you all, the participants, keynote speakers, session chairs and attendees to the International Conference on Unravelling the Scope of Future Research in Humanities and Social Sciences ICUSFRHSS-2022. This conference is organized by Department of English and Languages, School of Engineering and Technology, Sandip University, Nashik on August 26th and 27th, 2022. The main goal and feature of this conference is to bring the academics, research scholars and industrial experts to share their research experiences, significance and rising issues in English and Humanities.

From the last few decades, sensational upgrades have been made in the field of English and Humanities. I trust ICUSFRHSS-2022 will turn out to be the most significant international conference, committed to bring out most recent patterns in English and humanities. As we must promote the efforts in the direction of uplifting the research work, we have welcomed recognized specialists to take an interest in the program committee. I hope ICUSFRHSS-2022 will make you aware of new ideologies and theories in the field of humanities and literature, and provide a platform to discuss various issues and challenges. My best wishes for ICUSFRHSS-2022".

Dr. Rajendra Sinha
Hon'ble Vice-Chancellor, Sandip University, Nashik

"It is a matter of great privilege to be a part of the Sandip Group Family & to serve as the Vice-Chancellor of Sandip University, Nashik. I would like to take this opportunity to extend a warm welcome to all the dignitaries, delegates and research scholars for ICUSFRHSS-2022, International Conference on Unravelling the Scope of Future Research in Humanities and Social Sciences".This conference will be a good starting point for all of us to interchange knowledge and skills in the area of emerging themes and ideas in Humanities and Social Sciences. We are looking forward to find out new solutions in this area and forecast future trends in order to realize the World aspiration and to contribute to global needs. I hope that the recent advances related to Humanities and Social Sciences to be discussed in the conference will lead to excellent opportunities to identify some new research areas and to undertake interdisciplinary initiatives, that will be fruitful in future research endeavors. I would like to appreciate the School of Engineering and Technology as well as the Department of English and Languages, SOET, Sandip University for their commitment and superb drive in organizing this conference. My best wishes for ICUSFRHSS 2022."

Dr. Chetan Chaudhary
Registrar, Sandip University, Nashik

"I am happy to know that the Department of English and Languages, School of Engineering and Technology, Sandip University, Nashikis organizing International Conference on Unravelling the Scope of Future Research in Humanities and Social Sciences (ICUSFRHSS-2022) on August 26th and 27th, 2022. It gives me immense pleasure to welcome you all to Sandip University. Sandip University's vision is to transform individuals through quality education that is research-informed and industry-engaged. This vision is under pinned by a commitment oethical approach in every thing we do, meaning that every student will be nurtured and supported to help them achieve their best. Moreover, Sandip University has laid the emphasis on research by allotting a huge infrastructure to the in

House Center for Advanced Research and Innovation. The team is embarking on a number of exciting, international academic and research collaboration initiatives with researchers and organizations of global repute. I hope this conference will bring out emerging trends and innovations in the field of Humanities and Social Sciences. I would like to extend my best wishes for the smooth conduction of the conference".

Prof. Dr. Anil Maheshwari
Associate Dean, SOET, Sandip University, Nashik

"On behalf of School of Engineering and Technology, Sandip University, Nashik, it is my great pleasure to welcome you all to "International Conference on Unravelling the Scope of Future Research in Humanities and Social Sciences".The idea to host the ICUSFRHSS-2022 at this point of time is to bring together Researchers, Scientists, Engineers, Scholars and Students from different areas of Humanities and Social Sciences. The ICUSFRHSS-2022 Conference will cultivate conversations and would like to move members from a wide cluster of topics to start Research and Development and for joint efforts in side and across various disciplines. I feel it is critical to repeat the need to make an interpretation of Humanities and Social Sciences in to information to help defeat cultural difficulties and social stigma. I appreciate the Department of English and Languages for their initiative to organize ICUSFRHSS-2022. I would like to expand my gratitude towards entire team of ICUSFRHSS-2022. My best wishes for the Conference".
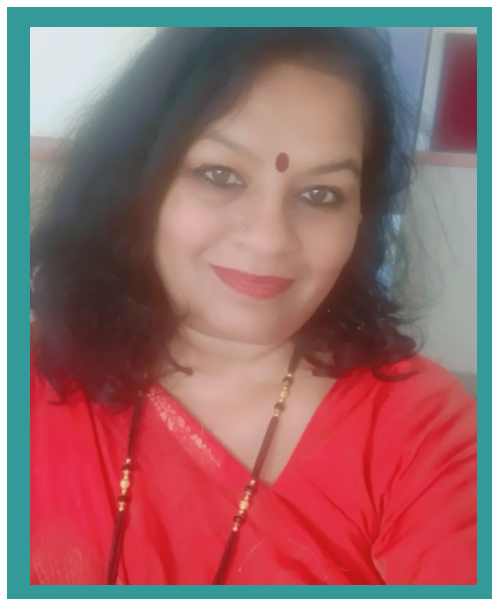
Convener's Message
Dr. Mohini R. Gurav

It gives me immense pleasure to welcome everyone to an International Conference on **ICUSFRHSS** organized by the Department of English and Languages, Sandip University, Nashik. It has been a great opportunity to organise this Conference and bring all the stalwarts together on a common platform to share, exchange ideas that would be helpful in the future to researchers. The main goal of organizing this conference is to share and enhance the knowledge of each and every individual in this fast-moving information Era. We have given the participants the opportunities to expose and share various novel ideas. The conference aims to bridge the researcher working in academia and other professionals through research presentations and key-note address on recent trends in English Language and Literature. All the contributors for sure will share their ideas and suggest various innovative ways and means to improve the teaching and learning of English Language and Literature. The further scope of research in these contemporary themes will add value to the discussions. English Literature and related branches to it have been discussed in length in papers. The publication will be highly beneficial to students and teachers of English and prospective research scholars. Thank you everyone for your kind support and for participating in the **ICUSFRHSS** Conference. Best wishes!!

Convener
Dr. Mohini R. Gurav
Associate Professor and Head
Department of English and Languages,
SOET, Sandip University

PREFACE

This souvenir is brought out to mark the International Conference on **ICUSFRHSS** organized on August 26th and 27th, 2022 at SOET, Department of English and Languages, Sandip University, Nashik. The International Conference **ICUSFRHSS** has given an opportunity to new researchers to share their views and experiences on this global platform.We sincerely thank the contributors for sharing their suggestions on various innovative ways and means to improve the teaching of English language and literature within the contextual framework of the contemporary global scenario. This will for sure help to move from strength to strength to bring out the qualitative and quantative advancement of English studies at global level. May this conference make the learners of English the most vocal ambassadors of information, enlightenment and involvement. This souvenir will be a valuable addition in understanding and redefining relevant contemporary issues and will be of help to students, research scholars and teachers.

We wish to thank all the foreign delegates, resource persons and researchers for their contributions to keynote address, plenary speeches, and paper presentations. Special thanks for the motivational support given by the Hon'ble Vice-Chancellor , Respected Deans and HODs, faculties of Department of English and Languages , Sandip University. We are highly indebted to the International and National Internal

Dr. Mohini R. Gurav
Associate Professor and Head
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Need for Research and Innovation in ELT Curriculum for Tertiary Education

Dr. Benna Rao Goli

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This paper highlights the need for research and innovation in the existing ELT curriculum in tertiary education which is more relevant after introducing 'The National Educational Policy 2020' in India. It is a universal phenomenon to bring reforms in English language teaching practices and curriculum development where all the stakeholders (policy makers, curriculum designers, professors, researchers, educationalists, linguists, researchers, students, parents) in the ELT are affected by innovations. Taking into consideration the current scenario, the primary objective is to enhance research process to stimulate and involve the collaborators in ELT who understand the fundamental concepts of teaching-learning. Research in ELT encompasses in forming the new questions, hypotheses, collection of data, analysis of the results, forming conclusions, implementation of findings pertinent to the goals of tertiary education in India. It is a fact that there are several constraints and varied disparities in ELT curriculum delivery due to barriers and challenges in incorporating the innovations and technology timely. The policy makers and the other associates underestimate the challenges posed in ELT context underpinning research and innovation, insufficient funding streams, inadequate provision of resources and unrealistic time frames. Tertiary education stakeholders are not only the implementers of policies but they need to interpret, modify, adopt, adapt and alter as per the latest trends in ELT approaches and curriculum development by imbibing the fruits of innovation. Thus, this paper throws emphasis on the need for research and innovation in ELT curriculum where all stakeholders strive to contribute significantly.

Keywords: Research, Innovation, ELT, Curriculum, and Tertiary Education.

1. Introduction

English language teaching (ELT) aims at enabling the students comprehend the spoken form in real life situation, understand written texts and write to express concrete ideas in ideal contexts. In teaching-learning process different approaches, principles, methods and techniques have been implemented. Research manifested the inquisitive nature of the researchers who seek to illuminate teaching-learning practices clubbed with innovation. The rapid growth in new technology and innovations in multimedia paved a way for the ELT faculty in exploring the new world of methodologies and strategies in teaching in an effective manner. ELT has been revolutionized since 1980s

due to substantial growth in innovations globally. Innovations encourage researchers to explore the new horizons to discover new trends in teaching-learning process.

In modern era, awareness has increased in foreign language learning aided by globalization (Oleksak, 2007). We are living in an epoch of knowledge and information explosion that necessitates communication especially in English which is a universal language of communication. Language is a crucial vehicle in obtaining knowledge and information. 'Tertiary Education' (TE) is expected to interact with knowledge hub in educating, motivating and enhancing the skills of the students and provide the sources of information (Fuller, 2003). As per 'The National Educational Policy 2020' (NEP, 2020) change is inevitable in TE. The ELT curriculum needs dynamic and necessary reforms where knowledge, information and innovation explosion are order of the day. Globalization and increasing demand of job market nationally and internationally demands English for special purposes as it became a very essential requirement for the students in securing a future career. In other words, the existing ELT curriculum has to undergo possible changes to meet the needs of the learners. There is an inadequacy in ELT content, materials, sources, resources and the use of innovation and technology. To meet the needs and demands of the students, to reach the heights in the usage of innovation in ELT curriculum, to achieve competency and to spread the scope of educational excellence, immediate reforms in ELT curriculum is needed. Learners need to develop competency in in effective and appropriate use of language in a right context. The achievement of competency of the learners need a relevant learning environment of the target language (Finney, 2002).

In order to implement NEP 2020 and bring in reforms, imbibing and incorporating the latest innovation to ELT curriculum is essential. The problems in TE in India are numerous in reference to ELT curriculum. For instance, crowded classrooms, less scope for research, lack of implementing innovation, absence of reliable ELT resources, inadequate teaching equipment, insufficient teaching materials and the list goes on. It is a fact that in TE teaching staff are inadequate and less motivated to implement the existing ELT curriculum due to lack of innovation. The stereotyped lecture methods are still followed in ELT. These are some of the serious and unpromising situation in the TE. Thus, the ELT curriculum needs reform.

The ELT curriculum must develop students' proficiency in using the target language that enhances the career opportunities. Increasing the quality of ELT curriculum that create opportunities for further research are necessary. The ELT department needs to be equipped with the latest innovations to create high quality students. There is every need to have a good number of varied courses that meet the current globalized needs and the needs of the students. Therefore, the reforms in the ELT are mandatory. Reforms cannot take place all of a sudden. A lot of research is to be conducted prior to bringing reforms and innovation in ELT curriculum.

2. Need for Research in ELT Curriculum Development

It is a fact that there is a room for improvement in research in ELT curriculum development. The fruits of innovation are not exploited potentially. Karavas-Doukas (1998), Carless (1999) and Nunan (2003) opined that in spite of swift growth in innovation the effects of it are not fully optimized. A comprehensive consideration of innovation is very important in research, new lessons are to be learnt by the researchers in using the fruits of innovation, and technology as their adoption leads to a greater success. Using innovation appropriately in a realistic ELT research process ensures contextual variables. Significant research is possible in developing ELT materials, teaching methods (Fullan and Stiegelbauer, 1991) using innovation.

Ever since the explosion of innovation and technology, the teaching-learning process has taken a new shape and the need for the revision of ELT curriculum emerged. Currently, the classrooms are teacher centered and form focused unfortunately though technology has emerged exponentially. For instance, a pair work carried in the classroom could be done virtually by connecting to a student somewhere else present physically as a result a genuine and spontaneous communication is possible. The need of hour is development of communicative skills in relevance to the specialization in tertiary education. The mismatches of current curriculum are apparent and the classroom practices in principle need changes by imbibing the fruits of technology. Innovation in curriculum development has plenty of

space. In order to fill this space, there is a great scope for research in curriculum development as the current tertiary education language policies and practices are highly debatable in terms of teaching-learning process, methods implemented, syllabuses and curriculum documents.

3. Need for Research in Language Learning Innovations and Technologies

Research in ELT curriculum development comprises language learning perspectives by optimal utilization of innovations and technologies. Contributions in language education applying innovation has roots from 1980s. There has been significant educational change in applied linguistics and a greater interest and emphasis is portrayed in the use of innovations in recent decades. Research scholars have particularly sought educational change through innovations and technologies. It is apt to define innovation in this context. Innovation in language education is an attempt to brig needed developments and changes by the implementers of the curriculum (Murray, 2008; Alderson, 2009; and Wedell, 2009). In other terms innovation means change language education by including new pedagogies and approaches particularly in tertiary education. These changes are picturized in the forms of approaches to ELT, for instance, task-based language teaching, adapting the teaching materials, use of computer-assisted language learning and seeking alternative assessment methods. In the EFL education context, innovation is critically important as it causes educational reforms. Educational reforms through innovation is an indication of enhanced understanding of theory and practice in the field of applied linguistics (Waters, 2009). Changes through innovation indicate centrality and ubiquity. In tertiary education use of innovations and technologies cause drastic change in teaching-learning process and language learning makes more effective for students and more convenient for the faculty.

Innovations and technologies encourage the learning environment but the desired outcomes are not perceived yet. Governments and policy makers create a peripheral situation, aura of activities but not impelled to indulge in funding and investing as per the needs of tertiary education. In the globalized world, adoption of the innovations and technologies in the educational system is lacking the needed encouragement. As a result, in the filed of applied linguistics and ELT, the anticipated effects are scanty and objectives are not met. The success of innovation and technologies are gauged only on the improvement of learning process (Van den Branden, 2009). Application of innovations and technologies in ELT has certain barriers which are directly related to teaching faculty, system related and tertiary education related. At a times, faculty lack understanding of the innovations and implementers do not give enough consideration and support for the innovations and technologies. Other barriers are lack of support in professional developments by the tertiary education systems, inadequate resources and insufficient funding. There is also failure to adapt to the pedagogic situations and bridge the gap between the reality and cynicism. Markee (1997) clearly makes distinction on primary and secondary innovations. Primary innovations are bringing changes in the teaching materials and pedagogy while secondary innovations are organizational changes that reflect the primary innovations. In similar vein, Wedell (2009) and Carless (2011) emphasized in pedagogic innovation. However, there are multiple challenges in using innovations and technologies in teaching-learning process. Here comes the need for research in ELT at the tertiary education in bringing reforms in language education. The areas of research in this field are numerous. A valuable contribution through research can be made in areas such as innovation in applied linguistics, strategies to promote innovations through technologies, virtual classrooms, strategies to promote teacher education, restructuring the pedagogies to suit to the current needs of language learning and the institutional change and adaptations. Other notable research areas are: student engagement in language learning through technologies, enhancement in academic abilities and skills, assessment methods and shifts, creation of collaborative learning environment, decrease the language learning anxiety, teacher training in the correct usage of technologies and the list continues. Thus, research in these aspects has got enough room.

4. Scope for Research in ELT Curriculum for Tertiary Education in ICT Implementation

This is a digital era where Information and Communication Technology (ICT) tremendously evolved in all sectors including education. There is a great impact of ICT for teachers, educators, researchers, Governments and all

types of educational institutions. In relation to English teaching-learning process ICT plays a dominant role as plenty of language learning materials is at hand in a click. As per statistical analysis 72.9% of students use digital media for their daily activities (Kurniawati, Maolida & Anjaniputra, 2018). The modern-day students use ICT extensively either in playing video games, chatting, publishing content and downloading data. In this conjunction, by utilizing ICT in teaching-learning process students will be motivated and they will be enthusiastic in language learning and interaction (Richard, 2015). This triggers the researchers to conduct additional research in shaping and framing the curriculum in ELT in teaching-learning process in tertiary and school education. ICT uses various tools, devices and machines like laptops, desktops, mobiles, printers, smart-boards, labs, power point presentations and miscellaneous accessories (Keane, 2012).

Dhanya (2016) stressed on the usage of social media in teaching English. It is high time teachers to followed innovative strategies and practices in teaching-learning process by becoming facilitators. Research on social media (Facebook, YouTube, and Twitter etc.) in English language teaching and learning by Voyce (2017) proved that social media has wonderful impact in imparting language skills. It is evident that social media platforms influence and play a vital role in learning English as it facilitates the process. Numerous studies conducted reveal that digital media motivates the students. Nevertheless, there are several challenges faced by the tertiary education in this regard. Therefore, the scope for research is wider and new horizons are yet to be explored.

It is the need for hour to conduct research to optimize the benefits of social media, digital platforms, ICT or whatever terminology used, it is a fact. The digital platforms that strike to the mind of scholars are: Facebook, Edmodo, Moodle Cloud, Schoology and Google Classroom. These are exploited by the teachers in teaching-learning process. They not only host classes but also conduct assessments. The world has utilized these platforms extensively during the Covid-19 pandemic that enhanced learning virtually. Online corpora (electronic authentic language databases) software are available in plenty on the internet mostly at free of cost. For instance, a good number of tools like Linguee, Vocabulary Profilers, TOEIC Word Lists, New General Service List and Academic Word List do help the teachers and students in language acquisition. At the same time, Online Continuous Professional Development is also possible for the educators where numerous courses are available at hand. Mobile Learning is another technology where huge number of apps are available for both teachers and students. Best Pronunciation Apps, and Communicating with People Online through Skype, Zoom, Microsoft teams etc.offer teaching-learning process much easier. In addition, Online Authentic Materials are other digital sources of data used by the teaching faculty. Video Conferencing is another way of contacting the people around the world virtually (Skype, ooVoo, iChat and FaceTime or Flash Meeting). Digital Game-Based Learning, Mobile Technologies, Blended Learning, Technology in Assessment, virtual learning environment etc. are web-based platforms that can be used in educational institutions. All these platforms very useful technologies that aid teaching-learning process in English.

5. Tertiary Education and Research Needs in Indian Context

Institutional framework of tertiary education in India is very rich yet complex with a varied historical education system prevalent. Both the state and central Governments take initiatives in tertiary education and continuously striving to improve the reputation of tertiary education where varied courses are offered in 14 major languages while English is the main medium of instruction for the most courses. All the tertiary educational institutions are authorized by the constitution in awarding degrees. There are different types of higher education institution in India: Central universities, state funded universities, deemed universities, private deemed universities, private universities under state, other private universities and institutes of national importance. All of them offer courses in English. The primary concern here is about the research needs in these institutions and colleges. According to the World Bank, tertiary education India has got some critical issues like over-centralization, lack of sufficient resources, lack of accountability, poor quality, poor technology, poor infrastructure, limited access, lack of research sources and many other issues. The same is applied in reference to the ELT curriculum and development. In this

scenario, especially after the introduction of 'The National Educational Policy 2020', researchers need to concentrate on the aspects of ELT curriculum as this paper particularly deals on it. Curriculum reforms in ELT are needed to meet the challenges in apt usage of the innovations and technologies. Curriculum is a plan of action for learning with a set of guidelines. In a broader sense, curriculum includes issues like design, methodology, allocation of teaching hours, assessment and other practices in general (van den Akker, 2010; Saavedra, 2012).

In this regard, there is a lot of scope for research in ELT curriculum development in tertiary education in relevance language content, skills, competencies, knowledges, values, and attitudes. In addition, how the ELT courses are framed, implemented and assessed in the institutions also matters in research after the introduction of 'The National Educational Policy 2020'. The scope for research is vast in terms of materializing changes, investments for training, capacity building, development of new approaches, creation of new learning materials, provision of new technologies and equipment for the institutions. Consequently, three aspects have to be taken into consideration for research in ELT curriculum: materials, teaching approaches, and beliefs. Research will bring a clear vision to new curriculum where it covers questions what is the purpose of curriculum reforms or change, why reform is needed, what kind of curriculum is needed, and how the desirable changes can be achieved by using the innovations and technologies. Thus, the scope of research is not only limited to Government policies, establishment of funding strategies, exploring technology opportunities, but also a whole system approach.

CONCLUSION

In conclusion it is reiterated the need for research and innovation in ELT Curriculum for tertiary education. In an era where innovations and technologies are exploded, reforms in curriculum are demanded. Authentic research in English teaching-learning process to bring significant changes from content to methodology using social media and modern technologies is need of the hour. Research on continuous professional development (CPD) of English faculty, research on English for specific purposes (ESP), and on the usage of ICT in classroom, methods and processes, language policy is essential as well. Research ensures effective teaching-learning processes in diversified contexts, improves pedagogical knowledge, paves way in dealing the major challenges of ICT, and throws insights on outcomes of curriculum development and implementation. Research on curriculum development at tertiary level has a great vacuum where researchers need to take an attention. Research in suitable material development for engaging learners in language use through social media and ICT is relevant in this new millennium where language learning is dominant in real life context of learner-learner interactions. Especially, there is scope for research in curriculum development in ELT in conducting classes in a virtual classroom through ICT, social media and digital platforms.

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2

Exploring Omani undergraduate students' Anxiety in Speaking English as a Foreign Language in a Classroom Setting

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ABSTRACT

Students' anxiety in speaking skills have become a thought-provoking issue for many stakeholders, including institutions of education, lecturers, parents and even students themselves. Many students express their feeling of uneasiness and fear against learning English especially speaking skill The current study aims to explore (1) the levels of speaking anxiety for Omani undergraduate students in EFL classes, (2) the factors that contribute to students' speaking anxiety in EFL classes through both learners' and teachers' perspective A total number of 6 teachers for semi-structured interviews and 20 EFL students were purposively selected. The current study was generated by a sequential mixed method model. In the quantitative phase, a questionnaire was analysed descriptively using the Microsoft Excel program. Then, the second phase of qualitative study was used for semi-structured interviews. The interviews were analysed thematically. Based on the students' perception, A medium level of speaking anxiety was found generally. While, EFL teachers and learners believe that students are facing such anxiety in speaking due to fear of mistakes, negative evaluation, Lack of vocabulary, low English proficiency, teacher's role and Influence of culture and society.

INTRODUCTION

- I was in grade four when I was asked to stand to introduce myself in English. My teacher disliked my language, and she hit me by a stick in front of my colleagues. I would rather get zero instead of doing a presentation that teacher would not like.

- I have many ideas, but I have difficulty to express them in English. I barely find words!!

- Speaking classes…… they are used for writing purpose or teach other skills sometimes…… we give less importance to speaking. We are not interested in making them speak as much as to make them ready for the written paper exam.

(Quoted from the transcripts of this study)

Such statements may be more familiar to both foreign language students and teachers. These statements highlight important issue that majority of students face as a foreign language has been a problematic area for Omani learners where they are exposed to English mostly in the class. Most students express their feeling of uneasiness and

fear against learning English especially speaking skill. Such feeling can provoke problems in the retention, acquisition and production of the language (MacIntyre& Gardner cited in Azher et al, 2010) which may affect their grades negatively, as compared to those who are more relaxed.

One of the problems in Oman is many undergraduate students cannot communicate in English very well due to many reasons and one of the common reason is anxiety in speaking EFL

This study is aimed to (1) explore the level of Omani students' anxiety studying on the foundation program at Saham vocational college.

(2) explore the factors that contribute to students' speaking anxiety in EFL classes through the learners' and teachers' perspectives.

LITERATURE REVIEW

a Definition of speaking:

Speaking is defined as the way to express ideas, thoughts, need and feelings orally. Speaking is considered as a part of daily life (Thombury cited in Subandowo, 2017) Purpura states that speaking is more difficult to be mastered than other skills. Due to two reasons confirms by Nunan: 1), unlike reading and writing, speaking happens in real-time. 2) you cannot correct what you say when you are speaking; whereas, in writing, you can revise or retype your words. (cited in Subandowo, 2017)

Speaking anxiety

Hilgard et al. (as cited in Tanveer,2007) define that "Anxiety is a psychological construct, commonly described psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object". Finnema (cited in Subandowo, 2017) indicates that speaking anxiety can be linked with a feeling of frustration, uneasiness, apprehension, self-doubt or worry. Hortwitz et., al claim that foreign language anxiety is different from any other anxieties due to its complicated system feelings, beliefs, behaviour and self-perception that usually occurs in the language classroom (cited in Antoro, 2015). MacIntyre and Gardener define foreign language anxiety as a feeling of apprehension and tension associated with language skills (cited in Antoro, 2015), especially speaking, which require direct interaction with people.

b Factors of speaking anxiety

What causes language anxiety is a central question of this study, and I interest to all students, language teachers as well as SLA scholars who are interested in this issue. Many SLA researchers have tried to explore the factor that contributes to speaking anxiety. Akkakoson (2017)conducted the study of speaking anxiety focusing on foreign language classroom. The primary purpose of the reach is to investigate to what extent the learners feel anxious to speak English and the sources of speaking anxiety in the class. The research revealed that a medium level of speaking English anxiety was found generally, and there are some factors which influence the learners' speaking anxiety, such as lack of preparation and practice. Horwitz & cope also found that thought as less capable and made mistakes could make learners afraid to speak in the foreign language (cited in Pratiwi et al., 2019). Another research done by Setiadi& Junaid (2020) concluded their study by showing three factors that cause students' anxiety which is lack of confidence, preparation and motivation. In contrast, Subandowo (2017) found that lack of practice, fear of losing face, memory dissociation and inability to express idea are other source of anxiety. In contrast to earlier findings of (Setiadi& Junaid, 2020; Akkakoson's study,2016), for example, no evidence of the Influence of culture and society regarding gender was detected. This factor has a great impact on speaking anxiety regarding Omani context, as mentioned in the findings.

Research questions:

This study proposed to find answers to the following research questions.

What are the levels of speaking anxiety for Omani undergraduate students in EFL classes?

What are the factors that contribute to students' speaking anxiety in EFL classes through both learners' and teachers' perspective?

METHODOLOGY

Research design:

The mixed method design was used in this study. Using a mixed method research helps researchers to "obtain a better understanding to the research problem and questions than either method itself"(Creswell cited in Rafada & Madini, 2017).

Participants

The current study was conducted during 2020-2021 academic year with the participation of (20) EFL learners, who are all Omani and Arabic native speakers and are studying different levels on the foundation program at Saham vocational college. The participants were ten males and ten females with an average of age 18-20 years. As there are four levels in the foundation program, five students have participated from each level. Furthermore, six teachers from different nationalities were interviewed (Oman, Sudan, India). They have long experience in teaching Omani undergraduates students at Saham college, and they taught all the students who are participated in this study. Their names are coded as T1, T2, T3 and so on.

Instruments:

Questionnaire:

First, quantitative data was gathered through a questionnaire by using the final version Public Speaking Class Anxiety Scale (PSCAS). It is " used especially to tap speaking anxiety in EFL public speaking class for English language learners"(Yaikhong& Usaha cited in Tandjouri,2017 p.27). Although there are many speaking anxiety scales, PSCAS scale has been used in many studies to measure the level of speaking anxiety in a foreign language and found to be a highly reliable measure (Setiadi & Junaid, 2020;Sulastiani, 2020,Kurniawan, 2019;Utomo (2018);Tadjouri, 2017;Park Eun, 2017).

The scale was proposed by Yaikhong and Usaha (2012). It was developed based on critical appraisals of previous scales.

Piloting the questionnaire

To avoid the probability of students' speaking anxiety due to their low proficiency in English, bilingual questionnaire was used in this study. Moreover, the content validity of the questionnaire was confirmed through experts' judgments (two lectures at Saham Vocational College, one of them is specialist in translation filed).

Interviews

Qualitative data were gathered by interviewing both students and teachers. The rationale for these interview is that the researcher can capture data which is not directly observable like feelings, thoughts, beliefs, etc.(Tanveer, cited in Kayaoðlu & Saðlamel, 2013, p 146). The phenomenological interview was used to the students in order to derive perspectives defined by experience and context to obtain a deeper understanding of these perspectives (Beuce, 2017).

Individual Interviews

A semi-structured Face-to-face interview was conducted to the students in the college to reduce the anxiety of speaking in front of their colleagues. Whereas, other students (FS1, FS8, MS9 and FS10) , who experience high-level anxiety, preferred to do it online. The duration for each interview was between 10-15 minutes, and students choice of interview type was taken into consideration. The questions were designed to explore the factors which

cause FL speaking anxiety in the learners' perceptive. Beuce (2017) states that in the interview questions do not ask participants to explain why they feel, do, think something because "why" questions can cause participants to answer in a way that they think the researcher wants to hear but not what's in their heart and mind. The students were scheduled for an interview. Then, they were contacted through Microsoft teams Platform, which is officially used for e-learning.

To not lose the reliability of the findings, the researcher elicited stories and situations from participants. Questions are generally open-ended and broad, so there is a sufficient opportunity to express her or his opinion extensively (Giorgi cited in Bevan, 2014). The questions were asked in their native language to avoid anxiety and to have more detailed answers. Refer to the appendix (7) for interview questions.

Focus group interview

Focus groups are often used in mixed methods research and it is used to gather experience of group brainstorming where are participants thinking and discussing, thus; group interaction yields rich data (Doryei ,2007) . It is also aimed to know if teachers are aware enough of students' anxiety. It was conducted in the college for about 30minutes on the questions provided beforehand (see appendix 8).

Sampling:

A purposive sampling techniques was followed in which the researchers depend on their own judgment when selecting members   on particular characteristics of a population to participate in their study. Eight students were selected for each level of anxiety, i.e., (four high level of anxiety, two medium level of anxiety and two low level of anxiety) to explore variety of the factors contribute to speaking anxiety based on students perceptions. Choosing the purposive sample is important to the quality of data collected; thus, competence and reliability of the importation must be insured (Tongco, 2007).

Data collection procedure:

Each questionnaire is coded as MS1, FS1, MS2, FS2 and so on according to their gender. Participants names and emails were collected in separate sheets. The list was kept in a secure place and it will be destroyed directly when submitting the research. Therefore the confidentiality and anonymity were ensured for the steps of the study. This would help the researcher to select participants from all levels of speaking anxiety to get rich variety of answers and perceptions. Moreover, to ease contact them for the interview.

Ethical considerations

In all researches, protecting human subjects is essential by ensuring that the participants' identity is protected throughout confidentiality and anonymity (Arifin ,2018). Furthermore, the consent form is given voluntary and the participants have the freedom to withdrawal whenever they feel uncomfortable. To avoid any bias, leading questions which is 'prompting the participant to answer in particular way' (Driscoll,2011) are avoided in the interviews.

The interviews were recorded after obtaining consent. Recording data ethics were taken into consideration such as reassuring the interviewee that anonymity will be assured when data are transcribed.

Data Analysis :

A PSCAS involved 17 items, each item was answered on a five-point Likert scale (5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree) to assess to what extent the learners were anxious. This scale is required about 13 minutes to complete. Thus, the total scores of the PSCAS were 85 and then subtracted by 17; scores higher than 68 were classified as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety.

The PSCAShas two forms of statements which are negative and positive. Negative statements are in number 1,2,3,5,6,7,9,10,11,13,14,15,16,17. Whereas, positive statements are in number 4,8,10,12. Therefore, Liu and Jackson (cited in Yaikhong & Usaha, 2012 indicate positive statements need to be reversed. That is mean, the option "strong disagree" represents a score of 5 instead of 1 and vice versa.as in the table 1 below. In contrast to the previous researches on speaking anxiety, some researchers used this scale without considering Liu and Jackson' suggestion (Tadjouri, 2017; Kurniawanti,2017; Namati et al., 2020). However, the current study considered this suggestion when adapting the scale and analyzing the data to obtain accurate findings.

Statement	Scoring				
	Strongly Agree	**Agree**	**undecided**	**Disagree**	**Strongly Disagree**
Negative	5	4	3	2	1
Positive	1	2	3	4	5

Table 1: Likert's Scoring Table of PSCAS after adjustment by applying Liu and Jackson's suggestion.

Findings and discussion
Research Question 1

Levels of foreign language speaking anxiety

Based on tables 1 and 2 below, the researcher found that students experience both medium and high anxiety equally. The descriptive results suggest that six students (30%) who experience "Medium Anxious" level with a range score of 68-51. Furthermore, the same percentage was founded to those who scored lower than 51, and they were classified as "Low Anxious" level. According to the range score above 68%, eight

MS1	4	2	4	3	3	4	3	1	4	2	5	2	2	2	2	3	1	47	Low anxiety
MS2	4	4	4	1	1	4	4	1	4	3	1	2	1	4	4	5	5	52	Medium anxiety
MS3	2	4	3	2	3	1	3	2	2	2	3	4	3	2	1	4	2	43	Low anxiety
MS4	3	5	5	4	4	1	4	3	4	3	3	2	1	5	3	1	4	55	Medium anxiety
MS5	3	2	2	4	4	4	3	4	4	4	2	3	4	2	3	1	4	53	Medium anxiety
MS6	2	4	3	2	2	1	2	5	3	1	2	2	2	3	1	2	2	39	Low anxiety
MS7	4	2	3	2	4	3	2	4	4	3	3	3	4	3	2	4	4	54	Medium anxiety
MS8	3	4	1	3	3	2	2	3	4	3	3	2	1	2	1	2	3	42	Low anxiety
MS9	4	5	4	4	5	3	4	4	5	5	4	4	4	5	4	5	5	74	High anxiety
MS10	1	5	1	5	1	2	1	1	3	2	5	4	5	3	1	3	3	46	Low anxiety
FS1	5	5	5	3	4	5	4	5	5	3	4	5	5	5	3	4	5	75	High anxiety
FS2	5	3	2	1	4	3	2	2	3	2	3	1	3	2	3	3	4	46	Low anxiety
FS3	2	3	5	4	5	3	5	4	5	3	4	3	4	5	3	2	5	65	High anxiety
FS4	5	3	5	5	4	3	5	5	3	4	5	5	3	2	5	3	4	69	High anxiety
FS5	2	4	5	3	3	1	2	3	4	3	1	2	1	3	2	2	4	45	Low anxiety
FS6	1	3	5	3	5	5	4	3	5	2	2	2	5	1	1	5	55	Medium anxiety
FS7	2	2	2	2	2	2	2	3	2	4	2	3	5	2	1	1	2	39	Low anxiety
FS8	4	5	3	4	3	2	5	3	5	3	4	2	4	5	4	4	5	65	High anxiety
FS9	2	3	4	2	4	5	3	3	4	3	2	3	4	2	2	4	4	54	Medium anxiety
FS10	4	4	3	4	5	4	3	4	5	3	2	4	4	4	5	4	5	67	High anxiety

students (30%) experienced "High Anxious" level, which is considered relatively high among the population of twenty.

Table 1:Calculating Students' level of speaking anxiety through the PSCAS.

* Green rows: low anxiety   *Yellow rows: Medium anxiety   * Red row: High anxiety

Level of speaking anxiety	Number of respondents	Percentage
Low level of speaking anxiety (*total score of lower than 51*)	8	40 %
Moderate level of speaking anxiety (*total score between 68-51*)	6	30 %
High level of speaking anxiety (*total score of higher than 68*)	6	30 %

Table 2: Students' level of speaking anxiety
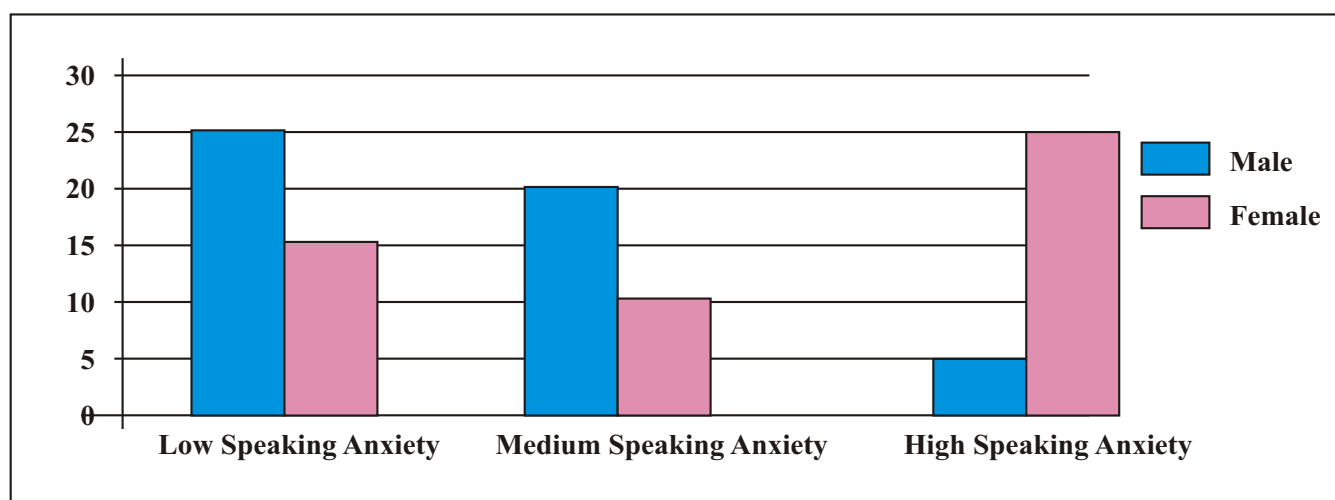
Figure 1: Students' level of speaking anxiety according to gender .

Figure 1 shows the speaking anxiety level based on gender difference. The percentage of the females who experience a high level of speaking anxiety is considered dramatically high with the percentage of 25%, whereas, only 5% of male scored higher than 68, which indicates a high level of speaking anxiety. A possible explanation for this might be attributed to the influence of culture and society that is discussed in the findings of the interviews below. The females, who got medium anxiety, were about 10%. This percentage is doubled with males who experienced the same level. According to the low level of speaking anxiety, the males' percentage is 25%; however, females got 15%. This outcome is similar to that of Tadjouri (2017), who found females are more anxious when compared to their male counterparts.

The analysis of data was interpreted following the criteria established by Akkakoson (2016) as in the table.

A mean score	The level of anxiety
4.21 5.00	the highest level of anxiety.
3.41 4.20	high-anxiety level.
2.61 3.40	medium-anxiety level.
1.81 2.60	low-anxiety level
1.00 1.80	the lowest level of anxiety.

An Overview of Speaking Anxiety

Level of Speaking Anxiety *n* Mean		
Onaverage Medium-anxiety	20	3.19
Mean of male anxiety	10	2.97
Mean of female anxiety	10	3.41

When considering speaking anxiety level by dimensions, it is found that the overall mean of speaking anxiety level of the current study is 3.18 which indicate medium-anxiety level.In accordance with the present results, previous study for Akkakoson, (2016) has demonstrated an average Medium-anxiety too.

However, the observed difference between the mean of male, who experience medium anxietylevel (2.7), and females , who experience high anxiety level(3.41), in this study was significant Therefore, the result cannot be concluded unless it is used for a large number of population to get more reliable results. Refer to the appendix (6) to see the way calculating the mean for male and female and the overall mean.

Research Question 2
Findings and discussion

The findings of this study were based on the views of learners and teachers regarding language anxiety. Comparison of the findings with those of other studies confirms that some of the anxiety-evoking factors were relatively similar; however, they differ in the details according to Omani context. No significant difference was found between learners' and teachers' perceptions regarding this issue. Therefore both interviews were analyzed thematically.

Fear of mistakes, negative evaluation

Another important finding was that Fear of mistakes and negative evaluation in both students and teachers' perception. Akkakoson (2016) got the same finding in his study by indicating that "fear of negative evaluation is significantly dominant performance anxiety". Afraid of being laughed at also accords with Sulastiani (2020) and Subandowo (2017) researches.

As a part of my duty as a teacher to assess speaking exam. FS1,who got the highest score of anxiety in PSCAS, was one of the students in the class to be assessed, and she refused to present. I tried to let her feel calm. Afterwards, she agreed to do her presentation, which was about ghosts!. In the interview, I asked her about the reason for selecting the ghost topic. She justified this by saying " *I just wanted to challenge myself to not afraid of ghosts and people when I speak.* " *I afraid to mispronounce words and I afraid to not present the idea as it supposed to be". " I afraid of having impressing feedback from my teacher….. I don't want to look stupid …… it is better to not speak".* This finding was also reported by Gregersen and Horwitz (cited in Akkakoson, 2016) who found that learners may think they seem foolish when speaking in front of colleagues which allow negative evaluation and resulting in avoiding speaking.

MS7: "when I see my colleagues speak fluently I become more hesitant to go out, and I know I will be worse than others by my linguistics mistakes". T2 and 3 support this point as they believe that fear of mistakes is a source of anxiety.

Lack of vocabulary and low English proficiency

"When someone talk to me I know what he says but I feel difficulty to replay in foreign language….. I don't

have words" MS4 *said.* Furthermore, FS6 answered Q4 by saying "*I can' present my thoughts in the correct way..... it is hard to say what is in my mind in English.... The words always absent when I need to express anything"*. T4 points out that some students' vocabulary are very limited which obstruct them from expressing their ideas or even forming a simple sentence sometimes. T2 adds that low proficiency of forging language cause lack of confidence and anxiety to speak in front of others. It is encouraging to compare this finding with that found by Akkakoson (2016) who found that 38.09% of the learners have limited vocabulary as a major factor of speaking anxiety. This finding is also consistent with Utomo (2018) and Subandowo (2017) who proved that lack of vocabulary was the main cause of speaking anxiety in classrooms.

Teacher's role

In accord of the findings of the studies previously mentioned, this study found students embarrassment may be provoked by the role of teachers in the class which cause another source of anxiety (Utomo, 2018;Tanveer, 2007). Students agreed that learners who are embarrassed by a teacher may kill their desire to participate in speaking class as their anxiety toward teacher's reaction will be high. MS4 ,who experience medium anxiety level, indicates that strict teachers who not smile and correct mistakes in embarrassing way make him more anxious to speak. Regarding to teacher's role in the perspective of teachers, T4 also supports the teacher role by saying*: "Sometimes some students make mistakes and whole class interrupt and laugh. In such scenario the teacher should support the students. Supporting students in front others may reduce the anxiety and the opposite is true"*. Brandl (cited in Tanveer,2007) indicates that if teacher's role is to correct mistakes rather than facilitate students when they make mistakes this may exacerbates foreign language anxiety.

Influence of culture and society regarding gender

This study confirms that culture and social impact on speakers' language and his behaviour and communication are associated with the previous research's (Tanveer,2007; Giles et. Al,1999). As it found previously in Figure 1, there is a significant difference in the results regarding gender and females experienced higher level of anxiety. FS6 justified this by saying "*My family always dislike females to talk front of men and I am not used to it. I feel nervous about speaking while boys are there in the class ....I wish they put them in separate classes to speak without tension"*. As the Omani society is culturally conservative regarding their females. The families are not allowing their girls to talk with strange males whether face to face or by mobile phone as it is a part of Omani culture. Although they understand that higher education institutions and career are mixed gender, they still insist on being away from males.

Consistent with the literature, this study found that some males stated that they felt a bit anxious while talking to the opposite sex as it reported in (Tanveer, 2007) research too. Generally, Antoroet, al. (2015) found that "people are more likely to feel communication anxiety when they are talking to the opposite sex". This statement repeated with many participants in the foundation program. One of the reasons is that in Secondary schools, males and females study separately. Therefore, when they attended mixed-gender classes in the college, their anxiety becomes more.

CONCLUSION

The level of speaking anxiety experienced by 20 learners was revealed by a questionnaire, whereas perceptions of anxiety factors from 8 students and 6 teachers were gathered through an interview form. Although a medium level of speaking anxiety was found generally, the obstacle that students face of these factors may raise the level of anxiety: 1) Fear of mistakes, negative evaluation 2) Lack of vocabulary and low English proficiency 3) Teacher's role 4) Influence of culture and society.

One the hand, apart from previous factors there is another factor influencing learners speaking like the motivation of the teacher and classroom environment. Teachers should give positive feedback, help them to accept the fact that commit mistakes is a part of learning process and to create less stressful classroom environment (e.g. less stressful in correct errors, friendly and supportive personality and relaxation classroom activities.

This study has some limitations. The population of 20 may be considered small regarding concluding the mean of overall students' speaking anxiety at Saham vocational college. This may lower the reliability of results. To improve the generalisation of the study results, it is suggested to include a greater number of participants. Although the factors of speaking anxiety have unique details regarding Omani context, they are collected from one college in Oman. Involving other institutions would explore variety of backgrounds and perceptions regarding that. For further development, strategies to cope and overcome speaking anxiety needs to be explored extensively through teachers' and learners' perceptions as well.

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3

The Effect of Quizlet Applicationon Motivation and Learning Outcomes in Language Learning

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ABSTRACT

The purpose of this research is to find out whether there is an influence on inspiration and learning outcomes when including the Quizlet application in speaking courses for students at the Indonesian language school concentration program at Al Asyariah Mandar University. This kind of exploratory exam uses quantitative techniques with the One Group Pretest-Posttest Design exam plan. The student population is 26 people. The instruments used are polls (surveys), perception sheets, and tests, which utilize measured information from investigations and inferential insights. The test results show that the student learning outcomes obtained at the pre-test stage were 16,507, while at the post-test stage they were 10,140. This shows that, of course, the typical values in the two phases show extraordinary differences. Considering that the test sheets provided as questions were transferred to the Quizlet app, showing students' reactions to learning in the Speaking course, the classes were stated to be good, and the students' practice was also good. So it tends to be suspected that the result of exploring the use of the Quizlet application has a good effect on usage, especially in learning Speaking courses for semester 2 (two) students of the Indonesian Language Education Study Program at Al Asyariah Mandar University.

Keywords: Influence, Quizlet application, Student motivation and learning outcomes.

BACKGROUND

According to Kaimara, P., Oikonomou, A., & Deliyannis, I. (2022)modern upheaval in training circles is a goal and target that is a method for attempting to develop humans in virtual time. Meanwhile, Culajara, C. J., et al (2022) says that adjustments to the schooling sector are a reaction to students where innovation is adapted to open new doors imaginatively and creatively. The characteristics of the exercises in the progressive period are as follows: learning in various environments. Students will have more to learn in a different environment. Along with the advancements around the world as demonstrated by the modern upheaval of 4.0 and developments in the field of IoT (Web of Things)-based training. Currently, the presence of the Internet of Things (IoT) has become a part of human existence Yu, J. E. (2022). Thus, the capacity to understand and engage different IoT-based tools for teaching and learning should dominate. IoT is a condition that allows people or protests to be associated with anyone, anywhere, and anytime. IoT is a generally new innovation that seems to work well between real and virtual products. In the field of training, real examples of the use of IoT are the implementation of electronic learning, or e-learning,

distance learning, computerized libraries, online business for field SMEs, and others Akour, M., &Alenezi, M. (2022).

Changes in the field of education are undergoing colossal changes according to modern riots 4.0, which are separated by the expansion of availability, communication, and advances in computerization, man-made brain power, and virtual frameworks. The design of insight or artificial intelligence (man-made reasoning) and the Web of Things as the foundation for the development and availability of humans and machines or robots Muthmainnah, Ibna Seraj, P. M., &Oteir, I. (2022) began to occur around the 2010s.

This period of modern upheaval is also called a period of continued rebellion and a period of chaos. The term "distraction" in Indonesian means "eliminated." According to Muthmainnah, M., Al Yakin, A., Massyat, M., Lulaj, E., & Bayram, G. E. (2022), distraction is also interpreted as progress. From the terms above, disruption can be interpreted as a fundamental or crucial change in development. In this time of disruption, a fundamental change has taken place as there has been a major shift in higher education by coordinating various learning advancements, for example, applications, stages, and media-based innovations throughout the educational experience. This shift is from outside to independent, and from information as ownership to information as development. More than that, this innovation also comes out to make a significant commitment to refreshing the logical origins that were originally the focal point of awareness, which is only a form of display of various types of information, into discovery that leads to direction and improvement. (Learning and development) in order to be ready to conduct logical investigations, encouraging the use of science in the formation of an information-rich society. One of the factors that can make a difference in a student's success with vocabulary is their level of motivation, as has been addressed. The mobile app Quizlet is a great way to get children interested in learning new words by exposing them to engaging media. Rezaei et al. (2014) argue that mobile applications are an effective medium for encouraging students to take pleasure in vocabulary acquisition. Students' interest in learning vocabulary increases when they have a chance to put their knowledge to use. More than that, Quizlet has gained popularity as a helpful resource, encouraging students to learn vocabulary by using the website (Dizon, 2016). It indicates that users have a favorable impression of the Quizlet App and that they are open to using it in the future, which in turn demonstrates that the App has a motivating effect on their language learning.

It is claimed that Quizlet's variety of learning modes helps students take an active interest in and enjoy the process of expanding their vocabularies. Students, for instance, can view their score and ranking in the matching game and play it again to try to improve their standing.

Thus, students are less likely to lose interest in learning new words. However, while utilizing technology, such as the Quizlet App, youngsters may have fun while learning English. This is due to the fact that studentss' interest in learning the language can be piqued in this way (Golonka et al., 2014). As a result, using Quizlet will help students concentrate on the vocabulary they need to master. Students can study the vocabulary on their own time by using the Quizlet app for smartphones. This is due to the fact that Quizlet's layout is well-suited to self-directed study (Sanosi, 2018). Furthermore, students find the Quizlet app a fun way to study language (Lander, 2016). Conversely, Cinar and Ari (2019) argue that children's vocabulary development is affected by their fathers' educational background. He goes on to say that if the students' dads have college degrees, then the Quizlet app will work well for them. Due to the necessity of having access to the internet, students may find the expense of using Quizlet to be prohibitive (Dizon, 2016). In order for students to have unrestricted access to the Internet and the app in question, it is recommended that various tools be made available to them.

Application-based learning is urgently needed, but there are still many educational institutions, especially educators, who do not have sufficient knowledge about this, coupled with various problems related to costs, which for some people are very high. On the other hand, innovation has tremendous value for increasing knowledge and innovation, but education also needs to take advantage of advances in science and innovation to be able to achieve its goals in a real and productive way.

Work on the nature of training in schools is of interest. Looking at the correlation in several developed

countries, it is clear that the core of education or learning must focus on the interests of students, which is carried out dialogically or intuitively, which is essentially students focused on advancing as students and teachers as the facilitator works by finding out how it happened to students. It is expected that this study will investigate the situation of educators as facilitators and the improvement of students as agents in obtaining from Bergmark, U. (2022). The message is a topic that is filled with verbal (words and composition) and nonverbal (images) correspondence. This message will be captured by students as information, abilities, and values that can be used in everyday life. so that the message conveyed requires adequate means or media. Learning is a process of logical collaboration between students and learning assets, but the developing experiences that occur as a general rule are mostly teacher focused. In the field of schooling, growing experience relates to the most common means of transmitting data or correspondence. In this situation, learning media is a fundamental part of learning.

METHOD

Quantitative research methods are one of the efficient, regulated and clearly regulated exploratory types from inception to creation Leavy, P. (2022). This exploration was directed at Universitas Al Asyariah Mandar Sulawesi Barat Indonesia. This assessment period starts on the academic year 2022. The exam subjects are 2nd semester students of the Indonesian Language Study Program at Univeristas Al Asyariah Mandar on Speaking 2 course.

Gradually, the research strategy needs to clearly describe research configuration, research subjects or populations, information gathering procedures, research instruments, and information checking methods. The information-checking procedure used to test the impact of the Quizlet application on student inspiration and learning outcomes The Indonesian Language Teaching Assessment Program uses the Item Second Connection recipe, specifically the Item Second Relationship Test, the Speculation Test, and the Assurance Test.

RESULTS

The description of the research data presented below is a description of the pretest and posttest data. The description of each data set consists of data on initial ability (pre-test) and final ability (post-test) and the effect of the Quizlet application on the Speaking course 2 at 2nd semester students of universitas Al Asyariah Mandar.

Results of experimental descriptive statistical analysis

Table 1. Results of Frequency Analysis for Pretest Values

N	Valid	26
	Missiing	0
Mean		83.7308
Median		89.0000
Mode		100.00
Std. Deviation		16.51074
Variance		272.605
Range		46.00
Minimum		54.00
Maximum		100.00
Sum		2177.00

Based on table 4.1 using SPSS 24. It can be explained by the number of students as many as 26 people have an average

score of 83.73. where the median value is 89.00 and the score most students achieve is 100.00. The standard deviation is 16.510; the minimum score range is 54.00; the maximum is 100.00; the lowest possible score is 26; and the maximum score is 100.00; the highest score is 100.

Posttest Descriptive Statistical Analysis of Experiment group

Table 2. The results of the posttest value analysis

N	Valid	26
	Missiing	**0**
Mean		92.7308
Median		100.0000
Mode		100.00
Std. Deviation		10.96379
Variance		120.205
Range		30.00
Minimum		70.00
Maximum		100.00
Sum		2411.00

Based on the table above, using SPSS version 24, It can be explained by the number of students, as many as 26 people, who have an average value of 92.73. where the median value is 100.00 and the score most students achieve is 100.00. The standard deviation is 10, 96379, and the minimum score range is 70.00. The maximum is 100.00 from the lowest possible score of 30, and the maximum is 96.00 from the highest possible score of 100.

Table 3 Distribution of Frequency and Percentage of students' comprehension results in speaking courses

No	Interval	Frekuensi	Prsentase	Kategori
1	80-100	21	80,7%	Very Good
2	70-79	5	53,3%	Good
3	60-69	0	0	Average
4	<50	0	0	Deficient passing grade
Mean		30	100%	

Based on Table 3 it is known that there were 21 students who reached the "very good" category in mastering the material in the post-test stage of the experimental class, or 80.7%; there were 5 students, or 53.3%, who achieved the "good" category; there were no students who were in the "adequate" category; and there were also no students who were in the "low" category in terms of mastery of the material in the post-test stage in speaking course I, semester 2.**Results of Experimental Class Inferential Statistical Analysis described on the table 4 below.**

Table 4 Product moment correlation test

Correlations

		X1	X2	Y
X1	Pearson Correlation	1	.985**	.870**
	Sig. (2-tailed)		.000	.000
	N	26	26	26
	Pearson Correlation	.985**	1	.842**
	Sig. (2-tailed)	.000		.000
	N	26	26	26
	Pearson Correlation	.870**	.842**	1
	Sig. (2-tailed)	.000	.000	
	N	26	26	26

Based on the decision-making basis, if the R value counts the significance value > 0.05, then it is correlated, and if the R table shows the significance value > 0.05, then it is not correlated.

1.   The value of R table = 0.388

2.   Value of R count = 0.870

Because the results show a significance value of R count = 0.870 > 0.05 and a significance value of R table = 0.388, it can be determined that the values X1, X2, and Y have a significant relationship.

The table above shows that the correlation test at the stage of motivation has a person correlation value of Sig. (2-tailed) =.00; at the application stage of the quizlet person correlation, the value is Sig. (2-tailed) =.001; and at the stage of person learning outcomes, the correlation is Sig. (2-tailed) =.001. Based on the basis of decision making, that is, if the significance value is 0.05, then it is correlated, and if the significance value is > 0.005, then it is not correlated. Because the test results show a significance smaller than alpha (0.005), the data for the two stages in this study are correlated, and on the guideline for the degree of relationship, the personal correlation value is 26, which means that they are perfectly correlated.

1.   Paired Simple T-Test

The paired simple T-test is a test used to compare the difference between the two means of two paired samples, assuming the data is normally distributed. Paired samples come from the same subject, and each variable is taken in different situations and circumstances. This test is also called the paired T test.

Table 5 Paired Sample Correlation Test

Correlations

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pretest	83,08	25	16,507	3,301
	Posttest	93,64	25	10,140	2,028

In table 5 the paired sample statistics show that the average value of the pre-test stage is 83.08 and the average in the post-test is 93.64. The number of samples in this study was 26 show that the average value of the pre-test stage is 83.08 and the average in the post-test is 93.64. The number of samples in this study was 26. for the standard deviation value at the pre-test stage, which is 16.507, and the post-test stage, which is 10.140. This means that, descriptively, the average value at the two stages shows a significant difference. To prove further can be seen in the table below.

Table 6 Paired Sample Correlation Test

		N	Correlation	Signifcance One-Sided p	Two-Sided p
Pair1	Pretest & Posttest	25	,912	<,001	<,001

The results of the analysis contained in Table 4.3 above show the results of the correlation test between the pretest and posttest stages. The results of the analysis can be seen if the correlation coefficient is 0.912 with a significance value of 0.001. Because the value of sig. > 0.05, it can be stated that there is a relationship between the pre-test and post-test variables. Furthermore, to answer the hypotheses in this study, see the table below.

Table 7. Paired Samples Test

	Paired Differences								Significance	
					95 % Confidence					
			Std.	Std. Error	Inteval of the Difference				One-	Two-
		Mean	Deviation	Mean	Lower	Upper	T	df	Sided p	Sided p
Pair1	Pretest Posttest	--10,560	8,367	1,673	-14,014	-7,106	-6,311	24	<,001	<,001

The table above shows that the difference in the average value at the two stages is -10.560, and the standard deviation value is 8.367. From the results of the t-test performed, it appears that the data is negative. This happens because because one of the stages the results are lower. In phenomena like this negative values can be changed or considered to be positive values. The results of the t-test show t-test = -6.311, the degree of freedom is 24, and the significance (2-tailed) is 0.001. Because the significance (2-tailed) is lower or smaller than alpha (0.05), it can be stated that there is an effect of the Quizlet application on motivation and learning outcomes in the second semester students' speaking course of Indonesian Language Education at Al Asyariah Mandar University.

DISCUSSION

The exam begins with pre-test learning on students to see students' abilities against the background of experience before developing, after that the topic is given to students. After learning has been completed several times, students are given a post-test or final test to see the correlation between the results obtained from the pre-test and post-test.

Given the results of the calculation check as described, an information investigation can be carried out to determine the average value through the pretest, namely the normal value of 83.08 with a mean of 89.00 mode 100.00 standard deviation 16.51074, change 272.605, the area or range of values 46 scores The base score is 54, and the largest score is 100.

The consequence of the inferential examination of the connection test at the persuasive level of individual relations is Sig. (2-tailed) =.00; at the stage of applying the individual connection quiz, the value is Sig. (2-tailed) =.001; and at the stage of learning outcomes of individual relations, Sig. (2-birds) =.001. Given the premise of navigation, that is, if the value of interest is 0.05, then it is associated, and if the value of interest is > 0.005, then it is not connected. Because the experimental results show a more modest level of importance than alpha (0.005), the information for the two phases in this study is connected and based on the rules for the degree of association, the individual connection value is 26, which implies that it is flawless. correspond.

Based on the results of the quantitative expressive tests conducted by the researcher, the average pretest score of the students was 83.08, which was included in the large classification, and after being given treatment, the average

posttest score was 93.64, which was included in the awesome classification. There was an impact of the utilization of Quizlet's application in teaching speaking courses in semester II for Indonesian Language Training students at Al Asyariah Mandar Higher Education in the exploration class.

The ability of second semester students in studying speaking courses got a final score with an average score of 93.64 with a culmination of 100 percent, while students in practice were in large classes. This fits the ramifications of the previous exploration of using Quizlet. Quizlet was soon transformed into a simple, easy-to-use, and creative tool that can help many young students learn. More than 20 million active clients visit Quizlet every day, either through the website or app Wright, B. A. (2016). This application is not difficult to use for all ages, from elementary school to high school They can process and perfect this application for learning. In addition, appropriate learning instructions really help students understand the meaning of technology based (Muthmainnah, 2023). Students generally reported being more engaged and less bored with learning vocabulary after using this tool. This is supported by research findings conducted by Barr, B. (2016)who found that students using the Quizlet application seemed enthusiastic and even the application reduced their boredom when learning vocabulary. Their goal in playing is to outplay one another. In a race against time, they do their best to find the right definition for each word. Moreover, most of them have participated in the activity on various occasions. That's because they really want to complete the task and move on to the next game, where they hope to have more success. Leis et al. (2015) found that students who were encouraged to use smartphones were more likely to learn English in their free time. Some of the students in this study also played matching games on their smartphones at home, which were similar to those found in this study.

Most students who use the Quizlet app for school prefer to do assignments alone, without having to copy with their classmates. Korlu and Mede (2018) support this by reporting that using the Quizlet app improves student performance and encourages students to take initiative in their vocabulary acquisition. However, this contradicts the findings of previous research which found that using the Quizlet App did not encourage students to learn vocabulary on their own time. This research found that Quizlet can be used to improve speaking skills of undergraduate students in speaking.

Given the consequences of perceptions and polls disseminated by scientists, students experience an increase in speaking ability after involving the Quizlet application as a learning medium. It can be argued that there is a difference between the results of the initial student study test and the results of the final student study test after using the Quizlet application, so that understanding how to use the Quizlet application influences student inspiration and learning outcomes.

CONCLUSION

There is a very big difference in the acquisition of scores in speaking subjects between the pretest and posttest scores of students who take lessons using the Quizlet application. The difference between the two is shown by calculations through SPSS adaptation 24: the measurement of a suitable sample shows a typical value at the pretest stage, namely 83.08, and normal at the posttest, namely 93.64. The number of tests in this review is 26 students. The standard deviation value at the pretest stage is 16.507 and the posttest stage is 10.140. This means that graphically, the average value at the two stages shows a very striking difference. The difference in normal values at the two stages is -10.560, and the standard deviation value is 8.367. So it tends to be argued that there is an effect of the application of Quizlet on inspiration and learning outcomes in the next semester's student communication in the Indonesian Language School course at higher education. The lack of interviews or questionnaires to complete the research results and the small number of samples are the research's weaknesses. However, it is strongly recommended that future researchers in this field conduct a multi-instrumental study examining the impact of the Quizlet app on student motivation. They may also use additional dependent variables that are vulnerable to software effects.

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Designing Rejang Language Curriculum as Second Language in Primary Schools: Loca lLanguage Retention Efforts

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Abstrak

Artikel ini membahas sejumlah konsep yang berkaitan dengan merancang kurikulum bahasa Rejang di sekolah dasar. Tujuannya adalah untuk memetakan upaya pemertahanan bahasa lokal yaitu bahasa Rejang agar dapat diajarkan di sekolah dasar melalui rancangan kurikulum. Rancangan kurikulum bahasa Rejang selama ini belum dikembangkan oleh dinas pendidikan, sehingga sekolah yang telah mengajarkan bahasa Rejang sebagai muatan lokal belum memiliki sejumlah kompetensi yang tepat. Pendekatan kualitatif menjadi pilihan dalam mengembangkan rancangan kurikulum bahasa Rejang. Wawancara dan FGD adalah jalan untuk memperoleh data yang akurat mengenai rancangan tersebut. Hasil dari penjaringan tersebut diperoleh rancangan kurikulum yang berisi Standar Kompetensi dan Kompetensi Dasar untuk siswa mulai dari kelas 1 sampai kelas 6 yang berbasis pada pendekatan komunikatif dengan masing berjumlah 66. Materi yang dikembangkan dalam standar kompetensi memuat : kata benda, buek tuwei, kalimat sederhana, tanda bunyi, identitas diri, kalimat tanya, dongeng, huruf ngimbang, teka-teki, cerita (narasi), kalimat permohonan maaf, puisi, peribahasa (petatah petitih) asal usul suku Rejang, surat izin, pidato, lagu Rejang, nasehat, ucapan selamat, iklan, dan huruf bejagung.

Kata kunci: kurikulum bahasa Rejang, bahasa kedua, sekolah dasar, pemertahanan bahasa

ABSTRACT

This article discusses a number of concepts relating to designing the Rejang language curriculum in elementary schools. The aim is to map the efforts to preserve local languages, namely the Rejang language so that it can be taught in elementary schools through curriculum design. The design of the Rejang language curriculum has not been

developed by the education office, so schools that have taught Rejang language as local content do not yet have a number of appropriate competencies. A qualitative approach has been choice for developing Rejang language curriculum design. Interviews and FGDs are ways to obtain accurate data about the design. The results of the screening obtained a curriculum design containing Competency Standards and Basic Competencies for students ranging from grade 1 to grade 6 which are based on communicative approaches with 66 each. Materials developed in competency standards include: nouns, *buek tuwei*, simple sentences, sound signals, self-identity, question sentences, fairy tales, *huruf ngimbang*, puzzles, stories (narratives), apologies, poems, proverbs (*petatah petitih*) the origin of the Rejang tribe, permits, speeches, Rejang songs, advice , congratulations, advertisements, and *huruf bejagung*.

Keywords: Rejang language curriculum, second language, elementary school, language retention

INTRODUCTION

Rejang Language is the regional language in the Rejang Lebong Regency of Bengkulu Province. This language is a colloquial language which is believed to have long lived and developed in the regions of Bengkulu Province, namely Rejang Lebong Regency, Lebong Regency, Kepahiang Regency and North Bengkulu Regency. Rejang language is divided into five dialects, namely Musi dialect, Coastal dialect, Lebong dialect, Rawas dialect and Keban Agung dialect (McGinn 2007). This difference between dialects only covers phonological elements, so the syntactic and semantic elements do not affect communication between dialects (Rahayu 1994) . As a regional language that has lived a long time in Bengkulu province, Rejang language is included in 13 languages ??surviving in the Western region according to Multamia Rauder in the Congress of the Regional Languages ??of the West. This statement implies that the Rejang language is in a condition that not endangered. But in observations made in classes at the first level of school found symptoms of threatened extinction. These symptoms are indicated in the choice of language students that choose when communicating. Generally students choose Malay as the language used in interacting (Botifar 2013) . This is in line with Grimes' research which mentions that old people no longer teach mother tongue to their children and no longer actively use it at home in the realm of communication (Grimes 2002) , is the cause of extinction so that Rejang's language as a mother tongue is abandoned.

According to UNESCO, as stated in the *Atlas of the World's Language in the Danger of Disappearing* , in Indonesia there are more than 640 regional languages ??in which there are approximately 154 languages ??that must be considered, which is about 139 languages ??that are endangered and 15 languages ??that are truly already died. Endangered languages ??are in Kalimantan (1 language), Maluku (22 languages), West Papua and Halmahera Islands (67 languages), Sulawesi (36 languages), Sumatra (2 languages), and Timor-Flores and Bima-Sumbawa (11 language). Meanwhile, extinct languages ??are in Maluku (11 languages), West Papua and the Halmahera Islands, Sulawesi, and Sumatra (1 language of each) (Salminen 1999).

Analysis of the extinction of regional languages ??is due to a number of other constraints directly related to regional languages, namely the presumption that underestimates the ability of regional languages ??to carry out their functions, such as (a) the regional language is ancient and should belong to the past only, (b) language groups of uneducated people, (c) regional languages ??are less prestigious and will not bring progress, (d) there are no active regional language institutions to tackle the problem of declining use of regional languages, (e) there is no attempt to adapt regional languages ??to modern needs, (f) interest in learning regional languages ??is still low, (g) less promising employment, and (h) less coaching and development systems in all regional languages (Hakim 2009). The condition of such regional languages ??is also influenced by the flow of globalization. Globalization gives a direct impact in the form of first globalization that has redefined the boundaries of language more broadly so that the relationship of one language to another is more open. Second, the expansive nature of globalization has made regional language subordination stronger. Third, the flow of globalization has caused the loss of the cultural channels of regional values ??and norms (Hakim 2009).

Some of the regional language problems above require that the defense process begins early. The defense of the Rejang language has begun to be carried out by the local government through cultural activities involving the

wider community, but it is only ceremonial. For this reason, the efforts to retention language must refer to Crystal's objectives, namely: 1) realizing structural deversity, 2) maintaining identity of community groups, 3) opening opportunities for social adaptability, 4) increasing security for children, and 5) increasing linguistic sensitivity (Hakim 2009).

One of the anticipatory steps in preserving regional languages, especially the language of Rejang, is to make schools as the last bastion in retention. Schools as the smallest part of society reflect actual conditions so that they can become agents in retention in society. Through school, the Rejang language can be passed on to the next generation, so that the process of transitioning the Rejang language will continue. Still revelation of language skills to the next generation plays an important role in language preservation. This is in accordance with the statement that if a language is not passed on to children or the next generation, the language will become extinct in three generations which begins with the transition of language (Fishman 2007).

This is very possible because children (second generation) will be very passive users in the sense that they have used the language again actively or have not even used their tribal language at all. This means that the second generation will not have the ability related to language so that the third generation will never know the language at all. This condition makes language extinction occur because there are no more speakers of the language (Fishman 2007). The survey results from need analysis of society for the Rejang language on 6 -10 December 2017 on society elements, starting from the elements of the general public, government officials, academics, and observers and middlemen. Rejang culture generally requires (1) Rejang language can be a second language in schools (2) school become places for Rejang language retention, (3) schools can synergize Rejang language with activities in schools.

This is also in line with Regent's instructions onJuly 26,2003 about: curriculum Educations Primary and Secondary to compile curriculum education, start from education basic to middle class for programmed subjects: (a) Rejang language or Rejang Lembak language, (b) Ka Ga Nga scripts or Rikung script, (c) Rejang Lebong art, (d) introduction of Rejang music tool, and (e) customs, curriculum, and those who live in the society. Based on the Regent's Instruction, schools in Rejang Lebong District, especially elementary schools, began to apply local content lessons that the *Nga* changed into Rejang language and script. While for junior and senior high schools have not implemented local content learning until now.

Existence Regent's Instructions gives the power of law to school for concentrated developing the local content study better. However in reality, local content study at school only to be complementary subject. Not programmed to be program superior school, so learning process is more pay attention. Local content study is limited to introduction of Ka Ga Nga script at elementary school. Local content study of Rejang language with the material being taugh Ka Ga Nga script guided by the book Ka Ga Nga script that published bay Goverment Area with minimum materials.

This learning has not included learning language in general. Further improvement is needed to improve Rejang language learning. Some issues related to the teaching of Rejang language and script is Rejang language lessons are taught in the form of local content study. Both public and private elementary schools in Rejang Lebong district are required to teach local content of Arabic language and the language of Rejang. Both local contents are taught in the early and high class. For Arabic local content taught in the initial class while the local content of the Rejang language is taught in the high class.

Teaching the Rejang language is limited to learning to write letters that are in Rejang Script (Ka Ga Nga script). The letters are taught using Indonesian and Rejang language as words or sentences. But the use of the Rejang language is not maximized as a language for communication so that Rejang language learning is not applied in four language skills. One of the reasons is because the Rejang language curriculum has not been formally designed by the regional government.

The importance of local language become second language learning in schools is an regional needs that must be followed up. Many regions in Indonesia have set their regional languages ??as one of the local contents that students must learn. Like the local content of the Makassar language in research that develops Makassar language

teaching material based on character formation. The teaching material was developed based on the Bugis-Makassar regional language curriculum in 2006 which emphasized aspects of the cultivation of moral values ??based on local wisdom (Robiah Sitti 2016).

There are also studies that develop Javanese multimedia-based learning systems. This study aims to increase the interest of elementary school students in Javanese language which is considered difficult in terms of learning the characters. For this reason, a Javanese script learning system was developed for multimedia-based elementary students (Hakim, A.O.Al Aziz Purnama 2012).

While the Rejang language research as a local content has also been studied for junior high school students. In this study, the design of the Rejang language curriculum was based on a communicative approach. The results of the study obtained Rejang language curriculum design based on the Communicative approach with competency standards developed totaling eight competency standards and basic competencies developed totaling 24 with each class level numbering eight basic competencies (Botifar 2013).

This article uses qualitative research in the hope of getting as much information as possible about the needs of students, teachers, traditional stakeholders and Rejang language experts in designing the curriculum. Open interviews and FGDs (focus discussion groups) are effective tools for capturing data from defined sources based on objectives. Data selection results were analyzed qualitatively so that the curriculum was obtained according to stakeholder needs.

RESULTS AND DISCUSSION

The results of the open interview on information sources included teachers, students, Rejang language experts, members and chairman of the Rejang Customary Deliberation Body, who wanted a Rejang language curriculum that promoted the culture of Rejang in its development. Curriculum development is more complex than the syllabus design. Curriculum development with regard to a process carried out to determine learning needs, develop programs that fit those needs, determine the right syllabus, study schedule, teaching methods, materials Muthmainnah (2023) and evaluation (C.Richards 2002).

Curriculum development in language teaching is characterized by changes in the teaching approach. Changes to the language teaching approach began with changes to the teaching method. Richards stated that in the last 100 years several methods have emerged and disappeared in language teaching, such as: grammar translation method (1800-1900), direct method (1890-1960), structural method (1930-1960), reading method (1920-1950), audiolingual method (1950-1970), nosional method (1950-1970), and communicative approach (1970-sekarang) (C.Richards 2002). Based on the current approach, the communicative approach is the basis for the development of the Rejang language curriculum in elementary schools.

By using a communicative approach, Rejang language learning is focused on developing students' communication skills based on four language skills, namely listening skills, speaking skills , reading skills and writing skills. The most important part of the communicative approach must be in the Rejang language curriculum design are (1) meaning is the most important, (2) conversation must be centered around communicative functions and not memorized normally, (3) contextualization becomes the main part (4) Rejang language learning means learning to communicate, (5) training or drill is allowed but not burdensome, (6) right speech (9) all attempts to communicate can be encouraged from the beginning, (7) translation used if students are needed, (8) reading and writing can be started from the beginning, (9) language systems are learned through communication activities, (10) communicative communication is the goal, (11) linguistic variation is a core concept in material and methodology, (12) sequence is determined based on consideration of content, function, or meaning to enhance interest learning, (13) the teacher encourages students to collaborate by using the language, (14) language is created by students through trying, (15) fluency and acceptable language are the main objectives, accuracy is assessed in context (16) students are expected to interact with others through groups or partners, oral and written.

The Rejang language curriculum is designed for grades 1-6 elementary school with 66 competency standards

and 66 basic competencies. A competency standard contains one basic competency with consideration of each competency standard as a reflection of language skills. The material developed in the competency standard includes: nouns, *buek tuwei*, simple sentences, sound signals, self-identity, question sentences,fairy tales, *huruf ngimbang*, puzzles, stories (narratives), apology sentences, poems, proverbs (*petatah petitih*) the origin of the Rejang tribe, permits, speeches, Rejang songs, advice, congratulations, advertisements, and *huruf bejagung*.

Table 1. LOCAL CONTENT STUDY OF REJANG LANGUAGE CURRICULUMS BASIC EDUCATION LEVEL

NO	CLASS	SMT	COMPETENCY STANDARDS	BASIC COMPETENCIES
1)	I		1) Students are able to listen to Rejang languagenouns	1) Students can say Rejang Language nouns.
			2) Students are able to say Rejang Language nouns	2) Students can pronounce the Rejang Language nouns correctly
			3) Students are able to read Rejang's *bueak tuwei* writing	3) Students can read Rejang's *bueak tuwei* writing correctly
			4) Students are able to write Rejang's *bueak tuwei* writing.	4) Students can write Rejang's *bueak tuwei* writing correctly
2)	II		1) Students are able to listen to nouns in the Rejang language	1) Students can find images that match the nouns that are played in the Rejang language
			2) Students are able to pronounce simple sentences in Rejang Language	2) Students can pronounce one simple sentence in the Rejang language with proper pronunciation and intonation
			3) Students are able to read simple sentences in the Rejang language	3) Students can read out loud simple sentences with proper pronunciation and intonation in the Rejang language
			4) Students are able to write nouns using the sound mark in Rejang's writing	4) Students can arrange nouns with letter cards in Rejang's writing using sound marks
3)	3)		1) Students are able to hear simple sentences in the language of Rejang	1) students are able to interpret the simple sentence of the Rejang language into Indonesian
			2) Students are able to pronounce the names of objects depicted in the Rejang language	2) Students can pronounce the names of objects depicted in the Rejang language
			3) Students are able to read aloud with pronunciation that is both simple entences in the Rejang language	3) Students can read aloud with pronunciation that is both simple sentences in the Rejang language
			4) Students are able to write nouns using the sound mark in Rejang's writing	4) Students can write nouns using the sound mark in writing.

NO	CLASS	SMT	COMPETENCY STANDARDS	BASIC COMPETENCIES
4)	4)		1) students are able to listen to daily experiences in the language of Rejang	1) Students can be able to ask questions related to daily experiences that are played.
			2) Students are able to converse in the Rejang language about their identity in front of the class	2) Students can have a conversation in the Rejang language about their identity in front of the class
			3) Students are able to read simple Rejang language sentences with good pronunciation	3) Students can read a simple sentence in the Rejang language with good pronunciation
			4) Students are able to write parts of plants using sound signals in Rejang's language and writing	4) Students can write down parts of the plant using the sound mark in Rejang's writing
5)	I		1) Students listen to question sentences in the language of Rejang	1) Students can answer the question sentence in the Rejang language that is played
			2) Students are able to converse in the Rejang language about daily student activities	2) Students can converse with the Rejang language about daily student activities
			3) Students are able to read loud Rejang language question sentences with correct intonation	3) Students can read loudly the Rejang language question sentence with the correct intonation
			4) Students are able to write the names of the limbs using the sound mark in Rejang's writing	4) Students can write the names of the limbs using the sound mark in Rejang's writing
			5) Students are able to listen to the verse songs in the Rejang language	5) Students can understand the meaning of the verse of the song that is played
			6) Students are able to talk about homework	6) Students can talk about homework
			7) Students are able to make Rejang language question sentences	7) Students can make question sentences in the Rejang language
			8) Students are able to write simple sentences about limbs	8) Students can write simple sentences about limbs
6)	III	II	1) Students are able to listen to children's stories in the language of Rejang	1) Students understand the contents of children's stories in the language of Rejang
			2) Students are able to converse about family identity in the Rejang language	2) Students can talk about family identity in the Rejang language
			3) Students are able to read simple statement sentences in Rejang language with correct intonation	3) Students can read simple statement sentences in Rejang language with correct intonation
			4) Students are able to write words using balancing letters in Rejang's language and writing	4) Students can write words using balanced letters in Rejang's language and writing
			5) Students are able to listen to puzzles in the Rejang language	5) Students can make puzzles in the Rejang language
			6) Students are able to talk about experiences on holidays	6) Students can talk about holiday experiences using the Rejang language

NO	CLASS	SMT	COMPETENCY STANDARDS	BASIC COMPETENCIES
			7) Students are able to read stories in the language of Rejang	7) Students can answer questions that match the story in the Rejang language
			8) Students are able to write simple sentences about school equipment in the Rejang language	8) Students can write simple sentences about school equipment in the Rejanglanguage
7)	IV	I	1) Students are able to listen to folklore in the language of Rejang	1) Students understand the contents of folklore in the language of Rejang
			2) Students are able to talk about daily activities outside school hours in the Rejang language	2) Students can talk about daily activities outside school hours in the Rejang language
			3) Students are able to read the phrase "apology" in the Rejang language with the correct intonation	3) Students can read the phrase "supplication" in the Rejang language with the correct intonation
			4) Students are able to write the use of household appliances in the Rejang language with the correct intonation	4) Students can write the uses of household appliances in Rejang's language & writing
			5) Students are able to listen to one verse of poetry in the Rejang language	5) Students can understand the contents of one verse of poetry in the language of Rejang
			6) Students are able to recount the experience of visiting a family home	6) Students can tell the experience of visiting a family home
			7) Students are able to read proverbs in the Rejang language	7) Students can make questions in the Rejang language
			8) Students are able to write simple sentences about school equipment in the class in the Rejang language	8) Students can write simple sentences about school equipment in the class in the Rejang language
8)	IV	II	1) Students are able to listen to the history of the origin of the Rejang tribe in the Rejang language	1) Students understand the history of the origin of the Rejang tribe in the Rejang language
			2) Students are able to talk about the activities of major holidays in the language of Rejang	2) Students can talk about the activities of major holidays in the language of Rejang
			3) Students are able to read the permission letter in Rejang language with the correct intonation	3) Students can read the permission letter in Rejang language with the correct intonation
			4) Students are able to write sentences using nouns that are around the school with Rejang's language and writing	4) Students can write sentences using nouns around the school with Rejang's language and writing
			5) Students are able to read several verses of songs in the Rejang language	5) Students can find difficult vocabulary from the verse songs in the Rejang language
			6) Students are able to write imperfect sentences in the Rejang language	6) Students can perfect sentences in the Rejang language
9)	V	I	1) Students are able to listen to a short speech in the language of Rejang	1) Students can find short speech messages in the Rejang language

NO	CLASS	SMT	COMPETENCY STANDARDS	BASIC COMPETENCIES
			2) Students are able to talk about mutual cooperation activities in school in the language of Rejang	2) Students can talk about mutual cooperation activities in school in the language of Rejang
			3) Students are able to read poetry in Rejang language with correct intonation	3) Students can read poetry in Rejang language with correct intonation
			4) Students are able to write sentences using *huruf ngimbang* in Rejang's language and writing	4) Students can write sentences using *huruf ngimbang* in Rejang's language and writing
			5) Students are able to listen to Rejang regional songs	5) Students can sing Rejang regional songs
			6) Students are able to compile simple stories in the language of Rejang	6) Students can arrange simple stories in the language of Rejang
9)	V	II	1) Students are able to listen to the farewell remarks in the Rejang language	1) Students can find the contents of the farewell remarks in the Rejang language
			2) Students are able to talk about the rules of school discipline in the Rejang language	2) Students can talk about the rules of school discipline in the Rejang language
			3) Students are able to read speech texts using Rejang language	3) Students can read the text of the speech by using the Rejang language out loud
			4) Students are able to write question sentences using *huruf ngimbang* in Rejang's language and writing	4) Students can write question sentences using *huruf ngimbang* in Rejang's language and writing
			5) Students are able to read Rejang's proverbial aloud	5) Students can read the Rejang proverb aloud
			6) Students are able to write simple stories in the language of Rejang	6) Students can write simple stories in Rejang language systematically
10)	VI	I	1) Students are able to listen to the words of thanks in the Rejang language	1) Students can recite words of thanks in the Rejang language
			2) Students are able to talk about experiences during their education in school in the language of Rejang	2) Students can talk about experiences while studying in school in the language of Rejang
			3) Students are able to read the words of advice using the Rejang language	3) Students can read the words of advice using the Rejang language
			4) Students are able to understand the technique of writing Rejang letters	4) Students can explain the technique of writing Rejang letters
10)	VI	II	1) Students are able to listen to congratulatory words in the Rejang language	1) Students can recite congratulations in the Rejang language
			2) Students are able to talk about hobbies in the Rejang language	2) Students can talk about hobbies in the Rejang language
			3) Students are able to read ad words in the Rejang language	3) Students can understand advertising messages in the Rejang language
			4) Students are able to write *huruf bejagung*	4) Students can write *huruf bejagung*

From the table, Rejang language material is presented in four aspects, namely aspects of listening skills with elements in the form of sound pronunciation, aspects of speaking skills containing vocabulary, sound pronunciation, simple sentences, question sentences, apologies, poems, proverbs, speeches, advice, sayings congratulations, and self-identity, then the aspect of reading with the material parts in the form of fairy tales, puzzles, the origins of the Rejang tribe, and advertisements, and finally the writing aspects that include permission letters, *buek tuwei*, stories, sound signs, *huruf ngimbang* and *huruf bejagung*.

CONCLUSION

The design of the Rejang language curriculum in primary schools as a form of preserving local languages ??is an important part of education in Rejang Lebong District. Many material in the curriculum is a reflection of local wisdom that deserves to be passed on to the next generation. The Ka Ga Nga script which is local wisdom is one of the materials developed in the curriculum, so that the material becomes a significant tool in the transfer of culture and wisdom. There is still a lot of information that has not been fully explored due to limited time, resources and informants, so that it needs to be developed further on cultural themes that are close and tight in society.

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5

Improving the Ability to Analyze the Elements of Poetry Development through the Learning Cycle Model

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ABSTRACT

To create an interactive learning process, the researcher chose to apply the Learning Cycle model in the learning process, especially to improve students' ability to analyze the building blocks of poetry. The type of research used was Classroom Action Research (CAR) with 17 respondents in class X MIPA 2 SMA Negeri 1 Campalagian. The results showed that in cycle I, the percentage of student involvement was 35% and increased to 53% in cycle II. While the test results in cycle I, the percentage of completeness of student learning outcomes was 43% and increased to 83% in cycle II. From the data obtained during the research, the Cycle Learning model is an effective learning model to improve the quality of the learning process and also student learning outcomes that can be applied or applied to further learning with aspects of analyzing the building blocks of poetry.

Keywords: Learning cycle model, Poetry and Classroom Action Research

PRELIMINARY

Literature is a reflection of the socio-cultural condition of the nation which must be passed on to the younger generation. Literature as a medium to provide change to society, especially character education. This is intended so that literacy skills grow so that a reading culture develops. Literary works are works that are created to convey the ideas of the author with an aesthetic arrangement of language.

Writing is writing that uses excellent language and has a seriousness that is not the same as the language as a whole and even misuses ordinary language (Yunus, 2019). Kurnia (2019: 107) argues that writing can reduce or describe symbols or graphic symbols that language has so that they can be understood properly by others so that other people can read or interpret what we mean.

Based on its form, literary works are divided into two, namely fiction and non-fiction. Fictional works

include prose, drama and poetry. While non-fiction literary works are biographies, autobiographies, and essays. However, the research that has been done focuses on fictional literary works, namely poetry. One of these literary works is Kurn made from the results of expressing the ideas or emotions of a poet. Every poem that is created, has its own meaning. The hidden meaning behind the poem is made based on the poet's perspective on the aspects around him. To find out how the meaning of a poem is created, it is necessary to know the elements of the form and content that make up the poem.

Learning about poetry has been applied since long ago in school. In accordance with Ministerial Regulations since 2015, namely Permendikbud Number 21 of 2015 concerning developing the character of students through a literacy culture. Poetry learning can be an alternative that can develop this literacy culture. Indonesia is a country with a low literacy culture. Based on data released on the Central Connecticut State University website regarding the most literate countries in the world, Indonesia is ranked 60 out of 61 countries studied.

To deal with this problem, the role of educators is also considered very crucial. The task of educators to educate the nation requires educators to be more proactive in providing innovation in the learning process. These innovations are expected to be able to increase students' interest in learning and knowledge, and in accordance with the times.

Researchers consider that an interactive learning process can help educators and students to obtain maximum learning outcomes. Maximum learning outcomes produce a change and the formation of behavior in a better direction The author adds that watching anime films using Anime TV media is an audio-visual based learning medium Muttalib, A. (2016). To create an interactive learning process, the researcher chose to apply the Learning Cycle model in the learning process, especially to improve students' ability to analyze the building blocks of poetry. The Learning Cycle model is a learning model that focuses learning activities on students, so that students are asked to play an active role during the learning process. This learning model is in accordance with the objectives of the 2013 Curriculum which prioritizes independent learning to improve students' critical thinking skills Muthmainnah et al (2022).

LITERATURE REVIEW

Literature

Etymologically the word literature means talking about various writings that are beautiful in form and noble in content (Nursisto in Diki Tri Wibowo: 2018). According to Rahman Fasieh, *et. al.* (2019), literature means tools for teaching, manuals, instruction and teaching books; for examplesilpa literature, books on literary architecture, guidebooks on the art of storytelling. The prefix su-means good, beautiful, so that literature can be compared with various fine written works (*belles letters*).

Literary Genres

The term genre comes from the French meaning "type". So literary genre means the type of literary work. Literary genres are divided into two groups, namely imaginative and non-imaginative literary works, in which these imaginative literary works emphasize more imaginary nature, do not forget to use language aesthetics so that connotative language arises. Meanwhile, this non-imaginative literary work emphasizes the nature of reality and tends to use denotative language but still does not forget the aesthetics of language. **D**

This imaginative literary work is also divided into several types, namely poetry, prose, and drama.

E

This non-imaginative literary work is more prominent in its factual value, but does not forget its aesthetic value in language. Examples of non-imaginative literary works include essays, criticism, biographies, anti-biographies, history, memoirs, diaries, and letters.

The essence of poetry

According to Lascelles Abercrombie in Rahman Fasieh, *et. al.* (2019), poetry is an imaginative experience that is expressed through sayings or statements that are of value and apply in society using structured and useful language. Meanwhile, according to Pradopo (2012) poetry is a work that is born from a thought which is then expressed in arranged and rhythmic symbols of language. Meanwhile, according to Bayu (2017) poetry is a variety of literature written based on experience, both direct experience and experience from the results of sensing processes written using poetic and meaningful language.

The Building Elements of Poetry

To understand the meaning or content contained in poetry, it is necessary to understand the elements that make up the vision. There are two building elements of poetry, namely the inner element and the physical element. D

The Inner Element consists of four elements, namely theme, tone, feeling, and message or mandate.

According to Astini (2019) the theme is the main idea expressed by the poet through his poetry. Readers need to understand the ins and outs of the formation of the poem so that there are no mistakes in interpreting the theme of the poem.

According to Asep Firdaus (2019) tone is the poet's expression of the subject matter and the poet's attitude towards the reader. Tone is influenced by the atmosphere or state of feeling felt by the reader which is captured by the five senses. According to Sari (2019), the reader's appreciation of the tone put forward by the poet must be precise. To be able to interpret the poem, the reader needs to understand the context of the poem based on the relationship between the previous and subsequent sentences.

TrianaUlfah (2015) states that the poet's feelings are contained in poetry. The poet expresses feelings as a whole, be it feelings of joy, sadness, disappointment, fear, pride, and so on. So that poetry is made using language that is able to strengthen the total expression of feelings from the poet.

After being able to understand the elements above, it will be easy to understand the message or message that the poet wants to convey (DwiRiandari: 2016). The message is the implicit message behind the beautifully composed words and is the reason that prompted the poet to create the poem (Asep Firdaus: 2019).
E

The physical structure consists of diction, imagery, figurative language, rhyme, concrete words, rhyme, rhythm, and typography.

The choice of words is the main key to making poetry have aesthetic value. The choice of words must be considered properly, so that they are in sync with the meaning, the composition of the sounds in forming the rhythm, the composition of the words in the context, and the aesthetic value generated by the poem (Chikita Celine: 2019). Therefore, the poet's vocabulary is highly demanded. The choice of words is also very much determined by the type of poetry that is made. Not infrequently the poet always chooses a word whose meaning can be understood after tracing the background of the poem.

BayuAnggi (2017) explains that an image or image is a picture of the process of imagining. The image in the mind and sensation is then visualized through aesthetic languages. To give a clear picture, create a special atmosphere, make

vivid (more alive) images in the mind and senses, to attract attention, to give a mental impression or visual image the poet uses wishful images (Purnami Sari: 2013).

Purnami Sari (2013) states that figurative language is the use of words whose arrangement and meaning are set aside from their actual arrangement and meaning. This is done to make the literary work gain the power of expression and high aesthetic value. According to Astini (2019) the use of figurative language is to use words that are linked between one thing and another, whose meaning is already known to the reader or listener.

Concrete words according to Purnami Sari (2013) are words that can be captured by the human senses which are judged to give a true structure and meaning, without any allegory. Using concrete words will provide a clear description of the contents of the poetry created by the poet (Chikita Celine: 2019).

The next element is rhyme and rhythm. This element is also an important element that makes poetry sound different from other literary works. Rhythm is the arrangement of sounds that are high, low, long, short, loud, weak, which are played regularly, so that they sound beautiful, as if forming a musical form. Meanwhile, rhyme is the repetition of sounds in poetry. The repetition of sounds usually does not only occur at the end of the line, but also occurs in every stanza of the poem.

Waluyo (in Christian Advent: 2018) states that typography in poetry does not form paragraphs, but forms stanzas. The lines in the poem do not start from the left edge and then end on the right edge, but either from the right edge or the right edge, each line of poetry does not have to be filled with writing. That is, the number of lines or stanzas in a poem is not given a limit. Array writing also does not have to start from the left edge, right edge, or center.

Model *Learning Cycle*

The *Learning Cycle* model is a learning model that prioritizes the active role of students during the learning process. This learning model emerged based on the learning theory put forward by John Dewey, Kurt Lewin, and Jean Piaget regarding the theory of constructivism (Khaerunisa: 2013). This theory arises because they think learning is a process of linking old knowledge with new ones. To relate this knowledge, in the process there is reflection, which is the result of contemplating thinking so that new knowledge can be found (Supardan: 2016). This theory influences learning theories, one of which is the formation of a learning model put forward by Gregory Bateson, Reg Revans, Paulo Freire, Chris Agyris, David Kolb, Malcolm Knowles, Jack Mezirow, and Alan Mumford (Yolanda: 2018). Of these scientists, researchers focused more on the learning model put forward by Kolb. According to Kolb in Khaerunisa (2013), learning begins with direct experience (*concrete experience*). ZulfaniAzis (2013) defines the *Learning Cycle model* as a stage of activity that provides an active role for students during the learning process to master a number of learning competencies that must be achieved through systematically arranged activities. Pratiwi (2016) also suggests that the *Learning Cycle* model is a learning model that empowers students more (*student center learning*) with a series or stages of activity so that students master the competencies that must be achieved in learning. Meanwhile, according to Rina (2012) the *Learning Cycle model* is a learning process that is oriented towards active and direct student involvement, not just transferring information from teacher to student. To achieve the benefits of applying the *Learning Cycle model* to the learning process, there are steps that need to be carried out. The following is a more detailed explanation of the 5 stages in the *Learning Cycle model* . D *engage*

The purpose of this phase is to focus students' attention on the topic given by the teacher. In this phase, activities that can be carried out are asking questions, explaining or demonstrating an event, showing pictures or making discussions, and connecting students' past experiences with the learning that is being followed. These

activities serve to focus students' attention on the tasks to be performed (Ahmet: 2013).

E *Explore*

Students begin to play a more active role in this phase. In this phase students try to solve the problems given by working, discussing and experimenting with their groups. While the teacher acts as a student guide, does not participate fully in student work. When guiding, if a teacher sees a student's mistake, he or she should not directly correct it, but should give some pointers or show students some ways to correct themselves. When students interact with each other, they are not passive in this process. They can freely express their opinions, test every idea, and present the results. They try to interpret and explain the results of their observations (F Firdaus *et al* : 2017).

F *Explain*

At this stage, students explain scientifically the results obtained from observations and data obtained from the previous stages. A representative in each group explains the results of their work. The *Explain* phase is a teacher-centered phase because the teacher becomes active in correcting errors and completing parts that are not conveyed from student work. Teachers can choose the lecture method or use other interesting methods such as showing films or videos, making demonstrations or providing activities that direct students to determine their work or explain their results (A. Malik: 2017) At this stage, the teacher provides theoretical explanations. The teacher also provides an explanation regarding the material being studied by relating the experiences of students or the results of their discussions, then forming new concepts. The aim of this phase is to correct errors in students' findings before the next phase.

G *Elaborate*

In this phase, students can practice their new knowledge, provide solutions, find new problems and make logical conclusions. This situation can be realized by presenting new research activities or by expanding activities carried out at the exploration stage (Ahmet: 2013). In this phase students also work in groups to solve questions posed by other groups. Each group then presented and explained their final results. This phase can be said as an expansion of the research step due to new problems. Group work or class discussions as a whole provide opportunities for students to understand the subject matter, defend and present their thoughts (Wahed: 2013).

H *Evaluate*

The evaluation stage is an important stage to determine whether students learn the concept scientifically correctly and are able to reflect on it. This phase can be realized in formal or informal methods Wilder and Shuttleworth in Ahmet (2013); Muthmainnah et al (2023). In this phase, several evaluations are carried out to reveal the knowledge that students construct. Students can answer spoken questions, make short summaries, read graphs and evaluate tables. Furthermore, students are asked to relate what they have learned, with situations in real life. This phase is the phase where students can show their attitudes about learning and can change their thinking style or behavior. Evaluation is realized repeatedly every time the teacher and students try to control developments to achieve new understanding (Pratiwi: 2016).

C. RESEARCH METHODS

Researchers used classroom action research (CAR). Based on the analysis of the existing problems, this classroom action research was planned to consist of two cycles, each cycle consisting of one meeting with four phases, namely action planning, action implementation, action observation and reflection on the actions taken in each cycle. However, the decision to continue or stop research at the end of a particular cycle depends entirely on the results achieved in the last cycle. If the results achieved have met the predetermined success criteria, then the research is stopped and if the results have not achieved as expected, then the research continues to the next cycle. This research was conducted in class X MIPA 2 SMA Negeri 1 Campalagian. The research has been conducted in odd semesters, namely July August 2021.

To obtain data, this study uses tests and non-tests. The test was carried out twice by analyzing the test results

after being given treatment compared to before being given treatment. Furthermore, non-tests are used in the form of observation or observation guidelines, interviews and documentation. Because the research problem is too broad, in research, the researcher will limit the research to two variables. The variables in the research are the independent variables and the dependent variables. The use of the *Learning Cycle model* as the independent variable, while the ability to analyze the building blocks of poetry as the dependent variable.

Learning Cycle Model is applied which includes the 5 steps of 5E, namely:

Engage (invite students to get to know the problems to be studied).

Explore (students investigate the problem to find out the solution).

Explain (students explain the results of their discussion)

Elaborate (students are asked to develop the results of their discussion)

Evaluate (students and teachers jointly evaluate the results of discussions that have been carried out by students).

The research instruments used to collect data in this study were tests and non-tests to measure the increased ability to analyze the building blocks of poetry through the Learning Cycle model. The data in this study were obtained by using a test. The test was carried out once by analyzing the test results after being given the treatment compared to before being given the treatment. From these results it can be seen that the ability to analyze the building elements of poetry through the *Learning Cycle model increases* . Furthermore, non-test instruments are used in the form of observation or observation guidelines, interviews and documentation. Data collection techniques are the methods used by researchers to collect data. In this study, researchers used two techniques, namely tests and non-tests.

Test Technique

Tests are needed to determine students' abilities in analyzing the building blocks of poetry. The test is given in the form of a performance test. In this study, students carried out tasks individually, each student was asked to write down the constructive elements of a poem.

Non Test Technique

While the non-test technique is carried out to find out the student's response or responses. There are several non-test techniques that can be used to obtain information on student learning outcomes, including observations, interviews and documentation.

In this study, the research technique used to analyze research data with qualitative and quantitative descriptive analysis. There are two data that have been analyzed, namely student involvement in the learning process and student ability data.

Quantitative analysis was carried out to analyze the data obtained from the written test results. Quantitative data analysis was carried out after determining the established criteria, namely the Criteria Reference Assessment (PAK). Based on the Minimum Completeness Criteria (KKM) for the Indonesian language

 subject, Campalagian 1 Public High School for class X is 75.

D. RESULTS AND DISCUSSION

1. Results of Pre-Action Research (Pre-Cycle)

Based on data analysis on the ability of students in class X MIPA 2 SMA Negeri 1 Campalagian in analyzing the building blocks of poetry before applying the *Cycle Learning learning model* . The results of the initial observations which were carried out on March 1 2021 in class X MIPA 2 showed that the activeness of students in the teaching and learning process was still very low.

Diagram 1. Results of Research on Student Involvement Before Given Action
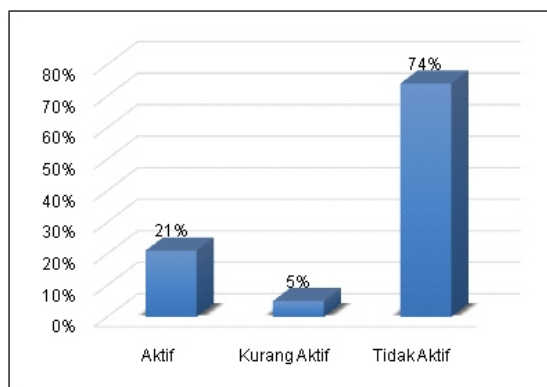
Based on the results of initial observations on student involvement, a picture was obtained that there were students who showed active, less active, and inactive categories. As many as 4 or 21% of students who get the active category, with the coverage of indicators obtained is five. Less active students are only 1 person or 5%, with the coverage of the indicators obtained are three indicators. Meanwhile, there were more students who were not active, namely 14 people or 74% which did not include all indicators of student involvement in the learning process.

Diagram 2. Research results on the level of understanding of students before being given action
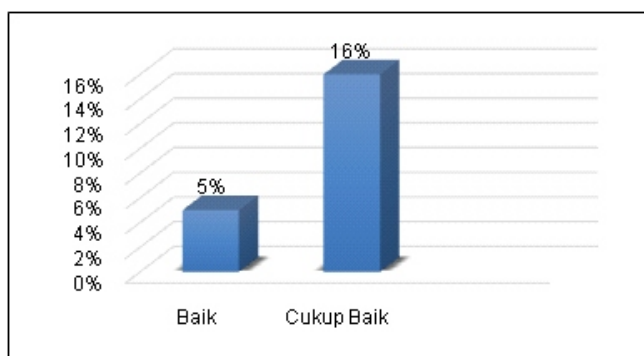
For research results at the level of understanding of students, researchers obtained data from 4 students or only 21% who did individual assignments. Based on the level of understanding of students in analyzing the building blocks of poetry, an overview is obtained that only 1 person or 5% gets a good category and is said to be thorough in analyzing the building blocks of poetry. As many as 3 students or 16% who got the pretty good category.

Cycle I Research Results

In cycle I, scoring is done by calculating the total raw scores of students. The following is a table of the Criteria Reference Assessment (PAK) of students in cycle I related to analyzing the building blocks of poetry.

Table 1. PAK Level of Ability to Analyze the Constructing Elements of Students' Poetry in Cycle I

NO	Value Intervals	Ability to Analyze the Building Elements of Poetry		Information
		Student	Percent	
1	86-100	-	-	A (very good)
2	76-85	-	-	B (good)
3	56-75	-	-	C (enough)
4	10-55	17	100%	D (less)
The number of students		17	100%	

Based on table 1 above, it is known that there are 17 students who have not finished analyzing the building blocks of poetry and get the title D or less. In this first cycle, there were no students who were able to achieve a KKM score of 75.

During the learning process, the researcher observed the involvement of students during the learning process.

Diagram 3. Research Results on Student Involvement in Cycle I
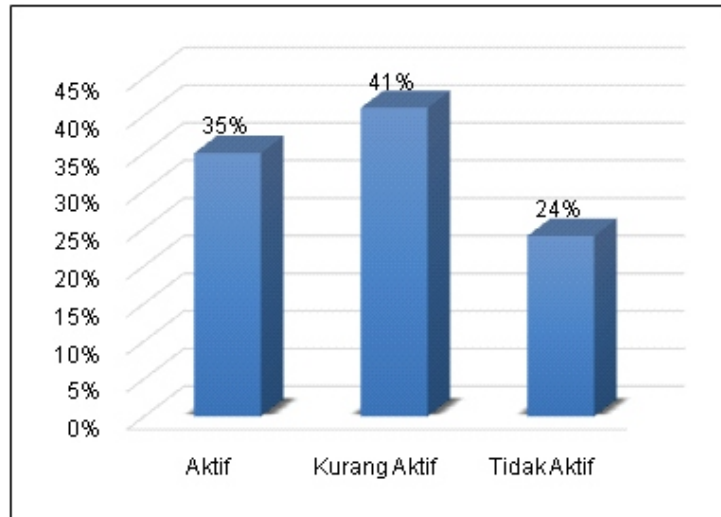
Based on diagram 3, regarding the results of observations on student involvement in cycle I, as many as 6 people or 35% of students who received an active category with indicator coverage were 5-6 indicators. For students who get the less active category as many as 7 people or 41% with an indicator coverage of 3-4 indicators. While the number of students who were not active was 4 people or 23% with 2 indicators covering the indicator.

Cycle II Research Results

The following is a table **of the Criteria Reference Assessment (PAK)** of students in cycle II related to analyzing the building blocks of poetry.

Table 2. PAK Level of Ability to Analyze the Building Elements of Students' Poetry in Cycle II

NO	Value Intervals	Ability to Analyze the Building Elements of Poetry		Information
		Student	**Percent**	
1	86-100	8	47%	A (very good)
2	76-85	5	29%	B (good)
3	56-75	4	24%	C (enough)
4	10-55	-	-	D (less)
Amount		17	100%	

Based on Table 2 above, it is known that there are 13 students who are thorough in analyzing the building blocks of poetry. 8 of them got the title A or very good and 5 people got the title B or good. While students who have not completed are 4 people with predicate C or enough. In cycle II, many students have achieved a KKM score of 75.

During the learning process, the researcher observed the involvement of students during the learning process.

Diagram 4. Research Results on Student Engagement in Cycle I
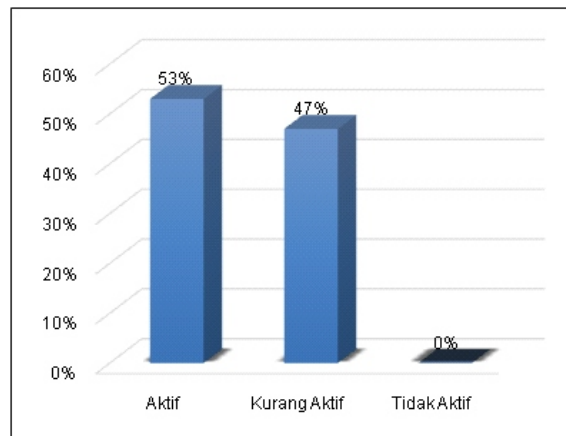
Based on diagram 4, regarding the results of observations on student involvement in cycle I, as many as 9 people or 53% of students who received an active category with indicator coverage were 5-6 indicators. For students who get the less active category as many as 8 people or 41% with an indicator coverage of 3-4 indicators. As for the inactive category, no students fall into that category.

After taking action in cycle I and cycle II related to the material analyzing the building blocks of poetry, the involvement of students is increasing, namely students participating in the learning process. This is shown by the willingness of students to ask questions, answer, actively discuss, and do assignments given by the teacher. The research data shows that during the initial conditions (pre-cycle) the percentage of students' activeness was 21%. To increase the activeness of these students, action was given in cycle I so that there was an increase in the percentage of student activity to 35%, then it increased again in cycle II, namely 53%.

The increase in the percentage of students' activeness in learning is caused by several factors. One of the factors that most support the increase in student involvement is the learning model used during the learning process Muthmainnah et al (2022). The application of the *Learning Cycle* based on constructivism theory requires students to actively discuss and study independently with their classmates to find their own concepts. At the initial stage, namely *exploration* , students who do not understand the material are required to dare to ask questions and at the *explanation stage,* students are required to explain the results of the discussion in front of their class mates. The next stage, namely *elaboration , the* teacher provides reinforcement of the concepts that have been built by students based on the results of the discussion. This stage is the stage when students ask several questions and submit opinions to the teacher regarding material that they understand from the results of discussions with their classmates, so that there are no misunderstandings or misconceptions between students and the teacher.

Judging from the learning outcomes of students, it can be stated that the application of the *Learning Cycle learning model* can improve the quality of student learning outcomes. Based on the learning outcomes before being given action only 5% achieved completeness. Because there are still many students who have not attended and face-to-face school activities have just started. After the action was taken in cycle I, the students' learning completeness became 43%. This increase in results is due to the implementation of learning strategies by forming study groups which make students more courageous to ask questions or submit opinions in front of the class. In cycle II, the percentage of students' learning completeness reached 83%. The increase in percentage from the previous cycle was because students already had an understanding of the material they had learned through discussion activities. Based on the results of the research and discussion above, it can be concluded that the application of the *Learning Cycle learning model* to material analyzing the building blocks of poetry can improve the quality of the learning process and learning outcomes of class X MIPA 2 students of SMA Negeri 1 Campalagian for the 2021/2022 academic year.

CONCLUSION

The Cycle Learning Model is an effective learning model to improve the quality of the learning process and also student learning outcomes that can be applied or applied to further learning with aspects of analyzing the building blocks of poetry.

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6

An Analysis of Speech Acts Used by the Lecturer in Speaking for Presentation Class at PGRI Ronggolawe University Tuban

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ABSTRACT

An Analysis of Speech Acts Used By the Lecturer at Speaking For Presentation Class at PGRI Ronggolawe University Tuban. Corry Nor Fahmi & Novia Dwi Amalia,2022. This researcher focuses on the speech acts of lecturers at 4th semester Speaking For Presentation class at PGRI Ronggolawe University. This study aims to investigate: (i) types of speech acts used by lecturers during class learning (ii) types of speech acts are most often used by lecturers when teaching in class. This study was designed using descriptive qualitative research and tends to use analysis. The subject of this study is two lecturers who teaches speaking class 4th semester in the Faculty of Teacher Training and Education of PGRI Ronggolawe University. Data is collected through video and writing important points. By observing class interactions between teachers and students, so that the examiner will find types of speech acts by the teacher during the teaching and learning process.

Keywords : Speech Acts, Speaking For Presentation

INTRODUCTION

English is one of human languages in the word that has important role in communication. It has become international language and almost practiced in all parts of life, especially in this global era that has full of competition and English becomes one of determiner and assessments of the competition. So that it is important for us to learn the language. It is similar to the statements that English has dispersed and diversified, has been adopted and adapted as an international means of communication by communities all over the globe Muthmainnah (2023). Learning a language is how to use the language. In English teaching and learning, communicating on target language becomes the most important source of input. In communicating with learners, teachers often simplify their speech, use many characteristics of foreigner talk and other simplified styles of speech are addressed to language learners (Hanley, 2008).Language is used to express the idea and convey all messages. In the process expressing those, people do not only produce utterances containing some words with grammatical structure but also perform actions. The relationship can be seen through speech act. Speech act is utterance that occurs and act that refers to an action. That is

the reason why people have to interpret the meaning of communication or language through speech act. (R. Searle, 1969)states that speech act is the basic unit of communication. Since the development of speech act's theory, he states that speech act is the central of communication. He places speech act at the very main of the study in language, meaning and communication. Moreover, he also states that the various of speech act have important role in leading a successful interpersonal communication especially in the process of teaching and learning English. In teaching process, the teacher has goal to reach the target in learning itself but it will be reached by a good communication between teachers and students. Searle also classifies speech act into five categorizes, as follows: representative, directive, commissives, declaration and expressive. Speech act is doing an action using words. This means that an action taken by the narrator is communicative of the language. Speech acts are related to language, when viewed as a system of rules and focusing on rules that exceed competence, limiting the ability to look at communication systems more generally and to see the important characteristics of speech forms used in speech communities. The use of lecturers' speech acts in the classroom greatly affects the teaching and learning process in the classroom. For example, in terms of presentations, comments, rebuttals, criticisms, motivation, and discussions will greatly impact the spirit of students.

Communication between teacher and students in teaching and learning process is regarded as an important element to perform an effective learning. Teachers will produce some utterance in order to convey the materials through their speech, when they communicate with their students. According to Bach (1994:1), in this typical situation of speech that involves the teacher as the speaker and the students as the hearers, the acts of the teacher's utterances are varied. Bach (1994:1) also stated that this is not only the matter of words which are uttered by teachers, but it also relates to teachers' intentions to hearers.

In daily social interaction, there is a time when person is required to organize the speech in order to be understood, accepted and even followed by someone as hearer. That's way many teachers or lecturer applied various methods in teaching English that require the students to speak in the classroom or build up interaction among them. One of methods that can be used in teaching English is class speaking. Speaking method is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation (Wilkinson, 2009); (Muthmainnah, et al, 2022). According to (Sitarama, 2001), during speaking, students bring out different explanations, hypotheses and arguments on the various issues in the case depending on their knowledge and experience. During this process of speaking, they get their explanations or hypotheses evaluated by the instructor and peers and also listen and evaluate other speakers' explanations. This process is crucial in the knowledge integration in the student.

Speech act is a kind of verbal communication. The words speech acts are derived from two words, they are speech and act. Speech is the utterance that occurs and act means action. Using a language is an activity of performing speech acts, the acts such as asking questions, giving commands, making statements, making promises and so on. We cannot get rid of using speech acts when speaking, explaining, giving information, showing our feelings and so on (Wadji, 2012).

The speech acts are in general the functions of the meaning of the utterances. In this research, the researcher is interested in analyzing speech acts used by a lecturer to the students analyze the speech acts of lecturers to students in the 4th semester speaking for presentation course in PGRI Ronggolawe Tuban University. It is chosen since the teacher holds crucial roles to influence students. The teacher`s utterances stimulate student`s response and determine the activity which is done by students. In this case, learners practice the language by responding to what the teacher says.

Many definitions of teacher talk have been given from different perspectives. One definition goes that teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students understanding . Teacher talk can be the real model of target language use and the message can take through direct expression and performance. In other words, teacher talk is the language used by

teachers that is motivated by the need to communicate. Teacher talk is important for an English foreign language teacher to organize classroom activities. Besides, teacher talk is important for the source of the target language and a means of classroom management (yan-Xiao, 2006). An action of communication that is performed through the teacher talk in the classroom can be defined as speech act. To express themselves, people do not only generate utterances that are based on grammatical structures, but also perform actions through their utterances. Analysis of English teacher`s speech acts may improve and provide an important basis of teaching evaluation. Speech acts of the teacher talk help to improve classroom efficiency. Speech acts are designed to serve a specific function. It may mean a series of phrases that are organized to achieve a goal expected by the speaker and the hearer to do something. Searle in (Clark, 2004)said that "every time speakers utter a sentence, they are attempting to accomplish something with the words.

Several previous researchers have already conducted a study on speech acts. (Austin J. , 1962)Studies speech act under the title "Speech Acts used by the main character of Harry Potter and the Half Blood Prince". She found that types of speech acts used by the main character of Harry Potter and the Half Blood Prince are commissive, representative, expressive, verdictives and declaratives. Furthermore, she found commissive of refusing, agreeing, promising, consenting, threatening and guaranteeing. The next type is representatives (also known as "Assertives"). The researcher found representative of telling, explaining, stating, affirming, emphasizing, answering, confiding, insisting, attesting, claiming and remembering.

The next type is expressive, the researcher found the types of expressive in the form of consoling, amazed, thanking and deploring. After that, verdictives, the researcher found this type in form of assessing. The last is declaratives are the prototypical speech act. The researcher found this type just in the form of resigning. Secondly, in his thesis with the title "Speech Acts used by the main characters in "Non-Stop 2014" movie found that speech act used by the main characters utterances have some illocutionary acts, namely directives, commisives, expressive, representatives and declaratives. It is found that directive speaker`s utterances of "Non-Stop" consist of requesting, questioning, commanding, asserting and warning. Furthermore, commisive types used are promising and threatening. The types of expressive are such as getting pleasure (like), thanking, apologizing and annoying. Representative is found in the form of affirming, reporting and stating. Then, the declarative is found in prohibition and impressing. Based on the findings, it is concluded that mostly speakers (main characters) use directive in performing speech acts. Thirdly, Anggi (2013) in her thesis with the title "Speech Acts Performed in Masterchef Australia Season 2" found the types of speech acts performed in Masterchef Australia season two. The second one deals with the process of the speech acts which later on determined whether they are successfully delivered or not. After examining the data from the utterances produced by the speaker (the judges), the researcher found some types of the speech act and identified the process of it through the theory of Bach and Harnish who integrated the speech act theory by Austin and Searle. Based on the previous studies mentioned above, the researcher intends to focus on analyzing the types and functions of speech acts performed by lecturer in the classroom because the researcher wants to examine the amount of contribution of the teacher talk in learning processes. Therefore, this research is important to do.

There are several journals and previous research that was taken during this research. Previous research helped researchers to conduct research and to analyze the speech acts of one of the teachers in the classroom during the teaching and learning process. One of the studies conducted by WiniAndewi, WiniaWaziana (2019). They analyzed the teacher's speech acts in the teaching and learning process. They involved an English teacher while teaching a class at SMAN 1 Kalitrejo.To obtain data, observation is used to determine the speech act used. They use observations based on the types of speech acts. The data shows that in analyzing speech acts, English teachers who most commonly use the Directive type are widely used by lectures to give messages and input to students who are presenting and to motivate.

Research was also conducted by Ike Nursafitri (2020) to analyze speech acts used by English teachers at SMAN 5 BARRU in the teaching and learning process. The results showed that there were five types of teacher

speech acts. This research is related to the two studies above. The researcher focuses on how lecturers act in speech to students in the 4th semester speaking class at the English Department of Unirow Tuban. Therefore, the researcher conducted a study entitled" An Analysis of Speech Acts Used By Lecturers at Speaking For Presentation Fourth Semesters Class in PGRI Ronggolawe Universitry Tuban".

During this process of speaking, they get their explanations or hypotheses evaluated by the instructor and peers and also listen and evaluate other speakers' explanations. This process is crucial in the knowledge integration in the student. Statements of The Problems are 1. How the speech act spoken by the lecturer is in accordance with the 5 type of Speech Acts? 2. What the type are most often use by lecturers when teaching in class ? Objectives of The Study to investigate : (i) Kinds of speech acts used by lecturers during class learning (ii) types of speech acts are most often used by lecturers when teaching in class.

RESEARCH METHODOLOGY

Research Design

The design of this research was a descriptive qualitative method since it analyzed the data in the form of words descriptively, not in the form of percentage or numeral, based on the theory of speech acts. In analyzing the data, the researcher used the theory of speech acts proposed by J.L Austin (1962). It was because the data to be investigated were the utterances of lecturers on teaching learning process in speaking for presentation class at fourth semester class in PGRI Ronggolawe University Tuban. This study used by observation, writing important points, and video recording as instrument of data collection.

Subject of The Study

Participant is the subject from which the data obtained (Suharsimi, 2006). The researcher analyzed and described the speech acts that mostly appear in speaking class produced by two lecturers at Speaking for Presentation Class 2020ofUniversitas PGRI Ronggolawe (UNIROW) Tuban. The research subjects were two lecturers in Speaking for Presentation Class .

Techniques and Procedures of Collecting Data

According (Arikunto, 2010)the data collection instruments are the tools selected and was by researchers in its activities in order to collect these activities into a systematic and easy by it. Data collection was done by recording a video at one of the universities in Tuban, namely PGRI Ronggolawe University, Tuban. The presentation of data from the first observation was carried out on April 21, 2021, at Building C UNIROW Tuban at 08.30-10.00 WIB. Data collection for the second presentation was carried out on April 28, 2022 at 09.00-10.30 WIB. The time that the researcher noted for class discussion was about 90 minutes for one meeting.

The data collection procedure carried out with this research is presented as follows:

1. Observation

Before conducting, the researcher observed the learning situation in the class discussion so that the researcher was able to design a plan on how to record the speaking class process to obtain relevant data.

2. Video Recording

During the research process, it was conducted in two meetings to obtain data. In this case, the researcher recorded during the teaching and learning process which referred to the lecturer's speech during the student presentation process where each meeting consisted of 2 groups. The process takes place in the Speaking for

Presentation course at Building C, PGRI Ronggolawe University (UNIROW) Tuban. The researcher explored one class in two times the teaching and learning process took place. The 4th semester Speaking for Presentation is an analytical class at UNIROW Tuban.

3. Writing important sentences

This is done to record important things to show maximum results.

Data Analysis

According to Gay et al (2006:469) the data analysis process consists of three steps: reading, describing what happened to the settings and classifying the data. The steps are explained as follows:

1. Reading. As a first step of analysis, all transcripts were read.

2. Describe. After getting all the transcripts, the researcher described the data obtained.

3. Classification. The typical way data is broken down is through a coding process.

4. Interpret. The final step is to interpret the data. Through this process, the researcher interprets the data obtained to determine the function of speech acts in class discussions and to determine the speech acts of lecturers in speaking classes at UNIROW Tuban.

5. The data are presented in three parts. These parts come from data, namely from recordings, videos and writing important points. The data presented in the following paragraphs are divided into several presentations: presentation of speech act data in speaking for presentation class, function of speech acts used speech acts in Speaking for Presentation Class at UNIROW Tuban.

FINDINGS

In this chapter, the researcher presents the research findings that have been collected from observations in the classroom. In this observation the researcher used a descriptive qualitative method, since it analyzed the data in the form of descriptive words, not in the form of presentations or numbers, based on the theory of Speech actions. By observing class interactions between teachers and students, so that the examiner will find types of speech acts by the teacher during the teaching and learning process. Based on the formulation of the problem, this study aims to determine the use of lecturers' speech in the teaching and learning process in the 4th semester English class at the pgri ronggolawe tuban university. For example, in terms of presentations, comments, snatches, criticism, motivation, and discussions therefore will have a huge impact on the enthusiasm of the students. In this study, researchers used purposive sampling techniques, in this study to select samples. Researchers only choose one class, namely the 4th semester English class to conduct research. The subjects of the study were two lecturers in speaking for a presentation class, conducted during two studies. Each meeting, the findings data are classified into three activities; opening, core activities, and closing.

According to Searle (1979Searle classifies speech act into five categorizes, as follows: representative, directive, commissives, declaration and expressive. The acts of declaratives are, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming and resigning. In the observation, the researcher did not find any declarative because there is no kata2 about rejection, punishment, or disagreement. The second is representatives that are those kinds of speech act that state what the speakers believe. The type include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting and swearing. In observation, the study found several representative sentences that were put forward by the Lecturer during the class. The data here means the teacher utterances that produced by the teacher during the teaching and learning process.

The types of speech acts used by the English teacher at the first meeting during the teaching and learning process.

Observations from the first and second meeting that the researchers conducted on April 21, 2022 April 28, 2022 in the 4th semester English class at Unirow Tuban. The researcher found several utterances that included speech acts. The types of acts are described as follows:

Opening

In the opening, the teacher greets students by using types of speech acts that can attract students' interest in the learning process. In the opening activity the teacher performs two types of illocutionary acts including expressive speech acts. On the analysis of this teacher's speech that emerged included:

Expressive

In the opening activity, the researcher found 1 speech expressive greeting. The data is:

That can be seen in the following utterance.

Lecturer 1: "assalammualaikumwarahmatullahwabarokatuh, good morning student".

Lecturer 1:"Ok,thank you very much to this meeting. It's very good presentation & very interactive audience".

Lecturer 1: "It's very good presentation, interesting, and unique topic. Good job"

Based on the dialogue above, the teacher said "assalammualaikum, good morning" context of this utterance happened in the opening activity when the teacher started the lesson that day, and the expression was the form of greeting. The students responded to the teacher greatly. The teacher's utterance above is classified as Expressive act since it showed the teacher's feeling in the beginning of the lesson.

Main activity

In the main activities, the researcher found three types of illocutionary acts performed by the teacher in the first meeting. There were representative, directive, expressive. On the analysis of this first lecturer utterance that includes of illocutionary act are:

Representative

The researcher found 3 utterances of representative acts performed by the teacher during the main activities in the teaching learning. Those utterances were classified into the representative.

Lecturer 2 : "There are many factors than sugar style. That can course diabets in secondary Life Style. It's difficult to do exercise and I have practice everyday to work Monday to Friday.

Lecturer 2 :"History helps us develop a better understanding of the world. You can't build a framework on which to base your life without understanding how things work in the world. History paints us a detailed picture of how society, technology, and government worked way back when so that we can better understand how it works now". Lecturer 2 :"With presentation and discussion we will study new vocabularies, identify, got new material and motivate".

Based on the utterances, the first dialogue is a contextual situation that occurs when the teacher explains to students about the simple sugar style. This utterance is representative to explain and other utterances are contextual situations that occur when the teacher corrects students about the task. This speech is classified as correcting.

Directive

The researcher found 3 utterances that classified as directives from the teacher performed during the teaching and learning process. They are data:

Teacher:"The main purpose of this presentation material is not to find using topic because it's not a medic department".

Lecturer 1:"The student mistakes in pronunciation, grammar improvement be better in next presentation. We must hard and silent if in front of class is presentation".

Lecturer 2 :"If the student has difficulty speaking during the presentation, the teacher should not blame when it is running because it will stop creativity".

From the speech above, the first and second dialogues are contexts that occur when the teacher gives advice to students on the material presented. The third dialogue gives a message about the material presented.

Commissives

The researcher found 2 utterances that classified as commissivesyo from the teacher performed during the teaching and learning process. They are data:

Lecturer 1: "What the next presentation? ".

Lecturer 2 :" Is cherophobia around you and what would you do if you had cherophobia around you? "

From the speech above, the first and second dialogues are contexts that occur when the teacher gives or asks

questions to students about the material being presented.   so the speech delivered by the lecturer is commissives.

3. Closing

In closing the lesson, the teacher also performed some speech acts. Based on the observation, the researcher found 1 utterances. There were performed by the teacher. They include on expressive act.

Lecturer 1:"Thanks for your attention and see you next time, assalamualaikumwarahmatullahiwabarakatuh". Based on the conversation above, the researcher found one utterances of expressive act "Thanks for your attention" that include in the expressive of thanking and "assalamualaikumwarahmatullahiwabarakatuh" that include in expressive of greeting.

DISCUSSION

This section presents a discussion of the research findings. In this research, there only problem statement proposed in this study and the discussion. As mentioned in the previous chapter, the study aims to know the types of illocutionary acts performed by the English teacher in the teaching and learning process on the 4th semester English class unirow tuban and the types of illocutionary acts used by the teacher in the teaching and learning process. Then, the researcher applies the theory to analyze the dialog of teachers in the teaching and learning process in UNIROW tuban. J.L Austin (1962) shows that there are 5 kinds of a speech act; expressives, declaratives. directives, representatives and commissives. From the research finding, the researcher found several types of illocutionary acts used by the lecturers in uttered her or his utterances to students during the teaching and learning process. In analyzing the data, the researcher uses Searle's theory. Searle divides the kinds of illocutionary acts into expressive, directive, representative, declarative, and commisive (Searle 2005).

There are several journals and previous research that was taken during this research. Previous research helped researchers to conduct research and to analyze the speech acts of one of the teachers in the classroom during the teaching and learning process. One of the studies conducted by Wini Andewi, Winia Waziana (2019). They analyzed the teacher's speech acts in the teaching and learning process. They involved an English teacher while teaching a class at SMAN 1 Kalitrejo. To obtain data, observation is used to determine the speech act used. They use observations based on the types of speech acts. The data shows that in analyzing speech acts, English teachers who most commonly use the Directive type are widely used by lectures to give messages and input to students who are presenting and to motivate.

Research was also conducted by Ike Nursafitri (2020) to analyze speech acts used by English teachers at

SMAN 5 BARRU in the teaching and learning process. The results showed that there were five types of teacher speech acts.

CONCLUSION

Based on the conclusion, this research is concerned to analyze the types of Searle's illocutionary acts that uttered by the lecturers in the teaching and learning process on the classroom. In line with the research objective, to identify the types of illocutionary acts used by lecturers in the teaching and learning process in the 4th semester English class at Unirow Tuban.

After analyzing the data, the researcher found five types of illocutionary acts used by lecturers in the teaching and learning process in the 4th semester class at Unirow Tuban, there were several utterances made by the teacher. There are representatives, directives, commissives, declarations, and expressives. the most dominant directive used by lecturers in the teaching and learning process. The directive is an illocutionary act that is mostly done by lecturers during two meetings in the UnirowTuban building. Asking questions is the most dominant curative action force produced by lecturers in the teaching process. The teacher uses the directive action of asking to allow students to participate more actively in the lesson. Declaratives are not used by teachers in learning. When using this illocutionary act, the speaker has a special institutional role. In the teaching and learning process, it is impossible if the teacher suddenly has a special institution.

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7

Enhancing Vocabulary Mastery through Four Card Game in an International Language Classroom

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ABSTRACT

The article aims to determine the use of four-card games can improve the ability of SMP N 2 BARANTI students in vocabulary and whether students are interested in the method of this game. This study uses a mixed research method that is a combination of qualitative research and quantitative research. The population of this study was seventh grade students of SMP N 2 Baranti in the 2020-2021 academic year. The total population is 101 students consisting of 4 classes. Class VII_3 was taken as a sample using cluster sampling techniques, the total number of samples was 24. The instruments used in this study were vocabulary tests and interest questionnaire. The results of this study indicate that the pre-test got an average score (43.95) while the post-test got an average score (75.62). This shows that there is a significant difference between the pre-test and post-test. The p-value (0,000) is lower than the significant level (alpha (â) = 0.05). This means H1 is accepted. This study concluded that vocabulary teaching using the four-card game improved students' ability to master vocabulary mastery in seventh grade students of SMP N 2 Baranti. And based on the results of an interest questionnaire list, 14 students (59%) liked and were interested in using the four card game method in vocabulary learning.

Keyword : Vocabulary, Four Card game and Media in Language Learning

INTRODUCTION

English as international language is spoken almost all over the world. As foreign language, English is very

important for development of science in Indonesian, especially for education. As knowledge, English is taught as a foreign language and is almost a language that is highly recommended to be studied. When we learn about English, things that are very important for us to master are vocabulary. Vocabulary are words that are taught in a foreign language. Vocabulary is a list or collection of words and phrases that are usually arranged and explained alphabetically or explained. Vocabulary is one of the important components such a structure, pronunciation and intonation. The vocabulary has a very important, because if a we is weak in vocabulary mastery, we cannot communicate our thoughts and ideas either orally or in writing.

Learning vocabulary is actually easy, but sometimes students find it difficult and not interested in learning English especially learning vocabulary . Lack of English vocabulary affects 4 skills in English. One of them is speak, Difficulty speaking English due to a lack of vocabulary by students. In addition, other factors that make students not interested in learning English are the monotonous English teaching system. Sometimes teachers who provide material do not make students interested in the material presented. The media used is also not able to make students more active in learning vocabulary in English

The students had difficulty in differentiating the form of word grammatically, such aspart of speech noun, verb, advective, and adverb. Furthermore, the students tend to be bored and low participation in English class. The vocabulary problem must be solved, because it can make it difficult for students to proceed to the next level. Students may also have low motivation and interest in learning English because they feel English is difficult. Furthermore, students will become bored while learning English.

In the development of the English vocabulary, researcher not only focused on the development and mastery of English students vocabularies, but researcher also see how students' interested in applying this game. One learning strategy that might help increase interest and make students motivated to learn English is the games method. The use of games not only change the dynamic of class but also we help students study easily and help the brain to learn more effectively.

Based on explanation about game, that researcher choose game as method to improve students' vocabulary, namely Four Card game. Four Card game is a game where students are given 4 different cards and each card has different keywords and command. The Researcher given 4 card to one students. Red Card (Verb) the student is instructed to make a sentences according to the written verb, for yellow card (noun) the student is expected to describe the written object, then the other students guess it. Next, green card (adjective) in this card is written adjective, so students are instructed to search the antonyms of the adjective obtained. And the last blue card (idea) this card is the blank card, the students is advised to write they ideas in this card, and the students should explain to they friends the reason they chose that goal.

Vocabulary is the most important component language because it affect the four language skill, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words. Vocabulary is central to both a system and the use language. Words are pronounced and written and organized into sentence and other grammatical combination, being the fundamental units of meaning. Vocabulary is all the words that a person knows or uses. Susan B. Neuman (2009) define vocabulary as " word we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary is larger than productive ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. The Receptive vocabulary as the language items which can only be recognized and comprehended in the context of reading and listening material. And it can be concluded that receptive vocabulary is words that cannot be pronounced correctly but are understood through reading and listening activities and that require readers who truly understand the purpose of the reading. Productive Vocabulary (Active Vocabulary) Productive Vocabulary becomes a language item that is easily remembered and used by students in the process of

learning English.

Productive Vocabulary (Active Vocabulary)

Productive Vocabulary to be language items which the learner can recall and use appropriately in speech and writing. Similar to expressive vocabulary. A person's productive vocabulary in volves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical pattern along with the word that usually collocated. Productive also used in appropriate situation. For instance, why we were talking to our friends in the class was different from talking to the people in the hotel. So we can develop our vocabulary through out of lives. we can also learn new words and expand our knowledge from experiences . For example manager, beautiful leader etc, thus we can produce the words and enrich our vocabularies through our lives experiences that we have had. The words in English Vocabulary be divided into four groups, namely : verbs, adjective, nouns, and adverbs. Each of these group of vocabulary will be discussed in the following sections.

Verb

Verb is word that gives a description about subject. It has important function in a sentence. There are several types of verbs, such as :

a. Transitive verb are the verbs that need an object.

b. Intransitive verbs are do not need an object.

c. Auxiliary verb is a verb that helps another of the principle verb to express and action or condition of state being. For example : will, shall, should, could, would etc.

Adjective

Adjective is used when we describe and explain objects such as people, objects, and events. Adjectives are used in connection with nouns and pronouns. Examples of adjectives are sweet, brave, maybe, cool, honest, etc.

Noun

Noun is a words that is the name of something (as a person, plant, place, thing, idea, action, state, or animal) and in language with grammatical numbers and case but has different gender.

There are 6 kinds of noun, such as :

a. Abstract noun is name of something which we experience as an idea not by seeing, touching etc. For : health, beauty, wind, hot etc.

b. Concrete noun is anything that we can see, touch, smell, or perceive by the senses. For example : bag, book, pen etc.

c. Countable noun is anything that can be counted. For example : money, dog, veil etc.

d. Uncountable noun is anything that can not be counted. For example : sugar, coffee, tea, salt etc.

e. Common noun is general name, kinds, place, and common to all people. For Example : city, man, etc

Adverb

Adverb is word or phrase which modified a verb and adjective, another adverb and entire sentence. There are 6 kinds of Card adverbs which are :

a. Adverb of place and directions

These adverb answer the question " where". For example : down, in and north.

b. Adverb of manner

These adverb answer the question of " how ". For example : hard, well and good.

c. Adverb of degree

These adverb answer the question "to what degree" and denote " how much " with respect to adjective or adverb. For example : almost, very, and extremely.

d. Adverb of Frequently

These adverb answer the question " how often". For example : twice, rare, and seldom.

e. Relative adverbs

These adverbs are use to replace a preposition and the relative pronoun.

Level of Vocabulary

There are 3 levels of vocabulary namely basic, intermediate, and advanced.

1) Basic vocabulary

Is a vocabulary that is easy to learn. usually consists of simple words such as people, plants, animals and things that exist in the environment.

2) Intermediate vocabulary

It is a normal difficulty vocabulary. It is best to teach medium vocabulary such as food, clothing, work, human body, education and government.

3) Advanced vocabulary

Advanced vocabulary level means more difficult vocabulary.

Selection vocabulary

Selecting of the words is one of the problem of vocabulary teaching. Richard (2001) present which is used in determining words list or vocabulary selection, they are :

1. Teaching. Concrete vocabulary is taught early because it can be easy to be illustrated through pictures or by demonstration.

2. Similarity. Some items may be selected because the are similar to words in the native language.
3. Availability. Some words may not be frequent but are readily "available" in the sense that they come quickly to mind when certain topics are taught of.

4. Convarage. Words that cover or include the meaning of other words may also be useful.
5. Definiting power. Some words could be selected because they are useful in defining other words.

E. How to Improve Vocabulary

Geer (2009) there are many ways to improve vocabulary, such as:

a. Make a list of subject that fascinate you most.

The more you enjoy a topic, the easier to learn about it. Now go to your local vocabulary and search for a dictionary of words specific to one of these topic.

b. In different parts of the country people favor different words.

Try reading newspapers from other countries or asking friends or relatives from other regions to exchange information and material about vocabulary..

c. Use flash Card

To make learning easier and more productive, use flash cards in a new and more effective way to master several words at one. Instead of putting separate words on separate cards with separate meanings. specify four words that have the same or similar meaning and write on one side with the meaning explained in more detail on the other side

d. Object words

If there is going to a bookstore, pay attention to every picture and vocabulary contained in the image, indirectly the vocabulary we see in the image will be stored in our minds.

e. You learn much more by being humble than by being pround.

Just as when driving you should be willing to stop and ask for directions, you should not be afraid to do some digging when there. A word you do not understand. Look it up or even have the courage to ask. Go on a word hunt. Writen down what. Go on a word hunt. Writen down what you did not understand and quickly. Found that words and its meaning with your own research until you find it.Your ignorance in understanding a vocabulary will make you not confident in communicating and express your ideas.

Opinion of other experts, Beare (1997), there are many ways to improve your vocabulary, when working to improve your vocabulary, it's important to know how to choose the way you want to learn.

a. Vocabulary Trees

Vocabulary trees help provide context. Once you have mapped out a few vocabulary trees, you will discover yourself thinking in vocabulary groups. When you see a bag, your mind may will relate such words as book, pen, pencil, eraser , etc.

b. Create Vocabulary Themes.

Create a list of vocabulary themes, include the vocabulary, a definition and example and an example sentence for each new item.

c. Use Techology to help you

Watching film is a great way to help you understand native speakers of English. Using all the fancy options watching individual scenes can help make film use into a vocabulary learning exercise.

d. Specific Vocabulary Lists

List of Specific Vocabulary Instead of studying a long list of unrelated vocabulary words, use a specific vocabulary to help you determine in advance what type of vocabulary we need for work, school or hobbies.

 e. Visual Dictionaries

Visual Dictionary An image is worth thousands of words. It is also very helpful to learn the right vocabulary. this dictionary can help improve vocabulary with existing images without explanation sometimes someone already knows the purpose of the image.

Use a Corpus

By using the corporate, you can find which words are often used along with the words of the target vocabulary. this can detect any vocabulary that we often use in everyday life.

Learn Collocations

Collocation refers to words that often or always go hand in hand, vocabulary that is often used in certain contexts. A good example of collacation is doing your homework. There is a list of verbs + important nouns that will help you learn some of the most important words.

Word Formation Charts

Word Formation Charts is one of the keys for advanced ESL students (Second English). Advanced English exams such as the TOEFL, and the use of exam English proficiency words such as TOEFL, and proficiency in using word formation as one of the main testing elements. The graph of formation of these words provides concepts, personal nouns, adjectives, and verb forms of the vocabulary keys listed in alphabetical order.

The Nature of Four Card Game

Four card game is a game made by Murfiqah Suardi as a researcher. This game is designed with four cards with different colors, the core of this card game is that students are taught while playing with the desired result, students are able to compose a sentences, find opponents of a word, explain an object with simple sentences and students are able to tell their idea to their friends by speaking English in accordance with the vocabulary they have Four Card This game is the first game method, with the preparation and implementation activities as follows:

Preparation

In preparation, the researchers prepared four different card media. Tools and materials used in this medium, scissors, 4 different colored paper and markers.

Manufacture

Researchers make four cards with different keywords and commands. Each students get four card.

Implementation

Students are given four cards with different keywords and commands.

1. red card(verb)

the student is instructed to make the sentence according to the written verb.

2. yellow card (noun)

the student is expected to describe the written object, then the other students guess it.

3. green card (adjective)

in this card is written adjectives, so students are instructed to search the antonyms of the adjectives obtained.

4. blue card (ideals)

this blue card is a blank card, the student is advised to write his ideals in this blue card, then explain to his friends the reason he chose that goal.

PREVIOUS RELATED RESEARCH FINDING

Some researchers have explored the result of their research on vocabulary as a basic element of language with various methods in language teaching . There the researchers are presented below :

Ardana Neswari Purba (2013) with the title "Comparative Study of the Effectiveness of Crossword Games and Lecture Methods for Teaching Vocabulary" The research instrument used to collect data in this study was a test. Related to the purpose of research, the research design used in this study is a comparative study. In addition, the authors found that teaching vocabulary using crossword puzzles was more effective than learning methods for teaching vocabulary.

Yusuf Akhyar Jauhari (2015) in his study "Using Bingo Games Techniques to Increase Student Vocabulary Mastery (Case Study in Eighth Grade Students in Middle School 1 Batealit, Jepara in 2014/2015 Academic Year)", based on data, the study concluded that technique was significantly improve student mastery of vocabulary. In the white line of the research results, he suggest that teachers use the bingo game technique more often in the teaching process because it can improve students' vocabulary mastery.

Insan Bara Rosada (2016) in his journal "Increasing Vocabulary by Using Anagram Games in First Class MTs N Karanganyar Students". The findings of this study indicate that the application of game anagrams significantly increases students' abilities in vocabulary mastery. Qualitative data shows that students are more

interested and motivated in mastering vocabulary through anagram play. It is recommended that the teacher must apply the game of anagrams to improve students' abilities in mastering vocabulary.

RESEARCH METHOD

Research Design

.   In this research, the researcher use mixed research methods. Mixed research methods is an approach that combines or associates quantitative forms and qualitative forms. Mixed research methods is a research methods, namely quantitative research methods and qualitative methods in a single study or one study).Mixed research methods are research methods, namely quantitative research methods and qualitative methods in a single study or one study. Mixed methods of research design are procedures for collecting, analyzing, and mixing research methods or quantitative and qualitative studies to understand research problems (Cresweel & Plano Clark, 2011). This types of research is more complex when compared to other studies, not just collecting and analyzing data, but also involving fuctions from quantitative research and qualitative research so that overall it is greater than the two studies.
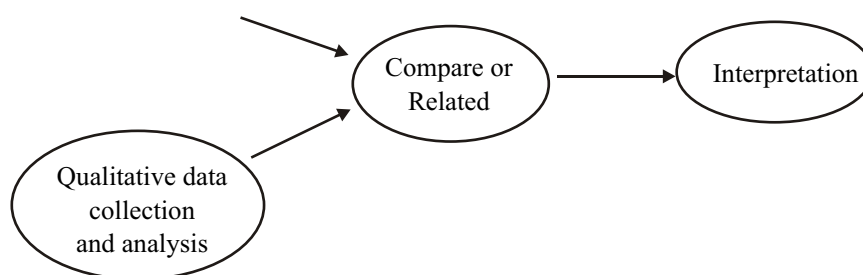
In quantitative data researchers provide pre-tests and post-tests to students related to vocabulary. The contents of the pre-test and post-test questions are the same, except that the post-test sequence would be random.

While to obtain qualitative data, researcher provide a list of questions to students. The researcher gives a questionnaire to students at the last meeting or after applying the four card game method in vocabulary learning. In this case the researcher used a closed questionnaire.

The research data would obtain using a type of test. This test contains questions related to vocabulary. Steps to collect qualitative data as follows :

Pre-Test

Before conducting the treatment, this research administers the pre-test to the students. It aims to identifying the students' english vocabulary mastery .This research use the simple form of the reading test. The total number of the test is 20 numbers. The score of multiple choice items test is one point for each correct answer and zero point for each error answer.

Treatment

The treatment conducts after pre-test give in the classroom. The procedure of giving treatment as follows :

a) In first meeting, the researcher gave a short explanation about vocabulary include a definition of vocabulary, some of the types of vocabulary , vocabulary improvement in context. And the researcher gave a pre-test to the students.

b) In the second meeting, the researcher gave some material of vocabulary like that noun, verb, adjective and ideas. After give material the researcher try to ask students some vocabulary and the student must be answer the question. This is the first level of this game.

c) In the third meeting, the researcher gave the students four different cards, and the students must explain all the cards according to the keywords and the command. This is the second level of this game where the students is able to explain, interpret, search the word opposite, and vocabulary about the ideas.

d) In the fourth meeting, the review material in the first meeting. In this meeting researcher would give post-test to the students

1. Post-test

After giving treatment, this research gave the students post-test to find out the influence of four card game toward students' english vocabulary . The content of the pos-test is the same as the present. The post-test aims to know the students' vocabulary mastery after giving the trea.

FINDING AND DISCUSSION

Findings

This section discusses the presentation of student achievement in vocabulary learning with the four card game method. Besides, it will also discuss how students' interest in the game method is applied by the researcher. Before applying the four card game in vocabulary learning, the vocabulary knowledge of seventh grade students of SMP 2 Baranti was low. The table below shows the results of the students pre test:

Table 4.1. The percentage of the students' score of pre-test.

NO	Clasification	Score	Pre-test	
			F	**%**
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Fair	56-70	3	12
4	Poor	41-55	10	42
5	Very poor	≤ 40	11	46
	TOTAL		**24**	**100**

Table 4.1 shows that the students' score in test result for pre-test group most of them were in very poor category, 11 (46%) students were classified into very poor, 10 (42%) students were classified into poor, and 3 (12%) students were classified into fair. There were not any students classified good an very good . It means before the researcher giving treatment, the students' pre-test poor and the student's English vocabulary has low significantly

Table. 4.2. The percentage of students' score of post-test

NO	Clasification	Score	Post-test	
			F	**%**
1	Very good	86-100	2	8
2	Good	71-85	12	50
3	Fair	56-70	9	38
4	Poor	41-55	1	4
5	Very poor	≤ 40	0	0
	TOTAL		**24**	**100**

Table 4.2 shows that the students' score in test result for post-test most of them were in good category, 2 (8%) students were classified into very good, 12 (50%) students were classified into good, 9 (38%) students were classified into fair and 1(4%) students were classified into poor. There were not any students classified into very poor. It means that there was significant difference students who taught through keyword.

Mean score and standard deviation of pre-test and post-test.

The mean score and standard deviation of the students in pre-test and post-test are percentages as follow :
Table 4.3. The mean score of pre-test and post-test

NO	Clasification	Pre-test	Post-test
1	Mean Score	43.95	75.62
2	Standard Deviation	11.03	9.12

Students Interest

In this study, besides aiming to increase students' vocabulary mastery, the researcher also wanted to see how students were interested in the methods applied. The methods chosen by the researcher designed a simple game method, namely four card game. By learning vocabulary through the four card game method, it turn out that there are many students who are interested and like the method of this game

The following is a table of percentage of students interest.

Table. 4.4. The percentage of students' interest.

NO	Clasification	Score	Students' Interest	
			F	%
1	Strongly Interested	85-100	14	59
2	Interested	69-84	8	33
3	Moderate	51-68	2	8
4	Uninterested	36-50	0	0
5	Strongly uninteresested	20-35	0	0
	TOTAL		24	100

The table above shows that 14 (59%) were very interested in the four card game method, 8 (33%) were interested in this method, 2 (8%) in category moderate. And not students in categories uninterested and strongly uninterested.

That means students are strongly interested in the applying four card game method in learning vocabulary.

Hypothesis

In testing hypothesis, the researcher used p-value formula (Paired sample test). The level of significant is set at a= 0.05.

Table 4.5. The p-value of the students' score of pre-test and post-test.

p-value	Alpha (a)
0.00	0.05

The table 4.5 above shows that the p-value was lower than alpha (a) value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the vocabulary mastery of the seventh grade students of SMP 2 Baranti has improved.

Discussion

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group.

Students' Achievement

Based on the data above, it showed that English vocabulary of students pre-test and post-test has significant different, where students after applied the four card game method has a higher score better than before applied four card game in teaching vocabulary .

The description of the data collected through the test as explained the previous section showed that the students vocabulary improved significantly. It means score of post-test was 75.62. The data in previous section showed that applying four card game in learning vocabulary was effective to improve students vocabulary. It is supported by the difference between the test mean score of post-test (75.62) was higher than the pre-test (43.95)

This research data indicated that the applying four card game in learning vocabulary was significant improve the students' vocabulary.

Students Interest

Based on data obtained from post test and interest questionnaires, the data obtained shows that students who are interested in applying the four card game method have a high value. And students whose pre test scores are low after applying the four card game method and they are interested in this method, the post test value rise.

The application of Four Card games in vocabulary learning adds to the activeness of students while studying and students are also interested in using the method of this game. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and know vocabulary. With the use of games and instructional teaching model through media and technology in learning makes students more relaxed in accepting the material given Muthmainnah, et al (2022); Muthmainnah (2023).

Based on the students result obtained and stated in finding above, the researcher user t-test in inferential statistic through SPPS version 21.0 program to the test the hypothesis. On statistic test result, it showed that the Probability Value is lower than alpha (å)(0.000<0.05). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference between students in vocabulary. In other words, there was an improvement on the students' vocabulary after applying four card game in SMP Negeri Baranti.

Data obtained from the post test and interest questionnaire shows that students who are interested in the four card game method show high scores. And student scores before and after the application of the four card game method showed an increase. that means the four card game method makes students interested and more active in vocabulary learning so that their understanding of vocabulary increases.

CONCLUSION AND SUGGESTION
Conclusion
Students Achievement

The students' achievement in English vocabulary through four card game was significant improve. This was indicated by the mean score they got on posttest was higher than pretest. The result of hypothesis testing showed significant score between p-value and alpha which is p-value was lower than alpha (0.00<0.05). It means that the use of keyword is more effective.

Students Interest

The application of FAW games in vocabulary learning adds to the activeness of students while studying and

students are also interested in using the method of this game. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and know vocabulary.

Suggestion

Since the use of keyword has been proven to be more effective in improving students' English vocabulary, the researcher would like to give suggestions as follows:

For the English teacher, the should apply the various teaching techniques and learning strategies in teaching vocabulary, in order to make the students easy to improve their vocabulary. One of the various teaching which were able to improve the vocabulary through four card games.

For the students, it is suggest to find out the texts with picture material because it could improve the vocabulary, and also could motivate themself tp learn English, especially in vocabulary.

For the curriculum designer, the researcher suggest to put the materials of game methods in learning English, so that the students were interested to learn vocabulary through games method.

For the other researcher, it is suggest to find out the result of the researcher as one of comparative study in employing their research.

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8

The Role of Counselling Teachers in Developing Students' Self Esteem in the Free Learning Curriculum

By

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ABSTRACT

This study aims to determine the role of Counseling Guidance (BK) teachers in developing student self-esteem in the independent curriculum learning how counseling services are in developing student self-esteem in the independent learning curriculum, which will be launched in 2024. The important role of the counseling teacher is needed in expressing, processing, examine, interpret self-esteem and plan counseling services that are appropriate and in accordance with student problems. Among the aspects that will be examined are personal, social and general self-esteem, as well as an overview of 691 student respondents in Bengkulu province from 10 districts/cities. The research method used is the mixed method, which is descriptive qualitative, that is, the data will be disclosed qualitatively. The research sample was 961 students, senior high schools (SMA and MAN) spread from 10 districts/cities in Bengkulu province. The data will be presented quantitatively by using a questionnaire, then it will be studied qualitatively by means of in-depth interviews and the data will be triangulated with sources, techniques and will be presented descriptively.

The results of the study show that personal self-esteem needs more special attention by the counseling teacher, such as; easy to feel sad, change yourself, feel as beautiful or as handsome as other people, feel useless, ashamed of yourself, feel anxious, and self-esteem is needed in building students' confidence to be more creative, characterized and innovative in the independent learning curriculum.

Keywords: BK teacher, self esteem and independent learning curriculum

INTRODUCTION

Guidance and counseling services aim to make students independent in dealing with the problems of their developmental tasks, both personal, social, study, career, family and religion. Regarding learning problems, various components are needed that influence the process and learning outcomes, such as; student abilities, learning facilities, curriculum, family, community and school support. Curriculum changes bring new consequences and adaptations, such as philosophical, psychological, pedagogical changes that lead to the attainment of national

education goals. Independent learning curriculum which has more project- and character-based characteristics, streamlining material, flexibility of teachers and students in learning. To realize all of these processes requires creativity, self-esteem (self-esteem) self-confidence, optimizing the abilities of teachers and students, as well as supporting facilities and infrastructure that are relevant to curriculum needs. All components are interrelated and affect each other.

For self-esteem (self-esteem) is very important in developing the creativity of students and teachers, students will be more able to innovate and be creative in elaborating their academic tasks. To facilitate all of that, the role of the Counseling Guidance teacher (BK) is needed, starting from expressing, exploring various potentials, maintaining and developing them in the form of real work. BK teachers will be increasingly challenged in providing assistance to students.

The existing phenomenon revolves around student self-esteem, guidance and counseling teachers in driving schools (pilot project curriculum Merdeka Learning) difficulties in mapping students according to the subjects they choose, students are confused in choosing 5 subjects that are relevant to planning majors for further studies in tertiary institutions, the lack of understanding of BK teachers about test and non-test instruments to reveal the talents, interests, creativity and personality of students, the number of BK teachers is not proportional to the number of students. As a result of all this, counseling services are not optimal at school, which affects students' self-esteem in doing assignments, planning for their future, attending internships, etc. Based on this phenomenon, the writer is interested in researching; The Role of the Counseling Teacher in Developing Student Self-Esteem in the Independent Learning Curriculum.

LITERATURE REVIEW

1. Self Esteem

Self esteem is an individual's positive or negative attitude about himself. Or the individual's view of himself is related to achievement, good interpersonal relationships, and psychological well-being. Or how can someone accept himself, is it appropriate, useful and valuable, both now and in the future. It can be seen that 57% have high academic self-esteem, due to recognition from others for their achievements. People with high self-esteem will value and respect themselves, whereas people with low self-esteem will judge and blame themselves. The causes of low self-esteem are due to a history of physical abuse, loss of loved ones, family rejection, and repeated failures. Obesity also affects students' self-esteem. Low self-esteem makes students not dare to face life's challenges, seek comfort zones, are unsure of their thoughts and feelings, are afraid of facing other people's responses, cannot communicate well and feel unhappy in their lives. In contrast to high self-esteem they have great expectations in building constructive relationships and are more humane in treating others and do not see others as competitors. Even these individuals are increasingly able to adapt to the environment.

For ages 15-18 years or high school age, one of the developmental tasks is the ability to think and mature in behavior, being able to control impulses and make early decisions about vocational goals to be achieved, as well as acceptance of the opposite sex. To achieve all of this, good self-esteem is needed.

Globally, self-esteem is divided into 3 parts, namely; First; General self-esteem which leads to all students' feelings of self-worth that love themselves and feel worthy of being loved. Second; Social self-esteem, namely students' perceptions of the quality of their relationships with peers, and being able to engage between individuals in their social environment. And Third; Personal self-esteem is self-examination related to self-image. This is important because it influences individual behavior in facing challenges. So that if successful it will make itself valuable. Self esteem is formed from the process of individual interaction with their environment. There are two things that affect self-esteem, namely: first; Culture, and second; Social comparison. While self-esteem can be divided, namely: a. Respect yourself (self respect), b. Get respect from others. While there are also those who argue that self-esteem consists of three main components, namely: (a) Appearance component, (b) Social, (c) Physical. Then when individuals fail to do all of the above, individuals with low self-esteem tend to blame themselves and feel more

incompetent.

Some characteristics of individuals with low self-esteem; First; Demeaning others by seeing their weaknesses, second; Gestures out of context and avoiding physical contact. Third; proud of self-achievement, arrogant and consider themselves more than others. Fourth; judge yourself and consider yourself useless, and fifth; Cannot give reasons if it fails and tends to rationalize. In contrast to individuals who have high self-esteem; First; withdraw from an environment that is not conducive, Second; Tends to be passive towards his intimidating environment, Third; Inferior, tends to give in when criticized by others, Fourth; high anxiety of social pressure, Fifth; calmer in dealing with differences of opinion, and sixth; don't like to stand out.

While individuals will be more confident if they have good self-esteem, are more capable and more productive. Life experience will be felt as something meaningful without regret. If the individual's self-esteem is high, then he will be open to new experiences and be able to take risks. This self-esteem in line with age tends to increase and usually slows down in adolescence, when self-esteem changes it will affect the decisions taken. If the individual has high self-esteem then he will be able to judge himself, because he feels love and appreciation from others, and gives warmth and empathy to others.

The purpose of self-assessment is; First; self assessment, is to gain valid knowledge about yourself. Second; self enhancement, is to obtain good information about yourself, Third; self verification, is to confirm self-information that is already known, as well as to view oneself as negative and difficult to change

2. Counseling Guidance in the independent learning curriculum

Guidance is assistance given to individuals to enable them to make adjustments in school, family and society. The purpose of BK is to: assist individual self-development so that they are more optimal and capable, overcoming problems encountered in learning. While the BK teacher will be a partner for the client in helping solve the problem. In this case the implications of the direction of the independent learning curriculum policy are the implementation of the planning, implementation and evaluation of guidance and counseling services. With the flagship program of the concept of independent learning, namely student exchange, apprenticeship programs, teaching practice in educational units, research, humanitarian projects, entrepreneurship, independent studies or projects, and building real thematic work villages/colleges. The BK teacher plays a role in providing material but character education that is useful for student behavior, besides the BK teacher can set an example for students to be able to be dedicated and innovate in the independent learning curriculum. For BK teachers must be ready to provide services to students with the right understanding and competence as well as practical BK practical experience; Counseling strategies that are appropriate and in accordance with the independent curriculum, such as minimum competency assessment, strengthening character and increasing information computer and technology competencies.

3. Relevant research

a   Nadia Mardhatillah, 2017. Counseling Guidance Service Strategies to Improve Self Esteem. The result is support for collaborating with teachers in structuring policies such as giving rewards to students who dare to express opinions in front of the class, and increasing self-esteem with counseling services.

b   Bakhrudin All Habsy, 2017. Cognitive Behavior Group Counseling Model to Improve the Self Esteem of Vocational High School Students. The result is that Cognitive Behavioral Counseling is effective for increasing the self-esteem of vocational students.

c   LediKusraharjo, 2019. The Effectiveness of Group Counseling Services to Improve Self Esteem in Class XI Students of Muhammadiyah Vocational School 2. The result is that group counseling services can increase student self-esteem in class XI students of Muhammadiyah Vocational School 2 in the 2018/2019 academic year

From the several studies above, there is a difference with what the author will examine, because the above research is more on the benefits of self-esteem for school resilience, group counseling in increasing self-esteem, as well as self-esteem development books with cognitive behavior counseling. While this title will reveal the tendency of 691 students' self-esteem, whether personal, social or general high, then the role of the counseling teacher in developing these three aspects

RESEARCH METHODOLOGY

This study uses a mix method approach, mixed method, with the aim of expanding the discussion with quantitative and qualitative methods, by integrating a better understanding, or testing different approaches. This method is a combination of quantitative and qualitative research methods.

The research procedure begins with students filling out the self-esteem instrument via the Google form. This self-esteem instrument is valid, with "yes" and "no" answer options for the desired answer given a score of 1, while those that are not desired are given a score of 0. The questionnaire is processed and the score and percentage (%) per item are seen, with the formula;

$P = F/N \times 100\%$

Information;

P = Percentage

F = Frequency

N = Number of samples

then tabulated. This instrument consists of 40 question statement items, with the distribution as follows

Types	Question Items
Personal	12, 15, 17, 22, 27, 34, 36, 40
Sosial	1, 5, 7, 10, 16, 21, 31, 35
General	2, 3, 6, 8, 11, 13, 18, 20, 23, 25, 26, 28, 30, 32, 37, 39
Lie	4, 9, 14, 19, 24, 33, 38

Judging from the type, it is divided into 4, namely personal, social, general and lie with the distribution of the items as shown in the table above. Specifically, lie will not be explained with deceptive items and all students will experience it. Furthermore, an interview will be held with the BK teacher regarding the efforts made to increase low self-esteem according to the needs of the independent learning curriculum.

Data from questionnaires and interviews will then be analyzed by means of; collect and review the results of questionnaires, interviews and documentation. Furthermore, the data will be reduced by selecting, simplifying, focusing attention on aspects that strengthen the field data. Next, various data sources will be presented (display data) and described in the form of simple words or sentences that are easy to understand, and finally conclusions (verification and conclusion) based on a combination of information arranged in the form of data presentation.

RESEARCH RESULTS AND DISCUSSION

Of the 691 respondents who filled out the self-esteem instrument, they were scattered;

No	Regency/City	Gender		Amount
		Male	Female	
1	Bengkulu	36	47	83
2	Rejang Lebong	26	55	81
3	Lebong	19	45	64
4	Kepahiang	21	41	62
5	Bengkulu Tengah	25	34	59
6	Bengkulu Utara	17	51	68
7	Muko-muko	21	46	67
8	Seluma	18	39	57
9	Bengkulu Selatan	23	49	72
10	Kaur	36	42	78
11	Jumlah	242	449	691

Based on visible sex;
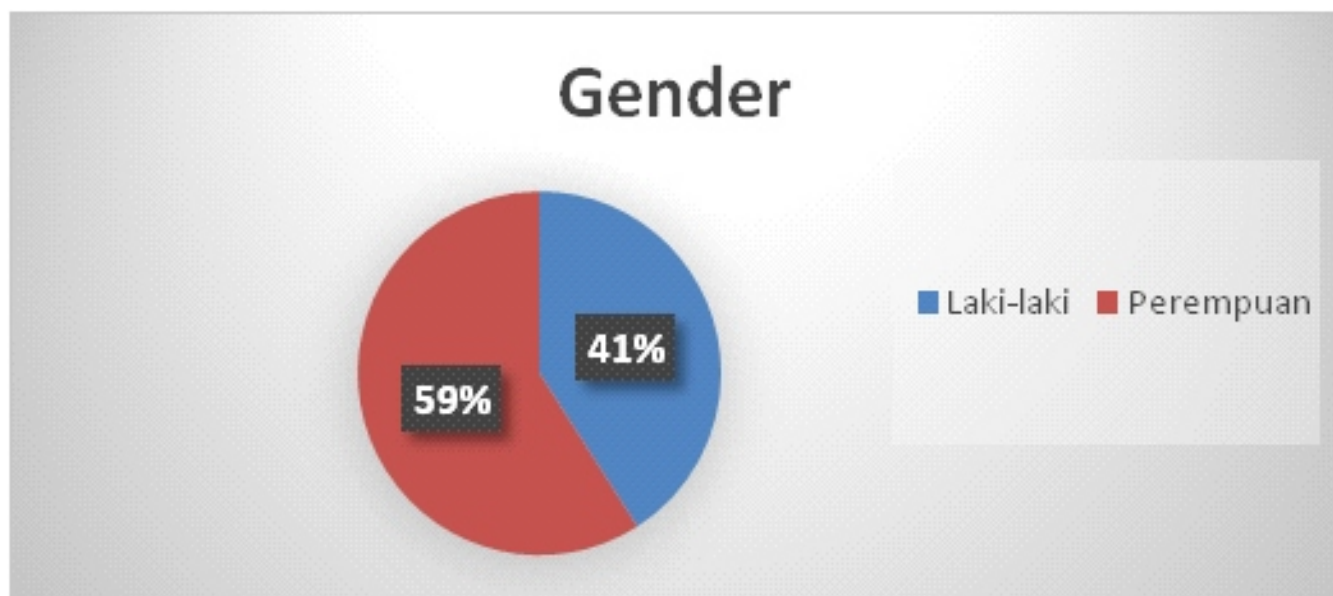
Dari grafik di atasdari 691 siswa SLTA, maka rincian berdasarkan jenis kelamin adalahl aki-laki 41% atau 283 orang, sedangkan siswa perempuan 59% atau 408 orang.

Adapun pengelompokan siswa berdasarkan jurusan

For details by department, it can be seen that there are 508 students from the Natural Sciences department, 159 students from the Social Sciences department, while 23 students from the Languages ??department.

Based on the processing of self-esteem instruments based on item questions for 691 visible students;

The description of self-esteem by category is as follows;

a. Personal

No	Statement	Score			
		Yes	%	No	%
1.	Do you feel sad easily?	468	67.7	223	32.3
2.	Do you feel as beautiful/handsome as most other people?	247	35.7	444	64.3
3.	Do you usually feel tense or anxious?	566	81.9	125	18.1
4.	Do you feel irritable?	385	55.7	306	44.3
5.	Do you often feel restless without knowing why?	510	73.8	181	26.2
6.	Do you often feel disappointed about something?	600	86.8	91	13.2
7.	Are you more sensitive (sensitive) than most other people?	474	68.6	217	31.4
	Do you often feel worried?	592	85.7	99	14.3

In connection with feelings of sadness, which reached 67.7% or 468 students out of 691 students experienced this problem, this was due to the current Covid situation and its impact is still being felt today, especially on the family economy. as the BK teacher said:

"After the Covid 19 pandemic was over, the impact was still being felt by students, especially in cities because their economy depended on the results of relationships with other people, unlike in villages where they had land they cultivated themselves, the impact of Covid 19 was not as severe as in cities. Most of the students, let alone class XII, where do they want to go, because going to college requires a lot of money. I hope everything gets better soon."

For this item, the level of anxiety and feeling tense is 81.9% or 566 people feel this problem, due to students' low self-esteem. the results of the study if students have a positive mindset, then self-esteem will increase and vice versa if negative thoughts then self-esteem will be low. . as reinforced by the BK teacher, that;

"Students who spend a lot of time on their cellphones everyday to post cheap gossip will be easily influenced to think negatively. This happens because of low self-concept and negative views of himself and others. These students usually cannot manage their time for activities well, tend to be passive doing nothing and are only busy with their cellphones, while their friends who have good self-regulation are more able to think positively, because they are busy dealing with positive activities.

Easily offended by 55.7% or 385 students from 691 respondents, although not too high, it is actually dangerous if left unchecked, because juvenile delinquency, bullying and other maladaptive behaviors originate from this attitude. As the results of research show that the causes of juvenile delinquency are due to identity crises and weak self-control, the family, school and community environment. Here it can be seen that apart from weak self-control, the role of family and school is very important.

Feeling restless without knowing why (item 27) 73.8% or 510 students from 691 respondents. This is a high number and these are symptoms of neurosis. To overcome this, it is necessary to build good relationships, involve families, understand students themselves, encourage students to recognize themselves, empathize and listen to their complaints, give students opportunities to make decisions with the help of their counselors. Feeling disappointed about something (item 34) with a score of 86.8% or 600 students from 691 respondents, this number is quite large and will have a negative impact on students. As a result of research that students must be able to deal with anxiety, especially in completing the final project. And also managing stress and emotions is very important for students to get out of this problem. Even quantitatively the research results show a correlation coefficient of 0.553 with a significance value of 0.000 ($p < 0.05$) with the effective contribution of self-efficacy and achievement motivation variables together to students' academic anxiety by 30% while the remaining 70% is influenced by another factor. One of the techniques that can be used by BK teachers is the bibliography technique. Or by means of the results of the Systematic Desensitization Technique training activities that can really help the BK Teacher (MGBK) Kab. Batola in reducing Anxiety Students have an increase in the level of Systematic Desensitization Technique Skills to high. This is evidenced by the results of the pretest analysis in the high category, there are 4 counseling teachers with a score of 16. In the medium category, there are 28 counseling teachers with a score of 8 to 13. In the low category, there are 6 counseling teachers with a score of 4 to 6. And the results of the post-test category analysis In the high category, there are 16 counseling teachers with a score of 15 to 16. In the medium category, there are 19 counseling teachers with a score of 12 to 14. In the low category, there are 3 counseling teachers with a score of 8 to 11. For problems often feel worried (item 40) with a figure of 85.7% or 592 students out of 691 respondents with problems. These forms of anxiety are; such as tension or nervousness, sweating and shaking hands, pessimism, worry, lack of confidence, fear, silence, refusal to do academic work, etc. This means that students are always worried, the closeness of parents in the form of warm, democratic and cooperative parenting will reduce student anxiety, because students do not feel alone, do not feel neglected and there is a place to share problems with the right people. Or parents must have a good parenting concept. Besides that, the demands of an independent curriculum for students and teachers are more independent in determining a good learning process, according to the material being discussed. Students' creativity to innovate must be prioritized, schools must be able to recognize student competencies, both IQ, special talents, interests, personalities, etc. For this reason, the counseling teacher must be concerned with this aspect and be able to express, interpret and develop a counseling service plan according to this data. Skills include administering test and non-test instrumentation or forms of cooperation with certain parties who have a license for psychological test instrumentation. This is important to do to remind the urgency of counseling teachers in the independent curriculum. Besides that, the counseling teacher must carry out the development and maintenance functions, because the data from the instrumentation must be followed up in the form of counseling services, some of which are carried out by the guidance and counseling teachers themselves and in the form of collaboration with subject teachers and home room teachers, such as selecting 5 subjects in the Natural Sciences group. and IPS, as revealed by the BK teacher, that; In the independent learning curriculum, majors are abolished and replaced with electives or subject specializations. The BK teacher's task must be to be able to map students in 5 specific subject choices, the composition must have choices in the Science or Social Sciences family, according to the

student's choices and data from the BK teacher. The choice is relevant to the planned majors taken in college

b. Social

No	Statement	Score			
		Yes	%	No	%
1.	Are your friends few?	232	33.6	459	66.4
2.	Do you spend most of yourfree time alone?	358	51.8	333	48.2
3.	Do most of the people you know like you?	478	69.2	213	30.8
4.	Are you as intelligent as most other people?	380	55	311	45
5	How many people don't like you?	245	35.5	446	64.5
6	Are you as strong and healthy as most other people?	406	58.8	285	41.2
7	Do other people like your ideas?	492	71.2	199	28.8
8	Do many people respect your views?	467	67.6	224	32.4

Social self-esteem is very important for psychosocial health, as is the size of interpersonal and social support networks, personal adjustment and psychopathology. Spending free time alone (item 5) 358 students out of 691, or 51.8%, this needs special attention from the counseling teacher, because of the lack of use of free time. Students are more comfortable alone with HP using it for hours, so socialization and helping parents, as well as learning time is reduced. The results of the study show that group guidance services using self-management techniques can have an effect on increasing the utilization of students' free time. And it turns out that the higher the students' self-esteem and self-concept, the less time they spend using social media. for ages 15-19 years there are 91% internet users and 9% who do not use the internet, and youth 15-19 years is the highest percentage. This is reinforced that teenagers spend 54% of their time online using social media. Then also Psychological Welfare formed from Self Regulated Learning and peer social support with a contribution of 26.1%, it turns out that it is still 73.9% from other factors. Other factors include lack of emotional maturity, weak self-control, retarded development, no opportunity to learn developmental tasks or no guidance to master them, no motivation, poor health, body defects, low level of intelligence. While teenagers at school have the following tasks; friendship, leadership, openness, social initiative, participation in group activities, responsibility in group assignments and tolerance towards friends. In response to this, 48.2% had no problems or 333 respondents from 691 respondents, according to the counseling teachers that this happened because students limited physical contact in socializing and preferred social media, while the quality of face-to-face meetings could lead to more empathy. This means that social media is more about quantity, while face-to-face direct contact is more about the quality or depth of the relationship.

In the independent learning curriculum, social skills need to be owned and developed in daily life at school, at home and in the community, because the better the interpersonal communication, the better the adolescent's adjustment, and vice versa. This ability is needed in the learning process in order to be directly involved and contribute actively, working on project assignments. To be able to socialize properly, the counseling teacher must be able to develop students' social interests. The benefits of this ability include: Children have a friendly attitude and easily get along with their peers; Children have tolerance and concern for others; Have an attitude of social interest

(happy to help others); Children have a happy attitude to share and cooperate; Children have a democratic attitude in socializing; Children are able to communicate well with others; Children are able to resolve conflicts with other people; Children have the understanding and ability to analyze relationships with other people. . related to anxiety about relationships with other people, in fact students will be more trained, because in an independent curriculum with majors removed and replaced with the selection of subjects according to abilities, talents, interests Muthmainnah, M et al (2023), and aspirations in tertiary institutions, the learning process is carried out by moving class which automatically sharpens students' social interests, there is empathy, students will be increasingly busy with their friends to work together in carrying out project assignments. This is very useful, including introverted students who will adjust, because they realize that project assignments will not be completed if they are not done together. For this reason, counseling teachers must be able to provide appropriate services related to students' social problems

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c. General

No	Statement	Score			
		Yes	%	No	%
1	Do you want to always feel happy?	629	91	62	9
2	Can you do as many things as other people?	420	60.8	271	39.2
3	Are you happy with your gender status?	664	96.1	27	3.9
4	When you try to do important tasks, are you usually successful?	499	72.2	192	27.8
5	Do you feel that you are as important as most other people?	437	63.2	254	36.8
6	If it were possible, would you change things about yourself?	619	89.6	72	10.4
7	Are you lacking in self-confidence?	502	72.6	189	27.4
8	Do you often feel that you are completely useless?	432	70.2	259	29.8
9	Is it difficult for you to express your views or feelings?	537	77.7	154	22.3
10	Do you often feel ashamed about yourself?	531	76.8	160	23.2
11	Are other people generally more successful than yourself?	446	64.5	245	35.5
12	Do you want to be happy as shown by others?	639	92.5	52	7.5
13	Do you feel as a failure?	294	42.5	397	57.5
14	Is it difficult for you to get acquainted with people you just met?	395	57.2	296	42.8
15	Are you as happy as most other people?	367	53.1	324	46.9
16	Do you really lack initiative (initiative)?	221	32	470	68

This self-esteem focuses on an overall feeling of self-worth (a deep knowledge that someone feels valuable, can be loved, and has important value in this life). When a person is valuable in society, his self-esteem will be good and increase. This aspect is influential in achieving goals and activities that are in progress, and helps determine daily behavior.

For the possibility of changing many things about himself 619 students out of 691 or 89.6% have problems with this item. As for the lack of self-confidence 72.6% or 602 students out of 691 students. The crisis of self-confidence is caused by low self-concept from within and from outside the social and economic factors of parents. To excel, you need high self-confidence. . parental care simultaneously contributes 35.5% in increasing student self-confidence. It can be seen that the significance of this support is very important, because high school students with a good level of independence will have good self-esteem.

For items that are not useful at all with 70.2%, or 485 students from 691 respondents, this shows a serious student problem. This item is caused by confusion, anxiety and negative self-concept that will affect the self-esteem you have. As the BK teacher said, that;

"Students' nervousness in facing the realities of life makes them helpless, today's children are not trained enough to deal with problems, so they easily give up. There were even students who said they were useless because they couldn't help their families, especially about the economy. Study hard and get good results, but can't go on to college, because there's no money. Usually, in the final grade of senior high school, sometimes in villages, female students feel useless because they don't have the heart to go against the will of their parents who want to marry them off. Many students seem helpless because of the parenting style of parents who are rigid and do not give good hopes to their children.

This is in line with research results, that a person will feel happy if he has high and good self-esteem and life expectancy. For the difficulty of expressing views or feelings, namely 537 students or 77.7% of students did not do it, only 154 students or 22.3% were able to express their views and feelings. As for the item that they felt ashamed about themselves, 531 students or 76.8% felt ashamed of themselves, 160 students or 23.2% of students who were not ashamed of themselves. While the items felt that other people were more successful than themselves, 446 students or 64.5% felt this way, only 245 students or 35.5% did not feel this way. As for item 28, you want to be happy, as shown by other people, 639 students or 92.5% have problems in this regard, while 52 students or 7.5% have no problems with this.

Discussion of Research Results

There are 2 important things in self-esteem, namely; low and high self esteem. For the low with features; easily put others down by seeing their weaknesses, gestures that are out of context and avoid physical contact, too proud of their own achievements, arrogant and consider themselves superior to others, judge themselves and consider themselves useless, and unable to give excuses if they fail and tend to rationalize. the problem of low 3 self-esteem categories; personal self esteem, on low items, among others; feelings of sadness, levels of anxiety and tension, irritability, anxiety, disappointment and worry. For social self-esteem, it is revealed that spending free time alone, no motivation, poor health, body defects and low level of intelligence, while general self-esteem includes; wants to change many things about himself, lacks self-confidence, feels utterly useless, does not have high and good life expectancies, is ashamed of himself, and feels that others are more successful.

From the explanation above, it can be seen that there are many problems which if not resolved will cause students problems while in school, especially when viewed from the demands of an independent curriculum that students must be more creative and innovative in learning, students must independently find the right learning format according to their circumstances. Teachers only provide general concepts, while students must be able to develop their own with existing abilities. While students at school are required to be able to develop the tasks of friendship, leadership, openness, social initiative, participation in group activities, responsibility in group assignments and tolerance towards friends Muthmainnah et al (2022). In order for students to be able to do this task properly, they must

be in a state of high and good self-esteem. For this reason, the BK teacher must be able to help students carry out these tasks by helping them increase their self-esteem. If the student's self-esteem is good if the student can withdraw from an environment that is not conducive, Tends to be passive towards the intimidating environment, Inferior, tends to succumb when criticized by others, high anxiety against social pressure, more calm in facing differences of opinion, and sixth; don't like to stand out

CLOSING

1. Conclusion

From the results of the research above it can be concluded;

a. Students' personal self-esteem is quite good, except for certain items such as easily feeling sad as many as 468 respondents (67.7%) from 691 respondents, feeling tense or anxious by 566 respondents (81.9%) from 691 respondents, not feeling as beautiful as or as handsome as other people 444 respondents (64.3%) of 691 respondents, disappointed about something 600 respondents (86.8%), anxious for no reason. 510 respondents (73.8%) and often worried 592 respondents (85, 7%). For Social esteem problems with 358 respondents (51.8%) out of 691, respondents spend time alone, while general self-esteem changes many things for oneself 619 respondents (89.6%), it is difficult to express views and feelings 537 respondents (77 .7%), and want to be happy like other people 639 respondents (92.5%).

b. The role of the counseling teacher in increasing student self-esteem is to increase self-awareness of one's strengths and weaknesses with information services, group guidance and individual counseling.

2. Suggestion

a. BK teachers should be proactive in disclosing student data for planning appropriate service assistance.

b. The need for training and equalization of perceptions about the BK instrumentation needed in the independent learning curriculum which will be launched in 2024

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9

The Effect of Applying Information Gap Activity Towards EFL Learners' Communicative Competence

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ABSTRACT

This research is aimed to see how well the information gap activity methods worked in EFL classroom in the fourth semester of English Education Department from Teacher Training and Education Faculty at the University of Muhammadiyah Sidenreng Rappang. Because of this kind problem, the researcher used mixed research methods in this study. Moreover, the sample in the fourth semester was 28 students as a respondent. Furthermore, the speaking test was used to collect data. A recorder was also used as pary of the data collection methods in this study, as well as documentation. The data from the test shall be processed using a scoring technique. According to the result of statistical calculation, the scores of students on the pre-test results are mostly in the very poor category, with 15 (53.6%) students classified as very poor and 7 (20%) students classified as poor. However, 6 students (21.4%) are classified as average. But after the treatment, most of the students' scores on the post-test results was in the average category with 14 (50%) students, followed by 12 (42.9%) students classified as good and 2 (7.1%) students who were considered very good. In conclusion, the researcher finds that there is a significant difference score's between before and after treatment by using information gap activity, so the researcher states that the information gap activity is very effectively applied in the EFL classroom.

Keywords: Information gap activity, communicative competence

INTRODUCTION

Language has always been a vital instrument for human communication. Furthermore, language is utilized by the community, teachers, and students to communicate information in order to create understanding and social interactions. Language's function is to allow us to communicate by releasing emotions, expressions, and etc. Besides, English has become an international language utilized in many nations since the era of globalization, whether as a first, second, or foreign language.

Listening, speaking, reading, and writing are the four abilities that must be acquired in order to master English. One of the four language skills that English Foreign Language students must master is speaking. Speaking is a productive talent that is employed as an oral communication technique. Speaking is a crucial learning skill for

practice, communicating ideas, and gathering information. It is also useful in ensuring that interactions with others proceed smoothly. As the first manifestation of language, it takes precedence over other talents in communicating. It may be demonstrated that the majority of human communication interactions take place through speaking. Furthermore, the goal of language is to increase learning to communicate in speaking initially.

Teachers are realized that the best teaching method which works is only based on contexts. Thus, they shouldhavetheirownwaytoteach.ThisisinAccordancetoAbuAhmadiandJokoTri Prasetyo(1997: 11-12), strategy is a teacher's effort to generalize teaching components, approaches, procedures, methods, programs, learning techniques, and so on in such a way that there is a functional linkage between teaching components in effectively achieving goals. But for the fact, the teacher does not choose a suitable technique of teaching speaking. She thought them by asking the students to read the dialogue in front of the class. These activities did not give any opportunity to express their idea directly. So, students cannot improve their speaking skills in the teaching-learning process. This is also consistent with the pre-observation of fourth-semester students in the

English education department, Muhammadiyah University of Sidenreng Rappang, where although students have studied English for many years, many of them are still unable to use spoken English. There are a few techniques that can be chosen by the teachers in developing the students' speaking abilities. Among the techniques that can be utilized by the teachers in educating talking is an information gap activity. In information-gap activity, learners are given the opportunity to work independently in sharing data. Therefore, according to Legutke and Howard (1991) in Nuraeni (2014: 2) state, the information-gap activity makes a difference for learners to appreciate their capacity in utilizing the target language to communicate without the teacher's coordinated intervention.Thispaperattemptstotellthereaderthatinformationgapactivitycanactuallyimprovecommunicative competence in speaking on the fourth-semester students in the English education department, Muhammadiyah University of Sidenreng Rappang.

METHODS

This is a mixed research methods. Mixed research methodologies strategy is one that blends or associates quantitative and qualitative forms of study. Mixed methods research design refers to procedures for gathering, analyzing, and combining research methods or qualitative and quantitative studies in order to better understand research challenges (Cresweel& Plano Clark; 2011). As stated by Sugiyono (2017), variables are attributes an individual or entity that different from one another or from one object to another.

The location of the research in Muhammadiyah University of Sidenreng Rappang and the and the sample is the fourth semester of the academic year 2021/2022, English department, teacher, training, and education faculty, with 28 participants. The following steps are included in the data collection procedure:

Pre-test

The researcher would explain what the students are doing and distributes the speaking test to evaluate the students' ability to communicate before treatment

Treatment

After giving a pre-test, the researcher treated each student. In ths case, the researchers presented students with information gap activities as a treatment for assisting the students. The steps is the method used by the researcher to collect data on this observation besides giving treatment and testing to the students: teaching information gap material with time allocation is 90 minutes (2x45 minutes) with three session.

Post-test

Following the administration of a treatment (for the purpose of experimentation), the students are subjected to a series of speaking tests.

The researcher gives a score of the students' result.

To obtain the score, the investigator used the Oral English Assessment Table proposed by David P. Harris.

TABLE 1 | Rating scale of pronunciation

Classification	Score	Criteria
Pronunciation	5	There is a slight foreign accent.
	4	Even if one is aware of a particular accent, everything is always understandable.
	3	Pronunciation issues require careful listening and can lead to misunderstandings.
	2	Because of pronunciation issues, it is extremely difficult to understand. Frequently asked to repeat.
	1	Pronunciation issues so severe that speech is nearly incomprehensible

TABLE 2 | Rating scale of fluency

Classification	Score	Criteria
Fluency	5	Speech that is natural-sounding and fluent.
	4	Language issues appear to have no effect on speaking rate.
	3	Language issues have a big impact on speed and fluency.
	2	Typically hesitant, and frequently compelled to keep mute owing to linguistic barriers.
	1	Conversation is practically impossible owing to disjointed and fractured speech.

TABLE 3 | Rating scale of grammar

Classification	Score	Criteria
Grammar	5	There are minimal grammatical or word order problems, if any.
	4	On rare circumstances, making grammar and/or word-order errors that do not impair meaning.
	3	Frequently makes grammar and word-order mistakes that confuse meaning.
	2	Grammar and word order issues complicate comprehension. You'll need to modify sentences regularly while adhering to the main structure..
	1	Speech is almost incomprehensible due to significant grammar and word order mistakes.

TABLE 4 | Rating scale of vocabulary

Classification	Score	Criteria
Vocabulary	5	The vocabulary and idioms are nearly identical to those of native speakers.
	4	He sometimes employs incorrect terms and/or has to reorganize thoughts due to lexical difficulties.
	3	The usage of incorrect words is common: communication is somewhat constrained due to a lack of vocabulary.
	2	Difficult to comprehend owing to poor word usage and a restricted vocabulary.
	1	The vocabulary constraints are so severe that dialogue is nearly impossible.

TABLE 5 | Rating scale of comprehensible

Classification	Score	Criteria
Comprehensible	5	Everything appears to be understood without effort.
	4	Understand practically everything at a normal pace, with the exception of a few repetitions.
	3	Understand the majority of what is being stated at a slower than usual rate by repetition.
	2	I was having difficulty understanding what was being stated. Only "socialdialogue" conductedwithregularrepetitioncanbe comprehended.
	1	Even a simple English discussion cannot be describe as intelligible.

TABLE 6 | Calculating students' score

Scale	Score	Category
4.1 - 5.0	100 - 85	Very good
3.1 - 4.0	84 - 75	Good
2.1 - 3.0	74 - 60	Fair
1.1 - 2.0	59 - 40	Poor
0 - 1	39 - 0	Very poor

(Nurgiyantoro, 2010)

Convert the exam scores from pre-test and post-test using the

TABLE 7 | Classifying the score of the students'

formula: Students' final score =

$$\frac{\text{Student score}}{\text{Maximum score}} \times 100$$

No.	Classification	Score
1.	Very good	86 - 100
2.	Good	71 - 85
3.	Average	56 - 70
4.	Poor	41 - 55
5.	Very poor	0 40

RESULT AND DISCUSSION

Result of the Pre-test and Post-test

This section describes how to use the information gap activity method to describe a student's performance in language learning. The students' pretest results are shown in the table below.

TABLE 8 | The students' score of pre-test

No.	Clasification	Score	Pre-test	
			F	%
1	Very good	86 100	-	-
2	Good	71 85	-	-
3	Average	56 70	6	21.4
4	Poor	41 55	7	25
5	Very poor	0 40	15	53.6
	Total		**28**	**100**

Table above shows that the scores of students on the pre-test results are mostly in the very poor category. That there are 15 students (53.6%) categorized as very poor, 7 students (25%) categorized as poor, and 6 students (21.4%) are categorized as average. This shows that many students speaking ability are still very low.

TABLE 9 | The students' score of post-test

No.	Clasification	Score	Post-test	
			F	%
1	Very good	86 100	2	7.1
2	Good	71 85	12	42.9
3	Average	56 70	14	50
4	Poor	41 55	-	-
5	Very poor	0 40	-	-
	Total		**28**	**100**

The table shows that most of the students' scores on the post-test results that 14 students (50%) categorized as average,12students(42.9%)categorizedasgood,and2students(7.1%)wereconsideredverygood. Itshowsthat the students speaking ability is higher after treatment by following information gapactivty.

Mean score and standard deviation of pre-test andpost-test.

The mean score and standard deviaton of the students in pre-test and post-test are percentages as follow:

TABLE 10 | The mean score of pre-test and post-test

No.		Pre-test	Post-test
1	Mean Score	41.43	70.43
2	Standard Deviation	11.98	8.99

Table 10 shows that the average post-test score of students (70.43) is higher than the pre-test score (41.43), indicating that students who are taught using information gap activity have an effect in speaking class. The students' difference score in pronunciation, fluency, grammar, vocabulary, andcomprehensibility.

Pronunciation

TABLE 11 | The percentage of Pronunciation score

No.	Clasification	S	Score	Pre-test		Post-test	
				F	%	F	%
1	Very good	4.1-5.0	85 100	-	-	2	7.1
2	Good	3.1-4.0	75 84	6	21.4	11	39.3
3	Average	2.1-3.0	60 74	10	35.7	14	50
4	Poor	1.1-2.0	40 59	11	39,3	1	3.6
5	Very poor	0-1	0 39	1	3.6	-	-
	Total			**28**	**100**	**28**	**100**

Table 11 above shows the rate percentage and frequency of the students' pre-test in pronunciation. 11 students (39.3%) got 2 as classified poor, 10 students (35.7%) got 3 as average, 6 students (21.4%) got 4 as good, and 1 student (3.6%) got 1 as classified very poor. While in the result of the post-test 14 students (50%) got 3 as average, 11 students (39.3%) got 4 as very good, 2 students (7.1%) got 5 as classified very good, and 1 student (3.6%) got 1 as poor.

Fluency

TABLE 12 | The percentage of fluency score

No.	Clasification	S	Score	Pre-test		Pre-test	
				F	%	F	%
1	Very good	4.1-5.0	85 100	-	-	-	-
2	Good	3.1-4.0	75 84	-	-	9	32.1
3	Average	2.1-3.0	60 74	6	21.4	18	64.3
4	Poor	1.1-2.0	40 59	11	39.3	1	3.6
5	Very poor	0-1	0 39	11	39.3	-	-
	Total			**28**	**100**	**28**	**100**

Table12aboveshowstheratepercentageandfrequencyofthestudents'pre-testinflurency.11students (39.3%) got 2 as classified very poor, 11 students (39.3%) got 2 as poor, and 6 students (21.4%) got 3 as average. While in the result of the post-test 18 students (50%) got 3 as average, 9 students (32.1%) got 4 as good, and 1 student (3.6%) got 2 as classifiedpoor.

Grammar

TABLE 13 | The percentage of grammar score

No.	Clasification	S	Score	Pre-test		Pre-test	
				F	%	F	%
1	Very good	4.1-5.0	85 100	-	-	-	-
2	Good	3.1-4.0	75 84	-	-	7	25
3	Average	2.1-3.0	60 74	5	17.8	13	46.4
4	Poor	1.1-2.0	40 59	11	39,3	7	25
5	Very poor	0-1	0 39	12	42.9	1	3.6
Total				**28**	**100**	**28**	**100**

Table 13 above shows the rate percentage and frequency of the students' pre-test in grammar. 12
 students(42.9%)got1asclassifiedverypoor,11students(39.3%)got2aspoor,and5students(17.8%) got 3 as average. While in the result of the post-test 13 students (46.4%) got 3 as average, 7 students (25%) got 4 as good, 7 students (25%) got 2 as classified poor, and 1 student (3.6%) got 1 as classified verypoor.

Vocabulary

TABLE 14 | The percentage of vocabulary score

No.	Clasification	S	Score	Pre-test		Pre-test	
				F	%	F	%
1	Very good	4.1-5.0	85 100	-	-	6	21.4
2	Good	3.1-4.0	75 84	1	3.6	17	60.7
3	Average	2.1-3.0	60 74	4	14.2	5	17.9
4	Poor	1.1-2.0	40 59	15	53.6	-	-
5	Very poor	0-1	0 39	8	28.6	-	-
Total				**28**	**100**	**28**	**100**

Table 14 above shows the rate percentage and frequency of the students' pre-test in pronunciation. 15 students(53.6%)got2asclassifiedpoor,8students(28.6%)got1asverypoor,4students(14.2%)got 3asgood,and1student(3.6%)got4asclassifiedgood.Intheresultofthepost-test6students(21.4%) got 5 as very good, 17 students (60.7%) got 4 as classified good, and 5 students (17.9%) got 3 as classified average.

Comprehensible

TABLE 15 | The percentage of comprehensible score

No.	Clasification	S	Score	Pre-test		Pre-test	
				F	%	F	%
1	Very good	4.1-5.0	85 100	-	-	6	21.4
2	Good	3.1-4.0	75 84	1	3.6	12	42.9
3	Average	2.1-3.0	60 74	8	28.6	10	35.7
4	Poor	1.1-2.0	40 59	11	39.3	-	-
5	Very poor	0-1	0 39	8	28.6	-	-
	Total			**28**	**100**	**28**	**100**

Table 15 above shows the rate percentage and frequency of the students' pre-test in comprehensible. 1 student (3.6%) got 4 as classified good, 8 students (28.6%) got 3 as average, 11 students (39.3%) got 2 as poor, and 8 student (28.6%) got 1 as classified very poor. In the result of the post-test 6 students

(21.4%)got5asverygood,12students(42.9%)got4asgood,and10students(35.7%)got3asaverage.

Probability Value(P-Value)

The researcher used the p-value formula to test hypotheses (Paired sample test). The significance level is set at = 0.05.

The p-value of the students' score of pre-test and post-test.

TABLE 16 | The p-value of the students' score of pre-test and post-test

Alpha (á)	p-value
0.05	0.000

ConnectiveTranscription

The findings of the pretest and posttest can be used to determine if students' communicative ability has improved following the information gap activity. It can be noticed in the following dialogue:

Pre-test

Respondent 20

Researcher: Describe the picture below!

Answer: Okay! Right now I see that rubik. That have three colours in it. There is yellow, green and…red. I think there are…one, two, three, nine…in one is shape so…we could call …there is nine times five…there is fifty four cubes, with a different of shape. I don't really know because, I don'teee…really playing this kind of rubik, but I know that…It's kind hard to make it complete.

Because itsssss. because when we just random it, its actually kind a hard to fix to completed again.

Respondent 25

Researcher: Describe the picture below!

Answer: Rubik is a game which have a maaal colour. Eeee…yellow, green, red, blue, and white, is a … apa iii … eee ... is eeee.. is eee … is eeee….

Post-test

Respondent20

Researcher: Describe the picture below!

Answer: I think … this kind of rubik is kind complicated because there is a smallest that only has four cubes. So

that's the easy one, so … I think this is one of the eee … medium one. Because there is so many shape and kind of rubik. So … we see that it has many colour and many shape but in this one is just using a squa … squa a square shape, and then with black lines in the middle of it, and … I think the colour is reapert to the … the common colour there is red and … yellow.

Well I think green is not a common colour, the common colour is blue. So…in my opinioeee… I never playing this kind of game but, I think it's can teach our brain and manipulated our brain to be more.

Researcher: Describe the picture below!

Answer: Rubik eee … rubik is game eee … have many colour. I'm learning rubikeee … today, and I'm like game rubik because eerubikeee … very *mengasahotak*, train brain ee … and rubik have a many box. From plastic eee … rubik have many yellow, eee red, green, orange, and white. Rubik eee … many … playing many in competition. According to Nuraeni (2014) in her research about "The Effectiveness of Information Gap Toward Students' Speaking Skill," the Mpre-test of the experiment class is 57.70, Mpost-test is 71.66, and Mgained score is 13.6. While, the Mpre-test of control class is 59.26, Mpost-test is 67.83, and Mgained score is 8.5. Besides, t-observation (to) is 5.520 and t-table (tt) at significance level of 5% is 2.000. So that, it shows that t-observation (to) is higher than t-table (tt) or 5.520>2.000. From the result of her research mean that using Information Gap is effective and applicable for teaching speaking at the second grade students of MTs Khazanah Kebajikan Pondok Cabe Ilir. She obtained the same result as the researcher, namely an increase in students' communicative competence of students in fourth-semester, English Department at the University of Muhammadiyah Sidenreng Rappang, after implementing the information gap activity. This is supported by the average score of the student's fourth semester test (post-test). The average test score was 70.43, which was higher than the pre-test score of 41.43. In fact, students experienced a significant increase in the five components of speaking, namely pronunciation, application, grammar, vocabulary, and understanding, as a result of information gap activities. Meanwhile, based on the significance test results in table 4.3, the researchers discovered that the p-value was less than (0.000<0.05), indicating that H0 is rejected and H1 is accepted. It is demonstrated at a significant level of 0.05 that teaching speaking through information gap activities has a positive impact on students' communicative competence in English as a Foreign Language class.

CONCLUSION

Based on the findings and discussion, the researcher concludes that information gap activities have an effect for developing students' communicative competence in fourth semester in English Education Department, University of Muhammadiyah Sidenreng Rappang. Implementing information gap activities in EFL classroom, particularly speaking, makes students more active and aggressive. The five components of speaking, namely pronunciation, fluency, grammar, vocabulary, and comprehension, were significantly improved through information gap activities. According to the data, the mean score in the post-test was higher than the mean in the pre-test (70,43>41,43). Furthermore, the result of the p-value was lower than the á(0.000<0.05), indicating that H1 was accepted.

Given the previous conclusion, the researcher makes the following recommendations:

D

of their students' speaking abilities and be able to devise methods for doing so.

E

confidence in speaking.

F

It is recommended that students use image media in their daily conversations. This can assist them in improving their English speaking abilities.

It is suggested to the other researcher to use the researcher's results as a comparative study in employing their research.

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10

The Influence of Parenting Style And Personality Type on Academic Achievement of Students in Islamic Education Iain Curup

Eka Yanuarti, Devi Purnama Sari HS, Dadan Supardan, Santiana

ABSTRACT

The purpose of this study was to determine whether parenting style (X1) affects academic achievement (Y), whether personality type (X2) affects academic achievement (Y), whether student parenting style (X1) and personality type (X2) together have same effect on academic achievement (Y). This research is a quantitative descriptive research with the type of research used is field research. The sampling technique used is a probability sampling technique with the type of simple random sampling. The sample in this study was taken as many as 101 students and Islamic Education IAIN Curup students. Data collection techniques used were questionnaires, observations, interviews and documentation. The data analysis technique used was one sample t test, product moment correlation, multiple correlation and partial correlation. The results of this study indicate that first there is a positive influence between parenting style on academic achievement because rcount = 0.432 is greater than the 1% level = 0 , 1956, secondly, there is a positive influence between personality types on academic achievement because rcount = 0.52 is greater than the 1% level = 0.1956. Third, there is a positive influence between parenting style and personality type together on academic achievement because rcount = 0.58 is greater than the 1% level = 0.1956. The results of this study are expected to provide benefits and contribute ideas to the IAIN Curup institution, lecturers and students.

Keywords: Parenting style, personality type, academic achievement

INTRODUCTION

Education is an inseparable part of life. Education cannot be separated from human life from the cradle to the grave. In the current era of globalization, quality human resources are needed to welcome a bright future and are ready to compete in this modern era. Education requires educational institutions as organizations that provide formal means in the world of education. One of the educational institutions, among others, is a university. Education has a very important role in educating people as stated in Law No. 20 of 2003 concerning SISDIKNAS, that:

National Education functions to develop capabilities and shape the character of a dignified nation's civilization in the context of educating the people, aiming at developing the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizen. (Ministry of Education and Culture, 2003)

Given the very importance of education for life, education must be carried out as well as possible in all levels of society so as to obtain maximum results. Education is said to be of quality if the teaching and learning process can run smoothly, effectively, efficiently and there is an interaction between the components contained in the teaching system, that is the objectives of education and teaching, students, education staff or teachers, curriculum, learning strategies, teaching and evaluation media. teaching.

So far, many people think that to achieve an achievement, high learning is needed. Education is a business or activity that is carried out intentionally, regularly and planned with the intention of changing or developing desired behavior. Schools as formal institutions are a means of achieving these educational goals. Through school, students learn various things. Academic achievement according to Bloom is "the result of behavior change which includes the cognitive, affective, and psychomotor domains which are a measure of student success".(Warsito, 2012)

Academic requirements in higher education are not just attending lectures, but there are other provisions such as the percentage of attendance in lectures, completion of assignments, and active participation in other academic activities (discussions, presentations, taking exams, quizzes). The success of students in the academic field is marked by the academic achievements achieved, indicated by the Achievement Index and Grade Point Average as well as accuracy in completing studies. The achievement index is used as a measure of student academic mastery. The better the student's academic mastery, the better the achievement will be.

The factors that affect student academic achievement are divided into three, namely internal factors, external factors, and learning approach factors. Internal factors consist of physiological aspects (nutritional status, health, and breakfast habits) and psychological aspects (intelligence, attitudes, talents, interests, and motivations). External factors consist of social environment (father's education, mother's education, economic situation of parents, teachers, playmates, and society) and non-social environment (school environment and living environment).

Parents are the closest people to their children, and the role of parents is very influential on their children's academic achievement, the role of parents here is not only to provide a decent place, nutritious food, good clothes but the role here is more than that, that is a good parenting style applied by parents to their children. Usually behind the high achievement of children there are parents who always motivate their children and precisely the parenting pattern applied by parents to the child so that the child can get high academic achievement.

Some studies have modelled parenting style in a game-theory structure, where both parents and children are players, and parents optimally choose a parenting strategy to maximize children good performance. Some other studies empirically evaluated the influence of parenting style and found that respectful, positive, and warm parenting styles are beneficial for the development of non cognitive ability.(Deng & Tong, 2020)

Parenting patterns can be determined starting from choosing from potential partners, as contained in the QS. At-Tahrim:6

Meaning: "O you who believe, protect yourselves and your families from a hell fire whose fuel is people and stones; guardian of the angels who are strict and do not disobey Allah in what He commands them and always do what He is

commanded.

Parents have various functions, one of which is caring for their children. In raising their children, parents are influenced by the culture in their environment. In addition, parents have certain attitudes in nurturing, guiding, and directing their children. This attitude is reflected in the different parenting patterns for their children, because parents have certain parenting patterns. According to Latifa, parenting is "an activity carried out in an integrated manner over a long period of time by parents to their children, with the aim of guiding, fostering and protecting children. (Latifa, 2012)

The impact of parenting is very influential on children's behavior, as explained by Hafida Sulaiman Ahmed Al-Barashdiya that (AlBarashdi, 2020)

?

The results of research conducted by Beny Tri Atmoko with the title The Effect of Parenting Patterns on Learning Achievement in Productive Subjects of Students in the Electrical Engineering Department of SMK Negeri 1 Magelang that there is a significant influence between parenting patterns and learning achievement.

However, after the researcher conducted the initial survey, it turned out that there were gaps found in the field with the previous researchers and the theory that was read previously that the theory and previous research said that a child with democratic, authoritarian parenting can improve academic achievement, it is different with children who are raised from parents which can be said to be negligent parenting, that is by leaving the child with their grandmother by not giving them a living, they rarely communicates with the child because their parents are divorced, Usually, children who are raised in this way tend to do things that are negative or socially deviant, such as using drugs, free sex, and many other juvenile delinquency, but what I found in the field is just the opposite where children who can be said to be raised with neglect by their parents but can achieve high achievements compared to children who are raised from parenting styles that can be said to be democratic parenting.

So the first thing that the writer focuses on is that the writer wants to see whether parenting style has an effect on student academic achievement. Parenting is a complex activity that includes certain specific behaviors that work individually or separately and together to influence a child's behaviour.

One of the other factors that can lead to an increase or decrease in a person's academic achievement is the type of personality they have. In other words, interpersonal factors significantly influence the behavior of Internet users and certain personality traits including introversion and social withdrawal are closely related to academic achievement.

According to Suryabrata, personality is a dynamic organization and individual psychophysical system that determines the behavior and thinking of individuals specifically, personality is also something that is contained within the individual that guides and provides direction to individual behavior. (Suryabrata, 2011a)

Someone who has an introverted personality type will tend to be a thinker, prefers to be alone and they usually also have a melancholic personality type, people who have an introverted and melancholic personality type will have academic achievements that have great achievements.

After the researcher conducted an initial survey that there was a gap between theory and reality, the researcher encountered one student who has an introverted personality type, namely someone who does not easily interact with people but whose achievements are usually not what as imagined with the theory that people who have introverted characteristics will have quite a stunning achievement.

From the initial observation, the researcher interviewed one of the students of the Department of Islamic Education with Deri Yanita, she said that her parents were not too involved in his educational

affairs but her parents were enough to meet her needs and provide motivation, but the type of personality she had made her succeed with a GPA of 3.71 because she has a high effort and enthusiasm for learning. From the upbringing applied by her parents, it didn't really affect her academic achievement, but because of the type of personality she had, she finally got a satisfactory GPA.

The results of the interview with the second interviewee with Diana Monika, she said that her parents played quite a role in the world of education both materially and non-materially, her parents always gave motivation and cared enough for her duties, when viewed from the way of learning that she applied this resource has an introverted personality she is not used to memorizing in a crowded place she is easier to memorize when in silence, with the upbringing applied by her parents and the type of personality she has he managed to achieve a 3.56 GPA.

Previously, the researcher has found previous studies that can be used as references and comparisons, including the research of Masud, Hamid Ahmad, Muhammad Shakil Cho, Ki WoongFakhr, and Zainab entitled Parenting Styles and Aggression Among Young Adolescents: A Systematic Review of Literature(Masud, Ahmad, Cho, &Fakhr, 2019). Research by Moreno-Ruiz, David Martínez-Ferrer, Belen Garcia-Bacete, Francisco entitled Parenting styles, cyberaggression, and cybervictimization among adolescents(Moreno-Ruiz, Martínez-Ferrer, & Garcia-Bacete, 2019). Research by Fauzia, AlyaZachraMaslihah, Sri Ihsan, Helli entitled The Effect of Personality Type on Self-Disclosure in Early Adult Instagram Social Media Users in Bandung (Fauzia, Maslihah, & Ihsan, 2019). Aditya, Mohamad Ridwan Hasibuan, and Ahmad Basid's research entitled The Effect of Perception, Gender and Student Personality Type on Career Selection of Accounting Students as Public Accountants (Case Study on Accounting Students at DarmaPersada University) (Aditya &Hasibuan, 2020). And Amir Sriargianti's research entitled The Effect of Learning Motivation on Academic Achievement of D3 Nursing Students in North Kalimantan Tarakan Academic Year 2018 (Amir, 2019). From several previous studies, it appears that there have been discussions about parenting style, personality types and academic achievement. But until now the author has not found literature and previous studies that discuss the influence of parenting style and personality type on the academic achievement of Islamic Education IAIN Curup students so it can be said that it is worthy of further research, and this research is still original because there is no literature that has been published. discuss about this in particular.

METHOD

This research is a field research with a quantitative approach. Quantitative research can be defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2016). The population in this study was 137 people. After calculating with the Isaac and Michel formula, a sample of 101 Islamic Education students and students of IAIN Curup was obtained, part of the population that was representative of the entire population (Surahmad, 1981). Data collection techniques include questionnaires, interviews, observation and documentation. Instrument validity includes validity and reliability, data analysis techniques include prerequisite tests, namely normality tests, homogeneity tests, and linear tests, hypothesis tests include simple hypotheses and multiple hypotheses.

RESULT AND DISCUSSION

RESULT

The effect of Parenting Style (X1) on Academic Achievement (Y).

Hypothesis testing using simple regression analysis and correlation techniques on parenting style variable data on academic achievement resulted in a regression direction of b of 0.35 and a constant of 40.

Furthermore, to determine the degree of significance of the F test, for more details, it can be seen in the following table:

Table 1 ANAVA list for significance and linearity tests

Regression Y? = 35 + 0.40X1

Source Variance	Df	NS	ANS	F_{count}	F_{table}
Total	101	630690			
Regression a	1	623879,64	623879,64		
Regression b/a	1	1246,72	1246,72	22,18 **	6,90
difference	99	5563,64	56,20		
Not match	25	2473,59	98,94	2,37	2,03
Error	74	3090,05	41,75		

Annotation

** = Very significant regression (F_{count} = 22,18 > F_{table} = 6,90) at á = 0,01

ns = Linear regression (F_{count} = 2,37 > F_{table} = 2,03) at á = 0,01

df = degrees of freedom

NS = Number of Squares

ANS = Average Number of Squares

Based on the analysis of variance table above, the results of the significance and linearity test can be concluded that the regression equation Y? = 48 + 0.40X1 is very significant and linear because ,Fh> Ft, namely (22.18 > 6.90) and (2.37 > 2, 03) at = 0.01. In other words, the equation Y? = 48 + 0.40X1, it means that every increase in one unit of parenting style will be followed by an increase in student academic achievement scores of 0.40 at the constant 48.

The influence model between parenting style variables on academic achievement using a regression equation model Y? = 48 + 0.40 X1 can be described as follows:
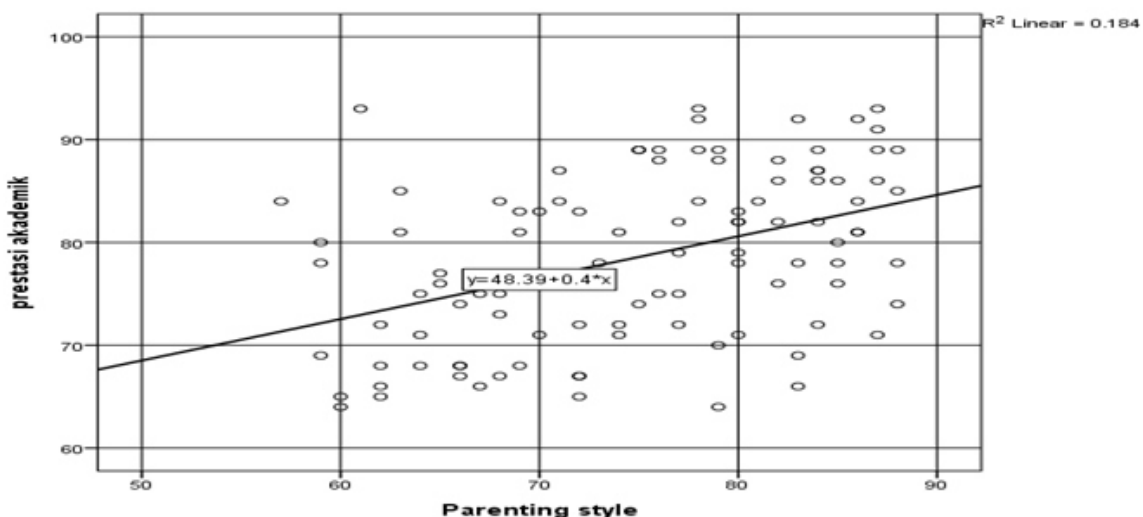
Figure 1 Effect of Parenting style (X1) on Academic Achievement (Y) Line Graph Y? = 48 + 0.40X1
The strength of the influence between parenting style (X1) on academic achievement (Y) is indicated by a correlation coefficient (ryx1) of 0.4322, then a significant coefficient test is carried out using the t-test test results as shown in the table below.

Table 2 Test the significance of the correlation between Parenting style (X1) on academic achievement (Y)

N	Correlation coefficient r_{yx1}	T_{count}	t_{table}	
			0,05	0,01
101	0,43	5,23**	1,98	2,63

Annotation:

**	= Very significant regression (t_{count} = 5,23 > t_{table} = 2,63) on a real level á= 0,01
r_{y1}	= Coefficient of X1 with Y

The next way to make decisions is to look at the basis of decisions based on curves, as shown below:
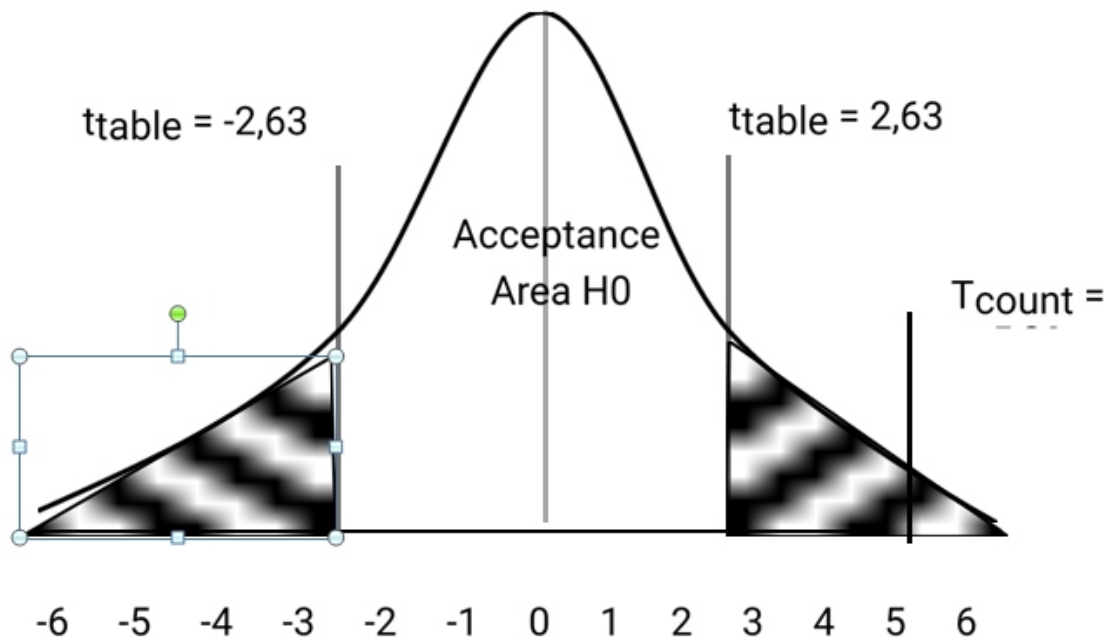
Figure 2 Test the significance of the correlation between Parenting style (X1) on academic achievement (Y)
Accept H0 , if t caount lies between 2.63 and 2.63. In other cases, H0 is rejected, from the research it has been obtained that tcount = 5.23 and clearly lies in the rejection area of H0. So Ha accepted. Based on the results of the calculation of the correlation coefficient significance test tcount = 5.23 >ttable = 2.63, it can be said that the effect of parenting style (X1) on academic achievement (Y) is significant. This finding concludes that there is a positive influence between parenting style on academic achievement. It means that the better the parenting style, the higher the academic achievement.

The coefficient of determination is the square of the correlation coefficient between X1 and Y, namely (ryx1)2 = 0.184, this is the variance that occurs between the student academic achievement variable (Y) 18% is determined by the variance that occurs in the parenting style variable (X1). This understanding is often interpreted as the influence of parenting style (X1) on academic achievement (Y) = 18% and the remaining 82% is determined by other variables such as family environment, facilities provided by parents, personality type, learning motivation,

learning methods. Variation in academic achievement (Y) can be explained by variation (X1) through regression Y? = 48 + 0.40X1.

The strength of the influence between parenting style variables (X1) on academic achievement (Y) when controlling for academic achievement (X1), then obtained a partial correlation coefficient between parenting style (X1) and academic achievement (Y) when controlling for personality type (X2), then the partial correlation coefficient between parenting style (X1) and academics is 0.36.

To be clear, the partial correlation coefficient significant test can be seen in the table below: Table 3. Significance test of partial coefficient between parenting style (X1) and academic achievement (Y) by controlling for personality type variable (X2)

Partial Correlation Coefficient	T_{count}	t_{table}	
		á = 0,05	á = 0,01
r_{yx1x2} = 0,35	3,70**	1,98	2,63

Annotation:

**= Partial Correlation Coefficient r_{yx1x2} significant because t_{count} = 3,70 > t_{table} = 2,63 at real level á = 0,01 The next way to make decisions is to look at the basis of decisions based on curves, as shown below:
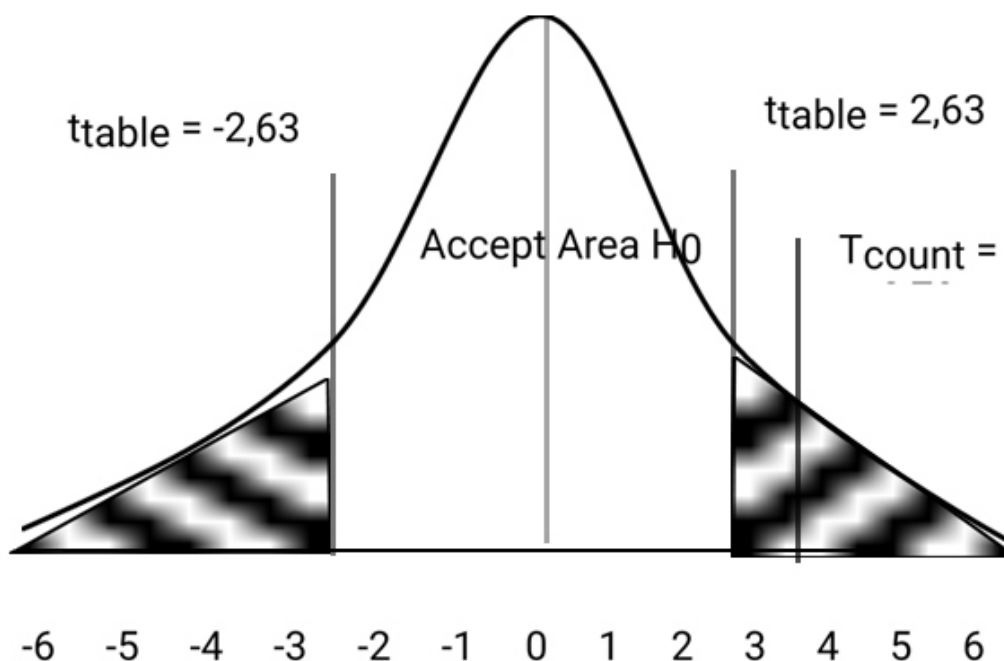
Figure 3. Significance test of partial coefficient between parenting style (X1) and academic achievement (Y) by controlling for personality type variable (X2)

Accept H0 , if t count lies between 2.63 and 2.63. In other cases, H0 is rejected, from the research it has been obtained that tcount = 3.70 and clearly lies in the rejection area of H0. So Ha accepted.

This means that at a significant level of 0.01, the research shows that by controlling parenting style (X1) there is still a positive influence between personality types (X2) on academic achievement (Y).

The effect of Personality Type (X2) on Academic Achievement (Y)

The second hypothesis proposed in this study is that there is an influence between personality types (X2) on

Academic Achievement (Y). Thus, in this study, the better the personality type, the academic achievement will increase.

Hypothesis testing using simple regression analysis and correlation techniques on personality type variable data on academic achievement resulted in a regression on direction of b of 0.51 and a constant of 40. Furthermore, to determine the degree of significance of the F test, for more details, it can be seen in the following table: Table 4 ANAVA list for significance and linearity tests Regression Y? = 40 + 0,51 X_2

Source Variance	Df	NS	ANS	F_{count}	F_{table}
Total	101	630690			
Regression a	1	623879,64	623879,64		
Regression b/a	1	1842,83	1842,83	36,72 **	6,90
difference	99	4967,53	50,18		
Not match	25	3024,91	131,52	5,15	2,06
Error	74	1942,62	25,56		

Annotation:

** = Very significant regression (F_{count} = 36,72 > F_{table} = 6,90) at á = 0,01

ns = Linear regression (F_{count} = 5,15 > F_{table} = 2,06) at á = 0,01

df = degrees of freedom

NS = Number of Squares

ANS = Average Number of Squares

Based on the analysis of variance table above, the results of the significance and linearity test can be concluded that the reference equation Y? = 40 + 0.51 X2 is very significant and linear because Fh> Ft, namely (36.72 > 6.90) and (5.15 > 2, 06) at = 0.01. In other words, the equation Y? = 40 + 0.51X1, it means that every increase in one unit of personality type will be followed by an increase in student academic achievement scores of 0.51 at constant 40.

The influence model between personality type variables on academic achievement using the regression equation model Y? = 40 + 0.51X2 can be described as follows:
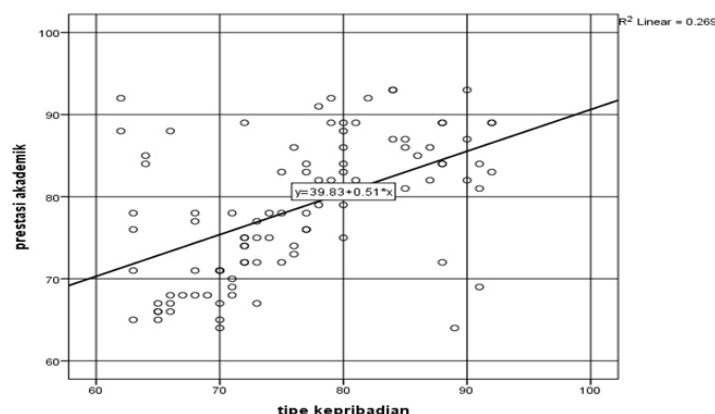

Figure 4. The influence of personality types (X2) on Academic Achievement (Y) Line Graph

Y = 40 + 0,51X2

The strength of the influence between personality types (X2) on academic achievement (Y) is shown by the correlation coefficient (ryx2), then a significant coefficient test is carried out using the t-test test results as shown in the table below:

Table 5 Significance test of the correlation between personality types (X2) on academic achievement (Y)

| N	Correlation coefficient r_{yx2}	T_{count}	t_{table}	
			0,05	0,01
101	0,52	6,08**	1,98	2,63

Annotation:

** = Very Significant Coefficient (t_{count} = 6,08 > t_{table} = 2,63 at á = 0,01

r_{y2} = Coefficient X_2 with Y

From 5 above, it can be seen that the correlation coefficient is significant because th = 6.08 is greater than tt = 2.63 at the level of = 0.01 with 99.

The next way to make decisions is to look at the basis of decisions based on curves, as shown below:
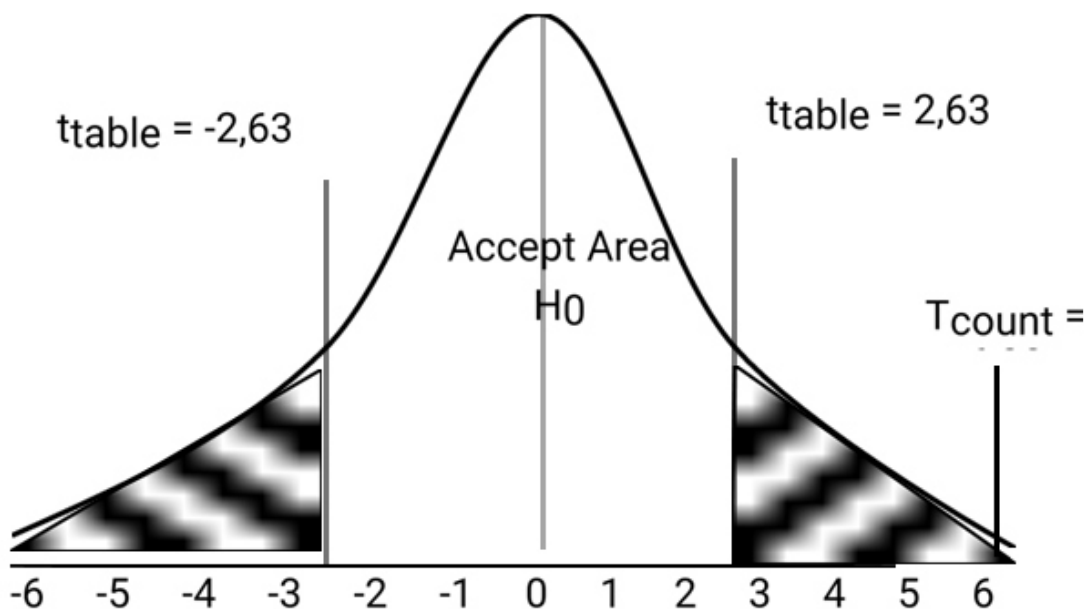
Picture. 5 Significance test of the correlation between personality types (X2) on academic achievement (Y) Accept H0 , if t count lies between 2.63 and 2.63. In other cases, H0 is rejected, from the research it has been obtained that tcount = 4.72 and clearly lies in the rejection area of H0. So Ha accepted.

Based on the calculation results of the correlation coefficient significance test tcount = 6.08 >ttable = 2.63 . it can be said that the influence of personality type (X2) on academic achievement (Y) is significant. This finding concludes that there is a positive influence between personality types on academic achievement. It means that the better the personality type, the higher the academic achievement.

The coefficient of determination is the square of the correlation coefficient between X2 and Y, namely (ryx2)2 = 0.21. this is the variance that occurs between the student academic achievement variable (Y) 21% is determined by the variance that occurs in the personality type variable (X2). This understanding is often interpreted as the influence of personality type (X2) on academic achievement (Y) = 21% and the remaining 79% is determined by other variables such as parenting style, family environment, facilities provided by parents, learning motivation, learning methods. Variation in academic achievement (Y) can be explained by variation (X1) through regression Y? = 29 + 0,51X1.

The strength of the influence between personality type variables (X2) on academic achievement (Y) when controlling for parenting style (X1), the partial correlation coefficient between personality types (X2) on academics is 0.47.

To be clear, the partial correlation coefficient significant test can be seen in the table below:
Table 6. Significance test of partial coefficient between personality type (X2) and academic achievement (Y) by controlling for parenting style variable (X1)

Partial Correlation Coefficient	T_{count}	t_{table}	
		á = 0,05	á = 0,01
r_{yx1x2} r_{yx1x2} = 0,46	5,15	1,98	2,63

Annotation:
**   = Partial Correlation Coefficient r_{y21} significant because t_{count} = 5,28 > t_{table} = 2,36 at á = 0,01
The next way to make decisions is to look at the basis of decisions based on curves, as shown below:
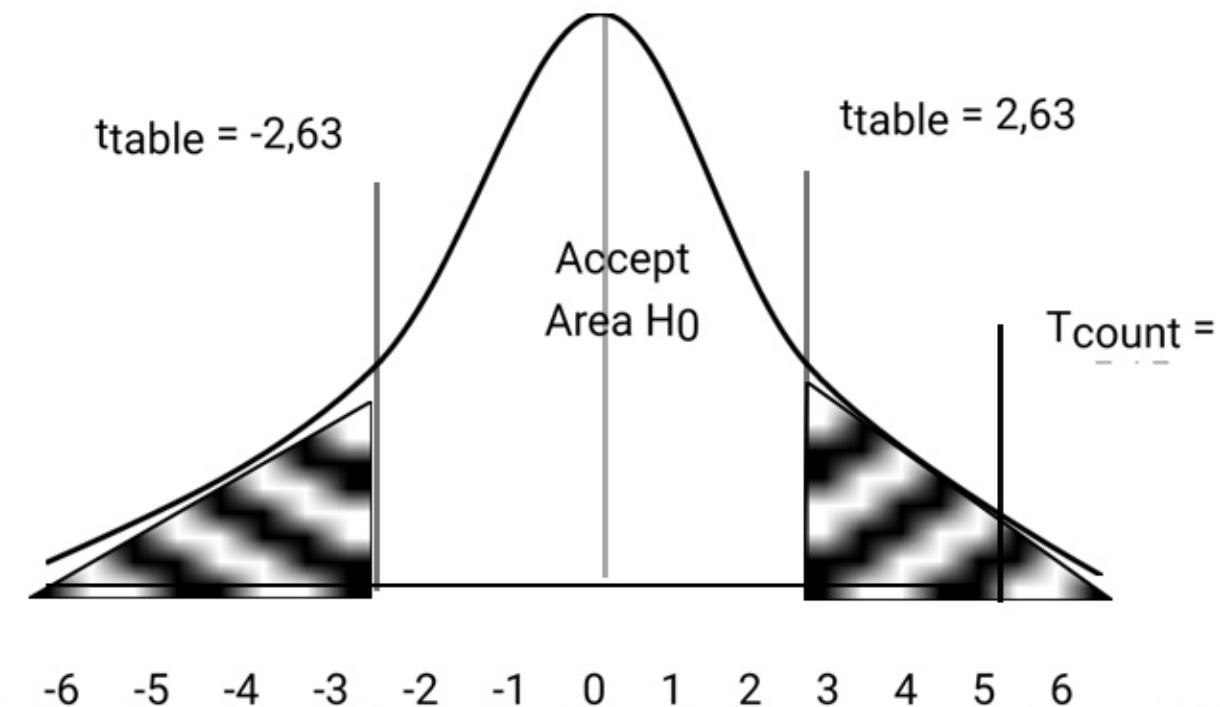
Figure 6 Significance test of partial coefficient between personality type (X1) and academic achievement (Y) by controlling for parenting style variable (X1)

Accept H0 , if t count lies between 2.63 and 2.63. In other cases, H0 is rejected, from the research it has been obtained that tcount = 5.15 and clearly lies in the rejection area of H0. So Ha accepted.

This means that at a significant level of 0.01, the study shows that by controlling for personality type (X2) there is still a positive influence between parenting style (X1) on academic achievement (Y).

Effect of Parenting style (X1) and Personality Type (X2), on Academic Achievement (Y)

The third hypothesis proposed in this study is that there is an effect between Parenting Style (X1) and personality type (X2) together on Academic Achievement (Y). Thus, in this study, the better the parenting style and the better the personality type (X2), academic achievement will increase.

Based on the results of the calculation obtained the effect of Parenting Style (X1) and personality type (X2) together on Academic Achievement (Y). with academic achievement Y? = 82.81 + 0.31X1 + 0.36X.

To determine the degree of significance of the multiple regression equation, the resulting F test was carried out as shown in the following table.
Table 7 ANAVA List of Multiple Linear Regression Significance Tests Y? = 82.81 + 0.31X1 + 0.36X2

Source Variance	Df	NS	ANS	F_{count}	F_{table}
Total	101	6810,36			0,01
Regression	2	2267,03	1133,52	24,45**	6,89
Difference	98	4543,33	46,36		

Annotation:

** =Very Significant regression (F_{count} = 24,45 > F_{table} = 6,89 at á = 0,01

df = degrees of freedom

NS = Number of Squares

ANS = Average Number of Squares

Based on the results of testing the significance of the regression equation as in the table above, it was obtained (Fcount = 24.45 > Ftable = 3.09) at level = 0.05, it can be concluded that the multiple regression equation Y? = 82.81 + 0.31X1 + 0,36X2 is very significant meaning that there is a positive influence between parenting style (X1) and personality type (X2) together on academic achievement (Y).

The calculation of the multiple correlation between Parenting style (X1) and personality type (X2) together on academic achievement (Y) produces a correlation coefficient of Ryx1x2 = 0.58. The significance test using the F test is Fh=25.37. for more details can be seen in the table below.

Table. 8 Significance Test of Multiple Correlation Coefficient

Observation Count	Correlation Coefficient R_{yx1x2}	F_{count}	F_{table}	
			0,05	0,01
101	0,58	25,37**	3,09	6,89

Annotation:

** = The correlation coefficient is very significant F_c = 25,37 > F_t = 6,89 at á = 0,01

From the calculation of the multiple correlation significance test obtained F count = 25.37 > F table = 6.89, it can be concluded that the correlation coefficient between parenting style (X1) and personality type (X2) together on academic achievement (Y) is very significant R_{yx1x2} = 0,58.

The result of the coefficient of determination is the square of the correlation coefficient between X1 and X2 with Y R_{yx1x2}^2 = $(0,58)^2$ = 0,34 This shows that 34% of the academic achievement variance (Y) can be explained by parenting style (X1) and personality type (X2) together on academic achievement (Y) through the Y? regression equation. = 82,81 + 0,31X_1 + 0,36X_2

Regarding the ranking of the influence of each independent variable on the dependent variable, it can be seen based on the order of magnitude of the partial correlation coefficient, as shown in the table below:

Table 9 Rank order according to the magnitude of the partial correlation coefficient

No.	Partial Correlation Coefficient	Rank
1.	r_{yx2x1} = 0,46	First
2.	r_{yx1x2} = 0,35	Second

The table above shows that the partial correlation coefficient of the personality type variable (X2) with ryx1x2 = 0.46 is the first rank. While the partial parenting style correlation coefficient (X1) with ry1x2 = 0.35 ranks second.

DISCUSSION

The effect of parenting style on academic achievement

The family environment is the initial environment for a child, all behavior and developments that appear in children will imitate their parents. In addition, parents as one of the parties responsible for the development of children's education. Multicultural education is diversity in culture, social and gender, in another aspect it is also stated that one's ideology, history and activities cover multicultural development. Broadly, it can be interpreted that children can accept diversity without distinguishing one's group or socio-cultural group. (Syukri, A, dan Sitorus, 2017)

Parenting is a pattern of interaction between parents and children, namely how the attitude or behavior of parents when interacting with children, including how to apply rules, teach values or norms, give attention and affection and show good attitudes and behavior so that they become role models for their children. (Yanuarti, 2019) Baumrinds typology of parenting styles, especially the authoritar- ian style and the authoritative style, has long guided Chinese liter- ature on parenting, despite the increasingly acknowledged within- culture complexity and heterogeneity.(Zhang, Cao, Lin, & Ye, 2022)

Most studies in Europe and America show that authoritative parenting style is related to self-esteem Baumrind through parental support for their childrens development, while authoritarian, permissive, or neglectful parenting is either negatively or not significantly related to chilator for the entire(Zhao & Yang, 2021) Factor contributing to intersectionality within a context is the sex of the parents and their interaction with the children according to their sex. Mothers and fathers may adopt different parenting styles based on the childrens sex, according to role theory, with mothers in general being observed to be authoritative compared to fathers, who tend to assume an authoritarian style. Further, the authoritarian style is more likely adopted when parenting sons, while the authoritative style tends to be used with daughters. Nonetheless, despite these studies within different cultures, very little is known about how parenting styles may vary depending on the context of intersectionality in Latin America.(Zhang et al., 2022)

The results showed that there was a positive and significant influence between parenting style on academic achievement. This is indicated by the correlation coefficient with a significance coefficient tcount of 0.43 and a regression coefficient F of 22.18 which is very significant at the level of = 0.01.

The partial correlation coefficient by controlling for the personality type variable is 0.35 and 12% of the academic achievement variance can be influenced by the parenting style variable applied by the parents of the Islamic Education Department students at IAIN Curup which is expressed by the coefficient of determination (r2) of 0.12 . Simple linear equation formed between parenting style variable and academic achievement $Y? = 48 + 0,40X_1$. The results of this statistic indicate that parenting style on academic achievement applied by parents of students majoring in Islamic Education class IAIN Curup is quite significant on academic achievement. It can be interpreted that the parenting style of parents of students majoring in Islamic education class IAIN Curup can improve academic achievement. On the other hand, the parenting style applied by parents is too authoritarian, where a child must behave in accordance with the direction of the parent or parents who follow their child's wishes without paying attention to good or bad then affect the academic achievement of students majoring in Islamic Education class IAIN Curup. In this case, according to the theory, parenting style is a method used in an effort to help children to grow and develop by caring for, guiding and educating, so that children achieve independence. Thus, as capital in helping children to achieve academic achievement, parents must know or must be able to find ways to educate and guide in the right way so that the goals to be achieved are so that children can achieve independence and proud academic achievements. In improving academic achievement, parenting style plays a very important role in supporting this improvement both materially and non-materially from parents such as motivation to their children.

With regard to the title of the research, improving academic achievement is aimed at enabling students from IAIN Curup to be able to complete a bachelor's degree on time, to be able to apply the knowledge gained on campus to everyday life, especially as a teacher of Islamic Religious Education, to become professional teaching staff and proportional. A student's achievement or not depends on the student himself, whether the student wants to change his learning system, the learning methods used, time management, choosing friends to hang out with and the environment depending on the individual student himself.

The Effect of Personality Type on Academic Achievement

Personality in English is expressed by personality. This term comes from the Greek, namely persona, which means mask and personare, which means penetrate. The term mask relates to one of the attributes used by the performers in ancient Greece. With a mask that is worn and reinforced by gestures and what is said, the character of the character being played can penetrate outside, in the sense that it can be understood by the audience. (Purwanto, 2004)

The results showed that there was a positive influence between personality types on academic achievement. This is indicated by the correlation coefficient with a significance coefficient of tcount of 0.52 and a regression coefficient of F of 36.72 which is very significant at the level of = 0.01.

The partial correlation coefficient by controlling the parenting style variable is 0.46 and the 21% variance of academic achievement can be influenced by the personality type variable applied by the parents of the Islamic Education Department students at IAIN Curup which is expressed by the coefficient of determination (r^2) of 0.21 . Simple linear equation formed between parenting style variable and academic achievement $Y? = 40 + 0.51X_1$. The results of this statistic indicate that the personality type on academic achievement of students majoring in Islamic Education class IAIN Curup is quite significant on academic achievement. It can be interpreted, that the good personality types of students majoring in Islamic Education class IAIN Curup can improve academic achievement. On the other hand, the personality types possessed by these students are not good, such as not being able to manage time, not being able to find the right learning method and not being able to place themselves with the environment, so it affects the academic achievement of students majoring in Islamic Education class IAIN Curup.

In accordance with the theory which states that academic achievement is a real skill that can be measured by knowledge, attitudes, and skills as an active interaction between learning subjects and learning objects during the teaching and learning process to achieve learning outcomes or goals. In this case, in order to achieve maximum learning outcomes or goals, a student must be able to find learning models, learning strategies, learning methods, study times and the environment according to their personality type Muthmainnah, M et al (2023). The efforts made can run smoothly if there is a will from the students themselves to make changes. In principle, knowing the type of personality that is owned will determine a student in achieving his goals in this case, namely academic achievement because a student who already knows the type of personality he has will automatically be able to find learning methods, study times, and a learning environment that suits his personality type which he has.

The Effect of Parenting Style and Personality Type Together on Academic Achievement

According to Suryabrata, academic achievement is a sentence consisting of two words, namely achievement and academic, in which achievement and academic have different meanings. Achievement comes from the Dutch language, namely prestatie which means the result of effort. Achievement is the result achieved, done and done by someone. Everyone's achievements are not always the same in various fields. For example achievements in the arts, sports, literature, leadership and science, technology and so on. While academics are all things related to science. (Suryabrata, 2011b)

The third hypothesis is proposed, the results of the study indicate that there is a positive influence between parenting style and personality type on academic achievement of students majoring in Islamic Studies class IAIN Curup. From multiple regression analysis, it is obtained that the Ry12 multiple correlation coefficient is 0.58. with a significant multiple regression coefficient F of 25.37. multiple linear regression equation is indicated by the equation $Y? = 82.81 + 0.31X_1 + 0.36X_2$.

The results of this study indicate that the study and interpretation of research results that have been carried out refer to empirical reality and the results of other studies prove important findings that parenting style and personality type variables can improve academic achievement because together these two variables can explain the variance of academic achievement of 34 % and the correlation coefficient of determination is (R^2) = 0,3329. From the multiple regression equation, it can be interpreted that a better parenting style and a better personality type will also increase student academic achievement. On the other hand, according to parenting style, if the parenting style is inappropriate or the parents are too idealistic, they force the child to act according to what he wants or spoil the child too much to obey everything he asks for and the personality type is not good, the student's academic achievement will also be low.

CONCLUSION

From the discussion above, it can be concluded that first, there is a positive and significant influence between parenting style on academic achievement. This is because the better the parenting style, the more academic achievement will be. On the other hand, if the parenting style is not implemented well, academic achievement will also be low. From the results of calculations in this study obtained a coefficient of determination of 0.12. this means that the contribution of parenting style to academic achievement is 12%. Meanwhile, the test results show that the simple regression equation between the two variables is linear and meaningful. The regression equation obtained also illustrates that every one point increase in parenting style score (X1) will be followed by an increase in academic achievement score (Y) of 0.40 in the constant direction of 35. Second, there is a positive and significant influence between personality types on academic achievement. This is because the better the personality type, the higher the academic achievement, on the contrary, if the personality type is not good, the academic achievement will also be

low. From the results of calculations in this study obtained a coefficient of determination of 0.21. this means that the contribution of personality type to academic achievement is 21%. Meanwhile, the test results show that the simple regression equation between the two variables is linear and meaningful. The regression equation obtained also illustrates that every one point increase in personality type score (X2) will be followed by an increase in academic achievement score (Y) of 0.51 in a constant direction of 29. Third, there is a positive and significant influence between parenting style and personality type together on academic achievement. This is because the better the parenting style and personality type, the higher the academic achievement of students, on the other hand, if the parenting style and personality type are not good, the academic achievement will also be low. From the results of calculations in this study obtained a coefficient of determination of 0.3329. this means that the contribution of personality type to academic achievement is 34%. Meanwhile, the test results show that the multiple regression equation between the two independent variables, namely parenting style and personality type, on academic achievement is significant.

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11

Reflection of Feminism in the Selected Novels of Chetan Bhagat

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ABSTRACT

The rise of feminism is spread in all the fields and literature is not the exception for it. The present paper explores the feminism reflected in Chetan Bhagat's selected novels. Sociological elements observed in his novels. The researcher studied the feministicelements as well as gender sensitization observed in Bhagat's novels *One Indian Girl* and *Revolution2020.*ThestudyoffemaleprotagonistsRadhikaandAartiwerestudied in the feministic point of view. Both the protagonists are in search of their true identity. They are bold and beautiful and never underestimate their status as a human being who had emotions also. They make revolt against the injustice occurred with them. They fight for their ambition in this modern but orthodox rooted world. The above mention novels also reflect the cross-cultural issues and the clash between traditional and modern thinking. His novels show the changing women's role as well as finding self in this contemporary Indian society. Bhagat had given the way to the revolting voice of women for their self-esteem.

Keywords: Feminism, reflected, gender sensitization, sociological elements, female-self, revolt.

AIMS AND OBJECTIVE

The following aims and objectives are planned for this study:

- To understand contemporary Indian cultural and feministic issues in the selected novels of Bhagat.

- To explore the female self of the women protagonists in Chetan Bhagat's selected novels.

- To build positive attitude towards literary research.

Hypothesis

The detailed study of Chetan Bhagat's select fictional works opened the doors to his conspicuous understanding of contemporary Indian cultural and feministic issues which creates revolutionary change in the lives of major female characters.

- In the literary genre like novel the researcher finds various dimensions regarding to culture and female self regarding feministic approach which she has studied.

- Through the selected novels, the researcher has studied and understood the cultural and female self of contemporary Indian society.

METHODOLOGY

- Deployingcontemporaryinterpretativestructure,ananalysisofthenarrativeswas evolved. This would centre on identifying the textual approach of the novelist in representing cultural and feministic aspects.

- On the basis of the above classification a textual interpretative of the novel was evolved towards the analyzing the cultural importance.

INTRODUCTION

In the simple language feminism means both the genders i.e. male and female suppose to have equal rights with respective to work, opportunities in society ,politics, education and other fields in which male dominance is observed from ancient times. The founder of the feminism is Mary Wollstonecraft. In1792shehadpublished her book *A Vindication of the Rights of Woman* in which she argues and demands for women's education. Feminism means the equality of the sexes. From the beginning women are treated unjustly and rudely in these societies. In Indian society the gender discrimination is observed. To avoid this injustice many women rose voice against it. During 19th and early 20th century the First-Wave of Feminism came into existence. In 1960s the Second Wave of feminism takes place. It gives legal and social equality for women. The Third-Wave of feminism rose in 1992 and it is based on individuality and diversity. Now the current Fourth-Wave movement started in2012 with the help of social media. It talks about sexual harassment, domestic as well as social violence against women and rape culture also. This movement is particularly known as Me Too Movement. At first the term Me Too was used by Tarana Burke in2006.

In the present study the researcher has taken two novels of Chetan Bhagat and they are *One Indian Girl* and *Revolution 2020.* Chetan Bhagat is popularly known as the writer of new generation. He has given importance to his female characters also. Like Shakespeare Chetan Bhagat's heroines also brilliant and had immense importance in his novels. Radhika is the female protagonist in the novel, *One Indian Girl* and Aarti is the female protagonist in the novel, *Revolution 2020*. In this research paper the researcher briefly discussed about the female issues and female self regarding feministic point of view. Changing role of women definitely made changes in this dynamic advancement world.

Reflection of Feminism in Chetan Bhagat's *One Indian Girl*:

In 2016 Chetan Bhagat published is revolting novel *One Indian Girl*. It is really a new dimensional novel which had shown the modern Indian woman with the example of Radhika Mehta. Bhagat focuses on the traditional values and the crumbling walls of male hegemony and patriarchal authority presented in the contemporary Indian society. In the present novel most of the feministic elements are observed. According to Bhagat *One Indian Girl* is a feminist novel. According to some readers though Radhika had two ex-boyfriends finally she was ready to marry with Brijesh which is arranged by her parents. She compromised with tradition. In the present novel Radhika do as she wants. She chooses a right mate for her as her life partner. It shows her quality as a beauty with the brain. The novel represents the feministic culture through the example of female protagonist Radhika Mehta. She is a career oriented woman. Her cultural background influences the feminist culture. Here her fiancé Brijesh is also have respect towards women and follower of feminism.

His thoughts are in favor of feminism. She is a free minded thinking and she has individually her own opinions on everything. In her life she takes decisions on her own point of view. She is straight forward woman. Radhika is likeable for some readers but some readers didn't like her bold attitude. Bhagat skillfully depicted the modern Indian girl in this contemporary India.

Radhika Mehta is brilliant girl. She made a status in her bank career. Though she is career oriented she has

emotions also. When she was working in Goldman Sachs becomes very favorite among the colleagues. She is professionally a very skilled person so she gets higher salary. Above all these qualities she also has a traditional mind set. Her concept 'mini-me' remembers her feeling of unconscious guilt over her great achievements. Her achievements are far beyond traditional gender expectations on women. Her both affairs are only contained with only physical attraction there is no intellectual and spiritual love in these two affairs. When Radhika realize this she become frustrated and left these two boyfriends. She has had her own self respect. She is in search of her own self-esteem. It shows her revolt nature and feministic approach.

Debashish means Debu is a very conservative person. According to him women's role is only of child bearing, hospitality and consolation. They are perfect only for domestic roles. He wants a mother-figure. He had no respect for Radhika's intellectuality and her professional success. Radhika left him when she saw him with another girl on a bed. He is a lire. As a traditional man Debu is frightened of having a wife with intellectual brain and practical efficiency in work.

Radhika's second boyfriend, Neel is also same in nature. He is married man bu the had an affair with Radhika. According to him Radhika is a perfect professinalist and she is fit for the motherhood as well as family life. His views hurt her tremendously because it hurts her feminine pride. Neel wanted her as a professionalize and satisfy his lust only. He forces her not to involve in motherhood and family life. Radhika feels insulted and so she left her and moves to London.

Then Brijesh enters in her life. He is her parent's choice. Their marriage is arranged in Goa. Here her two ex-boyfriends came her wedding destination. Both are realized the importance of Radhika in their life. They are ready to accept Radhika's wish. On the other hand Brijesh is the person who is ready to accept Radhika for what she is. He is ready to wait her in his life. She really understands Brijesh true manliness. He is a true lover and good life partner for her. Bhagat beautifully handle the dilemma presented in the mind of Radhika. It shows the feministic issues are found behind all the episodes presented in the novel. The novel explains the true greed of men. Radhika is the best example of feminine character who has feministic approach in her ideology. She revolts against the male hypocrisy. She has a perfect decision making and taking power. Her final decision of choice of Brijesh as her life partner is absolutely right. The novel is the true representative of the feminist views of a feminine character Radhika. She is in search of her female-self and her self-esteem.

Reflection of Feminism in Chetan Bhagat's *Revolution 2020*:

Chetan Bhagat portraying modern India and modern youth in a patriarchal attitude in his novel, Revolution 2020. The present novel deals with the acumen and issues of the modern youthful generation in their life, their goals, dreams, difficulties encountered in their life. In this novel the author also discussed about the education system in India. Aarti Kashyap is a female protagonist of this novel. Bhagat present realistically the old traditions presented in the contemporary Indian society. People in the society make discrimination between men and women. According to them men are superior to women. They don't give equal rights to the both genders. Here we observed the gender discrimination. Now a day's every woman has her own goals and dreams in her life. Bhagat's writing shows that he had given and appreciates the freedom, equal rights and presented views of women. Definitely Bhagat is a follower of feminism. His work shows he had given equal standard and status to male and female characters. Aarti is caught between the two boy friends, Gopal and Raghav. She is a daughter of District Magistrate and belongs to wealthy family. She is an ambitious girl. She wanted to become a air hostess in her life. But due to traditional views of his father and family members, they won't give her permission to leave Varanasi so she devoted her career and accepts a job in the hotel which is inside Varanasi. She is the best friend of Gopal but actually Gopal is in love with her. She is in love with Raghav, he is her boyfriend. She belongs to political background. In fact there is a possibility for her to bean MLA. Raghav is busy for the fight of truthfulness. He is an activist. He decides to become a journalist and do a career in a newspaper publishing house. Aarti is an icon of free women in contemporary India. She has possessive nature so she feels that Raghav is ignoring her and doesn't pay any attention towards her. So she is attracted towards

Gopal. She had a platonic relationship with Gopal. But due to Raghav's negligence she has an affair with Gopal. She physically involved with him. She drinks alcohol when they met in the hotel where she did job. It shows Arati wanted to live and enjoy life fully. It is an example of feministic approach. Her boldness shows it. Though Gopal is in love with Aarti he also have proud on his friend Raghav who faught against corruption .He also wants revolution. So he decided to apart from Aarti and makes a plan. In it he deceives Aarti, actually he himself is hurt. When she comes to know that Gopal's deceive nature, she left him and takes a decision to marry with Raghav. It shows her feministic approach towards life. Aarti is a wealthy woman, she has modern views but she respects her parents and their orthodox views. She is dependent yet independent woman. She adjusted her self according to the situation happened in her life. She boldly has relations with Gopal at that time she doesn't care about people, society and her fiancé also. It shows her bold attitude towards life. But it also shows that she is a weaker woman who is in search of a male counter part. She is beautiful, kind, smart and innocent woman. Her loving nature, appearance, friendship and devotion attract the readers also. The strength and positivity brings sensation in the Indian literature. As a beloved she married with Raghav and as a daughter she never disappoints her parents also. In contemporary modern India such types are women observed and Bhagat skillfully portrait the picture of modern Indian woman. He has given freedom to his female characters to choose their life according to their mind set. Arati's example shows that she is a very practical girl. Every times he takes decision practically.

Chetan Bhagat is always alert about women's self-esteem, self-realisation and ambitions. He had given importance to their thoughts and views. They have freedom of speech. His female protagonists actions are beyond the cultural and social boundaries. They have rebellious nature against the contemporary Indian patriarchal society. Though these female characters suppressing because of physical, economical, social, psychological individual possibilities, they freely takes their own decisions and make revolt against the male dominated system. No doubt that Bhagat is in favour of women empowerment and he proved that women have ultra modern attitude towards life.

CONCLUSION

One Indian Girl has a truly feminist approach. The protagonist of this novel, Radhika is in search of gaining self knowledge and self realization. She also accepts that there is nothing wrong in accepting an arranged marriage. She is not passive in her life, she actively takes a decision to accept Brijesh as her true life partner. Though Radhika is unaccepted in the society, most of the readers like her dashing nature which is like a feminist. She is a dashing and courageous girl. She always speaks what she believes in. She lives life according to her mind set. She doesn't have care what the other people say about her.

Aarti is a contemporary modern Indian woman. She is both customary and modern views. It is reality that modern Indian woman is not free from male dominated system. In Bhagat's novels we observed that his heroines are from white colour class, they faced problems and issues in their personal life and at the end of the story they settle down in their life. Above all this the Indian society is rooted in the patriarchal views. Chetan Bhagat's female protagonists are bold and beautiful and they revolt against the in justice and discrimination between men and women in the male dominated society. They made changes in traditional society. It shows that Bhagat also in favor of women liberation and their self realization.

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12

The Portrayal of Women in Amish Tripathi's Shiva Trilogy

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ABSTRACT

Feminist approach has given the strong voice to women's problem against the male dominated society. Literature has highlighted the role of women on the basis of treatment given to them. Inmost of the fiction women are portrayed as a weaker sex, emotional, marginalized and inferior. In comparison, male are treated as strong, aggressive, dominant and superior. Amish Tripathi has broken this stereotype of society about women. He has shown gender equality in his Shiva Trilogy. His female characters in his novel are based on the concept of a modern woman. His Shiva Trilogy is a mythical story with new interpretation. He has projected mythical characters with modern outlook and modern ideas. They are not traditional stereo types. His female characters presented the status of women in the past, where Meluhan society existed. Meluhan society was based on the ideology of Ramrajya. In which women have given equal importance, equal rights. They have given educational opportunities and choice of career development with freedom exactly like in an utopian society. This article highlighted Amish Tripathi has given women special status into Meluhan society which is based on ancient civilization. Amish Tripathi's female characters are a representation of an image of a new woman in front of the reader.

Keywords: Trilogy, mythology, utopia, gender equality, women empowerment, modern woman

INTRODUCTION

Contemporary writers have projected various issues and enlightened the status and the role of women in the society. They have given new shape to female voices. They have talked about female characters, their inner thoughts and external actions. They have not only discussed gender issues but also more complex issues in society. A feminist perspective not only discussed by female as well as male writers also. While looking into our Puranas, Vedas and Upanishadswomenhavegivenequalrights,theyarealwaysrespected.Butwhenour society changed towards modernisation its values also changed. In contemporary society women, their role, their lifestyle and their attitude towards themselves and others are also changed. Slowly the paradigm of women study shifted towards gender studies.

Amish Tripathi is one of the mythological based fiction writers. He is very much famous for his Shiva Trilogy which includes; The Immortals of Meluha, The Secret of The Nagas and The Oath of The Vayuputras. In these books he has depicted Shiva's journey. Though his story is based on ancient mythology God and Goddess but the author Amish have presented them as normal human beings. He has given a new shape to the mythological studies. He has

kept these entire things in mind and projected female characters with a modern look. His heroines are not traditional stereotypes but they are an image of a modern woman. He has not made them weak, feeble and inferior but strong, bold and superior. Each and every female character has broken the traditional woman's figure.

Amish Tripathi has presented a land of Meluha. Meluhan society is based on the utopian concept of Ramrajya, which means a place where everything will be free and ideal. In that society men and women have equal opportunities, there are no any gender biases. Men and women have equal rights of education, career opportunities and property rights, social status. In Meluha person's caste was determined by his karma not by his birth and sex. Meluhan society has understood the concept, that sex is a biological term and gender is a social term. Sex is defined the way human beings are born and gender defines the way society makes them behave. Meluhan society has always had great respect for women. They were always treated equally with men, so they have equal rights and equal opportunities in every field of society. Men and women are treated as the hair of the family with the same values. According to Manusmruti's shloka, "YatraNaryastupujyanteramantetatraDevta", which means where women are honored, divinity blossoms there. In the Shiva Trilogy Amish created many strong women such as Sati, Kali, Kankahala, Anandmayi. They have all been given great respect in Meluhan society which follows Manusmruti.

Sati

Sati is a daughter of king Daksha and known as a vikarma woman. In Meluha vikarmas are those who have done mistake or sin in their previous life and are punished in this world as Vikarma. Her entry in the novel, in the opening scene we find her with her fight at Brahma temple.

"In a flash Shiva drew his sword and stretched out his left hand protectively, to pull the object of his protective hand, reached into the folds of her angvastram and drew out her own sword. Surprised Shiva flashed her quick, admiring smile. Her eyes flashed right back, acknowledging the unexpected yet providential partnership. Shiva and the lady stood back to back in a defensive partner position, covering all the directions of any possible attack." *(The Immortals of Meluha,50)*

Her martial skill and beauty attracted Shiva towards her. Though Sati is a vikarma woman Amishhas projected her as a good warrior. She is not a delicate lady but a skilled warrior. She is Amish's strong and bold heroine, who has her own opinion, velour, decision and courage. Inspite of a vikarma she has taken the decision to remarry with Shiva. Before marriage she accepted a challenge of Taraka toduel with him called as anagnipariksha.

"Sati breaking all known rules of combat, held her knife behind her. She shifted the knife continuously from one hand to other, while keeping a safe distance from her opponent. The aim was to confuse Tarak about the direction of her attack. Tarak on the other hand was watching Sati's movements like a hawk."*(The Immortals of Meluha,234)*

Sati is strong enough to ask questions to her father Daksha, about her twin sister, Kaliand her son Ganesh born by her first marriage. Sati frowned to her parents and asked about their hiding identity because both were born as nagas and neglected by him. But she decided to accept them and even took with her to Kashi. In all her actions we can find her charming, intelligent and beautiful lady.

Satis fights with a pride of thirty lions and lioness headed by a tiger to save Icchavar's villager. Her fight and attack strategies bring goose bumps while reading the episode. At the end of the novel 'The Oath of the Vayuputras' we find that Sati got a message that the Egyptian army came to assassinate Shiva. She initiated to fight with Egyptian Swuth, head of the army. While fighting she has never given up easily.

"She was completely soaked in her own blood, there were cavernous wounds all her body, and her hands were shivering with the tremendous pain she was in. Her soul must know that death was just minutes away. And yet, her eyes did not exhibit even the slightest hint of fear. She stared directly at Swuth with only one expression. An expression of pure, raw, unadulterated defiance."*(The Oath of The Vayuputras, 477)*

Egyptian warriors also praised Sati and felt pride about her. He also bowed his head for her strength because he always considered women as a weak, stupid and inferior to men. Sati has changed his ideology.

"Swuth went down on one knee. He had to give Sati an honourable death; beheading her was out of the question. He pointed his sword at her heart, holding the hilt with his thumb facing up. He pressed his other hand into the back of the hilt to provide support."and whispered, 'Killing you shall be my life's honour, My Lady.' *(The Oath of The Vayuputr as 478)*

Here Sati's action and performance reminded us that one is not born a woman, but becomes one. Sex is biological and gender is social.

Kali

Kali is another important female in the trilogy. She is twin sister of Sati but born having Torso with an exoskeleton covering it with two extra hands called naga. An image of Ma Kali, a mythological figure, she is an angry deity who in carnated to save man kind from the demon hand. Here Amish has shown her as a queen of Pariha, the land of Naga. She helped and well assisted Shiva in his mission to destroy evil. When Sati first time introduced her with Shiva, he was surprised.

"Standing infront of Shiva was a splitting image of Sati. Her eyes, face, build everything. Except that her skin was a jet black to Sati's bronze. Her hair open, unlike Sati who usually restrained her flowing tresses. The woman was wearing royal clothing and ornaments, a cream and red coloured angvastram covere her entire torso. Then he noticed the two extra hands on her shoulders."*(The Secret of The Nagas,272)*

Her each and every action shows her warrior skill, and war strategies. Her decision taking skill, knowledge and leadership skill impressed Shiva. Having such deformity and colour biases Amish Tripathi gained respect for her in them ind of readers. Women should not be distinguished by colour and appearances because courage and confidence are not based on gender norms.

Ayurvati

Ayurvati is a professional doctor of Meluha, who is very much skilled in her medical knowledge and surgery. That's why she was used to being obeyed. If she told a patient to do something, she expected it to be done without question. When Shiva's entourage entered Meluha he was well served by Ayurvati.

"The doctor, a petite, wheat skinned woman was dressed in a simple white cloth tied around her waist and legs in a style the Meluhans called dhoti. A smaller white cloth was tied as a blouse around her chest while another cloth called anangvastram was draped over her shoulders. The centre of her forehead bore a white dot. Her head had been shaved clean except for a knotted tuft of hair at the back, called a choti. A loose string called a janaun was tied from her left should eracrosshertor so down to the right side."*(The Immortals ofMeluha,15)*Her good behaviour and appearances always soothe Shiva. As well as her calm and quiet reply and polite manners wins his heart. Education is an equal opportunity for girls and boys in Meluha. It reminds us of ancient India female scholars like Gargi, Maithili, Ghosha, Lopamudra.

Kanakhala

Kanakhala is the Prime Minister of Meluha. Here her identity represents that gender is related only with performance and the role enacted by the individual, whether it may be male or female. Kankhala had a chance to leave her country buts here mained loyal to her duty and responsibilities. When Daksha introduced her with Shiva He said, 'May I introduce my most important aides?' Without waiting for an answer , he pointed to the woman on hisleft,' This is my pime minister, Kanakhala. She take scare of the administrative, revenue and protocol matters.'(Tripathi,69)

We can say that in Meluha duties are not distinguished based on gender biases. Even in terms of administration and defense women have been given equal opportunities.

Kritika

Kritika is presented as a motherly figure. Sati always called her as a second mother of Kartik. Being a mother is also a modern term, because in today's world becoming a mother is also a challenging task. One cannot judge them with our past image of motherhood. Traditional image of a mother turned into a 'Super mom' and 'Tiger mom'. Kritika is also a good warrior; we see her strength while fighting with a tiger in the garden, and her efforts to save little Kartik.

Anandmayi

Anandmayi is a Swadeepan Princess and a daughter of King Dilipa. She has beauty and charm as well as seductive power. With her beauty and bold nature she has won the heart of Parvateshwar. Her martial skill is praised by all male characters. She was so strong and confident when she was caught and imprisoned. She awakened Shiva by his mistake and realised him that they all are the same and her people were also looking for Neelkant to enter into their life as their saviour.

"Anand may if rowned at Shivaas if he was mad. 'He will not be from the Sapt-Sindhu. Neither a Suryavanshi nor a Chandravanshi. But when he comes, he will come on our side."*(Tripathi,369)*

Tara & Veerini

Tara is another female character who was assisting Brahspati in to his research work. Her devotion and love for Brahaspati is praiseworthy. Veerini is Sati's mother and wife of Daksha. From the beginning she has always warned him on his wrong decision. But at the end also she chose to remain with her husband though he made a lot of mistakes in his decision.

Amish Tripathi has not only presented his female characters with female charm and beauty but with power and knowledge. In Meluha all have given equal opportunities to flourish the talent. He has ungenderedh is female character by portraying the mas strong, bold, decision taker, action maker and challenge seeker. He has broken all the stereo types of an image of a traditional woman with his female characters. In ancient India women were given equal opportunities in front of law, administration, society, education and property. Amish Tripathi has created a nun biased society through Meluha. In Indian ancient culture woman hood has been revered. Womanhood is treated as a symbol of love, compassion, knowledge and power also. Women are called 'Prakriti' and men are called 'Purusha'. In our ancient culture we have seen a fine balance of prakriti and purusha. A fine balance of these definitely creates an ideal society with good governance, a Ramrajya. Society's in which have no balance and collaboration of prakriti and purusha, will have seen alack of communication that leads to the end of creativity.

Women empowerment is an important issue in the contemporary scenario. Though we can see that women have been given a lot of opportunities and rights, still thinking in terms of tradition, women are not free from all shackles. Though our Indian constitution has provided equal rights to women at some level their positions are neglected, marginalized and rejected in the society. While looking into the Covid-19 pandemic situation we have seen a lot of domestic violence cases registered in the police stations and courts. Though it is a really unfortunate situation, it is a social reality. Issues like gender in equality, child marriage, widow remarriage, women exploitation, dev dasi system, purdah system etc. creates boundaries for the development of women and to flourish their talents. If they are given equal opportunities and rights in real sense without keeping biases, they will successfully prove themselves and extend their horizons.

CONCLUSION

In Vedic period women had a better reputation. Male and female were treated equally. Women had rights to give advice to men in all the spheres of life. No ceremony was performed without women. In the mediaeval period women's position deteriorated, they were exploited by the social system. In the modern period education and some training for girls brought changes in the betterment of women's condition. To assess the women's problems Indian writing should have to raise such issues. So that it will definitely strengthen the power of women. Amish Tripathi has

very beautifully molded his imagination by portraying ancient women into a new and modern attire. We should have to attain this portrayal in each and every field of development. Then we can say confidently that our culture really respects women. According to Swami Vivekanand, 'The idea of perfect womanhood is perfect independence.'

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13

Linguistic and Literary Agency of the Lesbian Body in Ismat Chughtai's Short Story, *"Lihaaf" (The Quilt)"*

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ABSTRACT

Queer studies in recent times has informed literary and cultural analysis by bringing in sight the perspectives of gays and lesbians. It has opened the possibility of critiquing any literary text for the misrepresentation, stereotyping and occlusion of subjects who are oriented differently or who have sexual preferences that are other than the norm. Though, not in a very visible way, gay, lesbian, transsexual, transgender and many others belonging to the queer community have been a part of the Indian literary imaginary for centuries. The multiple invasions and following impositions led to a white washing or blinding of evidences which proved the acceptance of the queer body and the queer fantasy. Writers have also been using linguistic and literary strategies to define and enable queer and lesbian agencies.

Ismat Chughtai's controversial short story, 'Lihaaf' (The Quilt), published in the colonial regime (1942) raised a furore not just socially but in the literary arena too. Chughtai expressly provokes the reader to acknowledge the experiences of the protagonists in the story. Chughtai, belonging to a Muslim community which vehemently condemns the homosexual act as a sin, was audacious enough to traverse the barriers of religion, gender, colonialism and law (homosexuality was a punishable offense under the article 377A of the IPC). This paper would like to throw light on the use of an underage narrator to create a blind to the presence of, both, overt and covert homosexuality. The narrator, however, regards the reader as a fellow onlooker. The paper would also like to show evidence of the lack of political and social agency given to the lesbian body, thereby proving the use of blinding/ghosting of the lesbian act. This study, finally, will address the brave but futile attempt of the artist to establish a gynefocal life over a patriarchal one and how the short story structure eases the route to it.

Keywords: Lesbian body, Agency, Ghosting, Blinding, Lesbian visibility, Gay privilege.

INTRODUCTION

The fact that the term queer, which has a negative connotation has been accepted by a group of people and has been inverted by them to define their existence and identity, goes to show the politics behind appropriation and the power of language. For a very long time, literary work for and about the queer community has been overshadowed by

feminist studies and the woman's voice. However, we cannot deny the fact that women's writing has been a fulcrum to the birth of the Queer Voice. Today, queer studies have opened the possibility of critiquing the way in which the queer body is depicted in these works, either through misrepresentation, occlusion or stereotyping. From time immemorial the queer body has been a part of the literary imaginary, whether it is the Indian Mythology as expressly shown in Devdutt Patnaiks works and the works of Ruth Vanita and Salim Kidwai, or in fiction, as seen in Ismat Chugtais"Lihaaf"(1942), Rajkamal Chaudhary's "Machali Marri hui" (1966) and Raja Rapo's "Boyfriend" (2003). Historian Devdutt Patnaik summarizes the place of homosexuality in Hindu literature as follows: "though not part of the mainstream, its existence was acknowledged but not approved." Indian English fiction of the 21ˢᵗ century has made inroads for the queer body in the mainstream area of art and culture. In *Sakhiyani*, Giti Thadani shows multiple evidence to the fact that even in ancient mythological work, or in the interpretations of them, the heteropatriachal system either erased or distorted the lesbian expression of desire. In the present century there are various genres from novels, short stories, poems, audio visual art form, cinematography, which address and try to visibilise the queer body and the queer fantasy. However, even today, largely, the language used is of the heteronormative privilege. There is a blinding or a ghosting of the queer fantasy, the queer aesthetic and the queer body. Interestingly, one notices a hierarchy within the queer community with the gay privilege being right at the top. Both the absence and presence of queer bodies in fiction call for critical attention, with respect to thematic concerns, and discourse. Writers today are appealing for inclusivity, acceptance and queer identities in works of art with an attempt to redefine plot, characteristics and most importantly to generate a language for lesbian discourse. In our heteronormative, homophobic (largely lesbophobic) patriarchal society, there is an introversion or a pulling inward of the lesbian woman, who doesn't dare to accept her difference and if she does accept, the societal mores deny her expression. Do these scripted stories challenge the axes on which our socio-political life rotates? Acknowledging the difference between the western concept of the lesbian, the Indian urban and the Indian rural lesbian character, how do they feature in their respective social construct in the narrative created by Indian English fiction. And what kind of a space is provided for the lesbian character by the Indian author. This paper, through its study of Ismat Chughtai's Urdu short story, 'Lihaaf', attempts to show the authors efforts at giving agency to the voice of the lesbian body within the space curated by the protagonists. This paper will also emphasise on the narrative technique that has been used by the author to give license for the existence of the homosexual nuances and depictions that are traced by the naïve mind of the minor narrator. In a time that was largely, either, ignoring the existence of the queer community and living in denial, or criminalizing the act as abhorrent and abnormal, thereby dehumanizing anyone who dared to be different, 'Lihaaf', stirred a hornet's nest and brought to the front the reality that is shrouded by the homophobic patriarchy and treated as non-existent.

Ismat Chughtai: Lihaaf (The Quilt)

Chughtai was a fire brand author born in a conservative community but a liberal family. Her short story 'Lihaaf' was published in the year 1942 and was immediately embroiled in controversy and litigation. The story, as seen by an innocent narrator, who has not yet hit puberty and therefore, fails to understand the nuances of the events that take place in the household of the protagonist, who is her aunt. There are goings on laced with sexual innuendo between the begum and her house help in the courtyard, the bedroom, the women's quarters which are witnessed by the child narrator but not understood by her. The naïve narrator innocently narrates the events as is. The climactic end to the story comes in during the night when the narrator sees the shadow of the quilt on her aunt's bed moving vigorously, and in her mind is created the image of an elephant shaking itself under the quilt. It is left to the reader to be taken aback by the awareness of the covert sexual act between the two women under the blanket, the quilt. All this takes place while the begum is 'happily' married to her husband who happens to spend most of his time with young boys in the name of educating them behind closed doors. It is interesting how homosexual tendencies between the often-absent husband and his students is shut behind closed doors and yet made acceptable in the eyes of the narrator, and through the narrator the reader.

In Chugtais'Lihaaf', the covertly gay effeminate behaviour of the husband and the overtones of lesbian sisterhood is shrouded under the quilt of a naïve innocence of a minor narrator. Lihaaf had come out in 1942 and had caused an uproar in the literary community as well as society at large. In later times, the movie Fire (1996), by another avantgarde director of Indian origin, Deepa Mehta1996, where two female relatives, living under the same roof, start exhibiting sexual desire towards each other also tried to extend the bedroom into the public. However, in this movie too, the rationale driven into the social psyche by Deepa Mehta, was the lack of male attention, or the emptiness created in a woman's life thereby. This too is just another quilt to justify to the heteronormative society, what it thinks is an aberrant behaviour.

Representation of Lesbian Desire:

As pointed out by Ruth Vanitha, "while same-sex desire was not uniformly valorized or celebrated in pre-colonial India, homosexuality rarely called for punitive measures before the British instituted the Antisodomy Law in 1861" (Kidwai, Same-Sex Love in India: Readings from Literature and History, 2001).Chughtai wrote at a time when homosexuality was a criminal punishable offence under the Indian Penal Code. Chughtai chose a narrator who was underage to witness a series of sexualised encounters between two women. These encounters have all the emotions of love, desire, jealousy, intimacy, break up and makeup, touch, withdrawal that are strictly categorised as elements of heterosexual love. Is this choice by the author of a naïve, innocent pre pubertal girl intentional, so that the lesbian desire is clouded by ignorance? However, the narrator also describes herself as temperamental, and a fighter "All day long I fought tooth and nail with my brothers and their friends." (The Quilt and Other Stories, 1994). This description as opposed to her older sisters "who were busy collecting admirers", as a young girl typically is expected to do, serves to draw our consciousness towards the lesbian aesthetic of a woman not conforming to gender roles as mandated by society.

Curiously, the child narrator finds Begum Jan's husband, the Nawab Sahib, who is "well past his prime" and who did not entertain women,"no one had ever seen a dancing girl or prostitute in his home", disinterested in his own wife despite the begum being "young and delicate". And interestingly, she also sees that the old nawab was dedicated to spending time behind closed doors with "fair slim-waisted boys", whose expenses were paid by him. Though, not openly stated, there is a strong undercurrent of societal acceptance for the behaviour of the Nawab as he entertains and feeds his young, slim waisted male students while his wife is treated like a piece of furniture. The blinding of the lesbian act occurs when the author explains the bond between the begum and the house help(Rabbo) as a fallout of being ignored by the nawab. The begum is shown as being jealous of the boys in her husband's life and is also shown as attempting to win him back via beauty and magic. It's only when all else fails her bodily desires, the euphemistic "itch", the 'quilt' which is representative of her sex life, feels cold and useless to her. While she shivered through lonely nights, the shadows thrown by the quilt mocked her lack of a lover.

The Lesbian Body and the Lesbian Aesthetic:

Rabbo's arrival changed all that. The Begums's "emaciated body suddenly started to fill out. Her cheeks became rosy; beauty, as it were, glowed through every pore." The veil of ignorance creates a blinding to the evident fruition of the lesbian relationship between Begum Jan and Rabbo. However, Chughtai, bravely visibilises the lesbian body and the lesbian fantasy through the narrative, clouding it only with the ignorant view of the narrator. The reader is allowed to peek behind the 'quilt' due to the agency Chughtai offers to both the main characters of the story, Begum Jan and Rabbo.

While the narrator describes Begum Jan's royal beauty intricately, she highlights the down on her upper lip, the hair on her temples and how sometimes, her face "transformed….as if it were a face of a young boy". Gendering and creating fluidity in the physicality of the body and the aesthetics is brought into action by Chughtai. The beauty of introducing an innocent underage narrator is the absolute lack of homophobia, and not playing by the lesbophobic rules of a disturbingly heteronormative society. Yet we see the tantalizing and titillating description of a mature

woman, who has experienced sexual fulfilment, through the eyes of a young girl on the verge of puberty. A child, who until now, was busy throwing stones and fighting with boys, who her mother thought was wild, describes the sensual and sexual beauty of Begum Jan with "her skin was fair and moist", "appeared taller because of the ample flesh on her person", "her hands were large and moist", "her waist smooth"; she wonders about the "itch" that Rabbo is always trying to alleviate with her perpetual scratching, massaging and rubbing of Begum Jan's body. In opposition to Begum Jan's delicate body (the 'femme' in the lesbian duo) is the description of Rabbo as the male counterpart in the duet between the two. Phrases like "burnt iron ore…. Body solidly packed, tight little paunch, puffy yet dextrous hands", describing the "butch" lesbian in the relationship. Moreover, Rabbo's duty was only to be at Begum Jan's disposal.

The Lesbian Space: Self Curated, Invisible to others, Safe yet Unsafe

Rabbo and Begum Jan have curated a safe space for themselves. However, is it real or imagined? Is the narrator, due to her ignorance, to be trusted? Sucheta Mallick, in her doctoral thesis talks about "an imagined space that contains and conjoins desires of different registers, a space bounded by one-way glass that might render the desiring subject invisible for the audience/objects she chooses objects of desire who inhabit a segment of the same space but do not perceive her presence" (Mallick, 2009). Certain spaces in the household are 'sanctum' to the two, like the "four-poster bed", the bathing quarters where "Rabbo was the only one allowed inside", and most significantly under the "quilt", the most important signifier of their sexual relationship. Outside of this safe space, the duo was mocked or looked upon with contempt, as with the other house servants who were envious of Rabbo's closeness to the Begum or "at every gathering…. Where group(s) burst into loud guffaws" at the mention of their names. This derision and mockery unveil the lesbophobia of the external world. As Fernandez and Gomathy stress the point of the ways in which queer identity, and especially lesbian identity is suppressed is through acts of "silent hostility." The worldly derision slowly bleeds into the inner sanctum of the two lesbian companions, and it is no other than the innocent narrator who relates homophobic expressions unwittingly. The "silent hostility" is also expressed by the narrator when she feels assaulted by the 'undesirable' attention given to her by Begum Jan in the absence of Rabbo. She avoids talking to Begum Jan and insists on being sent back home. The night that the narrator spends in Begum Jan's bedroom imprints a permanent and terrifying memory which she describes at the beginning of the story as "terrifying shadows quivering on the wall". The ideal of 'womanhood' as described by the narrator is also a construct developed by the heteronormative patriarchy. But the same woman whose beauty was idealised by the narrator at the beginning of the narrative, is demonised towards the end of the story. This dehumanising of the person under the quilt and calling it the "frog", the "slobbering" of the cat and the movement of the "elephant"is representative of the bestiality of the lesbian body as seen by the heteronormative eye; the lesbian identity been demonised by the privileged heterosexual norm.

CONCLUSION

Lack of verbal agency for lesbian desire and the absence of rigid codifiers for queer desire in the pre colonial time may have saved Chughtai from being penalised. Though, the then society found the story indecent and a disgrace, there was no substantial evidence within the story itself about lesbianism. The narrative and the use of a pubescent narrator 'invisibilised' the desire, the act and the identity through the story. Also, the narrator's shock and the trauma (where her "mind begins a mad race into the dark crevasses of the past") Later when interviewed, Chughtai said:

The obscenity law prohibited the use of four letter words. "Lihaaf" does not contain any such words. In those days the word 'lesbianism' was not in use. I did not know exactly what it was. The story is a child's description of something she cannot fully understand. It was based on my own experience as a child. I know no more than the child knew. The lawyer argued that only those who had some knowledge could understand the story. I won the case. (Manushi,1983).

The symbolic 'quilt' itself, is a creation of space within a space. Where the women within the heterosexual arena, create a safe space for lesbian desire, the quilt also acts as a blanket of erasure for the same. As Mallick suggests, there is a "camouflaging" of the same sex desire in the story rather than a direct erasure. Chughtai was a modern-day writer who along with Manto took it upon themselves to write on bold topics; in 'Lihaaf', she chose to depict the female body by creating a safe but camouflaged homoerotic space in the heterosexual ambit. The depiction of same sex love has mostly bordered on homophobic expression in Indian English fiction, as affirmed by Vanita and Kidwai when they argue that "almost all Indian fictionwe have found that depicts live between women, does so with different degrees of homophobia usually influenced by western psychiatric discourse"(Vanita& Kidwai 203). The lesbian characters in many Indian writings are portrayed either as unloved, despairing, depressed, lonely or doomed by fate. Ismat Chughtai, too begins her story that way but the characters evolve into fulfilled sexual lesbian entities in a safe space of their own making, but yet invisible to the world.

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Tribal Literature: An Asset of Anthropology and Ethnography

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ABSTRACT

Tribal literature is the most vital literature that brings out the essence of human life in its purest form. It does not deal with the lives of great personalities. Unlike the protagonist of the modern literature the characters in the tribal literature are very simple and don't reveal complexities at the multiple levels like the modern ones. Yet, the tribal literature has got the potentials to be the universal literature having permanent value. This is because the tribal literature is the literature that deals with the very basics of human life. It tells about the vital qualities of the life when the life was at primitive stage. Today the tribal literature is a great asset to the modern disciplines called anthropology and ethnography. Both are the branches of the modern science that aim to find out the origin and the development of human life through the centuries.

Keywords: folklores, legends, culture, anthropology, ethnography

INTRODUCTION

Tribal literature has attracted the attention of the people all over the world. They have fascination for tribal literature as they get an opportunity to know about the primitive life. As this literature is distinct it even seems to be romantic and thrilling. It does not deal with the lives of great personalities. The protagonists are not above the head and shoulder as in the Shakespearean masterpieces. Unlike the protagonist of the modern literature these characters are very simple and don't reveal complexities at the multiple levels like the modern ones. Yet, the tribal literature has got the potentials to be the universal literature having permanent value. This is because the tribal literature is the literature that deals with the very basics of human life. Tribal literature throws enough light on the ways of life and modes of thoughts, cultural norms and customs of the society that unfold the anthropology and ethnography of the particular society. Today the tribal literature seems to be a great asset to the modern disciplines called anthropology and ethnography. Both are the branches of the modern science that aim to find out the origin and the development of human life through the centuries.

Folk L

iterature and Tribal Literature

Folk literature can be called as the earliest form of literature. Basically it existed in oral form and communicated in the form of short stories that are allegorical in nature. However, proverbs, legend, tales, stories anecdotes, lullabies, folksongs, riddles and folk music forms etc. all come under the term folk literature.   These stories though significant for their moral teaching are very much rich in narrative and descriptive aspects. The language in the folk literature is always found to be lucid and melodious with the repetitiveness which is typical feature of it. All these features of the folk literature go into making of the tribal literature.

With the invention of art of printing folk literature came into the print form. The tribal literature seems to be very close to the folk literature and reveals all its aspects. In fact all modern literature has its origin in the folk literature. Chinua Achebe, the most acclaimed novelist of the African literature as well as the world literature seems to seek inspiration for his novels in the traditional African folk literature. His novels are the most beautiful fictional masterpieces of English literature and specifically remarkable for their readability. These novels are based on the Igbo tribe which Chinua Achebe belongs to. Today these novels are the great historical documents and can be interpreted in many ways. They not only bring out the history, culture, religion of the Igbo tribe but also throw light on the anthropology of these people and bring out their ethnicity. They also try to find out the reasons for changes in the ethnicity of these people. There are strong elements of folk literature seen in these fictions.

Proverbs and Legends: The Identity of the Tribal Literature

Proverbs and legends are basically from the folk literature. Proverbs can be described as the wisdom of ages accumulated in the short statement. It is orally circulated and becomes almost the pragmatics of the particular society. Igbo society is rich with proverbs and Chinua Achebe explores this wisdom of several of ages of the Igbo society through the use of proverbs. In Igbo society proverbs are treated as the 'kola oil with which the words are eaten'. It simply implies that the proverbs make the hard words softer, tolerable and acceptable. The use of proverbs is also a stylistic device that gives linguistic variation to his novels. The novels are also enriched with legends and short stories which are deeply rooted in the folk culture of the society. They are based on all simple things like birds, animals that the tribal people come across in their day to day life. All the legends are allegorical and bring out the moral of the stories appropriately. They also bring out the value system of the particular society.

The Magical World of Folklores in Tribal Literature

The tribal literature is enriched with folklores. Different tribes have their own collection of the folklores. These folklores are not only the means of entertainment but also are the means of education. They create an imagery world which appears to be a wonder world in itself. They are always embedded in the magical world of nature. They bring home the essential truth in a very effective way especially when there is no written text. Chinua Achebe with the use of folklores in his fiction almost creates a magical world where the ant holds its court in splendor and sand dance forever.

While highlighting the traditions of the Igbo tribe Achebe suggests the tradition of story tellingin the tribe. Story-telling has unique significance in the Igbo tribe. The tribe believes that there are three types of people in the society. Some have the gift of supporting and encouraging others. Some are brave in spirit and answer the call of war. Thus they become the soldiers. Some like to wait and watch and later on these people recount what has happened. These are the true story teller of the society and they have unique value as the war and warrior passes by but the story remains. Thus it is the story that survives over the time. On the dark moon night the children of the Igbo family sit in the hut of father or mother to listen the stories narrated by them. The father's stories are of bravery and adventure whereas the mother's stories are about the nature and birds with many songs in it. All the folk stories are full of moral and teach wisdom. The Igbo people use these stories for the education of the children and to inculcate values in them.

Few Folklores from Achebe's Fiction

Achebe makes a liberal use folklores in his fiction. In the novel Things Fall Apart we come across a story of The Willy ways of Tortoise where we are told a story of a tortoise who was an expert orator with a lot of persuasive power. He also had excellent leadership qualities. Once all the birds were invited to the heaven for the feast. The tortoise also wanted to join the feast. He managed to borrow a feather from every bird so that he could also fly to the heaven. On the way to the heaven he convinced all birds to take a new name as it was the custom of heaven. Accordingly, he himself took the name 'All of you'. The group went to the heaven and after initial formalities the tortoise asked for whom the food was prepared and the host answered that it was for 'all of you' and the tortoise told the birds that his name was 'all of you' and so the food was prepared for him and he proceeded to eat all without allowing anyone to share it till the best part of the food was over. After this all the birds got angry with the tortoise and took away every feather that was given to him. Now it became difficult for the tortoise to fly back to the earth. All the birds flew away expect the parrot who was the last one. The tortoise requested the parrot to go to his house and ask his wife to place everything soft in the yard so that he could jump from the heaven. Now the parrot had his revenge on behalf of all birds and told the wife of tortoise exactly the opposite. Accordingly, the wife placed everything hard on the ground and when the tortoise jumped his shell was broken. The wife of tortoise called a medicine man and fit it back. That is the reason why the shell of tortoise is hard and uneven.

Through this convincing story Chinua Achebe wants to bring out wisdom of the ages that has been proved once and again that one has to reap as one has sawed. It is just a reinforcement of the traditional wisdom which has been passing on to the next generation through oral narration of the folk stories. It seems that Achebe uses the story to bring out the impact of the white man in the Igbo tribe in a symbolic way. The oratory, the leadership qualities and persuasive skills of the tortoise resemble to the strategies of the white man for colonialism. Thus, the folklore not only brings out the ethnicity of the Igbo tribe but also the history of the white man's invention.

The story of Mosquito and Ear

It is a folklore that tells us that one should not be too confident and predict the things too early. Things might be altogether different in due course of time. The story is about a mosquito who once proposed the ear for marriage. On it the ear fell on the ground and stated laughing. It said to the mosquito that how long it is going to survive as it is already a skeleton. On this mosquito became depressed and every time it comes to the ear it sings humming song reminding the ear that it is still alive. The story is applicable in all contexts. Though it is an imagery story it brings out the moral to think twice before any prediction very effectively.

The Story of Snake Lizard and Mother

Once a snake lizard bought seven buckets of the vegetables and gave it to mother to cook. After cooking the vegetable was reduced to only three buckets. When snake lizard learnt this it became so angry that it killed the mother lizard. Then again it collected seven buckets of vegetables and cooked himself and realized that it was only three buckets. And then the snake lizard in frustration killed itself. Once again, the moral of the story is one should not be too rash in action and always give a second thought to it before execution. The snake lizard could have avoided many mishaps and save his as well as life of mother. The story has the potential to throw light on the Igbo culture.

The Story of Mother Kite and Baby Kite

It is a traditional story in which mother kite does not allow the baby kite to eat the duckling simply because the mother duck didn't say a word. The mother kite allows the baby kite to eat the duckling only when the mother duck shouts and becomes furious. It suggests a deeper meaning that silence can lead to many thoughts and speculations. Achebe uses this folk story with the larger significance. Achebe relates it directly to the methods of colonization adopted by the British people. It implies that though British were silent in their approach this salience

has far reaching significance.

The Story Tortoise and Leopard

The story of the Tortoise and Leopard is very significant. In this story once a leopard wanted to eat a tortoise. After a prolonged long chase of many days the leopard could take the hold tortoise. Before being eaten up the tortoise requested the leopard to spare him for few minutes. The leopard became curious and allowed few minutes to tortoise in which the tortoise started spreading sand all around. When the leopard asked him the reason for it the tortoise gave a very clever answer. He said that the passerby should say that there was a fight in between two animals and it was not an easy surrender. To inculcate the moral of strive and struggle Achebe uses this powerful story in his last novel The Anthills of Savannah. It is historically the most important novel. It is about the political chaos especially when White man left Nigeria and the politicians were struggling for power. It is a fight against the own people. To highlight the disgusting aspect of the people fighting against each other Achebe narrates another story of a hunter in the novel The Man of the People. In this story the hunter kills the two vultures, the most disgusting creatures only because they were fighting for the leftover carcasses. It is a symbolic story bringing out the contemporary socio-political situations.

Achebe's Dealing with the Folklores

It seems that Achebe uses the folklores as a research tool to explore the ethnicity and the anthropology of the Igbo tribe. The narration of the folk tales and the recitation of the folk songs bring out the way of the life embedded in the very culture of the Igbo people. It throws enough light on the anthropology of the Igbo People. There is a strong element of the ethnicity in the fiction of Achebe as he writes on the background of the advent of the white man and the process of colonization. He seems to exploit every opportunity to bring out the ethnicity of his people. In fact he wants to establish Nigeria as a nation. He brings out the ethnicity of the Igbo people even through the folklores that represent the nation. The Willy Ways of the Tortoise indirectly highlights the ethnicity of these people being attacked by the white man. The story of Mother Kite and Baby Kite symbolically suggests the forthcoming effects of the silent efforts of the intruders. The story of the Leopard and Tortoise is a symbolic appeal to the native people to struggle and fights till the end of the battle and never let it be a one-sided fight. This appeal is to preserve the ethnicity of the nation. The story of hunter is a reaction to the disgusting fight going on for the sake of power and which is an obvious threat for the ethnicity of the people.

CONCLUSION

The legend and the folklores that go into the making of the tribal literature seem to be very significant. They are entertaining in nature and give a sort of stylistic and artistic variation to the work of art. At the same time they can bring out the cultural norms, religious practices, ways of life, a set of belief, superstitions of the people which in turn can shed enough light on the ethnicity and anthropology of the tribe. With the help of the folklores that are inseparable part of the tribal literature we can easily trace out the ethnicity and anthropology of the particular society. In that sense the tribal literature is not just the fictional work of art but also a historical document and a significant research tool.

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An Ecocritical Reading of Land in Louise Erdrich's *Four Souls*

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ABSTRACT

Native Americans always had their commitment to land and nature. Land is not just the surface that is underneath their feet for Native Americans rather it means the world to them. Four Souls by Louise Erdrich is one such a novel which talks about the importance of land and their engagement to the land. Land is one of the important entity of nature. For the Native Americans, Land is pivotal and a matter of identity that is interwoven in their culture. Their mutually beneficial ties with land has touched every facet of life, from spirituality to earning a living, and they have developed what they may refer to as a more "environmental" perspective on the world. The intent of their article is to show how native tribes treat their land and the respect they have for their land in the novel Four Souls by Louise Erdrich. This article will substantiate the ecocritical approach with the events and incidents from the novel which manifests the integral part of their connection with their land.

Keywords: Native Americans, land, identity, ecocritical, culture

INTRODUCTION

Ecocriticism focuses on the relationships between environment and culture, particularly the cultural creations of language and literature. As a theoretical discourse, it tries to negotiate between the human and non-human while taking a critical attitude that has one step in literature and the other on the ground. Ecocritical studies in literature greatly considers the importance of land or place as it is an important entity of the ecosystem that forms the basis of way of life.

Native Americans have traditionally held the land in high regard. Every kind of life was cherished. Native Americans were never driven by the greed. Never did they harm any creatures for their amusement. To subsist, people would go hunting and fishing. The natural environment was not abused by the Native Americans. They coexisted peacefully with nature. Prior to their usage, Native Americans were ecologists. The Anishinaabe do not have a term

for "conservation" since it is a way of life that is accepted and does not require a specific name. Native Americans mastered the art of cultivating and using a wide variety of foods that many people use today, never realising that they originally originated from Native Americans. By teaching the European settlers their farming techniques, they also assisted them in surviving in the New World.

Native Americans believe that their "land" has the highest conceivable meaning, and they always make assertions with this as a point of comparison. As it has to do with establishing their aims, beliefs, and values in relation to the world. Land has never only been a place that Native Americans have occupied, nevertheless it has evolved into a means by which they may preserve their respective cultures, languages, and beliefs. Additionally, it has ensured their existence. Because of this, land is acknowledged as a place where their identity is formed. The land holds deep spiritual meaning for the Native Americans and is much more than just a place to live. People are able to separate their identities from the land because to this unique interaction. The land and the resources had its impact on the livelihood and the occupation of the tribes. Land has so been crucial in their process of identity.

Louise Erdrich's Writing Style

The late 20th century, postmodern patterns of fiction are followed in Erdrich's writings, and she recognises the influence of author like Faulkner. Her novels mostly take place in North Dakota, which is referred to as Yoknapatawpha County. She employs several narrators from an imagined environment, much like Faulkner. She is renowned for writing in an unconventional style. She employs several storyline and narrative motifs. Her stories are multiple, interwoven, and may not always develop in a chronologically straight manner, but rather serve as the strands that weave the stories of the characters together. Her storytelling method, which mixes oral tradition and narrative, is another aspect that distinguishes her works from others. She presents her characters as personal individuals sharing their lives with the readers by integrating various storytelling approaches, allowing her characters to communicate directly to the reader.

Characters of her novel frequently engage in private daily discussions that are written and spoken in an informal and colloquial manner. She writes her novels in such a distinctive way to ensure the survival based on participating in the narrative cycle and to maintain the storytelling heritage. She interweaves elements of Ojibwa oral tradition with her experimental methodologies. People frequently share stories throughout her novels, and different versions of the same story might be heard across the books. Tradition and culture are used to tell these tales. A narrative recounted is a fresh take on an old tale. According to the storyteller's viewpoints, it is recounted and altered. She/he has the power to affect things that are significant to them personally. Because of this, these tales are also told in an intimate setting that encourages the reader to be open to both individual and group voices. Erdrich frequently mentions her father's skill as a storyteller in interviews. She constantly makes note of the literary effects of the tales her dad and her grandmother told her. She responds that "that is the purpose so many tales are penned in the first person which she had heard by herself when she was asked how significant the oral tradition is in her works. She thinks that a well-told narrative has a powerful quality. As a result, her written compositions greatly include storytelling and oral traditions. The first-person stories in the books speak to the reader as though they were right there with them. The characters are also preoccupied with talking to the reader and sharing memories of their history. Land- An Important Identity

According to Louise Erdrich, if a region has been inhabited for a long time, the landscape becomes enlivened by a feeling of collective and family history. It may be inferred that the characters' existence and happiness depend on their relationships with their families and other members of their larger community. Native Americans also draw their identities and survival from the earth, in addition to ideas of the house and family. For indigenous people, land is a sacred notion to which all peoples have a commitment rather than a commodity. People and land are seen as one. It has also been recognised that people, communities, families, and cultures are interconnected and tied to one another. To create secure and healthy identities, people need remain linked to their native environments. Additionally, Erdrich demonstrates that individuals have deep attachments to landscapes and that each location has unique

personal and community significance because really knowing a place offers the link between people's identities and the land itself. Their identities are shaped by the land and are developed in accordance with both familial and societal conventions. The land in question is made up of physical, cultural, and social places that are significant to the indigenous population. Native Americans had their lands taken from them, were killed on purpose, and lived on reserves, all of which diminished their standing. Their world views and understandings have been negatively impacted by watching their territories be progressively taken over by Europeans and then white Americans. Native Americans are compelled to stay on their rapidly shrinking reserves. They consider the land to be holy, so taking it away would mean removing their life.

An Ecocritical Study of Land in Four Souls

In Four Souls, Fleur eventually comes to the conclusion that she needs retake her lost territories in order to defend her family and save her home. For Native Americans, losing their land implies destruction to their bodies, minds, and cultures. Thus, the appropriation of native territories by white people, particularly through dubious means, had disastrous effects. The white dealer, John James Mauser, amassed enormous wealth by forcibly stealing native land from its owners. Mauser's home was situated on the same plot of ground as Fleur's tribe had previously called home. Nanapush only explains in the initial part of the novel

"During a bright thaw in the moon of little spirit, an Ojibwe woman gave birth on the same ground where, much later, the house of John James Mauser was raised" (FS, 4)

"there is no question that a number of people of all ages lost their lives on account of this house" (FS, 8) These remarks highlight the holiness of the place. However, it also implied that these indigenous peoples' holy lands were being dishonestly exploited, which contributed to their misery. The fact that Mauser and others have been committing this malfeasance for years seems to be its most severe aspect.

"he took advantage of one loophole and then another. How in his earliest days, handsome and clever, he had married young Ojibwe girls straight out of boarding school, applied for their permits to log off the allotment lands they had inherited. Once their trees were gone he had abandoned his young wives, one after the next" (FS, 23) Fleur understands that "her heart was still yearning for her former spot, her land, her scraped-bare house that had nothing on it except kind popple, raspberry bushes, and cabin collapsed in by last year's snow" when she returns to her property and family as an alienated person. The primary drivers behind her spiteful behaviour are her longing for her house and her desire for her property. Tatro is the owner of the land Fleur intends to reclaim, according to her subsequent account about land restitution. Her nameless son satisfies this yearning.

"The boy got the deal and it was then that life of him showed Fleur's part of him, the Pillager" (FS, 197) The boy has ties to the family of his mother, which inadvertently provides him a sense of self. Land and a home signify "the traditional Chippewa way of life with its loosely tied family groups according to Nanapush, who lives in the reserve. Nanapush values the land because he is aware of the connections between family, home, community, and identity. He thus examines the shift brought about by the invaders' illegitimate land acquisition. "We were snared in laws by then. …Attempting to keep what was left of our land was like walking through a landscape of webs. With a flare of ink in the capital city, rights were taken and given…We acquired an Allotment Agent to make it easier for us to sell our land to white people…Land dwindled until there wasn't enough to call a hunting territory" (FS, 79).

Unexpectedly, Margaret's plea to a happy, affluent existence takes precedence over the conflict over her rightful property rights. This is rather considering that Margaret is portrayed as a fierce champion of property rights. She has engaged in combat with several adversaries, including Tatro. Margaret was always in favour of keeping her farm, if for no other reason. The linoleum was the only obstacle to her success in this endeavour. Because of that, she betrayed not only her kid but also herself.

Erdrich's protagonists tend to adopt a more sentimental view of the lost home among these confusions and disturbances. Eventually, some do manage to locate this home [land], but they all do it in various ways and for various

motives. The characters' reclaiming of their lands or dedication to them, which also gives them the power to fight for the preservation of their traditions and beliefs, serve to emphasise this healing. These characters are unable to experience this healing, though. Erdrich's characters are unable to maintain such a well-balanced, comprehensive world view that runs concurrently with the sanctity of home, family, and land. This is so because Erdrich's characters either arrive home too late or are unable to. In this regard, Erdrich serves as a reminder that it is exceedingly challenging to overcome the harsh, terrible reality of modern-day Indian reservations. Because of this, the destiny of weak people like June is obliteration, whereas the destiny of powerful ones like Fleur remains mysterious.

CONCLUSION

Louise Erdrich's writings contain the majority of the components that influence American Indian world views. The main themes explored by Erdrich's characters and events are those of land, community, and identity. Land dedication and family are highlighted as two of the fundamental and holy elements of community in Four Souls. All of Erdrich's novels are permeated by the use of potentially subversive narrative techniques, such as the indigenous appropriation of western constructions of indigenous identities, various concerns about the relationship between inside and outside, crossing borders, or a preference for parody, satire, or the grotesque.

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An analysis of Magical Realism
in the Novel, *Kafka on the Shore*

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ABSTRACT

Magical Realism has been an elusive term to define for critics for over a century, as it is employed both as a genre and narrative style. Magical Realism differs from one culture to another, which makes it even more versatile in its usage. Haruki Murakami is a famous Japanese writer, whose works are translated into several languages around the world. He is known for his magical realist works, and this paper analyses one such work, viz. *Kafka on the shore(2002).* The author has embraced western literature, unlike his contemporaries, who look down upon him for being "very westernized". Murakami's expertise in classical and modernist works ranging from Sophocles to Yeats are prominent in his novels. The paper analyses the elements and characteristics of Magical Realism in his novel *Kafka on the shore,* which culminates the recurring theme of Czech author Franz Kafka's oeuvre and prophecy of Sophocles's Oedipus rex along with many other allusions. The scope for further research can be done on Magical Realist elements of other cultures with their diverse ethnicity, historical background, mythology, and popular culture.
Keywords: MagicalRealism,Culturestudies,Modernism,Japaneseculture,WesternLiterature.

INTRODUCTION

Magical Realism is a paradoxical term that evades definition. It's been used as a cliched genre by the post-colonial writers as their way of decolonizing that has been heavily flooded by the western mind-set. Magical realism has been constantly confused with other varied genres like surrealism, fantasy, fantastic, and fiction. A part from being confused with the other related genres, it has been used interchangeably with Magic realism and marvelous realism. The real burden to separate one from the other relies heavily on the critics as they have to be scrutinized with their subtle characteristics. Magical realism is a real boon to third-world writers of once colonized nations who rebel through literature and claim back their culture in their own voice.

REVIEW OF LITERATURE

Magical realism as a term was born out of its predecessor's terms where it traveled far and wide before it became what it was today. At first, the term "Magic realism" was coined by German art critic Franz Roh in the 1920s, who

commented on the post-expressionist painting in his book *Magischer Realismus (1925)*as a magic realist piece of work as they incorporated both the elements of realism and magical elements.

"Roh considered magic realism to be related to, but distinctive from, surrealism due to magic realism's focus on the material object and the actual existence of things in the world, as opposed to the more cerebral and psychological reality explored by the surrealists" (Bowers, 2004)

His work was later translated and widely read in Latin America and eventually became predominant in Latin American literature. Alejo Carpentier introduced the term 'marvelous realism' or 'lo realismo maravilloso" to the Latin American literature circle. He used the term to express "a concept that could represent a mixture of different cultural systems and the variety of experiences that created an extraordinary atmosphere, alternative attitude and differing appreciation of reality in Latin America". (Bowers, 2004)

Until 1955, Magical realism as a term wasn't born, only two versions of Magical realism existed i.e., Magic Realism and Marvelous Realism until Magical Realism was named. In 1955,critic Angle Flores coined the term Magical Realism in his essay 'Magical Realism in Spanish American fiction

"The history of the term magical realism started from 1798 to this day; from Germany to Latin America, and then continues spreading up to the rest of the world, internationally"(Bowers)

Magical realism comes with its own set of limitations in defining, which makes it a herculean task to separate from the other genres. Some of the common characteristics of Magical Realism are as follows
1) The setting of story should be set in a realistic location in the real-life world.

2) The magical elements shouldn't be questioned but rather accepted by the characters and readers all alike.

3) The distorted time and space

"Characteristics of magic realism often include a merging of the fantastical with common reality, the making of the mundane into something incredible, and human response and adaptation to often-normalized supernatural elements"

The paper focuses on the work of Haruku Murakami, a Japanese writer, whose works are translated around the world into more than forty languages and his fan base is thriving in his every book release. He started his career as a jazz bar owner and later found his passion in writing and hasn't stopped it ever since. Japanese synonymous with technological advances but there is a contradictory element of them being extremely conservative when it comes to tradition. Haruki Murakami being a Japanese writer has imbibed and embraced western literature, culture, and music into his life and evidently into his works namely novels, short stories, and non-fiction. His erudition in western literature hasn't been well received by the critics in his own country by the critics and his contemporaries as they consider his works as mere entertainment and not serious literature. His self-imposed exile to Europe has been fruitful in writing his novels. Whatever the critics have to say about his works, his reader ship around the world has been expanding ever since his novel *Norwegian wood (1987*) became a huge success and bestseller in network times.

Murakami is an avid reader of western literature though his parents are professors of Japanese literature. He has explored the literature of Anglo European literature far and wide and has quoted their lines and themes in his story, as he translates the works of classic American novels into Japanese like Catcher in the rye. He has embraced the western culture while not abandoning the Japanese literary riches and made sure to fusion them in his novels. Even though Murakami has been influenced by the literature of the west his novels are set in the present and past day Japan and his characters are common Japanese people who experience supernatural happening in their life. Murakami has strived to create a creative universe in his writing which reflects every day reality with the generous touch of magic in it. As we have mentioned magical realism can be an elusive term to be defined with clear-cut precision, Haruki Murakami has created a magical realism of his own with his queer elements that make it Murakami's signature universe.

Research question

Magical realism has been around for more than fifty years now. It has been used as a tool

toclaimbackthecultural,mythical,andethnicheritageoftheoncecolonized nations. Magical realism employed by Rushdie isn't the same as Marquez and so is Murakami. This paper strives to study exclusively the magical realism employed by the Japanese but heavily Western-influencedwriter Haruki Murakami's *Kafka on the shore.* It also tries to analyze how Murakami has used magical realism to convince the readers of the genre without getting it lost in the ample of several other neighboring genres.

SUMMARY

Kafka on the shore, as the title, suggests alludes to and pays homage to the Czech-germanwriter Franz Kafka. Having won the Kafka award, this seems like an apt title for the novel. The story revolves around fifteen-year-old Kafka Tamura, who eloped from his father to escape the Oedipal prophecy he was cursed, where he will kill his father and marry his mother (and sister in this novel). While the story is about the character Kafka in odd chapters, the old age Nakata carries the even chapters with his ability to speak to cats after a bizarre accident of being lost all his knowledge. These two characters travel in their own trajectory until their lives cross paths when Nakata kills Kafka's father who secretly lives the life of a ruthless cat murderer. Kafka after being eloped from his home gets shelter in a library where he interns after knowing the death of his father, he runs away to the woods as he is searched by police as the possible suspect of his father's death. The wood she escaped to have a mysterious, magical component where the parallel world exists, and two lost soldiers of world war II wander around as immortal beings.

Just like every other magical realist work of Murakami *Kafkaon the shore* has an open-ended climax and most importantly Murakami has sown the story with many puzzle pieces lying around which have to be out whether the readers understand the bigger picture and the ending of the story. This task could be daunting and frustrating to readers who aren't aware of this writing style but avid readers of literature would best enjoy *Kafka on the shore* to enjoy the subtle and obvious allusions of western literature he points out to. The story doesn't fail to create the Murakami universe by incorporating the oeuvre of Franz Kafka's theme of isolation of the self and not questioning the bizarre. While the destitute characters of Franz Kafka accept the fatal ending to their lives without questioning it, Murakami's characters take a solemn oath to accept the magical elements happening to them without any questions. There have been sufficient references to other authors' work that has been found which makes it a proper pastiche of a post modernist piece of work.

Magical realism in Kafka on the shore

Murakami's usage of Magical Realism may differ from one story to another but he has been consistently creating his signature of Magical Realism, which his readers can identify immediately. One of the most recurrent motifs in his novels is his love for cats, which can be seen in almost every one of his works. Murakami being a cat person makes sure they make a cameo in his works even for a small insignificant role. In *Kafka on the shore,* Nakata makes a living out off in ding the lost cats using his ability to communicate with the cats. His power to speak with cats comes with the cost of losing his knowledge and shadow during his childhood accident named 'rice-bowl hill'. A group of kids at a school picnic on their mushroom hunt lose consciousness and Nakata is the only victim who woke to know his memory of the past was wiped clean and his ability to process any knowledge lost.

Treating the extraordinary as ordinary is one of the key characteristics of magical realism. This characteristic sets apart magical realism from surrealism, fantasy, and science fiction. In a realistic setting, magicalelementsandsupernaturalincidentshappenandtheyareconvincedcleverly y the author with their indifferent attitude in portraying them as nothing more than ordinary events. In this story, Nakata confesses his murder of Kafka's father but is dismissed as delusional and later he warns the police officer to bring an umbrella as it will rain fish tomorrow. As he said, it rains sardine fish from the sky and people are puzzled by this strange happening but they take them home to cook lunch and later carry on with their lives without questioning it beyond the point of witnessing it. Magical realism is majorly built on dream-like sequences where the difference between real and magic is blurred. Miss Saeki, Kafka's alleged mother, and lover Author Kafka's cold relationship with this father is revealed in this story's character Kafka, where he mustered up his courage to finally leave his father, who hasn't been nurturing or

warm person to be with. He turns out to be a sadist who cursed his child with Oedipus prophecy and a murderer who kills the cat by eating their heart to make a divine flute made out of the cat's souls.

Along with Nakata's ability to talk with cats, he also possesses a gift of making thingshappenifhewantsthemtohappen.Onesuchexampleofthisismakingleechesandsardinefishrain out of the sky. He doesn't misuse this power for his gain but he makes sure cruel people get their karma through his power, immediately. He is also the gatekeeper of the entrance which opens to the parallel world where time doesn't exist.

One of the major elements of magical realism is distorted time and space. In *Kafka on the shore,* the parallel world is a major theme where two soldiers who crossed the barrier and have become immortal wandering around the woods for decades.

Kafka is shown as the reincarnation of his mother's dead lover which makes sense to the Oedipus prophecy said by his father.

All these characters are connected in a painting that shows how these characters are present

when the painting is being drawn and the time is distorted there where they all belong to different time lines. Kafka's mother and his lover, Nakata, and the present-day baby Kafka are all present in the painting though Kafka of the past should have died to be present as the baby version in the painting is a symbol of how the characters are connected in this bizarre Murakami universe.

One of the major characteristics of magical realism as it once was used as a satire to ridicule the political situation of their country without making it an obvious statement which the veil of supernatural elements makes it close to fantasy but closer to realism. Murakami has made his fair share of political satire with his wold war connections to the story of where japans stand in world wars is seen. If resilient had a fae, it would have been japan for being survived two nuclear attacks on Hiroshima ad Nagasaki. It has grown to be a tech-savvy nation with its pioneering technological advancements and rooted in traditional values.

Haruki Murakami has brought out the other side of Japan with their characters being desolate and his world being surreal yet real.

METHODOLOGY

Analytical, descriptive, and qualitative.

FINDINGS

In this analysis of magical realism in *Kafka on the shore*, it is evident that Magical Realism is a powerful tool for the once colonized nations to narrate the stories of their ethnicity, religion, and mythology in the limelight which they were denied. Writers like Salman Rushdie and Gabriel Garcia Marquez have utilized this genre to narrate the story of their homelands with a mix of reality and magical elements. Haruki Murakami has employed Magical Realism to narrate the story of common men who encounter extraordinary things in their everyday life.

CONCLUSION

Magical realism as a genre has been expanding its horizon for many decades. Authors around the world endeavor to elevate the genre that is beyond the general cliche. Haruki Murakamiis a pioneer in Japanese literature who has been employing the elements of magical realism in his works for more than three decades and his works are widely read by readers and scholars alike.

The magical realism of Murakami reflects his love for western literature while being loyal to his country. He has been heavily criticized for his western influence yet that didn't put an end to his incessant need to better his craft.

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17

Self-Efficacy in Teachers

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ABSTRACT

The twenty-first century is characterised by a rapid progression in technological advancements, and drastic changes in the demands of existence. The knowledge economy having expanded at a rapid pace, and expanding at an even farther pace, it has come to occupy the cornerstone of the global village. Consequently, several accepted traditions of wisdom and practises of the past have faced a contestation, revision, and rejection. The world has come to accept and embrace new paradigms that have entailed adoption of newer skills, newer yardsticks for measurement of achievements, and redrawn the goals of progress and progression. While this holds true for every situation, it is especially and crucially important in the context of education both imparting and receiving education. In the current era where traditional modes and practices of teaching have been fundamentally disrupted by newer technologies, greater access, and a far greater demand of accountability as well as adapting to newer scenarios, there is a constant demand for teachers to improve and reinvent themselves.

One of the key requirements for this transformation is teacher efficacy, a complex and contested concept, which is directly linked not only to teacher behavior, but also student outcomes. It counters the simplistic notion that only teacher's knowledge and conceptual clarity is essential for teaching, but rather focuses also on the attitudes and beliefs of the teacher. The nature of teaching involves resolving issues which are neither linear nor constant, but non-linear, dynamic and complex since they derive not from a constant set of fixities, rather a dynamic set of variable circumstances produced in the classroom. Subsequently, the success of a teacher is directly proportional to the exercise of personal agency. This involves a host of expectations which include identifying and defining tasks adequately, devising and executing strategies, assess their possibilities of success, while dealing with the problems and challenges of a classroom.

Keywords: Teachers, Self-efficacy, Personality, Teacher effectiveness, Collective teacher efficacy, Self-Efficacy in Teachers

INTRODUCTION

Language is a centre segment of our lives, influencing us on each level both exclusively and all things considered. Any place an individual goes; speak do not just utilize language as a method for correspondence yet additionally use it as a sort of cash or funding to arrange the conditions around them. This is on the grounds that

language has a broad impact over its beneficiaries and furthermore holds the possibility to enable its clients.

The present study seeks to analyze that any framework developed for the professional development for teachers must necessarily incorporate self-efficacy as a component and focus of training designs, which are aimed at improving and reinforcing teacher competence, and naturally by extension lead to an upsurge in student outcomes. This paper seeks to explore the constitution of such frameworks and further seeks to demonstrate the operation of these frameworks as develop positive efficacy beliefs. It advocates that traditional measures of success must be replaced by emphasizing the development and implementation of such activities as cater to professional development. Accordingly, the paper first briefly dwells on the concept of self-efficacy by first summarizing research that establishes a correspondence between self-efficacy and teacher effectiveness. Further, it seeks to propose the reorientation of teaching development strategies, so that the pursuit of positive teacher self-efficacy is fully integrated into the training curriculum.

As Bates and Clark argue, "It is this concept of personal agency the capacity of teachers to be self-organizing, self-reflective, self-regulating and proactive in their behavior that underlies the importance of self-efficacy as a critical component in teacher effectiveness. The link between personal agency and a teacher's efficacy beliefs lies in personal experience and a teacher's ability to reflect on that experience and make decisions about future courses of action." (Bates & Bray-Clark, 2003, p. 15).

Self-Efficacy and teacher development

But the question remains: What is self-efficacy? It is important to delineate the contours of the term, if its impact of pedagogy has to be assessed. Ghaith and Yaghi quote Dembo and Gibson to point out that the construct of teacher efficacy was first articulated in two Rand Corporation studies. "These studies concluded that teachers' sense of efficacy was one of the best predictors of the "percentage of goals achieved, amount of teacher change, improved student performance, and continuation of both project methods and material" (Ghaith & Yaghi, 1997, p. 452)

The term was coined, though, by Albert Bandura in his landmark book *Social Foundations of Thought and Action.* Bandura points out that the term references a belief by an individual in his or her capability and capacity to "organize and execute the course of action required to manage prospective situations" (Bandura A. , 1997, p. 2). The definition outlines that self-efficacy reflects a task-specific belief which is the key to determine and define the choices made by an individual, as well as the measure of his persistence and effort when encountered by hindrances. The key, however, as Bandura points out, is that this measure of choice and effort is in harmony with the individual's emotional state. This implies that the Self-Efficacy is thus distinguished from self-esteem and self-confidence by the fact that its locus and focus is squarely task-specific. Bandura explains that self-efficacy is a sum product of varied sources of information "that can be conveyed vicariously through social evaluation as well as through direct experience" (Bandura, 2)

Bandura advocates, therefore, a social cognitive model of self-efficacy. His notion of self-efficacy posits a direct correspondence between it and the achievements of a person as it determines not only effort and perseverance, but more crucially the ability to adapt, develop resilience, as well as flexibility when confronted with environmental demands so as to minimise their stress and depression levels. In effect, the capacity and willingness to approach challenging tasks rises exponentially with high self-efficacy, while a tendency to dwell on adverse outcomes, and fearing failure rises dramatically with low self-efficacy.

Bandura identifies four principal sources that determine self-efficacy. These are "enactive mastery experiences (i.e., authentic evidence for capability to succeed); vicarious experiences (i.e., the transmission of competencies); verbal persuasion (i.e., social influences that convince someone that she or he possesses certain capabilities); and physiological and affective states, through which people partly judge their capableness, strength, and vulnerability to dysfunction." (ORTACTEPE & AKYEL, 2015) Teaching efficacy, therefore, is the combined sum of the teacher's belief in his ability to transmit education effectively, his ability to convert this belief into reality by successful communication, and strategizing, which not only ensures successful learning, but at the same time

prevents outside factors from hindering learning.

In a similar vein, Rotter's social learning theory sets the base for pedagogical application of self-efficacy. Rotter posits that personality must not be understood only as located in the interiority of a person, but rather in the interaction and intersections with the environment. Personality, therefore, does not exist independent of environment, but simultaneously it is not completely subservient to the environment. Rather behaviour must be understood as a sum total of the individual's learning, lived experience and the environmental factors that provide the necessary stimuli for the person to respond. By application of this theory, teacher efficacy can be determined as being the extent of the teacher's belief in whether events are shaped by themselves or the environment.

Tschannen-Moran et al build on this model to devise a model of self-efficacy that spans over two categories. They hold that "teachers' beliefs about the power of the external factors as opposed to the influence of internal factors have been labeled as general teacher efficacy, whereas beliefs in their internal power to influence student motivation and learning are named as personal teacher efficacy" (Tschannen-Moran, Hoy, & Hoy., 1998).

In effect they, therefore, put forward a two pronged integrated model to determine efficacy of the teacher. The first is the analytic strand which involves the teacher's identification of factors that hinder learning, and assessing them against resources which expedite learning. The second strand concerns the individual teaching competence, which requires the teacher to assess and evaluate his capabilities including, but not restricted to, personal traits, subject knowledge, teaching/communicative skills, and teaching strategies, while being aware of his weaknesses. Teacher efficacy, then, occurs as a factor of a "cognitive ability to make explicit judgments regarding personal competence in light of an analysis of a particular task in a particular situation." (ORTACTEPE & AKYEL, 2015).

Several studies have pointed out the utility of teacher-efficacy in improving learning outcomes. Even a cursory summary of the whole body of work exceeds the ambit of this essay, so it will be sufficient here to briefly enumerate a few studies that illustrate the relationship. Ashton and Webb conducted a study whose results demonstrated that that greater the efficacy in the teacher, the greater the likelihood of being more organized, exhibit more efficient skills of instruction, questioning, explaining, and providing feedback to students facing difficulties, and ensuring students remain attentive towards the task at hand. (Ashton & Webb, 1986, p. 13)Another study conducted by Gaith and Yaghi concluded that "teachers with high sense of personal teaching efficacy are more likely to implement instructional innovations." (Ghaith & Yaghi, 1997, p. 457) Similarly, Coladarci observed that greater teaching commitment tended to be professed by those teachers who scored higher in both general and personal efficacies. (Coladarci, 1992, p. 323). In yet another study, Mojavezi and Tamiz confirm this preposition by demonstrating that that that "there is a reasonably positive correlation between teacher self-efficacy and students' motivation." (Mojavezi & Tamiz, 2012, p. 488). In a similar study, Ross, Gray and Hanny concluded that "students benefited more in the upward trajectory (when students moved from a lower to a higher confidence teacher i.e. with greater self-efficacy) than in the downward trajectory (moving from a higher to a lower confidence teacher i.e. with lower self-efficacy)" (Ross, Hogaboam-Gray, & Hannay, 2001, p. 153)

Developing Teacher Efficacy : Issues and Strategies

Through his social cognitive theory, Bandura identifies four sources of self-efficacy: enactive mastery (e.g., past performance accomplishments resulting from previous experiences or training), vicarious experience, social/verbal persuasion such as that resulting from collaboration and performance-related corrective feedback, and physiological arousal including changes in emotional states such as anxiety, fear, or positive anticipation (Bandura A. , 1987) Experiences that provide a sense of mastery are the first sources of self-efficacy. These experiential sources are rooted in performance accomplishments of the past, so that the individual draws upon them to assess present capabilities. In effect, previous success in teaching especially in adverse circumstances can only reinforce self-efficacy, and encourage self-beliefs concerning present challenges.

What implications can then be drawn regarding the application of enactive mastery to teaching scenarios? Curriculums of pedagogy already lay stress on skill practice to aid the teacher in identifying and learning skill

applications. However, since the pedagogical applications are skewed in favour of theoretical/ideal case scenarios, the teacher gets little actual experience in mastering skill applications. It is imperative, therefore, that the enactive mastery component be included as a component of central importance in training exercises by devising well planned and challenging tasks. Teachers challenged during training in their use of learning are most likely to internalize more positive and stronger efficacy beliefs, and in turn extend this learning to the classroom. Teachers whose learning is seldom challenged during training are likely to be confronted with doubts in the actual classroom. This naturally dooms their teaching techniques to be non-result oriented. It is crucial, therefore, for pedagogy designs to ensure the teacher is trained in self-reflection, and equipped with self-belief.

Sileo et al point out that effective teacher training requires active participation of learners in the learning process via peer interaction, instructor-learner interaction, connective learning where the past bears upon the current experience, and encouraging the active application of new learning. Such learning can be facilitated by ensuring task diversity and dynamic task ordering. Increasing variations and changing order can ensure that the teacher is forced to draw deep upon his reserves of information processing skills, and so nurture self-efficacy. They quote Cranton to recommend "The selection and presentation of information should (a) approximate students' current levels of understanding, (b) be individualized in context and pedagogy to complement their diverse cognitive and affective styles, and (c) develop skills that facilitate their 189 independent learning as well as learning in context with others. In addition, instruction should provide learners with autonomy, self-directedness, and control in establishing and attaining goals, opportunities for experimentation based on real-life situations, and effective communication and productive interactions with peers" (Sileo et al, 1998, p. 189).

Such learning can be facilitated by ensuring task diversity and dynamic task ordering. Increasing variations and changing order can ensure that the teacher is forced to draw deep upon his reserves of information processing skills, and so nurture self-efficacy. Simulations can act as effective tools for ensuring this. Role playing, for example, is a useful simulation that permits teachers to enact and familiarize themselves with the routine roles and responsibilities, as well as confront challenging situations. Creatively designed role plays will aid increased and interested involvement of learners. It trains them in predicting and exploring responses in varied situations, and mostly importantly not let mistakes discourage them by providing a supportive environment.

Technological simulations too hold great potential as aiding positive self-efficacy. They allow for repetitive, non-threatening and life like situations which allow teachers to respond and explore risks without the fear of failure. The technological aids can vary from watching videos to reacting to AI aided stimuli. In a variance of a study conducted by Salazberg et al in 1989, the teacher may be shown a scene depicting a possible class scenario e.g. a student who has repeatedly failed to complete a task. The teacher then selects a response from a choice of responses, as he deems appropriate. After the selection is made, the teacher may be shown the likely consequence of the proposed response. Accordingly, the teacher may revert back to the original scene, and make a different choice to compare the results of different teacher actions.

Experiential or technology assisted simulations, however, can only be successful in the development of positive teaching related efficacy, and transference of complex skills if a primary criterion regarding them is met. This criterion demands that their value be not determined by their proximity or close resemblance to application environments. Rather their utility can only be gauged by the degree to which they incorporate most appropriate stimuli, engage and address task related aims, availability of positive but specific feedback, as well as the stress put on processing/analysis of behavioral information during and post the experience. An important reminder regarding technological aids is that they must only act as aids, and not the sole components of a teaching methodology. Rule et al who conducted a study on bideosics as a supplement during training programs concluded "Videodisc cannot provide practice in the actual performance of teaching skills, and must be supplemented with live supervision. In combination with other instructional technologies, it provides an efficient medium for helping preservice teachers to learn instructional methods."(Rule, Salzberg, & Schulze, 1989) In other words, the use of technology must not be indiscriminate, and based on the availability of technology rather on the principles of sound pedagogy.

The second source of self-efficacy vicarious experience involves learning from the experiences of others, and modelling oneself after successful models. Such successful imitations arouse positive thoughts, and encourage trainers to explore different and creative strategies by taking risks. In turn, this behaviour motivates other peers to rise up to the challenge, and so enhances effectiveness. This successful replication implies that teachers should be subject to activities that permit teachers to closely observe other teacher engaged both successfully and unsuccessfully in expected teaching behaviours. Such observation allows effective assessment of successful and unsuccessful models, and thus refines the teacher's capacity to analyse and self-correct faulty behavioral patterns. Collaborative training is also another useful technique that allows trainee teachers to draw upon the aspects of a small intimate group interaction to aid their learning process. Shebilske et al for example drew upon a survey in which a dyadic training protocol was employed for skill acquisition. They concluded that collaborative pairing reduced training time by half of time taken by those who trained alone, resulting therefore in a 100% efficiency increase. (Shebilskem, Regian, Winfred Arthur, & Jordan, 1992). It is evident then that structures that draw upon collaborative experiences can nurture learning communities where self-efficacy is the natural byproduct of learning. Incorporating such practices can help teachers transcend traditional boundaries of the classroom, and train them in sustaining democratic ideals. Integration of vicarious experiences can lead to invigorating classroom discussions, and thereby supply enriched educational experiences where the teacher blends pedagogical theory with real time practice. In turn, it facilitates in the teacher evolution of higher order thinking in contextual situations, while positively affecting their self-esteem. Naturally, this translates into a classroom where learning is enacted through a sustained and active involvement in the learning process, rather than a passive detached reception.

Besides the two experiential modes, verbal persuasion also represents a potentially valuable tool for cultivating the efficacy beliefs of teachers. The notion here is that the communication of verbal judgements from respected or influential others can affect an individual's self-efficacy beliefs. Luzo and Taylor, for example, conducted a study that demonstrated verbal persuasion lead to significant gains in career decision-making self-efficacy (CDMSE) in students, whereas students in a control group did not."(Luzzo & Taylor, 1993-94, p. 31). It is apparent, therefore, that provision of appreciation to trainees needs to be incorporated into pedagogical programs.

This kind of communication, however, should not be confused with superficial, hollow praise for the sake of bolstering self-beliefs. Rather it is unbiased, critically informed praise that is offered as a valid reward for a successfully accomplished task. It is easier in fact to demotivate, rather than motivate. Verbal persuasion can reinforce positive self-efficacy beliefs only in the scenario when behavioural praise is not just compelling, but also articulated in a style that transcends apriori disbelief in one's capacities. Mentored conversations, collaborative and well planned sessions, peer-assessment and a host of such structures can offer great avenues of developing self-efficacy in teachers through verbal persuasion. Training programs must aim at establishing high expectations of teachers, but simultaneously encouraging them by facilitating a helpful, mutual environment where the capacity of offering positive verbal judgements is greatly enhanced.

Bandura's fourths source concerns physiological and affective states. A teacher's mental state deeply influences self-efficacy. Pajares points out that strong emotional responses to an assignment provides an incisive prediction about whether the respondent anticipates a successful or an unsuccessful outcome.(Pajares, 1996)Similarly, Shahzad and Nuareen quote a study by Tournaki and Podell (2005) who evaluated records of more than 300 teachers to gauge the impact of their behaviour on student success rates, as well as teachers' vision and predictions about the students' prospects. Their analysis outlined that teachers with high efficacy predict correctly most times, as compared to those with low efficacy who are more likely to get it wrong. Moreover, in case of wrong presumptions, teachers with high efficacy seek to find and understand the causes that determined their erroneous conclusions. In contrast, teachers with low efficacy sought no such understanding, and tended to demonstrate harsh behaviour when confronted with challenging situations. (Shahzad & Naureen, 2017). It is, therefore, integral that pedagogical settings and training structures offer a safe, non-threatening and supportive environment that affords teachers time and space to converse, interact and build a trusting and cooperative relationship. This will ensure a free

and unhindered transaction of ideas, opinions, feedback and criticism. Unless teachers are assured that mistakes will not lead to punitive consequences, learning experiences will not yield improvement in professional skills and knowledge.

CONCLUSION

The presence of self-efficacy is crucial to the professional and personal development of a teacher. In absence of it, teaching is likely to suffer, and learning outcomes remain unfuflliled leading to faulty/inexistent skill development in students. In order to ensure high performance of teachers, and development of professional temper a number of key dimensions need to be integrated. These integrated dimensions include well-defined and clear teaching goals, and development programs that are congruent to these goals. Effective feedback and reward structures need to be in place to reinforce efficacy beliefs, and ensure an eco-system of positive efficacy-performance remains available to the teacher. The construct of self-efficacy offers a viable alternative for the evolution and crystallization of refined and newer development models of teacher improvement. Self efficacy must be understood in its true context of social learning. Pedagogy can only stand to gain from it since it is essentially a public phenomenon enacted in the public space of a classroom rather than a private phenomenon restricted to the teacher. Teaching curriculums must, therefore, establish it as a persuasive intervention between learning and consequent performance. Research has already certified that positive self-efficacy translates into an improved teacher competence, which naturally results in bettering student learning outcomes. It is crucial that policy designers allot central importance to the development of self-efficacy in teachers by incorporating it within training plans, and other developmental plans for teachers. This necessitates application of an integrated strategy that includes simulations, peer-coaching, co-operative support structures, planned mentoring, study groups, audio-visual, and multimedia support. Drawing from the research quoted, and arguments presented in this paper, it can be safe to conclude that self-efficacy must be employed as the pivot around which training programs must revolve. This alone will ensure the provision of an authentic theoretical framework for understanding the nuts and bolts of teacher development. Moreover, it alludes to the immense potential of practical tools which include feedback, diverse pedagogical design elements, and integrated support and reinforcement systems. These tools provide the necessary heft to nurture positive efficacy beliefs, and enhance student learning outcomes by refining teacher competence. If the goal of teacher training is to expose the teacher to experience that assists him in translating knowledge into personal knowledge structures to be employed in a flexible and dynamic way during teaching, then the teacher's cognitive ability must be stimulated in a planned and effective manner. Such stimulation can only arise out of greater positive self-efficacy that will catalyse the creation of new insights about educative processes, and aid the teacher in performing the challenging task of knowledge transfer expected of an expert practitioner. This expertise demands positive teacher self-efficacy be consistently sustained by linking the teacher to a coherent and integrated matrix of active learning experience. Experiences like simulations, role playing, collaborative learning, critical mentoring will enable the teacher to deliberate on teaching skills and synthesize them with knowledge. Unless a teacher is equipped with positive self-efficacy, he will be averse to taking risks and exploring new frontiers that will enhance not only his capacity, but also of his peers as well as the classroom. The daily rigours that attend the roles and responsibilities of a teacher in the 21st century demand that old pedagogical practices be abandoned in favour of successful and innovative teaching strategies. This revised model begins with the attainment of positive self-efficacy, where the teacher truly believes in his role as a pivot and harbinger of change.

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18

Quest Motif In Children's Literature with Special Reference to *Roopa Pai's Taranauts Series*

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ABSTRACT

Children's literature, one of the fascinating streams in the literary canon, spellbinds the readers by its incredible affiliation with its fantastic elements. Along with this mesmerising trait, the fantasy stories inherent the seeds of ethical and moral values; thereby promoting the readers through self escalation. In this accomplishment, it enthrals the young minds with its spine chilling adventures, by many occasions. To capture the attention of the onlookers, the writers employ the tool of quest motif, whereby the chief protagonists go on a dangerous mission against all odds to rescue a group of people or their community. In the long array of adventurous fantasy fictions, Roopa Pai promising Indian Children's literature writer has brought into limelight by her *Taranauts* series, which is supposed to be India's first fantasy fiction series. Hence, the present paper proposes to explore the series with the lens of quest pattern.

Keywords: Quest Motif, Children's Literature, Fantasy, Challenges and adventures

As *Taranauts* series is structured as challenge oriented plot, it typically follows the traditional quest motif of fantasy fiction, to intensify the action of the narrative. Apparently, quest is a primary pattern in many of the children's fiction. Embracing a wide variety of pursuits, this prototype of story reigns Children's literature even in the primordial times. Maria Nikolajeva appropriately spells out in *Aesthetic Approaches to Children's Literature*:

Quest is by far the most common motif in Children's literature. Quests are common in folktales where the hero leaves home in order to search for treasure, a kidnapped princess or simply fortune. We see the motif most clearly in genres closely related to folktales, primarily heroic fantasy. In adventure stories, there are many examples of searching for treasure, *Treasure Island* being the best known. (82)

However, a persistent structure for alternate fantasy world is the quest or journey, which depicts a story in which the protagonist and his companions attained their task of expedition with the assistance of many fantastical elements. And W. A. Senior adroitly articulated in *Fantasy Fiction*:

The predominant twentieth century fantasy is the quest story, a stepped narrative in which the hero or heroine,

along with a group of companions, goes on a journey of increasingly dangerous and challenging adventures and foes, culminating in a wasteland symbolic of death. Many take place in a magical secondary world while others are portal fantasies. (113)

In the meantime, the quest provides a basis for exploring the traits of the explorer and also it enables the reader to search for himself. And John. H. Timmerman finely echoes in his *Other Worlds*: "Fantasy provides not a hiding place but a point from which the reader can begin anew. The fantasy artist expects the reader to learn something about himself by having made a sojourn through fantasy." (92). And he also validates the nature for such pursuit as: In place of the quest, modern fantasy literature has often provided an adventure... The quest is always toward something... the quest is always a grave, serious undertaking. It is often life-threatening, marked by a sense of struggle, of imminent or immediate danger in which the character must call upon all of his will and power to push on. (91)

This statement is true in the case of *Taranauts* series. It establishes the comparable paths of the three children to complete their search. Meanwhile, the children pursuers in the entire series are oblivious of their numinous pursuit as W. H. Auden claims in "The Quest Hero", *The Texas Quarterly*: "To go in quest means to look for something of which one has, as yet, no experience; one can imagine what it will be like but whether one's picture is true or false will be known when one has found it."(40)

However, Roopa Pai's *Taranauts* series is a fine example of the quest motif in modern fantasy literature. The story begins with an immediate sense of unease, of the portent and the threat which precipitate a quest. The pristine calm of Mithya is suddenly disturbed by Shaap Azur in the Octoversary celebrations: Mithya was celebrating the grandest Octoversary ... The 32 stars of Tara the glorious supersun that bathes the eight worlds of Mithya in its cool rainbow-coloured light had come down from the sky to dance at the celebrations. But their dance was rudely interrupted by Shoon Ya's evil twin, Shaap Azar, who broke out of his prison below the heaving seabed of Dariya and captured all 32 stars in the Silver Spinternet, plunging Mithya into darkness. (9) To free these stars, Shaap Azur hides four riddles on each of the eight planets and challenges the Mithyakins (the people of Mithya) to solve the puzzles. Shoon Ya selects Zvala - daughter of fire, Tufan - son of the wind, and Zarpa - daughter of Super Serpent Shay Sha, to solve all riddles and bring light to Mithya. He declares them as Taranauts, who are going to accomplish the task of emancipating the Tarasuns from the cruel clutches of Shaap Azur by cracking the riddles and many brain storming adventures. Since they are aware of this threatening task, Shuk Tee assigns three mentors to train them physically as well as mentally. She clearly pronounces in *Taranauts: The Riddle of the Lustr Sapphires*:

... three of the greatest Achmentors have been found to train you for the dangerous quest that still lies ahead... Achmentor Achalmun will introduce you to the power of the mind. He will test your intelligence, and help you to sharpen it. He will challenge you with mindbenders and brainteasers, logic puzzles and MithMath, Taratongue and optical illusions. (21)

And Achmentor Dummaraz is for the selection of good and right side in every situation and Achmentor Twon d'Ung will be the physical trainer.

The *Taranauts Series* captivates the mind of the readers by the riddles, puzzles, brain teasers and mazes. In this feature, this series exactly fits in the modern age and differs from other fantasy stories. The mind challenging riddles and puzzles spin the difference and engulf the attention of the young brains. This attribute of this series certainly claims the uniqueness among other fantasy series in the world. Author certainly catches the pulse of the reader by setting those mazes and puzzles and crafting a fine tapestry of distinctiveness in the expedition of Indian fantasy series. The intricacy of these riddles getting tougher by each book. And this generates curiosity and mounts the expectations of reading minds. For instance, the first riddle in the first book *Taranauts: The Quest for the Shyn Emeralds* is as follows:

Friendship is often Called Amity too And an H the universe Will come to you If you solve the riddle right It will vanish out of sight. (77)

Zvala, the brain of Taranauts, cracks this riddle by scrambling the letters of Amity and "she yelled with delight 'Mithya'." (78). Likewise, each riddle is delivered with its own unique style and the wide gamut of puzzles is astonishing when they range from fairly easy to extremely difficult. It is a type of narrative whose content is revealed by problem solving. The puzzles are usually interwoven, so that by solving a puzzle, they obtain the clue to solve the next brain teaser.

The *Taranauts* series thus can be claimed as a fantasy adventure series with a puzzle battle system. The combination of fantasy with riddles dexterously fused together, and this attribute chiefly holds the prime position of engaging the minds of the reader. Meanwhile, the whole structure of the plot is finely entwined with the exploration of cracking the riddles, where the readers derive pleasure not only by the enchanting world but also by figuring out the brain teasers. Hence, fast-paced and filled with action, this fantasy adventure series takes the readers on a lively ride of riddles and word games.

Thus it is quite evident that the pursuits of these children protagonists are chased only when grave events threaten the welfare of their civilization. Hence, wrapped with fantastic elements, these pursuers are actively directed by supernatural powers and science and modern technology to reach their goals.

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Study to Examine the Effectiveness of Collaborative Learning on Self-esteem of Undergraduate Students

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ABSTRACT

As one of the creative and efficient teaching model, collaborative learning is widely applied to modern classroom. Collaborative learning requires working together towards a common goal. However, collaboration is more than co-operation. Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. The intent of this study is to identify the level of "Self-esteem" of undergraduate students before and after they participate in the teaching-learning process through Collaborative Learning. The purpose of this study was to examine whether teaching-learning in small, collaborative groups in the classroom increase the self-esteem among undergraduate level students. A quantitative approach and experimental research design was used to analyze the transcripts of Collaborative learning content, which was used to conduct this study. The sample of Undergraduate Students were selected through Simple Random Sampling from 6 (Six) Degree Colleges of South 24Parganas District of West Bengal, India. The selection of 6 (Six) Degree Colleges of South 24 Parganas District of West Bengal, India were done through Purposive Sampling. Out of the 6 (Six) Degree Colleges of South 24 Parganas District of West Bengal, 120 Undergraduate Students studying 'Education' Subject were selected randomly as sample for this study. The study may prove helpful in bringing innovations in the classroom. Also the study will attract educational psychologists, as it will provide ample evidence about the effective use of elements of collaborative learning method i.e. positive interdependence equal participation, individual

accountability, simultaneous interaction, interpersonal and small group skills and group processing in enhancing the understanding of the students.

Keywords: Collaborative learning, Traditional learning, Self esteem, Undergraduate students.

INTRODUCTION

The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Students learn best when they are actively involved in the process. Students who work in collaborative groups also appear more satisfied with their classes. (Sources: Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; Goodsell, Maher, Tinto, and Associates, 1992; Johnson and Johnson, 1989; Johnson, Johnson, and Smith, 1991; Kohn, 1986; McKeachie, Pintrich, Lin, and Smith, 1986; Slavin, 1980, 1983; Whitman, 1988).

EMERGENCE OF THE PROBLEM

In cognitive and social psychology, we have already had much knowledge about how students communicate and its relationship with collaborative learning, but the context has usually been the traditional face-to-face setting with its paralinguistic cues to facilitate communication. Collaborative learning requires working together towards a common goal. However, collaboration is more than co-operation. Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. The intent of this study is to identify the level of "Self-esteem" of undergraduate students before and after they participate in the teaching-learning process through Collaborative Learning.

STATEMENT OF THE PROBLEM

Having taught various subjects for many years at a variety of Indian universities and colleges, the present researcher noticed that in higher education students were not reaching the intended objectives and goals by the end of the course. In the present scenario of higher education, students need to develop their proficiency, accuracy and quality with respect to learning. The researcher after reviewing several studies has found that students assume new roles in the collaborative classroom. Their major roles are collaborator and active participator. The purpose of this study was to examine whether teaching-learning in small, collaborative groups in the classroom increase the self-esteem among undergraduate level students. Thereby, the statement of the problem is "Study to examine the effectiveness of Collaborative Learning on Self-Esteem of Undergraduate students".

OBJECTIVES OF THE STUDY

The objectives of this study are as follows:

- To examine whether teaching-learning in small, collaborative groups in the classroom increase the self-esteem among undergraduate level students.

- To examine whether there is any difference in the level of "Self-esteem" of students before and after they participate in the teaching-learning process through Collaborative Learning.

HYPOTHESES OF THE STUDY

The following hypotheses were framed (Supportive tables are given below).

Ho$_1$: There is no increase in the self-esteem of undergraduate level students when teaching-learning takes place through small, collaborative groups in the classroom.

Ho$_2$: There is no difference in the level of "Self-esteem" of students before and after they participate in the teaching-learning process through Collaborative Learning.

METHODOLOGY

Design/methodology/approach- This research is an investigation to examine the relative effectiveness of Collaborative Learning on Self-Esteem of Undergraduate students. A quantitative approach and experimental research design was used to analyze the transcripts of Collaborative learning content, which will be used to conduct this study.

The Pre-test Post-test Control Group Design: In this particular research work, "the Pre-test Post-test Control Group Design" has been used. For this control group design, subjects were randomly assigned to the 2 groups, both were presented, but only the experimental group was treated. However, after close observation, both groups were post-tested to measure the degree of change in each group. These steps are diagramed as follows:

R   O$_1$ X   O$_2$

R   O$_1$ O$_2$

This diagram can be expanded upon as in the following table :

Scientific Random Assignment of Subjects to:	1st observation (measurement) of the dependent variable O_1 = Pre-test	Exposure to the Treatment (X) (independent variable)	2nd observation (measurement) of the dependent variable O_2 = Post-test
Experimental Group	Experimental Group's average score on the dependent variable	X	Experimental Group's average score on the dependent variable
Control Group	Control Group's average score on the dependent variable		Control Group's average score on the dependent variable

The difference in the control group's score from the pre-test to the post-test indicates the change in the value of the dependent variable that could be expected to occur without exposure to the treatment (independent) variable X.

Control group   -   control group   =   control group difference

pre-test score   post-test score   on the dependent variable

The difference in the experimental group's score from the pre-test to the post-test indicates the change in the value of the dependent variable that could be expected to occur with exposure to the treatment (independent) variable

X.

Experimental group - experimental group = experimental group difference pre-test score post-test score on the dependent variable

The difference between the change in the experimental group and the change in the control group is the amount of change in the value of the dependent variable that can be attributed solely to the influence of the independent (treatment) variable X.

Control group difference - experimental group difference = difference attributable to X

Population

Undergraduate Students

Sample

a) The selection of 6(Six) Degree Colleges of South 24Parganas District of West Bengal were done through Purposive Sampling. Specifically 6(Six) Colleges where the medium of instruction for Undergraduate Courses is English were chosen for this particular study. The list of the Colleges of South 24Parganas District of West Bengal selected through Purposive Sampling are 1) Dinabandhu Andrews College, 2) Shishuram Das College, 3) Pailan College, 4) Sammilani College, 5) Sarsuna College and 6) Fakir Chand College

b) The sample of Undergraduate Students for this study were selected through Simple Random Sampling from 6 (Six) Degree Colleges of South 24Parganas District of West Bengal(mentioned above). Out of the above mentioned 6(Six) Degree Colleges of South 24Parganas District of West Bengal, 120 Undergraduate Students studying 'Education' Subject were selected randomly as sample for this study.

Gender - Both male and female Undergraduate Students were selected as sample in the present study.
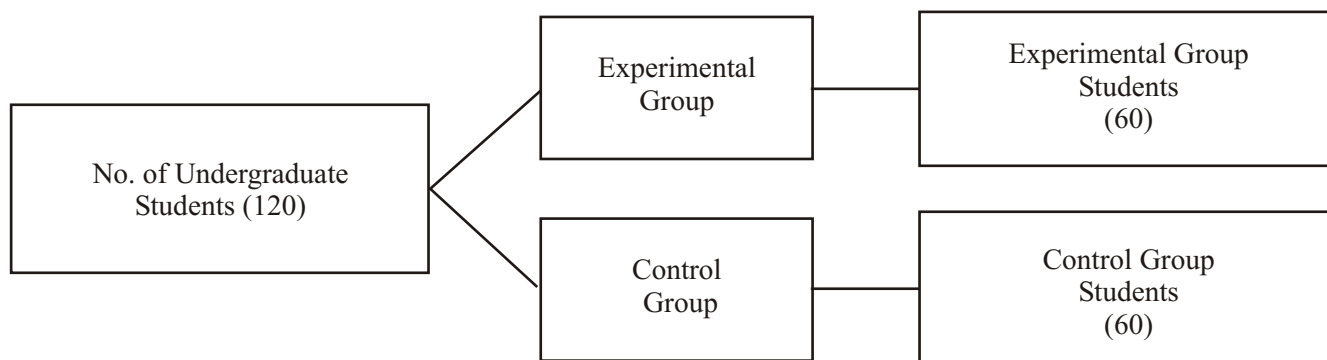
Variable- Collaborative Learning, Self-esteem.

Tool to be used

¬ **Rosenberg, M. Self-esteem Scale :** This 10-item scale developed by Rosenberg, M. in 1965 measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Sum scores for all ten items. All scores are done on a continuous scale. Higher scores indicate higher self-esteem. This scale will be used to examine whether there is any difference in the level of "Self-esteem" of teachers and students before and after they participate in the teaching-learning process through Collaborative Learning.

Procedure of the Study: The following table explains the procedure of this particular study

Table 1.Procedure of the Study

	EXPERIMENTAL GROUP	CONTROL GROUP
SAMPLE	60 Undergraduate Students	60 Undergraduate Students
GROUP ASSIGNED	Total number of participants among Undergraduate Students are going to be 60 in the experimental group, so 6 (Six) groups containing 10 Undergraduate Students each are going to be formed.	No groups were formed.
TREATMENT	Treatment of Collaborative Learning (CL)	Treatment of Traditional Learning (TL)
TIME	3 Months	3 Months

SUBJECT TAUGHT	Education	Education
UNIT TAUGHT	Learning and Theories of Learning	Learning and Theories of Learning
PREPARATION OF LESSON PLAN	Lesson Plan was prepared w.r.t. Collaborative Learning on unit "Learning and Theories of Learning"	Lesson Plan was prepared w.r.t. Traditional Learning on unit "Learning and Theories of Learning"
INTERVENTION	The content was taught to the experimental group through multiple activities like group discussion, participation in quiz, students teaching one another etc. Several activities were designed in order to provide Collaborative Learning (CL) experience to them. Each of these activities was followed up by a quiz in order to evaluate group and individual performance after participating in each activity. Almost all activities were performed in groups.	The content was taught through traditional method over a period of four weeks.

SUBJECT TAUGHT	Education	Education
PRE-TEST	Pre-test is going to be done on the basis of :- Self-esteem of undergraduate students teachers teaching in undergraduate level.	Pre-test is going to be done on the basis of :- Self-esteem of undergraduate students teachers teaching in undergraduate level.
PRE-TEST TOOL	Rosenberg, M. Self-esteem Scale:This 10-item scale developed by Rosenberg, M. in 1965 measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. This scale is used to examine whether there is any difference in the level of "Self-esteem" of teachers and students before and after they participate in the teaching-learning process through Collaborative Learning.	Rosenberg, M. Self-esteem Scale: This 10-item scale developed by Rosenberg, M. in 1965 measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. This scale is used to examine whether there is any difference in the level of "Self-esteem" of teachers and students before and after they participate in the teaching-learning process through Collaborative Learning.
POST-TEST	Post-test is going to be done on the basis of:- Self-esteem of undergraduate students teachers teaching in undergraduate level.	Post-test is going to be done on the basis of :- Self-esteem of undergraduate students teachers teaching in undergraduate level.
POST-TEST TOOL	(a) Rosenberg, M. Self-esteem Scale : This 10-item scale developed by Rosenberg, M. in 1965 measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. This scale is used to examine whether there is any difference in the level of "Self-esteem" of teachers and students before and after they participate in the teaching-learning process through Collaborative Learning.	(a) Rosenberg, M. Self-esteem Scale : This 10-item scale developed by Rosenberg, M. in 1965 measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. This scale is used to examine whether there is any difference in the level of "Self-esteem" of teachers and students before and after they participate in the teaching-learning process through Collaborative Learning.

FINDINGS OF THE STUDY:

The above mentioned research hypotheses were tested and accordingly analysis was done as below:

Findings of the Study with respect to "Self-esteem" of students before and after they participate in the teaching-learning process through Collaborative Learning

TABLE 1.SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF CONTROL GROUP WITH RESPECT TO SELF-ESTEEM OF THE STUDENTS ON

PRE-TEST AND POST-TEST

UNDERGRADUATE STUDENTS (CONTROL GROUP)	N	M	SD	t-Value	
				Calculated Value	Two- tailed p-Value
PRE-TEST	60	21.80	1.082	1.7676	0.2643
PRE-TEST	60	22.07	1.033		

Table 1 shows that the calculated value of t is 1.7676 and two-tailed p-value is 0.2643 at 0.05 significance level. Hence, it means that there was no significant difference between the mean scores of control group on pre-test and post-test with respect to 'Self-Esteem'.

POST TEST	N	M	SD	t-Value	
				Calculated Value	Two- tailed p-Value
EXPERIMENTAL GROUP	60	32.40	2.720	14.1918	0.0001
CONTROL GROUP	60	22.07	1.033		

Table 2 shows that the calculated value of t is 12.8215 and two-tailed p-value is 0.0001at 0.05 significance level. Hence, it means that there was an extreme significant difference between the mean scores of experimental group on pre-test and post-test with respect to 'Self-Esteem' and performance of the post-test group was significantly better to the pre-test group.

TABLE 3.SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF POST TEST SCORES OF THE SELF-ESTEEM OF THE UNDERGRADUATE STUDENTS OF THE EXPERIMENTAL GROUP AND CONTROL GROUP

UNDERGRADUATE STUDENTS (CONTROL GROUP)	N	M	SD	t-Value	
				Calculated Value	Two- tailed p-Value
PRE-TEST	60	21.87	0.915	12,8215	0.0001
PRE-TEST	60	32.40	2.720		

Table 3 shows that the calculated value of t is 14.1918 and two-tailed p-value is 0.0001at 0.05 significance level. Hence, it means that there was an extreme significant difference between the mean scores of experimental group and control group on post-test with respect to 'Self-Esteem'.

IMPLICATION OF THE STUDY:

Findings of this study may prove helpful for undergraduate students to fulfill the following mentioned requirements.

- The study may prove helpful for teachers to improve the academic achievement of the undergraduate students.

- The study may prove helpful in bringing innovations in the classroom.

- The study will attract educational psychologist, as it will provide ample evidence about the effective use of elements of Collaborative Learning method i.e. positive interdependence equal participation, individual accountability, simultaneous interaction, interpersonal and small group skills and group processing in enhancing the understanding of the undergraduate students.

- The study may prove helpful to bring change in the behaviour of the undergraduate students. They may cooperate with each other, not only in classroom, but in daily life as well.

- The significance of the study is enhanced manifold owing to the lack of such research studies in West Bengal. The coming researchers can conduct further research in this field by extending it to other levels.

- Curriculum planners and developers may use the results of this study as guideline for improving the quality of learning in undergraduate level as well as in higher education.

- Findings of the study may prove helpful to teacher trainers. The prospective teachers may prove given practice in this approach along with other methods which will promote quality among trainee teachers.

CONCLUSION

The purpose of the study was to evaluate the effectiveness of Collaborative Learning method versus Traditional Learning method with respect to Self esteem of the undergraduate students. This study seeks to understand how undergraduate students learn collaboratively and how their collaborative learning relates to their Self esteem. This research is one of the study which has investigated the effectiveness of using collaborative learning versus Traditional Learning method among undergraduate students with respect to their self esteem. This study adopted as a theoretical basis Vygotsky's theory of the ZPD, which emphasizes the role of experts in developing the skills of less advanced individuals through collaboration. The study may prove helpful for teachers to improve the academic achievement of the undergraduate students. The study may prove helpful in bringing innovations in the classroom. Teachers can utilize the concept of collaborative learning method for providing practice in different aspects of the teaching-learning.

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Biocitizenship of Disposable Human Clone in Nancy Farmer's *The House of the Scorpion*

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ABSTRACT

The discourse on cyberpunk has a more significant impact than other possible genres in science fiction. Biopunk is the sub genre of cyberpunk which is more concerned with biotechnology and genetic engineering. The biotechnological process is marked by the presence of several technologies such as genetic manipulation, recombinant DNA, stem cell development and cloning. It has become an independent cultural formation of the new millennium called post human. It raises the question that what is the identity of an individual as a human. Most of the time, the field of humanities has offered responses to this question. The study focuses and examines on Nancy Farmer's *The House of the Scorpion* for the purpose of highlighting how the fictional frame of literary narrative is explored in examining the bio engineered lives of human clones. The clones are traded and consumed by normal humans to repair, organ transplanting and re-engineer themselves through cosmetically constructed posthuman bodies. It engages with the issue of ageing, and the citizenship of human clones in the dystopian world. It also analyses the political status of the human clone who is not treated equally with the normal human being.

Keywords: Biopunk, Science, Technology, Dystopia, clones, bioscience, Posthumanism.

INTRODUCTION

Science fiction literature contains a much positive representation of technologically enhanced human life. During the modern period, the threat to human health was comparatively high with the postmodern period. Despite the material development, the fear of life was high. In the post-modern period, bio-scientific development promises the human race a better future with less fear. The new generation of babies is said to be a part of biopunk culture as they have been developed by technology to have perfect genetic compositions. The disciplines like genetic engineering, artificial intelligence, biotechnology and medical life sciences have contributed greatly to the imagination and formulation of the biopunk theory. The amalgamation of ethics, patents, medical experiments, and resources is to create new forms of organisms. Such as clones and hybrids organisms like genetic construction and DNA modification which is infected and designed by technology. In the theory of biopunk, Genetic engineering is a general subject and cloning is particular which reflects the desire and its high impact on technological development.

Genetic engineering or cloning is the production of genetically identical cells. Genetic Engineering has been used in many ways. Genetically altered bacteria are used to help break down the products of waste, and it is useful to make medicine for some genetic diseases."The last ten years or so have seen rapid developments in biotechnology and gene technology, suggesting ever-advancing possibilities of moving towards new forms of (re)creation of organs, animals and potentially humans" (Griffin 647). February 1997 marks the birthday of Dolly the exact genetic copy of an adult sheep. The media has been replete with fantastic stories on human cloning. During those periods journalists frequently used famous stories such as *Brave New World* written by Aldous Huxley to illustrate their fears of a human clone.

Most of nations had already outlawed human cloning, but some scientists continue to work on cloning technology. The first hybrid human clone was created in 1998. The embryo was created and destroyed. In 2001 and 2004 legislation permitting stem-cell research was passed in the United States and the United Kingdom respectively.

During 2004 the British media were dominated by the case of Zain Hashimi, a five-year old boy suffering from a genetic disorder, whose parents went to the courts in Britain in order to be granted permission to as the newspapers put it 'create a saviour sibling' through embryo selection so that that baby's umbilical cord tissue could be used to cure Zain. (Griffin 647)

It has raised questions about the role that ought to be played by stem cell research in improving the health of normal humans. The novel *The House of the Scorpion* is addressing the same issues. It is about a society with technology that can reproduce human clones as organ donors to extend the lives of normal human beings. Normally advanced technology in fiction is explained by computerized development like machines, virtual technology, software, and imaginative scientific theory. But in this novel, Farmer's interpretation is a convention of the clone to donate his vital organs to human beings. The setting of the novel is future biotechnology has reached a point that the scientist can produce clones from human genes for medical use, and also for providing organs for needed patients.

New scientific invention is not perilous in all situations. By and large, it props up the human beings to do the actions very easily. In day-to-day life, lots of scientific tools have made the life system of modern people easy and comfortable. Thus modern people accept the merits of scientific inventions viz. the telephone/cell phone, computer, electricity, medical apparatuses, transportation, etc. On the contrary, the interest inhuman cloning is a different event in the medical arena, and the corollary is not still in hand. So the issue of human cloning compels global intellectuals to think about its future dangers and difficulties in the sun. It is natural that everyone wants his/hersociety to be changed in a well-organized form. Considering this, Farmer gives life to the human clone (Matt) in her novel *The House of the Scorpion* and emanates his roles, struggles and final success. The role of Matt, his incessant struggle for human identity and his final success points out in the novel that human clones may control the creator, the human beings, and above all the world. Therefore, Farmeravers rigorously that medical science needs to be very careful before creating any human clone. If medical science clones a human being, then the natural structure of social networks will be distorted in modern human society.

Different arguments supporting human cloning have been seen in the present day. One of the arguments that favour human cloning is, it would solve the problem of finding a transplant donor in the medical field. No doubt, medical urgency at times is very important.). Later on, such an argument has been wronged in the sense that this practice mistreats the cloned child as not loved and valued. The cloned child is deprived of his or her choice, freedom, and life decision. S/he becomes the purpose of his or her creator. Farmer's cloned child Matt in her novel *The House of the Scorpion* is also created for the purpose of his creator El Patron. But Matt uproots the purpose of his creator by dint of his sharp sense of understanding.

In the novel *The House of the Scorpion* the protagonist Matt is El Patron's clone and he also feels the same, and fights for human worth, value, and chiefly to his freedom. Matt behaved very badly. He is a clone but he knows all things regarding the environment. Matt is created, but he is totally different rather than other characters. Lack of his true friends makes him isolated, alienated and desolated. The situation forces him to escape from the tutelage in that he knows the reality. Matt's reading males us know about El patron that:

On the surface, Matt read, nothing could have seemed more humane. After all, what is suffering but an awareness of suffering? The eejits felt neither cold nor heat nor thirst nor loneliness. A computer chip in their brains removed those sensations. They toiled with the steady devotion of worker bees. As far as anyone could tell, they were not unhappy. So, could anyone say they were being mistreated? (*The House of the Scorpion,*197) El Patron is a bloody man. He is a creator but his activities are vile. In the advanced world, the creator lacks the feeling of love, sympathy, and a sense of humanity. As to El Patron, Esperanza says: "El Patron sold those people's souls to the Devil! When they died, he ploughed their bodies into the dirt for fertilizer. The roots of Opium are watered with blood, and anyone who buys its foul weed is no better than a flesh-eating cannibal (197). In the novel, El Patron lives nearly a hundred and fifty years because of the breakthrough in medical science. But, the curiosity then becomes, what is the cost of his immortality?

El Viejo is the only person to embrace death as a part of nature. After escaping from the artificially preserved Opium, Matt enters the modern world of Aztlan. After a stint at a work camp for orphans, Matt and his new friends escape to a local village that is, as Tim Lin had put it earlier when describing Aztlan, "trying to turn away from a machine-based economy to the old Mexican culture" (246). Much to Matt's confusion and his friend Fedelito's ecstasy, the boys arrive on a special holiday. As Fidelito exclaims, "We're so lucky! Of all the days we could have come, we picked El Dia de los Muertos, the Day of the Dead. It's my favourite holiday in the whole year!" (349). Matt is not aware of this holiday because it was never observed in Opium. He is also confused about why such an unhealthy celebration would be shown with such joy. Matt inquires about the holiday and receives a pithy, wise answer: He asks, "How can anyone celebrate death?' 'Because it's part of us,' Consuela said softly" (351).

Matt is the clone of El Patron, the lord of the country called Opium. He exists is isolation until children playing in the poppy fields discover him. By seeing children, he is very eager to talk with them. But, he is not provided the right to talk and play with them. El Patron controls him all the time. One of the characters named Maria is attracted to Matt, and tries to rescue him from the danger, but at the same time, she has hatred after knowing that he is a clone. After knowing Matt is a clone, human behaviour and thoughts have changed dramatically. In the novel, children treat him very badly. He is taken from Celia and imprisoned in a stall for six months with only straw for a bed. The treatment seems very cruel and inhuman. That's why human cloning would cause a different environment in modern society on account of unnatural creation.

CONCLUSION

Modern people live in the age of genetics. Genetic technology, genetic science, genetically transferred diseases, animal and human cloning, and the hope-led or frightening possibility of creating new babies are the regular haunters of the news and medical culture. In regard to the above issues, Nancy Farmer has picked up the great issue of human cloning in her novel *The House of the Scorpion***.** The novel serves the issue of human cloning as unjustifiable. In addition, Farmer critiques the unnatural way of creating human clones by medical scientists which bespeak superficiality, artificiality, self-centeredness and hypocrisy of high medical technology. The big gulf between the cloned, Matt and the cloner, El patron results in the failure of the medical research area of human cloning on account of behaving clones as commercial commodities.

Medical research, on the one hand, has made human life easy and comfortable. All kinds of medicines, treatments and surgery are at hand to date. But on the other, Farmer de-valorizes generating human beings as clones by medical scientists. Clones are not born, but rather made. They are photocopies of human beings. Thus, she goes against the concept of an immortal human being. Creating clones is the powerful exercise in post-human societies. Basically, power holders pay the scientists good to create the person they prefer. Then, the same person will be in different places at the same time. The original one lack his/her self-identity. The clones don't have a family or a home. They are identifying themselves through their memory. But the crucial fact is that they are merely produced from the tubes in the laboratory. So clones cannot resist finding out their origin.

The clones' creativity and individuality would not help them to survive in the real world. It serves as a warning and

questions the ethical aspects of DNA duplication by portraying the clones as normal humans possessing unique personalities. Human enjoys the benefit offered by cloning technology. At the same time, a human could concern about the potential crisis of being taken over by clones. If humans can copy the genes, soon enough they will be able to manipulate genes to produce any kind of human beings. It shows clones are regarded as organ producers by humans. In the novel *The House of the Scorpion*, Matt is the clone of El Patron, created in a scientific lab. He grows up, learns language, develops rational faculty, and struggles for human value. He understands the intent of his creator and is released from his grip. In a human sense, he becomes a winner and the creator a loser. As Farmer narrates the story, the real clone may trap the creator and human beings as well, and thus she rejects the opinion of pro-cloning in her novel.

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Gender Mirroring in Mahesh Dattani's Play *Dance Like A Man*

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ABSTRACT

Mahesh Dattani's dramatic career started in an era when the Hindu society mingled caste and gender and mobilize for facing new challenges. Mahesh Dattani holds a mirror in his plays, depicting reality as it was but at the same time, his plays fragmented the gender roles. Dattani in his play "Dance like a Man" portrays the two significant passions dance and man. He uses dance to enquire about multi-aspect gender concerns related to human existence. The play investigates what happens when a man becomes part of a woman's world of dance as the perception of dance provides an intense conflict to the image of maleness. In the play, the Gujarati family of Amritlal Parekh is having a 'southi daughter-in-law,'Ratna who is pursuing her career as a *Bharatnatyam* dancer. The daughter-in-law being a dancer is not problematic but the problem starts when the son of the family chooses dance as a profession. All three family members Amritlal, Jairaj and Ratna appear to be progressive. By choosing dance as a career, Jairaj and Ratna succeed in getting an opportunity to change the gendered roles assigned by their family.

Keywords: Discrimination, Gender identity, Gender conflict, parental authority, society roles

Gender is something that is largely controlled and assigned by society, it is a process of identification. Gender is the set of roles that you perform and that is determined by society, not by biological sex. We all do not belong to either male or female gender, we are identified as male or female and because we are identified as male or female we became masculine or feminine. Sex is the identity that is assigned to your body based on certain sexual characteristics, while gender simply refers to the social values given to men and women in society. Mahesh Dattani is the most energetic and rattling dramatic voice in the current Indian English dramatic era. He has adorned and furnished the tradition of Indian Drama with his observation and alteration. With the advent of Mahesh Dattani into the dramatic world, the structure of Indian drama begins to change. Initially, he authored a good number of dramas different in themes, techniques and devices. In addition, his plays are very successfully presented on theatre boards. Mahesh Dattani's plays are characterized by some theatrical and thematic innovations. He is a confluence of art and craft. He has not only intellectual power and the ability to produce a play in the text but also the ability to get it staged successfully.

Dattani's *Dance Like a Man* first staged in 1989, *Dance like a Man* is a story of Jairaj and his passion for

classicaldance.Swinging between past and present, Dattani's portrayal of gender roles that we practice in Indian houses and the theme of gender moves in a pathetic way that Dattani says of his play *Dance like a Man*, "I wrote this play when I was learningBharatnatyam in my mid-twenties. […] a play is about a young man wanting to be adancer, growing up in a world that believes dance is for women…" (Quoted in AshaChaudhuri 67) It raises the question, "Can a man take up classical Bharatnatyam, a dance traditionally associated with devdasis, as a profession?" It shows how JairajParekh, a son of Amritlal Parekh, tries to dismantle the stereotypes of gender roles byadopting Bharatnatyam as a profession and how the patriarchal society represented byAmritlal Parekh thwarts his efforts by using the power of authority and money. Itpresents different attitudes towards the classical and traditional Bharatnatyam dance.These attitudes are presented through the characters of the play Amritlal Parekh,Jairaj Parekh, Ratna Parekh, Vishwas and Lata. The play shows that "the imagery ofgender affects both men and women profoundly if differently"(Michele Barrett 106)

Dance like a Man is a play that deals with one of Dattani's major concerns gender through one of his rampant passions, dance (Chaudhuri 67). In Indian society, every activity is gendered. It is considered that the traditional Bharatnatyamdance is a dance of women and, therefore, a man's agony for the dance is consideredagainst the societal norms. In the play, Jairaj Parekh, the son of Amritlal Parekh,chooses the traditional Bharatnatyam as his profession out of interest. Being a truelover of the dance, Jairaj marries a Bharatnatyam dancer, Ratna. Even before their marriage, they used to performa dance in Jairaj's house. Amritlal Parekh allows his sonto rehearse the dance thinking of it as his hobby. But he opposes his son when the same interest becomes his passion. He seems to agree with Plato that art effeminates theman if he plays the role of the woman. That's why he does not like his son practicing the woman's dance. Being the guardian of the patriarchal society, Amritlal expectsJairaj to play the role of a man, to dance like a man. To him to dance like a manmeans to act like a man; to act like a man means to behave like the man. In apatriarchal society, a man is expected to earn his livelihood by adopting a career suitedto men. He should earn enough money to cater all the needs of his wife and children.But to Amritlal, Jairaj ceases to be a man as he depends upon him for survival and forpaying money to the musicians.

While regretting his decision to allow Jairaj to dancehe says,

"I thought it was just a fancy of yours. I would have made a cricket pitch foryou on our lawn if you were interested in cricket. Well, most boys are interested incricket, my son is interested in dance, I thought. I didn't realize this interest of yourswould turn into an obsession."

On the other side of the play, Lata and her father see the keen desire of thecharacters to override the gender norms and realize their true self. The Parekh familywants to evaluate Viswas as their prospective son-in-law and invite him. As one ofthe musicians meets with an accident so Ratna and Jairaj have to go to see him in thehospital. This gives time for Lata and Viswas to talk to each other. Many facts about Ratna and Jairaj come out. Lata shares with him that her parents are of a different type. They live in a traditional house which is almost forty to fifty years old. The oldtraditional house is a representation of patriarchal strength. Jairaj's unwillingness tosell the house is in a way clinging to the patriarchal roots that give him the strength ofbeing something. Lata tells Viswas that her father and mother took lessons from thesame guru and as a child she enjoyed the performances by her parents. She alsoshares that her grandfather, Amritlal was a freedom fighter, a social reformer and astern person whereas his father is a bit more pliable than usual?. It seems that evenshe does not rate this quality as something masculine. Lata feels that being pliable isnot a masculine trait because she was contrasting the image of her father with hergrandfather and she found the latter more encouraging than the former. Being afreedom fighter and social reformer is more domineering than becoming a dancer.In their communication, the life of the grandfather as a symbol of patriarchy seems tobreathe without a fail.Lata: I guess Daddy is a bit more. Pliable than usual. Like you.Viswas: You think I'm pliable? Viswas (sighs): I suppose I am.

Lata: Don't worry. I won't take advantage.

Viswas: But your mother does.

Lata: Does what?

Viswas: Dominate. Bully your father.

Lata: No. She does not! (Dattani, 392)

The dialogues tell a lot about the gender mirror reinforced by society and how individuals fall prey to the gender norms set by society. Lata says that dancing as a profession is also looked down upon, not only by men but also by women. She wants to see Vishwas's mindset when she asks him if she can dance after marriage. Then Lata shares with Vishwas that she does not want children after marriage and he replies: ¯My father almost died when I told him I'm marrying outside caste. Ratna continues her struggle as a dancer and Jairaj as a man. They achieve a momentary relief in the disguise of their son the next symbol of patriarchy. They name their son, Shankar, one of the synonyms of Shiva. He conceals high hopes for his father and grandfather as well. For Amritlal, Shankar is an opportunity to fulfill his long cherished dream of turning his progeny into a real man that his son never became. On the other hand, Jairaj's failure of his dedication to the *Ardhnarishwara* version of Shiva makes him embrace another version of Shiva the destroyer. Shiva's Tandav Nritya- the dance of destruction and His worship in the form of 'Lingam' symbolize his hyper-masculinity. Jairaj decides to teach his son "how to dance the dance of Shiva. The dance of a man…and make him dance on his [grandfather's] head the tandav nritya" (*DLM* 159). But the high hopes of both of Amritlal and Jairaj have been crushed by Ratna when she unknowingly gives an overdose of opium to Shankar resulting in his death. His death suggests the failure of the possibility of a patriarchal lineage. The death of the only son proves to be the final setback to the married life of the couple. Soon the vacuum of Ratna and Jairaj's lives is filled with their daughter Lata, the metaphor of matrilineal culture. Like her mother, Lata too has her own insecurities. The first question that she asks her fiancé, "Vishwas, when we are married, you will let me come here to practise, won't you? (*DLM* 95), shows her professional insecurity after marriage. Her declaration, "And we won't have children" (*DLM* 96), reflects how the celebrated motherhood of a woman is a hindrance to her professional life. But for Ratna, Lata represents the only possibility to live her frustrated dream of a successful *Bharatnatyam* dancer. Ratna replaces autocratic patriarch Amritlal and the process of role reversal starts. Like her father-in-law, Ratna too imposes her dreams on her daughter and makes her feel suffocating. Lata says, "I wish I didn't have to dance to please them. I want to dance to please me. All my life everything has been so . . . cultivated. Sometimes I wish I could just breathe" (*DLM* 123). Conscious of her mediocrity as an artist and failure as a wife, Ratna does her best for the dance career of her daughter. The consecutive questions that she asks Lata about Vishwas, "He's well off, isn't he?" (*DLM* 109), "And he will let you dance no?" (*DLM* 109), reflect the insecurity of her own life but her sincere concern towards Lata as well. A frustrated artist and a concerned mother in Ratna cannot digest any sign of failure in her daughter's career. The way she reacts to not having *mridangam* playing on Lata's performance signifies how she is desperate for the success of her daughter. She arranges rave reviews by spending sleepless nights and managing sweet-talking to the critics. She persuades Dr. Gowda to include Lata's name to perform for the festival of India in Canada. Unfortunately, the success of Lata intensifies the sense of victory in Ratna but of loss in Jairaj. On the other hand, Lata's fiancé, Viswas, comes to swap Shankar but he successfully provides a substitute version of Amritlal. Amritlal's patriarchal self seems to have close affinity with Viswas when he sarcastically remarks, "dancers stay at home till it's show time" (*DLM* 96). It is only laying Amritlal's shawl that Vishwas begins to sound like him, "So you want to be a dancer. Hah! Hah! Hah! Son, you'll never amount to anything. Look at me. Look at what I've achieved" (*DLM* 99).

If Amritlal wants to eliminate the dance tradition of devdasi, Viswas raises his reservations against its eroticism. Both of them share a prejudiced approach towards inter-community marriage. Amritlal primarily permits but later he regrets the marriage of his son. He says, "One thing I regret. Consenting to your marriage" (*DLM* 118). Vishwas too accepts, "My father almost died when I told him I was marrying outside the caste" (*DLM* 96). In comparison to Jairaj's realisation: "I stopped being a man for you because we couldn't survive on our own. . . " (*DLM*

121), both of them fulfillone of the important requisites of being a man by making huge money.Amritlal made money from buying and selling bungalows and Viswas bymaking and selling 'mithai'. Jairaj too perceives that the true heir of hisfather's rich heritage is Viswas so he decides to hand over the large mansionand the shawl of Amritlal to him.The keen perusal of the play reflects how the culturally genderedidentities are inversely functional in their response to dance and finally theyface consequences accordingly. Under the burden of his heterosexualmasculinity, Amritlal is ignorant of the aestheticism of dance. He tries tomanipulate the next generation Ratna by forbidding her to learn dance from thetrue exponent, and Jairaj by spoiling his dance career completely.the play is replete with the apparent heterosexual patriarchalvalue system but myriads of powerful metaphoric suggestions foreground thegay conversion of patriarchy. By gifting his father's hegemonic symbols ofshawl and mansion to Viswas, Jairaj gets rid of them and emerges with his own newly gained identity. Viswas too demolishes that mansion and suggests aconsiderate version of masculinity. The evocative suggestions to Lord Shiva,Devdasi's worship of Natraja and the vision of man and woman moving intotheir ecstatic embraceall advocate for the divine fusion of varioussubstitutions of heterosexuality. In this game, Dattani openly touches on several sensitive topics along with gender. The question of the struggle for independence, again touches on the generational conflict between father and son and touches on the topic of the conflict between marriage and career. Dance Like a Man shows characters who feel exhausted and feel unfulfilled in life, caused by adverse conditions that did not allow them to meet lives according to their own ideas. Structurally in the drama very well time zone interweaving works. It's an element that moves the story excitingly forward to its tragic climax.

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A Study On Effective Reading Strategies For ESL Learners

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ABSTRACT

Reading is a requisite part of academic affairs and it is equally beneficial outside the academic contents. There is a dearth of uniformity in the use of reading strategies and this article tries to culminate the reading strategies by discussing from top to bottom methods dealing with information, mapping, questioning, skimming and scanning. Reading strategies in the broad term used to describe the planned and obvious actions that help readers to translate and print the meaning. Perhaps, through reading, students develop their language, which has been regarded as man's remarkable achievement. Reading strategies improve the comprehension skills of all students which are essential for struggling readers, beginning readers and English language learners. The reading strategies involve equipping the learners with the necessary tools to read any type of text and also encompassing their reading comprehension skills. Reading strategies are implemented by teachers on how to improve the language of students by using some reading strategies effectively. The students need to distinguish the teaching of these strategies, to become better readers and become independent readers in any context of reading the text. This article provides a list of twelve powerful reading strategies that should be explicitly taught to ESL learners.

Keywords: Dearth, Encompassing, Culminate, Requisite, Uniformity.

INTRODUCTION

English as a Second Language coach the people whose main language is not English and who live in a country where English is an official or main language. English is the language extensively used in science, medicine, law, film industry, internet, research and business as an official language in many countries it has been getting to grip as a global language throughout the world. As such English has become a need for everyone and has been innovated in many countries as a second language in education. The role of the English teacher is not only assumed to introduce English as a language to the students but make the non-native speakers communicate in English fluently. In the present-day scenario, in the teaching-learning process, teachers use the bilingual, direct, or indirect method where teachers' subjection to language is more rather than the learners. This may not be that efficacious for a learner to acquire the language. Problem is that in most academies, English has been taught as a subject rather than a language.

The first thing we need to do is make learners understand that English is not a subject, but a language to be enhanced. English is not the spoken language in the world, it is the official language throughout the world. It gives an open door to the world and helps to interface with global citizens. English is currently the language of the internet. Therefore, learning the English language gives ingress to over half the content of the internet, which might not be available. Beneath, understanding English we will be able to swap information with myriad people through online and use multitudinous materials. Reading strategies will be prominently useful for ESL learners that made clear-cut information to read, write, understand and speak English fluently. Reading is an intrinsic part of academic eventuality and it is equally important outside the academic contexts. Apart from the requisite linguistic requirements of the reading process, some so-called reading strategies are authenticated to improve reading. Many articles, indeed the whole books have been ardent to investigate reading. This article, endeavours to provide a brief amalgam of the literature on reading strategies.

REVIEW OF LITERATURE

"Reading strategies are part and parcel of reading comprehension. Several experimental studies have shown a positive relationship between reading strategies used in classes and reading comprehension" (Sattar and Salehi, 2014).

"There is no dearth of studies accomplished by researchers and classroom instructors on reading skills, sub-skills, and general text comprehension issues" (Westwood, 2001, Block, 1992, Pressley, 2004, Guzzetti, 2000, Nezami, 2012).

This indicates how vital reading skills, strategies and processes are for language practitioners. The studious teachers in the language class, keep the students' pinnacle on how to be fruitful and dexterous readers. "Reading strategies help learners plan their work, deal with reading problems and choose appropriate skills and techniques to comprehend a text" (Sattar and Salehi, 2014).

"Good readers can differentiate between suitable and unsuitable reading strategies and can cognitively choose appropriate strategies for better comprehension" (Paris, Lipson, & Wixson, 1983 as cited in Nordin et al., 2013).

In further words, reading is not an unvarying activity but a downright and dynamic process. Hunt (2004) argues that, "reading is a three-pronged process a part is shaped by the text, the reader's background shapes a part, and a part is fulfilled by the context in which it occurs" (as cited in Hermida, 2009). This 3-D view of the reading process is utterly crucial in a proper reader development plan or program. "Reading skills development in adults is more complicated than reading skills development in children" Westwood (2001).

He worked on teaching and learning general strategies for reading. Applying such general strategies, a child commences learning to read at the embryonic stages of schooling and thus introduces himself/herself with burgeoning literacy. However, an adult reader set foot in the world beyond the emergent stage when she/he starts independent reading that requisite self-effort and the mentor's motivative shove and vigilant supervision. Inevitably, it is mandatory to conduct SSSR (Supervised Silent Sustained Reading) sessions inside the classroom to promote good reading habits and eliminate the lips, vocalizing, and head-nodding, which slow down the reading celerity. The readers should be heartened to use provisional clues to blend in the silent reading sessions in the class "Researchers suggest that oral competence of language does not reflect command of the reading skills" (Ricketts, Nation & Bishop, 2007).

"Thus, mere lecturing and making students passive listeners in the class, which is the usual routine in adults' language classes in most of the world, do not transform them into reflective and effective readers. Since intelligence plays a pivotal role in learning to read" (Das, 2002; Jiménez, Siegel, O'Shanahan, & Ford, 2009) learners should be occupied with the reading labor in such a way that their IQs could be gleaming for coherent input. "Phonological awareness to distinguish between sounds is essential for orthographic knowledge, which results in

recognition of words efficiently" (Akamatsu, 2005; Barker, Torgesen & Wagner, 1992, Ehri, 2005; Yamashita, 2013). To carry through this goal, reading distinct sessions should also be supervised regularly. In short, reading strategies recognize the goals and objectives that the teachers and learners lay down for themselves to teach and grasp textual content effectively. However, the development in the reading process must be kicked off at the school level when there are Young Learners (YLs) to be upskilled as effective readers. According to Watkins (2019), in contexts where English is the medium of instruction in other subjects at a higher level (Content and Language Integrated Learning (CLIL), learners need to develop good reading skills at a younger age to learn about other subjects later. A lack of rudiment reading skills impacts other subjects' learning, and that clasp back progress across the curriculum. Teachers must keep track of the progress of young readers so that props up can be given immediately. At this level, there are copious reading skills the learners can develop if they are trained through effective reading strategies. Learning the alphabetic code is a higher propensity, reflecting young learners' cognizance of the writing system and its efficient usage. In the reading process, a learner is expected to identify the word flawlessly and control, adjust and manipulate eye movements.

"The reading difficulties in word recognition and sight may be minimized by focusing on semantic, syntactic, grapho-phonic (or alphabetic) cues" (Westwood, 2001).

Westwood further suggests some important teaching methods to develop reading skills in the learners, like shared book experience, guided reading, K-W-L strategy (Know. Want to know. Learned), the 3-H strategy (Here. Hidden. In my Head), PQRS (preview, question, read, summarize) reading strategy, pay attention to children read: the 'pause, prompt, praise' technique and steer silent sustained reading. When the students entered higher education with such framework training, they can be easily alchemized into real scholars who adore knowledge and sagacity based on their love for books and reading. The scenario can crop up when teachers make an informed judgment based on recent research in this area. Research through back many essential reading strategies that help teachers and learners to develop their reading expertise.

Moats (2000) discusses "eight reading strategies making connections, questioning, inferring, visualizing, summarizing, using prior knowledge, evaluating, and synthesizing" (as cited in Sattar and Salehi, 2014). Sattar and Salehi (2014) argue that reading comprehension is a complicated process, and students need to use different sub-skills to get meaning out of a text while reading successfully. They add that several factors are involved in the reading process, such as students' language proficiency, cultural beliefs about reading, background knowledge, and teaching context. Bouchard (2005) has given,

"The detailed differentiated reading strategies for beginning language learners comprehensively, though the discussed perspectives have been discussed separately by many researchers" (Ankrum & Bean, 2007; Bouchard, 2005; Csillag, 2016; Jafari, & Kitabi 2012).

They comprehend metacognitive strategies, cognitive strategies, and socio-affective strategies. The strategies for beginning language learners include using engraving to interact with text where readers pictorial their understanding of the given images. The purpose of armature sentences is to build content vocabulary and turn out awareness about the sentence structure. The strategy of a bridgment with illustrations and provides the anticipation for the readers to put enlightenment in back-to-back order and express it in different modalities.

12 POWERFUL READING STRATEGIES:

1. PREDICTING:

Predicting is the strategy of using information or mainstay from a passage and personal knowledge to anticipate what the text is about. Predicting allow learners to exploit the information from the text to anticipate what will happen in the story.

2. SKIMMING:

Reading a text rapidly is to get a general idea of the content. Skimming deliberately skip the text which provides details, stories, data, or other elaboration and it helps to insure the text. By skimming a text, we get the predominant idea of the content and we do not need to read the individual word. We just quickly go over the text and terminate our eye movement only on any highlighted portions or graphics. With recurrent skimming, we train our eyes to search for pertinent parts and to skip the consequently important sections. Skimming increases our reading speed, but it doesn't help us to recollect more texts, it is commonly used to re-read texts that are familiar to us already or pre-read a text which we want to read in a detailed manner. The skimming technique is to get the essence of a book or document before you read it again for more details

3. SCANNING:

Scanning is reading a text quickly to track down a specific fact or piece of information, this may be a date, a name, or a figure. This strategy is also to designate the reading of specific details. Scanning is the type of reading where we diligently look for the information in text, but we still exclude not-so-important content and thus save time. We normally use a pre-set mind- map in which we visually compile the outline of what we expect the outcome to be. The information for the outline of the mind map can come from various sources, including skimming we have done. We think it would take longer to skim and scan than just read the text once, but at the same time skimming is very fast and with the scanning, we only look at the important aspects. In totality, we have been streaking the reading content and it has taken us lesser time than reading it normally.

4. PREVIEWING:

Previewing or surveying encompasses of having an idea about the content and goals of a reading text before starting to read. Readers scan at the title of the text, sub-title, or picture or read the first sentence of each paragraph. Looking throughout the reading material in order to become sociable with its content, before we begin reading.

5. QUESTIONING:

Provoking questions about the text and the writer's aspiration helplearners to get engaged actively with a text, instead of reading it acquiescently.

6. MAKING CONNECTIONS:

Readers relate with the content of the passage to self, to other texts, or to the world. Good readers take hold of the advantages of connections they make between the current passage with:

- Their personal experiences (text-to-self)

- The content from other texts (text-to-text)

- Their knowledge about the world (text-to-world)

Making connections to enhance cavernous insight and understanding of the text by connecting it to their background knowledge.

7. INFERRING:

Inferring brand, the meaning of the text by reading between the lines and using personal knowledge. The aim is to contrive meaning beyond what is literally expressed. By inferring, readers add information that is not explicitly stated.

8. SUMMARIZING:

Summarizing entails giving a brief statement of a text by recognizing the most important points and then

writing an outlook that includes, only those key ideas and details This strategy helps learners to integrate the main ideas in a meaningful way. After reading, students ought to be able to encapsulate, what they have read. This may be a minuscule oral summary or a full paragraph. Summarizing includes a very important skill: getting the gist. Summarizing is not adduced to everything that happened as it transpires and students need to not only tell the dissimilarity but also learn to give back information in a clear concise manner.

9. USING BACKGROUND KNOWLEDGE:

Using background knowledge helps students to draw inferences, which develops critical thinking skills and make reading more enjoyable. Background knowledge is already known to better understand something new. By acting on prior knowledge, readers try to make sense of what they read by seeing how it fits with what they already know.

10. LOCATING REFERENTS:

Locating referents is to identify the predecessor of some words in a text which refer to the background or forward, to other words or concepts that have already materialized in the texts or are about to emerge in the text.

11. RECALLING:

Evoking mentally or intonate the accentuate of what have read by readers or retelling the content of a text without going back to it.

12. EVALUATING:

Evaluating imports encourages the readers to judge the author's purpose, attitude, opinion and critical reflection on the text.

ANALYSIS

The analysis of the study manifests that, there was a momentous difference in reading comprehension due to reading strategies and that stipulates that training was fruitful for the experimental group which can be due to training methodology and the instructional activities improved the student's staging on the reading comprehension scale as there were no learning chances for the controlled group.

"The students who played a part in the study showed motivation and desirability during the training sessions based on speed reading strategies which agreed with the conceptual background of the same studies like Broughton" et al. (1980).

Bever and Bover (1970) and Waldman (1972) about the importance of using speed reading strategies to improve the student's comprehension.

"The results of the study agreed with Baunann's (1984), Barnett's (1988) and Rababa'h's (1991) results in their studies of training students on comprehension skill to get the main idea".

"The result approved what Mackenzie (2011) clarified about the thinking through reading comprehension strategies that should follow the following steps: Making Connections, Retelling, Visualizing, Asking Questions, Making Predictions, Making Inferences, Understanding Text Structure, Determining Importance, Identifying the Author's Message and Synthesizing".

The study aims to glimpse the effect of using speed reading strategies on second-secondary students' reading comprehension in the English language. The study postulate that there was no momentous difference in the second secondary literary stream students, reading comprehension due to tutelage or without training, which is due to exploiting the speed-reading strategies. Teachers mostly profess that students suffer from a dearth of reading

comprehension of the English language. The researchers conjecture that, training students and helping them to procure the ability to bring into play of scanning and skimming, help students to ameliorate their reading comprehension speed.

CONCLUSION

The all-inclusive reading strategy used by Indian ESL students demonstrates the characteristics of sprightly deliberate readers. This reports that, ESL readers are wittingly employing a wide diversity of reading strategies similar to that of endemic readers of English, to bring off comprehension. As mentioned in previous research.

"The students could have possibly transferred the awareness of the reading strategies from the L1 reading strategy to ESL reading (Grabe & Stoller, 2002; Zhang, 2008).

"Although the students use these strategies actively, how effectively they understand each strategy and use them is dubious. Therefore, it is necessary to focus on teaching these reading strategies explicitly to the students" (Hudson, 2007).

It is pointed out that extra reading habits have authority on the reading strategy pre-owned by the female students.

"The male students have fewer reading habits, which may be a reason for less employment of strategy than that of females. This result is consistent with that of other research on ESL strategy use and reading" (Hudson, 2007; Zhang & Wu, 2009).

The students at the undergraduate level must be revealed to English in various tones, which may intensify their strategy cognizance and use. The study has some realistic indications for an ESL reading plan of action in Indian undergraduate classrooms. First, the results of the study reveal a middling correlation between reading strategy use and reading in expertise levels. All twelve strategies of reading equitably correlate and come up with an effective comprehension of the text. Although the Indian education system had redesigned to the western method of teaching, there is a cultural distinction between the east and the west. The dissimilarities in social and cultural components may be the ground for the moderate tie-up between reading strategy use and reading proficiency levels. There may be determined strategies and techniques that the Indian students may use other than once hit at SORS, which ones need to be traversed. Second, the high proficiency students, customarily use the reading strategies. They are superior at choosing pertinent strategies for better forethought and keeping track of reading comprehension. In contrast, low-proficiency students used unfitting strategies, which may be the cause for their unsuccessful comprehension. Therefore, it can be presumed that low proficiency students will be availed of the obvious teaching of reading strategy use. Moreover, a course in prudent reading will aid students of entire proficiency levels to ponder their comprehension undertaking, recognize the student's strengths and weaknesses in reading, and so can sequence the remedial measures.

"Many studies have used think-aloud protocol for strategy training which had positive effects on EFL and ESL learners" (Carrell et al., 1989; Hudson, 1998; Rasekh & Ranjbary, 2003).

`The teacher has to indoctrinate both the comprehension as well as the reading strategies that the student employs to make sense of meaning in the text. The current study suggests communal learning as an augmentation of the think-aloud protocol, which will facilitate the students to speak out about their reading process to their contemporaries. Collaborative learning uplifts the group learning of the students. Instead of thinking distinctly, group learning provides an extent for the students to recount their reading process in words to their group members and to explain the reason for choosing a particular strategy to deduce information from the text. To initiate collaborative learning on reading strategy, the students have to be divided into several groups. A group must constitute students with various proficiency levels and gender, so that it will be beneficial for the students to use inappropriate strategies.

For example, female students mostly envisage information from the text to remember what they read. In a case like this, the female contributors may be asked to reason out to the group on how they visualize an abstraction while reading and why they use this strategy while reading. Firstly, this practice will amplify the apprehension among female students who use this particular strategy of 'visualizing' while reading. Secondly, the batch members listening to the occurrence of 'visualizing the text' by the female student will be greatly availed. Moreover, through going reading process with the contemporaries, it is attainable to spot the individual difference while 'visualizing the same text'. Not without exception, female students will dream up a text in the same way. Thus, the teacher must efficaciously coordinate within the groups. The potency of the teachers' mandate will qualify the students to give themselves to collaborate in learning successfully.

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Manifestation of children
in the Select Stories of Ruskin Bond

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ABSTRACT

A discussion about children's literature is not complete without Ruskin Bond and his children characters. In India, he is one of the pioneers of children's literature. His literary world's panorama is incomplete without children. His own childhood memory helps him to write about -for the children.

His child protagonists are as usual as common children. They are not unique or having extra quality. Bond deals with the psychological and emotional needs of the children. Bond also mirrored sense and sensibility of children. His protagonists represent the everyday experiences of life and the problems that children face for survival. Bonds children are having same life experience as real life children facing. Their life is full of adventure, passion for animals, haunted houses having ghosts and witches, loss of family members in calamity, love for Mother Nature etc. Bond's own childhood is revealed through the child protagonists. He fulfilled his childhood dream through the child characters and their deeds.

Keywords: Ruskin bond, children, short story

INTRODUCTION

Ruskin Bond is unique writer for creating children's word among the vast group of readers. He has observed miniature activity of children and penned them. His children are not having extra power but they are problem solving of daily life. Bond recreates children's daily life experiences and their problem, and how children solve their problems to survive in Himalayan range. He has depicted his \own life and childhood in his stories. For this paper Bonds book 'GREAT STORIES FOR CHILDREN' is selected. This book contains 19 stories of/for children. In most of the stories

protagonist is Bond himself. Story moves around his life and child characters. His story and its children help him to come out from his own childhood's worse memory.

Reading Bond's story is like revisiting or enjoying again our own childhood memory. His oeuvre reveals childhood memory. Human's bondage with not only humans but also with nature, mountains, rivers, Forests, animals , etc. is reflected in stories.

The story book 'GREAT STORIES FOR CHILDREN' contains 19 stories in it. In broader sense, stories can be divided in four parts. About Bonds children stories Dwivedi aptly observed, "Ruskin Bond's stories exhibit the touches of Hitopde sh and Panchtantra giving delight to his readers with his good stories." (Dwivedi,62) First section of this book contains stories of children's friendship with eternal friends - Trees. Bond, being a master of exploring the endless vistas of nature, his stories are showing love for trees by child to old man. These first phases of stories accommodate five stories in it; A special Tree is a story of Rakesh and his grandfather. The Coral Tree is a story of small girl picking flowers from one young man's home who is at his doorstep to leave this house. Wild Fruit is a story of a Vijay and one mischievous child. When the Trees Walked is a story of a boy, who is living with his grand patents. Good Bye, Miss Mackenzie is a story of a small boy who wished to be a forest officer and his meeting with Miss Mackenzie. In all these stories, trees have also important role like children. Bond was not able to live with grandparents but children of his stories are with the grandparents. Most of the stories title are on the trees name. Grandparents are multiplying love for tree. Rakesh, a boy of 'A Special Tree' live with his grandfather in outskirt of Mussoorie. They lived in Himalayan foothills with many trees and animals around their home. Rakesh's parents were anxious about Rakeshs' study and there is no school nearby their village so they send him to his grandfather's home near Mussoorie. Rakesh's grandfather increases his love for nature. Their discussion about cherry seed- 'Are cherry seeds lucky?' asked Rakesh 'Of course.' 'Then I'll keep it.' 'Nothing is lucky if you put it away. If you want luck, you must put it to some use.''What can I do with a seed?' 'Plant it.'(Bond, 9) Very simply Rakesh is learning how to take care of Jungle. He also described what is luck for seed. It is of no use if you keep it with you, not to plant it. Rakesh and his grandfather's happiness is shown when two buds sprout from the seed. They showed their sadness when a goat ate all leaves and a lady cut it into two. At the same time they are hopeful also for the new sprout. Rakesh's happiness is also pictured when first fruit came to his hand. At the same time told about the birds who survived on trees fruit. Same story is 'When the Tree Walked.' A boy living in outskirt of Dehradoon with his retired IFS grandfather and his wife. They all are keen to protect Jungle. Their discussion mirrored their love for all living creature on the earth.'... there's only one way to attract butterflies,' he said, 'and that is to grow flowers for them. Grandfather wasn't content... cutting and saplings which he would plant in the forest. 'But no one ever comes here!' I had protested, the first time we did this... we are planting them for the forest and animals and birds who live here and need more food and shelter.' (Bond, 72)

Grandfather also taught this boy a poem by George Morris, 'woodmen spare that tree.' Our moral duty for the forest, trees and animals is presented in this story. Trees also have life and they also wish bondage with other trees as well as human being and animals.

'The Coral Tree' is a story of a small girl, a smiling girl like flora and fauna. When protagonist of the story is on the edge of leaving his ancestral house, he met a smiling girl who was picking flowers from his garden. A confident girl was meeting first time to this man but talked with him like best friend. A young man helped him to pluck coral flower and became his second best friend. That young man became nostalgic after talking that girl. While leaving that girl and his ancestral home behind, that young man had seen happy nature in that girl. Next one story is 'Good bye, Miss Mackenzie.' A hopeful boy Anil met to Miss Mackenzie in his garden. This lady is living alone in this home. All his family members died. Not a single family member left in India she is only British lady left. Anil, an enthusiastic boy came to her garden one and started plucking flowers. Which are only companions

of Miss Mackenzie. In their discussion it seen that Anil wants to become IFS officer and trying to learn more and more about flowers. After getting interest in Anil's talk, she welcomed him into his house and become ready to gift him a rare book on flowers. But bad luck for both. Miss can't see her favourite flower and Anil can't get that book. Miss Mackenzie died before their next meeting. Next one is a story of a mischievous boy and a poor boy Vijay titled 'Wild Fruit'. Vijay lived in nearby village of Mussoorie. He has to climb mountains and cross valleys to reach at school. On the way he can see many trees. There are many wild fruit tree along his foothills. He fed up with that fruit. When Vijay reached in the city, he sees many stall of fresh fruits and fruit toffee wrapped in paper. He wished many times to eat them but he has no money to purchase them. On the way he sees one another boy who daily purchase some toffee and swallowed them. One day he played on Vijay. He makes fun with Vijay. Common characteristics seen in the children of Bond are: Love for nature, healthy life, thinking for all living creatures on the earth, braveness, savior of the world as well as nature, fearlessness, jolly nature, having tough life, high ambitious, healthy attitude towards life etc. Bond's children are brave. They are living in outskirt of village. They are strong enough to cross valleys, streams and jungle area to study. It shows their sturdy mind with body. Self-respect is always there in the mind and mentality of children. Ruskin Bond is a master craftsman par excellence. He does not feel awkward to dive deep into the minds of his characters, especially children, while dealing with them.

CONCLUSION

Bond showed his mastery over portraying flora and fauna. His skill of demonstrating Himalayan life is outstanding. His children are not only brave but confident and fearless also. Rakesh, Vijay, Anil, a flower picking girl are just example of brave army of

Ruskin Bond. They are exploring the endless vistas of nature. They are planting sapling for birds and animals. They are not harmful for natural life. Bond's own life is displayed in the stories. "He holds a prominent place in India that has not only p rojected nature as victim of human progress, but also the nature-child relationship and role of nature in the growth of child's

mind. His vision and sensibility as a writer emanate from the experiential state of his childhood ... The best part of Bond's portrayal of children is his involvement, his coming down to their level and his association with their erratic life. His oneness with the children has infused life force to his common theme. He does not merely describe a child but becomes a child for the time being. His children and short stories explained above expose child psychology and childhood hidden behind the layers of adulthood." (Gurudevi, 85)

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Violence Due to Parochialism

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ABSTRACT

This research paper attempts to explore violence due to parochialism in the novels of Arundhati Roy and Kiran Desai. Parochialism leads to violence. Intolerance can be classified as social, religious, ethnic, political, cultural and even psychological. It is a rejection of a person or his notions, but unfortunately at present almost every intolerant activity is ending in violence. Nowadays people are unwilling to accept and appreciate the different views of others; consequently, this extreme narrow-mindedness is begetting violence in our society. Both the novelists have exposed this type of parochialism, which has no respect for any dissimilar viewpoint. Arundhati Roy's *The God of Small Things* and *The Ministry of Utmost Happiness*, whereas Kiran Desai's *The Inheritance of Loss* throw light on the concept of parochialism and violence. The novelists uncover the social perspective with the help of physical and psychological violence, which is caused by the intolerant behaviour.

Keywords: Parochialism, violence, intolerance, physical, psychological.

Violence due to Parochialism

India is a land of diversity, having people from different religions, languages, races, castes, classes, cultures, colours and ethnicities. We are taught the basic lesson of tolerance and advised to exercise self-control from the very childhood. The concept of tolerance has remained in the books alone, whereas the intolerance occupied the centre stage. Broadly, intolerance can be classified as social, religious, ethnic, political, cultural, physical, and even psychological. It is a rejection of a person or his notions, but unfortunately at present almost every intolerant activity is ending in violence. Nowadays people are unwilling to accept the different views of others; consequently, this extreme intolerance is begetting violence in our society. Both the novelists have exposed this type of parochialism, which has no respect for any dissimilar viewpoint.

Arundhati Roy's *The God of Small Things* and *The Ministry of Utmost Happiness* and Kiran Desai's *The Inheritance of Loss* throw floodlights on the concept of intolerance and violence, which has turned out to be a focal contemporary issue posing challenges to polity and governance in India. The novelists uncover the social perspective with the help of physical and psychological violence, which is caused by the intolerant behaviour. In order to draw a

comprehensive picture both the women novelists have skilfully deliberated upon the multiple instances of violence that happen due to our narrow-mindedness. Indian society has turned out to be an evident platform of different type of atrocities.

From the cave era to the computer age, human beings have been toiling hard to establish their identity and individuality. Just like our fingerprints, we are bound to have the ideas that are different from each other. Accepting and rejecting the views of others with grace is a vital sign of a civilised person. But it has become a rare phenomenon these days, as almost every case of intolerance is giving birth to a violent response. Milan Obaidi along with his co-authors opines that like minded people swell into a group and those clusters desire to clutch the individuals having conflicting interests. "It is possible that the very perception that another group sees one's own group as a threat to their culture will in itself mobilize people to defend their own culture, with violence if need be" (Obaidi 2). When goons take the shape of a mob, they become excessively bigoted and intend to lynch the one who stands opposite to them. Baby Kochamma in *The God of Small Things*, Anjum in *The Ministry of Utmost Happiness*, and the judge in *The Inheritance of Loss* become the victims of intolerance and suffer physical and psychological violence exercised by such gangs.

Leaving aside the physical torture, Kiran Desai pays more heed to the mental turbulence, which is being practiced by the predators. She gives priority to the psychological violence over the physical one. Her characters undergo perpetual mental tortures, which shatter them to the core. In the first chapter of *The Inheritance of Loss*, Desai introduces such an instance and immortalises it with her matchless narrative skills. Some young boys come to the judge's house in order to loot his hunting rifles. The judge, his cook and Sai get scared from the self-styled Nepali goons. After robbing whatever is at their disposal, they ask for tea and snacks. Desai knows that physical torture is relatively less harmful in comparison to the mental abuses:

"Say, '*Jai* Gorkha,'" they said to the judge. "Gorkhaland for Gorkhas."

"*Jai* Gorkha."

"Say, 'I am a fool.'"

"I am a fool."

"Loudly. Can't hear you, *huzoor*. Say it louder."

He said it in the same empty voice.

"*Jai* Gorkha," said the cook, and "Gorkhaland for Gorkhas," said Sai, although they had not been asked to say anything.

"I am a fool," said the cook. (*Inheritance* 7)

The humiliation that has been generated for the judge is too much for him. He has neither expected nor faced this type of insult in the whole span of his dignified life. "It was an awful thing, the downing of a proud man. He might kill the witness" (8). Facing embarrassment of reciting those unwanted slogans in front of the subordinates splinters his ego. The insurgents have developed a wrong impression that by forcing people to recite the slogans of their choice, they could induce the same feeling in the hearts of victims. Even "The Metal-Box watchman had been beaten, forced to repeat "Jai Gorkha" (279). The rebels intend to attack their mindset in order to capture their mental domain. Here, Desai presents certain remarkable instances where she exposes social intolerance of the Gorkha clan against the non-gorkhas.

Quite similarly, Arundhati Roy has also dealt with psychological violence due to intolerance in her both the novels. In *The God of Small Things*, some protestors make Baby Kochamma recite 'Inquilab Zindabad' just like the Nepali looters force the judge to speak out 'JaiGorkha'. Humiliation multiplies when it is being witnessed by the associates. As the judge gets more ashamed in front of his cook and grand-daughter Sai, in the same way Baby Kochamma's disgrace gets multifold in the presence of Chacko, Ammu and Twins. Their car gets jammed amongst a huge crowd of protestors. "The man with the flag turned his attention to her. She was looking down at the floor of the

car. Like a coy, frightened bride who had been married off to a stranger" (Roy, *God* 80). They make fun of Baby Kochamma by addressing her with different names. She gets terrified and becomes a laughingstock for the passengers inside the car and the crowd outside:

The man like a knot gave Baby Kochamma his red flag as a present. 'Here,' he said. 'Hold it.' Baby Kochamma held it, still not looking at him.

'Wave it,' he ordered.

She had to wave it. She had no choice. It smelled of new cloth and a shop. Crisp and dusty. She tried to wave it as though she wasn't waving it.

'Now say *InquilabZindabad*!'

InquilabZindabad,' Baby Kochamma whispered.

'Good girl.'

The crowd roared with laughter. (80)

Just like the judge, Baby Kochamma also tries to save her face by becoming busy. This mortification brings a very adverse impact upon her personality and she desires to get rid of this disgrace by punishing Ammu and her twins in the later part of the novel. When Baby Kochamma comes to know that Velutha was also amongst the march "She began to hate him" (82). Roy uses the psychological violence, which Baby Kochamma suffers as a major tool to exhibit various other types of violence in the novel. Here, a highly significant point peeps out that these meek individuals are helpless to confront with the mighty groups, hence the intervening of social institutions becomes mandatory to curb violence. "In larger societies, social institutions must arise to control violence. No society eliminates violence; at best, violence can be contained and managed" (North 58). The government should come forward to restraint the violent intolerants, as these kinds of atrocities perturb the mental equilibrium of the victims.

Continuing with the same kind of psychological violence in her second novel *The Ministry of Utmost Happiness*, Roy presents Anjum as a victim of a crowd of self-styled protectors of India. Roy canvases a noteworthy blend of religious and political intolerance when Anjum and Zakir Mian get caught in the riots. Religion and politics are intermingled in such a tight manner that it seems to be nearly impossible to separate them from each other. "Saffron men with saffron smiles" (Roy, *Ministry* 61) kill Zakir Mian along with a huge number of Muslim men and women. Anjum has seen and suffered the brutality. She has witnessed "how they had folded the men and unfolded the women" (61). Anjum being a "Hijra" (62) is expected to get a different type of torture at the hands of "saffron parakeets with steel talons and bloodied beaks" (62). Anjum was completely shattered after seeing this miserable massacre:

Thirty thousand voices chimed together, mimicking UstadKulsoomBi'sBirbal:

Ai Hai! Saali Randi Hijra! Sister-fucking Whore Hijra. Sister-fucking Muslim Whore Hijra.

Another voice rose, high and anxious, another bird:

Nahiyaar, mat maro, Hijronkamaarnaapshagunhotahai.

Don't kill her, brother, killing Hijras brings bad luck. (62)

She is not killed, but suffers the same kind of humiliation, which is being experienced by Baby Kochamma in *The God of Small Things* and the judge in *The Inheritance of Loss*.

In a multicultural society people will be having common values as well as diverse interests. When the social beliefs differ then we require a sense of comprehension to respect the opinion of others. The responsibility of the government increases many fold in a multi-religious country like India. The authority should safeguard the interests of majority and minority communities quite equally. If a group feels that the government is helpless to watch their interests, they are more prone to choose the path of violence against the government and the beneficiary community. Those groups consider it as their duty to protect their community with the help of their own muscle power. They show

their bigoted attitude towards a transgender also. Finally, the so called protectors of their religion spare Anjum's life, but enhance her disgrace:

> So they stood over her and made her chant their slogans.
>
> *Bharat Mata Ki Jai! VandeMataram!*
>
> She did. Weeping, shaking, humiliated beyond her worst nightmare.
>
> Victory to Mother India! Salute the Mother!
>
> They left her alive. Un-killed. Un-hurt. Neither folded nor unfolded. (62-63)

Social conflict is a double-edged sword, it can either unite people against a common foe or it has the capacity to make people enemy of each other. Conflict arises from the clash of interests and due to lack of tolerance people choose the path of violence. Rakhee Kalsekar in the beginning of the fifth chapter namely 'Social Conflicts and Social Control' of her book entitled *Key to Sociology* give a detailed description of social conflicts amongst people and organisations. The clash between the dominant group and minorities lead to social confrontations: Social conflict can best be described as a confrontational stance among public actors. Social actors can be reduced to "social forces" representing these actors. Variables that can exert social force might be the power of banks, labor, the state, private gangs, corporate power or religious/ideological power. All of these can exert force and become actors in social conflict. (Kalsekar 113)

Social conflict comes to the forefront when minorities intend to possess the power and in order to have social control they exhibit violence. If they can't kill the opponents, they at least humiliate them, which is a more serious category known as psychological violence.

Arundhati Roy just like her counterpart Kiran Desai advocates that psychological violence in the form of humiliation shatters the victim from inside as well as outside. The consequences of mental torture prove to be eternal and fatal. One of the main reasons of such intolerance is prejudice temperament, which leads to a blind violence. The insurgents develop an unfavourable opinion of the opponent without any thoughtful analysis. Those preconceived notions label the rest of the people as their foes and they start developing hatred for the people other than their own communities. This predisposition to dislike others make them bias and most of the times their inner hatred outflows when they are in the groups. Intolerance breeds intolerance and the same does apply to the violence.

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Pronouns and their Anaphoric-Cataphoric Referential Effects in English Text

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ABSTRACT

Whether they are preceding or following the nouns, pronouns or noun phrases are used to substitute, co-refer or imply the meaning of what is followed or preceded and bind different grammatical elements together in one meaningful sentence in most of the the world languages. Linguistically, any pronoun or expression precedes its co-reference is called cataphora whereas it is anaphora when it follows its co- referent noun.

INTRODUCTION

Anaphora as the use of a word as a regular grammatical substitute for a preceding word or group of words, as the use of it and do in I know it and he does too While cataphora is defined as the use of a word or phrase to refer to a following word or group of words. Section one handles "Cataphora" in details while section two deals with "Anaphora".

1-1 Cataphora:

Cataphora is the use of an expression or a word that co-refers with a later, more specific, expression in the discourse. The preceding expression whose meaning is determined or specified by the later expression, may be called a cataphor. Cataphor is a type of anaphor (and cataphors are types of anaphors), although the terms anaphora and anaphor are sometimes used in a stricter sense, denoting only cases where the order of the expression is the reverse of that found in cataphora. (Cutting, 2002: P10). An example of cataphora in English is the following sentence:

- When he arrived home, John went to sleep. In this sentence, the pronoun he (the cataphor) appears earlier than the noun John (the postecdent) that is refers to. This is the reverse of the more normal pattern.

"Strict" anaphora where a referring expression such as John or the soldier appears before any pronouns. Both cataphora and anaphora are types of end phora. (Ibid : p11).

Examples : other examples of the same type of cataphora are:

- If you want some, here's some parmesan cheese.

- After he had received his orders, the soldiers left the barracks.

- If you want them, there are cookies in the kitchen.

Cataphora across sentence if often used for rhetorical effect. It can build suspense and provide a description. For example:

-He's the biggest slob I know.

-He's really stupid.

-He's so cruel.

-He's my boyfriend Nick.

The examples of cataphora described so far are strict cataphora, because the anaphor is an actual pronoun. Strict within sentence cataphora is highly restricted in the sorts of structures it can appear within, generally restricted to a preceding subordinate clause. (Ibid : P12). More generally, however, any fairly general known phrase can be considered an anaphor when it co-refers with a more specific noun phrase. (i.e. both refer to the same entity), and if the more general noun phrase comes first, it can be considered an example of cataphora. Non-strict cataphora of this sort can occur in many contexts, for example:

- A little girl, Jessica, was playing on the swings. (The anaphora a little girl co-refers with Jessica.)

- Finding the right gadget was real hassle. I finally settled with a digital camera. (The anaphor the real gadget co-refers with a digital camera.) Strict cross-sentence cataphora where the antecedent is entire sentence is fairly common cross-linguistically: I should have known it: the task is simply too difficult. Cataphora of this sort is particularly common in formal contexts, using an anaphoric expression such as this or that following:

- This is what I believe: that all men were created equal. (Ibid : P14)

2 Anaphor:

Anaphora

Quirk (1989 : P250) In linguistics, anaphora is the use of an expression, the interpretation of which depends upon another expression in context (its antecedents or postecdent). In a narrow sense, anaphora is the use of an expression which depends specifically upon an antecedent expression, and thus is contrasted with cataphora, which is the use of an expression which depends upon a postcedent expression. The anaphoric (referring) term is called an anaphor. For example, in the sentence: Sally arrived, but nobody saw her. The pronoun 'her' is an anaphor, referring back to the antecedents Sally. In the sentence: Before her arrival, nobody saw Sally, the pronoun her refers to the postcedent Sally, so her is now cataphor (and an anaphor in the prodder, but not the narrow sense).

Usually, an anaphoric expression is a perform or some other kind of deictic (contextually-dependent) expression. Both anaphora and cataphora are species of endophora, referring to something mentioned elsewhere in a dialogue or a text. (Kibble, 1997 : P250).

Anaphora is an important concept for different reasons and on different levels: first, anaphora indicates how discourse is constructed and maintained; second, anaphora binds different syntactical elements together at the level of the sentence; third, anaphora presents a challenge to natural processing in computational linguistics, since the identification of the reference can be difficult; and fourth, anaphora tells something about how language is

understood and processed, which is relevant to fields of linguistics interested in cognitive psychology. (Ibid : P260). (Kibble, 1997: P262) states that the term anaphora is actually used in two way. In abroad sense, it denotes the act of referring. Any time a given expression (e.g. a preform) refers to another contextual entity, anaphora is present. In a second, narrow sense, the termanaphora denotes the act of referring backwards I a dialogue or a text, such as referring to the left when an anaphor points to its left toward its antecedent, it languages that are written from left to right. Etymologically, anaphora derives from ancient Greek (a carrying back), from (up) + (carry). In this narrow sense, anaphora stands in contrast to cataphora which sees the act of referring forward in a dialogue or text, or pointing to the right in languages that are written from left to right. Ancient Greek (a downward motion), from(downwards) + (I carry). A preform is a cataphor when it point to its right to its postcedent. Both effects together are called either (broad sense) or less ambiguously along with self-reference, they comprise the category of endophora. (Ibid : P264).

Examples of anaphora (in the narrow sense) and cataphora are given next. Anaphors and cataphors appear in bold, and their antecedents are underlined. (Ibid). Anaphora (in the narrow sense, species of endophora) :

1- E.g.: Susan dropped the plate. It shattered loudly . The pronoun 'it' is an anaphor; it points to the left toward its antecedent 'the plate'.

2- The music stopped and that upset everyone . The demonstrative pronoun 'that' is an anaphor; it points to the left toward its antecedent.

3- The music stopped. Fred was angry, and was I . The adverb 'so' is an anaphor; its point to the left to the left toward its antecedent 'angry'.

4- If Sam buys a new bike, I will do it as well . The verb phrase 'do it' is anaphor; it points to the left toward its antecedent 'buys a new bike' cataphora (include the broad sense of anaphora species of endophora).   5 - Because he was very cold, David put on his coat . The pronoun 'he' is a cataphor; it points to the right toward its postcedent 'David'.

6- His friends have been criticizing him for exaggerating. The possessive adjective 'his' is a cataphor; it points to the right toward its postcedent 'him'.

7- Although Sam might do so, I will not buy a new bike. The verb phrase 'do so' is a cataphor; it points to the right toward its postcedent 'buy a new bike'.

8- In their free time, the kids play video games . The possessive adjective 'their' is a cataphor; it points to the right toward its postcedent 'the kids'. (Kibble , 1997 :p267)

A further distinction is drawn between endophric and exophric reference. Exophric reference occurs when an expression, an exophor, refer to something that is not directly present in the linguistic context, but is rather present in the situational context. Deictic performers are stereotypical exophors. E.g. for exophora:

1- This garden hose is better than that one.
The demonstrative adjectives 'this' and 'that' are exophors; they point to entities in the situational non-text.

2- Jerry is standing over there . The adverb 'there' is an exophor; it points to a location in the situational context.

Exophors cannot be anaphors as they do not substantially refer within the dialogue or text, though there is a question of what portions of a conversation or document are accessed by listener or reader with regard to whether all references to which a term points within the language stream are noticed, i.e. if you hear only a fragment of what someone says using the pronoun 'her', you may never discover who she is, though if you heard the rest of what the speaker was saying on the same occasion, you might discover who she is, either by anaphoric revelation or by exophoric implication, because you realize who she must be according to what else is said about her even if her identity is not explicitly mentioned, as in the case of homophoric reference. (Quirk ,1989 : P268)

A listener might, for example, realize through listening to other clauses and sentences that she is a Queen because of some of her attitudes or actions mentioned. But which queen? Homophoricreference occur when a generic phrase obtains a specific meaning through knowledge of its context. For example the referent of the phrase the Queen

(using an emphatic definite article, not the less specific a Queen, but also not the more specific Queen Elizabeth) must be determined by the context of the utterance, which would identify the identity of the Queen in question.

Until further revealed by additional contextual words, gestures, images, or other media, a listener may not even know what monarchy or historical period is being discussed, and even after hearing her name 'Elizabeth' does not know, even if an English-UK Queen Elizabeth, and must wait further clues in additional communication. Similarly, in discussing 'The mayor' (of a city), the Mayors identity must be understood broadly through the context which the speech references as general 'object' of understanding; is a particular human person meant, a current or a future or past office holder, the office is a strict legal sense, or the office in a general sense which includes activities a mayor might even be expected to conduct, while they may not be explicitly defined for the office. (Quirk: P270).

Anaphors in Generative Grammar

(www Wikipedia com) states that the term anaphor is used in a special way in generative grammar tradition of Chomsky and his followers Here it denotes what would be normally be called a reflexive or reciprocal pronoun such as himself or each other in English and analogous forms in other languages The use of the term anaphor in this narrow sense is unique to generative grammar and in particular to the tradition Albinding theory This theory investigate the syntactic relationship that can or must hold between a given perform and its antecedent or postcedent In this respect anaphors reflexive and reciprocal pronouns behave very differently from for instance personal pronouns

2-3 Complement Anaphora:

In some cases, anaphora may not to its usual antecedent, but to its complement set .in the following example, the anaphoric pronoun they refers to the children who are eating the ice-cream. Contrastingly, example (b) has the seeming to refer to the children who are not eating ice-cream:

a-Only a few of the children ate the ice-cream. They ate the strawberry flavor first.

The meaning is that: the children who ate ice-cream.

b-Only a few of the children ate heir ice-cream. They threw it around the room instead.

The meaning either the children who did not eat ice-cream or perhaps the children who did not eat ice-cream and some of those who ate ice-cream but did not finish it or who threw around the ice-cream of those who did not eat it, or even all the children, those who ate ice-cream throwing around part of their ice-cream, the ice-cream of others, the ice-cream which they may have eaten before or after throwing, or perhaps only some of the children so that they does not mean to be all-inclusive. (Quirk : P272).

It is narrower definition, an anaphoric pronoun must refer to some noun phrase that has already been introduced into the discourse. In complement anaphora cases, however, the anaphor refers to something that is not yet present in the discourse. Since the pronouns present has not been formerly introduced. (www. Wikipedia.com). the set of ice-cream eating children in example (b) is introduced into the discourse, but then, the pronoun they refers to the set of non-ice-cream-eating-children, a set which has not been explicitly mentioned. Both semantic and pragmatics consideration attend this phenomenon, which following discourse representation.

In complement anaphora as in the case of the pronoun in example (b) this anaphora refers to some sort of complement set (i.e. only to the set of non-ice-cream-eating-children) or to the maximal set (i.e. all the children, both ice-cream- eating-children and non- ice-cream- eating-children) or some hybrid or variant set, including potentially one of those noted to the right of the example (b). resolving complete anaphora is of interest in shedding light on brain access to information, calculation, mental modeling, and communication. (Quirk : P275)

CONCLUSION

So far, the researcher has been discussing the "pronouns" of English as cohesion devices . The study was divided into four sections; reference in English, cataphora and anaphora, and finally cohesion. With conclusions and recommendation, the researcher come up with following conclusions:

1- Pronouns are very important in English language text with a significant cohesive effect .

2- Cataphoric and anaphoric references there should be paid attention to while teaching pronouns as they are regarded as main types of referential pronouns .

3- Cohesion and cohesive relations in addition to ellipsis, and substitution are other functions of pronouns as referential devices .

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ELT in Indian Classroom

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ABSTRACT

In India, though English is taught as second language yet it plays a pivotal role in Higher Education since most of higher degrees are done through the medium of English. But at school level, it is taught to students as one of the other subjects overlooking the fact that it is a language and it should be acquired through a process. As it is aware of, the acquisition of a language usually begins with imitating the surrounding people. As this imitation is not possible in the acquisition process of English in our Indian context where the student has already exposed to his or her Mother Tongue right from birth. And also many vernacular languages are present with their own Phonology and alphabet popping up in between. That is the reason that an Indian student who scores good marks in the subject of English, may not communicate effectively in English. Thus there is a need to focus on a make-shift of pedagogical methods in teaching English.

This paper presents some of such proposals to make English teaching as a platform for acquiring it as a medium of effective communication.

Keywords: English, Second Language, Higher Education, Imitation, Pedagogical Methods

INTRODUCTION

In Indian context, a child starts acquiring language right from its stay in the womb of its mother through the surroundings reflecting different cultures, and traditions. As joint family system is still prevalent in most of Indian family systems, the child acquires language by imitating people belonging to two generations at least. Due to this, the child learns the language strongly ingrained with customs, traditions and cultures, the dialect and accent also vary from place to place. When this child is sent to school, if the medium is as same as his mother tongue, he/she can easily adopts it and would not face any difficulty with it. But now a days, most of the schools are of English medium, and that makes the child confused and find the studies difficult to follow. We can relate this confusion of the student to the basic fact that English is a foreign language to us and the child may not be comfortable with a new language. That drives us to re-think about the present day English Language Teaching in Indian classroom setting and the role of the teacher.

Hypothesis:

As language acquisition is a unique process when related it with acquiring our mother tongues, some changes are to be incorporated for making the teaching-learning process a live experience with real time benefit. We consider that some changes in the methodology of English teaching will bring effectiveness and students can have fruitful learning experiences. Practice-oriented practical sessions are proposed herewith for accomplishing more effectiveness of ELT.

Methodology:

With our own experiences as a student of Telugu Medium background, we have got perplexed many a time when we learnt grammar first then construction of sentences without understanding the significance of para-linguistic features. As a result, ideas were being presented concrete, not exactly matching with the intentions. With a brief survey we conducted with our students of Under Graduation, it is understood that despite their knowledge on vast vocabulary, they could not make their spoken communication so effective and sometimes could not even recollect the relevant word exactly and mumbling under-confidently. Ironically, the same student performs wonderfully in written communication (which can be done taking time to recollect and reorganize the piece of writing). Thus the spontaneity of expression is missing with English as second language learners.

Thus, we have tried to teach students from the other angle. We have given them a list of words and asked them to create a context and use them in describing that context. Though, they haven't framed very good sentences, yet their attempt is somewhat encouraging. With the repeated activity of this kind with commonly used expressions, we have seen a remarkable change in their spoken expression.

Encouraged by this result, we would like to propose a change in pedagogy where students should be engaged in active tasks and English language teacher should play the role of a facilitator, turning the entire scenario into completely student-centric and student friendly learning practices. Throughout this process, either student or teacher is not supposed to use any language other than English. This strict adherence to 'English only' methodology may bring expected results. We picked up 15 students randomly. As learners have different language backgrounds, they have been divided into different categories.

Category-I: Purely English Medium students (5 No.)

Category-II: Completely Telugu Medium students (5 No.)

Category-III: Combination of both Mother Tongue and English Medium (started with Telugu Medium at primary level, and shifted to English medium at Upper Primary level) (5 No.)

Experiment-I (Individual activity): All the three categories have been given the same task, where five words namely- 'Smell, Aroma, Odor, Fragrance, and Foul' are given and asked them to construct as many sentences as possible.

Experiment-II (Pair activity): A student of Telugu Medium is paired up with a student of English Medium. All the pairs are given an activity of constructing sentences with five different words along with their opposite words.

Experiment III (Group activity): One student with Telugu Medium background, another student with Telugu Medium background and one another student with mixed background have been grouped together. All the groups have been given the task of composing a paragraph using the words - 'House, Veranda, Garden, Hygiene, Relax, Siblings, Surroundings, Health, Togetherness, and Family'.

Analysis/Findings:

Of the fifteen randomly selected students, we have done these experiments in the classroom during the same day.

The outcome of the Experiment-I: The students with English medium background can differentiate words from one another and are able to construct meaningful sentences showing difference. With the category of Telugu

medium students, they could not identify the basic differences among the five words, and they constructed sentences using the words interchangeably. With the third category of the students, we can see some creative expression and differentiation of meaning is done almost correctly. But all the three categories could not maintain right pause and pace, stress and intonation in their spoken expression.

The outcome of the Experiment-II: Five pairs of students constructed the sentences meaningfully and logically. Two pairs have constructed sentences with synonymous words instead of opposite words. Utterance has many lapses.

The outcome of the Experiment-III: Of the five groups formed, two groups constructed coherent paragraphs. Two groups constructed a paragraph without correct connectives, one

CONCLUSION

The above results confirm that the make-shift change from teacher-centric classroom to learner- friendly ambience facilitating oral expression of English as a medium, may bring the desired results. In addition, learners can pick up right expression along with proper stress and intonation patterns which have become heart and soul of spoken communication.

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Impacts of Racism and Losing Identity in Chimamanda Ngozi Adichie's Americanah

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ABSTRACT

This paper delineates the problems of immigrants who are going to the foreign land for job and for study. In the novel, Americanah, the protagonist Ifemelu migrated from one country to another for her studies and job, where she had bitter experiences because of her skin colour and hair colour. She advised to change herself for the survival in the alien country and she did that. In addition to that, the colour discrimination affected her in several ways and that made her to start a new blog on her own and vent out her inner struggles through the writings in the blog, as the writers do. This racial discrimination had started during colonization period, but after independence also, colour disparity, oppression and domination are occurring in most part of the third world countries. This racial discrimination is a poisonous worm and it always kills women more than men. In this novel also, Ifemelu got affected and underwent lots of troubles than men and also by men.

Keywords: Colour, Disparity, Identity, Racism, and White.

INTRODUCTION

African American Women Writers exposed the actual experiences of Women and Women writers through their writings. Actually, these women got double oppression, sometimes triple oppression too and their life is not an ordinary life like other women living in other developed countries. The women from third world countries fought for their life and freedom by themselves, they did not get any help from outside, or even from their own countrymen. Some men were giving hands through writings but not from many. Women empowered themselves got education and came out to fight for themselves and their community. Women from third world countries involved themselves in all the disciplines where men dominated including writing profession. Women writers emerged and started to share and to show what happened to them through their writings to the outer world. This shows greatly to the outside world people to understand the mental trauma of the black women. Chimamanda Ngozi Adichie is one among the writers, a remarkable writer, a feminist, recipient of several awards and a great speaker too. Her ted talks viewed more than five million times, she talked on the topic "We should all be feminists". She wrote novels, essays, short stories, plays and poems. Her third novel Americanah portrayed the story of a young girl who was struggling to seek her identity in the foreign land.

Racism:

Racism is a poisonous disease which widely started to spread during colonized era, but after that era also, this incurable disease replicated in several forms and spreading in the third world countries till now. This disease largely focused and affected women more in the third world countries than men. Racism is not disturbing only physical but it also creates mental disturbance, because of losing one's identity, dilemma in survival and at last it shattered their self-confidence. In the novel, Americanah, the protagonist Ifemelu got shattered when she had bitter experiences because of her country skin colour. When she got rejected in some places, and she decided to start a blog on her own and wrote the following lines about colour. The line expressed that who are coming to America are treated as 'Black', and the natives treated the immigrants as 'Black'. They do not want to know the origin, and they never bother about those things, but just treated the immigrants as 'Black'. She received criticism about her native colour, which she was not at all responsible for that. The colour is their own identity, it is their origin and their originality which is not at all necessity to change that, and also it is impossible to do that. Yet, she was criticized and insulted in the alien land, because of her colour.

Dear Non-American Black, when you make the choice to come   to America, you become black.   Stop arguing. Stop saying I'm Jamaican or I'm Ghanaian. American doesn't care. So what if   you weren't black in your country? You're in American now. (p. 222)

Black:

The land is different, people are different, and peoples' attitude are also different. This is the understanding of the above lines. So, if they treated as 'Black', then how these immigrants can live in the place with peace? For this problem, the solution has given in the novel itself. The following lines show the way to live in the foreign land. Yes, they can live and live by changing themselves only, and they can live in the foreign land with comfortable, when they adjust themselves.

When you are black in America and you fall in love with a white person, race doesn't matter when you're alone together because it's just you and your love. But the minute you step outside, race matters. But we don't talk about it. We don't even tell our white partners the small things that piss us off and the things we wish they understood better, because we're worried they will say we're overreacting, or we're being too sensitive. (p. 359)

The immigrants who settled in America, were giving advise to have a relationship with White to live peacefully in America. Romantic relationships with White are necessary to live in America to vanish racism or colour discrimination for the 'Blacks'. It is clearly highlighted in this story, Ifemelu had a relationship with the White named as Curt. Actually, they had a good and healthy relationship but on the eyes of the country towards her was different. Several incidents were portrayed in this novel, about the disparity towards 'Blacks'. Ifemelu and Curt had a healthy and smooth relationship and once, they went to spa together, the person in the spa refused to touch Ifemelu and wax her eyebrows, because of the colour 'Black'. Ifemelu got hurt, but her lover Curt was not protecting her, instead he told, Ifemelu was reacting much. Ifemelu got insulted in the public places where both went together on many occasions, Curt was not taking those issues, instead he told Ifemelu that she was misinterpreting or over reacting to those such incidents. The incidents expressed the real facts of 'Blacks' in American country. Even though they had education, job, and a lover from White region, 'Blacks' are treated as marginals.

Questioning:

Ifemelu is the mouthpiece of the writer Adichie, whatever she wants to convey to her own community, she used this novel, and used the characters to educate the community. She was saying that ask much questions to get clarity about your presence, your identity, for your peaceful life. She added that if you do not know how to ask questions, let it be, but ask your queries and get clarified the doubts. She emphasized her thoughts in the novel as…

If you don't understand, ask questions. If you're uncomfortable about asking questions, say you are

uncomfortable about asking questions and then ask anyway. It's easy to tell when a question is coming from a good place. (p. 406)

Adichie's thought that our own women should come up in their life, they should not get inferior in the hands of the White. So, she insisted that Women should break the obstacles on their life to get succeed. Once Ifemelu quit the job, she started her career with blog, and she used that blog to share her experiences, and motivate other women by sharing her thoughts and experiences. Similar to Adichie, all the women writers' main motto is to uplift their own women in the other society. Maya Angelou another great writer in her era, wrote a poem named 'Still I Rise', there she also, motivates women to come up on their lives and show ways to fight against the obstacles. The following poetry lines show that how bold and courageous they are, they did not die because of the problems instead they grow as a big tree and learnt to change the challenges into success. The women writer's mental strength have been growing gradually, to tackle all sorts of obstacles and find ways to overcome that. The following lines vividly shows that whatever the domination they receive, they find ways to break those domination and will overcome that. Whether the White hurt with weapon or words or eyes or behaviours, it never disturb or affect us, but we will grow and rise. This confidence shows that how strong they are, and they understand well about their subjugation and so they find ways to overcome the subjugation as well.

> You may shoot me with your words,
>
> You may cut me with your eyes,
>
> You may kill me with your hatefulness,
>
> But still, like air, I'll rise. (21-24)
>
> …………………
>
> Leaving behind nights of terror and fear
>
> I rise
>
> Into a daybreak that's wondrously clear
>
> I rise
>
> Bringing the gifts that my ancestors gave,
>
> I am the dream and the hope of the slave.
>
> I rise
>
> I rise
>
> I rise. (35-43, Still I Rise)

Losing Identity:

Identity is the biggest challenge in the third world countries, natives lost their own identity because of the arrival of colonizers. Natives are in dilemma that which culture to be followed, which language can be used, which tradition can be followed, like that many challenges they faced and many conflicts arose. Sometimes, the natives do not know how to tackle this situation. Natives have cultural conflict, language conflict, psychological conflict, and all these made them to get collapsed mentally. This is again a big issue for them, when natives migrated to the colonized land, and they could not return to their native, because of this conflict. The natives become stranger on their own native land, but once they migrated, either they could not live in their own land or in foreign land peacefully.

When Ifemelu went to America, her aunty Uju advised her to change her physical appearance. Moreover, Uju insisted Ifemelu to cut her hair, and she was saying that Americans feel that having hair is an unprofessional. Uju adapted to American life style for her survival, the same way, she advised her community people to change their appearance according to the expectation of the Americans. Even for their hair style also the migrants must follow the ideologies of the Native Americans. The following lines explained the expectations of Americans upon natives.

I have to take my braids out for my interviews and relax my hair. Kemi told me that I shouldn't wear braids to the interview. If you have braids, they will think you are unprofessional. (p. 146)

Another incident expressed in the novel that, is changing their names to live in America. The immigrants must change their name to settle in America, because Americans are fond of names, they first see the names of the people, then only they give recognition. Unless, the immigrants might be rejected or teased by the Americans. Ginika explained about the importance of name and changes in name to Ifemelu, and Ifemelu also changed her name after Ginika advised. Ginika was saying that,

You could have just said Ngozi is your tribal name and Ifemelu is your jungle name and throw in one more as your spiritual name. They'll believe all kinds of shit about Africa. (p. 160)

When Ifemelu came to America, she had to use somebody's name to work in America. Sometimes, she forgot to use the false name, but people never noticed, because their mind was fixed with the false name already, and they just followed that. This shows that the immigrants must to change their names, physical appearance and adapt according to the expectations of the Americans and their life style. So that only, they can live and settle in America comfortably. The novel Americanah just exposed the actual life and conditions of the immigrants, which Adichie explained in this novel with living characters as evidence.

After gained experience in America, Ifemelu got frustrated and said that "I came from a country where race was not an issue, I did not think of myself as black and I only became black when I came to America". The society provoked the people who are coming from other country are made to think about their colour, physical appearance, and other unimportant or unnecessary issues. The immigrants could not be lived as they like and as they wish. They have to change themselves for other's ideologies. Ifemelu compared the life in Africa, her native and America, the country she tried to settle. She could not find peace in America and her life got shattered because of racism and identity issues. Chimamanda Ngozi Adichie says that "I think you travel to search and you come back home to find yourself there". The words show that a person wants to live happily with their own identity, then they must live in their own country. Even though they go for other countries for their education, or livelihood, they must come back and settle in their own land, because that alone will give happiness to the person.

CONCLUSION

This novel Americanah is the evidence of the contemporary life of the immigrants in America. The colonized era has gone for some years ago, but still the impacts are deeply rooted in the minds of people and the colonisation takes place in some other form and it greatly affected the immigrants nowadays too. Colour plays a vital role in today's world also. Only white skinned people get appreciated, get selected for jobs, they are admired, liked and what not. Till this moment, people mind is fixed for the colour 'White' of 'Bright' because of this demand, some are changing their colour using cosmetics and taking much care about their colour. This illusionary vision has spread widely across the globe. Even many writers talked about this triviality, yet the changes have not come in the society.

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Impact of Socio-psychological factors in English Language Acquisition at Post-secondary Education

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ABSTRACT

The purpose of this work is to describe socio-psychological variables in English language acquisition. Stephens discovered that external variables such as instructor characteristics, class size, and college environment have no consistent relationship with the effectiveness of learning an English language. On the other hand, as one of the internal elements, student psychological states have the ability to impact English language learning. A psychological element is one that is concerned with the mental or spiritual components of students' language acquisition. At least four of numerous elements, including anxiety, attitude, aptitude, and motivation, impact students' language learning processes. Kando, D., on the other hand, recommends five ways for dealing with language anxiety, including preparatory plan, relaxation, positive thinking, peer, and labelled resignation, to deal with the socio-psychological issues of learning a English language. As a consequence, the five tactics presented by Kando are crucial as an alternate approach for optimising the results of English language acquisition.

Keywords: English Language Acquisition, Psychological Factors, post-secondary education

INTRODUCTION

Language acquisition happens eventually in the learner's mind, where mental structures or processes process and arrange the language to which the learner is exposed. Looking at the phenomenon of teaching and learning in India, the difficulty that students usually confront is not only a language problem, but it is also concerned with non-linguistic concerns. Furthermore, numerous variables impact the success of learning, particularly learning English as a foreign language. According to Slameto (1987), such components may be divided into two categories: internal and external forces. Internal factors generally encompass the learners' internal features such as physics, psychology, and anxiety, but external factors may cover any component outside of the learners' point of view, such as surroundings, school, family, and so on.

Some recent research in English language acquisition points out the value of exposure to linguistic input in enhancing language acquisition. Because the learners are in the early phases, instructors are expected to utilise the target language and offer as much input as feasible. In reality, however, instructors have difficulties when attempting to employ the target language in the classroom process, especially when teaching novices with little language skills. The conundrum is that, on the one side, instructors are expected to utilise the target language, while learners still have insufficient language ability. As a result, instructors must change their language in order to be suitable for the level of skill of the student. What features does a teacher's language have when they are in such a quandary? The existence of the current research is due to the presence of that question.

Stephens (in Ria; 1987) discovered that extrinsic variables including as teacher characteristics, class size, and school environment have a consistent negative correlation with the effectiveness of foreign language acquisition. On the other hand, as an internal component, students' psychological state have the capacity to impact foreign or second language learning. According to Saha (1983), the most significant aspect influencing the study's outcome is the students' own characteristics. Samimy and Tabuse (1992) concur that emotional factors such as attitude and motivation influence students' language performance in class significantly. Oxford (in Shumim; 1997) adds that the learner's emotive side is likely one of the most significant determinants of language acquisition success or failure. Anxiety, attitude, aptitude, and motivation are the primary emotional elements associated with second language or foreign language acquisition.

The purpose of this study is to explain how psychological issues such as anxiety, attitude, aptitude, and motivation affect students' ability to learn English as a foreign language.

Psychological Factors Affecting Students in English language Acquisition

A psychological element is one that is concerned with the mental or spiritual components of pupils' acquisition. It includes at least four of several components, including anxiety, attitude, aptitude, and motivation, as shown by certain study results.

Anxiety

Language anxiety is characterised as a situation-specific personality characteristic comprised of two psychological components: emotional reactivity and self-defeating cognition (MacIntryre in David: 148). He also said that these components apparently interfere with language-learning behaviour and are more acute in persons who are predisposed to have high levels of language anxiety. According to David (1994), second or foreign language acquisition is a complicated endeavour that is prone to human anxiety, which is characterised by emotions of unease, dissatisfaction, self-doubt, and fear. Additionally, Shumin (1997) discovered that anxiousness impeded her pupils' ability to communicate in English in China. This occurred most often while they were speaking the target language in public, particularly in front of native speakers. Occasionally, considerable anxiety happens when English Foreign Language (EFL) students get tongue-tied or unable to find the appropriate words in predicted situations, which often results in despair and an overall sense of failure. Adults, unlike children, are concerned about how they are seen by others, according to Brown (1994). They are very careful about making mistakes in their statements, since making errors would constitute a public exhibition of ignorance, which would imply "losing face" in some cultures, such as those found in Indonesia, China, and other oriental nations. Adult learners' sensitivity to making errors has undoubtedly contributed to their incapacity to speak English without hesitation. Certain personality traits influence how pupils respond to our vocal instructions and commands. For example, pupils with high anxiety levels (uptight individuals) do not react as effectively as those with lower anxiety levels to motivating instructions such as "it is critical that you perform well," and "this will count twice toward your grade," etc. The majority of people react favourably to praise rather than to punishment and condemnation. As a result, refrain from stating "why can't you learn this?" It's so straightforward. My other classes had no difficulty with it at all. Tomorrow, whether you know it or not, you must take the exam, "or else the pupils will get frustrated" (Smith; 1975).

Aptitude

Aptitude is described as a person's ability for learning (Higard, in Slameto; 1988). Additionally, Skehan (1989) asserts that "aptitude is consistently the strongest predictor of success in language acquisition." Aptitude has a significant role in foreign or second language acquisition. The study literature demonstrates that certain people possess an unusual "aptitude" for language acquisition. Carroll's (in Oller, 1977) research on American students majoring in French, German, Russian, and Spanish demonstrates that linguistic ability is highly related with success in foreign language study. Obler (in Bartley: 1980) writes about a guy named CJ (initial name) who has such extraordinary abilities. CJ is a natural English speaker who grew up in an English-speaking family. His first genuine exposure to a second language was at the age of 15 when he began official French lessons. While in high school, CJ also studied German, Spanish, and Latin. He paid a short visit to Germany when he was twenty years old. CJ said that hearing German spoken for a little period of time was sufficient for him to reclaim the German he learnt in school. Later in his career, CJ worked in Morocco, where he claimed acquiring Moroccan Arabic both via official teaching and through casual immersion. He also spent time in Spain and Italy, where he seemed to have "acquired" both Spanish and Italian within weeks. While there are few learners like CJ, research indicates that human beings have a broad range of ability for second language acquisition.

Carroll and Pimsleur's work in Developing Foreign Language Aptitude Tests (Smith, 1975) established conclusively that there is a particular element or aptitude for foreign language acquisition. They identified four characteristics that contribute to a person's aptitude for foreign languages:

a) Phonetic transcription. This is the capacity to distinguish between unfamiliar sounds and to encode them in such a way that they may be remembered later. This would seem to be a necessary ability for effective second language acquisition.

b) Sensitivity to grammatical errors. This is the capacity to comprehend the role of words in sentences. It does not assess the ability to define or explain the function; rather, it assesses the capacity to determine whether or not words in distinct sentences execute the same function. It looks natural that the ability to do so aids in the acquisition of another language.

c) The capacity for inductive language acquisition. This is the capacity to infer, induce, or abduct linguistic rules or generalisations from a sample of the language. A student who has this capacity relies less on well-presented rules or generalisations from a teacher or instructional materials.

d) Memory and Instruction. This was originally defined in terms of association: the capacity to form and remember connections between words and phrases in one's native and second languages. Although it is unclear if this form of connection has a significant role in language acquisition, it is evident that memory for language elements is critical.

They assert that two of these variables, phonetic decoding and memory and learning, do not exhibit a strong correlation with IQ. Foreign language students may have a little advantage in one or two of the variables. Certainly, the disparity in ability amongst foreign-language learners is as vast as the disparity in shoe sizes. In other words, each foreign language student has a unique set of aptitudes. It differs from person to person.

Attitude

Attitude is described as a way of behaving, feeling, or thinking that reflects one's temperament, opinion, or other defining characteristics (Webster, 1996). Attitudes are formed as a consequence of direct and indirect experiences, which are heavily impacted by individuals in one's surrounding environment: parents, teachers, and peers; attitudes toward one's self, the target language and the people who speak it (peers in particular), and the instructor (Ameto, 1988). Brown (1980) makes the assumption that if we have a favourable attitude about the language we learn, we will work diligently to master it.

According to several research, there is a correlation between attitude and second language learning. Gardner

and Lambert (in Ameto:1988) discovered that the learner's ethnocentric inclinations and attitude toward the target language had a significant impact on his or her effectiveness in learning the new language. In 1949, Jones (in Oller, 1977) presented a ground-breaking research on attitudes toward second language acquisition, and a year later, he revealed favourable correlations between measures of attitude and achievement in Welsh-as-a-second-language. One of his conclusions was that the association between attitude and achievement tended to strengthen with time. The student's attitude toward the language he or she is learning may differ. He may be ecstatic, cheerful, confident, and sufficient, or he may be bored, dissatisfied, furious, and insufficient. For instance, he may feel upset if he gets perplexed during a pattern exercise; bored if he repeats the same phrase many times; excited and delighted if he composes a dialogue with a fellow student. He may feel furious and inadequate after receiving the results of an exam he failed. These factors may impact whether a student engages actively in class or not; whether he completes his assigned work or not; and whether he continues his foreign language education or discontinues it. As English instructors, we should be particularly concerned with the negative attitudes of our pupils, identifying the reasons and potential remedies. Smith (1975) divides some students' adverse attitudes about foreign language instruction into three categories: dumbbell attitude, irrelevant attitude, and bored attitude.

Dumbbell Attitude

What Smith refers to as the "Dumbbell attitude" is perhaps one of the most widespread negative aptitudes. The pupils encounter only failure. He views himself as a "dumbbell," which may be novel for him and most likely annoying. According to Pimsleur's research on underachievement in foreign language, approximately 20% of FL students fall into this group, meaning their grade in foreign language is one letter grade lower than their mark in other disciplines. Nobody's ego can withstand repeated defeat. Naturally, the learner will respond adversely to the source of his emotions of inadequacy and foolishness. He will have an aversion to foreign languages.

Irrelevant Attitudes

Another attitude is what Smith refers to as a "irregular attitude." Students with this mind-set may have engaged in foreign language classes for solely utilitarian reasons: to fulfil a requirement, to gain respect or reputation in the community or among friends, or to further their career prospects. Because he has little or no interest in language study, he may get irritated with the sluggish pace of language learning and believe that the few rewards he receives for his efforts fall short of his expectations. He makes no link between what occurs in foreign language class and the actual requirements of his life now or in the future.

The Disappointed Attitude

There is the indifferent, bored attitude, which makes it difficult for children with this attitude to bear the monotony that often settles in the classroom. When we ask a child what he learned at school today, he or she may respond, "Oh, the same old thing" - despite the fact that it was almost certainly not the same old stuff. It was just presented in the same manner. Routine is convenient and often required for the busy educator who lacks the time or energy to innovate or be innovative.

Motivation

Motivation is a social psychological component that is usually used to explain differences in performance while learning a second language. This makes obvious sense. Individuals that are driven will naturally learn another language more quickly and to a higher degree. Additionally, multiple research have shown that motivation is a predictor of language-learning success (Gass, 1994). Gardner is the leading person in the subject of motivation in second language acquisition, having pioneered the topic with Lambert and then with colleagues at the University of Western Ontario. "Motivation consists of four components: a goal, effortful action, a desire to accomplish the objective, and a good attitude toward the activity" (Gardner, 1985). He distinguishes between integrative and

instrumental motivation. Integrative motivation is motivated by a desire to integrate into the target language (TL) community; instrumental motivation is motivated by the potential benefits associated with the acquisition (e.g. learning English in order to study mathematics in English-speaking university). Integrative motivation is defined as It is predicted that intrinsic motivation is a more reliable predictor of second language performance than instrumental motivation.

Meanwhile, Nation (in Huerta, 1979) classifies motivation as main and secondary. Primary motivation occurs when the learner's interest originates inside him or her, rather than from an external source. All instructors should strive to elicit this sort of reaction from their students. If the instructor can instil in the students a want to learn and an interest in the topic, the subject becomes interesting. Secondary motivation is the belief that students must study in order to pass an exam, escape punishment, or satisfy their parents or professors. It is critical to foster students' drive to gain proficiency in a foreign language. Finocchiaro (in O'Brien, 1977) offers the following advice to instructors on motivation:

a) Fearlessness: For example, learners should not feel humiliated if they have not completed an assignment, if they make a production mistake, or if they are unable to respond swiftly.

b) Understanding: For example, teachers must take into account the learners' socioeconomic, cultural, and emotional backgrounds in order to assist them in maintaining their self-esteem.

b) Experiential learning: e.g. Learners must participate in a range of activities to satisfy their needs for thinking, learning, doing, and deciding.

d) Love: e.g. The teacher often needs to act as a surrogate parent and be conscious of the learner's desire for love when he or she, correctly or incorrectly, feels rejected by family or classmates.

e) Belonging: For example, learners should engage in all aspects of planning and decision-making throughout the learning process with the class "community."

f) Accomplishment and Actualization: For example, learners should be assisted in perfecting today what they were only able to perform haltingly yesterday. They should constantly obtain feedback on their own objectives and ideas.

g) Grouping and Individualization: For example, the teacher should be aware of the level of operation at which each student is capable at any given time, of his or her optimal method of learning, and of the time required to learn, and should plan classroom group and individual activities accordingly.

h) Success: For example, learners should have several minor intermediate successes and achieve short term objectives, which will drive them to continue working toward individual, school, community, or national goals (depending on his or her age level and learning).

To motivate students effectively, a well-balanced blend of the teacher's art and talents is required. It is insufficient for the instructor to use psychological concepts to encourage students. Additionally, the instructor may motivate students by instilling a feeling of comfort in them as a consequence of proper language and methodological preparation (O'Brien, 1977).

As a whole, motivation in second language acquisition may be regarded of as the learner's incentive, need, or desire to acquire the second language. In terms of motivation, like with any sort of learning, desire to learn a language is obviously critical to one's success or failure in the endeavour. According to Dulay (1982), language learning is influenced by three types of motivations: integrative motivation, instrumental motivation, and social group identification.

Integrative motivation may be described as a desire to acquire competency in a foreign language in order to engage in the culture of the language's speakers. It demonstrates a genuine and personal interest in the people and culture of the other group (Gardner and Lambert, 1972:132). The issue that arises in this instance is that if the learner believes he is capable of communicating with the desired culture, he will often cease learning the language despite the fact that his acquisition is regarded poor and insufficient for the level of acquisition.

Gardner and Lambert go on to explain the distinction between instrumental and integrative motivation. Instrumental motivation may be characterised as a desire to improve one's skill in a new language for utilitarian reasons, such as job placement. It highlights the pragmatic ideals and benefits associated with language acquisition (Gardner and Lambert, 1972:132). Segaran (1981) agrees with Gardner and Lambert that attitude and motivation are connected to accomplishment in second language acquisition and that integrative motivation orientation, in particular, results in more effective learning than instrumental motivation orientation. Students, those who learn a language as a means to an aim, those classified as having instrumental motivation, often accomplish less than students who have integrative drive.

The desire to gain competence in a language or language variation spoken by a social group with which the learner identifies may be described as the desire to achieve competency in that language or language variety. On the other hand, a leaner's lack of identification with a particular group may result in a leaner's unwillingness to adopt the language or dialect used by that group. Duley (1982) asserts that the social group identification incentive is comparable to the integrative drive, but goes beyond it in our understanding. A learner with an integrative motivation for learning a new language wishes to engage in the target language speakers' social or cultural life while maintaining their affiliation with their original language group.

Methods for Assisting Students in Coping

According to Kondo (2004:249), when individuals are presented with a circumstance that they believe will cause them anxiety, their natural reaction is to avoid the event, so avoiding the discomfort. However, in the majority of language learning situations, avoidance is not an option; students are expected to find a means to manage their fear. Three intervention options serve as a starting point for examining the many ways that students use to deal with their language anxiety. If individuals believe that their cognition (fear, preoccupations, and worries) is causing the anxiety, they may seek to repress or change language learning-related cognitive processes. Those who feel that the main focus should be emotional arousal (physiological response) may take attempts to relieve body reactions and stress. If students believe that anxiety occurs as a result of a lack of necessary abilities or that their fear is too severe to bear, they may not make sufficient effort to alleviate the anxiety.

Additionally, Kando, D. proposes five ways for dealing with linguistic anxiety: preparatory approach, relaxation, positive thought, peer, and labelled resignation. The first category, preparation, encompasses efforts to mitigate the coming danger via enhanced learning and study practises (e.g. studying hard, trying to obtain good summaries of lucture notes). The use of these tactics is predicted to boost students' subjective assessments of their subject matter competence, hence alleviating anxiety associated with language class.

Relaxation, on the other hand, refers to techniques aimed at alleviating somatic anxiety symptoms. Typical phrases are "I inhale deeply and attempt to relax down." Positive thinking, the third type, is defined by its palliative role of dampening the negative cognitive processes that underpin students' fear (e.g. imagining oneself giving a great performance, trying to enjoy the tension). These tactics are meant to redirect the nervous student's attention away from stressful stimuli and toward positive and pleasurable ones.

The fourth type, peer seeking, is defined by students' inclination to seek out other students who seem to be struggling with class comprehension and/or anxiety management. For worried adolescents, seeing that others are experiencing the same issue may serve as a form of emotional control via social comparison. Resignation is the last approach. This group is defined by students' unwillingness to engage in any activity that would help ease their language anxiety (e.g. giving up, sleeping in class). Students who describe instances of resignation seem to be diminishing the effect of worry by avoiding to confront the issue.

CONCLUSION

The depiction of psychological aspects affecting students, such as anxiety, aptitude, attitude, and Motivation

plays a role in success when it comes to learning English as a second language. These criteria are backed up by strong evidence, as seen by the aforementioned study results. Additionally, language learning is influenced by three types of motivations: integrative motivation, instrumental motivation, and social group identification. Five ways for dealing with linguistic anxiety are heavily considered: preparatory approach, relaxation, optimistic thinking, peer support, and labelled resignation. Preparation refers to attempts to mitigate the impending threat through improved learning and study strategies; relaxition entails strategies aimed at alleviating somatic anxiety symptoms; positive thinking is defined by its palliative function of suppressing the problematic cognitive processes that underpin students' anxiety; peer seeking is defined by students' willingness to seek out other students who appear to be having difficulty understanding the class and/or congregating; Finally, in order to optimise the results of second language learning, the five tactics outlined above are critical for foreign language instructors to consider as an alternate approach. Additionally, it is critical for second language instructors to pay close attention to the psychological issues affecting students throughout the language learning process.

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Manifestation of Gadhwali Progeny
in the Select Stories of Ruskin Bond

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ABSTRACT

A discussion about children's literature is not complete without Ruskin Bond and his child characters. In India, he is one of the pioneers of children's literature. His literary world's panorama is incomplete without children. His own childhood memory helps him write about-for the children. His child protagonists are as usual as common children. They are not unique or having extra quality. Bond deals with the psychological and emotional needs of the children. Bond also mirrored sense and sensibility of children. His protagonists represent the everyday experiences of life and the problems that children face for survival. Bonds children are having same life experience as real-life children face. Their life is full of adventure, passion for animals, haunted houses having ghosts and witches, loss of family members in calamity, love for Mother Nature, etc. Bond's own childhood is revealed through the child protagonists. He fulfilled his childhood dream through the child characters and their deeds.

Key words: Ruskin bond, children, short story

INTRODUCTION

Ruskin Bond is unique writer for creating children's world among the vast group of readers. He has observed miniature activity of children and penned them. His children are not having extra power, but they are problem solving of daily life. Bond recreates children's daily life experiences and their problem, and how children solve their problems to survive in Himalayan range. He has depicted his own life and childhood in his stories. For this paper Bonds book '*Great Stories for Children*' is selected. This book contains 19 stories of/for children. In most of the stories, protagonist is Bond himself. Story moves around his life and child characters. His story and its children help

him to come out from his own childhood's worse memory. Reading Bond's story is like revisiting or enjoying again our own childhood memory. His oeuvre reveals childhood memory. Human's bondage with not only humans but also with nature, mountains, rivers, Forests, animals, etc. is reflected in stories.

The story book '*Great Stories for Children*' contains 19 stories in it. In broader sense, stories can be divided in four parts. About Bond's stories of children Dwivedi aptly observed, "Ruskin Bond's stories exhibit the touches of *Hitopdesh* and *Panchtantra* giving delight to his readers with his good stories." (Dwivedi,62)

First section of this book contains stories of children's friendship with eternal friends- Trees. Bond, being a master of exploring the endless vistas of nature, his stories are showing love for trees by child to old man. These first phases of stories accommodate five stories in it; A special Tree is a story of Rakesh and his grandfather. The Coral Tree is a story of small girl picking flowers from one young man's home who is at his doorstep to leave this house. Wild Fruit is a story of a Vijay and one mischievous child. When the Trees Walked is a story of a boy, who is living with his grand patents. Goodbye, Miss Mackenzie is a story of a small boy who wished to be a forest officer and his meeting with Miss Mackenzie.

In all these stories, trees have also important role like children. Bond was not able to live with grandparents, but children of his stories are with the grandparents. Most of the titles of stories are on the trees name. Grandparents are multiplying love for tree. Rakesh, a boy of 'A Special Tree' live with his grandfather in outskirt of Mussoorie. They lived in Himalayan foothills with many trees and animals around their home. Rakesh's parents were anxious about Rakeshs' study and there is no school nearby their village, so they send him to his grandfather's home near Mussoorie.

Rakesh's grandfather increases his love for nature. Their discussion about cherry seed-

'Are cherry seeds lucky?' asked Rakesh

'Of course.'

'Then I'll keep it.'

'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'

'What can I do with a seed?'

'Plant it.'(Bond, 9)

Very simply Rakesh is learning how to take care of Jungle. He also described what is luck for seed. It is of no use if you keep it with you, not to plant it. Rakesh and his grandfather's happiness is shown when two buds sprout from the seed. They showed their sadness when a goat ate all leaves and a lady cut it into two. At the same time they are hopeful also for the new sprout. Rakesh's happiness is also pictured when first fruit came to his hand. At the same time told about the birds who survived on trees fruit. Same story is 'When the Tree Walked.' A boy living in outskirt of Dehradoon with his retired IFS grandfather and his wife. They all are keen to protect Jungle. Their discussion mirrored their love for all living creature on the earth.

'… there's only one way to attract butterflies,' he said, 'and that is to grow flowers for them.

Grandfather wasn't content… cutting and saplings which he would plant in the forest.

'But no one ever comes here!' I had protested, the first time we did this… we are planting them for the forest and animals and birds who live here and need more food and shelter.' (Bond, 72)

Grandfather also taught this boy a poem by George Morris, 'woodmen spare that tree.' Our moral duty for the forest, trees and animals is presented in this story. Trees also have life, and they also wish bondage with other trees as well as human being and animals.

'*The Coral Tree*' is a story of a small girl, a smiling girl like flora and fauna. When protagonist of the story is

on the edge of leaving his ancestral house, he met a smiling girl who was picking flowers from his garden. A confident girl was meeting first time to this man but talked with him like best friend. A young man helped him to pluck coral flower and became his second-best friend. That young man became nostalgic after talking that girl. While leaving that girl and his ancestral home behind, that young man had seen happy nature in that girl. Next one story is 'Goodbye, Miss Mackenzie.' A hopeful boy Anil met to Miss Mackenzie in his garden. This lady is living alone in this home. All his family members died. Not a single family member left in India she is only British lady left. Anil, an enthusiastic boy came to her garden one and started plucking flowers. Which are only companions of Miss Mackenzie. In their discussion it seen that Anil wants to become IFS officer and trying to learn more and more about flowers. After getting interest in Anil's talk, she welcomed him into his house and become ready to gift him a rare book on flowers. But bad luck for both. Miss can't see her favourite flower and Anil can't get that book. Miss Mackenzie died before their next meeting.

Next one is a story of a mischievous boy and a poor boy Vijay titled 'Wild Fruit'. Vijay lived in nearby village of Mussoorie. He has to climb mountains and cross valleys to reach at school. On the way he can see many trees. There are many wild fruit trees along his foothills. He fed up with that fruit. When Vijay reached in the city, he sees many stalls of fresh fruits and fruit toffee wrapped in paper. He wished many times to eat them, but he has no money to purchase them. On the way he sees one another boy who daily purchase some toffee and swallowed them. One day he played on Vijay. He makes fun with Vijay.

Common characteristics seen in the children of Bond are: Love for nature, healthy life, thinking for all living creatures on the earth, braveness, savior of the world as well as nature, fearlessness, jolly nature, having tough life, high ambitious, healthy attitude towards life etc. Bond's children are brave. They are living in outskirt of village. They are strong enough to cross valleys, streams and jungle area to study. It shows their sturdy mind with body. Self-respect is always there in the mind and mentality of children. Ruskin Bond is a master craftsman par excellence. He does not feel awkward to dive deep into the minds of his characters, especially children, while dealing with them.

CONCLUSION

Bond showed his mastery over portraying flora and fauna. His skill of demonstrating Himalayan life is outstanding. His children are not only brave but confident and fearless also. Rakesh, Vijay, Anil, a flower picking girl are just example of brave army of Ruskin Bond. They are exploring the endless vistas of nature. They are planting sapling for birds and animals. They are not harmful for natural life. Bond's own life is displayed in the stories. "He holds a prominent place in India that has not only projected nature as victim of human progress, but also the nature-child relationship and role of nature in the growth of child's mind. His vision and sensibility as a writer emanate from the experiential state of his childhood… The best part of Bond's portrayal of children is his involvement, his coming down to their level and his association with their erratic life. His oneness with the children has infused life force to his common theme. He does not merely describe a child but becomes a child for the time being. His children and short stories explained above expose child psychology and childhood hidden behind the layers of adulthood." (Gurudevi, 85)

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Language: Medium of Communication

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As Pandit Nehru said, "English is our major window on the modern world". Although many strategies for supporting literacy in native English speakers are applicable to adolescent ELLs, there are significant differences in the way that successful literacy interventions for the latter group should be designed and implemented. Language is a medium of communication either through oral or written form or both, the learning of a language is directly proportional to the frequency of getting exposed to it through listening, speaking, reading and writing. Teaching a language to non-native speakers involves a lot of problems.

At present English is being taught in India as a compulsory language up to graduation. English in India is primarily taught as a foreign or a second language. Moreover, there has been a shift in our aims and objectives of learning English, the primary aim being to communicate effectively. English in India occupies a prestigious position. English is the predominant language of international commerce. In this computer age, English is being used in all domains of life whether it is science, trade and commerce, or astronomy. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entireworld.

Objectives

The present paper critically evaluates the problems faced by Indian students in the language classroom when they enter into college environment. Appropriate and adequate remedial measures with special reference to methods for teaching English in general and for specific purposes are cited for the successful rectification of these problems in the following manner:

Methods and Techniques

In my personal opinion, however, one of the key responsibilities of the modern day teacher of English is to create intrinsic motivation in their learners. They have to empower them with the ability and confidence to 'learn how to learn', to develop a sense of responsibility for their own development, and to regard peers as possible sources of

learning as well.

Most of the teachers use Grammar Translation Method which is common in many countries. This method was developed for the study of 'dead' language and to facilitate access to those languages classical literature. That's the way it should stay. But English is certainly not a dead or dying language: therefore we cannot be dependent on this 'Grammar Translation Method' only. Analyzing the quality of students coming from different secondary boarders to colleges in terms of the methodology they have passed through. There has been a question mark over the ability of our highly qualified college teachers engaged for the purpose. We should go into deep to understand the teaching environment of college teachers in comparison to their university counterparts. For the welfare of students in terms of their employability there is a need to draft the required curricula, methodology and evaluation system, etc. in the right direction to achieve the goal of UGC.

Direct Method

Students learn to communicate in the target language, partly by learning how to think in that language and be not involving native language. This method neither is nor is practically feasible at graduation level, if previous background of student based on 'Grammar Translation Method'. But it is good at masters' level. The Direct Method is undoubtedly a highly effective method in terms of creating languages learners who are very competent in the target language. However, it requires small class sizes, motivated learners and talented teachers in order to succeed. I would encourage teachers to view the method in exactly the same way. It is certainly not a bad way to teach but it is a long way short of the big picture modern language teaching methodology is attempting to achieve.

Audio-Lingual Method

It is a method in which new material is presented in dialog form. There is dependence on mimicry and memorization of set phrases. Over learning is the basic requirement to learn English quickly and it builds habit to use correct pronunciation. But it limits the vocabulary of students. This method is only applicable and beneficial for our students when we plan to include viva-voce as one of the compulsory practical paper at undergraduate level.

Natural Method

It is to learn naturally to speak before reading. In this way, a chain reaction is formed among oracy, literacy, receptive and productive skills. Proponents of the method tended to avoid the use of books in class. The students are supposed to be immersed in language and allowed to formulate their own generalizations. It consists of a series of monologues by the teacher. It is an exchange of question and answer between instructor and pupil in the target language. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginners come to associate certain acts objectives with combinations of sounds, and finally reach the point of reproducing the foreign words or phrases. The mother tongue is strictly prohibited. This method is not feasible at college level as the college pupils are grown-ups. At their age, if we adopt this method to teach them, it would be a futile exercise leading to chaos. Moreover, it is a very time consuming process and it will require extra time at the end of teachers.

Phonetic Method

It emphasizes oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule, giving and seeking to impart a practical mastery of language forms. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. This method needed heavy requirements for linguistic expertise on the part of the teachers. This particular method is specifically required for those seeking jobs/visa for employment or further studies in foreign countries. By including phonetics to our curricula, we can reduce the dependability of students on various private IELTS shops. It is

not so hard to become good in English language; only thing which is required it the approach in the right direction. Here are a few approaches that can solve our purpose as per our requirements:

Communicative Approach

It is to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication while being correct grammatically also.

Physical Approach

asks students to respond physically to the language they hear. Language processing is thus matched with physical action, the teacher and students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language. This approach is not so much popular as it is only meant for the beginners or to keep an eye on the attention of pupils.

In **Eclectic Approach**,

the teachers tend to select different teaching strategies from different methods, and blend them to suit the needs of their materials and students. Now a-days this approach is gaining grounds because teachers are not bound to adopt any particular method. They can adopt the one- best suited, comfortable and fruitful.

English for specific purposes (ESP)

is known as a learner-centered approach to teach English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such a as science, technology, medicine, leisure and academic learning. This course is recommended for foreign and second language professionals who wish to learn English for many purposes like business, civil Engineering, academic, and health services etc. In addition, they are introduced to ESP instructional strategies, materials adaptation and evaluation.

To conclude, there are a number of factors involved to fill-up the gap between present level and expected level of students. Teaching learning is a multi-way process. A teacher is not only a teacher but also a friend, guide and a philosopher to students. He/she students not only to pass in the exam but also to face challenges and take right decisions during the time of crisis in life. On the part of a teacher, he/she should have to maintain a learner-friendly atmosphere; has to focus on average and below average students by imparting them extra time to clear their doubts, clarifications etc. By doing so, students communication skills in English will grow. This is, of course, a real and tough task ahead of a good teacher. The eclectic approach to the need of the students will have to be adopted

Methods/Techniques of teaching and suitable teaching methods

which may be entertaining as well as fruitful. This approach to English instruction in the Indian classrooms will help to create a context within which students would be able to explore new ideas and experiences. In the given scenario teachers' role will shift from merely providing information to eliciting and supporting students own views and contributing to meaning-making. Thus, a dialogic and approach to the teaching of English makes for an interesting and exciting way to teach the language because it enhances student involvement and engagement in the classroom, allowing for a greater student- teacher contact.

A classroom engaged in a collaborative pedagogy shapes empowered and autonomous learners. In the true spirit of democracy this approach gives the language learners the space to grow into questioning and rationalizing individuals. Abandoning the traditional notion wherein the students respond to questions asked by the teacher, these active learners are encouraged to ask their own questions which allow them a greater control over their own thinking. This means that the teachers will have to give up their cherished notions that they are the ones who control learning.

They will have to allow a redistribution of power among/to students who trough their contributions may enrich the teachers' own understanding. A collaborative approach would call for the virtues of creativity, patience, accommodation and responsiveness to be inculcated by the teacher/instructor.

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Multifaced Effects of Colonization
in the novel *'Arrow of God'*

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ABSTRACT

The present paper presents the post-colonial aspects discussed by Chinua Achebe in his novel 'Arrow of God'. The brutal ruling authorities left the Nigerian cultural land with an alien structure without a center of gravity. The effect of decolonization on the colonial land made the natives struggle with the impact of colonial rule on the colonizers. Achebe's novel reflects the issues and dwelling conflicts in the post-colonial world. The study mainly focuses on the clash between the Igbo culture with the White rule and the emerging face of multiculturalism that challenges the native African culture to the root. The paper investigates the ruined effect of colonialism on the Igbo culture and religion with the powerful establishment of a new government in the African land based on racial discrimination.

Keywords: Igbo, colonialism, decolonization, multiculturalism, religion

Post-colonialism explores the effects of colonialism and decolonization with regard to religion, culture, education, and economy. The Imperialists ruled over the colonial countries not to invade them in a terrestrial manner but also to capture all the existing native identities with disapproval wrapped with the sugar-coated inducement of evolution in the colonial countries. The literature related to post-colonialism expresses the oppression as well as submissiveness resulting in the traumatic outcomes in the post-colonialtimes.

Arrow of God is the last novel in the African Trilogy written by Chinua Achebe and published in 1964. Igbo culture in Nigeria is been the central attention of Achebe in his African Trilogy. The customs, ethics, culture, and belongingness to native culture are precisely kept in consideration when the major characters of his works express the submissiveness and sometimes disagreements with their own native culture. He had not romanticized all the native elements with a biased mind rather he kept it separate to let a thinker reciprocate over it.

In this novel, Ezeulu is the protagonist who is the chief priest assigned various duties and responsibilities towards his own clan. Being the chief priest, he can not get any freedom not to follow the rules of Igbo society. When he commits a sin, he has to clean six villages for not accepting that his own son, Oduche keeping the sacred python in a box is wrong.

Arrow of God is related to the issues of post-colonial Nigeria precisely the novel focuses on the conflict between the native culture and the western culture of rulers. The major conflict dwells between the native tradition and the Christian ideology. The development of the action in the novel begins with the conflict on the political level between the two regions of Nigeria of the Igbo land of Umuaro and Okperi so as to get supremacy over the other. The conflict was resolved with the involvement of the British colonizer's indifferent approach. The major role of the British ruler is appreciated by the natives in resolving the cultural, political, and social conflict.

Cultural diversity is much more visible in the Igbo land than can be seen in the post-colonial times of Nigeria. Achebe shows the internal disruption due to the externally imposed colonial power. The pre-existing internal conflicts of Igbo society are the reason for the disruption of the existing native culture.

"Different people have different customs", said Otikpo after his laugh. "In Okperiitis not our custom to welcome strangers to our market with the -ikolo"

"Are you telling us, Father of my Mother, that you regard us as market women?

The above conversation shows that the conflict between the native Nigerians in the Igbo land is the major reason for the falling apart.

Achebe also explores the theme of racism in the novel Arrow of God. The white colonial rulers have always projected blacks as evils in the social context. The British administrator, Winterbottom is convinced by the idea that the native Africans are liars as:

"One thing you must remember in dealing with natives is that like children they are Great liars. They do not lie simply to get out of trouble. Sometimes they will spoil a good case by a pointless lie."

The above statement expresses that the white ruler Winterbottom is sure with the prejudice that the natives are like children expressing an immature state of growth. They are not supposed to be believed by anyone as they are liars. The colonial masters have degraded the identity of the natives with their subjugation over them.

The other policy of white rulers of divide and rule is much visible in the novel Arrow of God. Ezeulu the chief priest comes in the good books of whites as he was the one who spoke the truth while the other hidthe truth. Ezeulu is used in a way by the white settlers to follow the indirect rule. Post-colonialism also has given existence to the missionary in the Nigerian states. European Civilization and its customs always times. Achebe explains in this novel how John Woodcountry delivers the significance of Christianity by means of conveying the stories of the converted Nigerian natives and abandoned cultural belongingness and the painful customs of the Igbo clan.

Ezeulu is made the indirect part of the colonial administration but he refused to be a chief of white man which becomes the reason for his imprisonment. The role of chief priest Umurao is to call the New Yam festivals after his return from prison but he refuses to call the Yam festival. Due to this refusal, the famine occurs in the land as the yams get rotten in the field and the people blame him. Being an opportunist John Woodcountryexpresses that the village has proposed to Christiangod for the Yam festival and the villagers convert to Christianity.

A major post-colonial element in the novel is that the people have lost faith in Ezeule which is fruitful for the policy of white settlers to create disbelief in the natives in their own culture, religion, and as Igbo natives. It results in a threat to the socio-cultural identity of the natives as a result of the colonial administration in the Igbo society. The education system developed by the Britishers is to disrupt the native identity from within and to follow the Westerner's ideology in their thoughts and then ultimately in actions. When Oduche used to go to Church for colonial education he develops an affinity toward the English language along with the Western culture.

Thus the colonial rule promotes the works of missionaries to create an impact on the Igbo land so that the natives unfollow the practices of the Igbo clan. Achebe has described a number of incidences where the novel expresses grief towards the religious interventions that creates an ultimate effect on the life of Chief priest Ezeulu, his family, and his role as a chief priest in the village of Umuaro. Ezeulusends his child Oducheto the church so that he can keep an over the internal development in the place but his plan gets failed when his own son submits to the power with his affinity towards the English language. This novel is expressed the identical post-colonial elements as that in Things Fall apart the magnum opus of Chinua Achebe. In this novel, too Okonkwo's own son Nwoye rejects his

nativity by following the Christian values by getting converted to Christianity. This resemblance expressed by Achebe makes the intentions of the colonial masters very clear they wanted to create unrest in the native land by means of developing a faithless environment among the natives where they lose the faith in their own culture and native identity and become blind followers of the missionaries and moreover blame their own culture.

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Hamartia: Lack of Emotional Intelligence in the Select Tragic Characters of Shakespeare

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ABSTRACT

William Shakespeare (26 April 1564 23 April 1616) has been a point of discussion for writers as well as common men. Initially, his life story was not known to the readers. So many writers collected information about him. Shakespeare has written dramas, sonnets and plays. He used History, Bible and known stories as the themes for his writings. In his speech, "Shakespeare or; the Poet", Emerson says "Shakespeare was a good human being, actor and manager. He was a full man, who liked to talk; a brain exhaling thoughts and images, which, seeking vent, found the drama next at hand". [1] Shakespearean tragedies, readers experience a sad end due to the hero's tragic flaw. Hamartia or tragic flaw is defined as the weakness in the character. [2] The present paper will discuss the hamartia in the tragic heroes especially Hamlet and King Lear and try to discuss the lack of emotional intelligence in them causing their tragic end. Emotional intelligence means the capacity to understand and manage your own emotions, and also the people around you.The argument made that 'the central characters Hamlet and King Lear suffered due to the lack of emotional intelligence; will be tested with the analysis of critical comments made by the critics who did psycho-analysis of these tragic leaders.

Keywords: emotional intelligence, hamartia, tragedy, tragic hero, etc.

INTRODUCTION

William Shakespeare (26 April 1564 23 April 1616) is known as National poet of England. He is world's great dramatist and poet, actor and stockholder in a drama company in London. His works are translated in many languages in the world. He has written thirty- seven plays that includes Tragedies, Comedies, Tragi-comedies and Histories. His famous tragedies are Hamlet, Macbeth, King Lear and Othello. The tragedies of the heroes are the outcome of their hamartia which suggests lack of emotional intelligence. Hamartia is a specific character trait, flaw, or vice that results in a literary character's serious misfortune or fall. Here are some traits that are common examples of hamartia: pride or over-confidence, violent ambition, blinding passion, egotism, vanity, insurgence, jealousy, gluttony, anger, insincerity, spitefulness, self-centeredness, dishonesty, possessiveness, lustful feelings, stubbornness, etc. Emotional Intelligence was coined in the 1990s and it is popularised by the famous author and

psychologist Daniel Goleman in his book *Emotional Intelligence: Why It Can Matter More Than IQ*. In this book, Goldman gives five components of Emotional Intelligence: self-awareness, self-regulation, motivation, empathy and social skills. [3]

Emotional intelligence is required to manage your personality. It is a process of learning and in that process, you learn to understand the emotion of others who are working with you and living life with you and get positive responses from others. If you have the capacity to get positive responses from others that means you apply Emotional Intelligence. Emotional Intelligence is a lifetime learning process with which you tackle people, it plays a very vital role when one tries better prospects. With Emotional Intelligence you can create people. You can gather, train them and establish an interpersonal relationship for getting great success. Leadership requires Emotional Intelligence. You can become a team leader, you can come to get the ability to read others, social skills, and a great sense of self-worth. With Emotional Intelligence you can avoid conflict. The paper will focus on the argument that Shakespeare has created his leaders with tragic flaws due to which entire tragedy happens.

Hamlet (1601)is the first tragedy in Shakespeare's series which is believed to be published in between 1601 and 1603. This play is a perfect example of Shakespearean tragedy and the best play ever known. Hamlet focuses on the dilemmas arising from betrayal, love, and death without offering the audience significant and positive perseverance to these problems for Hamlet himself is ambiguous and the answers to these problems are complex, it is found that Shakespearean tragedies provoke suffering in the life of hero due to lack of emotional intelligence means the capacity to understand and manage your own emotions, and also the people around you. Hamlet is a tragic hero who suffers in his life as he cannot establish a balance between his emotions. He feels exceptionally solitary as there are no other persons to soothe him. His beloved Ophelia does not respond to his love due to her family's pressure. For all the happening in his life, he is unable to face the situation, the sudden death of his father, remarriage of his mother and unreciprocated love, and the torture in mind that nobody cares about him and so it is better to die rather than live. Being captivated with such thoughts, he expresses his thoughts in the monologue, "To be, or not to be." [*Hamlet*, Act III Scene I, Line35] Hamlet has no ability to realize and analyse every side of every question and is depraved into a creeping paralysis of the will, an inability to act decisively. Hamlet does not give time to his love relation and he cannot judge his true love. King Lear's justifiable egotism in the achievements of his reign subsides into moodiness and ultimately howling impotent outbursts of self-pity. It shows that the tragic heroes suffered due to their egos and they cannot establish a successful balance in their emotions and are unable to give proper responses to others' emotions.

A tragic hero's hamartia resulting from the lack of moderation precipitates his downfall and reverses his fortune causing his fall from happiness to misery or what Aristotle termed as "peripeteia", According to Aristotle, The good life requires moderation in those spheres of activity in which reason must co-operate with the appetites and passions. Here we must always aim at the golden mean which lies between the extremes of too little and too much, at the courage which is the mean between the extremes of cowardice and rashness, at the proper pride which lies between abject humility and vanity, at the temperance which lies between abstinence and indulgence, at the liberality which lies between miserliness and extravagance, at the friendliness which lies between surliness and obsequiousness. [4]

King Lear (1606) is one of the political tragedies of Shakespeare in which the playwright presents Lear's hamartia causing destruction not only upon people's lives but bringing ruin to his kith and kin. Shakespeare describes a king, whose supreme arrogance, innate sense of superiority, great wrath, and error of judgment wreak havoc on the British territory. From the first moment, Shakespeare introduces his audience to a king whose susceptibility to the flattery of his daughters and other colleagues ruins his whole kingdom and brings misery to his life. Lear distributes his kingdom based on his daughters' flattery and gives the kingdom to Goneril and Regan who praise him most. He banishes Cordelia who expresses her sincere yet unreciprocated love with no sycophantic words. Lear reveals his wicked and selfish nature by giving his kingdom to his cunning daughters who harbour evil motives. It is such vulnerability to flattery that comes under condemnation by Shakespeare who regards it as a weak point for a king

who is supposed to protect his country. Lear bases his judgment so as to evaluate the love of his daughters and distribute his kingdom is unconvincing and unforgivable. Lear acts so illogically and impulsively that his two other daughters, Regan and Goneril exploit him easily.

Lear's hamartia is his sense of superiority which acts as the main inner force pushing him towards wrong judgment, persistence in his impulsive decisions, and ultimately destruction and downfall. Such selfishness does not let him distinguish the truth and value the uprightness of Cordelia expressed through her genuine words. It does not allow him to understand the duplicity of Regan and Goneril who use flattering words to receive a larger share. Lear's overblown ego is flattered by Goneril, and Regan but Cordelia utters her words without flattery. Unable to see his masculine arrogance being hurt and feeling insecure to lose his authority and royal pride, Lear banishes Cordelia in an attempt to remove the source that has rendered him impotent, powerless, and insecure. In the Shakespearean Tragedy King Lear, Lear asks a question to his daughters "which of you shall we say doth love us most?" (King Lear, Act I, Scene I, Line 51). It reflects his proud and self-centred character which is responded with the desired words Lear likes to hear. Such an unwise question on which Lear gives his judgment takes him to the tragedy. Lear obtains what he himself asks for. If his love for his daughters was true, why would he wish to be generous to them based on their flattery? If Lear's feeling towards his daughters was true fatherly love, he would not have difficulty expecting anything in return except their happiness.

King Lear loses his palace which is the resultant of his pride and self-importance, Lear adheres to his army of knights as the last visible traces of his kingly belongings. His sense of identity defined through his possessions is shattered when Regan and Goneril order the disbanding of his army which they claim will lead to the dissipation of the country's resources. Having lost his identity, Lear is now a commoner whose kingly pride and possessions have abandoned him and whose unconsciousness has passed into awareness. He has become aware of his incorrect judgment and untimely he cannot overcome his pride and assume responsibility for his faults. Having been disowned his possessions and identity, Lear puts on the mask of insanity so as to escape with freedom and prevent his distended ego from being damaged further. He goes mad to recover his pride but he was ignorant that through disguise he just deceives himself into believing that he is still a mighty king.

CONCLUSION

The tragedies of Shakespeare are significant illustrations of the failure in the life of Tragic heroes due to their flaws. King Lear understands the true nature of affairs, swallows his pride, and admits his faults when it is too late. Lear understands the true meaning of pride, kingly rage, and restraint when he loses his daughter. In the end, Lear has magnificence not the utter arrogance of a tyrant; he is now the right king to rule but it is too late. Hamlet also dies at the end though he becomes successful in taking revenge but it is too late. Thus, the capacity to analyze and understand yourself and other people is important to live a happy life. The tragic leaders of Shakespeare are with tragic flaws dominant in their personalities so at last, they become prey to the destruction.

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Impacts of Popular Culture on Mainstream Hindi Cinema

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ABSTRACT

In today's world Cinema is not just a means of entertainment, it has became an ultimate tool of manipulation of truth and reality. Now a days people believe so much on cinema that the major political and social decisions are channelized and operated on the basis of cinema. It is now became an important pillar in decision making and action making in India today. Cinema has reached to the height, from where it can build or destroy the image of any historical of legendary person. It has gained a huge manipulating power; it has gained a huge control over peoples mind and emotions.

India is the largest producer of films in world. Near about 900 to 1000 films are produced every year. It is one of the largest industries in India. A Large population is depending on the industry. It produces a good rate of employment and revenue. It also shows how Indian held forth and advertize the beliefs and values of majority.

The objective of this paper is to trace the impact of popular culture or mainstream culture on Indian cinema. This study shows how the Indian cinema has cleanly ignored the minorities, their issues and their culture.

Keywords: Cinema, Mainstream, popular culture, marginalized, parallel cinema, cinematic adaptation, creative liberty, bollywood.

LITERATURE REVIEW

Products of media culture provide materials out of which we forge our identities, our sense of selfhood, our construction of ethnicity, race and nationality, of sexuality and of 'us' and 'them' (Dines and Humez, 2003). The most powerful medium of communication in Indian society is commercial Indian cinema (Butalia, 1984). Film and cinema are the most commonly used mass media to communicate with the public. The fact that cinema is a mediator of social realities and personal dreams, collective concerns and individual aspirations make it assume a seminal dimension as a humanistic discourse which has the potential to redirect the cultural and material fabric of our everyday lives (Jain and Rai, 2002).

The first Indian film, 'Raja HarishChandra', (1913), produced by Dada Saheb Phalke, is the adaptation of a story from Hindu Mythology. It is simply a story of Hindu God and his kindheartedness. Nearly about two decades the adaptation of Hindu mythology and the stories from Ramayana and Mahabharata were the source of stories for Indian cinema. The all films from this era talked about the glory and divine powers of god and goddesses of majority Hindu culture.

Besides the popular Hindu culture there are so many other religions and casts that have their own gods and their culture, tradition, values, beliefs, sculptures, their faith and so on. But it was not reflected in any of the films. This only means that who has the money and power, only their culture and values will get the representation in cinema. And will be presented as the whole Indian culture before world.

The industry in coming time observed the Golden Era of Hindi cinema. In which the films like Pather Panchali, Mother India, Acchut Kanya, Sujata ,in Marathi Sant Eknath, and some like are produced. These films are the courageous productions of those time but they have limitations and restrictions of that time. Nevertheless these films took their own part in presenting the 'Other Culture' than the popular one.

INTRODUCTION

Indian film Industry is one of the oldest and largest film industries in the world. Approximately 900 to 1000 movies are made in Indian industries every year in various production houses in various regions and released in around 12000 cinema houses all over the India. Majority of population watches movies either in theater or Television or on mobile devices. So it is the most reached medium of the age, comparing to novels, theaters, poetry, etc.

Cinema is not only the most reachable it is equally attractive and influencing. It can catch and hold peoples mind easily. By the devices like music, songs, background effect, background music, makeup, getup and so many things used in cinema they can easily influence public psyche. Talking of today's world it is very hard to find any person who hasn't seen any film on whatsoever device he got. Here I want to mean that as it is the most popular medium of the age it should give equal importance to the culture, beliefs, values, struggles and troubles of all Indian peoples.

We always consider that films and literature reflects society, they are believed as the mirror images of the society. But scrutinizing "the Mirror" we come to the conclusion that this mirror only reflect those who made it, it only imitates the people who holds it, it only echo the voice which it listens closely and it only reproduces the life in which wall it is hanged to. This mirror never seas the things which are out of its frame, it is glad and successful in repeating the same themes and topics. The marginalized people, who intentionally kept outside the frame, make it extremely successful. They really don't bother themselves to see their reflection in the cinemas.

As the Industry is regulated and controlled by some wealthy and so called upper caste people, they only promotes and endorses their own culture. They intentionally keep other Indian culture aside, they don't allow the minority values or any other culture to positively reflect in cinemas.

Social issues like poverty, unemployment, miserable condition of women, farmer sufferings, untouchability, and like are reflected in Hindi cinema in the new stream called *Parelle Cinema*, this movement was led by satyajeet Ray and Bimal Roy. Satyajeet Ray through his Pather Panchali film depicts the real life of Indian majority of people, which was missing in the cinema up to now. He depicts the true problems, their daily issues, their torture and their social condition in the film. These films are called New wave cinema or parallel cinema. Unfortunately this movement was not last for long. In draught of income and funding it finished in short time.

Till date so many films are made, Indian cinema tried to touch almost every aspect of human life. But as far as the marginalized society is concerned we can see a very thin or no room for the group. Marginalized community that is sc, st, obc and minority classes occupies approximately 80% of Indian population. But when we explore the reflection and projection of social discrimination and injustice they face each day, we find quite a little number of films in the industries.

In past years and to some extent in today's world also, society kept itself pure by throwing the untouchables out of their society and surroundings, literature and cinema also kept themselves pure by not touching the untouchables. Cinema doesn't put itself in inconvenience of portraying the marginalized society, may they can't see them or may they think they are not that much important to consider or may they don't have the permission or just they don't want to. They don't consider the marginalized people especially Dalits worth bearing in mind or they are just invisible for the whole mainstream society. Nevertheless there are some examples of the films which portrayed marginalized life, but they presented the characters as compassion seeker or who is bent under some ones favor. These films always illustrated the characters with pity and mercy. They portrayed marginalized person as subhuman or less in looks, less in intelligence and less in physic, compared with the savarna person, while a marginazied woman is shown with a sexually attractive body and with not so good character. For example "Kachara" in film Lagan and "Laxmi" in film Ankur. Whenever the marginalized is portrayed he or she is stereotyped with some definite flow and as a matter of pity and mercy. Moreover, the tremendous mental and physical torture that a marginalized class suffers to survive, are been hardly shown in Indian commercial movies. Though there are some movies which tried to project the discriminations, like Chourangi, but could never reach the level that the reality shows.

To name some more films dealing with the issue are Franz Osten's *Achhut Kanya* 1936, Sujata 1959, Ankur 1974, Sadgati 1981, Lagan 2001, Billu Barber 2009. For years, these characters were always projected as the marginalized, the 'other' who lived in different localities, ate different food and wore a certain type of clothing. They never went to school or work; they were never 'one of us'. They always looked different or had some flaw, far from the normal imagination of a civilized person. They have been depicted as dark and timid. A happy, cheerful Dalit character doing normal things those others do have hardly been shown on screen. It is true that the marginalized people did not get an adequate social and cultural space or the room or their own ever in Indian cinema. Marginalized community is completely ignored in Indian film industry, in Hindi and Marathi specially. The upper caste filmmakers created the entertaining films; they could not give attention to marginalized groups and their realistic problems. Therefore the films have been made a very few in number on Indian novels which are based on marginalized, Dalit or unprivileged society.

We can say that some considering attempts were made in the industry to show the Other Culture of India, but the success rate of these films was not enough. As we all know that Indian is the most populated country in the world today. We have a enormous population with huge diversity. There are so many cultures, religions, region wise traditions and customs. But showing in the film we have only one culture and that is Hindu culture. We have so many tribal communities and their own customs, likewise we have so many casts whose beliefs are far different from the popular culture, but it has no room for their beliefs. To explain with the particular plot we can explain like: depicting the goody goody family, it is always from the so called upper caste. It bears the surnames of the group only. Not for one time the families have the surnames from the minorities.

The festivals and celebrations from the Indian cinema are always Ganesh Chaturthi, Gopalkala, Diwali, Holi, Dussehara etc, but the festivals of majority of India like Dr. Ambedkar Jaanti, Chartapati Shivaji Maharaj Jayanti, the festivals from tribal community are never to seen.

The favorite food of the protagonist is always Gajar ka Halwa, Rajma, etc which is not the popular food of minorities, their food is only for survival level. The meals or the food which is shown in the cinema is not usually seen in the majority of Indian plates. It is the food of some elite class and it is only presented as the only Indian food.

Showing the marriage rituals we only see the 'Saat fere' marriage, instead we have hundreds of other methods of getting married. But only the method of Popular culture is shown as the Indian culture.

The main lead is always from the so called upper caste family and the supporting character most of all from the Muslim family, or the Sikh family, which is always shown subordinate and definitely with some flow. It is shown subordinate in looks in brains and in behaviour, it also depends on the main character for the ideas and solutions.

One more major scene shown in Indian cinema is the pictures and statues of the Hindu Gods. In background there is always the popular gods. But as an Indian we have so many other gods which are worshiped in the Hindu

cultue also. But these deities have no entry in Indian cinema. the protagonist is always shown worshiping and being blessed by the populist god.

One more thing to bring in notice is that when so ever Indian cinema has to show the villain or some negative character it is always from minorities. It has no common sense and is full of flows. It is always habitual to drink, and all other bad qualities. And he is mostly shown eating non vegetarian food in a inhuman way.

When so ever the Indian Cimena needs a maid or Kaamwali bai, she is always in Sari and mostly Marathi, and is always average in looks and brain.

In conclusion, from last hundred years of cinema a small section of India is dominating the industry and presenting their culture as the culture of whole India.

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Concept of Protagonist:
Protagonists in Dalit Autobiographies
(With special reference to Narendra Jadhav's Outcaste: A Memoir)

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ABSTRACT

The traditional concept of the protagonist is the main character in a play or story, which is opposed by the antagonist. Generally, it is regarded as the story should have only one main character around whom the story revolves. However, this concept changes when we study Dalit autobiographies. Dalit autobiographies deal with the twin aspect of 'I' and 'We'. Dalit autobiographer does narrate only his/her life story, but it represents the life of his whole community or caste. The community plays vital role in shaping the personality of the autobiographer and few autobiographies throughout the narrative predominates with the philosophy of Babasaheb Ambedkar and Buddha. The present paper is written with an aim to prove that there is not only one protagonist in Dalit autobiographies of Narendra Jadhav's Outcaste: A Memoir and Baby Kamble's The Prisons We Broke.

Keywords: Traditional concept, protagonist, main character, twin aspecet, Dalit autobiographies, philosophy. Dr. Babasaheb Ambedkar, Narendra Jadhav, Outcaste: A Memoir, Baby Kamble, The Prisons We Broke, etc.

INTRODUCTION

Dalit autobiography is different from the mainstream autobiography as unlike mainstream autobiography it deals with twin aspects, 'I' and 'We'. In mainstream autobiography the focus of the story is on one person and his achievement. There may be many influences on the protagonist in the mainstream autobiography that helped him/her shape his personality and achieve success in his/her life. However, when we study Dalit autobiographies, the protagonist does not narrate his/her own life, but the life of many exploited like him/ her who have been discriminated and crushed. Thus, the life story of the autobiographer does not remain a story of one person but the story of his/her community, caste or tribe. There are many instances in the autobiography when the narrator does not speak in his/her own person but he/she is dominated by certain philosophy that take control of his mind that led him to the path of radical change that is going to happen in his life. The memoir of Dr. Narendra Jadhav Outcaste: A Memoir and Baby Kamble's The Prisons We Broke are the best examples to show that there is not only a single story that dominates the narration but also few protagonists implied who lead the story towards a definite and radical path. The radical path that has been shown by the philosophy of Dr. Babasaheb Ambedkar brings about a revolutionary change in the life of

the protagonists as well as the people of his community or caste.

The two autobiographies that are taken for the analysis are Narendra Jadhav's memoir 'Outcaste: A Memoir that represents the three generations' history of Jadhav family and Baby Kamble's The Prisons We Broke the life is the story of the struggle of the Mahar caste to achieve dignified status in general and Mahar women in particular.

The Concept of Protagonist

In the Oxford Dictionary of Literary Terms, the following information is given about the term Protagonist: The chief character in a play or story, who may also be opposed by the antagonist. Originally, in ancient Greek theatre, the protagonist was the principal actor in a drama. The phrase 'main protagonist' often found in popular usage is a pleonasm. The word is also often misused to mean 'advocate', 'proponent', or 'champion'. (Baldick 274)

The Term 'protagonist' emerged out of Greek Drama in the sense of main actor or the central character in a story. As per Oxford Advanced Learner's Dictionary 8th Edition Protagonist is:

1) The main character in a play, film/movie or book.

2) One of the main people in a real event, especially a competition, battle or struggle.

3) An active supporter of a policy or movement, especially one that is trying to change something. (Hornby 1220)

` In short, the protagonist is the person who plays an important role in a play, film, movie or book. He/she may be one of the main persons in a real event like battle or struggle. The definition also extends to the person who takes an active part in a movement to change something. In other words, the protagonist is a person who is a champion of something that changes the lives of the larger masses.

As per A Glossary of Literary Terms 10th Edition, the protagonist is "the chief character in a plot, on whom our interest centres"(Abrams and Galt 294).

The term 'protagonist' is used alternatively for the hero or heroine in a plot. Traditionally, the term 'hero' is related to tragedy. Protagonist is generally brought against opposition to an important opponent, that character is called antagonist. If we consider Protagonist similar to the hero, then it is important to know the origin of the concept of hero. Greek philosopher Aristotle used the term hero in connection with the tragedy in Greek literature. He used the term ideal tragic hero in his famous work *The Poetics* in the chapter XIII. According to Aristotle, the hero of the tragedy is not eminently good and just, yet whose misfortune is brought about not by vice or depravity, but by some error or frailty. According to him, the tragic hero is one 'who is highly renowned and prosperous, -----a personage like Oedipus, Thyestes, or other illustrious men of such families' (Butcher 45-47).

Aristotle seems to assign the characteristics of a hero to only an eminent person like King or nobleman. There is no scope for a common man to be a hero of the tragedy of his time. Aristotle's conception of hero was based on the tragedy written before him or written in his time.

The traditional or conventional or conventional heroes who were the creation of the classes with narrow mentality and racial ego are not real heroes, but the heroes on the paper. The real pillars of the building of the human civilization are common men. Therefore, this common man is the real hero of the modern age. He is not an 'Anti-hero' but the 'Hero' in a real sense. This theory of common man as a hero not only remained as an ideology but also established in real conduct. The contemporary literature in the world portrays 'common man' as the central character or protagonist. Few critics raise objection to the portrayal of a common man literature as the protagonist. To support this objection, a new theory is put forth that in the modern age no tragedy can be created or written. In contemporary literature, the central characters are anti-heroes; therefore, they cannot attain tragic stature like tragic heroes in ancient literature. Famous American Dramatist Arthur Miller attacked this viewpoint vehemently and has shown that the contemporary 'Hero as a common man' has a tragic stature like ancient heroes by portraying such heroes in his article 'Tragedy and the Common Man' written in 1949. In supporting his idea of common man as a hero he states: I believe that the common man is apt a subject for tragedy in its highest sense as kings were. On the face of it this ought to be obvious in the light of modern psychiatry, which bases its analysis upon classic formulations, such as the

Oedipus and Orestes complexes, for instance, which were enacted by royal beings, but which apply to everyone in similar emotional situations…I believe that the common man is as apt as a subject for tragedy in its highest sense as kings were. On the face of it this ought to be obvious in the light of modern psychiatry, which bases its analysis upon classic formulations, such as the Oedipus and Orestes complexes, for instance, which were enacted by royal beings, but which apply to everyone in similar emotional situations. (Miller)

Protagonist in Dalit Autobiography

Autobiography has been a favourite genre of Dalit writers. This is very natural as they give emphasis on authenticity of experience. When we study Dalit autobiographies the person's life is not the main topic of discussion but the main locus of entire autobiography is the social environment which shapes the life of an author. It gives emphasis on narrating the collective pain of the community, caste or tribe to which the author belongs to. Dalit autobiography rather than presenting 'I' before the reader presents 'We' in the form of community, caste or tribe. Mainstream critics criticized Dalit autobiography on the premise that it is unstructured, artless outpourings of Dalit writer's unmediated experiences and have become repetitive and stereotypical. Omprakash Valmiki quotes Bhagvan Das' defence made in support of Dalit autobiographywhich has been quoted by Arun Prabha Mukherjee in her introduction to Joothan: A Dalit's Life states, "Dalit writers should write Dalit autobiographies so that not only our history will stay alive, but also our true portrayals of wrong doers. Dalit autobiographies will provide inspiration to our future generation"(Das xxviii)

Protagonist in Dalit autobiography struggles against injustice, inequality, untouchability and class system for the sake of the new order of society based on liberty, equality, fraternity and social justice. In this struggle he/ she show resilience and heroism to stand against the unjust system to bring about transformation. He/she is not an escapist but he/she is honestly striving for the establishment of an egalitarian society. In that context, he/she is a new Democratic hero/heroine. We find a common man as a hero in Dalit autobiography like the plays of Arthur Miller. The struggle of Dalits against caste system is noteworthy.

Protagonist/ Protagonists in Narendra Jadhav's Outcaste: A Memoir

Dr. Narendra Jadhav's autobiography Outcaste: A Memoir is a social history of the Ambedkarite movement rather than the personal account of Damodhar Runjaji Jadhav, the protagonist of the story. The protagonist, Damu was inspired by the emancipatory vision of Dr. Babasaheb Ambedkar. Hence, his life is directed by the philosophy and vison of Dr. Babasaheb Ambedkar. Damu, an illiterate Mahar youth dares to throw away the shackles of slavery imposed by unjust social order of Hinduism. He does not obey the order of Fauzdar to fish out the dead body of a woman drowned in the broken well. He, with his wife Sonu reaches Mumbai to see the new world where there will be no caste-discrimination and the sky of opportunities is open for all. Damu participated in each and every important movement Babasaheb Ambedkar had carried out.

He gets conscious of his slavery and the way to come out of that slavery in the emancipatory movement initiated by Dr. Babasaheb Ambedkar. The message of Dr. Babasaheb Ambedkar 'Educate, Agitate and Organize' reverberates in the ears and mind of Damu and he decides to give his children the best possible education to achieve the pinnacle of glory through determination and grit. Damu's sons fulfill the dream envisioned by him. His elder son Janardhan Jadhav becomes and IAS officer, the second son Dinesh Jadhav a successful boxer and the youngest one and one of the protagonists of the story Dr. Narendra Jadhav achieved a feat by obtaining the highest degree D.Sc. in Economics from the reputed Indiana University. Not only that, the University also conferred upon him an honour of 'Best International Student' in 1985. Narendra Jadhav gives credit of his success to his father Damu who inculcated in his children, Dr. Babasaheb Ambedkar's ideal of the 'search for excellence'. In his blissful moment, following thoughts entered into the mind of Narendra:

It was indeed an honour and a surprise when my university declared me their 'Best International Student' in 1985. I hurried home to tell the news to my wife and children. At that moment, my eyes filled up at the thought of Dada.

I felt he was the one who really deserved this award. He had ingrained in us Babasaheb's ideal of the 'search for excellence'. How I wish he was with me! I longed for his thump of wordless praise on my back!(Jadhav 247)

Throughout the narration there is a mention of Dr. Babasaheb Ambedkar and his philosophy and the movement he carried out. Damu, the protagonist of the story is driven by the philosophy of Dr. Babasaheb Ambedkar and his sons are driven by his teachings which are in fact influenced by the teachings of Dr. Babasaheb Ambedkar. Being an active participant in the Ambedkarite movement Damu, follows the message of Babasaheb in letter and spirit. The message of Babasaheb transformed the lives of many untouchables and Damu was one among them. Protagonist/Protagonists in Baby Kamble's The Prisons We Broke:

Babytai Kamble's *The Prisons We Broke*(2008) is more than a personal account of the protagonist Baby Kamble. It puts forth on the one hand, the unheard oppression of Dalit community by upper caste people and on the other, the exploitation of Dalit women by Dalit men. The superstitions, evil customs like child marriage and patriarchal practices prevalent among Dalits form the core of the narrative. In the afterword to the autobiography *The Prisons We Broke*, a noted Dalit critic Gopal Guru puts forth the following views:

Finally, the life story of Baby Kamble and other dalit women writers decisively destroy the myth which certifies dalit patriarchy is democratic. Baby Kamble in her narratives of dalit women's suffering brings put the worst form of exploitation and physical torture that the dalit men inflicted on dalit women. The physical torture not only involved physical injuries but also inflicted deep psychological pain, leaving a scar of humiliation in the minds of dalit women. As *The Prisons We Broke* shows, dalit men did not hesitate in chopping off the nose of those dalit women who according to the former failed to abide by the patriarchal norms. Baby Kamble also describes in her story a Devdasi system, which brings disrespect to their individual self. In the devdasi system young dalit girls are married either to a god or goddess. This is done for the well-being and survival of a male child. (Guru)

Dalit men were humiliated and tortured by upper caste men. However, in their respective homes they become perpetrators against their women. They torture their women physically and mentally. The life of Dalit women was just like hell. However, the Ambedkarite movement awakened their consciousness and most of the bad customs prevalent among the Mahar community have gradually disappeared.

The protagonist Baby Kamble was an active participant in the Ambedkarite movement. She also enlightened the people about their slavery and their ill-treatments of their women. Though educated up to only fourth standard, Babytai Kamble knew the importance of education and she started her own school to carry out the noble work of imparting knowledge. The autobiography of Baby Kamble does not depict her personal life but it depicts the depraved condition of the Mahar community and their oppression by the upper caste people. It also describes the positive transformation that have taken place in the lives of Mahars due to Ambedkarite movement. She herself was inspired by the philosophy of Dr. Babasaheb Ambedkar and sent her children to school. All her children are well-educated and follow the words of Dr. Babasaheb Ambedkar that 'Education is Tigress' Milk, who has it, will roar like her.' Baby Kamble is grateful to Dr. Babasaheb Ambedkar for showing the path of emancipation to the Dalits in the form of education. Knowing the importance of education, Baby Kambe also started her school. She says: Baba's words showed me the way. I decided to begin my struggle through my writing. I followed Baba's advice verbatim, to the best of my ability. When Shashikant Daithankar was secretary in the Maharashtra government, he granted me permission to start an ashram shala for orphans from the backward castes. Today, I am the president of Mahatma Phule Dnyan Vikas Prasarak Sanstha and I serve the community in this capacity. Two hundred children study in this school. I ask my children to donate money whenever the school is in financial strain. (Kamble)

She follows the footsteps of Babasaheb Ambedkar who has shown the path of Buddha's Dhamma which is based on the principles of 'Pradnya, Sheel and Karuna'(Wisdom, Character and Compassion). She also leads her life following these principles. She regards that the possession of these principles is the real wealth. She says, "Sheel, pradnya and karuna have been the founding principles of my life. What else does this humble servant of Bhim want when she has these three jewels in her possession? When one has wealth, what does the ordinary world matter?"(135)

Thus, the protagonist Baby Kamble embraces Buddha's Dhamma as per the direction of Dr. Babasaheb Ambedkar and carved out a niche for herself in the society on the basis of emancipatory philosophy of Tathagata, the Buddha. In this autobiography, the Mahar community and emancipatory philosophy of Dr. Babasaheb Ambedkar play the part of the protagonists of the narrative. Along with Baby Kamble, the Mahar community and Dr. Babasaheb Ambedkar predominate and influence the story.

CONCLUSION

After in-depth study of Dr. Naendra Jadhav's autobiography *Outcaste: A Memoir* and Baby Kamble's autobiography *The Prisons We Broke* the researcher has found out that there is more than one protagonist in both the autobiographies. In Narendra Jadhav's narrative Damu Runjaji Jadhav and his sons inspired by the teachings of Dr. Babasaheb Ambedkar emerge as protagonists. Not only that throughout the narration there is a reverberation of the message of Dr. Babasaheb Ambedkar that motive them to achieve that seems to be unattainable by any untouchable. Hence, Dr. Babasaheb Ambedkar can be also counted among one of the protagonists of the story. The story also does not onlyfocus on the achievement of Jadhav family only but also the Mahar caste due to the revolutionary movement of Dr. Babasaheb Ambedkar. Therefore, we see the twin aspect in the story 'I' and 'We'. Hence, it can be definitely said that there is more than one protagonist in Narendra Jadhav's Outcaste: A Memoir. The same applies to the autobiography of Baby Kamble. Along with Baby Kamble, the Mahar community, Dr. Babasaheb Ambedkar and Tathagata, the Buddha emerge as Protagonists in the story. Therefore, both the concept of 'Protagonist' and 'Protagonists' are applicable to the autobiography of Narendra Jadhav and Baby Kamble.

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A Flight of Women From Sita and Draupadi to Modern Indian Woman

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ABSTRACT

The social and cultural norms have been set by a male-dominated society in such a way that women are systematically marginalized and are prone to injustice, suffering, and exploitation. An attempt has been made to present a critique on the portrayal of Indian women with a comparative approach about iconic women like Sita and Draupadi with the modern Indian woman as reflected in English literature. Each modern woman can learn self-respect and dignity from the miserable lives of Sita and Draupadi. Sita symbolises endurance and compassion, whereas Draupadi symbolises revenge and determination. They are relevant even today and continue to inspire modern women for striving hard in order to get their rights and comfort. The present paper looks into these issues from the feministic point of view and attempts to comparatively study a journey of womankind from Sita and Draupadi to the modern Indian woman.

Keywords: A flight of women, the status of women, modern Indian woman.

|| Ahilya, Draupadi, Sita, Tara, Mandodari|

Panchakanyasmarennityammahapatakanashanam ||

This is a well-known Sanskrit hymn that defines five ideal women from the Indian epics. It means that one should always remember the five ideal women named Ahilya, Draupadi, Sita, Tara, and Mandodari who are considered to be the destroyers of great sins. PanchaKanya means five virgin women who have played major roles in the making of Hindu culture as reflected in the epics - the Ramayana and Mahabharata. Ahilya, Sita, Tara, and Mandodariare the iconic women from the Ramayana andDraupadi from the Mahabharata. Among all the five ideal women, Sita and Draupadi form greater roles and importance; both of them are the epitomes of their respective personality facets. They were instrumental inthe destruction of evil and anti-women elements like Ravana and Kauravas. Sita and Draupadi were the women who suffered a lot in their lives for none of their faults. They were suppressed and bullied by villainous males. These two heroic women from Indian mythology inspire the modern ideals of womanhood and feminism. Each modern woman can learn self-respect and dignity from the miserable lives

of Sita and Draupadi. Sita symbolises endurance and compassion, whereas Draupadi symbolises revenge and determination. They are relevant even today and continue to inspire modern women for striving hard in order to get their rights and comfort. The present paper looks into these issues from the feministic point of view and attempts to comparatively study the journey of womankind from Sita and Draupadi to the modern Indian woman.

The iconic woman, Sita was the wife of Rama who was an exiled prince of Ayodhya. He was in exile for fourteen years just to keep up the promises of his father. His sense of gratitude to his father and his filial duty is an archetype not only in India but also for the entire human generation. He is called 'Maryada Purushottam' which means a complete man with a great sense of his duties, responsibilities, and limits. In order to keep the promise of his father King Dasaratha to Kaikayee, Rama happily accepted the exile and left every royal luxury for fourteen years. In the course of exile, Sita disobeyed her brother-in-law, Prince Lakshmana, and crossed the borderline (LakshmanResha) which was personally drawn by Prince Lakshmana in order to protect her from any unexpected danger. Her disobedience brought her hardship and problems in life. In addition, she had to live forcefully in the aegis of Ravana for years together. The epic tells us the story of Sita, her sacrifice of royal life for the sake of her husband Rama, and her disobedience to Lakshmana, followed by a series of sufferings, penance, and purification. The conventional moral of the story is a woman has to obey or else she will suffer.

This epic has been debated and discussed at the international level several times and there was a common argument that the entire development in the life of Sita gives you an idea about the status of women in those days. It can be interpreted from the feministic point of view along with the contemporary modern approach. Dhunjal R. (2013) observes in his article that all men in India expect a wife like Sita or Savitri obedient, patient, and faithful. Most women in India follow the same line of thought throughout their lives. Dhunjal keeps on his argument and says, "Modern-day Indian women put up with indignity and degradation from sheer economic necessity, being not trained for any profession. Taught from childhood that a husband's word is law, most find it easier to suffer rather than leave the security of the home to look for a job to support themselves and their children". This is a typical Indian woman's temperament; they find themselves more secure and conformable in the company of a male; it may be in the form of a father, brother, husband, or son. The sense of insecurity and identity are the major reasons which make Indian women mentally and physically ready to suffer and bear any hardships in life.

Another iconic woman is Draupadi, the wife of Arjuna, one of the five Princes called Pandavas - Udhistir, Bhima, Arjuna, Nakul, and Sahdev. She got married only to Prince Arjuna who hit the moving target and won her in the swayamvara. After the success in the swayamvara, all the five brothers went back home together and wanted to give a surprise to their mother, Kunti. As soon as they entered the home and informed their mother about the surprise Mother Kunti asked all her sons to share among themselves equally whatever they had brought for her. In that critical situation, Draupadi kept silent and did not react to any hardship that came into her life. She obeyed her mother-in-law along with her husband and kept quiet. She is also called Panchali. Many interpreters misinterpret this reference and call her the wife of five brothers. It does not mean the wife of five brothers but she is called Panchali because her father was the King of Panchal State hence called PanchalNaresh. In the course of political action in the family, there was a widening rivalry between the Pandavas and Kauravas {Pandavas: the five sons of King Pandu and Kauravas: over a hundred sons of King Dhrutrashtra's}. In the course of time, both sides got into a conflict for the possession of the state and the situation compelled the Pandavas when Draupadi was gambled away by them. In the extreme situation, the Pandavas lost her in the game then she refused to be used like a commodity. She asked the Pandavas to declare war to restore her self-respect and their lost glory. The gambling winners, Kauravas forced them to be in exile for years together. Even in these critical situations, Draupadi kept silent with a volcano within, accompanied the Pandavas, and faced many adversities and sufferings in life. Her oath and silence worked as weapons and she continuously kept the idea of revenge alive in the minds of the Pandavas. She was a woman of determination and conviction. She inspired the Pandavas for revenge and created situations when they promised her to restore her lost dignity. So the conventional moral of the story is a woman needs a company of a man to maintain and restore her dignity and respect. This is the story of a woman who wanted to restore her self-respect as her natural right not by begging it to the

oppressors but with confrontation and punishment. She never pleaded before anyone except Lord Krishana for anything whereas she put her efforts to make the situations in her favour. She made unsuccessful attempts to make everybody in the court to be aware of their duties and responsibilities but in vain.

Modern critics find certain feministic elements in the characters of Sita and Draupadi. In this respect, an attempt has been made to present a critique on the portrayal of Indian women with a comparative approach about the iconic women like Sita and Draupadi with the modern Indian woman as reflected in English literature:

There are a few Sanskrit lines about women kind in general

|| KayresiDasi, KarishuMantri |

RoopechaLaxmi, KshmayaDaridri |

Bhuktesu Mata, ShayanesuRambha |

ShatkarnaYukta, KuldharmaPati ||

These lines indicate how patriarchal society treated and dominated womankind in the past and made it a culture. Roughly translating these Sanskrit lines means that a wife should always serve her husband like a slave and she should be very dutiful to him forever, she should propose apt advice and keep herself beautiful as much as possible and look like Goddess Laxmi. She should forgive all the appalling sins committed by her husband wholeheartedly and should never raise a voice. She should serve him food like a mother and surrender herself to his will and wish like a prostitute. A woman who has all these qualities is considered to be a good wife according to Patriarchal society. In a nutshell, it seems that the male-dominated patriarchal society has always treated women for convenience, comfort, pleasure, and gratification.

This is the actual predicament of women in India. They always feel insecure in the absence of a man who may be in any form like a father, brother, husband, or son. They are victims of dependence syndrome - father, husband, community, or religious group. This sense of insecurity and identity is deeply rooted in their psyche. The sense of dependency and lack of financial self-sufficiency is the fundamental issues making this happen for generations together. Here the question is that of their empowerment and self-sufficiency. The representation of their feminine sensibility can create awareness among them and create a space for an opportunity to express their predicament and need for empowerment through action, involvement, and creativity.

Once you have a minute of observation, we will realize that women in India are born free to be chained later. It gives you a clear picture of the status of women in Indian society. As a matter of fact, the status of women is always questionable. The dependency of women on others and traditional and conservative views of the male-dominated society make this issue more complicated and create discrimination in society. As pointed out earlier the lack of economic freedom leads to social discrimination. The social and cultural norms have been set by a male-dominated society in such a way that women are systematically marginalized and they are prone to injustice, suffering, and exploitation. Based on this discussion one can say that there are three types of women who have been suffering for generations together. The first type of woman is a very traditional and conservative type of woman who suffers even for no cause and fault and surrenders herself to the feet of a man. The second type of woman is bold and retaliates to the adverse situation. She is self-reliant and rebellious. Whereas the third type of woman is in between the conservative and modern women. She is neither fully traditional nor modern. She takes a stand based on the demands of the situation. There is one more category of women in our country; she becomes depressed, violent or self-destructive due to the pressure of the situations.

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The Lost Individuality
in Marginalisation

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ABSTRACT

Literature is an illustration of life. It depicts the real-life experiences and incidents in a tactful manner. The realistic issues of social life are what gives literature a solid foundation of themes and fascination. The present paper aims to reflect on the concept of class divide that works as a responsible factor in disrupting the so called 'unity' of our society. Equality seems to be lost somewhere in the long-lasting battle of classes. Though our constitution has provided us all the fundamental rights, still we get to see at many places the right of equality is deprived from many people. Reflection of these are found in literature also under the terminology of Subalturn, marginalised, proletariat, patriarchy and so on. In the paper, my aim is to bring out the inhuman treatment done to the financially lower class people in the name of class division.

Keywords: Marginalization, class divide, oppression, underprivileged, struggle, inequality.

INTRODUCTION

The concept of marginality in English literature is quite helpful in understanding the distinction made between two different categories. Marginality is specially associated in relation to the one who is being oppressed and exploited. It particularly delineates people who don't have any power in their hands and are abandoned before the mercy of the powerful. They are the ones who are downtrodden. As they are helpless before their circumstances, they are being oppressed. It is the marginality that restricts one within specific and limited boundaries and captivate them within that. These boundaries are sketched by the people, the society itself. It is a kind of discrimination made between a powerful and a powerless. This is a concept through which the powerless are being kept underprivileged. They are being denied the right of equality in society and are being kept aloof from the mainstream. The most prominent concept in marginality is based upon caste, race and class. Though the world has reached upon the moon. It still fails to cope up with the concept of equality. Our society has a great impact of class system upon it. More than a quality, it focuses on one's class. Which class does he belong to? Is one of the prominent questions, so as to determine his fate and assign him duties accordingly. Individuals are being judged on the basis of their class rather than their talents and skills. Such is the case that we get to see in Aravind Adiga's well-known novel 'The White Tiger'. Here the term 'white tiger' is particularly used not for any animal but for an individual person. White tiger is one of the

species of tigers that is rare and thus known for its individual peculiarities. In the novel, the white tiger is a term given to a small school-going boy- Balram Halwai, the protagonist of the novel. The qualities that he possesses, earns him the status that his master class people assume does not match to the group he belongs. In spite of the fact, one has that talent, he is still underestimated and thus deprived of the opportunities just because he is predestined to be treated as a slave or worker as he comes from that working class background. This is the darkest reality of the world. Everywhere in society we get to see some persecuted and oppressed people who are being discriminated on some or the other factors.

Here, Balram Halwaiis a specimen of the oppressed and downtrodden people. These downtrodden here are compared to a 'rooster coup' in the novel. They are all the slaves, captivated by their fates. They don't have any option beside accepting their fate as it is and taking it for granted. While Balram was someone, who possesses that special talent which forces him to dream for better tomorrow than his whole group. Every time, he tries in an honest manner but is revoked with disappointment. He is denied chances because the class he was born in was already been pre-designed by the upper-class elites. These upper-class people seem to be the owners of society who have all the rights to form rules and regulations for all the people. Lower class people are just born to yield it. There is a reference in the novel, "in old days there were thousand castes and destinies in India. These days, there are just two castes: Men with Big Bellies, and Men with Small Bellies". (p.no.64)

Here the writer has presented two different contrary temperaments that indirectly points at two opposing classes. The one with big belly presents an upper class while at another we have a group of small bellies that represents of low-class people. Now the people with bellies are called so because there grown up belly suggests they have grown it big by exploiting the poors and taking advantage of them. They are the one who make the lower-class people work and let them suffer for themselves while these elite are sitting in their big luxurious mansion with all the amenities. The condition of the marginalized people is clear in the novel when the father of Balram says, "My whole life, I have been treated like a donkey. All I want is that one son of mine- at least one - should live like a man". (pg.no. 30)Thesentence itself is self-evident in understanding the condition of these people. The inhuman treatment given to them is a slap to the right of equality provided to us by our constitution. It's not only at one place but the condition is prevalent in many places also. The writer here has eloquently and skillfully portrayed the realistic condition of such lower-class people who lag behind due to their poverty-stricken condition.

The same effort has been made out by many other writers and poets also. Mulk Raj Anand is popularly known as the writer of proletariats has successfully depicted the plight and struggles of the people born as underprivileged. His well-known work 'Two Leave and a Bud' fantastically brings out the struggle and challenges one has to face as a lower class worker. This novels unravels before us brilliantly about the unjust treatments to these people without even a mark of regret by master class. According to such upper class elites these people are the one who actually deserve it and they are actually born to be ruled by the people like us. Here the people have been categorized within two groups. One as the rulers who possess all the authorities and all the powers. The another group as for being ruled upon- the slave of these rulers. And as these down troddens are helpless before their circumstances, they have to yield to the authority and bow down before them. As they don't have any power in their hands, ultimately succumbs to the oppression and the leftovers of these elites.

Though god hasn't made any difference in making his creatures, people did it by themselves. They have dividied themselves in two different categories for their own benefit. The division is so powerful that, no one can break it. People don't find anything wrong in intermingling with animals, touching them and playing with them. But the same criteria does not follow when it comes to their own co-fellows. Regardless of the qualities and skills they do not want to mix themselves with those people. The situation has fantastically been portrayed in a very lively manner with the characters of Balram Halwai and Oliver Twist and the oppressed masses in *Tale of the Two Cities*. Balram Halwai in *The White Tiger*is distinctively intelligent and surpassing in all the qualities of his own society and fellow mates. Still, he is never offered even a chance to show and prove his caliber. Inequality was already one thing that he had been facing, oppression was another. He was never given the opportunities and the chances he deserved.

Though he possessed a very good skills of driving and has never committed any mistake, he was marked for hit and run case. All the blame is put on his head when Pinky Madam crushes a child under her car. It is just like these poor people don't have any life. They don't have right to live for their own. More than that the selfish attitude is even more clear when these upper-class masters just provide a small cold compensation to the family of the dead boy. That too not as death recovery but to get rid of the guilt from their hearts.

At another, Balram was made a scapegoat for Pinky Madam's crime. The next day, all was forgotten in the upper-class family. The crime, the guilt everything was washed over in a blink like a dream for them. While the lives of the two poor families were on stake forever thereafter. And there was no one to take care for that just because they were downtrodden and they have been born to be exploited and used by their rulers in their opinion. It is their duty to obey them even if they have to sacrifice their whole life, they should do in their view.

Charles Dickens, the prominent writer of the age, also known as the peasant's writer depicts in a very realistic manner the condition of poor people in his 'Tale of Two Cities' and Oliver Twist'. Marquis St Evremonde from 'Tale of Two Cities ' is the image of extravagantly cruel and pitiless aristocrat having no sympathy and regard for the lives of poor people. His crucial attitude is highlighted in the incident when he crushes a small child under his car and without showing even a mark of regret just throws out a coin of gold of his wallet mercilessly as a compensation before the crying father of the dead child. His unsympathetic and indifferent behavior is evident when he says, "you dogs! I would ride over any of you very willingly, and exterminate you from the earth." (pg. no.6) It seems that the poor people are not human beings but a property of these masters that they can use it in any way as per their own will. They even have a right to crush them to death if they wish so and they would still be negligible because their life has no meaning. He further adds, "It is extraordinary to me, that you people cannot take care of themselves and their children… how do I know what injury you have done to my horses" (pg. no. 5)

The indifferent attitude of these people is such that even after crushing a small child under his ride, he is caring for the expected injury of his horse rather than providing even a condolence on the death of the child. Through his attitude, it is clear how futile they think these people's existence is and how they are.

The similar utilitarian behaviour is seen in the novel 'Oliver Twist' also. The working class boys are oppressed and starved to half stomach. They are kept only to be used and not expecting anything more in turn. On asking for more food, Oliver Twist was angrily fetched to the superior master to determine his fate. "please sir, I want some more… that boy will be hung, I know that boy will be hung,"

CONCLUSION

To be direct, the upper class elites are treating these poor working class people as a machine which only works on their signals. The cold-hearted, inhuman treatment is so much evident in the behaviours of Marquis St Everemonde from 'Tale of Two Cities', master in 'Oliver Twist' and the masters of Balram Halwai also. However sincere, however dedicated and however talented the servant is, he will still be a servant without even regard. This is the preconceived attitude that compelsone to ignore one's talent and prefer someone on the basis of the class rather than his calibre.

"All are human beings

Do not this hatred preserve

With an equal humanistic view,

Provide the opportunity they deserve".

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Part of Speech Simplification and Summarization Using Natural Language Processing

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ABSTRACT

Part-Of-Speech (POS) tagging is defined as the Natural Language Processing (NLP) task in which each word in a sentence is labeled with a tag indicating its appropriate part of speech. The world of internet is getting exploded with a bulk amount of data every day, being able to automatically summarize is big challenge. Summaries of long documents articles in news, *or even conversations* can help us consume content faster and more efficiently. Automatic Text Summarization is a growing field in NLP and has been getting more attention in the last few years.

Keywords : Text simplification, Natural Language Processing, AI, ML

1. Types of Text Summarization

Two types of text summarization methods are extractive and abstractive. Extractivesummarization is necessarily picking out sentences from the text that can best represent its summary. Extractive summarization techniques have been common for quite some time now, owing to its origin in 1951. It's more about learning to understand the importance of each sentence and their relations with each other rather than trying to understand the content of the text.

1.1 Abstractive summarization,

on the other hand, is all about trying to understand the content of the text and then providing a summary based on that, which may or may not have the same sentences as present in the original text. Abstractive summarization tries to create its own sentences and is definitely a step towards more human-like summaries. The techniques working to do extractive and abstractive summarization are different from each other. Extractive summarization is, crudely speaking, a sentence ranking problem while abstractive summarization involves more

complex linguistic models as it generates new sentences.

1.2 Encoding and decoding Techniques:

since the arrival of Deep Learning and Abstractive Summarization, Interaction with machines through natural language and Machine Translation have all been getting a lot of success. Due to parallelism *Machine Translation and interaction* follows with Abstractive Summarization. All of these techniques encode an input sentence into features and then tries to generate a different sentence i.e. decode these features.
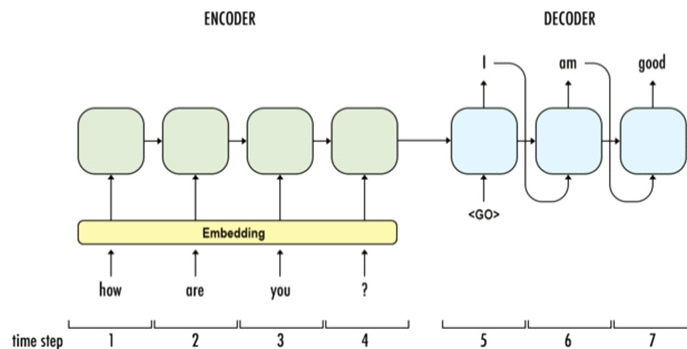
A commonly used Deep Learning based Machine Translation model is an LSTM based Encoder Decoder network with Attention. The model starts with an LSTM based Encoder which converts the sentence into a vector of features. The decoder, also made up of an LSTM, is responsible for creating the output, one word at a time. The decoder starts with the vector of features provided by the encoder and then each word is predicted based on the previous word prediction and LSTM output. Attention is placed on the encoder features to make them even more specific to the current word.

Creation of new sentences is a complex process that the machines have not mastered yet. An issue with Abstractive Summarization is also the length of sentences to be encoded. While LSTMs have the ability to capture both long term and short term contexts, even they have a limit for long term. This makes summarizing really long documents difficult.

Another astronomically important issue for summaries is that it should never contain facts that contradict the input text. Extractive summarization can never face this problem since they pick up sentences directly from the text. But abstractive summarization is prone to such factual incoherence.

1.3 Benefits

The benefits of Automatic Text Summarization go beyond solving perceptible problems. Some other advantages of Text Summarization include:

Saves Time:

By generating automatic summaries, text summarization helps content editors save time and effort, which otherwise is invested in creating summaries of articles manually.

Instant Response:

It reduces the user's effort involved in exacting the relevant information. With automatic text summarization, the user can summarise an article in just a few seconds by using the software, thereby decreasing their reading time.

Increases Productivity Level:

Test Summarization enables the user to scan through the contents of a text for accurate, brief, and specific information. Therefore, the tool saves the user from the workload by reducing the size of the text and increasing the productivity level as the user can channel their energy to other critical things.

2. AUTOMATIC MACHINE RECOGNITION OF FEATURES AND SENTIMENTS FROM ONLINE REVIEWS

E-commerce websites provide customers with the needed product information by giving a variety of services to choose from. One such service is to allow the customer to read the end user online reviews. Online reviews contain features which are helpful for the analysis in belief mining. Most of the systems work with the summarization of the features by taking the average features and their sentiments which leads to structured review information. Most of the times while classifying the sentiment of the review, the context of surrounding feature is undermined. In machine interpretable framework called Resource Description Framework (RDF) was introduce which helps in structuring these unstructured reviews in the form of features and sentiments obtained from traditional preprocessing and extraction techniques. The context data also supports for future ontology based analysis by taking the support of lexical database for word sense disambiguation. The Sentiments WordNet scores are used for sentiment word orientation. Many popular RDF vocabularies are helpful in the creation of such machine processable data. SQL queries are carried out on RDF data to learn the possibility for categorizing the reviews using feature information. This way to engineer the OWL Ontology for reasoning the RDF data. These results were processed by the interface as a feature, sentiment pair so that reviews are filtered clearly and help in satisfying the customer centric feature set.

3. Data-driven Paradigm in Simplification

With the appearance of Simple English Wikipedia and its (comparable) alliance with English Wikipedia, which offered a large parallel dataset for training, It created opportunity for stronger NLP component of the systems and new challenges in text/sentence generation, but at the cost of blurring the final goal of those ATS systems, as there was no clear target population in mind anymore. The release of Newsela dataset (Xu et al., 2015) for English and Spanish in 2015, created opportunities for better modelling of simplification operations, given its well-controlled quality of manual simplifications at five different text complexity levels. Following the previously proposed idea of approaching ATS as a monolingual machine translation (MT) task (Specia, 2010; Coster and Kauchak, 2011), Xu et al. (2016) proposed an MT-based ATS system for English built upon Newsela and the large paraphrase database (Pavlick and Callison-Burch, 2016). The manual sentence alignment of English Newsela (Xu et al., 2015), improved automatic alignment of EW-SEW corpus (Hwang et al., 2015), and the recently released free tools for sentence alignment (Paetzold et al., 2017; Stajner et al., ¡ 2017; Stajner et al., 2018), offered new opportunities for data-driven ATS. ¡ In 2017, several ATS systems explore various deep learning architectures appeared, using the new alignments of Wikipedia and Newsela for training. Sequence-to-sequence neural models (Nisioi et al., 2017; Stajner and Nisioi, 2018), and the neural model based on reinforcement learning techniques (Zhang ¡ and Lapata, 2017) showed a dominance of neural ATS approaches over the previous data-driven approaches in terms of quality of generated output (better grammaticality and meaning preservation). The question of simplicity of the generated output and the compliance of those models to different text genres and languages other than English, is still present. While solving the problems of grammaticality and meaning preservation, the neural TS systems introduced a new challenge, showing problems in dealing with abundance of name entities present both in news articles and Wikipedia articles.

4. POS Tagging

The communities of of Research scalars working on Indian Languages have helped in designing the tagset is an adoption of the work proposed by Bharati et aa[10] as a part of Indian Language Machine Translation(ILMT) project. The tagset includes 25 tags covering the different parts of speech of the language. It is designed to take

advantage of the machine learning process and also facilitate further NLP processing task

CONCLUSION AND FUTURE WORK

This method is good method for generating an automatic text generation. Since no model gives accurate result but our model provides better output and maximum output is accurate. Using our proposed model we have easily generated a fixed length and meaning full Bengali text.

There are some limitations this paper such as can not generate text without given the length of the text and n-gram sequence defined needed which is a lengthy process. Sometimes the order of the sentence is not correct in giving output. There are some defects in our proposed methodology such as can not generate random length text. We need to define the generating text length. Another defect is we need to define cushion token for predict next words. In our future work, we will make an automatic text generator which provides a random length hindi text without using any token or sequence.

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Role of Marginalised
women in Bama's *'Karakku'*

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ABSTRACT

Bama is a tamil Dalit writer. She has become a voice of Dalit women through her autobiographical novel. The present research study aimed at marginalised women in Bama'skarukku .This study analyses oppressed and depressed women in her novel karukku. This paper argues that Dalit Women faced inequality and gender discrimination and the condition of Dalit women in our Indian society. The term dalit was first used by Jyotiba phule in the perspective of oppression faced by the former untouchable in the 19th century. In the present paper, bama helps us to understand the lives of the dalits. In the novel karukku Bama presents herself as a Tamil Dalit Christian.

Keywords: Dalit, Marginalization, discrimination, oppressed, Christian, autobiography.

INTRODUCTION

In 1958 the term' Dalit literature was first used at Dalit conference held in Bombay. Dalit Literature is a post-independence phenomenon. It has a great historical significance. Dalit literature represent collective consciousness of social, political, economic and racial discrimination suffered by the Dalit of hundreds of years. Dalit literature advocates strongly human values such as equality, liberty ,fraternity and justice and accept mans moral attitude. Dalit literature is a literary posture adopted in the movement initiated by Dr. B. R. Ambedkar to remove untouchability. Today Dalit literature is being written in many Indian languages and also translated into many Indian and foreign languages.

Dalit literature also written by some Indian languages are Sara Joseph, Kumaran Asan, Mahasweta Devi, Mulk Raj Anand and Premchand. Baburao Bagul, Bandhu Madhav and Shankarrao Kharat gave a new way to Dalit literature.

There are some significant writers focuses on Dalit they are; Namdeo Dhasal, Daya Pawar, Arjun Dangle, Baburao Bagul, Perumal Murugan,Urmila Pawar, Omprakash Valmiki, Dr. B. R. Ambedkar, Meena Khandasamy, KanchaI laiah,Debi Roy, Raja Dhale, Bhagwan Das and so on.

Bama is a pen name of Bamafausina Soosairaj a Tamil Dalit writer. She has written her first autobiographical

novel in 1992 named karukku originally in a dialect of Tamil and it was translated into English by Lakshmi Holmsrom and karukku won the crossword book award in 2000.Karukku describes the life of a Dalit Catholic Christian women. It also show on the caste based oppression in the village untouchability in the catholic convent. The works of Bama present her as a leader of the down-trodden people. She used the word "taazhttapatoor" or "odukkapattor"in tamil means marginalized or oppressed. The present study focus on marginalization of Dalit women with special reference to Bama'skarukku.

In 1949 untouchability in any form was legally abolished in India. But today untouchability is seen and experienced as faced by Paraya people in Karukku. Bama was insulted by her headmaster for she belonged to the paraya community.

The elder went straight up to the Naicker bowed low and extended the packet towards him, cupping the hands that held the string with his other hand……that Naickers were upper caste and therefore must not touch parayas" (Holmstrom 15). When Bama was a young,she saw this elder Parayasbowing down before a Naicker. Even she didn't know about caste system.

The Naickers, Nadars and even the forester are exploited to the Parayas. They are unable to advanced themselves even after working hard because the payment they receive is not appropriate to their labour. Bama is convinced to the Parayas that a social change can happen only wih education.

(Bama 80) "Who are immersed in ignorance as their capital set up a big business and only profited their own castes". Here Bama describes how church used Dalits. There are many Dalits in churches and the Christian took benefits of the church.

Bama makes us realize that there is place for Dalit at churches even Dalit become Priest or Nuns, they are marginalised by the upper cast Christian. Bama finds new path of renunciation. Roger McNamara (p.20) "In the conventional understanding of Christianity ,God is perfect and so cannot accept a world that is sinful. It is Christ Gods son who is also perfect who sacrifices his own life and so beers the burden of the worlds sins. Therefore, Christ become the mediator between Gods and humans and it is through belief in him that humans can be forgiven and therefore saved". If all humans are equal before Gods so how can we define them in class and castes. "I share the same difficulties and struggle that all Dalits poor experience. I share …..the poverty of the Dalits who toil for more painfully through the fierce heat and beating rain, yet live out their lives in their huts with nothing but gruel and water".(Bama 79) Here Bama is a voice of Dalits and representatives of the Parayas. (Rajkumar 08).

Gangadhar Pantawane defines 'Dalits' ina broader way saying, "Dalits believes in humanism. He rejects the existence of God, rebirth soul, sacred books that teach discrimination ,fate and heaven because these have made him a slave.He represents the exploited men.

GangadharPantawane tells us a meaning of Dalits; they believe in karma and humanism and opposed to God existence soul and heaven life. Bama in Karukku also find a new way of life and believes in humanism and rejects God.

Karukku describes the sufferings of women in the dalit community both from young girlto an old woman. Poverty and hunger are the two main problems for Dalits. Still many Dalit women marginalised by the upper castes. NamdeoDhasal also explained in his poem 'Hunger' the sufferings of Dalits cause of Hunger. For poor people the question of survival becomes more important than anything.

Most of the land belongs to the Naicker community. Each Naicker's fields were spread over many miles. The fields were spreads….people knew all the fields by their names turned up exactly where they were required to work. (Holmsrom 6)

In the above lines Bama says that Upper castes are not given lands and property to the Dalits to cultivate their own corps. Only living sources are available to the dalits for survival.

Bama focuses on social, culture and family life of Dalit in Karukku. Bama revealed the daily life religion,

civilization, celebration, food habits, language culture, entertainment in the Paraya community. She stands for every dalit women. Bama exposed how the Dalit are exploited and marginalised by the upper caste based system. Dalits are exploited everywhere like schools, colleges, markets, buses. Here author tells us that in her school she was called a 'Thief' because of her community. Bama says:'You climbed the coconut tree yesterday after everybody else had gone home and you stole a coconut. We cannot allow you inside this school.'(Karukku 16) In Karukku Bama is not against caste oppression but as a dalit woman who wants equality and justice. In Karukku, Bama focuses on helpless lives and marginalised women of the Dalits.

Caste and Gender are two important Facets for the study of Dalit Feminism. Dalit feminism reconstructs the definition of Women marginalization and oppression. Dalit Women suffered and harass in two aspectfirst; being a woman and being a Dalit.Hence they are double marginalised.

In India Dalit women are exploited and marginalised on the basis of cast based system, gender, class and caste. There are many Dalit and other Writers have been writing on Dalit women feminism, tribal problems, oppressed and depressed class as we see in writings of Bama and Meena Khandasamy.

According to Bama the word Dalit refers to oppressed and exploited people belongs to lower caste in India. The autobiography Karukku is a panorama of downtrodden people and life story of Bama.

Vellaiyamma is grandmother of Bama plays an important role in her village as a midwife . She brings up her two daughters singlehandedly. Her husband Goyindan left her wife after four years of marriage. Bama gets inspiration from her grandmother.

'Periamma' aunt of Bama is like a child bearing machine. She works the whole in the fields and home but at night she surrenders her to satisfy her husband sexually. One day she refused to fulfill his sexual gratification. She was killed by her husband Samudrakani. On the other hand he has no apologize for his wife's death.

Vellaiyamma and Periamma are marginalised in their society.

CONCLUSION

Dalit women still suffer from many ways. Today there are many Constitutional rules made for their rights. But in our Society the exploitation and marginalization of Dalit Women is still common. Dalit women faced domestic violence, gender discrimination and domination both inside and outside of their house. The present study focuses on double oppression by the double patriarchies on Dalit women. Marginalization of women and their status in Indian society clearly visible in the writings of Dalit writers. Bama tells us a message to all Dalit women, education is the only way can change their life.

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Language of Comics

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ABSTRACT

Language is a means of communication. This is present in all our thinking process, dreams, aspirations, yearnings, brawls, arguments and presentation. It is also present in our holy prayers. It helps to transfer knowledge and rich heritage to the next generation. The term language refers to the faculty of speech which human beings hold in common. Linguistics believe that there more than five thousand languages all over the world.

There are many branches of literature. Comic Literature is also a branch of literature. It was earlier ignored by many. It is a way of expression. It is satirical in nature. It amuses and attacks foibles of the society. It is satirical in orientation irrespective of the consequences. The writer is not an enemy of the society, but he criticizes the fallen standard of the society of his times.

Keywords: character, cruelty, conservative, the Gita, human nature.

LANGUAGE OF COMICS

Introduction:

Comic Literature is a major trend in recent century. It is now recognized as an important genre of English Literature. It is satirical in orientation. The writer is not a negative criticizer of the society. Comic literature is an indirect expression. It reflects the foibles through caricature, images and symbols. Its main focus is on graphic presentation. If literature is a mirror of society, then comic literature too is a literature.

Language is a universal medium of expression. Comics resort to various tools such as graphics, pictures, slogans, miniatures, caricatures and so on. It expresses though symbols and pictures. Language cannot express everything fully. Symbols and caricatures speak beyond words. They express and attack the target directly.

Comics as literary form were popular medium through recent century. There was no advent of science ands technology. This form has grown as a major way of expression in modern times. Popular comics were discovered in the late C19th & early C20th. In United Sates of America. Comics is a new coinage in C19th. It is rich with humor. It is perhaps the oldest form of communication. The term *Comu* is derived from the name of God of the Revels. (Murray,2008, P.7)

Graphic images existed even before written languages. The use of comic art can be dated back o the ancient like the Egyptian hieroglyphics, Aztec, Greek, Persian and Roman manuscripts etc.   (Williams, 2011). Even comic novels are form of long narratives. Such novelists resorted to Satire and irony, They used idioms and

phrases, puns, dialogues, slangs to everyday life. They use flying balloons, dolls, birds, animals as their tools to attack the vices of society. Pictures speak more profoundly. A study on this literary form was conducted in America. It is no more a sub form in literature. In modern times, people read comic literature, comics, caricatures, cartoon with great interest.

It is true that comics are not a regular form of literature. There is a lot of difference in the comic form of America and India. American form consists 32 pages. In India comic writers followed the same model to some extent. Comic magazines like *Chandamama* was published in more than five languages since independence. This is a first attempt towards this genre in India (McLain, 2009, P. 2)

It is true that people rejoiced reading *Chandamama* in most states. It was a picturesque comic magazine. It contained different sections on history, great deeds of kings and queens. It often had a section on fantasy elements. The story of *Vikram* and *Vetal* was widely acclaimed by the readers. It contained caricatures and pictures too. The language was all too simple. The *Delhi Sketchbook* (The Indian Punch) of the 1850s was the most popular cartoon form. It was nothing but graphic narration. (Dastidar,2019)

A great changed overwhelmed in 60s. The Times of India published *Indrajal* Comics. It was a great effort to this genre. The comic series in the newspaper was available to masses. In 1967, Pai launched a series , *Amar Chitra Katha*' Its main aim of publication was popularize stories of historical characters of our nation. The religious stories, historical characters appealed to children on a large scale. (Kasbekar,206 P.95)

Amar Chitra Katha was popular because it focused on science and culture of India.(Rao ,201,p. 42). Comic Literature constitute a great combination words , metaphors and images. " Comics is a useful term for designating the phenomena of juxtaposing images in a sequence" (Duncan and Smiths,2009,p.3). In *Understanding Comics* Scott McCloud writes :

Comic books are considered a visual piece of art in sequence…

..Juxtaposed pictorial and other images in deliberate sequence,

intended to convey information and /or produce an authentic response in the viewer (1993,p.9).

Whereas both comic books and graphic novels are commonly referred to as genres: they are really more of a medium or format. These books can be any genre that a non-comic book can, including horror, mystery, science fiction, fantasy, memoir, or history.

So the writer focuses on the five more features that are probably the most striking: image style, words and word containers, word-image relationships, undrawn inferences, and layout. We can spend hours exploring them. Comics Literature is also full of research. The semiotics theories came to be employed in the analysis and study of comics, providing a solid foundation for academic enquiry into comics. " A philosopher may be tempted to draw an analogy with Descartes' account of the unity of mind and body. …The unity in comics of image and text is , ideally , as close a bond as this unity of body and soul bound together to form a person" (Carrier,2000, p.73).

Comics possess above all other media, the power to express the wide and varied range of emotions with greater amplitude, despite its limitation of the two-dimensional textual-visual worlds. The true power of comics lies in visceral expressions, not representations. (G. Sarita, P 11-17)

It was Saul Steinberg who first recognized the properties and featurers of comics-the onomatopoeic exclamation, speech balloon, the bubbled line indicating thought etc. (Carrier 2000, p.30).

In other words, the writer spreads his message through pictures, caricatures, balloons, and many more symbols and images. Now in modern times, and different caricatures are published to ridiculed political rivals. Pictures speak more profoundly. Sometimes words fall short of expression, Even deaf people can understand what the picture speaks. We are deeply concerned with values. Values are important in life. But in modern days, younger generation is going astray. People do not want to work hard. Everyone is in search of short cut. Success, success and

Success… is the watch word of the time.

Boxes and balloons can mean more. Symbols, images flowers are basic ingredients of the same. The classical tradition assimilated the contents of the mind to pictures and believed that thought involved visual representation. (Carrier,2000.p.44)

There is no such fixed set of language of the comic magazines. Its main material are balloon, flowers, birds, articles, symbols, images and objects. The objets of any comic literature is anything that a comic writer resorts, Reader can only enjoy what he sees and interprets. Pictures are more powerful than words. They appeal to the visual senses of mind, We as readers understand and know what exactly the writer wants to express.

Fig. 1 Caricature Mr Bean

Much like movies, comics also make skilful use of devices such as flashbacks and foreshadowing. The usage of these techniques allows he creation of a text, where the present and the past merge together with good fluidity relying at the same time on the reader to do a vivid connecting of space and time (Wainer, 2014,p.113).

The pictures, images and symbols often stand for the writer They speak, express and entertain and serve as think centers. Now in jmodern times, words fall short. Nobody is ready to listen to. This is an age of information. Social medica is very powerful. You tube, whatsapp, face book, twitter handler, are the most popular medias. They mainly rely on comic literature. They broadcast much more pictures, images, , and cartoons , Caricatures are ridiculous in nature. Most of the time political rivals, film starts are trolled. It is the best tool for this. Words have limits. Pictures and symbols have no liomit or so. Even government and non government agencies use posters, symbols and logos. Logos serve many more purposes. Flags, symbols , boxes, flowers, tombs, and religious places, weapons are the best tools for a comic writers. His property is not words but symbols and images. There is a lot of career opportunity. A journalist and videographer rely on comic properties. The writer feels that there is lot of scope to explore more arenas . The writer of this paper derived material from Dr, Sarita G. He is motivated from her said research paper. The writer thinks that without expressing gratitude to her, this paper would be incomplete.

It is the need of this genre. It is a form of literature. Its material is really different. It is more expressive. People ands readers in general understand what the picture means. They even appreciate the comic writer. There are now diplomas and certificate courses in Cartoon films. The pictures in the newspapers or in magazines ridicule characters, They exposé cruelty to animals. They throw light on the conservative attitude of man. A Comic writer is not confined just to a topic. He is a free to comment and attack on anything he thinks fit.

A comic literature is unique. Its properties are different. /verbs and nouns are not expected here. It is all non verbal. Every newspaper reserves a corner for comic pictures. A cartoon or a caricature is a work of an individual artist or it may be a group work. A team of creative writers invent more and more caricatures, personas to ridicule some popular film actress or a political reader. or an object. Such artist always support the cause of people I. They even ridicule government also. This is the nature of Comic language.

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SUGGESTIONS

1) Be specific about the tools of analysis

2) Provide more illustrations and their interpretation

40

An Ecocritical Rereading of Sawako Ariyoshi's *The River Ki*

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ABSTRACT

The dominance of nature is one of the universal themes in literature that influences us. Ecocriticism has naturally evolved into a powerful presence in literary theory. Here I present an analysis of Sawako Ariyoshi's The River Ki, which depicts the unavoidable power of nature in creating and shaping an environment. Sawako Ariyoshi a Japanese novelist, short-story writer, and playwright, was born in Wakayama City and raised in a region south of Osaka known for its ancient and venerable traditions. Ariyoshi frequently investigates the various discourses and power dynamics of postwar Japan. She is a humanist who investigates sociological issues. Ariyoshi has been a forerunner in predicting trends in Japanese society. The River Ki, one of Ariyoshi's most enchanting works, depicts the lives of three generations of women in the river ki region during the Meiji, Taisho, and Showa eras. The river mentioned earlier has a significant impact on the lives of the characters. Ariyoshi projects the women with all the vitality of the river against nature. Hana, as a woman and thus a creature of nature is guided by emotion rather than intellect, intuition rather than logic.

Keywords: Ecocriticism, power, discourse, river ki

INTRODUCTION

The novel begins with the daughter of the respectable Kimoto family marrying the elder son of the equally respectable Matani family. Toyono, the Kimoto family matriarch, has arranged for Hana's marriage. Toyano believed that being a woman was no excuse for ignorance, so she raised Hana wisely and well, endowing the lovely young Kimoto girl with intelligence and an unblemished character. Her grandmother taught her to have a special bond with the river Ki. The Ki flows east to west. As a result, brides from families along the Ki must never travel upstream, and brides must never cross to the opposite side of the river because the river's waters are supposed to keep people apart. The people who lived along the Ki's banks had enough tragic events to back up their beliefs. Toyono supported Keisaku Matani's marriage to Hana on the grounds that Hana would be traveling downstream, with the natural flow of the river, if she

traveled to the Matanis' home.   Hana learns soon after her marriage that a girl who traveled up the river for her wedding drowned ten days later when the Ki flooded. This made her realize that the cost of going against nature is steep. She relies on emotion rather than intellect, intuition rather than reason, because she is a woman and thus a creature of nature.

As we progress through the story, we realize that Ariyoshi compares women not only to the passively flowing but powerful river Ki but also to the ivy plant. It is thought that the ivy that grew around its central stem represented positive feminine characteristics. Ivy is both decorative and strong. It requires a prop to climb and adorn. In the case of Hana, Keisaku is clearly assumed to be her 'prop.' Although Hana considers it her wifely duty to be completely obedient to her husband, she quickly assumes frustration and tacit dominance over him after the birth of their first child, a son, and the all-important heir. Nature lends her a hand in this. Hana and Keisaku are portrayed as ordinary Japanese couples. Keisaku never confides in his wife about his business affairs, and she never expects him to. Keisaku begins to frequent the geisha quarters shortly after their marriage; while Hana is fully aware of his marital infidelity, she never brings it up between them. Hans, in its gentle shade of green, remains as unobtrusive as the Ki. Keisaku can't hide his disappointment at the birth of their second child, a girl. Hana, on the other hand, is adamant that her children, Seiichiro and Fumio, conform to traditional gender stereotypes. She is concerned because Seiichiro is fragile and lacks vitality. Fumio, ironically, possesses the very characteristics that her brother lacks. While Seiichiro is undeniably bright, having been admitted to Tokyo's prestigious First High School, he somehow disappoints his parents.

Hana checks Fumio's struggle for a life independent of the pattern set for the model Japanese woman at every step, and as a result, there is constant friction between mother and daughter, because Fumio is more like a boy than a girl. She is bored by traditional Japanese female interests such as personal appearance, a desire for material possessions, and a preoccupation with domestic chores. Fumio defies the constraints placed on Japanese womanhood. Fumio wonders if her mother's rage at her is ultimately motivated by her inability to dominate her daughter. Hana is compared to the river Ki, in which calmly flowing blue waters appear serene and mild, yet the river itself suffocates all other lesser rivers.

Hana permits her daughter to enroll in a university in Tokyo despite her wish to manage Fumio. She adheres to the traditional Japanese belief that the eldest son should take centre stage in all affairs. Hana gives Seiichiro all the money he asks for and never questions him about his student life in Tokyo, but she is reluctant to give Fumio money and frequently regrets letting her disobedient daughter leave the house. However, when Hana's daughter finds love, her plan to get rid of Fumio through an arranged marriage is destroyed. Eiji Fumio's selected husband is appropriately engaged in modern culture, especially that of other countries. Hana communicates her own intentions for the pair by symbolically selecting an ivy crest for the bride during their western-style wedding. Hana expressed her wish that her strong and independent daughter would adhere to her husband like ivy, just like she did.

The river imagery that runs throughout the novel reappears shortly after Fumio's marriage, symbolically rejecting the native beauty of her mother's favorite river. When Fumio travels with her husband to his workplace in Shanghai, she can't help but mock her religious mother, who was hesitant to send her daughter abroad, by saying that the beauty of the Ki cannot be compared to the many colours of the sea. However, tragedy strikes Ariyoshi's characters who defy nature. The Ki kills Keisaku's daughter, and Fumio loses her second son. This incident prompts Fumio to investigate her cultural roots. Fumio decides she wants her next child to be born in Japan and, overcoming a lifetime of rejection of what she once dismissed as Japanese superstition, she creates a breast charm for the baby she is expecting, just like her mother and grandmother.

The rest of the book is dominated by images of rivers, which frequently operate as a type of litmus test for the characters. Hana is stunning and strong not only because she appreciates nature's beauty and strength but also because she views the river Ki as a cherished parent. Keisaku well understands that his significant political and financial triumphs have been primarily attributed to having a wife who is so in tune with nature, despite his 'manly' insensitivity to the lovely Ki.His exquisite wife, who always carried herself with dignity, had been at his side while they navigated

a calm river for the better part of his life. The loss of their children, on the other hand, made Fumio and Koisaku conscious of the necessity for a proper appreciation of nature. Hanako, Fumio's kid, is a gift to Hana as compensation for her unwavering adherence to moral principles, and she successfully instills a love of her country in Hanako. Here, Hanako is forced to disclose to the readers that she shares an atavism with her grandmother, something she herself acknowledges (the abiding natural element of tradition ties them together despite all the superficial differences separating old and modern Japan). Hanako's grandmother first introduces her to the river K, and while she is mesmerized by the celadon green of the river, she exclaims the beauty of the colour. Because her parents had no interest in introducing her to her Japanese background, Hana used to be concerned that her grandchild would view Japan through a foreigner's eyes.Hanako's roots were still in Japan, despite her upbringing in Java. She was usually mesmerized by the cherry or peach blooms as well as the specific green or blue of the Ki River. Hanako had a strong connection to their long-standing customs and beliefs. This makes Hana pleased with herself because she was adamant that she had succeeded in maintaining their roots, just like her own grandmother Toyono. Hanako realizes as the book comes to a close that the river Ki's colour, a gorgeous combination of jade green and celadon, stayed constant throughout, whereas the enigmatic ocean's colour changed as the sunshine played upon the waves. This demonstrates to us that she is a suitable heir to Hana's embodiment of the spirit of Japan.

CONCLUSION

Ariyoshi has demonstrated through her work that man modifies his surroundings via the use of reason and free will while being controlled by the inescapable force of nature. The difficulties that Japanese women face as a result of their culture and traditions are depicted in graphic detail by the author. They possess more guts and mental fortitude than the males in their lives because of nature's influence. We come to understand the truth in Diderot's statement that "Nature is like a woman who enjoys disguising herself, and whose different disguises, revealing now one part of her and now another permit those who study her to assiduously hope that one day they may know the whole of her person" through Sawako Ariyoshi'sThe River Ki.

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The Phenomenon of Honour Killing in Literature and Film:
A Study in Social Perspective

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ABSTRACT

An honour killing or Honour-based violence has become a complex phenomenon throughout the world. The word "Honour" has many positive meanings but it has been linked with words like "Killing" and "Violence" One does not find a universally accepted single definition of Honour Killing. It is introduced diversely in diverse socio-cultural, religious and national backgrounds. The phenomenon of honour killing has been studied in legal, religious and cultural contexts but, comparatively, it has been less trodden in the context of literature and film. If we probe into the incidents of honour killing occurring throughout the world, we will find that 20,000 women are victims of it. Literature and film are major tools to represent contentious and complex issues of society. While representing such a phenomenon, she/he is likely to be biased because it sometimes involves power politics. It becomes more complicated when she/he undertakes the task of representing the complex, sensitive and abstract phenomenon of honour killing, especially in Indian circumference. India is a land of variety, differences and contradictions. Literature/film is a mirror of society. Literature/film can tackle this sensitive phenomenon sensitively to render awareness in society about the inhuman act of honour killing. The sympathetic and empathetic nature of literature/film may bring reformative change into society. Bapsi Sidhwa'sThe Pakistani Bride (Novel) and Nagraj Manjule'sSairat (Marathi film) these two representative pieces of literature and film that have been selected for the study.

Keywords: Family Honour, Honour Killing, Movies, Literature and Society

INTRODUCTION

Literature and film are interlinked artefacts. Literature and films are reflections of society. Social issues like gender discrimination, class/caste discrimination, religious issues and exploitation of nature, women and children are investigated in literature and film. Recognizing and concentrating on the importance of literature, film, social media and internet resources has become the need of the present century. How literature and films are being catered to society and most importantly what is catered to society. These points are needed to be focused on by scholars in their respective fields. There is a need for media literacy. The manifestation of ideas, culture and trends through literature and film may be reformative or orthodox. One must be capable of understanding the difference between the two. Generally, dominant social structures, norms, cultures and ideologies created by the dominant class in the society are normalized. This system and process of normalization were fulfilled with the help of literature and film. On the contrary, mediums like literature and film can be skilfully used to eradicate the orthodox and inhuman ideas from society. In the present paper, the researcher wishes to through light on the representation of the contentious phenomenon of "Honour Killing" and "Honour based violence" perpetrated against women and men in literature and film with special reference to the novel entitled "The Pakistani Bride" by Bapsi Sidhwa and Marathi film entitled "Sairat" by Nagraj Manjule. Here, the researcher undertakes to compare and investigate the phenomenon froma social perspective. The researcher has attempted to draw some inferences from representative novels and films. Honour killing is one of the forms of violence perpetrated against women and men in the name of family honour. It is the act of killing she/he for the cause of the perceived belief that she/he has brought shame or disgrace upon family, caste, religion or society. Honour-based violence may be identified in the form of physical violence, sexual violence or psychological violence. The phenomenon of honour killing can be observed as a mechanism to assert and impose one's ideas and will over another for the sake of inculcating ideas and understanding that violating social norms of society may bring death to a person. Honour killing is perpetrated to threaten youngsters, especially girls in the family. Honour killing is generally observed in a patriarchal society. Patriarchy is the system of male superiority over women in the family and society. Patriarchy is strengthened institutionalization and internalization of male superior rights, privileges and power. In many societies, countries patriarchy is unique but the same on the ground of marginalization and suppression of women.

The issue of killing young couples for honour (*Ijjat/ Sanmana*) is a contentious and complex one, which over the years has become an endemic problem in societies. The problem should be approached from a multidisciplinary perspective. Whatever the title, the study exists around the phenomenon which is undertaken within the social sciences or legal study. Through this work, the researcher will examine some select novels that are centred on socio-cultural, religious and socio-psychological practices of 'honour killing. Foregrounding this new approach, it is proposed to study with an interpretative and critical perspective. To represent the phenomenon of honour killing is sensitive and responsible work, because representation imposes power politics as to who represents whom and it also involves selective understanding and representation of reality. According to the entry recorded in the Oxford English Dictionary, the oldest and the most recurrent use of the term honour in English dates back to 1375. All of these usages are concerned with credit, reputation and goodname. Samuel Johnson, in his famous 'A Dictionary of English Language' (1755) defined honour as having many meanings. The first of which was the nobility of soul, magnanimity and scorn of meanness. He also defines honour in relation to reputation, fame, chastity and virginity. In countries where the phenomenon of 'honour killing' occurs regularly, culprits who are arrested, often proudly show their handcuffs as many believe that killing for the sake of individual consciousness of honour or collective consciousness of honour is heroic.

Reading BapsiSidhwa's "The Pakistani Bride"

Bapsi Sidhwaborn Pakistani and grew up as a novelist, she is fromthe Parsee family. She lived in Karachi Pakistan in 1938 which was part of India. She migrated to Lahore with her family and now she is living in the USA. She has completed her basic as well as degree education in Lahore. She has continuously worked as a social worker for bringing reformative change into society.It can be seen that the married life of Sidhwa has not been successful in a

traditional sense because she had to get married twice. Sidhwa was a voracious reader, in one of her interviews she says ". I remember reading *Pickwick Papers* five or six times." She is competent in Urdu and English but she is more comfortable in English while expressing her ideas.

BapsiSidhwa is known for her active participation in social work. The influence of her social work can be observed in her literature. She is one of the leading feminist writers. In her novel The Pakistani Bride, she has depicted the brutal nature of patriarchal society.Bapsi has tackled the issue of honour-based violence by depicting the story of three couples; first Afshan and Qasim, second Zaiton and Sakhi and third Carol and Farukh. This is the story of the suppression and marginalization of women in Pakistani tribal society. Zaitoon, Afshan and Carol have to suffer because of being women. This is the description of gender inequality that is deep-rooted in the socio-cultural set-up of Pakistani tribal society. Zaitoon is an orphan girl who lost her parents in the partition riots and she is adopted by Qasim. Though Zaitoon is a woman of strong will and courage, she becomes the unfortunate victim of the Kohistani patriarchal society. Quasim has adopted her because she reminds his own daughter, to whom he has lost because of the disease Smallpox. Due to the spread of Smallpox, he migrates to earn a livelihood and to forget the sorrow of his family's loss. He loves Zaitoon a lot because he feels like his daughter in Zaitoon. He takes care of her and one day he turns into her owner. He forces her to marry Sakhi, a man from his tribe. Though he knows that Zaitoon will never be like Sakhi and will not be happy ever. Sidhwa depicts this as; a "woman the world over, through the ages, asked to be murdered, raped, exploited, enslaved to get unfortunately impregnated, beaten up, bullied and discriminated. It was the law of nature."

In the case of another female character named Afshan, a fifteen-year-old girl is forced to get marriedto a man Quasim. Long back Quasim has borrowed a loan from Quasim's father and he is unable to pay loan, so as a matter of compensation Zaitoon is offered to Quasim's father and Quasim's father is supposed to get marry Zaitoon but later she is given as a gift to Quasim by his father. This shows the inhuman, exploitative socio-cultural background of Kohistani tribal society. Her opinion is not taken into consideration when taking the biggest decision regarding her file. She is kept silent and this silence is the outcome of a male-dominated society where women are not allowed to peep into the decision-making procedure. She gets shocked She is completely shocked when she comes to know that her husband is a little boy. When that boy enters her room.

"She stared in amazement at the childish, frightened face…

Was this a joke?Are you my husband? She asked incredulously." (ThePaksitani Bride, p9.)She is completely confused, she does not know whether to laugh or cry.

Mariam is also one of the important female characters in the novel The Pakistani Bride. She is like a babysitter and caretaker of Zaitoon, she nurtures Zaitoon and gives her the love of a mother and friend. In her personal life, she is an ideal woman because of her submission to a patriarchal society. She lives and keeps herself isolated from the family. She is not taken into consideration in any decision-making process and other important family planning. She is extremely concerned about her husband's honour. She keeps herself away from the public for the sake of preserving her husband's "Izzat" honour."Mariam, reflecting her husband's rising status and respectability serving strict purdah, she seldom ventured out without veil" (The Pakistani Bride, page 51)

Women characters have been portrayed as dolls in the hands of men in a patriarchal society. They are totally controlled by men in the name of family honour and social and religious honour. Women are strictly instructed to preserve virginity and chastity, they are completely away from social, political and economic developments. Sidhwa's female characters suffer from identity crisis. There is an incident about basic education for women in the novel. Quasim thinks that education is useless for women, education is not a basic right of women. The following statement of Quasim is the example of orthodox mentality in Kohistani culture where Quasim says and I quote; "She is not going to become a baboo or an officer... she will get marry and have a children." (Pakistani Bride p52). This is how, women are restricted to the kitchen, and their only duty is to perform household work. Women are treated as a child-producing machine. "You'll see how different it is from the plans. We are not bound hand and foot by government clerks and police, we live by our own rules- calling our own destiny; we are free as the air you breathe!"

(Pakistani Bride p100). These lines can be taken as the evidence of uncivilized life of Kohistani people. We come to know that Quasim is savage and he is giving savage treatment to Zaitoon, she is innocent and she hardly knows the hidden meaning of the above lines. Zaitoon faces so many difficulties while adapting and adopting the uncivilized culture Quasim.

Watching Nagraj Manjule's "Sairat"

Nagraj Manjule directed Marathi 'Sairat' later on its remake was directed by Karan Johar. It is a tragedy of a young couple who happens to be the victim of a patriarchal society. The heinous practice of caste and class discrimination practised in India in general and in Maharashtra, in particular, can be studied from multi perspectives.Nagraj Manjule has created a visual representation of the inhuman caste and class system prevailing in India. The discrimination of lower caste done by upper caste has been very subtly presented in the film. Since centuries lower caste people are treated as an animal in India and glimpses of this animal-like treatment can be seen through so many incidents of honour killing all over India. Even, after the implementation of the Indian Constitution which has been a very studious and humanistic work by Dr. B. R. Ambedkar, the situation is the same as it was before hundred and fifty years. Sairat has a background of rural Maharashtra. Sairat is the word from Maharashtra's Marathi language which means free or mad. This is the story of Archie, (Archana Patil-heroin) and Parshya (Prashant kale-hero) a fisherman's boy from a lower caste. Archie is a daughter of a dominant politician from the upper caste. She is a bold girl who drives gipsy and bullet. Her entry in the movie is shown on the bike which is a bold act in villages. Archi studies in the first year of college when she encounters Parsha in the scene of the general introduction of students in the classroom. She is impressed by him because he is a clever boy and had scored 72 per cent in his twelfth class. Eventual she falls in Parshya's love. They start chatting on mobile for hours. Her mother catches her communicating on her mobile for a long time her mother restricts her but she does not listen to her mother. Archie is a bold and strong girl whereas Parshya is a shy boy.

There are many incidents in the film which throw light on caste discrimination in society all these incidents help us to stress the roots of honour killing in society. In theschool Archie's brother named Prince slap to teacher and instead of punishing his son his father praises him and says that he has inherited this boldness from his grandfather "my father was same; he is like my father." Drinking water from the house of lower caste people was strictly avoided because it is not permitted in the religion. When Archie visits Parshya's house, she asks for water and when she drinks water Parshya's mother and sister are surprised and shocked to see that a girl from the upper caste is drinking water from their house without any hesitation. In this context, we do not have any verbal dialogue but the shocking observation of Archie that she is drinking water of a lower caste family is the culture of rural India. In another incident of water drinking where Archie's bother Mangya is offered water by an old lady but Parshya's friend interrupts her by saying that Mongya is Patil (upper caste) and he cannot drink water in the lower caste family. Archie and Parshya elope and get marriedand they start their happy married life with some initial difficulties. Archie gives birth to a child named Akash. At the end of the film, Archie is busy with her household work and a lady from a neighbour comes and takes Akash with her. Meanwhile, Archie's brother along with three men visits her house. She welcomes them and makes enquiries about her family members. Archie is very happy that her mother has sent sweets clothes with her brother Prince. Then Parshya returns at home and is shocked by the arrival of Prince with three men. Archie hugs him and informs him that their marriage has been accepted by her family and everything will be ok in their life. She makes tea and asksParshya to serve her brother and other people. She starts preparing snacks for them. Suddenly we as the audience are shown the entry of Akash, he enters in kitchen and finds his parent's dead body and blood flowing around them. An innocent child watches the situation, and knows nothing but goes out of the house towardthe neighbour. When the child goes out of the house while walking his small legs leave his blooded footprint are shown. There we do not hear any sound but the child Akash is seen crying. The film ends on the pathetic and tragic note of Archie and Parshya's brutal murder.

The film ends with complete silence which creates a tragic feeling for the death of the couple. The hatred

which impels to finish the life of loved siblings and relatives has been inculcated by a caste system and patriarchal tradition in India. The murderer even is not convinced by watching the photographs of an innocent child. As sensitive human beings, we are forced to investigate that where are the roots of this mentality, where are the roots of hatred for the lower caste.What are the remedies for this inhuman act of killing in the name of family honour. The story of "Sairat" is the symbol of caste discrimination and the implementation of honour killing and honour-based crime in India.

Analysing the representation of honour killing

Honour Killing is one of the psychologically complex, sociologically complicated and morally distressing violent crimes against humanity. The psychological complexity is seen in the Archie family, they feel extremely disgraced due to their daughter. It is sociologically complex because when Archie and Parshya in the film elope, Parshya's family has to suffer ostracism. Boyes deny to marry Parshya's sister, no one is ready to relate with his family. On the ground of morality, it is believed that Archie must obey her male family member. She is rejecting this so-called moral duty and ultimately, she has to leave the world. What kind of morality it is that does not allow the girl to take important decisions about her life, she is believed to be not capable of taking decisions like marriage. Honour-based killing is an output of inequalities. Honour killing is a direct Violation of Human Rights. Victims are mostly women. In most incidents of honour killing, murderers are mostly men and women also actively participate in this heinous act. In Archie's, we see that her brother feels proud of killing her. We as the audience in the theatre think that Archie's mother is aware of the massacre but she does not make any attempt to rescue their murderer at the same time we are made aware and confident that women are powerless. So, it is clear that in honour killing cases, murderers are mostly relatives- fathers, brothers, husbands and sons. In the case of Archie, the family has a strong belief that the victim has brought dishonour to the family and the community so without any hesitation they are willing to kill the couple in a very brutal way.

In the same way, The Pakistani Bride is an example of women's psychological submission to a male-dominated society, where Zaitoon is allowed to select a groom. She is handed over to an uncivilized man named Saki. Pakistani, Kohistani culture is orthodox culture. Women are socially taken for granted, they are commodities at the hand of men and men are responsible for every minor and important activity regarding women. Disillusionment and helplessness are important issues in Pakistani Bride. It is found that story of the novel begins with a very pathetic and gloomy tone it has a very sad end where Zaitoon is raped and she has taken shelter in the army camp. This can be a reflection of the writer's personal life because she has delineated the story in a very sympathetic way. This is the story of a girl who marries a man with a visionless mentality who is happy living a savage life.

"Abba, take me back. I'll will look after you always. How will you manage without me- and the food? If I must marry, marry me to someone from the plains. I will die rather than live here." (The Pakistani Bride, p157) In the above dialogue, we come to know how women are hapless. Zaitoon is begging her father but he does not listen to her though he knows that she will not be happy with her husband, she is left to die. Kate Millett observes that in society "the male appropriates all power, and the female dispenses charity" (*Sexual Politics* 104).Simone De Beauvoir states "Woman has always been men's dependent, if not his slave; the two sexes have never shared the world in equality" The whole novel can be read in the light of these two statements by most acclaimed feminist authors like Kett Millet and Simone De Beauvoir. Men-centered power structure is significant in Pakistani and Indian culture. Women have no right to be in power, they must live at the periphery of the family without making any complain against the male centered society.

Honour is associated with male dominated ideology, shame is its opposite concept. Surviving physically is subsidiary to moral survival, men's honour rest in the womb of women so when women start behaving independently and involve themselves in love making, having a love affair or extramarital affair is a crime because these activities bring shame and disgrace to the family. The family has to leave with the abandonment of their kinsmen, friends and society. Dishonour brings poverty to the family. The caste system and extremism of religion have created a divide in

inter-caste and intra-caste marriages which ultimately brings inequalities in society. In the case of Archie and Parshya, we see thatthe caste system is so rigid it does not allow society and families to accept the relationship of their children. After many hardships and difficulties couple begins their household life but, at the same time, their family has to suffer a boycott of kinsmen. That is why Prince (Archie's brother)is sent to finish Archie and Parshya. These kinds of incidents disturb the social fabric. When we read the novel, we come across the wretched condition of Zaitoon. We feel sympathy for her because, we are made sure that is innocent, she is mercilessly raped in the forest. In Pakistani, Kohistani society, women are repositories of men's honour and women are given inferior status in the society. The close reading of the term honour raises some fundamental questions like- why does honour rest in the female body? Women are perceived as inefficient for creativity whereas men are considered to have creative ability, on which the notion of honour is built and inculcated in society. Caste endogamy and feeling of caste pride as well as purity, these things systematical work to establish a patriarchal culture.

In the introductory part of this paper, we have discussed the power politics of representation. In the light of that argument, herediscussion will be held around issues of representation of contentious phenomphenomen a honour killing and honour-based violence. While analyzing the representation of social, religious, political and cultural issues is brainstorming work because while reading or analyzing we are likely to be biased positively or negatively. A Marathi film 'Sairat' has been directed by Nagraj Manjule. When we peep into the biographical information of Nagraj, we as common audience and reader we tend to be inclined towards the victim or perpetrator of honour killing. Generally, stresses of the positive and negative impact of cinematic and literary representation honour killing. A nineteen-year girl was killed by her brother in Vaizapur, Maharashtra, because of her inter-caste love marriage. Brother beheaded his sister and most shocking thing is that his mother helped him to kill his daughter, mother took active participation in that massacre. In the Marathi film, 'Sairat' Archie is killed by her brother and the same thing happened in Vaizapur, Sambhaji Nagar then Aurangabad. The point to bring this incident of honour killing is to think about the interrelationship between film and reality. It can be said that film is a reflection of society or it can also be said that a girl from Vaizapur has been killed after having some inspiration from film.

CONCLUSION

Film and literature cannot be studied in isolation. There has always been some interconnection between the two. We find almost total polarization between the sexes. Honour killing is hard to conceive. To conclude, it can be said that honour killing is being practiced in India and Pakistan. About seventy per cent of honour killings of girls happen within the age group of 11 to 20.

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Role of Electronic Media in English Language Learning

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ABSTRACT

Social media can play an important role in learning English Language as it possess several strengths and opportunities in English language learning at large. The main objective of this research is to examine the impact of using electronic media in learning English language for students. Electronics media help students to memorize vocabulary more effectively and allow them to form a sentence in their mind more easily and quickly. Among the many language learning sources, electronic media plays an important role in improving one's language standards. Some of the important media instruments that help in learning a language are Internet, streaming services, television, newspapers, magazines and radio. These have revolutionized the world of communication. Hence, these media instruments, though used for gaining information, also have evolved as language promoters/resources, thus playing an important role in learning a language. Let us now learn how each media tool helps in learning a new language. This paper highlights a role of electronic media in learning English language for students. This will help to broaden their vision.

Keywords: Electronic media, learning, Internet, streaming services, television, radio and language learning apps

INTRODUCTION

Dwelling in Modern age which is essentially an age of technology we have many language learning sources, electronic media plays an important role in improving one's language standards. Some of the important media instruments that help in learning a language are Internet, streaming services, television, e newspapers, radio & Language learning apps. These have revolutionized the world of communication, whose main tool is language. Hence, these media instruments, though used for gaining information, also have evolved as language promoters/resources, thus playing an important role in helping learn a language. Let us now see how each media tool helps in learning a new language.

Internet :

The advent of Internet, as any sufficiently influential technology, has revolutionised both society and language. Internet is a virtual English environment. It has its own language and logic and is not limited to one culture. The most positively regarded impact of the Internet on language is the seemingly large number of new words added to the lexicon, such as "tweet", "selfie", and "emoji" The Internet gives access to unlimited information on any given topic. Hence, by browsing the Internet, you can learn any aspect of language you wish. Moreover, it also provides tools for interactive learning which eases the process of learning further. English learning develop toward individualization and autonomy People become autonomous by using internet and they can independent from books and teacher such as chartrooms and mass media which

Increase the oral proficiencies of learners. The use of mass media such as books and manuscripts and internet media (like blogs; Message boards; podcasts; and video sharing) are another faces of e-learning. Although using mass media and internet media are challenging and time consuming. They provide teacher and students with creative and practical ideas. The flexibility and ease of using the Internet has made it one of the most entertaining and fun ways of learning a language.

Streaming Services:

In today's world with the advancement of technology, system, applications and Internet, live streaming has become prominent day by day. Wide range of international movies, Web-series and TV- series are available on famous streaming services like Netflix, Amazon Prime, Disney Hot star, Hulu, YouTube etc. Streaming culture offers much more than simply allowing the viewers to be entertained. Live streaming is helpful in ESL learning to keep pace with globalization, produce independent learners, provide authentic learning experiences as well as give rooms for real life communication and interactivity.

Some linguists believe that using streaming services to learn a language is an excellent method as you are provided with two sets of subtitles allowing for comparisons to be made between the two written languages you can also hear the original foreign language being spoken and is given the added benefit of the visual story playing out onscreen. The range of multiple subtitle options available to language learners in informal settings, including reversed subtitles (audio L1, subtitle L2) and the personal control over subtitle selections add a further dimension to the observed benefits and downsides of subtitle use. It is obvious that language is learned most efficiently when we are able to read text and have other visual stimulation at the same time, The conversations in English web series show how native-English speakers communicate verbally with one another in real life, so the English you learn from these conversations is authentic. Learning some common words, vocabulary, and grammar can be done rather quickly from watching streaming services and it can really skyrocket the results.

E-newspapers and magazines:

Newspapers come alive with information. Finding news online to read and study is very easy. There are many online news websites that are reputable (trustworthy). Also, major print publications like newspapers and magazines put a lot of their content online, so you have a lot of choices when it comes to online news. The learners of English find variety of news items and various columns related to infinite fields. It help you to gain information and while doing so, they help you learn the real usage of the language. Essential vocabulary for political, economic and cultural issues can be picked up and you'll also learn how these issues are framed and approached. Newspapers are linguistically up-to-date and provide latest information with precious linguistic data and are used for a wide range of language styles and text types which are very rarely found in the prescribed textbooks. Magazines bring special articles and stories that are interesting and entertaining. By reading them, you will be exposed to new words and interesting narration which helps you learn the language easily and quickly.

Television:

Television is an audio and video electronic medium. Television exposes you to various fields such as news, politics, real stories, science, entertainment, etc. Each of these needs language to express the content. Hence, by watching television you will be learning various applications of the language. Since TV has both audio and video, if you are unable to understand any word or sentence in the language, you can infer its meaning by the visuals. According to many researcher people learn contracted forms, phrases and expressions for a lengthy word or phrase by watching TV shows. In some studies it was reported that television exposure had a positive impact on cognitive development and language in children. Along with the language skills, Watching TV in productive way also help to enhance comprehension level.

Radio:

Radio is an electronic medium which has only audio. Radio has been the easiest and cheapest mass communication medium for decades. It has the power to connect with people across geographic and social boundaries. The BBC World Service has been highly influential in disseminating news but also in English language teaching. It has this very wide, deep reach to parts of the globe that until recently other technologies wouldn't have reached, and it has contributed to the development of English as a lingua franca. Radio broadcast and interactive radio like private FM (Frequency Modulation) Radios have been drastically engaging and interacting with listeners by serving their interests and expectations. Its language is, to some extent, dramatic and distorted which leaves an impact on the listeners' application of words in both written and spoken forms. This is the best medium that encourages learning by concentration. Since there are no visuals, the learner has less chances of getting diverted from the context. By keen listening, one can learn the language, its pronunciation and accent, from the programs aired on the radio.

English language learning Apps

One of the most remarkable changes of the 21 century is learning through gamification. English Learning apps have been considered to be one of the most effective tools for learning English from around any corner of the world. Replacing the traditional method of learning any language by App based learning has been a revolutionary change and has been quite a trend. English learning apps provide a personalized learning experience of learning vocabulary, idioms, listening, reading, speaking and writing. Freedom to learn anytime at one's own pace with personalized resources makes the entire process easier and convenient. With the help of English learning APPs, students in English majors can increase their interest and strengthen their confidences in studying English language skills.

Role of Electronics Media:

The concept of 21st century learning engages learners with technology and appoints them as "self-directed learners" to get them ready for life-long learning .Electronics media have radically transformed the nature of modern communication and introduced ways of interaction which are "fundamentally different from those found in other semiotic situations". Ability to communicate in different electronic formats comprises a new type of literacy required of foreign language learners in the new millennium. As electronically-mediated communication becomes the main instrument for developing such literacy, language needs to address the discursive knowledge and skills essential for such interaction. The practicalities of teaching electronic discourse can be as diverse as the ways of implementing electronically-mediated communication (EMC) for learning target language communication in and beyond the classroom settings. Any approach will serve its purposes as long as it raises learners' awareness of how language functions in various authentic interactions.

SUGGESTIONS

Learning subjects that require memorization or have same teaching pattern always cause boredom to students. Therefore, teachers must provide instructional materials to stimulate and increase the students' satisfaction in learning. Electronic media can be used to alleviate the burden of teachers as a supplementary course by applying

the learning contents with activities or game for students' enjoyment. Most importantly, electronic media and teaching material will help students to broaden their concepts of knowledge from just textbooks. It will also help to satisfy students with what there are learning and help them to understand the lessons better. Looking at the impact of electronic media on English Language learning, its true that they have been changing the educational landscape ever since.

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Acculturation: A Temporary Solution to Jhumpa Lahiri's Characters' Permanent Dilemma

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ABSTRACT

This paper attempts to observe two major issues of 'Acculturation' and 'Estrangement' in Jhumpa Lahiri's short story collection Interpreter of Maladies and novel The Namesake. The first diaspora generation from India finds the difficulty / problem of alienation, alien culture, trauma, isolation and nostalgia while the second generation migrants' attempts to apprehend/ comprehend by enclosing this alien culture and they invariably try to distance themselves from their parents' native culture. Almost all the characters in Lahiri's work find themselves in an eternal state of dilemma of caught between two cultures; Indian or Bengali culture and American culture. These characters feel the experience as they are in fact accepted neither by the Americans nor by the Indians / Bangladeshis. They seem to be loosing grips with their roots while their children accept their host culture and they also struggle for their belongingness and identity. It lays bare the inconsistency of the displacement and acculturation where they find a cultural difference.

Keywords: Diaspora, Acculturation, Alienation, Multiculturalism, Transnational.

Acculturation is defined as "**the process of cultural change that occurs when individuals from different cultural backgrounds come into prolonged, continuous, first-hand contact with each other**" (Redfield, Linton, & Herskovits, 1936, p.)

The Oxford English Dictionary states the concept of acculturation as the process of learning to live successfully in a different culture.

Immigrant Medicine, published in 2007 defines Acculturation as the 'process of learning and incorporating the values , beliefs, language, customs and mannerisms of the new country immigrants and their families are living in, including behaviours that affect health such as dietary habits, activity levels and substance use'.

In other words, acculturation is a process of adoption of all that comes under the umbrella of culture. Lahiri very efficiently has used this concept of acculturation to express her characters' dilemma while succumbing to the

transfer of values from one group (Homeland) to another (Dreamland). That way dressing in Western clothing is also something which is way too much for these characters to consider. Acculturation like assimilation is a two way process.

Acculturation occurs when the minority culture tries to change but is still willing to cling to their original unique cultural hallmarks of language, food and customs.

When these two dimensions (Homeland and Dreamland) cross, four acculturation strategies are observed: **assimilation, separation, integration, and marginalization**. (https://study.com) Lahiri tries to explain all these four strategies/stages through which her characters are gradually groomed to create a space for themselves in an alien society. All the characters have gone through acculturation… they often retain some aspects of their original culture, while also adopting elements of the new culture. However few characters like Gogol from Namesake takes on the traits of the new culture and drop the traits of their old culture, this way he has moved on to the stage of assimilation. This multi faceted concept of acculturation has gifted all the characters much more for their survival in an alien land. Each of the characters in these stories attempts to encounter a cultural clash for him or her being an immigrant in an alien land.

Indian culture is the basis of Lahiri's short stories in which she deals with the quest for identity, alienation and Cultural clash that the immigrants experience. Most of the characters in the stories have fluid identities like other contemporary post-colonial literary characters. In most cases they are the citizens of two countries, so their natural and cultural identities are not fixed. They are physically in America and psychologically in South-Asia. They deal with loneliness of dislocation, cultural displacement and sense of identity and belongingness with fine details of both Indian and American cultures. Many stories of Lahiri concentrate on marriage and relationships, particularly the arranged marriages that too under the conditions and norms of the Indian society. Especially "A Temporary Matter", "Sexy", and "This Blessed House" portray characters struggling to adapt the new culture.

Adopting New Customs:

Each culture has its own customs and traditions. In "When Mr. Pirzada came to Dine", one of the few American traditions that Lilia's family adopts is that of Halloween, a custom that marks the day of the return of the souls of the dead symbolizing the revival of the bygone culture or the adoption of a new cultural custom.

Adjusting To New Foods And Cuisine:

When you travel to a new country, you'll often be exposed to new types of food that you've never tried before. As you try these foods, you'll start to understand the culture better.

In "When Mr. Pirzada came to Dine", Lilia's parents and Mr. Pirzada ate pickled mangoes grown in Indian subcontinent to retain the 'taste of their Homeland' whereas Lilia as a second generation immigrant observes the differences in the food habits of her parents and Mr. Pirzada as peculiar to their original culture.

"They ate pickled mangies with their meals, ate rice every night for supper with their hands. Like my parents Mr. Pirzada took of his shoes before entering a room, chews fennel seeds after meals as a digestive, drank no alcohol, for dessert dipped austere biscuits into successive cups of tea."(25)

Modifying Behavior To Conform To New Social Norms:

Different cultures have different social and behavioural norms. There might be subtle differences which refer to some everyday phenomena such as setting of the Sun or venerate a monkey as Hanuman. These differences sometimes bring culture shock to the second generation immigrants who visit the homeland of their parents as tourists and not as revisiting the original culture. The titular story "Interpreter of Maladies" presents the shocks felt by the children of Mr and Mrs. Das.

The influence of the two different worlds and their cultures on the American born Indian couple can be seen

in Mr. & Mrs. Das. The family has come to India on a holiday to find the traditional grandeur in Orissa. The narrator's nostalgia for traditions and for the native language can be seen through the use of Indian words and phrases like , "Astachala" which means "setting sun", "Hanuman"- a monkey and so on. Mr. Kapasi is a traditional bound tourist guide who takes them to Konark temple in Orissa. The Das family looks as Indians but is dressed as Americans. The parents of Mr. & Mrs. Das live in Assansol in India. Like Americans ,Mr. Das refers his wife by her first name while speaking to the little girl. Mrs. Das, like the American women , has clipped her hair short and her dress is also exactly like them. On the way to Konark, when the children see some monkeys, they shout "monkeys", but Mr. Kapasi corrects them immediately, "we call them Hanuman (47)". Such instances focus upon the cultural alienation between the visiting Indian- Americans and the native Indians.

Cultural ambiguity can also be seen when Bobby asks his father, observing Mr. Kapasi, who sits on the right side of the car and steers it, "Daddy, why is the driver sitting on the wrong side in this car, too?" (48). Having known that Mr. Kapasi is an interpreter to a Gujarati doctor practicing in that part of Orissa, Mrs. Das looks for some private moments to unburden a guilt that has been nagging her for the past eight years. Mrs. Das confesses to Mr. Kapasi that her isolation and boredom, the symptoms of American unhappiness, have made her fall prey to the lust of her husband's friend, giving birth to Ronny. She indicates that it is her American part of identity that urges her to take an extra marital affair lightly. But her Indian consciousness keeps her haunting, reminding her of the sanity of marriage which makes her sick in exile. Her psychological trauma is the result of her confused bi-cultural entity. She is also aware of the fact that social norms are different from those in America. Her problem- her guilt is compounded once she is India however Mrs. Das's extramarital affair is due to her multiple identities and cultural uprootedness. It has to be analyzed along a cultural gap and not merely as an individual behaviour. The narrative focus is generally on the female protagonist, struggling in terms with her new environment in an alien culture to survive with an identity of her own. In this story Lahiri shows the difficulties that Indians have related to Americans and the ways in which Indians and Americans caught in the middle of the two different cultures. Kapasi because of his typical Indian background and patriarchal ideology cannot understand the complicated situation Mrs. Das has been through as a young lonely housewife and mother. Rather than understanding the complete dryness and dullness of her married life as the cause of her complete indifference towards extramarital sexual advances, he considers it as an act of unfaithfulness and traces her pain and suffering to her feelings of guilt. Instead, he considers Mrs. Das like that of a typical Indian lower middle class selfless, housewife completely devoted to the service of the husband and the family. The common thread through the stories is the same kind of malady that the Das family suffers.

Making Friends with People from The New Culture:

Man being a social animal cannot do away with making friends even in a land with different language and culture. Acculturation also results in mixing with the natives by means of adopting their ways of behaviour and learning their social norms so as to get accepted in the dominant society.

In the story "Sexy", Devajit Mitra, a young Bengali immigrant is lost in the glamour of the US and robbed off his character in Exile. Miranda, an American and Dev(ajit) are representatives of Western social life which has also become sex-centered. Miranda is a lonely woman who seeks sexual pleasure to avoid isolation and boredom. Dev already married to an Indian girl, comes to Miranda without speaking a word. The story shows the falling marital relationship between young immigrant Indians. We can see here that Miranda is attracted to Dev for his age and his race. He is interesting, mature, wealthy and complementary to Miranda in a way that she has not known before. "You're the first," he told her admiring her from the bed. (89) Unlike the other boys she dated in the college, who were simply taller, heavier versions of the ones she dated in High School, Dev was the first always to pay for things, and hold doors open, and reach across a table in a restaurant to kiss her hand. This is the representation of cultural alienation where Miranda's feelings for Dev are more than sex, she is fascinated to his race where relationships are taken more seriously when compared to that of hers. But Miranda realizes her mistake and decides not to ruin the happiness of an Indian woman. It happens not only because Miranda realizes that she cannot expect more than

physical fulfillment from Dev but because of the definition that Robin gives the term "sexy". To him it means "loving someone who doesn't know" (107). Miranda realizes that it is precisely what she did. He tells her further that "that's what my father did…. he sat next to someone he doesn't know, someone sexy, and now he loves Her instead of my mother" (109).

Acquiring New Cultural Knowledge through isolation from one's own:

An immigrant learns the dominant new cultural knowledge over time. Culture includes the ways of life, art, history and literature.

Almost all characters are defined by isolation, of some form or another, husbands are isolated from wives, immigrants are isolated from their parents, and people are isolated from the communities in which they live. In this isolation, these characters feel that they are missing something very important to their identities. In the story, "Mrs. Sen's", Lahiri tells the readers about the psychological upheavals and reactions that an immigrant has to face in an alien land with constant collisions caused by cultural transplants which ultimately lead to cultural alienation. Mrs. Sen, a Bengali housewife looks skeptically at her new homeland, as an outsider, with a feeling if something being lost. She is a Hindu woman who struggles to become an American in her Pan-American situation but at the same time she is not ready to leave inherited Indianness. For Mrs. Sen, India is the home. Elliot, for whom she acts as a baby sitter, is surprised to note that when Mrs. Sen says "home", she means India.

The first story is "A Temporary Matter" in which the temporary matter is the unusual power-cut for an hour in Boston. This also symbolizes married life of an Indian couple. Lahiri suggests that for an American couple, the first marriage usually lasts or fails in a year or two and that the second one lasts longer. The Indian immigrant couple in the story, Shukumar and Shoba, has long been Americanized; still at times they behave like Indians. Shoba gives birth to a stillborn baby when her husband was away for paper presentation and it had become a traumatic moment for Shoba. When she was taken home after the delivery, she started avoiding her husband. They become strangers, experts in avoiding one another. Food, an important part of Indian culture, also plays a significant role in this story. Shoba was always prepared for what might happen. Groceries were purchased in bulk, Indian chutneys and marinades were prepared on the weekend, and dishes frozen for future use, like a typical Indian wife would do. After their baby's death, Shukumar started running through the provisions prepared by Shoba. This is the symbol of their dwindling affections and the unpredictability of life. Eventually when the power supply cut off, Shoba remembers about the frequent power-cuts at her grandmother's house in India, thereby connecting to her Indian past.

"I remember during power failures at my grandmother's house, we all had to say something" (12). Further this memory underscores an Indian way of keeping a house and relations intact through talks. Lahiri attempts to portray the marital boredom that is typical of the American society wherein marriage itself turns into a temporary matter. In the case of Shoba and Shukumar, who are clearly Americanized, the insecurity and the uncertainty of a staggering relationship add to the unstable life in exile. The marriage bond which is still considered sacrosanct in India is gradually slithering down under the pressure of American life style. Shoba how is an editor spends more time at work, leaving before Shukumar wakes up and coming home late. Sukumar had been granted more time to work on his dissertation, but he finds himself unable to work.

"A Temporary Matter" presents the casual but systematic built-up towards a crucial revolution of a young and financially independent woman against an unbearable. Loveless marriage. Her act of walking out of such a marriage is an assertion of independence, identity determination and capacity to choose her own way of life and get rid of emotional and physical stress which resulted as a gift from the alien culture. Shukumar and Shoba regard India as the land of their parents, ancestors and have a faint memory of this country. But it is in the power-cut, the temporary matter, which reminds them of India and the Indian ties strongly. The couple starts confessing about each other's secrets in the dark. The major cause for a cultural clash happens when there is a loss of identity, alienation and relationship problem.

The importance of communication within a marriage, which has been lost due to the gap which has occurred

within two different cultures, is a prevalent theme in the entire collection "Interpreter of Maladies"

"Mrs. Sen's" depicts the trauma of identity crisis in the life of Mrs. Sen. Her interest in learning how to drive a car is directed at achieving freedom not to move around independently of her ever-busy husband but is a reflection of cultural belief that a wife must be a good housekeeper and cook and that she must select fish to be bought relying on her senses. Being isolated from her family and friends and displaced from her home, she finds the North American life irritating and aggressive. While she prefers delaying her driving practices, which is obviously the necessity of her new life, she steadily keeps her special Indian practices cooking even if only for the two of them. Buying the fish and cooking the fish in an Indian style links Mrs. Sen to her homeland, and assure her of her cultural identity. The cultural estrangement is observed when she talks about the experience of cooking as a joint venture with the neighbours in Calcutta or when she expresses her happiness upon receiving letter from India. Leaving her homeland for a faraway land was never her idea of marriage as she says to Elliot, "When I was your age, I was without knowing that one day I would be so far". (123).

Participating in New Cultural Activities and Hobbies

Different cultures have different hobbies and activities that are the dominant or popular cultural pastimes. An immigrant believes that practicing those activities would make the natives accept him sooner. The cultural rituals make people come together and the differences are wiped out for the time being initially until the natives accept the immigrant completely.

"This Blessed House" is the story that shows the adjustments of a young emigrant Indian to anew culture and set of beliefs. Sanjeev is the first generation of immigrant whereas his wife Twinkle is the second-generation immigrant. The story arrests our attention as it records the emotional and cultural clash between a Hindu husband and his dislike for his wife's fascination for Christmas artifacts. Twinkle grew up in the US and her mind is embedded with Christian values whereas Sajeev grew up in India and being a recent immigrant, he is deeply in touch with his roots and culture unlike Twinkle. The complications of an arranged marriage and the adjustments that must be made to accommodate a couple's different personalities within any relationship are explored. Sanjeev is a displaced person but he wants to save his original identity. "We're not Christians" (137) Sanjeev says often. Winkle in her manners and habits is more American than Indian whereas Sanjeev's

CONCLUSION

Immigration has paved way to better lifestyle across the globe. People relocate themselves in what they believe to be their dreamlands. People from the Third World countries major in migrating to supposedly better countries thus enriching the human experience.

Many writers of Indian origin ave contributed significantly to the realm of the immigrant experiences. Jhumpa Lahiri has added new dimensions to that realm with the ensemble of characters from the Indian subcontinent. Acculturation has a wider scope not just in the field of literature but also in the field of psychology and medical health. An immigrant get connected to the dominant or the host culture through this difficult and yet lucrative process of acculturation thereby maintaining the Sanskrit phrase "Vasudhaiv Kutumbakam" - The Earth is a Family.
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White Man's Burden in Joseph Conrad's *'Heart of Darkness'*

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ABSTRACT

The novel 'Heart of Darkness' written by Joseph Conrad has been a work of constant discussion among academics due to its vast account of colonial imageries depicting African colonies and the horrors that are witnessed by the protagonist 'Marlow' during his journey through the jungles of Africa in the late 1890s. This research paper aims to unravel the theme of 'White Man's Burden' which is seen throughout the story, which is used by the European officers to justify the atrocities they commit on the native African people in the name of 'civilizing the savage natives of the land'.

Keywords: Colonialism, Ethnicity, Tribal, American Literature, Cultural Studies

INTRODUCTION

A man named Marlow, the protagonist of Joseph Conrad's "Heart of Darkness", sets out on a journey through the African jungle where he obtains a position with a Belgian company that trades alongside the Congo River. He narrates the predicament of the natives in the country, where they are seen as savages by the white colonialist Europeans. The reader can see what Africa and its people have been through under the colonial rule of the Europeans through the eyes of Marlow. The accounts of the plethora of human suffering mentioned, and the justification for the horrible treatment of the natives by the Europeans is that they are doing it for the well being and development of the native African people. This sense of responsibility of the "civilized white people" to colonize the lands of the non-white people and teach them the ways of the civilized white men is referred to as 'The White Man's Burden'.

Concept of White Man's Burden:

The term 'White Man's Burden' was coined by Rudyard Kipling in his poem "The White Man's Burden" which was published in 1899.

Take up the White Man's burden--

Send forth the best ye breed--

Go bind your sons to exile

To serve your captives' need;

To wait in heavy harness,

On fluttered folk and wild--

Your new-caught, sullen peoples,

Half-devil and half-child.

In the poem, Kipling encourages fellow white Americans to join the army and help conquer and rule the Philippines, not just to conquer a new territory but to elevate the native Filipino population from their 'uncivilized way of life' to a 'civilized' one. Kipling thinks of this conquering as a duty the white men do towards the non-white captives, as it is to serve them and bring them out of the darkness of uncivilized life to a civilized one. He even goes on to describe the non-white people as "Half devil and half child". This poem portrayed the psyche of the white colonialists who slaved the many non-white people of countries like Africa, India and Philippines and thought of this as a good deed done to provide the 'inferior non-whites' with economic, cultural and social development. We can observe the same ideals in the characters of "Heart of Darkness", including the protagonist 'Marlow' and the antagonist 'Kurtz'.

Author's Narrative technique:

Joseph Conrad uses a distinct narrative technique in his novel where he uses two distinct narrators, Marlow and the unnamed narrator. The novel opens in the story's present time, on a yawl, a cruising boat that is floating down the River Thames. The yawl carries five people: Marlow, a captain, an accountant, a lawyer, and the unnamed narrator. This first narrator sets the scene while Marlow explains his distressing journey into the heart of the Congo, where he recounts his time in the forests of Africa. This allows the novel to present two different perspectives of the events narrated by Marlow, one of Marlow himself, and the other of the narrator who is listening to the story and coming to his own conclusions.

The Protagonist's views:

Marlow talks about his journey, where he travels up the river to the Inner Station where he is ordered to take charge in, he encounters scenes of slavery, cruelty and torture. While Marlow explains his experiences of watching the native people get tortured, his thoughts towards them lack any empathy. While he is disgusted by some of the scenes of torture, it is not due to the acts of violence, but by the people who are getting tortured. The men who work for the Company think of their work in Africa as 'trade', and their atrocious treatment of native African people as an essential path of civilizing the 'native savages'. The use of such terms exhibit how the 'civilized' Europeans think of the African people as beneath themselves. They look at the African natives as mere material possessions, and not as living, breathing, human beings. His views on the matter also convey that the European colonists fail to register the pain and suffering of the native Africans as even being human emotions.

Similar perspectives of the protagonist and antagonist:

Marlow displays his perspective on the lifestyle of the native African people as purely barbaric and animalistic. This is clearly expressed in this line where he mentions "one of the creatures rose to his hands and knees and went off on all fours towards the river to drink". The natural way of life lived by the native Africans seem alien to

the white man and calls the person he looks at as a creature. Marlow portrays the imperialistic mentality of the white people that all races, that were having skins darker than them, were mere animals in comparison to the sophisticated white race.

The antagonist of the novel, Kurtz, describes his harsh treatment of the native African people with the words "suppression" and "extermination". 'Suppression' is used in the context that the natives are becoming a nuisance to the larger imperialistic vision of the Europeans and their efforts of gaining freedom need to be subdued. He uses the term 'extermination' to refer to the murders of thousands of natives, as he compares them to mere insects that needed to be exterminated from their lands.

Belittling of the African languages:

During one of his excursions, Marlow makes an acute observation of the natives when he hears them in their natural day-to-day life and performing their activities. He remarks "They howled and leaped, and spun, and made horrid faces, but what thrilled you was the thought of their humanity like yourself". Marlow belittles them with derogatory language, stressing that they mimic animalistic behaviour and have no methods of speech outside of "violent babble" and crude grunts. This remark is a reference to native Africans the narrator encounters in that country, in which he describes the lack of language they have, describing them as having "violent babble" and crude grunts as their only means of communicating. In this way, Europeans thought that people from different backgrounds and colors were not human, because they used different languages. Colonial Europeans often made comments like these since they considered English and other European languages sophisticated and civilized. What they missed was that the languages that they thought of being backward and rugged, were in fact quite older than the European languages. Examples of ancient writing in Africa are the Ge'ez script of Ethiopia, the most ancient African script still in use, the Nsibidi of Nigeria, Adrinka of the Akan people of Ghana, the Tifnagh of the Tuareg people, and Val and Mende of Liberia and Sierra Leone,(evidence of its Liberian/Sierra Leonean age date from Goundaka, Mali, that date to 3000 B.C) scripts from the Proto Saharan of The Sudan, AireSoroba of Mali, and many others. But the Europeans fail to acknowledge these languages as languages, and instead derogate such ancient forms of communication as "violent babble" and "crude grunts". The result of this misguided approach to colonizing such lands and its non-white people was the literal extermination of the original culture, language and way of life of the natives. Many of the languages were replaced entirely by English and other European languages and traditional worshipping practices were replaced by Christian beliefs.

Views of an African writer on the novel:

According to **Chinua Achebe**,a Nigerian novelist, poet, and critic who is regarded as the dominant figure of modern African literature, these representations call the "very humanity of black people into question."Achebe believes that "Heart of Darkness" is an example of the Western habit of setting up Africa "as a foil to Europe, a place of negations, in comparison with which Europe's own state of spiritual grace will be manifest." Conrad, obsessed with the black skin of Africans, had as his real purpose, the desire to comfort Europeans in their sense of superiority: " 'Heart of Darkness' projects the image of Africa as 'the other world,' the antithesis of Europe and therefore of civilization, a place where man's vaunted intelligence and refinement are finally mocked by triumphant bestiality." Achebe dismisses the grove-of-death passage and others like it as "bleeding-heart sentiments," mere decoration in a book that "parades in the most vulgar fashion prejudices and insults from which a section of mankind has suffered untold agonies and atrocities in the past and continues to do so in many ways and many places today"

CONCLUSION

For Marlow and Kurtz, as well as for the Company, Africans in this book are mostly objects. Marlow refers to his helmsman, who was a native African man, as a piece of machinery. Kurtz's African mistress is referred to as a

piece of statuary. It can be argued that *Heart of Darkness* participates in an oppression of black people, which is given a sense of fairness by implying that the atrocities committed on them were done so for their own well-being. This is much harder to remedy than the open abuses of Kurtz or the Company's men. Africans become for Marlow, a mere backdrop against which he can play out his philosophical and existential struggles which he mentions time and again. Their existence enables him self-contemplate about his own life. This kind of dehumanization is harder to identify than colonial violence or open racism. While *Heart of Darkness* offers a powerful condemnation of the hypocritical operations of imperialism, it also presents a set of issues surrounding race that is ultimately troubling. While the characters may be seen as protagonists or antagonists, their actions towards the native African people stay the same. These actions are given a sense of justness by calling it the 'White Man's Burden' to do so.

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Role of Educational Psychology and Strategic Pedagogy for Innovative Mathematics Teaching-Learning Process

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ABSTRACT

There is a strong correlation between psychology and education. Educational Psychology and Strategic Pedagogy play an important role in the development of innovative teaching techniques and learning strategies. The process of teaching-learning in Mathematics plays a crucial part for the learners at all levels. Innovative practices involving Activity-Based Learning (ABL), Project-Based Learning (PBL), and Research-Based Learning (RBL) are proposed as the game-changers in the University Mathematics curriculum. This paper attempts to bridge the gap between theoretical mathematics concepts and real-life understanding to encourage innovative practices in the traditional mathematics Teaching-Learning Process.

Keywords: Educational Psychology, Strategic Pedagogy, ABL, PBL, RBL, Mathematics Teaching-Learning Process

INTRODUCTION

Mathematics is a core discipline of almost all the programs in University Education System. Teachers in Higher Educational Institutes face a lot of challenges in teaching mathematical concepts to students who do have/ do not have a strong background in mathematics [1]. This is where the role of Psychology & Pedagogical tools comes in. This paper is an attempt to correlate these concepts with the teaching-learning process in mathematical courses. This is a practice-based, conceptual paper that presents the author's approach to provide insights for the university teachers. Today's teachers are responsible for nurturing their students to acquire knowledge, gain practical skills, and provide the understanding in classrooms as aligned with the 21st century scenario. They must ensure that the future generation is capable to collaborate, to create, to critically think, and to communicate effectively , as well as independently [2]. Since ages the concept of creativity, critical thinking, communication, and collaboration were a part of indian education, still they are vital skills in the current work environment [3]. It is a need of the hour again that the students learn hands-on activities, project- based and problem-based learning, collaboration within-group, and by using technology for productivity, communication, and creativity. The mathematics teachers must focus on

mathematical processes such as critical and logical thinking, reasoning, communication, making connections, and problem[4].In addition to university curriculum, mathematics is one of the subjects that is included in evaluating students' achievement in national-level administrative & defence entrance examinations such as, like the UPSC, NDA, GATE, IES, SSC etc. It is a concern that students look up to this subject as a problem area due to its complexity and abstractness [5].

With this paper, the author proposes to include the innovative practices such as Activity-Based Learning (ABL), Project-Based Learning (PBL), and Research-Based Learning (RBL) which may become the game-changers in the University Mathematics curriculum.

Background & Theories
Educational Psychology

Educational Psychology is a discipline dedicated to understand and explain the teaching-learning processes. This theory originated in the year 1900 as the remarkable work on comparative psychology and research on the learning process by Edward Lee Thorndike, an Americanpsychologist.Even though there are many theories, mainly it has: experientialism, constructivism, cognitivism, behaviourism, and social contextual learning theories. The scope of Educational Psychology provides the answers to many important concerns in teaching-learning processes such as:

What is the best way to motivate the students?

How do the students study?

Why are some students performing better than the other students?

What are the ways to teach the methods to read, write, or perform arithmetic?

Whether exams/internal tests really fair?

Is it better to do self study or a group study?

What are the qualities needed to make a good teacher?

How can latest technology be used to enhance learning?

So, Educational psychology facilitates the research based attitude in the mathematics teachers. It explains them to understand the ways to learn, teach, and imbibes the skills to improve the learning,

Strategic Pedagogy

Pedagogy is the discipline that deals with the aspects of teaching. It involves the strategies planning, action implementation and decision making based on the concepts of learning, student needs, their previous performances and individual interests. Its main aim is to empower both to improve the overall classroom environment.

According to a latest research, it is pointed that no pre-training is provided to the university teachers for teaching profession. The skills required to teach at university level is far different from that of schools. In school, pedagogy strategies give more focus on learning facts and skills, whereas the university provides a healthy environment for the students to think and apply their knowledge. The university teachers wish their students to do personal study analyze and apply their reasoning [6].

So, the university teachers act like a catalyst to stimulate the students to think themselves.

Material & Methods

In this paper, innovative pedagogical methods such as ABL, PBL and RBL are proposed for the mathematics teaching-learning processes. The author is herself actively involved in teaching the mathematics courses to undergraduate and post graduate students at the university level. Around 100 students at the undergraduate B. Tech

level participated in this study. The students presented the ABL methods such as Quiz, Puzzles, Fun Games, Role play, speech, etc. on various mathematical concepts. Under the PBL method, the students were encouraged to make static or working models based on the applications of mathematics in their respective programs. The RBL method was taken actively by the students in the form of writing research articles, presenting power point and poster on the theoretical or application based mathematical concepts [Author's assumptions].

Activity Based Learning (ABL)

Swami Vivekananda quoted once; **Education is the manifestation of perfection already in a man. It is not the amount of information that is put into your brain and runs riot there undigested all your life**. Education is a lifetime process of adaptation of actions through every incident of life, anyone can attain it, at any point of their lives, irrespective of the place, mode, with the only one aim of the total growth of the person.

`Activity-based learning has proved remarkable benefits in the mathematics teaching-learning processes. It helps to develop the analytical skills of the students and develops their critical thinking skills. It enables them to bring creative and innovative ideas. Activity-based learning stimulates curiosity among the students to learn new things. This way of learning will always help to flow energy while studying. It develops active learning skills which involves thinking, analysing, discussion, quizzes, role play etc, whereas passive learning only includes learning theory which is not at all beneficial in the learning process. Activity-based learning is beneficial for both the students as well as the teachers as it is a simplified way of learning, as well as refreshing way of teaching .It helps the students to process the mathematical concepts &information in their brain smoothly which helps to retain their memory for a longer period[Fig.1].

Fig.1 Students performing ABL methods Fun Games, Quiz

Project Based Learning (PBL)

Project Based learning is a student-centric teaching-learning process which is ensured by students'

background, ability to construct, setting targets, team building, language skills and connection with the real-world situations[Fig.3]. Mathematics is everywhere & it only requires a perception to understand the applications of the theoretical concepts which results into making a static/working model(preferably from waste material)[Fig.2].
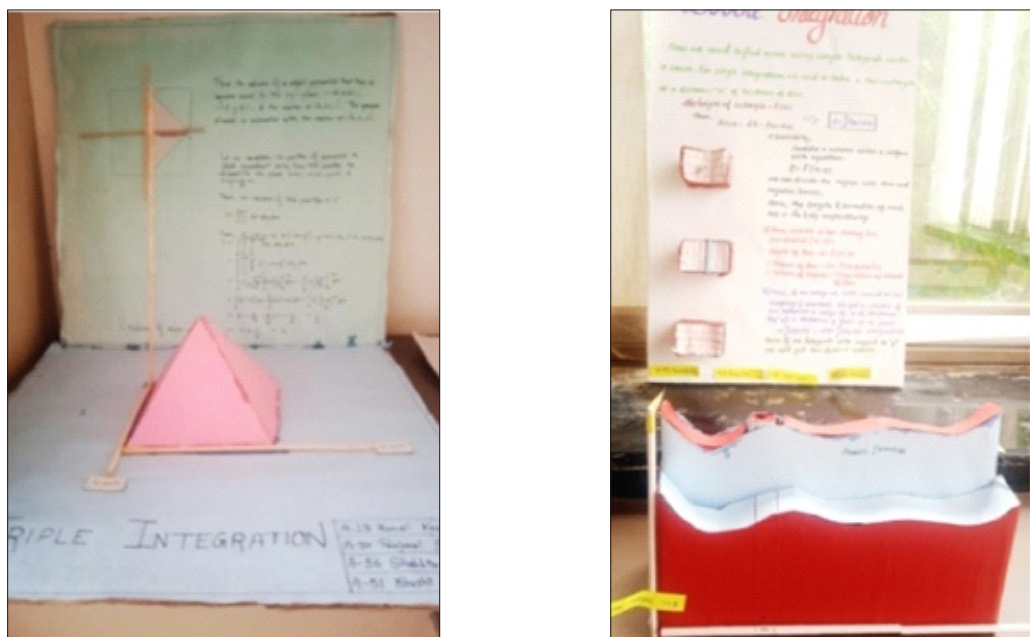

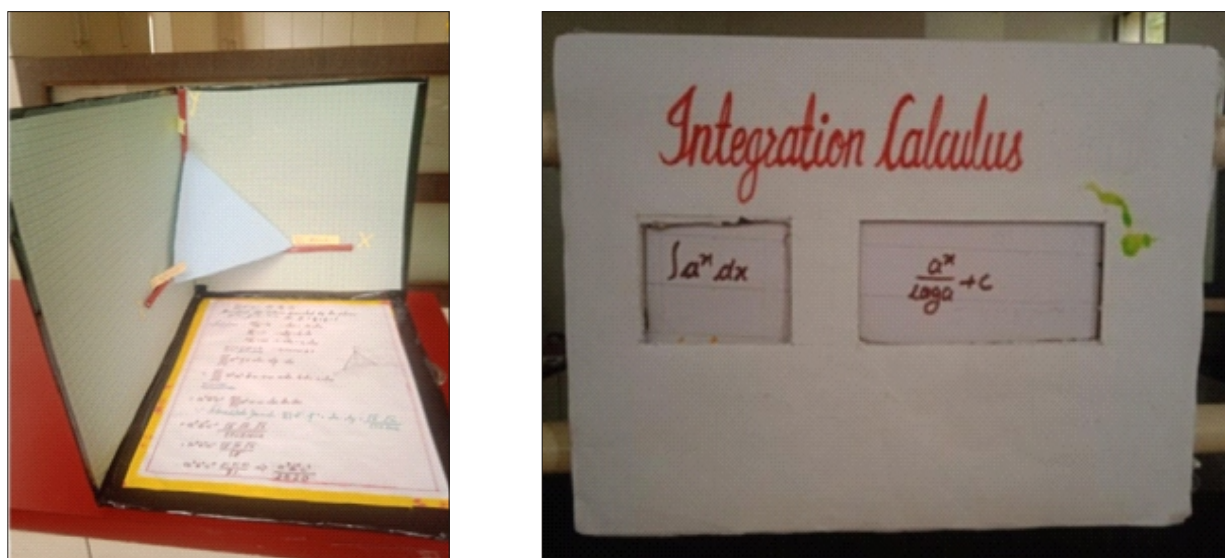Fig. 2 PBL models to explain the Formulae, Concepts & the Applications of Integral Calculus

Fig. 3 PBL models on the concept of Statistics and Civil Structures

Research Based Learning(RBL)

Research-based learning (RBL) works on the principle to develop the critical thinking skills. The research-based learning is performed under constructivism that has four aspects: learning that constructs the student's understanding, learning by understanding pre-requisite concepts, learning based on social communication process, and genuine learning which is possible by real-world challenges. It engages the students in the curiosity driven process where they formulate problems, conduct experimentations, apply knowledge and present their findings in the form of research articles, power point or poster. The students are involved in the 5E learning cycle through its five phases: Engage, Explore, Explain, Elaborate, and Evaluate which develops the student's ability for scientific inquiry [Fig. 4].

Fig. 4 Students presenting their RBL projects on Real- Life applications of Mathematics

CONSLUSION

Educational psychology and Strategic Psychology are positively correlated with each other. This paper is an attempt to bridge the gap between the traditional theory based teaching- learning process & the modern strategic psychology methods such as ABL, PBL & RBL. The proposed pedagogical methods justifies the concept of Educational Psychology which emphasizes on bringing innovative teaching methods and concepts in the mathematics classroom teaching, The teachers must empathetically understand the position of their students ,their understanding style and their previous knowledge. The teachers must understand their psychology, provide personal teaching as per the students' exposure and inclination, and guide their students to structure mathematical knowledge independently.

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Selected Translated Poems of Rabindranath Tagore Foster Ecoconciousness

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INTRODUCTION

Translation studies has helped in bringing the world cultures together to be recognized as a single culture. It has brought world literature under one roof by transcending cultural, ethnic, religious, social, and regional barriers. South Asian writing has reserved a significant place in world literature and translation works have played a vital role in the same. The translation of South Asian literature into English by regional or foreign writers ultimately gave birth to a variety of English literature now recognized and acknowledged as South Asian English Literature. The compilation of all the great poets of South Asian Literature has been translated into many languages and one such great South Asian literary figure is Rabindranath Tagore; his work has set records and has crossed the oceans to let other parts of the world concede the vastness of South Asian diversity. His poetry has always inspired the arid and restless souls. His poetry has no limitations, it guides and consoles every restive soul and during the current pandemic times when everyone is destitute, his poetry could be the source of calmness and ultimate composure. His love , care and attraction towards nature is reflected through his poems which help to create ecoawareness among the people. This paper attempts to study his translated poems through the lens of Ecocriticism and understand nature with different perspectives. This attempt is to revisit and reinvestigate the past before the inception of the ecocriticism theory.

Ecocrticism is the study of literature and ecology from an interdisciplinary point of view, where literature scholars analyse texts that illustrate environmental concerns and examine the various ways literature treats the subject of nature. Nature existed before man came on earth. Nature is seen as a catalyst that helps in healing soul and body which makes it more important to humans and non-humans. If earth can be saved from destruction, then the existence of humans andnon-humans on earth can be saved so this becomes an important issue to be resolved to avoid further man-made disasters.

Translation of Rabindranath Tagore's works

Rabindranath Tagore (1861-1941) , the first Nobel Prize winner from Asia, is known to the west for *Gitajanli:Songs-Offerings* (1912), an anthology of assorted poems translated by the poet himself. But what is not known to the west is that he also began, for the first time, the discussion of the myriad aspects of translation after the

publication and worldwide popularity of *Gitanjali* (1912). It needs also to be mentioned here that *Gitanjali*(1912) was regarded as 'A miracle of translation' and that if fetched Tagore the Nobel Prize for literature in 1913 making him overnight the literary 'superstar' of the time. But when he began to discuss his own translations, there was no such discipline either in the East or in the West known as Translation Studies.

Rabindranath Tagore wrote novels, essays, short stories travelogues, dramas and thousands of songs. Almost all his works, which ranged from history, language, politics and philosophy have been translated in several languages. While Tagore's work was being translated by many of his admirers, the complicated task was all about the sincere translation of his poems. In view of this difficult task, Ramananda Chatterjee requested Tagore to translate his own poems into English. At the same time, Tagore felt the emptiness in the translations of his poems by translators which gradually ignited a desire in him to translate his poems more seriously. All his seriousness towards his translations paved the path for his greatest achievement in the form of *Gitanjali*, *Song Offerings*. Of the many forms of translation like word-for-word and literal translation, Tagore opted for his English version of *Gitanjali* a form that retained the true essence and beauty of the original text, 'a rhythmically free' and 'slightly biblical style of prose-poetry' (Radice,2011, p.282) His wealth here is inexhaustible, and it is manifest in prose as in verse and is almost as manifest in English as in Bengali.

Tagore's Affinity towards Nature

Tagore has accepted that there is an intimate relationship between man, nature and their interdependence. Man does try to show his anthropocentric powers by his selfish self-centered activities which in return show the consequences over theperiod of time period. Tagore does not look upon nature as hostile to man but had a positive view of the kinship of spirit to nature. In other words, man determines the pace that nature will take to evolve. As such, nature and man are inseparable. Man depends on nature for all resources he requires in life. He, therefore should remain in tune with nature since he is an integral part of nature. For this reason, Nature can be the guide and friend for humanity as Tagore suggests in many of his poems. Tagore has been a practical idealist or a romantic realist in his vision of Nature. He believed in the immortal gifts of nature given to man as blessings.

Nature not only helps to heal the soul but it also heals the body. It rejuvenates the mind and body. For this reason, nature can be the guide and friend for mankind as Tagore suggests in his collection of poems from Gitanjali. Tagore finds lot of peace being amidst nature. He says, " I believe that , in a little flower, there is a living power hidden in beauty which is more potent than a Maxim gun. I believe that in bird's notes nature expresses herself with a force which is greater that revealed in the deafening roar of a cannonade."Nature is an outer manifestation of God. It is an aspect of Almighty who expressed himself in Nature and its myriad forms. God has created this world with various beauties of nature and best form of worship and the process of God realization is to enjoy the beauties of nature. This is the theme of one of the poems of Tagore in Gitanjali. While the companions of poet choose the arduous path, poet opts for the nature and its calm. He enthusiastically surrenders to the spontaneity of natural scenery and his companions carry on the spiritual Voyage renouncing such a wonderful gift of God. But in end, it is the poet who achieves his goal and hence fulfilled his spiritual aim.We celebrate World Earth Day , World Environment Day and few more to create awareness about keeping environment pollution free and clean environment but Tagore has done this years ago before the inception of theories like Ecocriticism.

Tagore's Poems Foster Ecoconsciousness

Rabindranath Tagore (1861-1941) was a practitioner of psychological and social realism. He wrote number of essays in English and Bengali language. One of his famous essays is "*The Religion of Forest*". It depicts the authors view on the relationship of an individual being with that of that forest and nature. Tagore wrote in "*The Religion of the Forest*", "The ideal of perfection preached by the forest dwellers of ancient India runs through the heart of our classical literature and still dominates our mind". The forests are sources of life and they are the storehouse of biodiversity. The biodiversity of the forest teaches us lessons of democracy, of leaving space for others while drawing

sustenance from the common web of life. (In his essay Tapovan, Tagore writes: "Indian civilization has been distinctive in locating its source of regeneration, material and intellectual, in the forest, not the city. India's best ideas have come where man was in communion with trees ,rivers and lakes, away from the madding crowd. The peace of the forest has helped the intellectual evolution of man. The culture of the forest has fuelled culture of Indian society. The culture that has arisen from the forest has been influenced by the diverse processes of renewal of life, which are always at play in the forest, varying from species to species, from season to season, in sight and sound and smell. The unifying principle of life in diversity, of democratic pluralism, thus became the principle of Indian civilization." Nature and God, Tagore says, as in Vedantic terminology is Prakriti and Purusha, the two aspects of the Absolute. Meditation on nature or an aspect of nature leads to realisation of God. Nature, according to Tagore is the melody of God. It ennobles man. Tagore's love for nature was extremely subtle. His love for flora and fauna is seen through his poems. He believed being in nature makes one contented and happy. Today it is the dire need to spread awareness about conserving our natural resources so that future generation will enjoy the bounty of nature. It is found that cutting down trees is also leading to failure of rains which further leads to drought situations. Tagore says that the forest is as a 'state of mind' is perhaps the religion of every dendrophile, a cult of people who feel changed and converted by spending time in forest. There is a lovely word for it in Japanese:'Shinrin-yoku', forest bathing, or being bathed by a forest; its meaning is so terribly poetic that even mentioning the words seems like a moment of transcending moment.

Throughout his life Tagore has exhibited his passionate love for the beautiful nature. He believed nature had the power to resolve his life's riddles. Nature for him included flora, fauna, celestial bodies like stars, moon, sky and sun. To Tagore nature is not just an imaginary aura but it takes the mind to an imaginary country in a dreamland. It seems like "embodied joy of the infinite". There is lot of use of imagery from the nature in the poetry of Tagore. Nature is beautiful and spreads around beauty in one of his poems 'Let's Squander our Morning'

Over the green and yellow rice-fields sweep the shadows\
of the autumn clouds followed by the swift-chasing sun.

The bees forget to sip their honey; drunken with light they

foolishly hover and hum.

The ducks in the islands of the river clamor in joy for mere nothing.

Let none go back home, brothers, this morning, let none go to work.

Let us take the blue sky by storm and plunder space as we run.

Laughter floats in the air like foam on the flood.

Brothers, let us squander our morning in futile songs.

Tagore has expressed all his emotions about how he feels like spending time amidst nature and love to squander.

Tagore is a minute observer as he sees the rice-fields, autumn clouds and the chasing sun which makes us understand himas a nature lover. Some things cannot be bought like humming of bees, laughter that floats in the air , blue sky and the natural things that surround us. This also makes us realise how important these things are in our life and we need to value them. Ducks swimming peacefully makes Tagore also desire to squander early morning with futile songs. His lines show his connection with nature and the happiness he gets from nature which shows how nature is an important part of life of humans.

His poem 48 from *Gitanjali* expresses diverse feelings. The first stanza talks about the beauty of nature , the morning sea of silence which indirectly talks about how there is peaceful aura when humans are resting and nature is not disturbed. The early morning flowers also enjoy their me time as there is no crowd or pollution around. Even later humans have no time to observe such beautiful gifts of nature and busily walks away paying no heed. This poem talks about human behaviour that resonates so much with present situation. Today humans are busy chatting on mobiles, having online meetings and attending calls and have no time to see the scenic beauty around.

The morning sea of silence broke into ripples of bird songs;

and the flowers were all merry by the roadside;

and the wealth of gold was scattered through the rift of the clouds

while we busily went on our way and paid no heed.

(Poem 48, Gitanjali)

The following stanza depicts how nature can give a soothing effect to body and soul. Sometimes people are tired of their daily routine and the scorching hot summers. Trees are integral part of nature. They need to be taken care for human being's existence and to preserve God's creation . Tagore shows the real-life experiences through his poems and creates ecoawareness so that people value life on earth. The shepherd boy drowsed and dreamed in the shadow of the banyan tree. The description of the sun rising and doves cooing in the shade are amazingly portrayed. The withered leaves also enjoyed by dancing and whirling in the hot air. ACs can give cool air but not the natural oxygen that trees give us. There is no substitute to nature even though technology has brought in lot of inventions. Tagore has captured everything about nature, its moods and various aspects. He is perfectly at home in describing the languid beauty of lush greenery in a garden or by the side of a river. Similarly, he has captured the harsher side of Nature, on one hand he points thus:

……The sun rose to the mid sky and doves cooed in the shade.

Withered leaves danced and whirled in the hot air of noon.

The shepherd boy drowsed and dreamed in the shadow of the banyan tree,

and I laid myself down by the water and stretched my tired limbs on the grass"

(Poem 48, Gitanjali)

Tagore's love for seasons are reflected in his poems. He loves rainy season although it is autumn which seems to be his favourite. He has described every season with a wonderful skill.

He is not simply a poet of the rains. He has a thousand pictures, all distinct from each other, and all perfect, of every Indian season. Some examples of Tagore's depiction of weather and the seasons are given below:

In the deep shadows of the rainy July,

with secret steps, thou walkest, silent as night, eluding all watches. (Gitanjali, 22)

Tagore describes the situation of mind and body which is in love and calls this journey of love as stormy night. Nature understands this pain and the sky groans in despair.The sky itself symbolizes the infinity, immensity and eternity.

Are thou abroad on this stormy night on thy journey of love, my friend?

The sky groans like one in despair" (Gitanjali, 23)

Tagore compares his feelings with the response of nature which indirectly is response of any human.

The sky is overcast with clouds and the rain is ceaseless.

I know not what this is that stirs in me.

I know not its meaning.

A moments' flash of lightning drags down a deeper gloom on my sight,

and my heart gropes for the path to where the music of the night calls me."(Gitanjali, 27)

The ceaseless flow of life, the intense longing of the human soul for a home of rest in the far away is a recurrent theme of Tagore's poetry. It is symbolized by the ever ceasing, flow of water in the river, and the ocean symbolizes the great unknown, the heaven of rest for which man longs. The sea is the symbol of eternity the deep and limitless mysteries of unknown.

The river has its everyday work to do and hastens through fields and hamlets; yet its incessant stream winds towards the washing of thy fee(Gitanjali,75)

Many of the images and symbols of Tagore are taken from the nature itself. Everyday, commonplace objects and phenomena are constantly drawn upon by him to communicate highly abstract religious truths. There is a surprising wealth and abundance of nature imagery and illustration in the Gitanjali alone. Such imagery for sure help to creates ecoawareness among the readers. It also helps to understand nature and its patterns which help humans to plan and work accordingly without disturbing nature and its patterns. Tagore has portrayed all real-life situations and nature in its real form. Some anthropocentric activities harm the patterns of nature which can come in the form of disasters, floods. Earthquakes. Droughts, famines etc.Tagore's poems delve us into the mystery of nature which still remains a study of exploration. Love , care and concern for nature will help to develop a better world for future generation . Love for earth is indirectly going to save our own existence on earth .

CONCLUSION

Poems vivifying nature have gripped people for centuries. From Biblical times to the present day, poetry has continuously drawn us to the natural world. Tagore's poems have taken us to the past when environment issues were not taken seriously. It is that time Tagore has focused on nature and its impact on humans and vice-versa.One can revisit, reinvestigate with the lens of ecocriticism to understand how nature is reflected in Tagore's works. The minute observation of nature, the intimate, intense and lifelong love of nature makes Tagore a true philosopher, admirer and mystic lover of Nature. The treatment of nature in, Tagore's poetry, is unique and original. Nature, for him is the source of inspiration, joy, mirth, affection and life.Poets today are serving as witnesses to climate change while bringing attention to important environmental issues and advocating for preservation and conservation and we cannot exclude Tagore's poems. Translating poems from different languages to English can bring us to understand the environmental issues of different regions which will for sure help to develop an egalitarian society. Tagore's translated poems have contributed in fostering ecoconciousness among the readers. It gives scope to scholars to reinvestigate more of such literary works to save earth and its entities. This will help to save our mother earth, humans and the non-humans. There is lot of scope of research to study more of Tagore's works with an Ecocritical approach. It will for sure help to save earth and humanity.

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Teaching Experimental Chemistry in College

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INTRODUCTION

Translation studies has helped in bringing the world cultures together to be recognized as a single culture. It has brought world literature under one roof by transcending cultural, ethnic, religious, social, and regional barriers. South Asian writing has reserved a significant place in world literature and translation works have played a vital role in the same. The translation of South Asiana literature into English by regional or foreign writers ultimately gave birth to a variety of English literature now recognized and acknowledged as South Asian English Literature. The compilation of all the great poets of South Asian Literature has been translated into many languages and one such great South Asian literary figure is Rabindranath Tagore; his work has set records and has crossed the oceans to let other parts of the world concede the vastness of South Asian diversity. His poetry has always inspired the arid and restless souls. His poetry has no limitations, it guides and consoles every restive soul and during the current pandemic times when everyone is destitute, his poetry caould be the source of calmness and ultimate composure. His love , care and attraction towards nature is reflected through his poems which help to create ecoawareness among the people. This paper attempts to study his translated poems through the lens of Ecocriticism and understand nature with different perspectives. This attempt is to revisit and reinvestigate the past before the inception of the ecocriticism theory.

Ecocrticism is the study of literature and ecology from an interdisciplinary point of view, where literature scholars analyse texts that illustrate environmental concerns and examine the various ways literature treats the subject of nature. Nature existed before man came on earth. Nature is seen as a catalyst that helps in healing soul and body which makes it more important to humans and non-humans. If earth can be saved from destruction,then the existence of humans andnon-humans on earth can be saved so this becomes an important issue to be resolved to avoid further man-made disasters.

Translation of Rabindranath Tagore's works

Rabindranath Tagore (1861-1941) , the first Nobel Prize winner from Asia, is known to the west for *Gitajanli:Songs-Offerings* (1912), an anthology of assorted poems translated by the poet himself. But what is not

known to the west is that he also began, for the first time, the discussion of the myriad aspects of translation after the
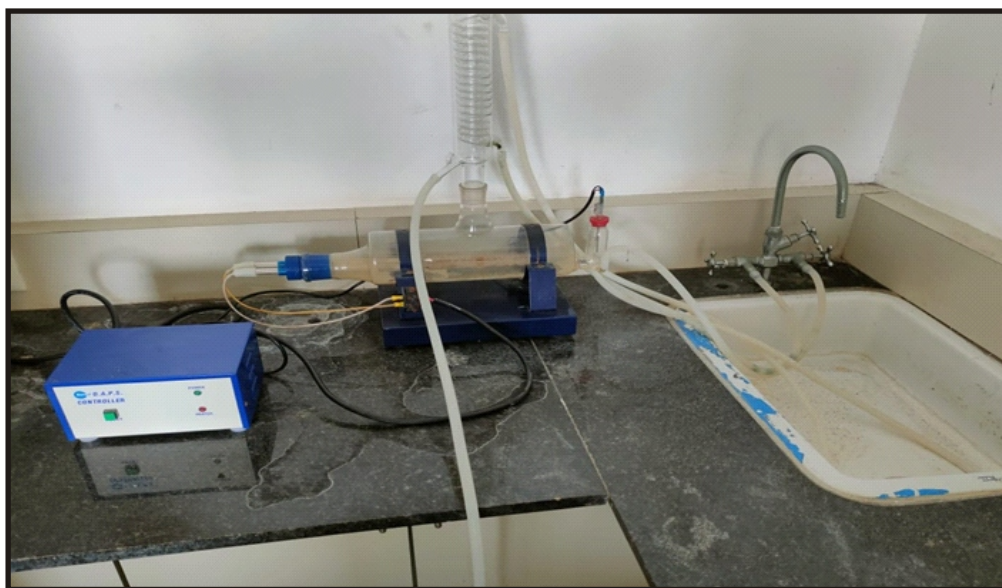

Fig 1: Water Distillation Assembly

Class practical

Practical work is not just encouraging and fun: it also enables students to apply and extend their knowledge and understanding of chemistry in novel investigative situations, which can add learning and memory and stimulate student's interest.

For example: Titration

Three businesses in the manufacturing sector that heavily rely on titration methods are food processing, chemical manufacturing and pharmaceutical manufacturing. These are used in several important areas, including product research and development, quality control, and large-scale production. Because of this learning Titration technique is utmost important.

It is the technique used to measure the volume of a solution of known concentration that is required to react with a measured amount (mass or volume) of an unknown substance in solution.
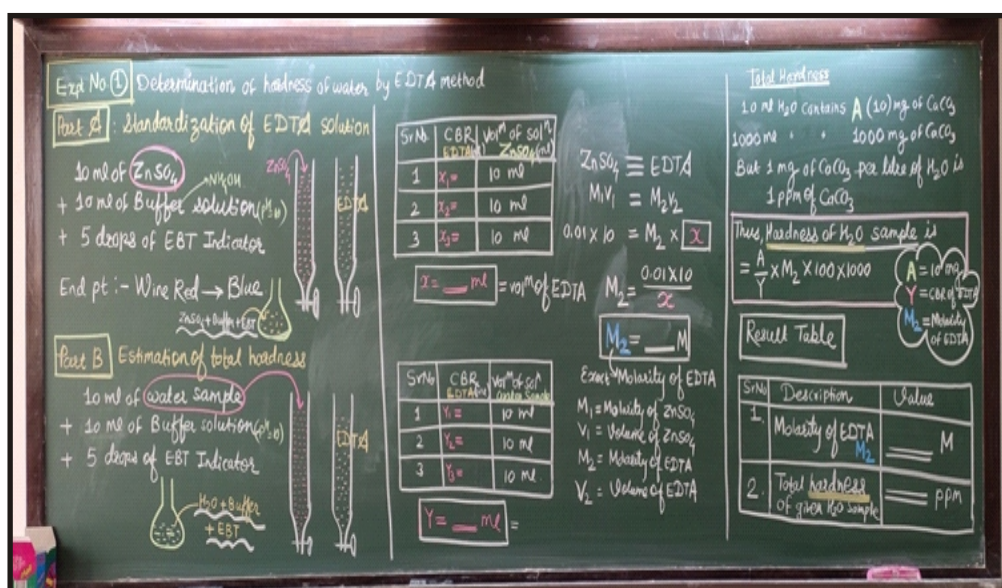

Fig 2: Procedure to perform titration that is explained on the green board

Fig 3: Students are performing the practical laboratory.

For example: Spectrophotometer

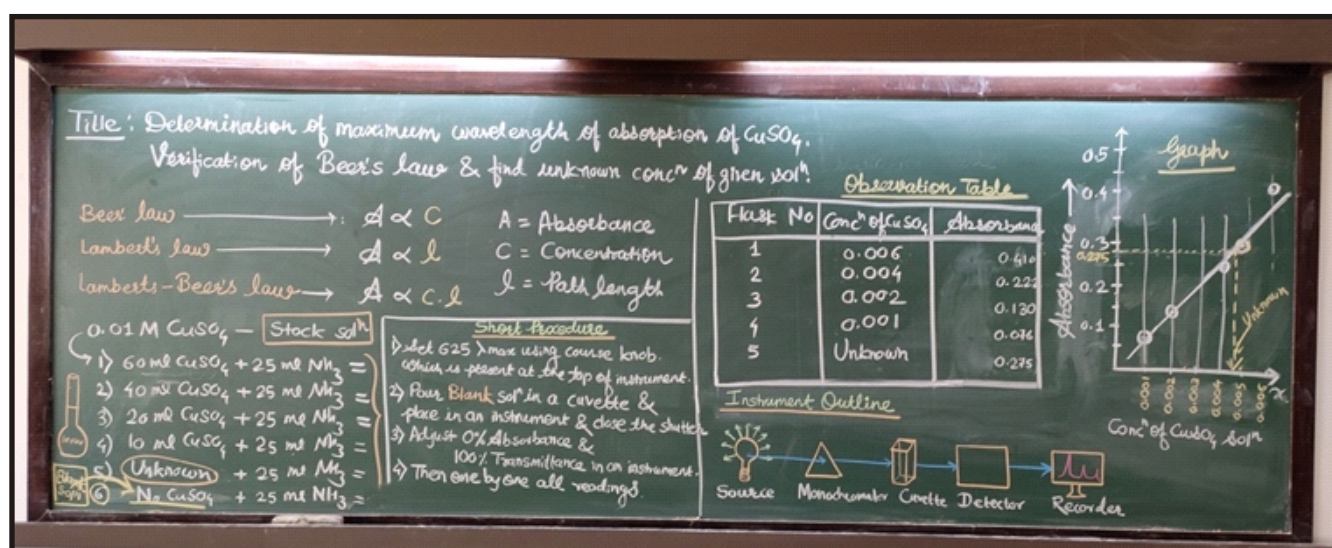Spectrophotometer is used to find maximum wavelength of absorption and to verify Beer's Law.

Fig 4: Procedure to perform experiment is explained on the green board

Fig 5: Spectrophotometer

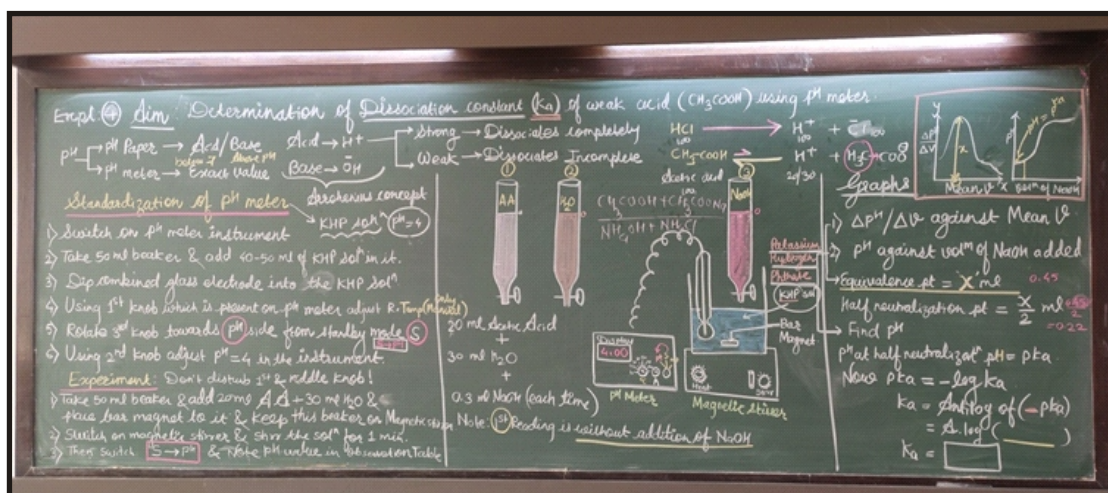**Fig 6:** Students are handling the instrument

For example: pH meter

Fig 7: Standardization of pH meter instrument is explained on the green board

The importance of chemistry experiments can be broadly summarized as follows:

(a) To develop practical skills in the students.

(b) To enhance understanding of chemical principles and its applications.

(c) To broaden factual knowledge of students.

(d) To add an element of enjoyable diversity to the lesson

2. Chemistry Clubs:

Chemistry Clubs provides students with a unique opportunity to experience chemistry outside the classroom. Many students participate in various activities and get involved in community building, learn about chemistry careers, enjoys social events, and better understand how chemistry plays a role in our day to day life.

It is possible to foster an interest in experimental chemistry through "after college" or lunchtime activities such as chemistry clubs. For this a dedicated teacher who understands the students' significance was appointed. Two activities of such a club are illustrated in below **Fig. 8.** During meetings of such clubs, students were able to conduct any experiment of their choice - a wide range of literature and worksheets is available - under the guidance of a teacher.

Our students planed and enjoyed a variety of chemistry-focused activities, including: performing demonstrations. They also helped to clean the environment through community projects.
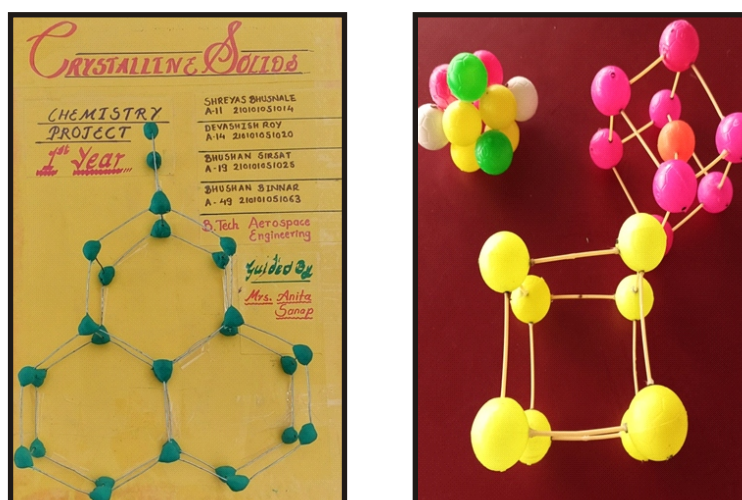

Fig 8: Student activities under Chemistry Clubs

3. Group Discussion:

Group Discussion (GD) encourages students to complete their reading and discuss class topics with their peers. GD improves students thinking, listening and speaking skills. It also increases students' confidence level. GD is an effective tool in problem solving, decision making and personality assessment.

In view of this we have arranged GD for students and very good response from students was observed.

Fig 9: Group Discussion

Poster Presentation

A poster presentation provides a visual representation of students' research through text, charts, graphs, and other visual aids. A poster presentation allows viewers to read students research material at their own leisure. It is also helpful for interaction and asking questions about students methods or findings.

Fig 10: Poster Presentation

Model Making Competitions:

Participation in various competitions is advantageous as it prepares the students for a real-life scenario which provides different knowledge apart from education. It increases the decision-making ability, and gives the confidence to involve in different curriculum activities. This thing also helps in developing students skills, growth, and development.

In our college, we have room, where students can prepare/make apparatus and chemicals, and models. Teachers ensure that experiments/models are prepared at the stipulated time.
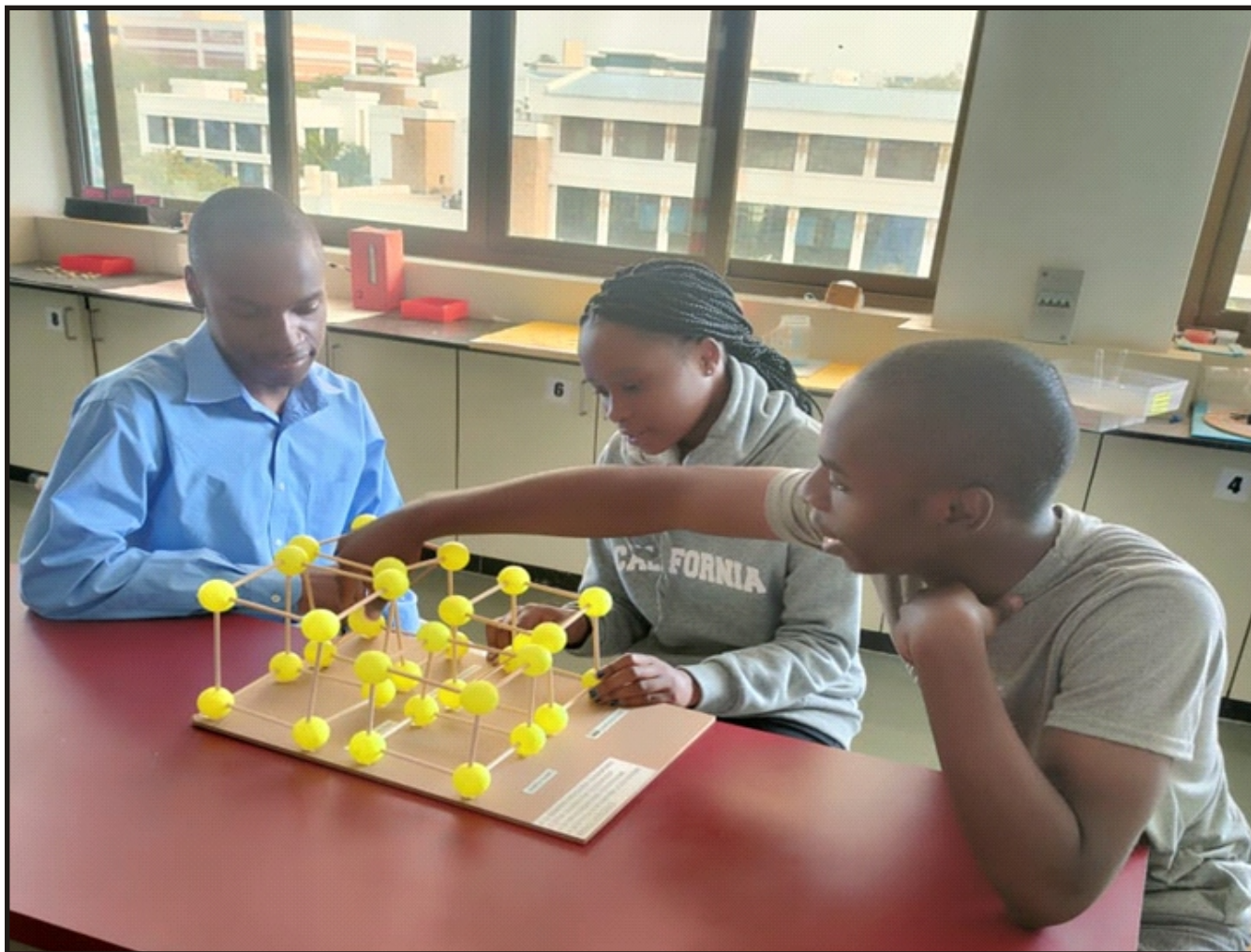

Fig 11: Students explaining chemistry model

Discussion and Conclusions:

There is no doubt that such events stimulate a huge interest in the chemical sciences. For the foreseeable future, chemistry experiments will have an important role in our education. They have intrinsic interest, fascinating manipulative procedures, and above all, allow us the sheer pleasure of watching one substance change into another. This is the magic of chemistry.

From the result it is revealed that after the intervention programs, students' interest towards the chemistry subject had developed. The different teaching strategy increases curacity amongst the students. The demonstration method and use of diagrams to solve chemistry problems gave students enough opportunity to acquire knowledge. Students can remember important laws and equations for a longer time by framing an short form. We were amazed by the drastic improvement of our students in learning chemistry. We would highly recommend the teaching strategies that we used to adopt in chemistry classes.

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English Language the bridge of communication in Science and Mathematics

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ABSTRACT

Imagine a world without language. The human being can't live without language. Lack of language in life of human beings does not rationalize worries about its dimensions for genuine and multifaceted thinking. English is an international language that is used by many countries all over the world. The use of English has become important in our daily lives. Not only in the world of work, English is used in education as well. One of them is in college, where most majors will need English. For example, in the department of mathematics, it is used to explain theories. Even though math uses numbers more than sentences, it will still need English. Because, the process of the steps will be explained in sentences and the Language plays the role of bridge.

Keywords: English language, Speaking, Listening

INTRODUCTION

- Imagine the world without language. Is it possible to think without language?

The world without language is a horrible idea.In the ancient age the early man is living without language.Early man not yet capable of using a language. Early man needs something,can think but unable to express his thoughts.Only thinking is not sufficient to express language is essential.

- Consider a mathematics teacher teaching addition of real numbers without language.

Think of 23+79 how anyone is able to explain it without language.

- Consider the world with different types of language developed in various countries.

If the human beings from different countries meet and try to communicate but the barrier of various languages. They can't understand the language of each other and the reason of meeting fails. This universal problem was solved after English becomes an International Language.

- According to the thoughts of Nelson Mandela, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Means the Language provides path to understand things easily. As per the Maya Angelou, "I admire people who dare to take the language, English, and understand it and understand the melody"

Literature in any language is influenced by the developments in the society that uses that language. Whatever is the

subject of literature, the writer cannot be isolated from his surroundings. A preface to a book states, "The events and characters in this book are fictitious and have no relation to reality." etc. statements are found. They may satisfy the law, but if the author introspects, he will find that there is no truth in such a statement.

But this does not mean that the complete reflection of social events appears in literature. If a language is highly developed, most aspects of the society are reflected in it. But if some important aspects are neglected by the language then it should be considered as underdeveloped. By such criteria we can say that English language is richer than Marathi language.

The imperfection of Marathi is most felt in science and literature. It would not be wrong to call the twentieth century the century of science. Einstein's relativity and Planck-Einstein Bohr's massism were two important fundamental theories that physics got in the first fifteen years of this century. Many new branches of abstract mathematics started in this century. English Language is thus an important aspect of teaching and learning science and Mathematics

Main Result:

If one cannot describe something in words, then it does not exist. Whatever one said at all can be said clearly.Expressing thoughts need perfect language of communication.

Importance of English in Mathematics and Science:

English is the language for international communication and applied by more non-native than native speakers. English has developed from "the native language of a small island nation to the most widely taught read and spoken language that the world has ever known" [4]

Science provides the platform to improve technologies in day-to-day life. Teaching the subjects like Mathematics and Science includes many parameters like definition, lemma, preposition, examples, fundamentals of the subject, formulae's etc. Students generally don't know what are real life uses of Mathematics and Science. The use of English as medium of instruction in Mathematics and Science can help students improve not only their academics in both subjects but also their performance in English language skill itself[2]. In the subject like mathematics many things are imaginary and abstract that we can't perform practically and so language plays very important role. The language acts as a bridge to understand the subject easily.Also, practically if we seen the English language is universal language and it makes the students opportunities strongerto go abroad for further education if language is same.

In the science and maths statistics is also important part and is used all over the world in many aspects like banking, population growth, data collection,data sampling, data analysis, big data etc.In these areas English plays a crucial role to simplify and solve it easily.

The relationship of Mathematics, Science and English can be explained in the best way using scientific method as:

Question
Background
Hypothesis
Experiment
Analysis
Conclusion

Teaching mathematics using English Language:
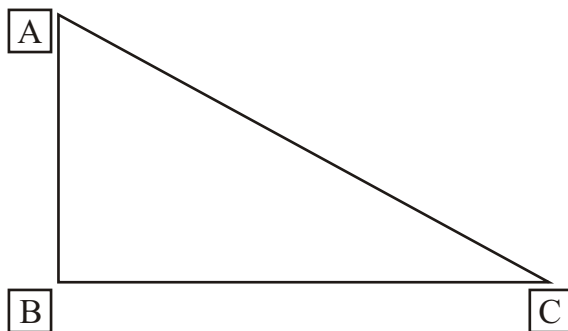
Imagine a classroom of 9th grade students being taught mathematics by a teacher.

The teacher would follow the following steps to teach the Pythagoras theorem in the class:-

1) Pythagoras was a Greek philosopher who made important developments in mathematics, astronomy, and the theory of music. The theorem now known as Pythagoras's ...

2) Consider a right angled triangle ABC with Angle B a right angle.

3) Base BC, AB is perpendicular line and AC is hypotenuse. Then Pythagoras theorem states that, "the square of the hypotenuse is equal to the sum of the squares of the other two sides in a right-angled triangle."

4) How one can Explain it without English Language.

Relationship of Language and Science:

Definitions of science(s). [6]: 'Science' is a complex and fleeting problem. In the sociology of science, the multi referentiality of the term has been clearly defined: 'science' "is commonly used to denote (1) a set of characteristic methods by means of which knowledge is certified; (2) a stock of accumulated knowledge stemming from the application of these methods; (3) a set of cultural values and mores governing the activities termed scientific; or (4) any combination of the foregoing" (Merton 1996: 267).

As per the previous researchers' science is the technology and invention of a human being to make the life of living beings very easy and precious. Before invention of vehicles, man used to cross long distances only through walking. Ancient man invented fire it gives rise to a lot of next research and innovations and ideas.

In the history of inventions language plays an important role. Stone age man don't know any language to talk or write so they use symbolic languages to write on black stones with the help of white stones. As inventions proceeds in the world many languages also invented in the world.

The role of Language in science:

What is the Language and what is its importance in the reference to science? This question is very important. One must think analyse and justify this question. A human being cannot live without oxygen similarly if science is a living being language is oxygen and mathematics is hydrogen. The combination of Science with language is a magic in this beautiful world.

Is Language simply the vehicle or tool of science or does it play a more positive and active role? There is an argument for suggesting that mathematics is actually "driving" some of the present research on superstrings. Science, mathematics and language are the vertices of an equilateral triangle having all sides equal in length. These three vertices never coincides but if it coincident it will form a pint circle. Thus, combination of mathematics, science and language is a chemical compound having all strong equivalent bonds. This compound named M-S-L is none other than a missile in the life of human being.

Elaborating Science using English Language:

To Measure Diameter of a Small Spherical Body Using Vernier Callipers

Aim of the Experiment:

Use of Vernier Calliper to measure the diameter of a small spherical body.

Apparatus in Laboratory:

> A spherical body
>
> Magnifying Glass
>
> Vernier Caliper

Least Count of Vernier Calliper: The smallest distance that can be measured along the distance is the least count. It is the difference between one main scale division and one vernier scale division.
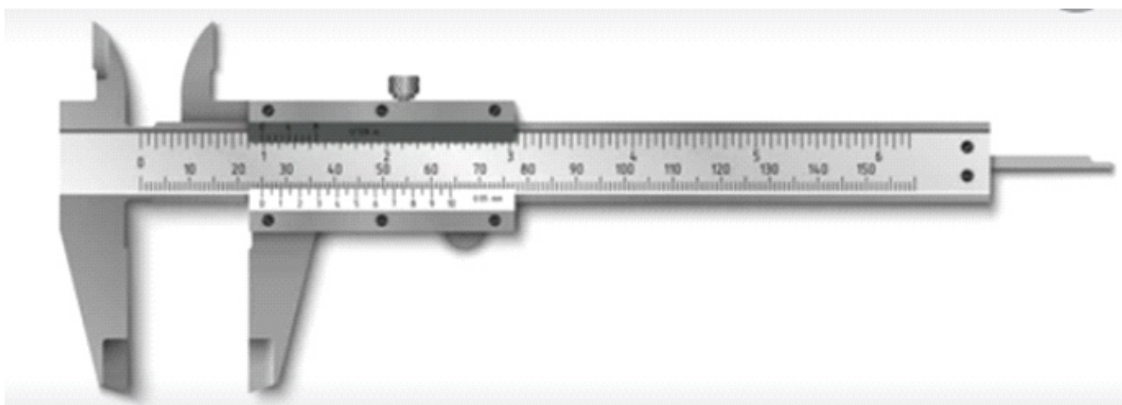
Can this experiment be explained and understood without English Language?

As per CAREER COLUMN [8] explained English is the international language of science, for better or for worse, but most of the world's scientists speak it as a second language. We shoulder an extra career challenge: not only must we gain command of our science, but we must also be able to write to professional standards in a foreign language to communicate that science.

Among all the languages in the present world English is the most convenient international language for communication. It is very simple to communicate with people from other countries to communicate and express one's ideas and thoughts to other country people. Thus, English language is a magician to change the world to become more beautiful.

CONCLUSION

English is queen of all languages and it is essential to communicate in the world easily. It makes sharing ideas easy and simple. Languages have a way of explaining science with ease. It boosts up your brain and you understand technology. You can apply technologies to improve day to day life from different perspectives. You can enjoy your life due to English language which works as a bridge towards success. Thus science and mathematics depend on English language to express and to give solutions to a problem, to solve the problem practically, by analysis, and to conclude the ultimate solution to a problem.

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Underlining Family Issues in Rohinton Mistry's *Family Matters*

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ABSTRACT

The present paper aims to focus on the family issues underlined in Rohinton Mistry's third novel, *Family Matters*. This novel covers the lives of three generations in a Parsi family and deals with politics, question of belonging and unbelonging, marginalized sensibility, notions of conflicting demands for cultural traditions and religious faith. This paper also focuses on Mistry's concern for his community and contemporary ethnic, religious hostility in India attempting to give a literary representation of the importance of the burning and destruction of the Babri Mosque and how changed the life of few characters. It highlights how Mistry's characters are trapped in a complex web of actions and reactions which disturbs their family and life.

Keywords: Family, Relationships, Culture, Society and Religion

Family Matters (2002) is Rohinton Mistry's highly acclaimed third novel after the success of his most applauded first two novels, *Such a Long Journey* and *A Fine Balance*. It is a well detailed account of a Parsi family living in Bombay. It won the Kiriyama Pacific Rim Book Prize for Fiction, The Canadian Authors Association's MOSAID Technologies Inc. Award for Fiction, and the regional Commonwealth Writers Prize for Best Book. It was nominated for the Booker Prize and short listed for the International IMPAC Dublin Literary Award.

In this novel, Rohinton Mistry lucidly draws contemporary Bombay life and his main characters struggle, whose lives are in crammed with mundane situation. He composes narrative that deepens our sense of the vital life of a Parsi family; one filled with sibling rivalries, lost loves, secrets, customs and rituals, the pains of the young along with the acute sufferings of the old and all these with the backdrop of emergency and riots. The story of the novel is narrated by an omniscient narrator and it takes place in 1995, two years after the Bombay riots. Nariman Vakeel, retired English Professor, lives in a seven-room apartment with his middle-aged stepchildren, Coomy and Jal Contractor. Their relationship is not pleasant, and when he accidently falls on road and that breaks his ankle he is sent to Roxana's house. Nariman is shifted to the midst of a loving but burdened household on the other side of the city. Through Roxana's efforts to proffer him a dignified life within the context of her own family, the novel offers an affectionate yet honest picture of the challenge of caring for an ailing family member. The shifting of Nariman creates financial and emotional problems in Roxana's household. The Chenoy family, which includes her husband Yezad and their two sons Murad and Jehangir, live in a one-bedroom apartment and are hardly able to maintain a middleclass lifestyle. Nariman's stepdaughter Coomy dies not wishing Nariman to return as she deliberately damages the ceiling

of her room and is accidentally killed when a beam falls on her head. In the meanwhile, Yezad is powerless to bear the emotional and financial tension as he is under tension, he gradually turns to religion and becomes a committed Parsi, very different from his early skepticism towards religious faith. The epilogue takes place five years later and is written from Jehangir's point of view. We learn that Nariman has passed away, the Chenoy family has shifted to Jal's apartment after Coomy's death, and Yezad has become very staunch religious person. In the end of the novel, the problems and worries continue to spread through the family as Yezad demands that Murad, who is now a rebellious college student, to follow the Zoroastrian traditions. The novel concludes with Jehangir disappointed at his father's behavior, but conscious that he has to negotiate between his responsibilities to his family and the Parsi community, and his own individual wishes.

Mistry describes the declining condition of Parsi families through the character of Nariman Vakeel, who in his older age, is surrounded by the disease of Parkinson. Mistry underlines the pathetic condition of the marginalized Parsis in India. When Nariman gets fractured while strolling, he becomes more marginalized "for the fracture was complicated by osteoporosis and Parkinsonism" (52). But the circumstances turn more unacceptable and marginalized for Nariman because now he was being abandoned by his care takers, his stepson Jal and stepdaughter Coomy who hate him due to his past and who they believe to be responsible for the death of their mother. Their hatred towards Nariman was the most frustrating as "he was at their mercy for everything" (81). His condition becomes so disturbing that he starts weeping and mumbling "sometimes in the afternoon during his nap, though most often at night" (83). Nariman's marginalized condition reflects the marginalized condition of the Parsis. The marginalized condition of Nariman is not only because of Jal and Coomy's hatred to him but it is more of his past in which he had been a saddened and unsuccessful figure in relations with his family members. Jal and Coomy comments on Nariman that being Parsi he has to succumb the class and religious difference and bore the hardships of life as he is reminded that "your past is your those wasted years" (16). Nariman was engaged in the illicit relationship with a catholic girl Lucy Braganza but the Parsi world is a world where the relations with the outside world are not acceptable. The Parsi community does not tolerate inter-religious marriages and due to which Nariman could not marry Lucy. It haunts him throughout the life when he became the husband of Yasmin contractor, and formally adopted her children Jal and Coomy. When his wife Yasmin comes to know his relationship with Lucy and when Lucy reappears in Nariman's life, his wife becomes angry and frustrated and it disturbs their relationship.

The Parsi orthodoxy is another reason due to which we find issues in the family of Nariman in this novel. Mistry reveals it with the conversation between Jehangir and his mother Roxana in which Jehangir asks the question about his grandfather's remaining unable to get married with Lucy, his mother tells him that "because she was not a Parsi" (42). For Jehangir this answer was not the apt explanation for his query so he once again enquired whether there is any law against marrying someone non-Parsi. His father replies to little Jehangir, "yes the law of bigotry" (42). For Nariman this problem becomes lifelong strangle as he suffers, throughout his life and it also underlines the disrespected place in his own family.

Nariman is forced to leave his own home after the accident and later Coomy bundled him and takes him at Roxana's doorstep, a much less elegant building known as Pleasant Villa, without any prior instructions. Nariman is not consulted for this decision. All this leads making Nariman's personal life disturbed and making him feel alienated, being in (Roxana's) home he is still homeless and this state of homelessness symbolically presents the predicament of entire Parsi community. Nariman, being patient to the cruelties and ill handling of his step children, does not show his any resentfulness to his children. He just explains his own daughter Roxana and her husband Yezad that "they tried their best" (120) and hoping of the things to be improved situation he shows his kindness towards his stepchildren saying that "How can you force people? Can caring and concern be made compulsory? Either it resides in the heart or nowhere" (121). The adjustment and opportunity to adjust in other land i.e. in other house has brought a flash of new life into Nariman life. It troubles Yezad so much that his family starts concerning in family clashes. The regular quarrels and arguments of Roxana and Yezad have started turning harsh and distressing. Many times Nariman was also pointed out by Yezad for different things. For example, when Nariman tells stories to Yezad's son Jehangir, it was

frustrating for Yezad and "he went on giving Nariman a mock scolding, but his annoyance tinged with jealously was unmistakable" (161) and the Chinoy family like this keeps involving in family struggle and dilemmas. For them the care of Nariman starts bringing trouble over their monthly budget and their family starts getting stressed. So Yezad reacts over minor matters. Once when Roxana doesn't get any proper place to dry over the clothes and hang them on the balcony, Yezad taunts her that she should "take them to Chateau Felicity. Your bloody brother and sister can dry them in their seven rooms" (167). Such kind of statements becomes the center of the daily clashes of the family. For Chinoy family it becomes tough to manage to look after the children properly as they have very short earnings and they have to manage with meticulous efforts. NiluferBharucha writes:

So the Chinoy family struggle on to care for Nariman and as the monthly budget becomes more and more strained, Roxana's men, each in his own way, attempts to supplement the dwindling pile of currency notes in the envelopes she has so painstakingly marked, butter, eggs, etc. and through which she tries desperately to juggle her monthly budget. (Bharucha, 182)

The shifting of Nariman brings the problem of space and comfortable belonging in Roxana's house. She has two sons Murad and Jehangir, living in a small-flat, given to her by her father, as her dowry. Here Yezad and his family face another sense of rootlessness in their own dwelling, symbolically in city and country. The misbehavior of Coomy and Jal towards Nariman also represents the Parsi dilemma of assimilation and it highlights the relationship issues. We don't find any respect for Nariman at his own house and he is treated like an unwanted guest in family. Jal and Coomy are half-brother and half-sister of Roxana who has been ill treated by them and consequently they are called "half-brother and half-sister" (120). After long and continue trauma for him and his family members, Jal now in great anger blames and argues with Coomy for keeping Nariman homeless for a longer time and her plans are commented by Jal as:

"What was the point?" he screamed, pacing wildly about the room. "Why did you force me to get Edul's hammer? Why did you destroy the ceiling? You could have told them weeks ago we were kicking Pappa out!" "Why should you care? Family does not matter to you! You keep nursing your bitterness instead of nursing Pappa. I've begged you for thirty years to let it go, to forgive, to look for peace. (193)

Jal in guilt confesses all things that he and Coomy planned to keep their father away. At the end of the novel, he asks all of them to come and stay at Chateau Felicity as their Home as the repent for his earlier behavior. Yezad too decides to shift at Chateau Felicity, but unexpectedly starts feeling the sticky situation, while leaving their own home and going into the entirely new home. This feeling of Yezad is symbolic indicating the attitude towards his identity. However Jal turns unfortunate while making his step sister's family comfortable, as after the Chenoy family is in the Chateau Felicity, he is no more living in freedom and here develops his sense of detachment in the same dwelling. In this novel, all the major characters like Nariman and his children, Yezad, and Roxana have the roof and shelter called as home but they had a feeling of homelessness, never felt at home as there was lack of right emotional communication and attachment within their family. On the contrary the other characters have this sense of detachments due to the lack of the physical possession of home.

Yezad's life is affected by the loss of his friends in much the same way as Gustad who loses Jimmy and Dinshawji in *Such a Long Journey*, or Ishvar and Om who lose Ashraf in *A Fine Balance*. In order to have the money ready that is needed to care for Roxana's father, Yezad indirectly attempts to blackmail his boss Vikram Kapur by having two actor friends, who blackmails Mr. Kapur as one of the strong political party member of that period. As an indirect effect of his plan, his friend and employer die. Likewise Dinshawji in *Such aLong Journey* dies in the course of Gustad's efforts to help his friend Jimmy Bilimoria by laundering polluted money. While "the narrative heart within *A Fine Balance*'s urban fabric is a domestic space," *Family Matters* is more or less completely set within four walls, too. More precisely, *Family Matters* has as its setting of two different locations (flats), Yezad's and Roxana's as well as Coomy's and Jal's. While Coomy and Jal throw their father out, Yezad regards the old and disabled man as a raider and thus as an undesirable presence, too. Roxana's husband is hesitant to hand out with the hermetic quality of his flat even though Nariman, due to the insufficiency of space in the flat, makes it essential for family routines to be

reorganized. Thus in much the same way as Dina Shroff in *A Fine Balance* is forced to give up her insensitivity and solipsism once the tailors move in her house, Yezad is called on to display flexibility and humanity in order to accommodate his father in-law. By virtue of its setting, *Family Matters* continues the argument of boundaries begun in *Tales From FirozshaBaag*, *Such a Long Journey* and *A Fine Balance*.

To conclude this we can say that Rohinton Mistry himself being a Parsi expresses the uncertainties and anxieties of his community through the example of a family which undergoes many issues. He expresses the view that the novel does not remain ethnocentric as it celebrates hybridity and multi-culturalism in the continuing process of transnationalism. In the novel Nariman's memories of the past tell the reader to earlier moments in the cities, and the nation's history in a novel that moves across three generations of the same family. Mistry has brilliantly touched the certain issues like identity, culture, struggle of minority and question of belongingness which disturbs the lives of middle class family members. He underlines family issues of attachment, bonding and responsibilities with the narrative of Nariman's family and tells us how it disturbs the life of human beings when they don't accept each other on humanitarian ground.

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Corporeal Self as a Memory Complex in Shauna Singh Baldwin's *What the Body Remembers*

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ABSTRACT

Corporeality or the bodily aspect has emerged, in the recent years, as a significant vector of analysis in Humanities and Memory Studies. Human body houses and triggers memories. Furthermore, experiences of trauma, violence, abuse and their subsequent transformation into memories also go through the filter of body. Corporeal self is a notion that accentuates the role of bodily experiences in the making of one's identity. This corporeal self is also a biological object that stores and recollects memories. This paper is an attempt to analyse, Shauna Singh Baldwin's novel *What the Body Remembers* to show how body becomes a site and physical structure on which trauma, memories and remembrance playout their dynamics.

Shauna Singh Baldwin is a novelist of Indian and mixed blood and of Canadian-American nationality. *What the Body Remembers* is a novel that engages with corporeality and embodied memories. The paper employs the theoretical premises of Corporeal Studies, Memory Studies and Culture Studies to explore the link among body, memories and identities as revealed in Baldwin's complex narrative.

Keywords: Corporeal memory, Corporeal Self, Remembrance

Memory is often considered as a mental process and as a psychological experience. This formulation evacuates the physical factor or the bodily element in memory. If one understands that memory is housed with in a corporeal self, it could be reckoned as a bodily process as well. Further, bodily experiences often turn into memories and they define self in terms of what the body remembers. For instance, physical abuse experienced by a child, a woman or any person and the experiences of violence (both verbal and physical) are transformed into memories which are then stored in a corporeal component, brain. Experiences of trauma that lead to severe psychological disorder also operate at the physical level initially, as the first instance of traumatic experience is perceived through senses and thus are corporeal in nature. There is also a concept of 'corporeal memories' which indicates the effect on society of portraying human bodies in pain. Novel can be considered as a medium to express corporeal memories as novelist very often evoke images of horror brutality, pain, survival and strength as often seen in genres such as slave narratives. The very ability to comprehend the physical and emotional trauma experienced by the characters creates a situation of corporeal memories. Such narravites aim to connect the readers to a painful past, either through a character or an event.

Corporeal memories also create corporeal history i.e. the presence of human body in historical events to

authenticate the past. Fiction often assumes the role of validating corporeal history as often seen in the works of minorities and victims. The bodies of the victims in such novels communicate pain through visual metaphors. Female bodies are frequently subjected to violence, torture, modification, exile and other painful events. These experiences that construct trauma are often represented in literary works.

Shauna Singh Baldwin's *What the Body Remembers* is a novel that set in the background of partition of 1947. The novel focuses on Roop, a young girl who has lost her mother and her father is in deep debt. She develops a friendship with Sardarji's first wife Satya. As India progresses towards independence Sardarji finds it difficult to manage the finances. Roop has to depend either on her father or husband for economic and physical protection. She also realises that she has to be silent and obedient to be protected and supported. Another female character is Gujri, is a plains woman who is given to Roop's mother as a wedding gift. She comes in along with dowry pots and pans and she has no choice but to accept her position as a slave, she being given away by her father because she had already been married and widowed at the age of seven. The whole village had considered her unlucky and she could marry again "lest she kills another husband" (24).

Baldwin's narrative unpacks corporeal memories that are inscribed on the bodily selves of Roop, Satya and Gujri and they evoke images horror, brutality, pain, survival and strength. It also locates female bodies in the history of partition. The narrative begins with bodily elements in the very first two sentences. Apart from the word 'body' these sentences also refer to other parts of the body:

I have grey eyes in this lifetime and they are wide open as I am severed from my mother's womb. The futility of tears is for those who have not, as I have, rolled the dice a few times. If the circle that is your body falls on a ladder inscribed on the game board of time, you climb. (01)

Baldwin also links body to the process of birth to historicize and to corporealize identity through birth: *The midwife knows as I do already, testing the kick in my legs,that I am not a boy. Against all odds, against every pandit's promise, despite a whole life of worshipand expiation,I have slid down the snakes tail and for all the money and temple offerings I lavished on pundits the last time round, here I am again…. born a woman.(01)*

The above extract also implies how memory starts getting embedded in body right from the time of one's birth. The use of italics in the extract emphasises the voice which is also a physical or bodily manifestation. Satya the disgruntled first wife of Sardarji, instead of feeling jealous, likes the company of Roop, though she feels perpetually inadequate as she cannot bear a child. Baldwin explains how she examines Roop closely and appreciates her corporeal identity:"She studies Roop's features, her Pothwari skin, smooth as a new apricot beckoning from the limb of a tall tree, her wide heavily lashed brown eyes. Unlike Satya's greyones, they are demurely lowered, innocent" (05).

Roop's body is also evoked as a metaphor for the conflict between colonial force and the post-colonial multi-ethnic,multi-religious reality:"Hindus,Sikhs,Muslims, they are like the three strands of her hair, a strong rope against the British, but separate nevertheless. (06)

Roop's body, furthermore, is described with minutest details her teeth, tongue, cheekbones, neck, brow and ears. This description allegorically signifies the marking of memory. Roop's corporeal self is projected as an embodiment of feminine beauty. The narrative also fixes certain standards about masculinity. Satya's father who gets dispossessed of his property is assessed in a bodily way to show how he gets demasculinized. In this description land and body allegorize each other: "Thin maudlin, lazy that is not a man, when the British turned land rights to paper, he could provenothing, not even fitness for working! He lost the land" (10)

Characters in this novel are mainly embodied memories. Bebeji rattles of the qualities of a woman which she has memorised and internalised, having lived complicitly in a patriarchal world. Her memory underlines the patriarchy's expectation of a woman. Interestingly her words focus on bodily functions in euphemistic terms. Sexual intercourse, pregnancy and child birth are implicated in her words:"a woman is merely cracked open for seeding like the earth before the force of the plough. If she is fertile good for the farmer, if not, bad for her" (12).

Satya's memories are also embodied. She remembers Sardarji's intimacy in terms of bodily and sensual

details. The narrator observes:"She remembered their first times- when sardarji would abandon the rough wool of his English suits for the soft white Peshawari kurta- salwar and stand at her back removing first her jamavar shawl, then her jewellery"(17)

Baldwin almost implies that body is memory and conversely memory is the body. She mentions that body gets imprinted in the unconscious that it comes out in the form of dreams and nightmares. The narrative explores one such bodily significant dream of fertility that Satya experiences:

Sardarji is beside me again, his snoring lending rhythm to the moonlight silvering the courtyard. Roop lies between us, her body pale and hairless, limbs supple and careless. And from between Roop's legs there sprout apricot buds ready to open into flowers. And Sardarji plucks these, one by one and gives them to me.(19) Eating is one of the bodily functions closely observed and depicted by Baldwin. There are frequent references to meals and food items such as pickle, chicken, eggs, egg bhurji, roti and rice. Baldwin indicates that the memory of food too gets embodied deeply in the personality.

Bodily postures such as those of sitting, walking and sleeping are also imprinted in the memory of the narrator. For instance the narrator recall the bodily impressions of Mama sleeping:

Roop, Madani and Jeevan sleep on any manji they happen to be sitting on when sleep comes, but Mamahas a special manji. Her body is so light now, despitethe baby mounded inside, that the rope mesh of her manji stretches tight and flat across its wooden frame and never needs tightening.(35)

The narrator also captures the memories of Roop's childhood in terms of certain physical activities and games that have bodily significance:

Roop's small hands have not yet mastered even the first round of the five stone game: tossing a pebble in the air, picking up another while catching the first before it hits the ground. She squats, practising, her unclean hand helping her right hand, but she cannot snatch a single stone without disturbing the rest.(38) Many rituals too are remembered in their bodily experiences. The narrator describes the memory of tattooing with many physical details:

The bangle seller grips her arm. The tattoo needle hurts. But very little, just pinpricks. It punctures; blue stain seeps. Beneath her skin like Mama's smell. Skin turns to canvas. Ink spreads across the vulnerable softness of her inner wrist, Giving shape to the sound of her name.(68)

Throughout the novel Roop remains conscious of her bodily self. She feels that her body is subject to male gaze and she also thinks that her appearance is censored in public places. It is with great hesitation that she makes appearances in such places. How body is observed by others is also a part of the body's memory. She remembers how she would go with other women or with a senior women in places like the market:"She has never been to a bazaar alone, always she had someone Older with her. Madani, Revati, Bhua, Gujri, Kusum, Jeevan or Papaji. She has never bought a cup of tea in the bazaar, alone. Always she had someone older with her" (249). Baldwin also gives embodiment to abstract ideas such as love and fear. For instance, she describes the bodily manifestation of fear in Roop. By doing so she indicates that body remembers fear as a physical symptom: "Her stomach churns with fear- she could die as young as Mama ,so painful it is to do what women are for." (269)

Baldwin also depicts Satya's problem with Roop in terms of their different bodily functions one who cannot be a mother and the other one who can. Baldwin explores Satya's thoughts which are dense with bodily details: If only Roop were a bazaar woman, predictably loose and coarse and grasping. Satya could say she'd ensnared Sardarji, used uttar and wine and bound his heart in the tendrils of her black hair. But no, she'd met his picture and his astrological chart, like any bride of a good family. Her only crime is to have brought no dowry and to have no means of support but the fruitfulness of her young womb.(309-310)

Fertility myths are a part of the collective unconscious and they keep haunting Satya, reminding her that she is a failure as a woman. They also visit her in the form of nightmare, despite Roop giving her two children. In another nightmare which is described with dense bodily details, Satya feels immobile, indicating her vulnerability and fear: *Left in my bed, I discover pain in each limb, weight in each join. The raw, unlined canals stir my muddy water,*

bringing all that is buried and denied to the surface. I can hardly move, my thighs are stained white by the fine salt dust that extinguishes life in my valley.(321-322)

Baldwin's narrative interweaves Roop's life with the history of partition. Roop realises that during social unrest and communal violence women's body becomes a site of dispute. Subsequently she has more of bodily memories of partition and violence as her body gets dislocated, she losses partly her hearing and that her body is the house of many fears. What she hears indistinctly is also the news of violence on women: Roop looks around, mystified; reminds herself she has one bad ear. But even with only one ear Roop hears of women abducted, mutilated, Always by them never by us. Men etch their anger upon woman. Skin, swallow their pride dissolved in women's blood.(553)

In the chaos created by violence, Roop gets separated from Sardarji. She feels more vulnerable , when she thinks Sardarji could be killed by now. The image of a wound comes to her mind as a bodily reminder of her condition as a possible widow. Baldwin describes the notion of widowhood in corporeal terms: "She feels small again, so small and Nani's wound is open before her, suppurating, maggoty pink. Widow-wound that would not heal." (558)

Roop's mind is infested with the images of physical abuse that she has heard in the backdrop of partition; she imagines that her dear and near one's might to have been the victims of abuse. Her idea of *izzat* intensifies the sense of shame associated with such crimes on women. One can note that honour and shame too have bodily co-ordinates in a male dominated society:

The tales fly naked sikh women were forced by Muslims to Dance before mosques. Naked Muslim women were forced by Sikhs to dance in the compound of the Golden Templein Amritsar. Perhaps Huma was among them. Who knows? Everywhere on this platform, women pull the remnants of rags about their breasts- Satya would say they have learned shame, shame of their own bodies, from men of all faiths who cannot trust each other. (560) Eventually, Roop gets reunited with Sardarji. As they ride on a tonga to safety, Sardarji notices that Roop's hearing is affected. However, without knowing that Roop will no longer listen to his commands anymore as her partial deafness is metaphorically her decision to listen to what she wants to, he suggests she could see a doctor. This reference to her auditory crisis is another bodily metaphor used in the novel to suggest Roop's self awakening. Sardarji, However, is unmindful of this transformation in Roop: "I will ask one of them to recommend a good doctor in Delhi, now the British ones are gone. Now remember, Roop, you leave things to me "(604)

The novel has an epilogue presented from the perspective of Satya. It goes back to the scene of birth depicted in the prologue. This scene has details of a hospital combined with sensory experience and bodily realisation: *This life begins with a midwife bearded but turbanless, wearing a white mask and a white coat. Lights above me shine painfully white, the walls are white, the sheets are white, strange textures, strange shapes. Medicinal scents assault my nose as I am severed from the womb.(607)*

The Epilogue also re-emphasis the point that for a woman it is the body that remembers than the mind. The Corporeal memory is highlighted yet again: *"Foolish girl-child with two whole lungs to scream and a body that remembers, remembers the thought, remembers the un-thought, the good deeds and the bad, even as others remember only the bad"(608)*.

The voice in the Epilogue also maintains that patriarchy is a vicious cycle that reminds a girl that she is not welcome. The voice also states how body remembers without words and how such bodily memories are transferred from one generation to another as a part of the collective female unconscious:

I do not need to understand words to know he is disappointed Iam nota boy. Some things need no translation. And I know, because my body remembers without benefit of words, that men who do notwelcome girl-babies will not treasure me as I grow to woman-though he call me princess just because the Gurus told him to.(608)

Thus Baldwin's narrative connects the body of Roop's memories to that of Satya which in turn is connected to the body of memories of many generations of women all making a collective memory complex which is inscribed on the bodies and sensations of women. Such a reservoir of memory indicates that trauma and emptiness of woman are often the result of patriarchal insensitivity.

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Methods of teaching English in the Assamese Medium Secondary Schools of Assam: A Comprehensive Study with References to Lakhimpur District

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ABSTRACT

English is regarded as the key to all the storehouse of knowledge. It has become the lingua franca of Assam along with the whole world. English has been taught as a Core subject in the secondary schools of Assam. In Assam secondary education covers from class IX to XII. In Assam class XI and XII is popularly known as HS First Year and HS Second year. According to a government source around 12 lacks students are being enrolled in the secondary schools of Assam for the session 2021-2022. 72% guardians prefer to send their children to English medium schools instead of the schools which use their regional language as the medium of instruction e.g. Assamese, Bodo, Bengali etc. But the knowledge of the English languages of the students are seen very poor. 85% students found this language very hard. The Indian education system uses English as a Foreign Language (EFL), which makes it more difficult to be learned. In most of the secondary schools of Assam, the teachers teach it using Grammar Translation Method. But English is well thought- out as the most vital and influential language in the world. To grow and to survive in the world of competition, the Assamese students must to learn it well.   In this paper, an attempt is made to look into how the students can earn mastery in the language to cope up with the global community.

Keywords: English, Assamese medium, Assam, Method, student, school, knowledge.

INTRODUCTION

Assam is one of the eight states of North East India. It is the largest state in terms of population and second to Arunachal Pradesh in geographical area. The total population of Assam in 2020-2022 is 34,586,234.with a literacy rate   of 85.9 percent, Assam has ranked fifth in the entire country. In Assam English occupies the place of international link language and library language and thus is regarded as an important subject of study for the students of the state . English has been being taught compulsorily from KG 1 to graduation level . In secondary level , the language earns the most importance by the students and the guardian community as a whole .

NEED AND SIGNIFICANCE OF THE STUDY

In Assam the history of teaching English began in 1836 after the Macaulay Minutes. Even after 75 years of attaining freedom from the British Rule , English continues to dominate every sphere of life .Now , situation is like that the parents feel proud sending their children to English medium school instead of Assamese medium school . But the standard of teaching this language in Assamese medium Secondary schools of the state is said to be going down day by day. Most of the teachers are not well trained for teaching the language. Even most of the trained teachers do not have English as method subject. It is seen that the teachers do not have clear idea about the aims and objectives of teaching English. About 88% teachers are not willing to imply the proper method and approaches of teaching English in their classroom due to different reasons. As a result the knowledge of English among the students is seen very pathetic. After completion of matriculation, about 64% students are found unable to write simple sentences correctly. It is also found that about 59% secondary school students are unable to give his/her brief introduction in simple English. After taking graduation about 51% students are seen unable to write a job application or any such other application in English correctly. Most of the students are found not able to earn linguistic command over the English language after learning it more or less seventeen to nineteen years (including the KG-1 and KG-2).Many of the thinkers opine that it is being happened due to the failure of teaching methodology in the schools. Therefore it is thought necessary to analyze the methods of teaching being used by the teachers in the secondary schools of State.

OBJECTIVE OF THE STUDY

The primary objectives of the study are—

1)   To study the different methods and techniques adopted by the teachers in classroom situation to teach English the Assamese medium secondary schools of Assam

2)   To look into the methods and approaches found comfortable by the student community in the teaching learning process.

METHODOLOGY USED

 The paper is mainly empirical one based on primary and secondary data. .In order to examine the methods being used by teachers in the secondary schools of Assam , I have used both primary and secondary data from different sources at the disaggregated level. Primary data are collected from the field with the help of questionnaire and interview. While the secondary data are collected from the authentic books , journals, reports and websites. This paper intends to undertake a critical analysis of the methodologies from pedagogical perspectives. The method of this study is mainly descriptive.

Data so collected are processed by utilizing some computerize programmed like SPSS, SYSTET etc. for analytical purpose with some simple statistics.

SAMPLE OF THE STUDY

A total number of   100 English teachers from 30 Assamese medium secondary schools have been selected considering upon the factors like medium of instruction , location of the school etc. Information about methodologies adopted by them in teaching English , use of ICT, difference of teaching methodology depending upon locations of the schools have been collected from them through questionnaire and personal interview. A structural questionnaire to access the content was prepared in course of the pilot study. The items of the questionnaire were prepared on the basis of interview with the participants and modified standardized tool A set of 5 points rating scale ranging from "Always used" (5) to "Never Used" (1) were used to investigate the using of proper method and approaches in the teaching learning process in the specific areas .

HYPOTHESIS

The study intends to analyze the methods and approaches of teaching English being imparted in the Assamese

medium secondary schools of Assam. The specific hypotheses to be tested are ---

1)   Proper methods and approaches are being adopted by the teachers in the teaching learning process.

2)   All the teachers are well acquainted with the teaching methodologies guided by the modern ELT.

LIMITATION OF THE STUDY

1) The study is limited to the English language teachers of Assamese medium secondary schools of Assam only.

2)The study is limited to 100 teachers from 30 Assamese medium schools of Lakhimpur district of Assam.

ANALYSIS AND FINDING OF DATA

In this present study an attempt has been made to analyze and interpret the data on the basis of information collected through the administration of data gathering tools. In the study it has been found that the methods and approaches adopted by the teachers in these schools are still in developing still. The guidelines of modern ELT are mostly neglected in the teaching learning process. These can be analyzed as given below ---

In the present study , it has been found that the teaching of English in the Assamese medium secondary schools are still dominated by traditional teaching methods like the Grammar Translation Method. It is found that about 95% teacher are still practicing the GMT in the classroom for teaching English to their students. 2% teachers sometimes use Direct Method and Audio Lingual Method in the classroom . Only 1% teacher sometime use Structural Approach of teaching English in the teaching learning process. The percentage of teacher practicing the other methods like the Silent Way Method, Communicative Language Teaching (CLT) , Total Physical Response , Content and Language Integrated Learning , Cooperative Language Learning etc. is nil . Whereas the whole world avoids the GMT for teaching English specially in Non English country , Assam is seen exceptional to this. Here in Assam , the teaching learning process of the English language is totally dominated by the GMT.

Table: 1

Methods	Always Used	Sometime Used	Used Frequently	Never used	Not Aware
GMT	94%	0%	0%	0%	Nil
Direct Method	2%	0%	0%	0%	
Audio Lingual Method	Nil	Nil	Nil	Nil	Nil
Silent Way Method	Nil	Nil	Nil	Nil	Nil
Communicative Language Teaching	Nil	Nil	Nil	Nil	Nil
Total Physical Response	Nil	Nil	Nil	Nil	Nil
Content and Language Integrated Learning	Nil	Nil	Nil	Nil	Nil
Cooperative Language Learning	Nil	Nil	Nil	Nil	Nil
Structural Approach	Nil	Nil	Nil	Nil	Nil
Drill Method	2%	0%	0%	0%	0%
Dr West's New Method	Nil	Nil	Nil	Nil	Nil
Inductive & Deductive	1%	0%	0%	0%	0%
Oral Method	1%	0%	0%	0%	0%

In the present study , another aspect of teaching- learning process is come into the light . It is seen that , the number of trained teacher in the secondary schools of Assam are still very few. Only 39% teachers are trained as per NCTE guideline whereas 51 % are teacher still untrained. Lack of seats in colleges and institutions to study B Ed , D ELED or other such training programme is considered responsible for rising the untrained teacher to such a huge number. Lack of training also creates challenges before the successiveness of learning the English language to the optimum level.
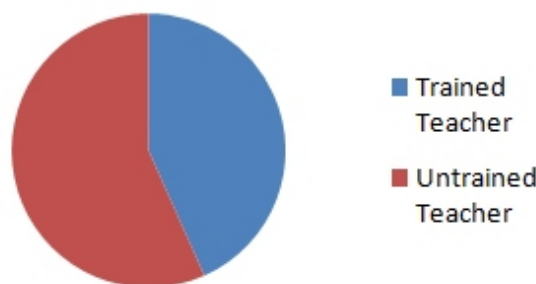
Figure -1 Showing ratio of trained and Untrained Teacher in English.

Information and communication Technology plays a very important role in teaching learning process. The modern ELT suggests a sets of ICT to be used to make the teaching successful . But , in the present study , it is found that the rate of using the ICT in teaching English is very poor. Only 07% of teacher uses ICT sometimes in the classroom. 93% of teacher never use any ICT in their classroom. Even most of the teacher are not aware about the importance and significance of ICT in the teaching learning process. The teaching learning process is still dominated by the blackboard, duster, chalk etc.. 93% of teacher do not use ay teaching aids in their classroom .It indicates most of teachers neglect the use of teaching aids in teaching English in their respective classes. In the present study it is also found that about 41% of teacher pay individual attention to students in English class whereas 59% of teachers do not pay individual attention to students in their class due to overcrowded of students and pressure of completing the syllabus in due course of time.
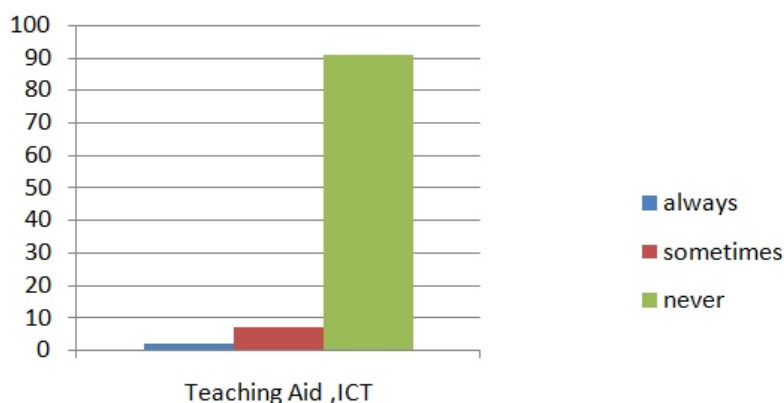

Figure-2 Showing using of ICT & Teaching Aid

MAJOR FINDINGS OF THE STUDY

1) It was found the no appropriate teaching methodologies are practices by the teacher in teaching English in the Assamese Medium Secondary schools of Assam .

2) The majority of the teachers are untrained .

3) Importance of ICT and other teaching materials are totally neglected in the classroom.

4) The majority of the teachers are unable to put individual attention to the students in their respective classes.

5) The students do not have the knowledge of basic English to earn command over the language in the secondary stages.

SUGGESTIONS

The following suggestions may be put forward for developing the teaching strategies in teaching English in the Assamese medium secondary schools of Assam-----

1) The huge classes should be divided into sections so that teacher can put individual attention to the students during the class.

2) The untrained teachers should be sent for training.

3) The teacher should adopt proper teaching methods in his/her class. Unless the teaching learning process cannot be made successful.

4) Parents should take care to his/her children so they could learn the basic of the language strongly in the elementary level. Proper care should be taken in the elementary level also.

5) Proper English Curriculum should be maintained throughout the different stages of schools.

CONCLUSION

English as a language occupies an immensely significant place in the context of academic, administrative and other pursuits indicative of civilized existence in our country. In the present world English becomes a like skill. To attain success in life everybody should learn the skill well. Teaching English in non English medium school is not an easy job. It requires skilled teacher and their dedication towards their duties and responsibilities. The present study reveals that many of the teachers are still untrained and majority of the trained teachers are reluctant to use the proper methods and techniques in the classroom environment. The teacher, the guardian , the management and the students should work together to achieve the desired goal of mastery over the rich language.

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